STUDENT SUCCESS

Our primary goal is to promote student success. This success is reflected in students’ performance at our colleges as well as in their later achievements in education and the workplace. We also look at the intellectual skills that students develop while at Los Ríos, such as critical thinking and the ability and desire to engage in life-long learning. Student success also measures the education of the whole person for engaging in an increasingly complex and interconnected world.

BACKGROUND AND EVIDENCE

The following findings provide an overview of the issues and challenges facing the district related to student success.

Student Satisfaction Survey

The district administered the Noel-Levitz survey, a student satisfaction questionnaire that has been conducted throughout the US at colleges and universities. The survey asks students to rate the importance of a range of college experiences and how satisfied they are with each experience. The survey revealed both areas of strength and opportunities for further study and improvement:

Areas of Strength

Areas of high student satisfaction included:

- Policies and procedures regarding registration and course selection are clear and well-publicized.
- Students are able to experience intellectual growth.
- Faculty are usually available after class and during office hours.
- Nearly all faculty are knowledgeable in fields.
- Program requirements are clear and reasonable.
- Computer labs are adequate and accessible.
- Admissions staff are knowledgeable.

Areas of Opportunity

Areas where there was a gap between students’ rating of the importance of a topic and their level of satisfaction with it included:

- Amount of student parking is adequate.
- Security staff respond quickly in emergencies.
- Classes scheduled at convenient times.
- Parking lots are well-lighted and secure.
• Academic advisor\(^1\) knowledgeable about *program* requirements.
• Academic advisor\(^1\) knowledgeable about *transfer* requirements.
• This school does whatever it can to help me reach my educational goals.

**College Affinity Focus Groups**

Key findings from the affinity groups include:
• Concern regarding inconsistent course numbering across the district’s colleges.
• Need for expanded supportive and group learning approaches.
• Need to enhance and integrate student services and instruction.
• Need for more systematic process for linking needs assessments to changes to curriculum and pedagogy.
• Interest in enhancing communication with students and expanding opportunities for student involvement and development.
• Interest in collaboration within disciplines across the district.

**External Scan**

The external scan of the policy and competitive environment indicates:
• Ongoing state requirements to achieve Partnership for Excellence goals.
• Increasing legislative pressure to establish statewide course numbering.

\(^1\) The term “academic advisor” is an ambiguous term and is not used in the Los Rios district.
STUDENT SUCCESS
STRATEGIC DIRECTIONS

To respond to the findings listed above, the district will pursue the following strategic directions (not listed in priority order):

1. Increase the use of successful educational program elements to serve a larger proportion of the student population, drawing on models from:
   - Successful Partnership for Excellence Projects
   - Collaborative learning approaches such as the MESA, Puente, and Beacon programs
   - Programs that promote academic excellence
   - Other initiatives that promote student success effectively and efficiently.

2. Provide improved delivery of information to students regarding program requirements, transfer requirements, and the availability of student services.

3. Implement course re-numbering and improve the transferability of courses districtwide.

4. Provide appropriate information technologies to support student learning and competitiveness in the labor market.

5. Develop and use valid measures to evaluate success on four levels: institution, program, classroom, student.

6. Provide college experiences that meet the needs of students with varying educational goals and backgrounds.

7. Better define and address student concerns with parking and emergency response.

8. Enhance our links with K-12 and higher education, including programmatic articulation.