Suffolk County Community College
Title III Evaluation - Year One Report

Suffolk County Community College (SCCC) began its Title III Strengthening Institutions project – *Student Engagement through Informed Support (SEIS)* – in October of 2010. As described in the abstract, the overall purpose of the project is to “dramatically improve the success of students as they transition from their first contact with the College, through the series of heavily subscribed gateway courses, to become accomplished learners.” With one major Activity, the project tackles the need to engage and support students by intensifying and expanding their access to resources and services technologically. To that end, the College will electronically enable enrollment and admissions, reorganize faculty academic advising, institute an early warning and intervention system, develop learning objects to enhance learning support for gateway courses, and unify student support resources through a Virtual Learning Commons. With the focus squarely on student success, the project will increase successful course completion and student persistence, retention and satisfaction. Now at the end of the first year, SCCC will complete development over the next five years to fully implement and institutionalize SEIS by September 2015.

During the inaugural year of the Title III project, the College contracted with Development Institute, a Boston consulting firm, with Dr. Katherine German, Vice President, serving as the external evaluator. Dr. German has been involved with the design and implementation of similar programs since 1980 and held a variety of leadership roles within higher education over the past thirty years. She is currently working with numerous institutions in the development and evaluation of Title III projects as well as other change efforts within higher education.
Prior to the initial campus visit of May 24 and the final visit for the first year on October 20 and 21, 2011, Dr. German reviewed the College’s overall five-year project plan as well as other related documents and outlined the evaluation criteria specified in the project for the first year of implementation. These criteria, defined by the project objectives and anticipated results, have been incorporated into the evaluation report for use as benchmarks against which to measure the progress of the project to date.

While on campus for the assessments Dr. German conducted a series of structured interviews to ascertain the progress that had occurred within the elements of the overall activity under development. During these discussions, she met with Dr. Marlene DuBois, the newly appointed project Coordinator; Dr. Jian Zhang, the Activity Director; Dr. William Tucker, the Grants Officer; Tatiana Tchoubar, the Instructional Media Technologist/Webmaster; Dr. Min Su, the Research Specialist; and Muriel Lanier, the Administrative Assistant regarding overall project organization, management and development. Thereafter, she met with key faculty and staff involved in project development and implementation, as well as members of the Title III Task Force. Individuals participating in evaluative discussions during the campus visits included:

C. Brady Math Gateway Course Support Enhancement Team Leader
C. Connolly Enrollment and Admissions Team Leader
C Conzen Faculty Mentoring and Student Engagement Sub-Team Leader
A. Heraghty Faculty Mentoring and Student Engagement Sub-Team Leader
C. Holfester Faculty Mentoring & Student Engagement Sub-Team Leader
L. Johnston Enrollment and Admissions Team Leader
R. Khan Faculty Mentoring and Student Engagement Sub-Team Leader
B. Laudicina Enrollment and Admissions Team Leader
R. McAllister Reading Gateway Course Support Enhancement Team Leader
T. Morales Faculty Mentoring and Student Engagement Team Member
D. Morelli Communications Gateway Course Support Enhancement Team Leader
P. Munsch Faculty Mentoring & Student Engagement Sub-Team Leader
J. Napolitano Biology Gateway Course Support Enhancement Team Leader
M. Ratna Faculty Mentoring & Student Engagement Team Leader
C. Rubman Psychology Gateway Course Support Enhancement Team Member
L. Sprague Enrollment and Admissions Sub-Team Leader
Overall discussion during the evaluative meetings focused on achievements, issues that have arisen, and plans for the future. Throughout the evaluation participants enthusiastically described their involvement, accomplishments, and expectations for the project. As part of the interim review, Dr. German shared her perceptions of project implementation with the Vice President of Institutional Advancement, Dr. Mary Lou Araneo; following the final review she shared her perceptions with the Task Force as well as the Project Coordinator, the Activity Director, and the Grants Officer.

**Needs Assessment**

In advance of proposal submittal, Suffolk County Community College faculty and staff engaged in an extensive, highly participatory analysis of the strengths, weaknesses and major problems inhibiting institutional growth and self-sufficiency. The analysis drew from multiple sources including the SCCC Strategic Plan, the Middle States Review, Gardner’s Foundations of Excellence Self-Report, and the Community College Survey of Student Engagement results as well as related internal reports and studies produced by the Institutional Research office.

Building on the institution’s academic, managerial, and fiscal strengths, the project addresses eight critical weaknesses spanning those three areas:

- **Academic weaknesses** include a disjointed enrollment and intervention system, insular instructional delivery, and inaccessible onsite academic support system.

- **Managerial weaknesses** include incomplete enterprise system implementation and integration, inconsistent and underpowered web presence, and technical limitations.

- **Fiscal weaknesses** include an inadequate budget for institutional development and an insufficient institutional endowment.

Taken together, these weaknesses significantly impact the College’s ability to sustain student progress to graduation, producing a single overarching problem to be addressed by the project:
Entering student academic achievement, persistence, retention and satisfaction are devastated by legacy enrollment, advising and academic support systems that fail to connect with one another or the students they purport to serve.

By enabling enrollment, advising and intervention systems, enhancing gateway courses, and enriching teaching and learning with a virtual learning commons, the project seeks to significantly increase student success and satisfaction.

**Scope of the Project**

A single activity, *Student Engagement through Informed Support (SEIS)* presents a holistic, comprehensive approach to student success by reconstructing the SCCC educational experience, linking instruction with enhanced support systems. Three interrelated components designed to help students become accomplished learners will improve their success as they transition from their first contact with the College through a series of heavily subscribed ‘gateway’ courses, continuing their studies to graduation. The first component enables student success through the development of an electronic enrollment, advising and intervention system to streamline records management and coordinate admissions with continuous active monitoring thereafter, enabling timely intervention and mobilizing a refined faculty advising network. Thereafter, the second component enhances student success through the implementation of on-line learning objects developed by teaching faculty and integrated with the curriculum to enhance academic support for 20 gateway courses. And finally, the third component enriches teaching and learning through the implementation of a college-wide Virtual Learning Commons which provides a unified delivery system for all of the available resources – on-line and on-site - through a one-stop portal linking all learning resources - libraries, writing, math, and academic skills centers as well as gateway course learning objects -
with an early alert and intervention system. As a result, processes for enrollment, advising, learning, and engaging with the College will be transformed across the institution and student success will increase: both student satisfaction with the college experience and gateway course completion will improve by 20 percent, persistence will improve by 15 percent, and retention will improve by 10 percent. By 2015, the Activity will be fully institutionalized to ensure the continuing vitality of the institution and the success of its students.

**Year One Activity Assessment**

To initialize the project Dr. Charity Welch, Executive Assistant to the President, was appointed as Title III Coordinator; Dr. Jian Zhang, College Associate Dean for Student Success, was appointed to the role of Activity Director; and the faculty and staff of the Title III Task Force were appointed. Shortly thereafter, Muriel Lanier was appointed to the position of Principal Clerk; four Design Teams composed of faculty and staff volunteers were formed and Dr. Marlene DuBois, Assistant Professor of English, was appointed to the position of Faculty Coordinator, a new role established by the President with institutional support to ensure the success of the faculty-driven initiative, and a website was established to sustain interest and involvement. Meanwhile, searches for the Instructional Media Technologist/Webmaster and the Research Specialist continued into the summer, ultimately resulting in the selection of Tatiana Tchoubar to serve as the Instructional Media Technologist/Webmaster and Dr. Min Su to serve as the Research Specialist. During the year Dr. Charity Welch left the College and was replaced by Dr. DuBois as the Title III Coordinator. By the end of the year SCCC had identified a talented Title III Team which coalesced around the singular, integrated vision of SEIS.
With key personnel in place and announcements about the project made via the *College Brief* (Number 11, October 4, 2010), plans were developed to host a college-wide Professional Development Day focused on student success, the initiatives included in the project, and the best practices of their colleagues within and beyond the institution. Entitled *Preparing Faculty for Student Success in the 21st Century*, on March 22, 2011 over 500 faculty and staff participated in concurrent panel discussion on enrollment and admissions, gateway course support, virtual learning commons, and faculty mentoring followed by nineteen breakout sessions and four design team meetings involving all who wished to engage. A comprehensive program provided a wealth of information about the project and the events of the day, providing a tremendous platform from which to launch Activity development.

Three major objectives focus the work of the Activity for the inaugural year:

1. Increase from 0 to 20% the accessibility of enrollment and advising by 9/30/2011;
2. Increase from 0 to 5 supported gateway courses by 9/30/11; and
3. Increase from 0 to 22% the accessibility of the Virtual Learning Commons by 9/30/11.

As a result of the first year’s work, e-transcripting software, assessment delivery scripts, and web-enabled applications were to be installed and debugged with 4550 first-time, full-time students enrolling using the web. Additionally, 5 gateway course teams were to select key concepts for support and design or adopt learning objects so that they were ready to pilot during the second year. And finally, site and process maps for the Virtual Learning Commons were to be completed with hardware and software ready for student use in the fall, including access to the learning objects developed or adopted for the five gateway courses to be piloted in year two.
Enrollment and Admissions

The Enrollment and Admissions (E&A) Team is the first of four tri-campus volunteer teams of faculty and staff working on various components of the Activity. This particular Team has undertaken the task of improving electronic workflow, streamlining transcripting and assessment, and improving web-enabled application capability. Professional Development Day speakers from Hudson Valley Community College, the College at Oneonta, and Texas Wesleyan University discussed their unique enrollment and assessment systems and two vendors presented software systems designed to support the enrollment process, all geared to assist the college community in re-envisioning the enrollment and assessment system.

Meanwhile, the E&A team worked through the various steps of the enrollment process to streamline and enable the system across all sites. Components of the streamlined system include an improved central and campus instant admissions process, strategies to enable electronic transcript acceptance, on-line scheduling and scripting of assessment, and e-mail access. Once fully developed, the system will also support electronic distribution of orientation resources and, ultimately, the provision of an extended on-line orientation. Every effort is being made to capitalize on the capabilities of Banner, the College’s enterprise system, the use of the web portal, and the statewide effort to implement e-transcripting.

By the end of the first year, admissions workflow was virtually complete with the three campuses using the same refined process garnering a lot more information, a development the users labeled nothing less than “Fantastic” even as efforts continue to replicate the ubiquitous ‘white card’ in Banner. Concurrently, efforts were successful in implementing e-transcripting using Docufide and Naviance. Now transcripts are received by the College electronically and
scanned directly into Banner, allowing students to request a high school transcript via the on-line application located on the SCCC admissions page. Likewise, the enhanced web application now includes additional information and provides increased usability, linking directly with the Banner system. As the year concluded the Team was refining the application and creating a summary page for students while also considering the ways in which student access to – and preparation for – assessment might be improved. By the end of the year virtually all entering students used the new system exceeding expectations! The work of the Enrollment and Admissions Team has made students’ and counselors’ lives much easier.

**Gateway Course Support Enhancement**

The second team of faculty and staff known as the Gateway Course Support Enhancement (GCSE) team consists of two discipline-based teams to identify key concepts for support with on-line learning objects to increase student learning and achievement. Again, Professional Development Day presentations played a key role in expanding awareness of the potential that lies in the use of learning objects to augment ‘classroom’ learning. Faculty and staff from Rutgers University, the State University of New York at Empire State College, and Stony Brook University, as well as SCCC colleagues discussed the development and use of learning objects, sharing their best practices with the college community.

During the spring, eight groups of learning objects were developed and/or collected for five gateway courses--two college seminars and three developmental math courses: Freshman Seminar, Personal Growth and College Life, Developmental Math Skills, Pre-Algebra, and Algebra I. Faculty working on the courses were enthusiastic about the materials they created with tools such as Powerpoint, Flash, and Camtasia as well as the open-source materials they
were able to provide with links for the students. Course-specific learning objects included explanations, multimedia demonstrations, quizzes, worksheets, and lexicons derived from the web and/or created by the faculty, all of which were linked with the curriculum, uploaded to the website by Tatiana Tchoubar, the new Instructional Media Technologist/Webmaster, and embedded into the instructional process.

By the end of the first year the five anticipated pilots were underway with participating faculty teaching the targeted courses encouraged to incorporate the learning objects in their sections. Students enrolled were accessing the learning objects through the Virtual Learning Commons portal. Those enrolled in the Freshman Seminar used learning objects for such activities as goal setting, while those enrolled in Mathematics used them primarily for the review of specific mathematical concepts and operations. Associated with the use of learning objects, the Mathematics faculty opted to try three different approaches to see which was more effective in encouraging student usage of the newly created support: (1) providing extra credit for use; (2) providing instruction in the use, but no extra credit for use; and (3) providing access but no instructions for use. It will be interesting to see the results of this experiment!

Again, the objective was successfully met despite delays in finding the Instructional Media Technologist/Webmaster and limited access to development tools and essential hardware to support the design process, an issue that will be addressed with the new cohort of faculty involved in the effort in year two. It is clear that the strategy is garnering considerable faculty involvement, resulting in a plethora of exciting possibilities in the world of learning objects.
Virtual Learning Commons

A third team, the Virtual Learning Commons Team (VLCT), like its counterparts, began work on the Commons with a demonstration of the Live-Brary, a highly interactive website developed for the Suffolk Country Cooperative Libraries, and the development of an inventory of on-site college services to be linked with the Commons, initial steps which ultimately led to the development of preliminary site and process maps to support the VLC. Conceived as both a comprehensive library of learning objects and a service delivery site, the concept of the VLC was featured in the Professional Development Day by presenters from Tufts University, Stony Brook University, Hostos Community College, the University of Hartford and SCCC. Four subgroups addressed the development of specific components of the VLC: web-mapping, Library, Writing and Academic Skills. Additionally, a student event entitled Virtual Learning Commons at SCCC – What’s in it for Me? demonstrated the concept and, asking students to move ‘Beyond Facebook’, garnered excellent feedback from students which included enthusiasm for the videos incorporated into the system, a recommendation that the site be accessible using mobile devices, and a concern that their work – especially quizzes designed to test their learning – remain apart from course grades.

During the course of the first year a production site was developed within the Luminis portal, ensuring a consistent look and feel for all support systems incorporated into the Commons. To ensure the accessibility of the Virtual Learning Commons to students engaged in the pilots of the five gateway courses in the fall the Team invested in an on-site effort to improve the usability and aesthetics of the initial production site and worked to capture
essential analytics, allowing the Team to monitor student usage and assess impact, both tasks that have been assumed by the Instructional Media Technologist since she arrived.

By the end of the first year the site was accessible to students as anticipated, providing both information on the support services available on each campus while also providing access to the learning objects developed for the first five gateway courses and metrics assessing levels of usage throughout the site. It will be most interesting to see which components of the site were most in demand as efforts to refine the site and build usage continue throughout the second year of implementation.

**Faculty Mentoring and Student Engagement**

And finally, the fourth team, Faculty Mentoring and Student Engagement (FM&SE) worked on redefining the concept of ‘faculty advising’ and ‘faculty mentoring’. Given a traditional model of advising in which the process is defined largely as course registration and scheduling, the FM&SE team began its work by examining the best practices of other institutions and considering the feasibility of using a system such as DegreeWorks, a product that is under consideration by the SUNY system. Professional Development Day presentations by representatives of the College of Oneonta, Hudson Valley Community College, Texas Wesleyan University, Virginia Commonwealth University, and ACT provided the college community with an expanded view of the possibilities and their impact.

A subsequent survey designed to assess faculty attitudes, experience, and needs relative to mentoring and academic advising engendered considerable conversation across the college. As a result, two potential models of faculty mentoring and student engagement were considered. Model One described students with two or more developmental placements
moving through the Counseling Center while their peers with higher placements moved directly into the faculty advising and mentoring system, and Model Two described all students moving into the Counseling Center for initial advisement before making the transition to the faculty advising and mentoring system in the middle of their first semester. In both models, faculty would provide advice and mentoring through an on-going Center, requiring additional staffing and released time for faculty.

With the faculty mentoring/advising certification training scheduled for the next year, the team took the opportunity to reflect on the students’ needs and completely reform the process with the assistance of one Dr. Jayne Drake, past President of NACADA, the National Academic Advising Association. As work on the advising model continued, the Team began the development of an Advising Handbook linked with an Advising Syllabus, each of which address advising at a conceptual level for new students while promoting the development of an advising relationship to provide essential advising information for continuing students through the academic departments. Essentially a developmental advising model, the process would serve as a critical component of the teaching-learning experience. Eventually the Advising Handbook will need to interface with DegreeWorks while access to an electronic appointment system will help ensure the success of the system. Concurrently efforts will begin to expand the student orientation program to include online modules.

To be sure, much was accomplished in the inaugural year of the project, with faculty clearly engaged in the development and implementation process as the College capitalizes on the opportunity the project presents. All of the objectives of the first year were accomplished and more, with the course set for continued development over the next year.
Project Management

SCCC’s Title III project is integrated within the institutional structure with the President of the College, Dr. Shaun McKay, assuming overall leadership responsibility, with the Title III Team fully incorporated into the management of the organization, and with faculty and staff fully involved in the implementation of the Activity. The Title III Coordinator, Marlene DuBois, reports directly to the President and works closely and effectively with the Activity Director, Jian Zhang. While the Activity Director is responsible for and fully engaged in the day-to-day implementation of the project, the Coordinator is responsible for the provision of overall guidance for and supervision of project operations; compliance with all relevant requirements at the local, state and federal levels; the establishment of effective communication networks; the approval of expenditures and management of budgets; the maintenance of records and documentation; and the coordination of evaluation procedures culminating in the preparation and submission of required reports as the liaison with the Department of Education and the assigned Program Officer, Pearson Owens.

The components of the Activity are under the purview of project personnel and fully incorporated into the organizational structure under the supervision of appropriate College administrators. A comprehensive Title III Policies and Procedures Handbook has been developed to guide project implementation and provide direction for all major initiatives to be undertaken. All staff hired for Title III positions are selected in accordance with established hiring procedures at the College with appropriate position descriptions and time-and-effort forms filed for all project personnel. All project records are maintained by Muriel Lanier, the Administrative Assistant, electronically and in hard copy. Additionally, all project expenditures are initiated by the Team Leaders in concert with the Activity Director, Title III Coordinator and reviewed by the appropriate College officer(s) prior to submission to the Business Office. Both the Title III Coordinator and the Business Manager approve all project expenditures to ensure compliance with the approved budget and all federal and state
regulations. Program records are maintained in the Business Office under proper standards of accounting with statements available to the Title III Activity Director, the Coordinator, and the President.

With the hiring of the Research Specialist, a baseline database is under development which will include the storage of all relevant data required to provide appropriate benchmarks for use throughout the implementation of – and upon conclusion of – the project. Meetings of the Steering Committee, composed of the President’s Executive Staff including Governance Leaders, and the Task Force, composed of key stakeholders across the institution, provide opportunities for collaboration and communication as well as planning and problem-solving to ensure the success of the Activity and produce the intended impact of the project. Reports addressing Title III accomplishments are prepared and shared broadly during regular meetings of the Task Force, the Steering Committee, and other appropriate venues. At key events in the calendar of the college, such as the Professional Development Day held in March, the President, the Title III Coordinator and the Activity Director, along with faculty and staff involved in the effort, provide briefings and updates for colleagues throughout the College community. Additionally, a robust website houses all major documents associated with the project, providing ubiquitous access to current information regarding the progress of the four major teams working on project initiatives.

The negotiated budget for the first year of implementation was submitted to the Department of Education to accommodate an award of $399,470. During the first year expenditures were low at $163,868 due primarily to delays in hiring and purchasing, leaving a balance of $235,602 to be carried over into the second year of implementation. Meanwhile, College expenditures were $155,349.80 and included the full-time salaries of the Title III Coordinator, the Activity Director and the Administrative Assistant. With two new positions recently filled – the Instructional Media Technologist and the Research Specialist – and the Teams working diligently to identify the tools required for successful implementation, it is anticipated that the expenditure of federal funds will increase significantly during
the second year. A single formal budget amendment was approved during the first year to move $20,000 from equipment to supplies to support hardware and software needs identified during the course of the year; other internal reallocations were managed in accordance with the guidelines of the Department of Education to ensure the disbursement of funds in accordance with established Title III requirements.

Conclusions, Commendations, and Recommendations

As a new project, Student Engagement through Informed Support (SEIS) is clearly well organized and extremely well managed. The President, a strong advocate for the Project, is highly invested in the success of the venture; the Executive Staff and Governance Leaders are keenly interested in the progress of the effort; and the faculty and staff of the College are intricately involved in the implementation of each component of the project. The project leaders are clearly focused, highly organized, and genuinely enthusiastic about the project; their creativity and initiative is proving invaluable to the task of transforming the learning environment. The new staff provided by the project bring new skills, talents, and experiences to the College to fuel the effort. And the faculty and staff involved in leading, designing and implementing each component of the Activity are fully steeped in the development process.

Perhaps the most impressive aspect of the first year, not surprisingly given the legions of faculty and staff who participated in the design process, was the effort to engage faculty, staff and students with the project. Upon award notification the President hosted a meeting of all members of the College Community to announce the project which was followed with meetings on all three campuses to promote the project, its goals and objectives, and engage the members of the College Community in the implementation process. This inaugural campaign was subsequently supported by the March Professional Development Day entitled Preparing
Faculty for Student success in the 21st Century, a wildly successful effort to pique faculty interest with related innovations and best practices within and beyond the institution.

As a result, each of the Teams working on the various components of the Activity are packed with faculty and staff invested in project implementation and each of the Teams has made significant progress on the development of specific initiatives with all objectives met:

- The E&A Team was ready to pilot a streamlined enrollment and assessment process supported by e-transcripting, improved assessment scripts, and an enhanced web-enabled application with 4550 students;

- The GCSE Team was ready to pilot five gateway courses with key concepts supported by learning objects embedded into the instructional process by teaching faculty;

- The VLC Team was ready to provide access to the initial iteration of the Virtual Learning Commons with site/process maps constructed and the infrastructure developed to support the pilot gateway courses with access to learning objects; and

- The FM&SE Team was ready to embark on the development of the faculty mentoring and advising curriculum, providing essential training and local support in accordance with their new mentoring/advising model.

Underlying the success of these ventures is the technological infrastructure – the backbone of the project. With the portal supporting the Virtual Learning Commons, including the accessibility of learning objects, it is essential that consulting funds allocated to the development of critical improvements in the system be put to use in the service of the effort. Likewise, software products and systems under consideration for use in instruction and student support need to be purchased as soon as clear choices emerge.

The inaugural year of any Title III project is the most challenging. These projects are massive, requiring strong management, clear vision, creative energy, and the willingness to invest in
transformation. To fuel the effort as the project moves into the second year the following five recommendations should be considered:

- Much progress has been made in the improvement of enrollment and admissions system in the first year of the effort. Now, however, the Team has a much clearer picture of the possibilities and has set a course of continued refinement, initiative that should be taken with the support of the project, completing the replication of the ‘white card’ within Banner to increase access to essential student information college-wide while continuing to develop assessment scripts to increase the integration of and support for assessment throughout the enrollment process.

- Likewise, working alone without the benefit of the Instructional Media Technologist, the Gateway Course Design Team has done a terrific job, stepping off the precipice into the unknown world of learning objects. With pilots underway, the first group of faculty piloting learning objects should benefit from the talent and skill of Tatiana Tchoubar as they refine their initial efforts and prepare for full implementation. With increasing usage anticipated as the project moves forward, it is essential that the Title III Leadership Team seek advice and counsel on the appropriate location of the learning objects to ensure ease of access and timely integration with curriculum and instruction. Additionally, the issue of development tools and software requires consideration, as does consistent access to essential hardware and software in the classroom.

- The Virtual Learning Commons has also made tremendous progress during the year with a clear vision for the development of the site over the course of the project. As the effort to expand and refine the site continues it will become increasingly important to address the issue of scalability, providing access to appointments and services on-site and on-line while serving the needs of increasing numbers of courses’ learning objects and students. Likewise, it will be important to provide linkages to each of the on-site labs, allowing students both to make appointments and receive services online.

- Faculty Mentoring and Student Engagement has forged ahead with the development of parameters for the new mentoring and advising model, making terrific headway. The NACADA consultant who will be working with the team during the fall will assist in thinking through the process to make the most of the accessibility and talents of the faculty advisors as well as the advising staff. Much of the success of the venture lies in the design of a model for the entire institution which capitalizes on the strength of previous advising efforts and the technological tools available to provide accessible, timely, informative student support. During the course of the year the details will have to be developed so that the new model can be piloted in year three.

- Key to each of these improvements is the development of the technological infrastructure required to support high density student and faculty usage. In order to make SEIS work, the system must support the load, making virtually all services and learning objects accessible to all students as required. To accomplish this task it will be necessary to bring the team working with the learning management system together with the team working with the information system and the portal, determining how to create a robust, seamless educational support system requiring a single sign-on for students and faculty. This is no small feat – and yet it is essential to the future of the project.

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• And finally, assessment undergirds each and every component of the effort; throughout the development process from design to pilot and full implementation the laser must focus on the impact of the collective effort on successful course completion, persistence, retention and student satisfaction.

*Student Engagement through Informed Support* has come a long way in the inaugural year with strong involvement, incredible creative talent, and ample funding. The project has everything that it takes to succeed; now let’s see just how far you can take it! Congratulations on a terrific inaugural year!