



Student Success Plan



444 Green Street
Gardner, Massachusetts 01440

Spring 2007

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INTRODUCTION

It would be difficult to find more committed and dedicated faculty, staff and administrators than those at Mount Wachusett Community College. Students are quick to express their gratitude for all the help and support they receive here. Alums are eager to share their success stories, stating that, “I couldn’t have done it without you.” Individuals who have overcome adversity seem to be the norm. Yet...

- The **Community College Survey of Student Engagement (CCSSE)** (www.CCSSE.org) administered to students in spring 2006 indicated that of 5 benchmarks of effective educational practice (Active and Collaborative Learning, Student Effort, Academic Challenge, Student Faculty Interaction and Support for Learners) MWCC scored below the average of small community colleges in all but the Academic Challenge benchmark. The results in those 4 benchmarks were even lower than those obtained in 2005.
- The **Massachusetts Board of Higher Education’s 2006 Trend Book**, as reported in Mount Wachusett Community College’s Data Scoops for December 2, 2006, compared student retention rates of first-time, degree seeking students in Massachusetts community colleges. The report indicated that MWCC’s full-time students’ retention rate of 47.9 percent and its part-time students’ retention rate of 41 percent were among the lowest of the fifteen Massachusetts community colleges, and were considerably lower than national peer institutions.

These results indicate a cause for concern and a need for improvement. Many of our students do reach their educational goals, but too many best practices are being ignored and too many students are leaving before they finish their education.

In January 2007, an enthusiastic group of faculty and staff at MWCC met to review the CCSSE results, discuss best practices and make recommendations on improving MWCC's student success rate. They created an excellent list of initiatives that could help students meet their educational goals and improve retention and graduation rates. The group realized that MWCC could benefit from continued development of these initiatives and recommended a group be formed to bring the ideas forward to fruition. As a result of that effort, the Student Success Gang was created by President Asquino and charged with designing a Student Success Plan. This group began meeting in early February and immediately tackled the challenge of creating an action plan. Two sub-groups, Advising and Academic Support/Active Learning, quickly formed and proceeded to address those and related aspects of creating a total-college commitment to helping students persist in their educational goals.

Previously, a Task Force on Retention and Completion Rates at the Community Colleges had been formed by the Massachusetts Board of Higher Education (BHE) to address the same issues. In March 2007 the final report

http://www.mass.edu/p_p/includes/meetings/2007/BHE.02.15/CCTFReport.pdf was released by the BHE group. MWCC's Student Success Gang was pleased to see that the recommendations they were discussing were clearly supported by the BHE Report. Although some aspects of the BHE findings were broad and targeted at system-wide change, for

consistency, the Gang decided to use the goals and format from the BHE group for their Student Success Plan.

Through the implementation of this plan and the analysis of the data collected with formative evaluation conducted as part of the process, the Gang challenges the college to achieve the following within the next 3 years:

- **MWCC scores in the top 30 percent of small community colleges in all 5 benchmarks on the CCSSE Report.**
- **MWCC is chosen as one of the Metlife Foundation Initiative on Student Success Best Practices Colleges (www.CCSSE.org/retention/best_practices.cfm), establishing MWCC as one of the elite, high-performing community colleges in the United States.**
- **MWCC's student retention rate is among top 30 percent of Massachusetts Community Colleges and national peer institutions.**

STUDENT SUCCESS GANG MEMBERS

Nancy Boucher, Acquisitions/Serials Librarian

Jane Carney, Dean, School of Business, Social Sciences, & Education

Karen Costa, Assistant Director of Enrollment Services

Susan Goldstein, Associate Professor, English

Isaura Luna, Student

Ann McDonald, Vice President/Student Services & Enrollment Management

Tom Montagno, Professor, Natural Resources

Candace Shivers, Assistant Professor, Human Services & Sociology

VISION STATEMENT

All students will identify and fulfill their educational aspirations.

MISSION STATEMENT

To outline a clearly articulated plan of teaching and learning opportunities designed to support students in their educational pursuits from point of acceptance through graduation.

OUTCOMES

Within this report, there are detailed outcomes for each of the objectives. In more general terms, the Student Success Gang focused on outcomes with respect to improving student success, developing comprehensive student success measures, and leveraging financial resources.

The report includes workable, concrete initiatives based on researched best practices designed to increase enrollment, improve retention rates, and enhance the overall learning environment for the students. To this end, the anticipated outcomes include reaching more students to provide stronger guidance during all of their years at MWCC through a re-structured and more effective advising system; assisting students who are experiencing difficulties in the classroom through improved early intervention programs, such as the Early Warning System, increased academic support for challenging courses, and development of a more extensive Foundation program; providing students with stronger connections to faculty, peers, and course majors through involvement in collaborative learning environments, First Year Seminar course for students and increased “first” contact with faculty and staff.

The Gang also developed specific recommendations that will provide assistance to faculty in their involvement with the above objectives. The anticipated outcomes include reassigned time to provide faculty with an opportunity to receive training and develop programs; the hiring of additional faculty where needed to support the above outcomes; increased involvement and training of adjunct faculty; the development of a Teaching and

Learning Center on campus and companion website to provide faculty with needed resources; increased opportunities for professional development, particularly in areas of active learning; and the restructuring of classrooms to facilitate active learning strategies.

Understanding that in order to be successful in these initiatives, a metric-based strategy for ongoing assessment and the financial resources to implement the activities are needed, the Gang integrated these within the report.

GOALS

**This report addresses the three goals as presented by
*The Massachusetts Board of Higher Education Task Force on Retention and
Completion Rates at the Community College***

Goal 1

Improve student success by increasing the graduation rate for first-time, full-time, degree-seeking students who complete within 150 percent of time (IPEDS) to exceed peer, regional, and national averages within seven years; and increasing educational goal attainment for the majority of community college students who are not included in the traditional graduation rate (IPEDS) measure.

Strategic Objectives

- Expand support programs for community college students.
- Increase college readiness of high school students.
- Increase full-time faculty and provide professional development.
- Elevate public awareness about the benefits of earning a community college degree or certificate.

Goal 2

Develop comprehensive student success measures for all community college students, including the two thirds who are not included in the traditional graduation rate (IPEDS) measure.

Strategic Objectives

- Develop campus-wide, long-term strategies to foster data-driven improvements by incorporating additional measures of student success.
- Use data to inform decisions and implement change at the campus and statewide levels.

Goal 3

Leverage financial resources to implement task force recommendations.

Strategic Objectives

- Support student success through financial initiatives.
- Increase and improve dual enrollment programs.
- Develop incentive-based financial aid programs

Goal 1: Improve Student Success

Strategic Objective: Expand support programs.

Key Strategic Action	Start Date	End Date	Managers	Implementation Department(s)	Deliverables	Resource Requirements
Assign faculty advisors responsibilities in centralized advising center for scheduled and drop-in advisees.	January 2008	Ongoing	M. Fama P. Trainor G. Roberts K. Costa	Records Office; Academic Affairs	Student-advisee contacts will increase by 20%	Course releases and personnel costs for replacements and coordinator for these activities.
Improve information delivery systems to students regarding academic advisor information including: <ul style="list-style-type: none"> ▪ In person ▪ Training ▪ Print ▪ Communications ▪ Electronic 	January 2008	N/A	G. Roberts K. Costa A. McDonald	Advising & Counseling Center; Enrollment Services	Improved WebConnect student information. Improved mailing and electronic communications. Implement portal technology. Implement instant messaging real time advising.	Portal product, costs for print communications and training.
Expand services to Leominster campus including assessment services, academic advising, tutoring, academic support services and personal counseling.	September 2007	June 2008	A. McDonald L. Derby-Oden J. Feldman J. Brooks M. Fama	Lifelong Learning; Student Services; Academic Support Services	Student satisfaction and student persistence rates of Leominster campus students will increase by 5%.	Additional staffing and resources
Address concerns for specific populations by developing academic advising plans and support services for special populations including <ul style="list-style-type: none"> ▪ International students ▪ English-as-a-Second-Language (ESL) students ▪ Foundation placement students ▪ Evening students 	In progress	September 2007	K. Costa J. Walsh L. Perez G. Roberts M. Fama J. Brooks	Enrollment Services; Admissions, Advising & Counseling Center; Lifelong Learning; Academic Support Services	Persistence and graduation rate of international students will increase by 20%. Retention rate of students in ESL classes will increase by 5%. Enrollments in ESL program will increase by 2%. Course completion rates in initial semester of enrollment in foundation courses will increase by 3%.	Printing costs Salaries for special advisors
Develop coordinated advising program with graduate and then transfer focus for students enrolled in Liberal Arts and General Studies.	August 2007	Ongoing	G. Roberts Academic Division Deans M. Fama	Enrollment Services; Advising & Counseling	Graduation rate for those programs will increase by 2%.	N/A

Develop additional program-specific groups and clubs to reinforce student engagement with academic program.	August 2007	November 2007	G. Clement P. Trainor Academic Division Deans Department Chairpersons	Student Life; Academic Affairs	CCSSE scores will increase by 5%.	Staff, time, faculty stipends, program costs
Develop online or paper portfolio based advising system (academic, financial, career, social) to serve as student's educational plan.	September 2007	December 2007	A. McDonald, G. Roberts, P. Trainor, K. Costa D. Moran N. Kennedy	Enrollment Services; Advising and Counseling Center; Student Services; Academic Affairs	80% of students will participate in a planning and goal-setting process.	
Improve services to students enrolled in foundation courses by establishing a coordinated program with full-time director.	September 2007	Ongoing	M. Fama Division deans	Academic Affairs	Completion rates in the initial semester of enrollment of students in foundation courses will increase by 3%.	Director's salary (\$55,000-65,000)
Assess existing and develop additional courses for students who demonstrate deficiencies in basic academic skills on college placement test.	January 2008	June 2008	M. Fama Division Deans	Academic Affairs	Completion rates in the initial semester of enrollment of students in foundation courses will increase by 3%.	N/A
Increase class time of foundations courses by creating a test center for students to take exams outside of class time.	September 2007	Ongoing	M. Fama Foundations Faculty Members	Academic Affairs; Math Department; English Department	Completion rates in the initial semester of enrollment of students in foundation courses will increase by 3%.	Expansion of existing assessment center to accommodate additional services.
Require College Success Seminar (CSS100) for students who place into two or more Foundation courses.	January 2008	Ongoing	M. Fama	Academic Affairs	Overall completion rates in the initial semester of enrollment for students enrolled in CSS100 will increase by 3%.	N/A
Enhance reading program curriculum and diagnostic services to students through dedicated full-time reading instructor.	January 2008	Ongoing	M. Fama R. Shine	Academic Affairs; Humanities Division; Reading Faculty	Completion rates in the reading courses will increase by 3%.	Full-time faculty salary (\$35,000-40,000)
Assist students in successful completion of select courses by providing in-class and lab tutors for foundations, mathematics, and science courses.	September 2007	May 2009	C. Weitze J. Brooks Academic Division Deans	Academic Support; Academic Division Deans	Increase student course completion rates in designated courses by 3%.	Tutor (2 classes x 4 hours per week x \$18 per hour x 14 weeks = \$2,016) per semester, year one. Increase to 4 classes in year 2.

Increase effectiveness of early intervention by improving existing early warning process. Survey faculty on the current use of the system; create electronic/online submission for early warning forms; centralize the administration of the early warning system	September 2007	May 2008	Academic Affairs	Academic Affairs; Faculty	Increase full and part-time faculty participation in the early warning system by 15% in year one. Eliminate redundancies in existing system. Demonstrate 80% faculty participation in the program at the end of year two. Increase by 10% referrals to academic support center and advising and counseling center as a result of interventions.	N/A
Create a collaborative learning environment by expanding Learning Communities (4 in year 1, 8 in year 2) that engage students in interdisciplinary and thematic learning experiences.	September 2007	January 2009	Academic Affairs Academic Division Deans	Academic Departments	70 students will participate in learning communities in year 1 retention rates of student participants will be 5% above non-participants.	Full-time English faculty salary. (\$35,000-40,000)
Provide opportunities for students to gain skills and motivation needed to remain in school through first year seminar course. Review present master student course and retention results from fall 2007 offering. Form group of interested faculty to make recommendations for format/content, substance/credits for future offering.	September 2007	December 2008	K. Costa S. Goldstein P. Trainor Academic Division Deans	Academic Affairs; Academic Divisions and Departments; Student Services; Institutional Research	20 students will complete the First Year Seminar offered fall 2007. Retention data on students will be gathered for analysis. Data will be presented at Professional Development Day in January 2009.	N/A

Goal 1: Improve Student Success

Strategic Objective: Increase college readiness of high school students.

Key Strategic Action	Start Date	End Date	Managers	Implementation Department(s)	Deliverables	Resource Requirements
Enhance Admitted Student Program to include college readiness and career preparation component.	In process	Annually each April	J. Walsh G. Clement	Admissions; Advising & Counseling Center; Student Life	Newly admitted students and their family members will participate in college readiness and career education workshop to gain exposure to these student services.	Admitted Student Program costs
Develop and implement summer programs for two academic programs (Paralegal and Natural Resources) to assist with transition from high school to college academic setting. Expand to include two additional academic programs each subsequent year.	August 2007	Ongoing	Department chairpersons	Academic departments	75% of participants will rate the program as “above average” or better on the evaluation form. Increase retention of all attendees by 3%.	Department chair stipends (\$1,000). Program cost (\$500)..
Revise department sessions and enhance orientation activities to improve student connection to their academic programs and faculty within their chosen discipline.	August 2007	September 2008	Department Chairpersons M. Fama J. Carney G. Clement	Academic Affairs, Student Life; Academic Departments	75% of new students will rate academic program sessions and advisor sessions as “above average” on orientation evaluation tool. Improve CCSSE scores on student faculty interaction by 3%.	Additional budget for enhanced orientation program.
Work with the Fitchburg Public Schools to reform the middle and high school math curriculum to meet or exceed the Massachusetts Frameworks.	Ongoing		P. Gregson K. Sweeney R. Sonn	College Access and Preparation Programs		Grant funds

Provide intensive academic programming and college success activities and outreach to increase matriculation to MWCC and student participation in MWCC programming.	Ongoing		P. Gregson K. Sweeney R. Sonn R. Gonzalez	College Access and Preparation Programs	Number of students matriculating to MWCC from College Access and Preparation Programs will increase by 3% each year. Referrals to MWCC programming will increase by 5% each year.	Grant funds
Provide 300 low-income students with academic, recreational, and college readiness activities.	Ongoing		P. Gregson K. Sweeney R. Sonn R. Gonzalez	College Access and Preparation Programs		Community, MWCC and grant funds
Provide activities to improve access to and preparation for higher education for low income, first generation, minority students, including SAT prep, junior symposium, and college visits for non-College Access and Preparation Programs school districts.	Ongoing		P. Gregson K. Sweeney R. Sonn R. Gonzalez	College Access and Preparation Programs	Increase participation by two school districts per year.	N/A
Locate academic advising information/web links in a more prominent location on the college web site especially during peak advising and registration periods.	December 2007	September 2007	J. Soucier K. Costa D. Armstrong	Marketing; Records office; Enrollment Services	Students and advisors gain easy access to accurate and college sanctioned advising information. FAQ page links to "online advisor" email and AOL instant messaging.	Web development resources
Accepted student packet describes step-by-step enrollment process and advising goals to improve existing communication program.	January 2007	May 2007	J. Walsh N. Carter A. McDonald	Marketing; Admissions; Student Services	CCSSE scores on support services will increase by 3%.	Print publication design and production costs.

Goal 1: Improve Student Success

Strategic Objective: Increase full-time faculty and provide professional development.

Key Strategic Action	Start Date	End Date	Managers	Implementation Department(s)	Deliverables	Resource Requirements
Create vision and mission for academic advising to depict it as a learning process. All advisors adopt and commit to this concept.	September 2007	Ongoing	A. McDonald K. Costa P. Trainor	Academic Council; Enrollment Services; Advising and Counseling Center	CCSSE scores will increase by 5%.	
Create advisor development program to be included in faculty orientation; institute mandatory ongoing professional development seminars in both real time and online modalities for all academic advisors; expand current Advisor Handbook publication, including electronic version.	September 2007	June 2008	M. Fama G. Roberts K. Costa D. Armstrong Department Chairpersons	Advising & Counseling Center; Enrollment Services	CCSSE scores will increase by 5%.	Professional development costs. Training development costs and staff time.
Develop and implement Student Success Newsletter for MWCC employees to achieve college-wide commitment.	September 2007	Periodic publications	A. McDonald K. Costa J. Carney	Student Services; MWCC faculty and staff	Electronic newsletter is distributed periodicals highlighting successes and new initiatives related to student success. Results and data are included. 100% of college staff are committed to goals of plan.	N/A
Create reward/incentive program to recognize outstanding academic advising within the college to elevate status of academic advising within college community. Align with CAS standards.	January 2008	May 2008	P. Trainor M. Fama A. McDonald G. Roberts	Academic Affairs; Student Affairs		Cost of recognition

Fully implement Banner Faculty Self-Service that provides all necessary student advising information to advisors in real time format (test scores, degree audit, educational plan, transcript, contact information).	January 2008	N/A	J. Soucier M. Sargent A. McDonald G. Roberts Academic Council	Records office; Enrollment Services office; Student Services; Academic Affairs	85% of full-time faculty receive training on Banner self-service for faculty. 75% of faculty regularly use the method of information retrieval.	
Provide faculty with active and collaborative learning/student effort and student-faculty interaction opportunities.	September 2007	Ongoing	Faculty members	Division Deans, Department Chairpersons	100% of full-time and 50% of part-time faculty will participate in workshops on active and collaborative learning/student effort and student-faculty interaction techniques. CCSSE scores in those areas will increase by 5%.	N/A
Create and launch "MWCC Teaching and Learning" website to provide faculty with best practices in active learning.	September 2007	January 2008	Director of Instructional Design; Academic Affairs	Academic Affairs; Academic Divisions	50% of all faculty will access resources during the first year.	N/A
Increase number of faculty using sound active learning techniques through participation in University of New Hampshire teaching and learning graduate course and professional development day workshops.	September 2007	May 2008	Facilitator to lead bi-monthly discussions	Academic Affairs; Professional Development Committee	CCSSE scores will increase by 5%.	Perkins funding
Create a physical Teaching and Learning Center to improve active and collaborative learning classroom activities.	September 2008	Ongoing	Academic Affairs	Academic Affairs	CCSSE scores will increase by 5%.	Physical space, equipment, furnishings, materials.

Goal 1: Improve Student Success

Strategic Objective: Elevate public awareness about the benefits of earning a community college associate degree or certificate.

Key Strategic Action	Start Date	End Date	Managers	Implementation Department(s)	Deliverables	Resource Requirements
Develop and produce associate degree promotional publication that highlights career opportunities for degree completers.	August 2007	December 2007	N. Greenlaw D. Moran P. Brewerton N. Carter M. Contey J. Walsh	Transfer and Career Services; Admissions; Marketing & Publications	Brochure produced and distributed to prospective student, parents, and current students.	Cost of development and printing
Outreach and educate out-of-school adults about the benefits of enrolling or returning to higher education.	August 2007	December 2007	P. Gregson V. Charlonne	College Access and Preparation Programs	1,000 adults targeted annually	Grant funds
Develop and produce associate degree promotional publication highlighting career opportunities for degree completion.	August 2007	December 2007	N. Greenlaw D. Moran P. Brewerton N. Carter M. Contey J. Walsh	Transfer & Career Services; Admissions; Marketing & Publications	Brochure produced and distributed to prospective student, parents, and current student.	Cost of development and printing

Goal 2: Develop Comprehensive Student Success Measures

Strategic Objective: Develop campus-wide, long term strategies to foster data-driven improvements by incorporating additional measures of student success.

Key Strategic Action	Start Date	End Date	Managers	Implementation Department(s)	Deliverables	Resource Requirements
Implement time-ticketing functionality in Banner to encourage early registration of continuing students.	Ongoing	December 2007	E. Costello A. McDonald S. McHugh J. Soucier	Nursing; Early Childhood; Records; Advising & Counseling Center; Student Services		Technology Resources
Implement pilot advising project through Early Childhood Education Program.	Ongoing	September 2007	A. McDonald S. McHugh R. Morel J. Soucier	Early Childhood faculty; Student Services; Advising & Counseling Center; Records Office, Information Technology	80% of Early Childhood students courses are advised through project including registration PINs.	Mailing costs
Assign advisors based on student needs and advisor specializations.	August 2007	Ongoing	J. Soucier P. Trainor J. Carney R. Shine C. Weitze E. Costello V. Ialenti Department Chairpersons	Records Office; Academic Affairs	Retention of students will increase by 3% each year. Graduation rates increase by 3%. All students have appropriate advisor.	N/A
Utilize the CAS measures to evaluate academic advising initiatives to determine qualitative value for students.	January 2008	Ongoing	K. Costa A. McDonald E. Smith R. Forest	Institutional Research; Advising & Counseling Center; Student Services	100% of academic advising initiatives are evaluated using the CAS measures to determine qualitative effectiveness.	Training in CAS assessment

Goal 2: Develop Comprehensive Student Success Measures

Strategic Objective: Use data to inform decisions and implement change at the campus and statewide levels.

Key Strategic Action	Start Date	End Date	Managers	Implementation Department(s)	Deliverables	Resource Requirements
Assess changes in student retention/ persistence based on the implementation of identified strategies.	September 2008	Ongoing	E. Smith R. Forest	Institutional Research	Retention reports are generated noting cohorts effected by student success initiatives.	N/A
Establish an evaluation plan including ongoing assessment of advising services and advising program offerings using input from faculty and academic advisors.	September 2007	January 2008	E. Smith R. Forest G. Roberts P. Trainor	Institutional Research; Academic Affairs; Enrollment Services	Evaluation process is articulated and established. CAS standards are achieved fully.	N/A
Establish focus groups of students and faculty for qualitative analysis of identified strategies.	January 2008	Ongoing	Academic Council; Student Services	Institutional Research; Academic Affairs; Student Services	Data is used for continued program improvement.	N/A
Develop an assessment tool designed to evaluate individual student advising experiences.	September 2008	Ongoing	Advising Coordinator P. Trainor Academic Council Members	Academic Affairs	Instrument is developed and piloted with 200 students.	N/A
Institute college-wide changes based on sound data analyses.	September 2008	Ongoing	Executive Council	Executive Council	Positive program changes made to improve retention.	N/A

Goal 3: Leverage Financial Resources

Strategic Objective: Support student success through financial initiatives.

Key Strategic Action	Start Date	End Date	Managers	Implementation Department(s)	Deliverables	Resource Requirements
Submit application for “Achieving the Dream” Lumina Foundation program to support student success initiatives for targeted populations.	Ongoing	May 2007	P. Gregson H. Layton A. McDonald E. Smith	Student Services; Academic Affairs; Institutional Research; College Access and Preparation Programs; Institutional Advancement	Successful proposal submission on May 11, 2007.	Staff time
Explore funding opportunities through Nellie Mae grant.	April 2007	Ongoing	H. Layton J. Stiso	Institutional Advancement		
Use capital finances to support an improved classroom learning environment. Two classrooms will be redesigned in a seminar style to create a more student centered teaching environment. English, capstone and other classes will be scheduled in these rooms.	May 2008	August 2008	R. Rizzo W. Swift Academic Affairs	Academic Affairs; Facilities Management	CCSSE scores will increase by 5%.	Refurbishing and equipment purchases; labor costs

Goal 3: Leverage Financial Resources

Strategic Objective: Increase and improve dual enrollment programs.

Key Strategic Action	Start Date	End Date	Managers	Implementation Department(s)	Deliverables	Resource Requirements
Provide supportive dual enrollment model through Gateway to College.	Ongoing	July 2008	P. Gregson D. Bibeau	College Access and Preparation Programs	100 new students enrolled at MWCC.	Two dedicated classrooms
Increase outreach and participation of local school districts in dual enrollment programming to include low-income, first generation, gifted and talented, and bilingual students.	September 2007	July 2008	J. Walsh P. Gregson	Admissions College Access and Preparation Programs	Increase outreach breakfasts at high schools from 5 to 10 high schools.	N/A

Goal 3: Leverage Financial Resources

Strategic Objective: Develop incentive-based financial aid programs targeting college-ready, first-time, full time, degree-seeking students as well as at risk students including those enrolled in developmental courses or those who are enrolled part-time.

Key Strategic Action	Start Date	End Date	Managers	Implementation Department(s)	Deliverables	Resource Requirements
Continue the Garrison Scholars program and expand to continuing student population.	August 2006	Ongoing	J. Soucier A. McDonald R. Morel M. Provost D. Morrilly	Financial Aid; Early Childhood department; MWCC Foundation	\$100,000 of scholarship funds are awarded on an annual basis to students satisfying the designated criteria.	Continued funding

REFERENCES

Board of Higher Education Task force on Retention and Completion Rates at the Community Colleges

http://www.mass.edu/p_p/includes/meetings/2007/BHE.02.15/CCTFReport.pdf

Community College Survey of Student Engagement (CCSSE)

www.CCSSE.org

Council for the Advancement of Standards in Higher Education (CAS)

<http://www.cas.edu/>

Metlife Foundation Initiative on Student Success Best Practices Colleges

www.CCSSE.org/retention/best_practices.cfm