Academic Problem

1. Retention of first-year students is too low as measured by academic probation/dismissal, withdrawal, and poor persistence.

Goal: Decrease the percentage of first-year students placed on academic probation/dismissal in the first semester.

Objectives:
   a) By Sept. 2010, annual percentage of first-year students placed on academic probation/dismissal in the first semester will be a maximum of X% compared to a baseline of X%.

Goal: Decrease the percentage of first-year students who withdraw in the first semester.

Objectives:
   a) By September 2010, the percent of first-year students who withdraw from college in the first four weeks will be a maximum of X% compared to a baseline of X%.
   b) By September 2010, the percent of first-year students who fail or withdraw from gateway courses in the first semester will be a maximum of X% compared to a baseline of X%.
   c) By September 2010, the percent of first-year students who withdraw from college by the end of the first semester will be a maximum of X% compared to a baseline of X%.

Goal: Increase the percent of first-year students who persist to the next semesters.

Objectives:
   a) By September 2010, the percent of first-year students who persist from Fall to Spring will be a minimum of X% compared to a baseline of X%.
   b) By September 2010, the percent of first-year students who persist from Fall to Fall will be a minimum of X% compared to a baseline of X%.

2. Too few first year students have a clear education goal which is supported by an individual education plan.

Goal: Increase the percent of first-year students who have filed an education plan by the end of their first semester.

Objectives:
   a) By September 2010, the percent of first-year students who meet with a counselor to develop an education plan will be a minimum of X% compared to a baseline of X%.
   b) By September 2010, the percent of first-year students who have filed an education plan will be a minimum of X% compared to a baseline of X%.

Institutional Management Problem
Problem: Student support services are fragmented, redundant, and under used.

Goal: Re-engineer processes to strengthen support services for first-year students.
Objectives:

a) By September 2010, the score on Noel Levitz Student Satisfaction survey will increase from a baseline of $x$ to a minimum of $x$ on the Academic Advisement Scale.
b) By September 2010, the score on Noel Levitz Student Satisfaction survey will increase from a baseline of $x$ to a minimum of $x$ on the Financial Aid Scale.
c) By September 2010, the score on Noel Levitz Student Satisfaction survey will increase from a baseline of $x$ to a minimum of $x$ on the Admissions and Registration Scale.
d) By September 2010, the number of students who complete the recommended intake process will increase from a baseline of $x$ to a minimum of $x$.
e) By September 2010, the number of students who have an electronic education plan will increase from a baseline of $x$ to a minimum of $x$.
f) By September 2010, the number of students who have received comprehensive advisement and follow-up will increase from a baseline of $x$ to a minimum of $x$.

Fiscal Stability Problem

Problem: Lost resources have reduced the level of services and courses that can be offered, leading to a potential downward spiral in enrollment and further decreases in revenue.

Goal: Increase enrollment and revenue by retaining more students once they have enrolled.
Objectives:

a) By September 2010, the college will increase the amount of growth revenue received by $x\%$ over the baseline of $\$x$, through an increase in the number of first-year students who persist from semester to semester.