Student Success Action Plan – 2016-2021

In order to meet the VCCS Complete 2021 Goal of tripling the number of credentials awarded annually by 2021 and to better prepare all students for success, Germanna Community College has created an Action Plan. This plan is the result of research, discussion, and deliberation by faculty, staff and administrators working in groups to focus on student success. Although the College is not limiting itself to seven initiatives, the initiatives detailed below will receive high emphasis until 2021.

Annotated Action Plan Strategic Initiatives

Strategic Initiative 1: Form work groups for student incentives, structured pathways, right start, and data/accountability.

Description of Proposed Action: A Guided Pathways Steering Committee has been established to lead Germanna's efforts to develop guided pathways for student success that align with the Complete 2021 Goal and Chancellor's objectives. In particular, the committee is addressing strategies to increase the overall annual associate degrees, certificates and career studies certificates by 6000. The Steering Committee includes a faculty member, the Interim Vice-President for Student Success, the Vice President for Workforce and Community Relations and Interim Vice-President for Academic Affairs, Executive Director of Organizational Planning & Assessment and Interim Vice President for Administration, the Dean of Arts and Sciences and the Dean of Student Development. The Dean of Student Development is the current Chair of the Steering Committee. The Steering Committee will ensure that all work groups use the loss/momentum framework to identify key areas that may contribute to or limit the success of Germanna's students. The Steering Committee will review recommendations from the four work groups and provide leadership and support for implementation of reform strategies to enhance student success.

The four work groups are Accountability/Data, Structured Pathways, Incentives, and Start Right.

The purpose of the **Accountability/Data** work group is to ensure that initiatives and decisions are data driven by providing relevant data to other work groups and the Steering Committee at regular intervals. This work group serves as a resource to their work groups in identifying appropriate existing data reports or developing and providing new reports as needed in conjunction with the offices of Institutional Research and Assessment.

This committee includes five faculty members, an IT representative, a representative from the Registrar's office and two Deans. The Committee is currently chaired by a long time Professor of Psychology and the Associate Director of Assessment. The Executive Director of Organizational Planning & Assessment and Interim Vice President for Administration serves as liaison to the Accountability/Data work group from the Steering Committee.

It is anticipated that the other work groups will need to be provided data reports to assist in both the refinement and success of their initiatives. The following are reports that will be provided:

- Percentage of recent HS graduates who enroll at GCC (Chancellor's 2021 Objective)
- Financial Aid Enrollment Yield (Chancellor's 2021 Objective)

Start Right Group
- Fall to Spring retention for new students
- Course Grade Report (provided following each semester)
- Progression Metric—Fall Cohort (FTIC) earning 12 credits in following Spring with GPA of 2.0 or higher (VCCS Outcome-Based Funding Model Measure)

Guided Pathways Group
- Fall to Spring retention by Curriculum
- Fall to Fall retention by Curriculum
- Course Grade Report (provided following each semester)
- Progression Metric - Fall Cohort (FTIC) earning 24 credits with in next Spring GPA of 2.0 or higher (VCCS Outcome-Based Funding Model Measure)
- Transfer Enrollment Metric (VCCS Outcome-Based Funding Model Measure)
- Transfer Graduation Metric (VCCS Outcome-Based Funding Model Measure)
- Awards (Associate/Certificate/CSC) Metric (VCCS Outcome-Based Funding Model Measure)
- Awards (Associate/Certificate/CSC) Metric for USPs (VCCS Outcome-Based Funding Model Measure)

Incentives Group
- Reports identifying students who reach significant academic milestones (e.g. 12, 24, 45 credit hour completion; completion of CSC or Certificate)

The **Structured Pathways** work group is charged with examining and redesigning the curriculum to streamline and create more structure to our students' academic experience. The Structured Pathways work group will focus on strategies proactively engage students to enable and promote a purpose-driven sense of direction, to improve student success in the areas of graduation, transfer rates, and career preparation and planning.

This work group will define meta-majors congruent with student success needs at Germanna. They will ensure our programs of study are structured so that our students clearly understand the program of study and courses necessary to reach their career and transfer goals. The pathways defined by the Structured Pathways work group will ensure our students can register for the courses they need and graduate efficiently. This work group is composed of six faculty members, the Coordinator of Dual Enrollment, two Counselors, and the Dean of Arts and Sciences. The Faculty member on the Steering Committee serves as Liaison to the Structured Pathways work group from the Steering Committee.

The Incentives Work Group is charged with developing financial and other incentives to encourage behaviors in students that lead to success. The work group will develop methods to incentivize behaviors such as enrolling full-time, completing financial aid and scholarship applications and meeting with a faculty advisor. This work group will also develop recognition strategies for students at identifiable milestones.

The **Start Right** Work Group will focus on the onboarding process for incoming students through the completion of the first fifteen credit hours at Germanna. They will propose and lead implementation of strategies to streamline the onboarding process and improve success in "gatekeeper" courses. This work group will examine recruiting, application processes, placement testing, orientation, new student advising and student engagement during the first semester.

The Start Right work group is composed of six faculty members, an Assistant Dean, a College Recruiter, and the Director of Marketing. The Committee is chaired by the Assistant Dean of Student Development and the Welcome Center Manager. The Interim Vice-President for Student Success will serve as Liaison to the Start Right Committee from the Steering Committee.

Kotter Change Steps: The following are the most relevant Kotter Change steps for Strategic Initiative One.

> **Create a Sense of Urgency** – The concept of guided pathways was initially introduced to key administrators in September 2015. At the September 22, 2015 Fall College Learning Day, the College President introduced the concept of guided pathways to begin preparing faculty and staff for changes, clarify why we needed to make changes, and invite participation.
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> In Fall 2015, an existing Student Success Committee began to discuss the Guided Pathways concept. This discussion culminated in the formation of four work groups. The four work groups met together in April 2016 and held "kick-off" meetings in late April/May to continue the sense of urgency over the summer. In June 2016, work group chairs participated in Pathways Facilitator training to better prepare them to create a sense of urgency and lead the work of their assigned groups.

In Fall 2016, the Steering Committee and Work Group Chairs will present a session at a college wide Learning Day. This session will educate the college community on goals of the work groups and allow for input from any member of the college.   This session will be repeated once a semester at each Learning Day or similar college wide convocation.

Build a Guiding Coalition - The Guiding Coalition is the Steering Committee. With some membership changes and additions, the Steering Committee is the same group that participated in the VCCS Student Success Leadership Institute.

Enlist a Volunteer Army - The members of the four work groups were hand selected for each group.   The Steering Committee selected from staff and faculty who had volunteered to help and those whose expertise we felt would be needed to address the charge for each work group. Heavy faculty participation was enlisted for each work group to facilitate communication with faculty college-wide.   Careful consideration was given to the appointment of Work Group Chairpersons.   The Work Group Chairs represent Faculty, Student Services Staff, and Administrators.   It is intended that the work groups remain in place for the next five years. The Steering Committee will appoint new members and chairs as needed.

Sustain acceleration - Work Group Chairs will meet with their Steering Committee Liaison monthly to discuss progress. Work Group Chairs will meet with the entire Steering Committee at least once a semester to report on progress towards work group goals and ensure adequate resources for work groups.   Budget requests from work groups to fund initiatives will be forwarded to the Steering Committee. Any budget requests for Guided Pathways will be submitted by the Steering Committee to facilitate potential inclusion in the College budget these requests will be due in January of each year.

The College has experienced changeover in the Vice President roles, and the President has announced his retirement. Nonetheless, student success remains one of our Strategic Initiatives and institutional officers and committees and councils are all committed to that success. Furthermore, the five-year rolling plans of the Academic Affairs, Student Services and Workforce divisions contain strategies and tactics and necessary budgets and resources so that the work of the Student Success Plan continues regardless. Finally, the College Board is committed and they and the Chancellor will seek to hire a new president similarly committed.

As a result of the changes implemented in this five-year plan, it is projected that students will move through their curriculum more efficiently. It is anticipated that more students will graduate. More Germanna graduates will be transferring to area colleges and obtaining employment.   Matriculation at Germanna should become more affordable because students will only take the courses they need to complete their programs.   Articulation agreements should be less difficult to create with the majority of students in a program taking most of the same classes.

It is anticipated that a higher number of students transferring and a higher number of students seeking employment will impact demand for Career and Transfer Advising services.   It is also noted that since students will be enrolled for fewer semesters, the College has less time to impact students with co-curricular and experiential learning. It will be important to reach students early in order give them access to these learning experiences.

Framework Area (Connection, Entry, Progress, and Completion):

Connection - Connection will be addressed by the Start Right work group. This group will focus on students from interest to application. The Accountability/Data group will provide data reports to Start Right to help this work group examine students at data points during their initial connection with Germanna.

Entry - The Start Right work group will continue to focus on students from their application acceptance through the 15 credits completed at Germanna.   The Structured Pathways work group will address entry by defining meta-majors to streamline the connection process. The Accountability/Data group will provide data reports to Start Right to help this work group examine students at data points during their entry into Germanna Community College.

Progress - The Progress construct of the Loss/momentum framework will be addressed by Incentives, Structured Pathways, and Accountability/Data work groups.   The Incentives committee will develop strategies to encourage students to complete tasks which lead to student success. The Structured Pathways work group will streamline programs of study to increase retention. Accountability/Data group will provide data reports to the other work groups to assist in the assessment of student progress at identified data points.

Completion - Completion will be addressed by the Incentives, Structured Pathways and Accountability/Data work groups.   The Incentives committee will develop tactics to enhance current completion rates Germanna.   The Structured Pathways work group will develop streamlined programs of study that will shorten time to completion and increase completion rates.

Timeframe

The Steering Committee and four work groups will continue for the duration of the five-year action plan. Committee membership and Chairs will be confirmed annually.   Work Group Chairs will meet with their Steering Committee Liaison monthly to discuss progress.   Work Group Chairs will meet with the entire Steering Committee at least once a semester to report

on progress towards work group goals and ensure adequate resources for work groups. Twice a year the Steering Committee and Work Group chairs will facilitate a session at a college wide convocation to allow for input for the college community. It is intended that the work groups remain in place for the next five years. The Steering Committee will appoint new members and work group chairs as needed. Chairs will be confirmed or new appointed annually. Steering committee oversight.

Potential costs: Potential costs for the Steering Committee and Work Group operation are for professional development. Anticipated expenses are:

Books and resource materials: $1000 (includes purchasing Leading Change for Work Group members)

Regional meetings: travel costs anticipated $500 per year, $2,500 for duration of 5-year plan.

State and National meetings: $2,000 per year, $10,000 for duration of 5- year plan.

Impacted Stakeholder group (s) – the deliverables from the four work groups are anticipated to most directly impact current and future students, success coaches, counselors, faculty and administrators. There may be a collateral impact on technology services, library, testing, tutoring and other academic support services to support redesigned curriculum.

Anticipated impact: Implementation of the initiatives and recommendations developed by the four work groups is anticipated to positively impact the number of students completing an associate degree, certificate or career studies certificate.

2015-2016   Baseline 1,883 awarded

2016-2017   Target 2,060

2017–2018   Target 2,080

2018-2019   Target 2,111

2019-2020   Target 2,142

2020-2021   Target 2,185

Strategic Initiative 2:   Identify and define meta-majors

Description of Proposed Action: The Structured Pathways workgroup is charged with identifying and recommending "meta-majors" in alignment with VCCS and SACS requirements. Meta-majors will cluster groups of current programs of study together to fit within a career category.   The meta-majors will enable Counselor, Advisors and Success Coaches to guide students through prescribed academic paths.   The meta-major initiative will be designed to support students in selecting a program of study based on their interests, knowledge, skills, and abilities.   Academic maps will be created to correspond with the meta-majors giving students a

clear picture of how courses lead to completion of a degree. The identification and definition of meta-majors, once implemented will necessitate reengineering of student advising and other support services.

Seven meta-majors are currently under consideration by the Structured Pathways committee. These meta-majors are:

- ❖ Human Services
- ❖ Engineering and Math
- ❖ Health
- ❖ Science
- ❖ Social Science
- ❖ Information Technology
- ❖ Business

The process used to identify and define meta-majors for Germanna will include:

- Examine alignment of meta -majors at similar community colleges.
- Determine the best fit of Germanna existing programs of study into meta-major categories.
- Customize meta-majors to align with our region's employment outlook.
- Examine Germanna curriculum to identify common course elements among programs within a meta-major.
- Identify key courses students must complete in order to move forward in a program.
- Identify the full sequence of courses necessary for a student to complete each degree.
- Ensure that program learning outcomes are aligned with the requirements for success in careers and transfer to four-year colleges.
- Develop program maps for each program of study, including the courses in the corresponding meta-major.
- Make recommendations on how meta-majors should be showcased on the college web site including clear, accessible graphics and interactivity.
- Science/Engineering Pathway Pilot

Description of Science/Engineering Pathway Pilot - The goals of the STEM Pathways project are to significantly increase degree attainment, improve transfer rates to four-year institutions, and ensure an increased number of students complete the degree within a two-year time period. The STEM Pathways project includes programs leading to Associate of Science degrees in Engineering, Associate of Arts & Sciences degrees in Science, Associate of Applied Science degrees in Networking and Information System Technology as well as Career Studies Certificates in Advanced Networking, Engineering Technology, and Networking, as shown in the Germanna Community College 2016-17 Programs of Study.

Meeting these goals aligns with projected Commonwealth of Virginia employment needs for a skilled workforce in Science and Technology, will provide students with a credential to lead to a living wage, and prepare students to earn a Bachelor's degree via transfer opportunities within the GAA program as well as through regular transfer admissions.

We intend to begin this project with a pilot study of Germanna's recently-launched Engineering program, which has two options, Electrical and Mechanical. During the past two years, the program has awarded thirty-one degrees. Data elements reports for both the Electrical and Mechanical programs show ongoing progress, continuing enrollment, and encouraging demographics to include students from all regions served by GCC.

Future plans include redesigning programs, aligning the math courses to meet STEM program requirements, improving transfer support, upgrading lab equipment to provide relevant hands-on experiences, expanding science laboratory requirement options to include ENV 121-122 and GEO 105-106, and enhancing professional development opportunities for faculty to encourage active learning.

Kotter Change Steps: Plan details giving thoughtful consideration of Kotter's Change Management Model/Strategies

> **Enlist a Volunteer Army** – The meta-major initiative is coordinated by the Structured Pathways work group. This work group is led by the Dean of Arts and Sciences. The work of this committee is overseen by the Guided Pathways Steering Committee.

> **Form a strategic vision and initiatives** - Implementation of meta-majors will allow incoming students to have a focused sense of direction when selecting their initial classes.

> **Enable Action by removing barriers** – It will be necessary to educate faculty on the purpose of the initiative. Some faculty may not be comfortable with the initiative at first.

Framework Area

> **Entry** – Students will be given information meta-major choices during information session, orientation.

> **Progress** – Meta-major courses will encompass the first semester (15 credits) of a student's college career.

Timeframe

2016-2017

- Determine meta-major alignment for Liberal Studies/Education/Humanities

- Review web sites from colleges with meta-majors
- Determine courses that will be included in each meta-major.
- Finalize list of meta-majors for approval of College Board in May 2017.
- Develop the STEM Procedures Manual - STEM Chairs
- Develop regular progress reports for student completion - Staff time
- Examine current transfer data for existing students - Staff time, Pathways
- Develop an assessment tool for faculty/staff training - Staff, Faculty time
- Integrate Supplemental Instruction -Tutoring
- Provide quarterly newsletter - STEM Chairs
- Equipment - Lab Coordinator
- Programming for career exploration and exposure to STEM majors.
- Enhance Transfer Advising for Stem – workshops, online
- Determine the current average time to completion for full-time students at Germanna.

2017-2018

- Align meta-majors with career and transfer opportunities.
- Align meta-majors with General Education program outcomes and specific program outcomes.
- Determine timeline for student selection of meta-majors and specific program of study.
- Modify course schedules so the meta-major courses are offered at convenient times.
- Make recommendations for advising and support services to implement meta-majors.
- Develop implementation timeline for meta-majors to include processes for existing and new students.
- Meta-majors including all included courses approved for implementation.
- Develop content for college catalog and web site.
- Describe changes recommended after the first year review - STEM Chairs
- Review the transfer rates of the students in cohort one of Pilot - Data Group
- Determine how the STEM Pathways has impacted stakeholders.
- Continue Girl Scout Science Day and Deconstruction - Faculty

2018-2019

- Train Advisors, Counselors, and Success Coaches on the meta-major model.
- Implement meta-majors for all new students.
- Conduct assessment of initial implementation.
- Conduct focus groups with students and faculty to determine understanding, validity, and satisfaction with meta-majors.
- Redesign web site to reflect new meta-majors.

2019-2020

- Continue training on the meta-major model.
- Analyze enrollment trends to determine how well students are following the prescribed academic pathways.
- Continue to refine course scheduling to maximize participation in meta-majors.
- Address unforeseen concerns that may come to light after implementation of meta-majors.
- Analyze the enrollment pathway of the students who first entered using a meta-major through to completion to determine if they were able to meet individual success goals.

Potential costs: As detailed as possible.

Faculty Release time to create meta-majors and work with web master	$961 per credit, $2883
Brochures for students on meta-majors	$4,000
Curriculum committee approval of GEO	Staff time
Curriculum Committee approval of ENV	Staff time
Supplemental Instruction Support in EGR 120	$500.00*
Course Redesign /Program Design	Staff time
Curriculum Review - Math Courses	Staff time
Transfer Support Services	$20,000
Upgrade Lab Equipment for Biology, Physics	$120,000

Engineering, Microbiology

*Anticipated needs include three 3-D printers @ $5,000 each; maintenance agreements; 50 microscopes, Increase laboratory equipment and experiences for students

Printing	$4,000
Professional Development	$7,500

Impacted Stakeholder group (s) – Counselors, Faculty Advisors, Success Coaches, Career and Transfer Center staff, Student Services staff (Financial Aid, Welcome Center), Marketing staff, curriculum committee.

Implementing the use of meta-majors will require redesigning all methods of communication with students. This includes our web site, publications, orientation, new student advising, and career counseling.

Anticipated impact – Implementation of meta-majors is anticipated to decrease time to completion for students. The decreased completion time will be one element impacting the anticipated overall increase in completion rates.

In **2014**, nationally, it took an average of **3.6 years** for full-time students to complete an Associate's Degree. (Complete College America). The Pathways Work Group will work with the Data Work Group to determine the current average time to completion for full-time students at Germanna. This will serve as a baseline. It is anticipated that the implementation of meta-majors will shorten the average time to completion of an Associate degree. The College is working to determine a baseline measure of time to completion for Germanna students.

STEM Pathways Pilot Goals

Increase the number of students receiving degrees in STEM programs –increase the number of students graduating with an AA, AS or Transfer Certificate based on existing baseline

BASELINE: In 14-15 and 15-16, a total of 276 STEM awards (degrees and CSCs) were awarded:

(Additional number of industry certificates to be determined)

Adv. Networking CSC	16	38 Certificates	
Engineering Tech CSC	0	238 AAS, AS degrees	
Networking CSC	22		
Science, AAS	148		
Networking AAS	14		
Engineering, AS Electric	15		
Engineering, AS Mechanical	16		
Info Systems Tech, AAS	45		

Increase the use of evidence-based decision making—increase the number of students participating in the departmental assessment in EGR, BIO, PHY, GEO

2015-2016: *EGR and GEO were not assessed.*

2015-16: *105 students were enrolled in PHY 201 and PHY 241 (55 in 201; 50 in 241).*

2015-16: *1393 students were enrolled in BIO 101 in 2015-16.*

Increase the number of students successfully completing coursework and obtaining a STEM degree and transfer readiness.

Increase the number of students completing STEM courses with a C of better by 1.6% each year.

***Data to be explored to create baselines for 2016-17 and beyond, starting with the report,*

 Grades by Discipline and Course

Strategic Initiative Three: Incentivize success behavior - Early Registration and exploration of potential financial and non-monetary incentives for students in good standing who have completed academic advising and FAFSA checklist.

Description of Proposed Action:

In structured pathways programs, students make one choice - their pathway - and then colleges make the decisions about the necessary sequencing of courses. The colleges then block the required course sequences in coherent, connected schedules. This approach has the added benefit of eliminating common errors by students when choosing courses. Institutions also benefit when they can predict - often semesters or years in advance - the timing and capacity of required courses needed to complete those programs on schedule. While structured pathways can keep a student on track for graduating on time, students must demonstrate certain behaviors to persist and succeed in earning a credential.

The "right" behaviors in college are more complicated than they may appear to be at first glance. In order for incentives for college completion to work, we have to identify what these behaviors are and make use of those behavioral insights to improve student success at Germanna Community College. Astin (1993) studied 57 different measures of student involvement. The behaviors that were identified assumed that students are motivated by the increased earning potential that a college degree can lead to. Equally, in a public, two-year institution the idea is the same; however, it is time-inconsistent decisions that get students off track. In this interpretation, the solution is to add "little carrots" tied to the desired behaviors that lead to college success. In other words, while students may enter college because they know it's good to have a degree, they may stay because they like the people and they feel good about themselves and about the progress they are making; thereby, increasing the chances of obtaining a credential on time.

Besides the obvious benefits such as better class selection, research has suggested that students who register on time, or early, often perform better than their peers in terms of academic success as well as socially and behaviorally (Neighbors, 1996). Studies have illustrated that early registration positively affects GPA and lowers student withdraw rates. This finding was reaffirmed with another study using the data from three community colleges in Mississippi. Though many variables were studied, the overall conclusion was that "students who registered early and during the regular period had significantly higher semester grades and course completion rates when compared to students who registered late." (Hale, 2011)

The Guided Pathways Incentives Committee recognizes the need to devise cost-effective strategies to encourage behaviors that lead to this achievement. Two strategies identified and deemed fiscally viable are rewarding students for participating in consistent and intentional advising and incentivizing timeliness of FAFSA completion. Students who demonstrate these successful behaviors may have access to Priority Registration, preferred parking on campus, celebrations and recognition of success and financial incentives that reward on-time and successful credit accumulation.

"Academic advising ... should be viewed as the 'hub of the wheel' and not just one of the various isolated services provided for students...academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success." (Nutt, 2003). Advising is critical to ensure that students remain on target within their chosen pathway. The quality of academic advising also is the single most powerful predictor of satisfaction with the campus environment for students (NSSE 2005). NSSE data (2005) show that students who deliberately seek out advising are more likely to interact with faculty in various ways, perceive the institution's environment to be more supportive overall, are more satisfied with their overall college experience, and gain more from college in most areas.

Similarly, every year, millions of eligible college students miss out on financial assistance simply because they did not file the FAFSA. Using data from the National Center for Education Statistics, 44 percent of first-year community college students did not file a FAFSA on time. Students who do not file the free application for federal student aid (FAFSA), or who file after the priority application deadline, are at risk of not receiving grant aid that could help them persist and graduate from college. Studies show that the greatest way to incentivize students to complete a college credential is to provide financial incentives to support their continuation to graduation through timely FAFSA completion each year.

The Guided Pathways Incentives Committee proposes that Germanna Community College implement an Early Registration Initiative that encompasses the following student behaviors:

- Early Registration (define these priority dates each semester- limit to first 3 weeks of open registration)

- Maintain good academic standing (at least a 2.0 cumulative GPA or new student)

- Applied for and completed FAFSA by priority date (define what date this will be each semester)

- Completed faculty advising or new student counseling advising session by deadline (date TBD)

Automated processes can be used to update the status of checklist items that already reside in SIS.   However, if the data does not currently reside in SIS, no automated update option would be available.   For example, advisors may need to update the checklist for each student at the time they meet with the student.   Once all of the checklist items that enable early registration are complete, the group code that enables early registration would be updated.   Completing the final item on the checklist (early registration) for any term should trigger the financial award.   Distributing and documenting the rewards will require another process.

Because 3C's is already used for financial aid and is tied into the Highpoint Message Center, this also enables notification of the student of their progress toward an incentive.

This is an existing application that does not require additional hardware, software, or maintenance fees. Set up requires knowledge of college 3Cs, Query access for building automated processes, and a general understanding of SIS. The implementation would need to be submitted as a project request to Application Support, who would prepare a cost and time estimate.   At least six months should be allowed for set up, testing, and training.

Financial Incentives – initial exploration:

To estimate the impact of a financial incentive, the following chart illustrates the impact at varying participation levels (10% to 100%) and varying incentive levels ($10 to $100).   The chart uses the combined head count from fall 2015 and spring 2016 (assuming each student is eligible for an award each term and excluding summer term from awards):

Headcount per Term (SPRING AND FALL)		**13,403**		SP16	6,410	FA15	6,993	

		10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
$	10	$ 13,403	$ 26,806	$ 40,209	$ 53,612	$ 67,015	$ 80,418	$ 93,821	$ 107,224	$ 120,627	$ 134,030
$	25	$ 33,508	$ 67,015	$100,523	$134,030	$167,538	$201,045	$ 234,553	$ 268,060	$ 301,568	$ 335,075
$	50	$ 67,015	$134,030	$201,045	$268,060	$335,075	$402,090	$ 469,105	$ 536,120	$ 603,135	$ 670,150
$	75	$ 100,523	$201,045	$301,568	$402,090	$502,613	$603,135	$ 703,658	$ 804,180	$ 904,703	$1,005,225
$	100	$ 134,030	$268,060	$402,090	$536,120	$670,150	$804,180	$ 938,210	$1,072,240	$1,206,270	$1,340,300

This assumes that all students are eligible for an award each term (except summer) regardless of credits taken. Consideration should be given to whether the incentive should be limited to students enrolled in a minimum number of credits to be consistent with the objective of using incentives to encourage full-time attendance as well as reduce the overall cost of the program.

Funding

The initial year of funding will likely require the lowest investment due to lower participation associated with the introduction of a new program. Estimating participation is difficult, particularly in the first year. It has already been stated that 44% of first-year community college students do not submit a FAFSA on time. Combined with the other requirements, a 30% estimate for students meeting all criteria for the financial award would represent 4,000 students (head-count or 2,000 per term) who meet all the requirements. If, for example, the award level was $25, the required funding at 30% participation would be $100,000 for the first year. Funds to cover the first year of the program will be solicited by the Foundation from a donor or donors. Successive years would need to be sustained by budget funds. In order to set aside budget funds for this program, the impact of the program on outcomes-based funding should to be demonstrated to insure that costs do not exceed benefits.

The first year of the program as funded by a donor or donors should be used to collect base-line information. This information would include the number of students in each category of the outcomes based funding model who also received a financial incentive in any term. In other words, allocation of budget funds to incentives should be based on metrics that demonstrate that the program is producing the desired result of successful completion, and also generating funds to offset costs in the form of increased allocation of state funds using the outcomes based funding model.

The outcomes based funding model bases a portion of the allocation of State funds based on points earned in a number of categories which include retention and completion:

"Points" are earned based on the number of students in each category. Students:

- ✓ Who complete **college-level math** or **English** earn .5 points in each category;

- ✓ Who count for **progression** and **retention** earn .5 points in <u>each</u> category;

- ✓ Whose highest **award** earned is an eligible certificate earn 1 point;

- ✓ Whose highest **award** earned is an associate degree or diploma earn 1.5 points

- ✓ Students can only earn points for a single **award** in a given year (the <u>highest award</u> received);

- ✓ Who earn an eligible **award** and are also from an <u>under-served population</u> earn an additional .5 points;

- ✓ Who **transfer** with 16 credit hours earn 1 point;

- ✓ Who **transfer** with an associate degree or diploma earn .5 points (these students are counted in the Awards category as well);

- ✓ Who **transfer** and later earn a bachelor's degree then earn .5 point.

The number of points generated by participants in the financial incentive program in the first year of the program becomes the baseline. In year two, if the points generated by participants in the financial incentive reward program increase **and** the total points in the funding model also increase, this demonstrates that there may be a correlation between participation in the program and the increase in the points awarded for student success.

The determination of the exact linkage is problematic. The allocation is based on Germanna's points in relationship to the points accumulated by the other community colleges in the VCCS. Therefore, the allocation depends on how many points we accumulate relative to the other institutions in the pool.

A formula approach might be used to allocate a portion of the outcomes based funding pool to incentives. For example, one such formula might allocate a portion of the increase in the points generated by students who were awarded financial incentives compared to the increase in total points. An example in the chart below shows that if total points increase by 1,000 and half of the increase comes from students who received financial incentives, then half of the increase in the outcomes based funding might be allocated to fund financial incentives.

	Year One	Year Two	Change
Total Points	4,000	5,000	1,000
Incentive Points	1,000	1,500	500
% of Total			50%

In this example, if the outcomes based funding allocation to Germanna increases by $200,000, and 50% of the increase in total points was generated by students who were awarded incentives, then $100,000 of increase might be set aside for future financial incentives.

Kotter Change Steps:

Enlist a Volunteer Army – The Incentives initiative will be led by the Incentives Work Group. This group is chaired by the Director of Financial Aid and a Librarian. Members of this work group who are key to the initiative represent the Business Office and Faculty Advising. The Registrar's office will also need to be brought in during the design phase of this initiative.

Enable Action by removing barriers - Incentives for success behavior could result in some backlash from those not entitled to the incentive. Careful consideration must be given to establishing justifiable criteria. The college community will need to be educated on the details of the initiative. The Work Group will need to carefully analyze initial efforts and adjust as needed.

Generate Short-term wins - this initiative is expected to be a short-term win. It does not take extensive curricular redesign to implement. It should lead to an early boost in enrollment from students who are truly prepared to enroll for the next semester.

Framework Area (Connection, Entry, Progress, and Completion

Progress - This initiative encourages students to focus on their academic work and to engage in student success behaviors that lead to persistence.

Timeframe

Fall 2016/ Spring 2017:

Description of Activity	Timing
Initial planning	September-October 2016
Determine initial budget/secure funding for pilot	September-October 2016
Training of staff/faculty	November 2016-January 2017
Promotion of program to students	December 2016-March 2017
Students complete required behaviors for Summer/Fall 2017 early registration	January -March 2018
Pilot Group of Early Registrants for Summer/Fall 2017 term	April 2017
Secure funding for year 2 in FY2018 budget	

Fall 2017/ Spring 2018:

Description of Activity	Timing
Assess Progress/Adjust Program	June-September 2017
Issue incentives to students who registered early for Summer/Fall 2017	September 2017
Students complete required behaviors for spring 2018 early registration	August October 2017
Early Registration for Spring 2018	November 2017
Issue incentives to students who registered early for Spring 2018	February 2018
Students complete required behaviors for early registration	January -March 2018

Early Registration for Summer/Fall 2018	April 2018
Secure funding for year 3 in FY2019 budget	

Fall 2018/ Spring 2019:

Description of Activity	Timing
Assess Progress/Adjust Program	June-September 2018
Issue incentives to students who registered early for Summer/Fall 2018	September 2018
Students complete required behaviors for spring 2019 early registration	August October 2018
Early Registration for Spring 2019	November 2019
Issue incentives to students who registered early for Spring 2019	February 2019
Students complete required behaviors for early registration	January - March 2019
Early Registration for Summer/Fall 2019	April 2019
Midterm Progress Report	March-May 2019
Secure funding for year 4 in FY2020 budget	

Potential costs:

- Promotional material: Flyers, web site updates, promo items like t-shirts or mugs, and social media updates. Estimate $1,000 for year one; $5,000 total. Determination of whether promotional items are necessary after the first year of the program should be evaluated at the end of year one.

- Tracking System and Administration of Same: 3Cs (**C**ommunications, **C**hecklists, and **C**omments) can be used to create a new checklist for early registration and the financial incentive. 3Cs is an existing Peoplesoft module that is already used by Financial Aid. Through 3C's, you can enter communications, checklists, and comments either manually or by the use of defined events and triggers and update checklists automatically from within your business processes.

Impacted Stakeholder group (s) –

- **Counselors, Success Coaches, and Faculty Advisors** will be impacted. They will need to emphasize the early registration incentive as they advise students.
- **Marketing** will be impacted by requests to develop promotional materials.
- **Foundation** and community/alumni donors will be impacted if financial incentives are implemented.
- The **Registrar's office** and **Financial Aid** office will be impacted by a shift in work volume time frame as more students register early.

Anticipated impact

Implementation of this initiative is anticipated to positively impact the number of students completing an associate degree, certificate or career studies certificate*.*

A review of Fall retention rates indicated that Germanna's rate of 38.48% (Fall 2013) is lower that the system average. It is anticipated that by increasing the number of students who obtain advising, complete FAFSA, and register early for the Fall semester, this retention rate will increase. The target goal after five years is 43%.

Program outcome measures include:

Number of students in good standing each semester.

Number of students who register during the first three weeks of registration.

Number of students completing a FAFSA.

Number of students participating in an advising session prior to registration.

The College will calculate baseline data for the program outcome measures prior to implementation.

Strategic Initiative Four: Streamline MTE with MTH 163 co-enrollment and implement multiple measures of college readiness

Description of Proposed Action:

The Credit and Developmental Mathematics Departments are collaborating to offer students the opportunity to enter credit bearing classes sooner and with appropriate support for greater success. Math was selected in the pilot program because collectively math is considered a gateway course and also falls on the list of the most D's, F's, and W's. To ensure the adequate

preparation for the students as the students enter a pathway program, the co-requisite model was added to the

Students are eligible for the co-requisite support course if they have completed any three of the required MTE 1-5 or any seven of the required MTE 1-9 depending on the credit course. Upon successfully passing the credit level course, the appropriate advising student groups will be generated to indicate complete satisfaction of the MTE modules. Students who have meet the course pre-requisite may also opt to enroll in the support class. The co-requisite course is a developmental course counting towards the 30 credit limits in regards to financial aid.

During the academic year 2016-2017, pilot co-requisite courses are being offered and a plan to add a few additional courses with full rollout in Fall 2018. The number of sections needed will develop over time with some level of trial and error to find the appropriate balance.

In most cases, each co-requisite course is paired with one credit course. In the event that one instructor has two of the same course, it is possible to tie the co-requisite course to both credit courses. The enrollment in credit math courses is 24-26. The enrollment in co-requisite courses is 15-18. Staffing includes individual and collaborative formats. Some co-requisite courses will be taught by the same instructor as the credit class. Some co-requisite courses will be taught by a developmental instructor who is collaborating with the credit instructor.

Kotter Change Steps:

Enlist a Volunteer Army – The Structured Pathways work group will collaborate with Math faculty to implement Strategic Initiative Four. The Dean of Arts and Sciences, as Chair of the Structured pathways work group will lead the charge. Counselors and Success Coaches will be brought in as needed to help design advising components of this initiatives.

Enable Action by removing barriers – Getting information to new students about this MTE option could be a barrier. Collaboration with counseling and success coaches to include information in orientation and new student advising will be necessary. Transfer advising remains a barrier as the transfer school dictates the specific math requirement. Information on Guaranteed Admission agreements will need to be given to students earlier in the new student advising process. Students discouraged by placement test results. Need method to communicate this option to students and encourage them to enroll. Communicate positive message. Retesting. Debriefing.

Generate Short-term wins – This initiative will ensure adequate math preparation for students entering a transfer pathway. It will enable students to accomplish completion of a gateway course earlier in order to more quickly progress to completion.

Framework Area (Connection, Entry, Progress, and Completion

Progress – This initiative will allow students to more quickly progress to completion.

Timeframe (as specific as necessary for your needs; 5 year)

Co-requisite courses are planned as follows:
Year one: Fall 2016 Pilot (MTH 95)
        MTH 152 – LGC (Carrie Hibbs)
        MTH 163 – LGC (Carrie Hibbs)

Fall 2017 Pilot (MTH 95)
        MTH 151 – LGC (Carrie Hibbs)
        MTH 151 – FAC (Jack Gill)
        MTH 163 – FAC (Martha Crigler)

Fall 2018 Pilot (MTH 95)
        MTH 166 – FAC (TBD)

Year One Assessment: The co-requisite program will be assessed to measure the success of students in completing a mathematics gateway course successful and to compare student outcomes between co-requresite students and students entering the credit course on level. The number of students successfully completing the course compared with the total number of students enrolled in the MCR courses with a 'C" or better will be used to help establish a baseline for the remaining four years of the program.

Year Two: Starting Fall 2017 - Implementation of Pathway Courses and Co-Requisite Courses (MCR)
Co-Requisites will be offered in fall and spring semesters only with appropriate day and night sections.

Quantitative Reasoning – LGC, FAC, and Stafford
Pre-Calculus I – LGC, FAC, and Stafford
Pre-Calculus w/ Trigonometry – FAC

Year Two Assessment: The co-requisite program will be assessed to measure the success of students in completing a mathematics gateway course successful and to compare student outcomes between co-requisite students and students entering the credit course on level. The number of students successfully completing the course compared with the total number of students enrolled in the MCR courses with a 'C" or better will be used to help establish a baseline for the remaining three years of the program.

Year Three: After the first two years of data have been collected, the math department will have a professional development training summit to ensure all full-time faculty have the needed training to teach the MCR courses. The training will be offered to adjunct faculty on a

rotating basis. The math faculty will also have an assessment party to analyze the courses offered and the success rates. Year three will also include a roll out of MTH 166 into the offering.

Year Four: Full data analysis of students completing the MCR courses. During this year, will should also be able to collect data on students who have competed a degree program and transferred to a four-year university. The fourth year the college will determine whether this program requires restructuring or modification.

Potential costs:

As detailed as possible.

Tutoring and supplemental instructors $20,000

MTE Department Prof. Development $7,500

The MTE department hosts 3-4 major meetings a year to collaborate on improving student success. The meetings are 4 hours in length and occur after most adjunct instructors have worked a full day.

State Math Pathways $2,000

In May 2017, the current plan is to have a pathways institute to train instructors on the new pathway courses. A few of these may be in the developmental area. While the state will cover most of the cost, some funds will need to be available to cover travel and possible lodging for a few instructors.

Impacted Stakeholder group (s) –

- Math Faculty – Faculty will need training.
- Tutoring – Co-enrolled students will need enhanced tutoring.
- Success Coaches – Coaches are assigned to work with co-enrolled students.
- Advising – Counselors and Faculty Advisors will need to explain this option to students.
- Registrar – The initiative will require an SIS set up.

Anticipated impact - Impact on students is clear and measured

Year One Assessment: The co-requisite program will be assessed to measure the success of students in completing a mathematics gateway course successful and to compare student outcomes between co-requresite students and students entering the credit course on level. The number of students successfully completing the course compared with the total number of

students enrolled in the MCR courses with a 'C" or better will be used to help establish a baseline for the remaining four years of the program.

Year Two Assessment: The co-requisite program will be assessed to measure the success of students in completing a mathematics gateway course successful and to compare student outcomes between co-requresite students and students entering the credit course on level. The number of students successfully completing the course compared with the total number of students enrolled in the MCR courses with a 'C" or better will be used to help establish a baseline for the remaining three years of the program.

Year Three: After the first two years of data have been collected, the math department will have a professional development training summit to ensure all full-time faculty have the needed training to teach the MCR courses. The training will be offered to adjunct faculty on a rotating basis. The math faculty will also have an assessment party to analyze the courses offered and the success rates.

Year three will also include a roll out of MTH 166 into the offering.

Year Four: Full data analysis of students completing the MCR courses. During this year, will should also be able to collect data on students who have competed a degree program and transferred to a four-year university. The fourth year the college will determine whether this program requires restructuring or modification.

Strategic Initiative five: Research and develop embedded and stackable credentials for AA, AAS, and certificate programs.

Description of Proposed Action:

The Department of Labor defines stackable credentials as a sequence of credentials that can be accumulated over time to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs (TEGL 15-10).

Through acquiring shorter-term certificates, students enjoy a series of successes with the track to completion within reach. Each step on a career pathway is designed explicitly to prepare students to progress to the next level of education and employment. Credentials can be diplomas, occupational certificates, certifications, degrees, occupational licenses, apprenticeship certificates, and specific and/or industry wide skills certificates. To meet employer needs, place Virginians in viable ever advancing career pathways, and facilitate student transition, Virginia's Community Colleges plans to triple the number of credentials earned that our students earn by the year 2021. To research, development and accomplish the Initiative the following steps are necessary:

Step One: Research, review, and revise policies, procedures, and governance that relate to developing, accepting, and embedding stackable credentials within programs that support regional workforce requirements and/or transition to advanced degrees.

Description

Complete 2021 calls for increasing the 1) number of applications, 2) the applicant percentage of admissions, 3) retention 4) completion with the affordability and sustainability necessary to support all categories. To support these goals in relation to implementing feasible, embedded and stackable credentials policies must be researched, reviewed and revised. Often policies and procedures are disconnected, inadequate, and confusing, making it difficult for a student to gain entry and move quickly to his or her goal. Removing obstacles to innovative practices that streamline students' path for ever-increasing academic success and employment advancement is key. A college wide review will be launched that considers best practices in policies, procedures, and governance that allow for (but not limited to) flexible scheduling, timeless entry, cohort learning communities, innovative teaching and delivery, accelerated learning, flexibility to respond to an employer, fractional credit, program modularization, and costs of certification exams. College policies, procedures, and governance will be analyzed and prioritized to ensure that any barriers to stackable credentials that exist will be revised, as appropriate. The college committee infrastructure will be used to review related policies, procedures, and governance and recommend removal of obstacles remove barriers to the College and President's Council.

Step Two: Research, streamline and scale processes for awarding credit for learning represented by non-collegiate certification/credentials.

Description

Accepting non-collegiate credentials as a component of stackable programs of study encourages students to apply and enter degree programs, hastens completion, eliminates duplication, and supports affordability. Noncredit/non-collegiate work can serve as a bridge to the credit side of the college and provide an entry way for nontraditional students who might not otherwise engage. Veterans, dislocated workers, the underemployed, older students, and those wanting to advance in employment can benefit. Processes related to accepting non-collegiate certifications/credentials, will be researched for best practices. Current processes will be reviewed and improved. Veteran training, apprenticeships, occupational licenses, corporate training, high school earned 3rd party industry credentials, and industry certifications will be included as appropriate in credit awards. Processes will be reviewed. A databases of acceptable non-collegiate certification/credentials will be built around meta-majors. Work will be continued in organizing acceptance of apprenticeship NCCER certifications into the Technical Studies degree programs.

Step Three: Identify and review relevant industry-based certifications for incorporation or alignment into relevant programs/curriculum based upon clearly defined need and mapped into a visual crosswalk between industry and educational credentials.

Description

The completion category of the six-year strategic plan, compete 2021 calls for collecting information on the top business-demand certification and licensures and to increase the documented number of completers. One out of three people who earn these industry-recognized certifications go on to earn a college degree.
(http://www.vccs.edu/vccsblog_post/more-credentials-essential-to-individual-and-business-prospects-in-virginia/). Utilizing local Workforce Investment Area Executive Order 23 Credentialing Reports, advisory committees, and individual employers, workforce staff's research information and the subsequent 2021 high demand credentials listing, a map will be produced to align industry based credentials with college programs. In this way, only certifications with value in the labor market will be considered for incorporation in credit pathways. Increased coordination between credit and noncredit programs and courses benefit both students and the employers who call for certification as a requirement of employment. Creating crosswalks helps students, educators, job seekers, and employers understand the knowledge and skills represented. Workers must be able to find information to decide which credential to seek, and hiring organizations must be able to assess the value. Labor market information will be researched and aligned with curriculum. The IT program will serve as a pilot.

Step Four: Design and implement programs with a sequence of credentials with entry, exit and re-entry points that include increasingly higher levels of relevant skills and credentials to advance to higher levels of employment within sectors and industries.

Description

Short-term training programs that do not lead to next stage of education, tied to employment, can trap students in low wage jobs with little hope of advancement. Additionally, community college students often have family and work responsibilities that cause them to stop out of school and fail to return to complete credentials. Chancellor DuBois notes that the average age of Virginians pursuing credentials today at our community colleges is 37, more than a decade older than the average age of those pursuing our traditional academic programs.
(http://www.vccs.edu/vccsblog_post/more-credentials-essential-to-individual-and-business-prospects-in-virginia/). A clear sequence of education coursework and/or training with re-entry doors serves as stepping-stones to lifelong learning and lifelong career and economic advancement and supports the nontraditional and adult learner. Post-secondary education tied to careers on and off ramps sustain students as they prepare to enter the workforce, upgrade their skills, or advance to a better job. Each program will be reviewed for the appropriate entry and exit sequence to education and job advancement. Current programs in a

stackable program will be reviewed to ensure that each step is leads to job or an acceptable transfer point. The IT program will serve as a pilot.

Kotter Change Steps: Plan details thoughtful consideration of Kotter's Change Management Model/Strategies

Enlist a Volunteer Army - The initiative will be led by the Vice President for Workforce/Interim Vice President for Academic Affairs. The Structured Pathways Committee will address this initiative, bringing in Work Force staff for a continuing role. The Credit for Prior Learning Counselor will also play a pivotal role in designing and implementing this initiative. The guided Pathways Committee and the General Education Assessment committee will help to determine the degree programs where stackable credentials occur or could be embedded.

Enable Action by removing barriers - Developing of learning outcomes for industry based certificates can be a barrier.   Staff will need to do intensive research and work with Advisory Committee members to validate outcomes.   Financial Aid to pay for certification is a barrier for many students. This will be addressed in collaboration with the Incentives committee.   It would be helpful for the systems office to also address this issue to encourage certifications. Seat time requirements versus competency based outcomes can be a barrier requiring a cultural shift from the language of academia to the language of business.   Extensive communication with faculty will be required to work with them on embedding certification into curriculum.   Transferability

Form a strategic vision and initiatives - Faculty and students will be able to determine a clearer link between courses and work force requirements. Students will know what they are learning will help them obtain employment.

Sustain acceleration - The College has experienced changeover in the Vice President roles, and the President has announced his retirement. Nonetheless, student success remains one of our Strategic Initiatives and institutional officers and committees and councils are all committed to that success. Furthermore, the five-year rolling plans of the Academic Affairs, Student Services and Workforce divisions contain strategies and tactics and necessary budgets and resources so that the work of the Student Success Plan continues regardless. Finally, the College Board is committed and they and the Chancellor will seek to hire a new president similarly committed.

Framework Area (Connection, Entry, Progress, and Completion):

Policies, procedures, and governance will be reviewed in the Complete 2021 target areas of Connection, Entry, Progress, and Completion.

Industry-based certifications may involve Connection, Entry, Progress, and Completion as it may be aligned at any step.

Timeframe

Year One – Processes will be reviewed. Research for best practices in policies, procedures and governance related to practices developing, accepting, and embedding stackable credentials. Policies will be ranked and divided into categories for revision over the five year period. /the IT program will be reviewed to determine viability to serve as a pilot.

Year Two- Begin building database of qualifying certifications in concert with timeframe of meta-major implementation. Year two aligned with the Meta-majors roll out, the General Education Assessment Committee and the Faculty Advising Coordinator will assess the nursing program to determine which stackable credentials are in place or can be added within the confines of the new nursing curricula.

Year Three - Finalize certification database and begin marketing to students. The marketing materials will include the added value to the students as a portion of the marketing strategy.

Year Four - Promote stackable credentials.

Year Five - Program assessment

Potential Costs:

Promotional Materials $4,000

Faculty Release Time $3,000

Impacted Stakeholder group (s) –

- President's office, College Council, President's Council, College Board as necessary, College Committees, Deans will be involved in reviewing, writing policies and procedures to implement a program of stackable credentials.
- Credit for Prior Learning Coordinator, Counselors, Advisors, Registrar, Academic Deans, Admissions, Workforce Staff, Employers, Veterans, Curriculum committee, Students, Program Chairs, Faculty. Marketing will be involved in promoting and engaging in a program of stackable credentials.

Anticipated impact - Impact on students is clear and measured

- Policies, procedures, and governance reviewed and revised as necessary to emphasize student success and allow for innovative practices in stacking and embedding credentials. It is anticipated that simply changing the underpinning of a streamlined pathway will make a significant increase in completion numbers.
- A streamlined entry into credit programs for noncredit students. An increased number students awarded credit for non-collegiate certifications.
- A readily accessible list of locally vetted industry required or preferred certifications aligned with educational credentials will eliminate inadequate preparation for jobs important to the economic development of the area. Incorporation or alignment to credit programs will enhance programs not meeting workforce need.

- A new system of portable, stackable career credentials diplomas, occupational certificates, certifications, and degrees with multiple entry and exit points.
- Increased persistence, completion, and credentials.

Strategic Initiative Six: Create infrastructure for clear unified onboarding

Description of Proposed Action:

Currently 49.9 % of the students who apply to Germanna end up enrolling. Through the initiative below the College will increase this percentage to at least 60% by the 2021 academic year.

Complete a comprehensive review of the college's current recruitment and onboarding efforts. Investigate and implement a Constituent Relationship Management (CRM) system to enhance the recruitment and onboarding process by collecting prospective student information. They will seek to compile information from a range of difference communication channels with prospective students.

Kotter Change Steps: Plan details thoughtful consideration of Kotter's Change Management Model/Strategies

Create a Sense of Urgency: Enrollment statistics are sent out the College Leadership Team on a daily basis.   Leadership Team discusses the meaning of head count and FT on a monthly basis. Urgency is already being created for efforts to prevent losing any student who applies to Germanna.

Build a Guiding Coalition: The Start Right Work Group will guide the efforts on this initiative. The Registrar is an essential member of this committee as they review the CRM system.   The IT manager will be essential for determining compatibility with existing systems.

Enable Action by Removing Barriers: A potential barrier is determining compatibility with PeopleSoft. The Work Group will coordinate with any initiatives from VCCS for onboarding. The IT Manager will submit the project through appropriate channels with VCCS.

Framework Area

Connection -   The Right Start committee will review and make recommendations for enhanced recruiting of prospective students using a CRM to collect student information.

Timeframe

The Start Right committee will continue to meet for the duration of the five-year action plan. Committee membership and Chairs will be confirmed annually.   Start Right Chairs will meet with their Steering Committee Liaison monthly to discuss progress.   Start Right Chairs will meet with the entire Steering Committee at least once a semester at college Learning Day to report on progress towards work group goals and ensure adequate resources for work groups.

Twice a year the Work Group chairs will facilitate a session at a college wide Learning Day to allow for input for the college community. It is intended that the work groups remain in place for the next five years.

Year 1

- Complete a comprehensive review of the college's current recruitment and onboarding efforts. The actions that we plan to use to improve this percentage are as follows:

  ➢ Examine all current steps in the onboarding process to determine loss points.

  ➢ Gather feedback from students regarding the onboarding process by holding focus groups. Focus groups should include representation from various student groups from a diverse group of students, to include: non-traditional, traditional, home-school, ESL, etc.

  ➢ Determine content needed to develop a document that clearly explains the admissions and registration process. This document will be able to be used at Information Sessions, New Student Orientations, Recruiting events, Open Houses, etc.

- Investigate a Constituent Relationship Management (CRM) system to enhance the recruitment and onboarding process by collecting prospective student information. This will allow us to identify and communicate with prospective students. We will do this by examining several different systems and their functionality to best meet our needs. Determine key stakeholders needed for implementation.

Year 2

- Begin to identify solutions to loss points found utilizing the first year's findings. Develop the document to include content determined in the first year.
- Begin the purchase process to include budget requests and the RFP. Begin implementation.

Year 3

- Utilize the document and begin the assessment process to ensure that document current and is serving its purpose.
- Develop a plan to determine what communications are needed, when those communications are sent, and to what audience they are sent to. Continue with implementation of CRM, building the system to be able to meet the needs of our Marketing, Recruitment, and Admissions departments.

Year 4

- Continue to assess the document created in year 1 by gathering student and internal stakeholder input to ensure that all needs are still being met. Make changes as necessary.
- Continue to assess the CRM implemented in year 2 to ensure that all needs are still being met. Make changes as necessary.

Year 5

- Ongoing assessment: Continue to assess the document created in year 1 by gathering student and internal stakeholder input to ensure that all needs are still being met. Make changes as necessary.
- Continue to assess the CRM implemented in year 2 to ensure that all needs are still being met. Make changes as necessary.

Potential costs:

Marketing/printing costs $500

Staff time implementation $32,000

Impacted Stakeholder group (s) –

IT Department – responsible for vetting any new software through VCCS process

Procurement – Bid and purchase process

Marketing – Marketing will react to new information on how prospective students are receiving information about Germanna

Admissions & Records – increased application completers will increase the number of questions and documents scanned.

Financial Aid – increased applications could result in increased questions for financial aid advisors.

Counseling – increase applicants may increase new student advising workload

Student Success staff – increase new applicants may increase demand for orientation sessions and assignment of success coaches

Testing – Anticipated increase of students taking the placement test.

Students – more positive onboarding experience

Anticipated impact

By 2020-2021 academic year, students will have a clear and unified message for onboarding which increases the percentage of applicants who enroll from 49.9% to 60% by 2021. This will contribute to the Chancellor's goal of tripling credentials by 2021.

Strategic Initiative Seven: Develop appropriate advising systems to assist students with the selection of a meta-majors and their first 15 classes.

Description of Proposed Action:

Develop an advising system for new students designed to facilitate selection of a meta-major aligned with student's career and transfer goals. Implement technology to improve student retention through Integrated Planning and Advising for Student Success (iPASS), which helps students navigate the path to a certificate or degree. Develop a plan for new student advisors to more effectively use technology to assist students in determining what courses they should select. Determine the first 15 credits for each meta-major. Require new students to meet with a counselor/advisor prior to selecting a meta-major. Investigate technology to assist with the advising process.

Kotter Change Steps: The following are the most relevant Kotter Change steps for Strategic Initiative One.

Framework Area

Connection – This imitative will focus on advising for new students in their initial enrollment and program selection.

Timeframe

Year 1

The first 15 credits will be determined after the pathways committee has identified the meta-majors.

Setting a baseline to assess the number of students who actually see an advisor prior first semester enrollment. Establish baseline for the number of students who change their major.

Explore the utilization of an Integrated Planning and Advisement for Student Success (IPASS) system for advising and career exploration. This will allow us to provide the tools necessary for selecting programs and courses, mapping degree plans, and tracking progress towards degree completion. Determine key stakeholders needed for implementation.

Year 2

Meta-majors have been identified. Determine the first fifteen credits for each meta-major. Examine the data for gatekeeper classes (such as English, History, Biology, Math, etc.) and determine which courses have the lowest success rates.

Determine if we have the appropriate resources to implement our plan of requiring all new students to meet with a counselor for a new student advising session.

Provide adequate staff training to utilize the IPASS system. Implement the IPASS system college-wide.

Year 3

Determine what the barriers are in the gatekeeper courses and work to eliminate those barriers.

Implementing the required new student advising plan.

Continue to assess the IPASS system implemented in year two to ensure that all needs are still being met. Make changes as necessary.

Year 4

Assess the fall to spring retention rates in each of the meta-majors to determine if students are successful.

Ensure that at least 90% of students are meeting with a counselor for new student advising and are program placed.

Assess student and advisor feedback to determine if the system is meeting our needs. Make changes as necessary.

Year 5

Continuous assessment. Make changes as needed. Report out to steering committee and the college committee as needed at Learning Day and other college-wide meetings such as college council.

Assess the effectiveness of the new student advising sessions and collect data regarding the number of students changing their major during the first year. Make changes as needed based on the data being collected.

Continue to assess and communicate results to college community. Gather feedback to reassess as necessary.

Potential costs:

Determine if additional staffing is needed based on baseline data gathered during the first year.

Possible cost for marketing materials $2,500

Cost of the IPASS system for GCC as determined by the VCCS.   TBD

Impacted Stakeholder group (s)

Success Coaches - redesign on Orientation and reinforcement of meta-major selection

Counselor - Their work will be significantly redesigned, work load may increase

Welcome Center staff - increased check in for advising

Faculty Advisors - All students will have determined a meta-major and preliminary academic plan before first meeting with faculty advisor.

Financial Aid and Admissions and Records - significant change in recording student academic intentions.

Students - Ability to determine general direction as soon as possible during the entry process

Anticipated impact:

By the 2010-2021 Academic year, an appropriate advising system will be developed and implemented to assist students with the selection of a meta-major ensuring student success.

Measures will include:

Survey of Student Satisfaction with Advising.

Number of students who complete new student advising prior to registration.

Establish baseline for the number of students who change their major. Establish target goal to reduce this number through advising on meta-majors.