Virginia Student Success Leadership Institute

Final Action Plan

Final Action Plan Template

Based on what you have learned in Action Plan 1 and 2, as well as your own study in the past year, what have you identified as the most important things needing change at your college? Using the template below as a quick summary, fill in what the initiative is, what area of the Loss Momentum Framework it addresses, etc.

	Description of Proposed Action	Framework Area (Connection, Entry, Progress, Completion)	Timeframe (as specific as necessary for your needs)	Potential Costs	Impacted Stakeholder Group(s)	Anticipated Impact

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Initiative 1	Building and Assessing Meta Majors and Guided Pathways	Connection thru completion	1st Year: Meta Majors (Fall into Spring) 1st into 2nd Year: Structured Programs for Transfer 3rd Year: Guided Pathways for CTE	**Positions and Costs:** 4 hours/week for 48 weeks per dean 2 hours/week for 36 weeks for 9-month teaching faculty 2 hours/week for 48 weeks for other 12-month employees 2 hours/week for 40 weeks for other faculty **Total Year 1: $149,032** **Total Year 2: $122,471** **Total Year 3:**	Office of the VPAA; OIE Staff, Curriculum Committee; General Education Committee, Faculty Senate; Program Heads; Academic Leadership Council (Deans & Assistant Deans); Center for Faculty Engagement; Office of Marketing; Office of Communications; Reynolds Leadership Council; President's Executive Committee; College Board	Reynolds 2022: Pathways to Prosperity Strategic Plan Goal 1.C.2—Increase the number of students who make a successful transition to college. Goal 1.C.3—Increase the number of continuing students who maintain momentum in their academic studies. Goal 1.C.4—Increase the number of completing students who make a successful transition to/at work or successful transition to a four-year college. Goal 3.A.1—Develop career ladder programs that provide students with

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				$130,024 **Grand Total Years 1-3: $401,527**		opportunities to move directly into higher-level programs. Goal 3.A.2—Triple the number of degrees, certificates, and career studies certificates awarded. Goal 3.A.3—Increase the fall-to-fall retention rates of program-placed students by 30%. Goal 3.B.1—Align current and develop new academic programs to meet the short-term and long-term employment needs of business and industry in the Greater Richmond region. Goal 3.B.2—Develop pathways between non-credit courses, credentials, and

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						apprenticeships and credit programs. Goal 3.B.3—Demonstrate that program graduates have attained program-specific student learning outcomes and disseminate that information to relevant stakeholders. Goal 3.B.4—Demonstrate that program graduates have the general education and employability skills needed for success in the workplace.
Initiative 2	Enhance Advising Function	Entry through completion	1st Year: • Implement Advising Intranet Site • Identify roles & responsibilities	36 hours per academic year for team members: 10	Faculty, Deans Admin Assistants, Marketing, Communications, Professional advisors,	Pathways to Prosperity Theme 1: Pathways to Post-Secondary Completion

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			1st into 3rd Year: • Develop comprehensive strategy for intensive advising • Enhance faculty engagement in advising • Enhance faculty engagement in advising 1st into 5th Year: • Create and implement communication strategies to support advising initiatives/work • Explore other platforms for communicating advising information	administrators and 10 teaching faculty members **Total per year: $38,417** **Grand Total Years 1-5: $192,085**	Technology Group	Goal C. Adopt a deliberate approach to advising that helps students navigate entry to college, maintain momentum, and successfully complete a program of study *1.C.3-1 Enable proactive interventions by faculty advisors and staff through the identification of early (warning) signs of momentum loss by progressing students *1.C.3-2 – Develop advising strategies and tools for use by faculty advisors and staff to help students overcome disruptions

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						(personal, academic, etc.) and to maintain academic momentum. *1.C.3-3 Explore the balance "high touch" and "high tech" in advising by researching how technology can be leveraged to support proactive advising during the progress phase
Initiative 3	Revision of and accelerated competency in developmental education	Entry, progress and completion	1st Year: • Pilot Alternative Measures initiative to assess the math remediation needs of students • Increase internal funding support and utilization of for Math Central supplemental instruction centers • Implement Recitation	5% time of selected council members, 10% time of math liaisons, 5% time of subcommittee members **Total per year: $77,117**	OIE, Advising, Dean/Assistant Deans, Math faculty, Academic Affairs;	Increases will be made in the percentage of FTIC fall cohort developmental math students who complete gateway college-level math class within four semesters, the percentage of FTIC fall cohort college-

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			model to provide "just-in-time remediation" in college-level math courses
			• Participate in first-year initiatives of VCCS Math Pathways Project, to include:
			  o Increased collaboration with area high schools to improve math preparedness of college-going students;
			  o Participation in professional development opportunities for mathematics faculty
			  o Assessment/revision of current developmental math curriculum and instructional
				Grand Total Years 1-5: $385,585		ready math students who complete gateway college-level math class within three semesters, and the percentage of FTIC fall cohort developmental English students who complete gateway college-level English class within four semesters.

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			design
			• Develop college policy to require enrollment in developmental education coursework in first semester.
			• Conduct annual assessment of improvement in student success metrics
			2nd Year:
			• Participate in second-year initiatives of VCCS Math Pathways Project, to include:
			   o Implementation of VCCS Math Co-requisite Model
			   o Pilot selected Pathway courses
			• Implement college policy to require enrollment in developmental education coursework in first semester.
			• Conduct annual			

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			assessment of improvement in student success metrics 3rd Year • Participate in third-year initiatives of VCCS Math Pathways Project, to include: o Implementation of all Pathway courses • Conduct annual assessment of improvement in student success metrics 4th Year • Conduct annual assessment of improvement in student success metrics 5th Year • Conduct annual assessment of improvement in student success metrics			
Initiative	"Five to Thrive" –	Connection	1st Year: establish new council,	10% time of	EMC², *(see*	Increases will be

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4	to increase the percentage of students who are successful in their first, five courses within their first year of study.	through progress	establish subcommittees, establish deadlines, track via project management 2nd-5th Year: develop, implement, and assess initiative	council members **Total per year: $268,764** **Grand Total Years 1-5: $1,343,820**	*attached model for change)*	made in the percentage of FTIC fall cohort students who complete 12 credits with a cumulative GPA of 2.0 or higher by the end of the spring of the next academic year
Initiative 5	Use key Reynolds student success metrics for performance measurement, planning, and decision making. Track, monitor, and report the progress of the following 5 metrics. (Metrics 1-4 include first-time-in-college students only.) • Percentage of developmental	Entry, progress, and completion	Annually Years 1 – 5: OIE will track, monitor, and report annually the college's performance on 5 key student success performance metrics. Reports will be prepared, uploaded to the web, and presented to PEC, EVP Team, RLC, Planning Committee, and other college groups as needed.	Office of Institutional Effectiveness costs for tracking and reporting metrics Years 1-5: • 2% Director OIE • 5% Senior Research Analyst **Total per year: $6,781**	• Office of Institutional Effectiveness • PEC/EVP Team • Planning Committee • Reynolds Leadership Council	Year 1: 2016-17 Math DE – 6% Math CR – 47% English DE – 27% Progress 12 – 47% Total Awards – 2,613 Year 2: 2017-18 Math DE – 7% Math CR – 50% English DE – 29% Progress 12 – 50% Total Awards – 3,088 Year 3: 2018-19 Math DE – 7% Math CR – 52%

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	math cohort students who successfully completed a college-level math course within 4 semesters of first enrollment (Math DE) • Percentage of college-ready math cohort students who successfully completed a college-level math course within 3 semesters of first enrollment (Math CR) • Percentage of developmental English cohort			**Grand Total Years 1-5: $33,950**		English DE –30% Progress 12 – 54% Total Awards – 3,564 Year 4: 2019-20 Math DE – 8% Math CR – 55% English DE – 32% Progress 12 – 58% Total Awards – 4,039 Year 5: 2020-21 Math DE – 9% Math CR – 57% English DE – 33% Progress 12 – 61% Total Awards – 4,514

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	students who successfully completed a college-level English course within 4 semesters of first enrollment (English DE) • Percentage of fall cohort students who completed 12 college credits with cumulative GPA of 2.0 or higher by spring of same academic year (Progress 12) • Total annual awards conferred for **all** programs					