



Student Success Plan (in Alignment with College’s 2021 Strategic Plan)

STRATEGIC FOCUS 1: CULTURE OF EXCELLENCE

GOAL 1.1 Ensure academic, student service, and operational excellence

Initiative #1: Develop processes to ensure high quality of instruction and increase student success

Activities	Timeframe	Area	Resources Needed	Responsible Parties	Anticipated Impact
Analyze course statistics to identify 10 “gateway” courses	<u>2016-2017:</u> Review course success data to determine gateway courses (those with high enrollment and low success rates, which prevent progression and/or completion of program)	Entry	Time	Deans; Associate Deans; OIE	Success data will inform intervention decisions.
Develop, implement strategies to increase student success in gateway courses (common assessments, supplemental instruction, etc.)	<u>2017-2018:</u> Pilot intervention strategies for 5 courses and plan interventions for 10 more courses <u>2018-2019:</u> Assessment of pilot and development of strategies for 5 additional courses; pilot intervention strategies 5-10 courses <u>2019-2021:</u> Continued development and assessment of intervention strategies	Entry	Time; buy-in from faculty; possible funds for additional tutoring, supplemental instruction	Deans; Associate Deans; faculty leads for each gateway course	Higher success in gateway courses, leading to higher rates of progression.

<p>Increase training of faculty teaching and students enrolled in online courses</p>	<p><u>2016-2017:</u> Revision of policy on faculty readiness to teach online classes; increase number of faculty certified in QM; increase # of students who complete free 5-day online orientation course</p> <p><u>2017-2018</u> QM certification of 5 gateway courses</p> <p><u>2018-2021:</u> Ongoing review of online courses to ensure consistency and adherence to QM standards</p>	<p>Progression</p>	<p>Time; funds to get classes QM-certified</p>	<p>Center for Teaching and Learning staff; teaching faculty; students</p>	<p>Higher rates of student success in online courses, leading to higher rates of progression and graduation.</p>
<p>Expand professional development programs that emphasize methods for achieving greater student success (topics: learning, motivation, use of technology, student engagement, soft skills, etc.)</p>	<p><u>2016-2017</u> Faculty scholar hired for Center for Teaching and Learning; more formal opportunities for training at convocations and during academic year</p> <p><u>2017-2018</u> Formal orientation and mentoring program for new part-time and full-time faculty</p>	<p>Progression</p>	<p>Time; funds to support extra teaching duties, as needed</p>	<p>Center for Teaching and Learning staff; teaching Faculty; Deans; SAILS director</p>	<p>Greater student satisfaction of instructional delivery and increased student success in courses.</p> <p>Increased support of faculty will lead to higher retention rates of faculty.</p>

Initiative #2: Implement student support services that increase efficiency, student success and satisfaction

Activities	Timeframe	Area	Resources Needed	Responsible Parties	Anticipated Impact
Develop and implement a comprehensive advising plan to include opportunities for e-advising.	<u>2016-2017:</u> Research best practices; collect data about faculty advisor effectiveness (align with QEP) <u>2017-2018:</u> Begin plan implementation	Entry & Progression	Time	Advising Center staff; Office of Learning and Student Success; Office of Institutional Effectiveness; faculty Advisors	Improved advising will lead to higher satisfaction and retention.
Provide a wider range of tutoring services in the Academic Resource Center (ARC), including the use of faculty as tutors	<u>2016-2017:</u> Pilot Supplemental Instruction in Science Pilot professional tutor model to retain highly qualified student tutors Begin formal assessment of impact of tutoring services on student success; Increase the use of ARC services through SAILS and faculty referrals <u>2017-2018:</u> Expand supplemental instruction to more gateway courses.	Progression	Money to pay tutors	Office of Learning and Student Success staff Academic Resource Center staff Office of Institutional Effectiveness Teaching faculty	Increased tutoring will increase student success in courses. Increased tutoring of “at-risk” students will lead to higher retention of these students.
Streamline operational processes (i.e. website development, schedule development, graduation process, etc)	<u>2016-2017:</u> Research best practices and software options <u>2017-2018:</u> Implement technology solution(s) to address schedule development, auto-grad, etc. <u>2018-2019:</u> Continue solution(s) implementation	Progression & Completion	Money to purchase technology/software; time	Administrative Council; Office of Learning and Student Success including Deans, Admissions and Records, Advising; Creative Services	Improved student satisfaction, higher enrollment, retention, and completion rates.

STRATEGIC FOCUS 2: STUDENT ACCESS

Goal: 2.1 Achieve a broader reach into the community that increases access for more students					
Activities	Timeframe	Area	Resources Needed	Responsible Parties	Anticipated Impact
<i>Initiative #3: Target recruitment efforts where participation levels are low</i>					
Develop and implement comprehensive recruitment plan	<u>2016-2017:</u> Review of data, best practices Development of recruitment plan <u>2017-2018:</u> Assess Recruitment Plan Impact	Connection	Time; cost to retain STEM coordinator/recruiter	Office of Student Engagement	This will provide a specific plan with strategies, metrics, and a timeline; ultimate goal is to increase enrollments, especially of under-represented groups.
Develop and implement Z Degree with appropriate student services	<u>2016-2017:</u> Pilot OER cohort in Spring 2017; develop marketing strategy for Z-degree; consult other CCs with successful Z-degrees about appropriate services <u>2017-2018:</u> Increase number of OER course sections	Entry	Time; release time/stipends for faculty to develop OER courses	OER Project Lead; teaching faculty; academic Deans; Office of Institutional Effectiveness	Higher enrollments in classes with OER sections, especially by under-represented students.

Initiative #4: Expand links with business and industry, future employers, K-12, and four-year universities to increase pathways for students

Activities	Timeframe	Area	Resources Needed	Responsible Parties	Anticipated Impact
Increase number of summer camp programs to engage potential students.	<p><u>2016-2017:</u> Development of summer opportunities in STEM areas for 10th – 12th graders; explore more sources of funding for scholarship opportunities for camps</p> <p><u>2017-2018:</u> Continue to offer camps for 10th-12th graders</p>	Connection	Time to develop programs; money for scholarships, for faculty teaching camps	Office of Student Engagement; teaching faculty; Business Office/Foundation	Increase number of students attending camp at JTCC and connecting with college.
Partner with high schools to promote dual enrollment and college readiness of students coming to JTCC	<p><u>2016-2017:</u> Use of math MOOC in early college; expansion of early placement testing and high schools offering capstone course</p> <p><u>2017-2018:</u> Early College students attend on-campus classes</p>	Connection & Entry	Time; support of high school administrators and faculty; funding for early college tuition	Career Pathways	More students completing dual enrollment will attend JTCC. We also expect a decrease in the students needing developmental math or a reduction in modules they need to take.
Develop and implement an intervention for students who test into dev education courses (e.g., boot camps, MOOC, coaches, supplemental instruction, ALP in math)	<p><u>2016-2017:</u> Research best practices</p> <p><u>2017-2018:</u> Implementation of 1 or 2 strategies</p>	Entry	Time (release time for faculty or faculty stipends)	Faculty; ARC staff; Deans	Students will need to take fewer modules of MTE.
Develop more strategic transfer plans with our top two transfer institutions, VCU and ODU.	<p><u>2016-2017:</u> Complete VCU computer science articulation; meetings of the VCU-JTCC joint taskforce; update agreements to ensure currency</p> <p><u>2017-2018:</u> Identify other high-demand majors that require additional transfer options</p>	Entry	Support of transfer institutions	Deans; Department Chairs	Students see completion path more clearly and receive improved faculty advising.
Increase internship and job opportunities for current	<p><u>2016-2017</u> Provide exposure to careers/industry to</p>	Completion	Cost of Job Board	Teaching Faculty; Career/Internship Coordinator;	Students see alignment of coursework and career choice,

students	<p>students: bring businesses to campus monthly; promote College Central Job Board, resume writing, interviewing; provide career interest assessment opportunities ; conduct Career Fairs</p> <p><u>2017-2018</u> Increase internship opportunities for students; improve visibility of Career Services area ; survey employers to assess hiring satisfaction</p>		(ongoing); time	employer partners	become more motivated to complete.
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Goal: 2.2 Identify and reduce or eliminate barriers associated with life-work-education balance

Initiative #5: Streamline operational processes

Activities	Timeframe	Area	Resources Needed	Responsible Parties	Anticipated Impact
Use of multiple measures for placement	<u>2017-2018:</u> Implementation	Entry	Training time	VCCS; A & R; Counseling	Students get into credit MTH/ENG courses more quickly.
Develop course schedules to better meet needs/demands of students.	<u>2016-2017:</u> Use Ad Astra to develop better schedule <u>2017-2018:</u> Assess results of using technology	Progression	Cost of technology	Deans; Department Chairs; Office of LSS; A & R (Data); OIE (Data)	Increased student satisfaction; Increased FTE per student average.

Initiative #6: Improve connection with and communication to students

Activities	Timeframe	Area	Resources Needed	Responsible Parties	Anticipated Impact
Maximize communication tools students use such as using a texting system and vanity email accounts.	<u>2016-2017:</u> Develop and implement communication plan; implement and evaluate texting technology <u>2017-2018:</u> Assessment of student communication; Implement improved strategies	Entry & Progression	Cost of TextAIM; time	Student Engagement staff; Ambassadors; Office of LSS	Increased student engagement
Offer coaching to students who are on academic probation, SAP warning	<u>2016-2017:</u> Collate data on at-risk students and provide faculty and staff training; first-year retention coordinator implements outreach plan; implement financial aid workshops for at-risk students	Progression	Training time; coaching time	Staff/Faculty; OIE; Financial Aid	Lower percentage of students who get academically dismissed, SAP-ed out.

STRATEGIC FOCUS 3: STUDENT SUCCESS AND WORKFORCE DEVELOPMENT

Goal: 3.1 Improve retention between semesters and academic years

Initiative #7: Ensure curricular students have academic plans and are making progress toward them

Activities	Timeframe	Area	Resources Needed	Responsible Parties	Anticipated Impact
Develop and implement a comprehensive retention plan.	<p><u>2016-2017:</u> Examine SAP data, withdrawal data (collected through surveys, interviews, course evaluations, etc.), and student retention data,</p> <p><u>2017-2018:</u> Develop a retention plan.</p> <p><u>2018-2021:</u> Implement strategies developed and assess success</p>	Progression	Data; time	Office of Student Engagement; Deans; faculty; SAILS Director	<p>Improved retention</p> <p>Higher faculty commitment to quality teaching</p>
Ensure SDV is taken within first 15 credits.	<p><u>2016-2017:</u> Identify baseline data for SDV enrollment of FTIC students in summer 2016; Set goals for increased SDV enrollment in 16-17 and out years</p> <p><u>2017-2018:</u> Assess SDV enrollment data and implement new SDV course recruitment strategies</p>	Entry	Time	Advising Center; Faculty Advisors; Dual Enrollment staff & DE faculty; OIE; A & R	Improved retention; Improved student participation in college activities.
Require student creation of college completion plan in SDV encouraging enrollment in summer	<p><u>2016-2017:</u> Redefine completion plan requirements in the SDV course</p> <p><u>2017-2018:</u> Assess student use of new advising sheets</p>	Entry	Time	FY Retention Coordinator; SDV Faculty; Faculty Advisors	Data for the QEP Impact Report; students make explicit plans for schedules and completion; richer conversations between advisees and advisors about completion, transfer, careers
Revise curricula to better align with transfer institutions and/or become more	<p><u>For 2016:</u> Catalog redesign</p>	Progression	Time	Deans; faculty; OIE; transfer Institutions	Students understand connections between various majors such as related CSCs &

structured (i.e. meta-majors)	<u>2016-2017:</u> Exploration of meta-majors and revision of Gen Students <u>2017-2018:</u> Implement curricular changes <u>2018-2019:</u> Implement revised curricula				AAS degrees. Reduced course options means students will be less likely to get off-track and be retained and graduate at higher rates. More time for advising about curricula, jobs, and transfer instead of about which courses to take.
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Initiative #8: Increase student involvement in college activities

Activities	Timeframe	Area	Resources Needed	Responsible Parties	Anticipated Impact
Increase number of students completing orientation	<u>2016-2017:</u> Include orientation information in welcome packet; implement micro-orientations during fall and spring semester <u>2017-2018:</u> Implement an online orientation	Connection	Time; cost of online orientation resources	First Year Retention Coordinator; Ambassadors; Deans; A & R	Stronger student connection to the institution Increased recruitment
Increase opportunities for students to socialize or work on campus (gym, clubs, etc)	<u>2016-2017:</u> Continued use of student ambassadors, expansion of peer tutoring <u>2017-2018:</u> Expanded use of athletic/gym facilities	Progression	Funding for organizations; funding for campus activities	Faculty Club Advisors; Coord. of Student Activities	Stronger student connection to the institution; increased student satisfaction; increased visibility of the college within the community

Goal: 3.2 Increase the number of certificates, degrees and industry credentials awarded.

Initiative #9: Track student progression and identify barriers to completion

Activities	Timeframe	Area	Resources Needed	Responsible Parties	Anticipated Impact
Develop and implement strategies to track and encourage students to achieve certain milestones	<u>2016:</u> Catalog redesign <u>2016-2017:</u> Implementation of FACA	Completion	Software tools in PS	A & R; Faculty Advisors	Increased retention; Increased awards
Identify students who are within 15 credits of completion and intervene to encourage completion	<u>2016-2017:</u> Develop a calendar for this query to run & deadlines for student outreach; training of faculty	Completion	Time	A & R; Faculty Advisors; Deans	Increased retention; increased awards; students attain transfer to desired institution

Initiative #10: Increase the number of opportunities for students to receive industry certifications and credentials

Increase the number of embedded credentials in courses and curricula	<u>2016-2017:</u> Identify specific in-demand credentials aligned with courses; Identify funding sources to pay credential costs <u>2017-2018:</u> Include credential information in curriculum sheets and next catalog	Completion	Money for students to take exams	Faculty; Deans; Technical Advisory Committees	Meet Chancellor's Goals; clarify credential opportunities for students
Expand credit for prior learning opportunities, credit to non-credit transitions	<u>2016-2017:</u> Determine, finalize non-credit certifications available because of credit training. <u>2017-2018:</u> Establish pathways for non-credit courses to count within credit programs.	Entry	Time	Faculty; Deans; Industry Advisory Committees; CCWA staff	Prior learning puts students on degree path more quickly
Develop new programs in high demand fields	<u>2016-2017:</u> Develop at least one new major <u>2017-2018:</u> Develop at least one new major	Connection	Time; money for consultants (where needed) and for equipment, supplies, new faculty position	Faculty; Deans; Industry Advisory Committees	Students gain relevant career & technical training and are more competitive for local jobs.

