



## 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.	<p><u>2016-2017:</u> Research best practices; collect data about faculty advisor effectiveness (align with QEP)</p> <p><u>2017-2018:</u> Begin plan implementation</p>	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	<p><u>2016-2017:</u> Pilot Supplemental Instruction in Science</p> <p>Pilot professional tutor model to retain highly qualified student tutors</p> <p>Begin formal assessment of impact of tutoring services on student success;</p> <p>Increase the use of ARC services through SAILS and faculty referrals</p> <p><u>2017-2018:</u> Expand supplemental instruction to more gateway courses.</p>	Progression	Money to pay tutors	<p>Office of Learning and Student Success staff</p> <p>Academic Resource Center staff</p> <p>Office of Institutional Effectiveness</p> <p>Teaching faculty</p>	<p>Increased tutoring will increase student success in courses.</p> <p>Increased tutoring of “at-risk” students will lead to higher retention of these students.</p>
Streamline operational processes (i.e. website development, schedule development, graduation process, etc)	<p><u>2016-2017:</u> Research best practices and software options</p> <p><u>2017-2018:</u> Implement technology solution(s) to address schedule development, auto-grad, etc.</p> <p><u>2018-2019:</u> Continue solution(s) implementation</p>	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**

<b>Goal: 2.1 Achieve a broader reach into the community that increases access for more students</b>					
<b>Activities</b>	<b>Timeframe</b>	<b>Area</b>	<b>Resources Needed</b>	<b>Responsible Parties</b>	<b>Anticipated Impact</b>
<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 10<sup>th</sup> – 12<sup>th</sup> graders; explore more sources of funding for scholarship opportunities for camps</p> <p><u>2017-2018:</u> Continue to offer camps for 10<sup>th</sup>-12<sup>th</sup> 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	students: bring businesses to campus monthly; promote College Central Job Board, resume writing, interviewing; provide career interest assessment opportunities ; conduct Career Fairs  <u>2017-2018</u> Increase internship opportunities for students; improve visibility of Career Services area ; survey employers to assess hiring satisfaction		(ongoing); time	employer partners	become more motivated to complete.
<b>Goal: 2.2 Identify and reduce or eliminate barriers associated with life-work-education balance</b>					
<i>Initiative #5: Streamline operational processes</i>					
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.

