



Virginia Student Success Leadership Institute

Final Action Plan

Lord Fairfax Community College

| | 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 | Creation of a Case Management system for all students | Connection Entry Progress Completion | Initial implementation: Spring 2017 Full implementation with ongoing improvements to the system: 2017-18 | Total \$\$ unknown Items needed include: <ul style="list-style-type: none"> Tracking software for case notes and plans May require additional advising staff or a re-allocation of other staff Revision of how SIS is set up to | Counseling and Advising Faculty Deans SIS staff Admissions and Records Students | <ul style="list-style-type: none"> Students have one primary contact Students can be tracked by someone responsible for him/her Able to build a more personal relationship with the student Faculty have a primary contact in advising for their program |

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| | | | | assign advisors <ul style="list-style-type: none"> • Training costs | | <ul style="list-style-type: none"> • Faculty and advisors work more closely together on student success • Create an easier onboarding process for the student |
| Initiative 2 | Implementation of Meta Majors | Entry Progress | Develop meta majors: 2016-17 Implementation on web: Summer 2017 Implementation in catalog: Summer 2017 Implementation on the application: TBD | Primarily time for the development of the plan and the re-design of the website | Faculty, students, staff; all using the catalog and website to search for programs | <ul style="list-style-type: none"> • Primary goal is to focus on what LFCC can do for any student – regardless of whether or not they end up being credit or non-credit; ie – under the health care meta major (or pathway), why not list workforce programs and link to those? • Catalog will be clearer (but won't include |

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| | | | | | | <p>workforce there)</p> <ul style="list-style-type: none"> • Students won't end up in the wrong program of studies |
| Initiative 3 | Develop program pathways (structures) for all programs along with university-specific transfer advising guides | Entry Progress Completion | <p>Phase 1: First set of programs will review: Fall 2016 Changes will be presented to C&I Spring 2017 Implementation Summer 2017</p> <p>Phase 2: Second set of programs will review: Fall 2017 Changes will be presented to C&I Spring 2018 Implementation Summer 2018</p> <p>Full Implementation by 2018-19</p> | Release time given to program leads to coordinate this work | <p>Faculty</p> <p>Advisors</p> <p>Career Coaches</p> <p>Students</p> <p>Deans</p> <p>4-year partners</p> | <ul style="list-style-type: none"> • More structure and a clearer outline of what a student should take in his/her program • Closer alignment with 4-year transfer partners • Increased retention and completion rates • Increased transfer rates |

Step 2: For each of the initiative, use Kotter's change framework to identify the process of change.

Create a Sense of Urgency

An all-faculty and student services employees meeting was held off-campus in May 2016. The college invited Rob Johnstone to come and provide the background for why we are moving in the direction we are moving. This all-day meeting was used to create the sense of urgency, as well as providing data to support the change.

Build a Guiding Coalition

Our student success leadership team has been joined by a group of faculty who wish to participate in the process. In addition, we have included the academic deans, our advisors and counselors, our institutional effectiveness office, and our financial aid director. Our circle of participants has been expanding depending on which loss momentum framework area we're working on.

Form a Strategic Vision & Initiatives

The student experience will be markedly different. There will be pathways directly from high school to LFCC that are clearly articulated. Each student will have an assigned case manager/advisor who will work with him/her throughout their entire time at LFCC. Advisors and faculty will work much more closely together to ensure each student is successful and is taking the classes needed for their intended goal. Fewer students will fall through the cracks and far fewer will be taking classes that do not align with their intended goal.

Short term – we will need to develop a plan for how to get each student assigned to one advisor. Also, we need to develop the structured pathways so advisors and students have a clearer path toward the CSC, Certificate, or degree.

Long term – we need a process where a student can pick a meta major at the time of application rather than having to choose an actual program. This will cause fewer students to be inaccurately placed in programs that do not meet their needs.

The biggest changes will be in student retention and success.

Enlist a Volunteer Army

At LFCC, over the past year we created 'leads' for each of the loss momentum framework areas: connection, entry, progress, and completion. In addition, we redesigned four standing committees that had membership from faculty, administration, and staff, and aligned those with the four framework areas. As an example, LFCC already had an existing "Retention" committee, who's charge it was to review the Retention Plan, review retention data, suggest strategies for improving student retention, etc. This committee was re-aligned and renamed to focus on "Progress". For each area, we have a committee made up of all constituencies looking at our loss momentum framework data in order to help guide this project.

For the initiatives in our Action Plan, the committees already created will be used to help guide the implementation. When needed, others in the college community will be asked to participate. One way this occurs is through monthly constituency meetings as well as at all-faculty meetings each semester.

Enable Action by Removing Barriers

Depending on the specific area of the Action Plan, different barriers might exist. For example, creating meta majors will require a reconfiguration of the college application. That will need to be accomplished at the VCCS-system level. However, to create the program pathways for each of LFCC's college programs, the greatest barrier could be faculty. For most programs, like those in the applied science area, we do not anticipate any barrier. However, for the Liberal Arts degree, creating more structured pathways may create some anxiety for some faculty and create a sense of panic for their courses. Those will have to be addressed. The other barrier to creating very structured pathways are the four-year school partners. When aligning to several transfer institutions, the pathways often become less structured to accommodate requirements at different universities. We will have to work to overcome that barrier through some type of creative pathway perhaps aligned to each transfer institution.

In nearly all of the initiatives in the action plan, some changes are needed in SIS. That requires a lot of communication among the academic deans, the student services leaders, and the employees who oversee SIS setups. Some of this may be changed at the college level, while other pieces may require system-level conversations.

Generate Short-term Wins

At LFCC, we intend to have each student assigned to an advisor within the next academic year. In addition, we plan to have all program pathways developed with more defined degree requirements for students. These will be significant wins for the first year.

Sustain Acceleration

We have been talking about this initiative for more than one year. Couple those conversations with the Complete 2021 strategic plan and the funding model being tied to specific goals, the entire leadership team, our faculty, and our staff association have come to understand the need to move in this direction. All of us want our students to complete and be successful. As a result, it's not hard to build the case for why we need to help them meet their goals. The issue will be funding as enrollments declines still have not leveled off and in some cases have become worse. Where technology can assist, it is welcomed. However, purchasing new systems must be coupled with the removal of other systems. Not only can our budgets not support additional products, but our advisors, faculty, and students cannot continue to learn a myriad of systems. That will certainly stop momentum if it's made more complicated by yet another technology solution.