



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
First Semester Experience	The focus of our current Quality Enhancement Plan, this initiative will pull three initiatives - New Student Orientation, first semester academic advising and SDV-100 – into a coordinated, streamlined experience for new students.	Entry	Additional two years of planning followed by 5 years of implementation	*No additional costs projected	<ul style="list-style-type: none"> • All new students • Advising Center staff • ASLP staff • Tutors • Instructors • Admissions Office Staff • IT Staff 	By the end of their first semester, students will articulate educational goals and create and follow a plan for achieving them. They will also have a relationship with at least one staff person they feel comfortable approaching with any questions or challenges. Goals will be stored and tracked in the CLAS software system. These stated goals, plans and relationships with staff will all lead to greater retention, lower withdrawal rates and, eventually, increased numbers of credentials earned.
Intentional Engagement Advising	Transitioning our advising program from an invitational to an intentional engagement model by raising expectations for	Entry – Completion	2 years to build	*No additional costs projected	<ul style="list-style-type: none"> • All students • Advisors • Advising Center, ASLP staff 	Significantly fewer students will self-advise and therefore will make better decisions that will result in more informed educational goals and plans for achieving those goals. Advising interventions will be prompted and tracked through CLAS.

	students and advisors alike and spreading out caseloads across faculty and staff so that they are manageable and strategic. Involves training broader range of staff on technical transfer information and potentially merging Advising and Connection Specialist roles.				<ul style="list-style-type: none"> • Admissions Staff • Career Coaches • IT Staff 	Better advising decisions will mean a more efficient and well-worn pathway to graduation and/or completion of credentials.
Advising Guides for each NRCC Program	Maps of curricular and non-curricular requirements for each program of study will be generated and posted online. Additionally, these working checklists will be stored and updated for each student in the CLAS software system/	Connection – Completion	2 years to build guides	*No additional costs projected	<ul style="list-style-type: none"> • All students • Advisors • Advising Center staff • Connection Specialists • Career Coaches 	Even before they apply to NRCC, potential students will have the ability to know not just the courses required, but also all of the ancillary requirements for being successful in any given NRCC program of study. The guides will also map out points at which students can receive additional certification opportunities along their pathway to graduation. These checklists will also make an intentional engagement model of student support possible because they will be automated and stored in CLAS, allowing automatic reminders to be generated for students and advisors alike.
Expanded Graduation Acceleration Program (GAP)	Only one semester into this trial initiative, this program is targeted to high risk/high motivation students beyond their first semesters in college. It gives them a financial incentive for attending	Progress – Completion	1 year continuation followed by an evaluation and decision about how to move forward.	*No additional costs projected	<ul style="list-style-type: none"> • Students enrolled in ENF/MTT courses • ENF/MTT instructors • ASLP staff • Advising Center Staff 	Social and financial supports will make it more likely that high risk (developmental), highly motivated students will be able to effectively achieve their educational goals. Additionally, student support interventions will be tested in this program and the successful initiatives will be implemented with a broader student

	monthly small group meetings and other behaviors necessary for being successful in college. We will look for ways to expand the program as well as to take particularly strategic pieces of it and implement them in other broader efforts across campus.				<ul style="list-style-type: none"> • Business Office Staff • Financial Aid office staff 	body in the future. Because GAP students take an ambitious courseload (13-15 credit hours) and are surrounded by support systems, we anticipate that, as a group, they will graduate sooner and more often.
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★The college’s ASLP/Intentional Engagement Student Success Model, including these initiatives, is budgeted at \$1.4 million for 2016-17.

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

NRCC’s model is a holistic model of Student Success; all components/initiatives described above work together to build that model. Therefore, the following responses apply to each component.

Create a Sense of Urgency

How will you create urgency regarding the initiative on campus?

The urgency has already been established through the Student Success work during the last two years. The sense of urgency will be maintained through ongoing, open communication of the implementation of the plan: emails, reports, notices, etc. The General Session (College-wide convocation) at the beginning of the academic year will reinforce the work of Student Success.

Build a Guiding Coalition

Who at your college needs to be at the table for guiding these changes? Why?

Representatives from administration, faculty, advisors, and students are at the table. The College established a Student Success Advisory Team (SSAT) and a CLAS Advisory Team (CAT) as the core steering committee for this work. Several Innovation Teams (QEP, Student Orientation, etc.) are also actively working on components of the Student Success model.

Representatives from the various groups are necessary to sustain the momentum and to ensure inclusiveness of all necessary components for the holistic model.

Form a Strategic Vision & Initiatives

After you have made these changes and they are successful, what will be different at your college? Why?

Working through student success initiatives is an evolving process that produces gradual changes in student behaviors and greater results, some of which include improved student outcomes (retention and success), greater empowerment of students in their learning processes, and a stronger environment of success.

What short term actions will help you to achieve this strategic vision?

Implementation of each separate component of the holistic model will help achieve the strategic vision.

What long term action will help you to achieve this strategic vision?

The long term action/vision is greater student success and outcomes.

What changes do you anticipate will result from the initiative?

Greater empowerment of students for their learning and greater student success outcomes will result from this initiative.

Enlist a Volunteer Army

For each initiative, who at your campus will lead the charge? Are they on the guiding committee? How will you get others to participate?

The overarching steering committees for these initiatives are the SSAT and the CAT. Separate Innovation Teams (QEP, Student Orientation, etc.) guide the individual initiatives. NRCC promotes a participatory culture.

For each initiative, who at your college will you need to be in the volunteer ranks? Why are they the best ones to support the change? Will they have a continuing role or will they be needed at key moments?

As stated above, the SSAT and CAT lead the charge for the Student Success Model with the various innovation teams providing the working structure for implementation of the various initiatives. The SSAT and CAT are static groups who enlist the help and support the volunteers on the innovation teams. The innovation teams are composed of representatives who are most knowledgeable of and best able to develop and implement the innovative strategies; these teams are dynamic and serve for shorter periods of time through the successful implementation of the strategy.

Enable Action by Removing Barriers

For each initiative, what barriers do you currently foresee in enabling action to change? What actions need to be taken to address these barriers? Which actions should be addressed by the college? Which actions might be addressed by the System?

NRCC does not foresee insurmountable barriers in enabling the action to change. However, an ongoing concern is one of resources. In the time of declining enrollments, the college is reallocating resources to implement this model.

Generate Short-term Wins

In considering your actions, which ones do you think will provide your college with positive results in the next year? Why?

NRCC is optimistic about seeing positive results as each of the initiatives is fully implemented. As stated above, moving the arrows in student success is evolutionary rather than revolutionary; slow, steady improvements are the focus.

Sustain Acceleration

What is your plan for building momentum toward your strategic vision? How will you budget for the initiative? What potential changes in revenue do you foresee as a result of the changes? How will you address any negative implications?

The ASLP/Intentional Engagement Student Success Model is fully integrated into the college culture and operations. The planning and implementation for the past two years have produced buy-in from the stakeholders (administration, faculty, staff), and the college is aggressively moving forward with the plan; in essence, the momentum has already been built. The college has budgeted \$1.4 million for this model, including the initiatives described in this plan, for 2016-17. The college conducts ongoing budget analyses to ensure sustainability.

If your college had a change in leadership, how would your guiding committee continue to move toward your strategic vision?

As described above, the ASLP/Intentional Engagement Student Success Model, including the initiatives described in this plan, has been fully integrated into the daily business of the organization. As such, a change in leadership would have only a minor impact on the operation of these initiatives. The momentum with buy-in from administration, faculty, and staff is at a high level and moving forward aggressively.