



Virginia Student Success Leadership Institute

Final Action Plan Northern Virginia Community College

*Pathway to the American Dream:
EVERY STUDENT SUCCEEDS, EVERY PROGRAM ACHIEVES, and EVERY COMMUNITY PROSPERS*

Goal: To broaden NOVA's impact on the opportunities for every student to succeed by:

1.	Ensuring that every student has career/educational goals and a plan to accomplish them, access to informed/engaged advisors and opportunities to join with other students in cohort programs, and access to IPASS technology to help them stay on path;
2.	Ensuring that every program has leadership, goals, learning outcomes, and assessments to ensure students achieve; and guided pathways that allow informed student choice in goal progression;
3.	Creating the appropriate structure that allows program coherency and consistency across campuses and allows for the creation, development, and maintenance of curriculum and advising structures that provide students guided pathways to their goals.

Initiative 1. Organize Academic Programs within Guided Pathways		
Organize NOVA's academic programs and disciplines, services, and administration to make it easier for students to select the career path and coursework best suited to their goals and to stay on track to earn a credential. Specifically, this effort is aimed at answering a number of questions that speak to NOVA's academic culture, institutional purpose, and curricular outlook moving into its 6 th decade of service to Northern Virginia.		
<i>Every program with aspirations, goals, benchmarks</i>		
• Does the program have collective goals/aspirations it seeks to accomplish within the next five years?	• Are there programs at other colleges to which it pays attention and benchmarks against?	• How would it change the students' outcomes and experience?
<i>Every program with an active and appropriate advisory committee</i>		
• Does the program have an advisory committee composed of primary employers (if career/technical) or faculty from primary transfer destinations (if transfer)?	• When was the last time the advisory committee met?	• What was the last program change that resulted from a recommendation of the advisory committee?
• If the program does not have an advisory committee, is there a process through which it receives program feedback from employers or transfer colleges?	• Is there a recent example of such feedback to the program?	• Did it result in a program change (across campuses if applicable)?
<i>Every program with a guided pathway that enables student choice and supports advising</i>		
• Is there a recommended course selection pathway for students that maximizes the likelihood that all of their courses transfer as fulfilling degree requirements or their hiring/promotion by key employers?	• Have courses been added recently to or removed from the program?	• Was there program-wide discussion involved in doing so and clear rationale for the addition/subtraction?
• Is the program structured in a way that provides clarity for both students and faculty in advising?	• Are courses scheduled so that all students regardless of academic preparation, or previous educational background placed in the program can reasonably complete it in two years?	
<i>Every program with leadership and accountability</i>		
• If another college leader or business leader wanted to confer with the leader of a degree program area at NOVA, is it clear whom they would contact?	• Is there a recent example when the majority of faculty in a program area agreed to a program change to improve the program delivery?	• Did the change occur as needed with all faculty participating, even if they were in the minority who disagreed?

Initiative 2. Establish Clear Student Learning Outcomes and Assessments for Every Program	
As NOVA's academic programs are organized, develop and communicate the Student Learning Outcomes and Assessments expected for every program.	
• Does the program have clearly understood student learning outcomes?	• Are both full-time and part-time faculty aware of the student learning outcomes for the program and their role in ensuring the outcomes are accomplished?
• Is the assessment program for programmatic student learning outcomes clear to all faculty who participate in the program?	• Is there a feedback loop through which students and faculty learn about the accomplishment of student learning outcomes?

Initiative 3. Organize Advising, Student Services, and Educational Technology Resources

Organize advising, student services, and the administration of learning technology resources appropriate to NOVA's size and resource availability that ensures **all** students receive guidance tailored to their needs and supportive of their progression toward the award of a credential. Specifically, this effort is aimed at answering a number of questions that speak to NOVA's advising and student services culture, institutional purpose, and student support outlook moving into its 6th decade of service to Northern Virginia.

Every student with a goal and map to a credential

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| • Do student orientation and advising sessions focus on goal setting and program mapping for all students? | • Does the application process encourage this conversation? | • Does NOVA offer the tools to make it possible for students to develop their own goal and map? |
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Every student with an informed and engaged advisor/advocate

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| • Do full-time faculty members accept responsibility to advise students both formally and informally? | • Is formal and informal advising by faculty recognized and rewarded? | • Is there a productive connection between Student Services and faculty members? |
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Every student with electronic GPS access

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| • What is the proper role of technology in the advising of students given NOVA's size? | • How and which technology tools can and should be implemented to assist all students in academic planning? | • Are learning technology resources appropriate to support modern pedagogy for a diverse student body? |
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Every student with an opportunity to join a cohort or team

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| • Are common semesters identified in academic program pathways? | • Are group advising sessions utilized productively to encourage students to identify with programs? | • Is it possible for students to take multiple courses in a program with common classmates? Are mentoring/interest groups available that support student success? |
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Initiative 4. Engage Learners and Support the Learning Environment

Follow up with students who demonstrate a lack of engagement with their coursework and academic program.

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| • Is NOVA's early alert system utilized effectively? | • Can success be documented regarding the use of "personalized or just in time" tutoring? |
| • Do Student Life programs support academic success and progress? | • Do faculty have resources and professional development to encourage and support student development and productive persistence? |

Initiative 5. Support a Feeling of Stability/Safety

Offer wraparound and support services that ensure the success of both traditional as well as non-traditional students.

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| • Does financial aid counseling play an early and primary role in onboarding of all students? | • Are financial literacy and student loan default prevention programs/resources available? | • Are appropriate wraparound services needed to ensure success by traditional and non-traditional students available? |
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Initiative 6. Explore the Current Structure and Processes and Determine Ways to Make Them More Efficient			
Explore the current structure and processes and determine what changes need to be made in order to effectively deliver on Initiatives 1 through 5.			
<ul style="list-style-type: none"> Give the college community the chance to have deep discussions about whether or not the current structure and processes will support Initiatives 1-5. 		<ul style="list-style-type: none"> Be open to any possible feedback without predetermined decisions. 	
<ul style="list-style-type: none"> Before the possibility of altering the structure, consider whether the current structure could be modified in a way to support Initiatives 1-5. 	<ul style="list-style-type: none"> Instead of assuming the current structure is the problem in achieving the college goals in Initiatives 1-5, should the college community ask different questions, such as: Are our processes the problem, not the structure? 	<ul style="list-style-type: none"> Processes may include decisions making mechanisms and implementation procedures. 	
<ul style="list-style-type: none"> Given this context, coming up with a college-wide collective decision-making mechanism could be the 1st step in supporting Initiatives 1-5. 	<ul style="list-style-type: none"> The 2nd step in the process could be implementing decisions consistently across campuses and relevant units. 	<ul style="list-style-type: none"> The 3rd step could be to strengthen the practice of accountability across the college. As part of this accountability, strong enforcement mechanisms could be established. 	
<ul style="list-style-type: none"> Some of the tools for encouraging accountability across the college could be very strong positive incentives and, where necessary, appropriate disincentives can be introduced. 	<ul style="list-style-type: none"> Changes to the decision-making mechanisms and implementations procedures could lead to a major cultural change that will support the strong implementation of Initiatives 1-5 and could be in place of an overall structure change. 		<ul style="list-style-type: none"> Move toward a program-based organization and away from a location-based organization.

Initiative 7. Develop and Execute a Communication Plan					
Develop a communication plan to inform administrators and faculty, as well as students.					
<ul style="list-style-type: none"> College Convocation message 	<ul style="list-style-type: none"> Campus Convocations 		<ul style="list-style-type: none"> Develop talking points for leaders 	<ul style="list-style-type: none"> Compile list of faculty and staff questions 	
<ul style="list-style-type: none"> Provide workshops to help faculty understand how Guided Pathways work 			<ul style="list-style-type: none"> Inform faculty and staff members about changes and their role in communicating those changes to new and returning students. 		
<ul style="list-style-type: none"> Educate prospective, new, and returning students about the changes that will affect their academic path of study and how the changes will help them to succeed at NOVA. 			<ul style="list-style-type: none"> Inform the media and general public about the changes, the value of implementing such changes, and the positive effects on NOVA's learning culture. 		
<ul style="list-style-type: none"> Post Intercom articles 	<ul style="list-style-type: none"> Display on digital signage and website 	<ul style="list-style-type: none"> Post banners, flyers, and posters 	<ul style="list-style-type: none"> Send emails sent to various groups 	<ul style="list-style-type: none"> Create and distribute a series of FAQs and handbooks 	<ul style="list-style-type: none"> Post info on social media

Initiative 8. Develop and Execute an Appropriate Change Management Strategy	
For each of the Initiatives, use Kotter's Change Framework to identify the process of change.	
Create a Sense of Urgency	
<ul style="list-style-type: none"> • How will you create urgency regarding the initiative on campus? 	
Build a Guiding Coalition	
<ul style="list-style-type: none"> • Who at your college needs to be at the table for guiding these changes? Why? 	
Form a Strategic Vision & Initiatives	
<ul style="list-style-type: none"> • After you have made these changes and they are successful, what will be different at your college? Why? 	<ul style="list-style-type: none"> • What short term actions will help you to achieve this strategic vision? What long term action will help you to achieve this strategic vision? What changes do you anticipate will result from the initiative?
Enlist a Volunteer Army	
<ul style="list-style-type: none"> • For each initiative, who at your campus will lead the charge? Are they on the guiding committee? How will you get others to participate? 	<ul style="list-style-type: none"> • 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?
Enable Action by Removing Barriers	
<ul style="list-style-type: none"> • 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? 	
Generate Short-term Wins	
<ul style="list-style-type: none"> • In considering your actions, which ones do you think will provide your college with positive results in the next year? Why? 	
Sustain Acceleration	
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • If your college had a change in leadership, how would your guiding committee continue to move toward your strategic vision?

Final Action Plan Summary						
Initiative	Description of Proposed Action	Framework Area	Timeframe	Potential Costs	Impacted Stakeholder Group(s)	Anticipated Impact
Initiative 1. Organize Academic Programs within Guided Pathways	Organize NOVA's academic programs and disciplines, services, and administration to make it easier for students to select the career path and coursework best suited to their goals and to stay on track to earn a credential.	Progress, Completion	[See Pg. 7]	[TBD]	Administration, Faculty, Staff, Students	Improvement in Student Success Metrics: Graduation, Retention, Transfer, Completion
Initiative 2. Establish Clear Student Learning Outcomes and Assessments for Every Program	As NOVA's academic programs are organized, develop and communicate the Student Learning Outcomes and Assessments expected for every program.	Progress, Completion	[See Pg. 7]	[TBD]	Administration, Faculty, Staff	Clearly assessable Student Learning Outcomes throughout programs
Initiative 3. Organize Advising, Student Services, and Educational Technology Resources	Organize advising, student services, and the administration of learning technology resources appropriate to NOVA's size and resource availability that ensures all students receive guidance tailored to their needs and are supportive of their progression toward the award of a credential.	Connection, Entry	[See Pg. 7]	[TBD]	Administration, Faculty, Staff, Students	Improvement in guidance and support in the areas of Advising and Student Services
Initiative 4. Engage Learners and Support the Learning Environment	Follow up with students who demonstrate a lack of engagement with their coursework and academic program.	All	[See Pg. 7]	[TBD]	Students, Faculty, Staff	An increase in student engagement and the meeting of academic needs will lead to improvement in student success.
Initiative 5. Support a Feeling of Stability/Safety	Offer wraparound and support services that ensure the success of both traditional as well as non-traditional students.	All	[See Pg. 7]	[TBD]	Students, Faculty, Staff	With an increased feeling of stability, students will be able to focus more attention on their coursework and academic goals

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Initiative	Description of Proposed Action	Framework Area	Timeframe	Potential Costs	Impacted Stakeholder Group(s)	Anticipated Impact
Initiative 6. Explore the Current Structure and Processes and Determine Ways to Make Them More Efficient	Explore the current structure and processes and determine what changes need to be made in order to effectively deliver on Initiatives 1 through 5.	All	[See Pg. 7]	[TBD]	Administration, Faculty, Staff	Improvement in Structure and Processes to bring about progress of Initiatives 1-5
Initiative 7. Develop and Execute a Communication Plan	Develop a communication plan to inform administrators and faculty, as well as students.	All	[See Pg. 7]	[TBD]	Administration, Faculty, Staff, Students	Stakeholders will be informed and prepared
Initiative 8. Develop and Execute an Appropriate Change Management Strategy	For each of the Initiatives, use Kotter's Change Framework to identify the process of change.	All	[See Pg. 7]	[TBD]	Administration, Faculty, Staff	Implementation of Initiatives 1-5

Timeframe
• Late August 2016: Executive Committee; Steering Committees appointed by President
• September 12, 2016: NOVA Board Chairman's Working Retreat, 1 p.m. – 4 p.m.
• September 13, 2016: Organizational meetings of Executive and Steering Committees
• Mid to Late September 2016: Councils hold first meeting
• November 14, 2016: NOVA Board Meeting
• January 30, 2017: NOVA Board Meeting
• Mid-February 2017: Final Steering Committee Reports to Executive Committee
• March 13, 2017: NOVA Board Meeting
• Mid-March 2017: Executive Committee reports to President
• May 15, 2017: Strategic Plan to NOVA Board