



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
Initiative 1	The benefits and best qualities of the college are not touted on the website or in any of the marketing materials used by the college. Attractive qualities of the college are not well known in the service region. The website, the college's primary marketing source, does not tell the story of what makes the college an attractive higher education choice. The website and other college marketing materials do not have a consistent theme or look and career information attached to pathway choices is absent.	Connection Designate one full-time person to serve as the creative force and marketing implementation lead of all the communication efforts at the college. This person will serve to integrate and coordinate all communications to provide a consistent theme and look to all communications and ensure that the RCC message is reaching both students and the community. All marketing materials, including the website, will showcase the best features of RCC that make it unique and a Higher Ed best choice. Re-	Beginning during fall 2016, this initiative will last through the entire five year period covered by this Student Success Plan.	\$15,000 – 20,000	Perspective students and their families. First generation college students and their families will especially be positively impacted by information that clearly delineates the value of a degree, certificate or credential	Increased enrollment over the next five years, gaining .5% each year. Increased student awareness and knowledge of which curricular pathways result in which careers as determined by student report on surveys.

design the website and all marketing materials to:

1. Create the ultimate brand statement for the college.
2. Lead with the unique and attractive qualities of the college. (e.g. Receive the personal touch at RCC while studying at campuses with state of the art technology and equipment.)
3. Simplify and increase the clarity of curricular pathway information presented to student on the website and in all student directed materials. Make the curricular pathway information print friendly.
4. Engage both current students and visitors to the website—making the website interactive and showing

		<p>testimonials from student who have completed and are now working in their career fields along with students who are currently pursuing that same career field.</p> <p>Establish broader communication responsibilities for communications personnel:</p> <ol style="list-style-type: none">1. Develop videos that can be used for a variety of purposes.2. Develop community relationships to increase marketing mediums and resources to enhance communications.3. Work with Student Development and Outreach staff to create events for prospective and current students. <p>Participate in community events, especially events that include a large proportion of high school</p>				
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<p>Initiative 2</p>	<p>Decrease the number of students placed into developmental math.</p> <p>A high proportion of incoming RCC students test into developmental math and developmental ENG.</p> <p>Data show that of service region residents who took the VPT (in most recent reporting), 42% tested into developmental ENG and 56% tested as not proficient in MTT 1-5 material.</p>	<p>students.</p> <p>Entry</p> <p>RCC is working with the high schools and middle schools, and prospective students to promote college math, reading and writing readiness by:</p> <ol style="list-style-type: none"> 1. holding informational meetings and workshops with middle and high school administration and faculty to increase awareness of college readiness thresholds, 2. sending promotional information, and holding meetings and workshops to inform parents of the usefulness of college readiness evaluation with VPT or SAT, 3. Purchasing and providing software for practice, and 4. Alerting and encouraging every incoming student, at first point of interest, to practice and refresh before taking any placement tests. 	<p>This initiative span the entire five-year duration of the student success plan.</p>	<p>\$7,000 – 12,000 per annum of faculty release time for math faculty to assist with actions and develop materials.</p> <p>\$7,000 – 14, 000 per annum of time for academic team and student development to team to visit high schools (evenings)</p>	<p>All perspective RCC students will benefit from this initiative. As research has shown, developmental math and English courses are often an area where students lose momentum.</p>	<p>Each year, for the next five academic years reduce the number of students placing into developmental math (by demonstrating proficiency in MTT 1-5 upon entry) by .5%, and reduce the number of students placing into developmental English by .5% (by demonstrating proficiency in ENF 1-3 upon entry).</p>
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		(Material is being updated to support this action.)				
Initiative 3	Students with “almost made it” placement test scores should not have to take a developmental course but should be permitted to enroll into the college level course to assist the student with on-time completion.	Entry Develop a pilot math course that supports the college level course and require the student with “almost made it: scores to attend.	This initiative will begin in fall 2016, and taught at MTH 95. After review by the math faculty, this course will be reviewed by IAC and then approval for it to become a permanent course will be sought.	\$10,000 -15,000 for faculty compensation	Both students who don’t test well, and students who are almost college ready in math as measured by their scores on the VPT will benefit the most from this initiative.	Decrease the number of students needing developmental instruction in math, and increase the success rate of students enrolled in the gateway college math courses.
Initiative 4	Build direct routes to college opportunities, provide advising for program placement, retention, and completion of award or degree for high school students.	Completion RCC’s DE program is designed to provide students with opportunities for associate degree pathway courses as offered through dual enrollment and for program placement advising to facilitate completion of the associate degree co-curricular with the completion of high school.	This initiative will span the entire five year duration of this student success plan.	Faculty and staff time \$ 250,000.	High school students, especially those in the many high schools in the RCC service region that do not have access to AP classes, will benefit from this initiative.	Increase award or associate degree completion by dual enrollment students by 5% each year over the next 5 years.
Initiative 5	Students lack knowledge of career fields and the courses and degrees offered by the college that are needed for those careers, and student lack knowledge of job information and regional economic data.	Entry Redesign SDV to include only the essential, most immediately useful information, but at the same time make sure that students understand how to access additional student resources to ensure success; require students to enroll their first semester; require students seeking to transfer to use Wizard to research majors and transfer institutions and	This initiative will take place during the 16-17 academic year and be refined based on course assessment data.	\$6,000 faculty stipends for SDV course redesign and Wizard training, and new course design training	This will benefit all students who are seeking a degree at RCC who take SDV 100 as part of their degree program	Every year, 100% of college transfer students will select a major & preferred transfer institution by the end of the SDV course. Non-transfer students will have a career field selected that agrees with their income, interest and ability (taking into account regional economic jobs outlook).

		develop a course map that will enable them to transfer the maximum number of credits into the major at their chosen university; require students who do not wish to transfer to interview one person working in the job they seek and bring that information back to present to their classmates; require all students to make one visit (in person or by phone) with a counselor or advisor.				
Initiative 6	<p>College will strengthen support for entering students.</p> <p>College will identify, track, and provide more intrusive and enhanced services to First Time In College (FTIC) students</p>	<p>Entry</p> <p>Develop and implement a comprehensive academic and student services plan to ensure success in connection, entry, progress, and completion of FTIC students. Faculty and student services personnel will redesign delivery of orientation, curricular pathway guidance. A process will be developed to provide every student with an educational plan. The access and efficacy of existing tutoring services will be examined and the college will identify and implement tutoring that better serves the needs of students. Leveraging technology, every student will be provided with online access to their educational plan.</p>	This initiative will span the entire five year duration of this student success plan.	Administrative, Faculty and Staff time \$20,000 – 40, 000	This initiative will benefit primarily First-time-in-college (FTIC) students.	Base line data exists. The college will track local and VCCS performance measures identified as needing improvement Goals will be set for improvement using 2015-2016 baseline data. Special supports will be provided to help student persist in developmental and succeed in gateway courses. Every student will possess and educational plan that can be accessed on paper or online.
Initiative 7	College will support separate dual enrollment convocation to nurture	Connection, Entry, Progress, & Completion	This initiative will span the entire five year	Faculty and staff time with college hosting	This initiative will benefit all dual	Increase DE faculty knowledge of:

	and strengthen high school faculty partnerships with RCC faculty colleagues and to foster engagement and responsibility in student success, better performance on student learning outcomes, increased retention, and better advising	Hold a day long dual enrollment adjunct convocation meeting with workshop sessions and discussion time between full-time RCC faculty and high school dual enrollment faculty. Promote faculty interaction, engagement, and curriculum partnership and leadership.	duration of this student success plan.	the event \$5,000 - \$15, 000	enrollment students at RCC through strengthening their faculty's skills and awareness of how to foster a culture of student success and completion.	college readiness, college course content, college pedagogy, college learning objectives, college policies, support services for dual enrollment students including the use of SAILS and the WIZARD, college roles and administrative responsibilities. Increases faculty engagement and leadership in curriculum, textbook selection, and award and degree completion by dual enrollment students.
Initiative 8	Penetration rate within service region could be improved and enrollment at outlying sites could be improved	Connection Hold open meetings with high school personnel and parents to provide information regarding college readiness, importance of FAFSA completion, benefits of student placement testing before high school graduation, programs of study, and degrees and awards offered by the college,. Support three part-time coaches to offer one-stop student services and academic assistance at the two high schools that offer evening opportunities to take RCC courses, assisting students with connection, entry, advising, persistence, and completion.	This initiative will span the entire five year duration of this student success plan.	Faculty and staff time (evenings) \$16,000 – 80,000	This initiative will benefit primarily students who are lost to summer melt and are highly qualified to attend college, yet do not ever make the transition from high school senior to college freshmen.	Increase knowledge of: *Scholarship and financial aid opportunities. *Community college opportunities and cost relative to four year options. *College readiness. *RCC, and the Blackboard Financial Aid Support Center. Increase student satisfaction with the learning environment online and at locations away from the main campuses.

Initiative 9	Students need better technology skills. The college offers many online courses and resource materials but student demonstrate a lack of readiness for using the online environment for learning or finding resources.	Progress The College will develop a QEP with a possible substantial component developed to enhance technology skills and online resource awareness for students and the college community.	Planning and development of the QEP will begin in Fall 2016 and a final topic determined no later than Spring 2017.	\$15,000 – 50,000 Faculty and staff time devoted to developing and implanting the QEP	This initiative will benefit all students, and students taking courses across the different formats (online, in person, hybrid) and the college community and faculty.	Baseline data collected for targets of student improvement of skills and learning. Continued planning and implementation of the QEP Pilot Implementation Plan starting the 17-18 academic year.
Initiative 10	Students need better access to advising information	Progress, Completion The college will continue to improve its plan for face-to-face and alternative counseling and advising options. A work group will finalize the advising resource pages for the website and the updates to the advising manual for faculty and staff will be completed.	This initiative will span the entire five year duration of this student success plan.	\$5,000 Faculty and Staff time	This initiative will benefit all students, but will especially benefit students who currently self-advise and lose momentum due to mistakes during their self-advising.	Students will report greater knowledge of “what do I need to do to enroll” and “what do I need to complete/graduate.” RCC will improve both completion awards and graduation awards by .5% each year for the next five years.

Step 2 for Initiative #1

Step 1 : Create a Sense of Urgency: Idea for a new position presented and detailed at the President’s Executive (Staff) Retreat.

Step 2: Build a Guiding Coalition: The plan for a creation of the new marketing department with a Marketing “Coordinator” would then be carried the Vice President’s Council for further discussion and evaluation.

Step 3: Form Strategic Vision and Initiatives: Concept from the VPC would then go to the PPEC committee for refinement and possible outside stakeholder buy in.

Step 4: Enlist a Volunteer Army: At Fall Convocation, plans to roll out a new department, strategy for connecting with potential students and more will be unveiled. At this point the faculty and staff will be enlisted to help make the plan a success.

Step 5: Enable Action by Removing Barriers: As agreed upon, the new position would direct the development of a marketing action plan designed to increase enrollment.

Step 6: Generate Short-Term Wins: The Marketing Coordinator would report weekly to the Vice President on the actions taken by his/her new department, and how these actions contribute to the overall goal of increased enrollment.

Step 7: Sustain Acceleration: The Marketing Coordinator would increase involvement of other staff and faculty members who are not ordinarily involved with marketing or outreach. They would become couriers of the “RCC Story” everywhere they go, increasing the public knowledge of RCC in general.

Step 8: Institute Change: As the final outcome of the change process, the Marketing Coordinator will institute a series of marketing tactics designed to integrate into the RCC outreach plan, which will ultimately increase public knowledge of the college and increase enrollment.

Step 2 for Initiative #2

Step 1: Create a Sense of Urgency: Working with the President, the idea for creating a new outreach plan to decrease the amount of students entering RCC with poor math skills, would be presented at the Executive Staff retreat. Statistics and data would be presented at this event.

Step 2: Build a Guiding Coalition: The plan would then be carried the Vice President’s Council for further discussion and evaluation. At this point the VPC would enroll the help of key faculty to help formulate the plan and fine tune.

Step 3: Form Strategic Vision and Initiatives: Concept from the VPC would then go to the academic committees for refinement. The RCC recruitment / dual enrollment (DE) office will also weigh in to share their expertise on what best should be done.

Step 4: Enlist a Volunteer Army: During fall/spring faculty orientation, the academic deans would explain and prepare the faculty for this new effort. During the Annual County Superintendents meeting, the President and VP would make a presentation to the supers, and explain with the very same stats and data that were used in the first step.

Step 5: Enable Action by Removing Barriers: The school systems will allow us to begin sending promotional information, and holding meetings and workshops to inform parents of the usefulness of college readiness evaluation with VPT or SAT.

Step 6: Generate Short-Term Wins: The DE office would report on test gains made by the students who were involve in the outreach.

Step 7: Sustain Acceleration: More parts of the plan are implemented — like rolling out software designed to assist students who struggle in math or who scored low on placement tests. These will help continue gains made.

Step 8: Institute Change: Assisting the schools in our service region would likely become something that the principals and superintendents would want to keep, especially if the identified students improve their math ability, and their scores on standardized tests. RCC would then benefit as well as we would have more qualified students to teach in our classrooms.

Step 2 for Initiative #3

Step 1 : Create a Sense of Urgency: Present the idea of the “almost made it” class at the President’s Executive (Staff) Retreat.

Step 2: Build a Guiding Coalition: The plan for the “almost made it” math class would then be sent the Vice President’s Council for further discussion and evaluation. The academic deans would weigh in at this point and make recommendations.

Step 3: Form Strategic Vision and Initiatives: Concept from the VPC would then go to deans and would be worked on by the faculty who specialize in remedial math and related skills

Step 4: Enlist a Volunteer Army: The marketing team would be invited to create a series of press releases and other collateral to share the story of this new course with the public. Counselors on staff at RCC would also begin giving it to students as an option.

Step 5: Enable Action by Removing Barriers: The class would be offered at RCC, first being taught by the faculty members themselves who designed it, as a pilot.

Step 6: Generate Short-Term Wins. Faculty and A&R staff would report on the pass rates of the students involved in a “almost made it” math class, and would then determine its effectiveness.

Step 7: Sustain Acceleration: As “almost made it” plan continues, it would become a regular offering, and not just a pilot after the statistical findings were observed. The goal being that eventually, fewer students will need to take MTT Math courses.

Step 8: Institute Change: As the final outcome of the change process, RCC would share its findings and curricula with our 22 other VCCS sister institutions.

Step 2 for Initiative #4

Step 1: Create a Sense of Urgency: Idea for a new our DE department creating direct routes to college opportunities, provide advising for program placement, retention, and completion of award or degree for high school students would be presented and detailed at the President's Executive (Staff) Retreat.

Step 2: Build a Guiding Coalition: The model would then be carried the Vice President's Council for further discussion and evaluation — while at the same time, the DE team would seek the counsel of the local school systems, and present the plan to them individually.

Step 3: Form Strategic Vision and Initiatives: Working with the local school systems, the DE team would create a model, which would be implemented at their level.

Step 4: Enlist a Volunteer Army: Throughout the region, our DE team would work with school counselors to educate them on what the model can offer to a student.

Step 5: Enable Action by Removing Barriers: The DE team would work with our A&R staff to ensure that all credits, classes and instructors are in-line with standards, and the program will be launched.

Step 6: Generate Short-Term Wins: DE team reports to College at large of the progress made as each goal (most likely, after tracking the student for several years in their public school career, and eventually when they become an RCC student) is accomplished.

Step 7: Sustain Acceleration: The DE team would then move forward and implement the model with any schools which were not a part of the initial rollout.

Step 8: Institute Change: As the final outcome of the change process, the DE Team will report to the college-wide community and the model will now become a part of the culture of the school systems.

Step 2 for Initiative #5

Step 1: Create a Sense of Urgency: Present the findings of studies that show the lack of preparation of the average student as they leave the high school and enter the VCCS system. This will be made at the President's Executive (Staff) Retreat. It will be agreed to there at that level that the best course of action will be to redesign the SDV courses to reflect this need.

Step 2: Build a Guiding Coalition: The plan to redesign SDV courses would then move to the Vice President's Council for further discussion and evaluation.

Step 3: Form Strategic Vision and Initiatives: The plan and course information would be rewritten by a team of faculty.

Step 4: Enlist a Volunteer Army: At Faculty Convocation, the plan would be presented to all faculty and staff. Faculty involved in the project would make a presentation to their peers on how this new class will make a difference.

Step 5: Enable Action by Removing Barriers: The faculty would roll out the new redesigned SDV and implement it in a fall semester.

Step 6: Generate Short-Term Wins: Faculty SDV Team reports to College at large of the progress made after the end of the first semester.

Step 7: Sustain Acceleration: As new SDV class proves to be successful, RCC will share its finding and curricula with the other VCCS schools.

Step 8: Institute Change: As the final outcome of the change process, the Faculty SDV Team will report to the college-wide community and the new SDV will now become the norm.

Step 2 for Initiative #6

Step 1: Create a Sense of Urgency: The new FTIC plan will be presented and detailed at the President's Executive (Staff) Retreat. This presentation will detail the process, which will be developed to provide every student with an educational plan.

Step 2: Build a Guiding Coalition: The Vice President's Council will then roll out the FTIC plan to the academic deans and others.

Step 3: Form Strategic Vision and Initiatives: The counseling staff and faculty will be pulled into the meeting to give their expertise to the rollout of this new vision.

Step 4: Enlist a Volunteer Army: Faculty and counselors will implement this new plan. The IT staff will help ensure that all students are provided with online access to their educational plan. Every student will possess an educational plan that can be accessed on paper or online. Our SSS team will be involved as well, as they work directly with many students who are FTIC.

Step 5: Enable Action by Removing Barriers: As agreed, the president would instruct the staff/faculty to complete the FTIC plan goal. Her guidance would enable this change.

Step 6: Generate Short-Term Wins: The college will track local and VCCS performance measures identified as needing improvement. Goals will be set for improvement using 2015-2016 baseline data.

Step 7: Sustain Acceleration: As FTIC plan continues, more staff, faculty and administration would then become part of the change process.

Step 8: Institute Change: The FTIC will likely generate positive results, thus becoming a part of a mandatory start of a first year student whose first exposure to college is RCC.

Step 2 for Initiative #7

Step 1: Create a Sense of Urgency: Idea for a Dual Enrollment convocation presented and detailed at the President's Executive (Staff) Retreat. This will be to nurture and strengthen high school faculty partnerships with RCC faculty colleagues and to foster engagement and responsibility in student success, better performance on student learning outcomes, increased retention, and better advising.

Step 2: Build a Guiding Coalition: Plan for DE Convocation would then go to the Vice President's Council for further discussion and evaluation. At the same time, our DE staff would begin shopping the idea to the community that they serve.

Step 3: Form Strategic Vision and Initiatives: Plan would then be finalized by DE dean, her staff and the VPC, with input from the those who work within the schools systems in our service region.

Step 4: Enlist a Volunteer Army: DE staff will ensure that the faculty who teach DE classes are involved and informed. They will also work with the administrators within the school systems, to make sure they too are on board.

Step 5: Enable Action by Removing Barriers: The funding will pay for a great many workshops and learning sessions, which will help guide the DE team, RCC staff, and the administrators from the counties on best practices.

Step 6: Generate Short-Term Wins: DE Team reports to College at large of the progress made as each small goal is accomplished.

Step 7: Sustain Acceleration: As DE convocation goes on year after year, the staff will use SIS to ensure that the DE enrollment has increased, and that this convocation is well worth the time and efforts.

Step 8: Institute Change: As the final outcome of the change process, the DE Team will report to the college-wide community. The DE Convocation will become part of the yearly fall / back to school cycle.

Step 2 for Initiative #8

Step 1: Create a Sense of Urgency: Plan for improving enrollment at outlying sites will be presented to the President at her Exec. Staff retreat.

Step 2: Build a Guiding Coalition: The plan would then be sent to the Vice President's Council for further discussion and evaluation. Eventually, this would support three part-time coaches to offer one-stop student services and academic assistance at the two high schools that offer evening opportunities to take RCC courses, assisting students with connection, entry, advising, persistence, and completion.

Step 3: Form Strategic Vision and Initiatives: Plan would then be finalized at Vice President's Council. The DE team, the academic deans and the marketing coordinator would all hold a stake in ensuring this plan would be a successful one.

Step 4: Enlist a Volunteer Army: At Fall Convocation, the plan would be presented to all faculty and staff. Staff would be indoctrinated to help spread the word.

Step 5: Enable Action by Removing Barriers: The funding requested would pay for the three part-time coaches who would assist in helping students in the outlying areas enroll. The marketing team would make sure that these areas know that the outlying areas are now an option. DE would work with their contacts in the school system to spread the word, and the academic deans would make the classes available at the outlying sites.

Step 6: Generate Short-Term Wins: Team reports to College at large of the progress made as enrollment grows at the sites.

Step 7: Sustain Acceleration: Continued growth would be likely as the word spreads across the region of the options that RCC offers.

Step 8: Institute Change: These new sites would contribute to the growth of the College, and offset other areas of possible weakness. Ultimately, RCC would be able to increase student satisfaction with the learning environment online and at locations away from the main campuses.

Step 2 for Initiative #9

Step 1: Create a Sense of Urgency: Idea for a QEP (quality enhancement plan) to be presented and detailed at the President's Executive (Staff) Retreat.

Step 2: Build a Guiding Coalition: The QEP would then be presented the Vice President's Council (VPC), Student Success Committee (SSC), and QEP Steering Committee for review, comments, and final acceptance of plan.

Step 3: Form Strategic Vision and Initiatives: Topic proposal from the VPC, SSC, QEP Steering Committee and would then go to the PPEC committee for refinement and possible outside stakeholder buy in. Plan would then be finalized.

Step 4: Enlist a Volunteer Army: The plan would be presented to all faculty at their meeting to get feedback and further enhance the mission. We then would assign a leadership team to marshal the QEP.

Step 5: Enable Action by Removing Barriers: The QEP Implementation Team would work with stakeholders to create an environment for the full implementation and specific improvement of student learning as stated in the plan.

Step 6: Generate Short-Term Wins: The QEP Implementation Team reports to the College at large of the progress made as the plan is rolled out, and successes are becoming evident.

Step 7: Sustain Acceleration: As more students are enhanced by this new environment, staffers will work to bring more students in under the new plan.

Step 8: Institute Change: Baseline data will be collected this year on students' to assess skills and mastery in areas relevant to the development of the plan and QEP topic. The QEP is a 5-6 year project to begin this fall 2016. Depending on outcomes, this QEP could become part of the RCC student and college culture moving forward.

Step 2 for Initiative #10

Step 1: Create a Sense of Urgency: We recognize that students need better access to advising information. This problem — and solution will be presented and detailed at the President's Executive (Staff) Retreat.

Step 2: Build a Guiding Coalition: The plan, as presented to Vice President's Council, would include improvements in face-to-face and alternative counseling and advising options.

Step 3: Form Strategic Vision and Initiatives: The VPC will assign a work group will finalize the advising resource pages for the website and the updates to the advising manual for faculty and staff will be completed.

Step 4: Enlist a Volunteer Army: Counselors and administrative faculty will work together to finalize this new plan.

Step 5: Enable Action by Removing Barriers: After this new system is installed, students will report greater knowledge of “what do I need to do to enroll” and “what do I need to complete/graduate.” This will greatly enhance their ability to succeed in their college life.

Step 6: Generate Short-Term Wins: Work Group reports to VPC the progress made (numbers of students who participate in the program).

Step 7: Sustain Acceleration: As students go through the new program, this will give us valuable data on their ability to “complete” at a higher rate and in fewer years.

Step 8: Institute Change: By this new plan, RCC will improve both completion awards and graduation awards by .5% each year for the next five years.