



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	Professional Development for the college community on "Navigate Guided Pathways". This includes a video to create a sense of urgency, campus information sessions to provide information and time for questions, and an InfoGuide to provide backup documentation.	All	Spring 2016- Spring 17	Internal man-hours only.	All faculty and staff	Increased communication and collaboration surrounding the implementation of a Guided Pathways approach for Academic and Student Affairs as well as motivating other areas of the college to begin reviewing their business practices from the point of view of students.
Initiative 2	Phase I of Navigate Guided	Connection/Entry	Spring-Fall 2016	Internal man-	Academic and	Increased

	Pathways: Establish meta-majors and core first semester courses. Begin discussion of program-level outcomes.			hours only.	Student Affairs staff, faculty, students	applications; Increased Retention; Decreased swirl between programs; All leading to increased graduation.
Initiative 3	Phase I of Navigate Guided Pathways: Establish meta-major based 2-credit SDV classes that fulfill all SDV requirements but add career focused information applicable to the programs of study in each meta-major	Entry	Develop 2016-17 Implement 2017-18	Internal man-hours only.	Academic and Student Affairs staff, faculty, students	Increased Retention; Decreased swirl between programs; Increased student awareness of program options, transfer options, and career options; All leading to increased graduation,
Initiative 4	Phase I of Navigate Guided Pathways: Identify loss points. Develop intentional advising structures around loss points. Investigate Supplemental Instruction options to support students at loss points.	Entry/Progress	Develop 2016-17 Implement 2017-18	Internal man-hours. Professional development costs. Advising time.	Primary - Academic and Student Affairs staff, faculty, students	Increased faculty involvement with students; Increased ability to identify progress issues; Increased retention and completion.
Initiative 5	Phase II of Navigate Guided Pathways: Develop/improve program-level outcomes and apply them to the meta-major framework.	All	Spring 2017-Fall 2017	Internal man-hours only.	Faculty, IEO, students	Increased retention; Increased completion; Increased post-graduation student success.
Initiative 6	Phase II of Navigate Guided	Entry/Progress/	Develop	Internal man-	Faculty, Student	Improve transfer

	Pathways: Program review, including prerequisites, electives, embedded credentials, stackable credentials, block schedules	Completion	Spring/Fall 2017 Implement 2018-19	hours only.	Services, IEO, students	process; Increased completion; Decreased time to completion; Increase Credential attainment.
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Step 2: For each of the initiative, use Kotter’s change framework to identify the process of change.

Create a Sense of Urgency

How will you create urgency regarding the initiative on campus?

We have already begun the process of creating urgency. To do this, we created a video and an Infoguide. ([Navigate Guided Pathways InfoGuide](#)). We distributed this campus-wide through our Daily Bulletin. We then engaged in a series of information sessions with Deans, Faculty Program Heads, Faculty, Student Services, and Staff. We will hold one more session during fall in-service. The intent of these sessions is to provide the background of why this is important, and discuss general plan of action, and give the campus community an opportunity for questions and feedback.

Build a Guiding Coalition

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

We have set up a Student Success Steering team that includes the Vice President of Academic and Student Affairs, the Dean of Student Services, the Coordinator of Enrollment Management, the Dean of Institutional Effectiveness, the Dean of Learning Resources, an academic dean, the Developmental Education Coordinator, and the STEM Program Advisor. This committee has been added to our Governance Structure for fall 2016 as a workgroup and will oversee activities. Additionally, we have started the process to build coalition through working meetings with each meta-major group that include the dean, all involved faculty, and advisors.

While this group represents both the academic and student affairs areas of the college, who will bear primary responsibility for developing and implementing this process, we agree that all areas of the college should ultimately be involved as this is a cultural shift to review our business practices to make them easier and more approachable for students. We will continue to have college-wide conversations to involve areas outside of academic and student affairs.

Form a Strategic Vision & Initiatives

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

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?

We believe that this initiative will make a difference in how we structure business practices college-wide to make them more accessible for students and therefore increase satisfaction, retention, and completion rates. The short term action plans are listed above in initiatives 1-6. We hope that this initiative will create a campus culture that views business practices from the point of view of the student to make those practices understandable and accessible to students at all stages of their academic pathway.

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?

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?

The Student Success Steering committee, chaired by the Vice President of Academic and Student Affairs, will guide change through its work within the governance structure. They will direct the implementation of initiatives by working with the individuals that need to coordinate each phase. For example, while a separate group will develop the SDV class, they will be activated and report progress back to the Steering Committee. This project will expand and contract as needed based on the leadership of the Steering Committee.

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?

Having achieved buy-in from campus leadership and faculty, the largest barriers facing us are technical barriers and professional development barriers. From a technology perspective, the ability to structure meta-majors in the VCCS application and within FACA guidelines must be addressed. From a professional development perspective, we need the resources to train our faculty to have the difficult intentional advising conversations with students who are struggling at loss points.

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?

Our first short term win will be to establish our meta-majors, name them, determine what programs will fall within each, establish as common a first semester as possible in each, and develop a prioritized class order. We hope to accomplish this by the end of fall in-service and celebrate its completion. We will then spend the next academic year working on the SDV and advising components. Completing these and implementing them will be our next short-term win.

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?

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

We have a plan to phase in steps over a multi-year period. The plan will be implemented by the Steering Committee. Revenue generated by the changes that are made and increased retention should fund this project. There real cost is in the cost of advising. We are looking at the role of faculty advisors for this process. There will be negative implications and change is never easy. We are asking for a lot of change. However, our faculty and staff recognize that these initiatives are important for both the success of the students and for the college. In an era of declining enrollment, these are steps that must be taken to ensure a fiscally healthy college. The increased revenue from increased retention is the key to avoiding the financial pain that we have experienced over the last two years. Staying financially viable and avoiding downsizing as a result of enrollment decline is what will drive this process forward and make the negative implications and change palatable.

If the college were to change leadership, there are enough members of the Steering Committee that have been involved in this project since the inception to continue to shepherd it as new leadership is educated on the what, why, and how. The documentation in the Infoguide will serve as an informational backdrop to ensure the history and integrity of the project.