



Virginia Student Success Leadership Institute

Wytheville Community College Final Action Plan

Final Action Plan

	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	Advisor Training (Mentoring)	Entry, Progress, and Completion	First Year Goals: Define advising expectations, develop a training program and advising manual for full-time teaching faculty and staff, along with best practices training for adjunct and associate instructor positions. Develop a plan to enhance the advising experience (to include PD for faculty/staff, Advising Days during in-service weeks, SIS block if student has <25 credits, etc.), create	NACADA annual membership \$150 x 5 years: \$750 Professional Development and Training for Selected Faculty \$5000 x 5 years: \$25,000 Campus Training and Advising Events \$1000 x 5 years: \$5000	Students, Faculty, and Staff	Increasing student success rates as measured by improvements in withdraw rates, a 2-3% increase in graduation rates, and improved grades for designated student populations. This will include implementation of a tracking mechanism for student-advisor contacts and tracking of outcomes for the student population with advisor intervention compared to college-wide data

			<p>an advising planner for students, explore creative faculty assignment changes to enhance advising experiences for students, join NACADA and explore professional development opportunities through that organization</p> <p>Years 2 through 5 will expand the plan and implement additional advising best practices campus wide</p>			
Initiative 2	Quality Enhancement Plan (QEP)	Entry, Progress, and Completion	<p>First Year Goals: Pilot redesigned SDV 100 course</p> <p>Redesign BIO 101 online course</p> <p>Collect SLO data in redesigned SDV 100 course</p> <p>Finish construction of WCC4ME professional development course</p> <p>Continue Tier 1 and Tier 2 certification for online</p>	Five Year Total Cost: \$637,335	Students, Faculty, and Staff	<p>First-Time Online Learners (QEP Goals) Success Rates for online learners will increase 1.5-2% annually, with a goal of an 8% increase over the 5-year period, to match or exceed the success rates for face-to-face equivalent courses</p>

			<p>instructors Years 2 through 5 will expand the program to include all of the top 5 highest enrollment online courses</p>			
Initiative 3	Guided Pathways	Connection, Entry, Progress, and Completion	<p>Development and implementation of the Access Success: Guided Pathways Project, a website redesign for a career-based, structured pathways decision tree tool for student use and advising</p> <p>Phase I: Web Tool Development for each program offering</p> <p>Phase II: Further develop and enhance content and incorporate information regarding articulation with 4- year schools</p> <p>Phase III: Integration with SIS for students to track and map their own progress</p>	<p>\$29,000 CIF Grant Funded</p> <p>\$30,000 Will seek CIF Grant Funding</p> <p>\$30,000 Will seek CIF Grant Funding</p>	Students, Faculty, and Staff	<p>Improved student retention rates (fall- to-fall and spring-to- fall), with a target to improve student graduation rates by 3% per year over the course of the next 5 years, for a total increase in graduation rates of 15%</p>

Initiative 4	SAILS	Entry, Progress, and Completion	<p>Year 1: Develop and implement a professional development plan to define the process for SAILS usage</p> <p>Increase by 30% the number of flags cleared by Faculty</p> <p>Year 2: A 30% increase in the usage of SAILS by current faculty members as compared to Year 1</p> <p>Year 3: A 45% increase in the usage of SAILS by current faculty members as compared to Year 1</p> <p>Year 4: A 12% increase in overall retention rates</p> <p>Year 5: A 15% increase in overall retention rates</p>	<p>SAILS cost = \$8,308.07 annually for 5 years: \$41,540.35</p> <p>Training for faculty will be part of the professional development activities and cost neutral</p>	Students, Faculty, and Staff	Target of 2 to 3% annual increase in overall retention rates (fall-to-fall and spring-to fall), for a total of a 15% increase in retention at the end of year 5
Initiative 5	Early Intervention "Boot Camp"	Entry	Term prior to first enrollment for the 2% of WCC students who test into both developmental math and English	\$5,000 annually (faculty stipends, camp development, food for participants, and camp materials): \$25,000	Students	After retaking the VPT placement test, 90% of boot camp participants will test out of, or at a higher level for, developmental

			annually			coursework
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Accelerating Change

At Wytheville Community College (WCC) we are committed to student success. As such, we've developed a robust plan containing five initiatives designed to increase graduation rates substantially within the next five years. To make this happen, we will implement various change management techniques described in Kotter's 8-step process for accelerating change. The eight steps are as follows:

1. Create a Sense of Urgency
2. Build a Guiding Coalition
3. Form Strategic Vision and Initiatives
4. Enlist a Volunteer Army
5. Enable Action by Removing Barriers
6. Generate Short-term Wins
7. Sustain Acceleration
8. Institute Change

Create a Sense of Urgency

During a campus wide in-service event in the fall of 2016 we shared graduation data with faculty and staff. It's important for everyone to see the data so that we can collectively set our sights on better graduation rates. Prior to this in-service, in the spring of 2016, the founder of the National Center for Inquiry and Improvement, Rob Johnstone, visited our campus to talk at length about a variety of change initiatives that have worked for two and four year institutions across the nation. His insight and expertise helped set the stage for implementing a guided pathways approach as well as embarking on a path of targeted change.

Build a Guiding Coalition

From the spring of 2015 to the summer of 2016, we sent six people to the Student Success and Leadership Institute. Those who attended the institute represented administration, student services, faculty, and staff. Upon reflection, this initial group decided to create a guiding coalition, which we call the Student Success and Leadership Team (SSLT), to create and implement five change initiatives designed to increase student graduation rates. Like the initial six participants, this new group is comprised of volunteers from various backgrounds. This guiding coalition has already expanded its reach by enlisting the expertise of even more representatives throughout the college to participate in individual initiative teams. For positive change to happen we need the help of the entire college, and we are well on our way to achieving majority buy-in for large-scale change.

Form Strategic Vision and Initiatives

Our aforementioned guiding coalition identified five initiatives to increase graduation rates in five years. They are as follows:

1. Advisor Training
2. Quality Enhancement Plan
3. Guided Pathways
4. SAILS
5. Early Intervention "Boot Camp"

The guiding coalition has identified individuals, representing various campus roles, to lead each initiative. Those change makers have in turn enlisted volunteers to populate initiative teams tasked with enacting their respective initiative. We plan to keep the entire college abreast to our progress through regular campus wide meetings and announcements.

Enlist a Volunteer Army

From the beginning of this endeavor, we've made a concerted effort to get representation from a variety of individuals throughout the campus. In the spring of 2016, we distributed copies of *Redesigning America's Community Colleges* by Bailey, Jaggars, and Jenkins to every fulltime employee. Next, we organized six reading/discussion sessions, open to all college employees. And through the creation of the SSLT, as well as each initiative team, the circle of support and participation has grown wider. Our initiatives will literally touch everyone on campus. Our volunteer army is already strong, and with each success, we expect it will continue to grow.

Enable Action By Removing Barriers

According to Kotter, "By removing barriers such as inefficient processes or hierarchies, leaders provide the freedom necessary for employees to work across boundaries and create real impact." Our entire approach to creating and implementing our five initiatives is an experiment in empowerment. The initiatives were not created from the top down; rather, the SSLT, which is comprised of newly minted change leaders from across the college, put forth the list of initiatives. This freedom to create will fuel enthusiasm and help maintain lasting positive change.

Generate Short-term Wins

For each initiative, we've created tiered goals spanning the next five years. For example, the Guided Pathways initiative consists of three phases. The first phase calls for the implementation of a web tool for each program offering at the college. This tool was unveiled in September 2016, and it marks a major achievement for our college. Phase two will see the inclusion of articulation information within the Guided Pathways tool. And phase three will see integration with SIS for students to track and map their progress. With each phase comes another opportunity for celebration.

Total Funds Allocated to Student Success Initiatives over the Next Five Years: \$823,625.35

Dean E. Sprinkle

Dean E. Sprinkle, President