

## Action Project One Work Plan

| Action Project One: Holistic Support of Student Learning   |   |             |                                      |   |
|--|---|-------------|--------------------------------------|---|
| Goal   | Action Steps  | Time-line   | Responsible Parties                  | Resources   |
| <b>Goal 1:</b><br>Strengthen the processes that enable faculty to analyze, refine, and document improvement, based on learning outcomes                      | Conduct analysis of current level of knowledge of assessment techniques   | Fall 2017   | Office of IE; Assessment Coordinator | Time and effort   |
|  | Review and assess current outcomes reporting processes  | Fall 2017   | Office of IE; Assessment Coordinator | Time and effort   |
|  | Develop a timeline and process steps for deep review of all SLOs  | Spring 2018 | OAW                                  | Outcomes of data and process analysis   |
|  | Plan professional development for:<br>Designing SLOs with meaningful, real-world application<br>Data reporting and analysis<br>Program improvement from learning outcomes | Fall 2018   | PDCC                                 | Collaboration w/OAW;<br>Outcomes of data and process analysis;<br>Time & Effort |
| <b>Goal 2:</b> Provide regular opportunity for substantive and sustained dialog about the refinement of curriculum and pedagogy to increase student learning | Enhance mechanisms for all constituents (including adjunct faculty and students) to engage in dialog about outcomes assessment  | Fall 2018   | OAW; Academic Senate                 | Support for discussion events   |
|  | Establish a feedback process in program review for peers and administrators to provide comments   | Spring 2019 | PRW                                  | Visual illustration of feedback process   |
|  | Conduct annual program review events to analyze and discuss attainment of ILOs  | Fall 2019   | PRW                                  | Support for college wide program review event                                   |
| <b>Goal 3:</b><br>Institutionalize the integration of outcomes data into planning, resource allocation, and evaluation                                       | Document steps for embedding outcomes data and achievement data in planning, allocation, and evaluation processes   | Fall 2018   | Office of IE; PRW; OAW; RAC          | Time and effort   |
|  | Implement, assess, and refine a cycle of integrated planning and evaluation, using learning data  | Fall 2019   | Office of IE; PRW; OAW; RAC          | Formative Assessment;<br>Time & effort  |
|  | Publish a timeline and processes for data-informed planning, resource allocation, and evaluation  | Fall 2019   | Office of IE; PRW; OAW; RAC          | Visual illustration of integrated planning model                                |

## Action Project Two Work Plan

| Action Project Two: Clear Educational Pathways to Improve Student Achievement   |   |                     |   |   |
|---|---|---------------------|---|---|
| Goal  | Action Steps  | Time-line           | Responsible Parties                             | Resources   |
| <b>Goal 1:</b><br>Strengthen support networks for student advising (to include a team of specialists, counselors, and advisors) | Analyze student numbers and needs according to individual program majors                      | Fall 2017           | Office of IE                                    | Student enrollment data   |
|   | Identify cohort groups of students that align with academic areas                             | Fall 2017           | Dean of IE; Instructional deans; SAW            | Program data  |
|   | Provide professional development to faculty advisors re: mentoring and student group advising | Summer 2018         | PDCC; SAW; counselors                           | Student need and program data analysis                                |
|   | Pilot early alert system with faculty, counselors, and specialists                            | Fall 2017           | Counselors; specialists; small group of faculty | Training in Early Alert technology                                    |
|   | Pilot electronic education planner for students   | Fall 2017           | SAW; Counselors                                 | Training in electronic Ed Plans                                       |
|   | Measure retention, success, and persistence for students in cohorts                           | Fall 2018, annually | Office of IE                                    | Student outcomes data   |
| <b>Goal 2:</b><br>Establish entry-level pathways (areas of focus or meta-majors) for students                                   | Analyze program requirements, current division structures, and student course-taking patterns | Spring 2018         | Dean of IE; Instructional deans                 | Enrollment management data; program requirements; division structures |
|   | Develop recommendations for 5 to 7 general discipline areas of focus                          | Spring 2018         | PW; Instructional deans                         | Time and effort   |
|   | Align programs with meta majors   | Spring 2018         | PW; deans                                       | Time and effort   |
|   | Develop orientations and career exploration workshops for each meta-major                     | Fall 2019           | PW; counselors; advisors                        | Funding for workshop materials  |
|   | Develop program plans and schedules for each pathway  | Fall 2019           | PW; advisors; counselors                        | Enrollment management software  |
|   | Measure retention, success, and persistence for students in pathways                          | Fall 2020, annually | Office of IE                                    | Student outcomes data   |

## Actionable Improvement Plans



In addition to the projects outlined in the QFE, the College identified several Actionable Improvement Plans (AIP) throughout the Self-Evaluation. These plans combine to establish the deep institutionalization of the process of evaluation. The table below outlines each AIP with a timeline and assigned responsibility. The plans are listed in chronological order of implementation.

| Plan  | Standard | Timeline    | Responsible   |
|---|----------|-------------|---|
| Enhance technology training by developing a campus-wide plan for assessing training needs, coordinating targeted professional development through Professional Learning Network (PLN) and campus resources, and evaluating the effectiveness of training. | III.C.4  | Spring 2018 | College Technology Committee (CTC); PDCC                  |
| Strengthen the college system of engaging in, reporting on, and measuring how professional development supports the mission and priorities of the College.  | III.A.14 | Fall 2018   | Professional Development Coordinating Committee (PDCC)    |
| Design evaluation and communication guidelines to strengthen regular review and assessment of governance and decision-making structures.  | IV.A.7   | Fall 2018   | EAV Workgroup; Office of Institutional Effectiveness (IE) |
| Develop an evaluation process to strengthen the planning and implementation of processes, structures, and new projects, including improving the communication of evaluation results to campus stakeholders.   | IV.A.1   | Fall 2018   | Office of IE; EAV Workgroup                               |
| Improve evaluation processes to:<br>a) increase capacity to assess/analyze results<br>b) institute a clear cycle of evaluation for College processes and structures<br>c) improve the documentation of evaluation results and improvement plans           | I.B.7    | Spring 2019 | <i>Engaging All Voices</i> (EAV) Workgroup; Office of IE  |
| Build on the structures and processes outlined in the EMP to develop a comprehensive cycle of planning, implementation, and evaluation.   | I.B.9    | Spring 2019 | Office of IE  |
| Build on the culture of understanding and discussing data to strengthen the institutionalization of evaluation processes that improve institutional performance.  | IV.B.3   | Spring 2019 | Office of IE  |