Ideas for Strategic Action Work Plans from Summit and Management Institute

REF Line	2018-21 Strategic Action	GP Key Element	Possible Work Plan Strategy
1	1.1.1	3	College Promise - COS Promise grant; focus on training for counselors/students; optimal 2 year/GE schedule. It is available in banner at the time of a first year.
2	1.1.1	3	Campus-wide forum(s) to develop consensus and core solutions
3	1.1.1	3	Course scheduling alignment. Develop road maps for students implementation of DegreeWorks, Child Care, increase course offerings for high demand classes.
4	1.1.1	3	We should focus on course success for all students, not just focus on increasing full-time enrollment "15 to finish"
5	1.1.1	3	Mapping for part-time pathways in addition to full-time pathways
6	1.1.1	9	Orientation says start with 6 units! Need to change that.
7	1.1.1	9	Implement AB 705 requirments to ensure full-time students requiring support in Math and English are in a position for success
8	1.1.1	9	Charge research office to perform an "applied/not enrolled" analysis
9	1.1.2	9	Develop pools of courses to present to students that they can take early in their college tenure that would apply broadly to several majors
10	1.1.2	9	Coordinate availability of Counselors/Welcome Center
11	1.1.2	9	Summer bridge programs--special readiness; English and Math Jam programs
12	1.1.3	9	Analyze the current schedule to improve efficiency; find/identify bottlenecks; counselor assigned to specific departments and meet on regular basis to discuss and analyze; cross disciplinary teams that meet on regular basis; transform IC to take the lead on this; develop the processes and tools to monitor student progress and provide support (early alert, Degree Works, case management); cross-functional team should include counseling department faculty, financial aid, AAC, tutorial, etc.
13	1.1.3	9	Coordinate scheduling so that students can complete degrees within 2 years
14	1.1.3	10	Develop mandatory .5 unit course on Career Coach for students as part of online orientation
15	1.1.4	5	Dual Enrollment: Market price savings, market data for DE; involve faculty in DE meetings; CTE program should have peer-to-peer meetings.
16	2.1.1	10	More training for all staff on all technology available (degree works, salary surfer, career coach, etc.) to show how a student can benefit
17	2.1.1	10	Email students who make counseling appointment; email could say before your counseling appointment, please check degreeworks; include DW link.
18	2.1.1	6	Adopt the term "Area of Interest" instead of meta majors.
19	2.1.1	8	Once Degree works is up and running at full implementation, offer trainings for faculty and staff so they can teach students.
20	2.1.1	10	Complete implementation of DegreeWorks
21	2.1.2	6	Investigate impacts for student and financial aid if they pursue a meta major; list meta majors on our applications as an option; get key faculty/administrators together to create mock-up plans on what meta majors will look like.
22	2.1.2	6	Establish workgroup (Deans/Counselors) to develop course clusters in areas of interest
23	2.1.2	12	Responsible parties will categorize meta-major groupings; promote the good examples of what we do. Have faculty encourage faculty/employers to "close the loop" and take the next step and "change."
24	2.1.2	3	We should bring 2.1 and 2.2 into other integrated planning discussions
25	2.1.3	10	Increase capacity of tech services for the development of automated system.

REF Line	2018-21 Strategic Action	GP Key Element	Possible Work Plan Strategy
26	2.1.4	5	Need more counselors to decrease student/counselor ratio. Students can benefit from additional time getting adivised. Students need more follow-ups. Directors of Career, Transfer and Counseling should work together to develop an action plan.
27	2.1.4	10	CTE computation/gainful employment tracking for after graduation
28	2.1.4	10	Certificate computation: automate certificate/completion using outreach coordinators
29	2.1.4	14	Survey faculty for specific courses in programs that have opportunitie for contextualized learning
30	2.1.4	14	Increase more opportuniites for transparency of career paths with contextualized learning (similar to child development)
31	2.2.1	2	Find out what type of data we have internally and build a report. Review and access the data. Build a case management plan. Review data "Through the gate transfer study."
32	2.2.1	2	Responsible parties schedule time to discuss 2.2.1 based on shared metrics.
33	2.2.2	10	Train managers on keeping the websites current and relevant.
34	2.3.1	1	Assess students who received higher placement in English and math due to multiple measure implementation in Spring 2018. (For Example: look at those who passed and what their HS GPA was. Also look at "DIGS" groups
35	2.3.1	7	Technology, student services, academic services to meet to get technology in place for MMAP; training for counselors, student services staff, faculty and learning center staff in MMAP; Informational campaign to HS, parents, and student of informational changes; address the impact on dual enrollment; need to decide what to do with non-traditional students.
36	2.3.1	7	Let our current roll out and assess when appropriate; evaluate the impact of supplemental instruction/increased time with English/Math (i.e. room schedule; computer availability)
37	2.3.1	1	Multiple Measures: Removal of assessment as primary measure; use augmented instruction and support courses
38	2.3.1	1	In Spring 2019, do an analysis of the results from the fall semester to share the results with faculty and staff. Use the data to adjust the multiple measures break points, as needed.
39	2.3.1	7	Math & ESL Complete the co-requisite and sequence re-design. Provide professional development and time to support this
40	2.3.1	7	Additional support for ESL Implementation, in line with English and Math (Coordinator, release time, etc.)
41	2.3.3	9	Assoc Dean for Educational Support Services regularly attend and occasionally present at counseling meetings and IC meetings about support services.
42	2.3.5	4	Bring trainers in (possible summer institute); send some faculty to national trainings/conferences (successful models)
43	2.3.5	7	Increase and improve Flex activities to focus on instruction; Need statistics and co-required training and integration; get messaging out to students to prepare them to be accelerated learners; make sure learning support services are aligned and prepared; creative use of hybrid classes with appropriate training; professional development for disciplined faculty in basic skills integration (i.e. English skills in social sciences; math skills in science)
44	2.3.5	11	Reassigned time for full-time faculty to train in accelerated instruction
45	2.3.5	11	Train Faculty in Accelerated Instruction; Bring trainers in for possible summer Institute; send some faculty to national training/conference to learn about successful models
46	2.3.5	7	Training faculty in non-English disciplines to teach writing skills (Pay them to go to training or put it in Union Contract)
47	2.3.5	11	Provide additional training for supplemental instruction courses. Bring in content experts
48	2.3.6	9	Task new associate dean with implementation; implement augmented and supplemental instruction.
49	2.3.6	7	Expand evening and weekend hours across tutorial serivces. Possible use of Guided Pathways funds to support hiring more student tutors/peer mentors.
50	2.3.6	9	Convene academic program faculty with support services staff to integrate support for students

REF Line	2018-21 Strategic Action	GP Key Element	Possible Work Plan Strategy
51	2.3.6	9	Define logistics of AB705 Workgroup implementation into Banner Across all disciplines
52	2.4.1	6	Involve career development director in meta major discussions
53	2.4.1	6	Embed/Coordinate development presentation into class time
54	2.4.1	6	We need to look at our intro courses of each of the disciplines and create an intro piece for students on the website. This will help undecided students look at options.
55	2.4.1	6	Have students work closer with the Career Transfer Center
56	2.4.1	6	Greater variety of career exploration classes; preferably for Area E
57	2.4.1	11	Develop a cross-walk or map for faculty and students to use. Hold a summit for faculty and students. Provide information from/for different areas across campus. Map to start with student need and focus down to student services.
58	2.4.1	14	Become members of professional associations to avail students of networking, continuing education, and other opportunities.
59	2.4.1	14	Each department examining ways to implement best practices of CTE programs.
60	2.4.1	14	Seeks ways that students become guides/advisors/tutors to high school and junior high students in their discipline.
61	2.4.1	14	Embed proven activities into the course outlines in general terms and as extra activities offered, but not required of the students.
62	2.4.1	14	Within meta majors, identify strategic opportunity to connect student to applied learning.
63	2.4.1	6	Divisions then evaluate course offerings as compared to clusters -- ID gateway/foundational courses (potential elimination of obsolete courses.)
64	2.4.2	9	Continue training CTE faculty on this (workshops, etc.); implement/embed changes into instruction
65	2.4.2	9	Increase integrated services between faculty and support services via workgroups and workshops.
66	2.4.2	14	Identify where non-CTE students can access contextualized learning/soft skills
67	3.1.1	2	Determine simple metrics that can be used across different initiatives. Gather the data. Analyze the data to see which groups fall below. Develop a plan for regular review of the data.
68	3.2.1.	2	Determine simple metrics that can be used across different initiatives. Gather the data. Analyze the data to see which groups fall below. Develop a plan for regular review of the data.
69	3.2.2	1	Assess pass rates on students who receive supplemental instructions vs. those who do not. Gather Qualitative data = "Student Voice"
70	3.2.2	1	Annual Equity Plan Updates with most recent update is shared across the district.
71	3.2.2	1	Data Shared at management council every meeting to then be shared at staff/faculty meetings.
72	3.2.2	1	Student focus groups, with an emphasis on disproportionally impacted groups
73	3.2.2	3	Better use of "early alert" better response from faculty to alert student services support areas to help students stay on tract. Early alert is not being used.
74	3.2.2	3	Scaling up the student success student success/ data
75	3.2.2	3	Best practices of developing consensus and core solutions; tie strategic Objectives to identify gaps; conduct training on how to connect in program review.
76	3.2.2	7	Customize course topics to be relevant to students (i.e. athletics, ag, major related, etc.) Topic related to English or math courses to engage students.
77	3.2.2	9	Explore why faculty don't embrace/use Early Alert. What can be done to make it easier? Standardize to current programs.
78	3.2.2	9	Educate faculty as to why Early Alert is important to use? What are the benefits?
79	3.2.2	12	Professional development of outcomes shared across disciplines (sharing across disciplines). At the conclusion of Dialogue Days, each area could submit a short description of what was learned. Outcomes and Assessment Committee could use that as a basis for future training.
80	3.2.2	12	More fully incorporate adjunct faculty into Dialogue Days and sharing of outcomes.
81	3.2.2	1	Student success retention specialist liason w/ faculty; could be done by division (division liason)

REF Line	2018-21 Strategic Action	GP Key Element	Possible Work Plan Strategy
82	3.2.2	1	Have a summit for student services to share each others best practices or to see external best practices, so we know what interventions we would like to implement.
83	3.2.2	3	Market to students all of the available resources
84	3.2.2	3	Consider implementing dropout detective in Canvas
85	3.2.2	3	Integrated Planning Workgroup should have existing constituencies involved: Equity Committe, BSI/ELI/SSP Advisory.
86	3.2.2	6	We need to internally create a common vocabulary as to what we want students to have taken in high school for meta-majors, and then share that with high schools and their students.
87	3.2.2	9	Need stability in the management and oversight to present coordinated plan, clarification of roles/responsibilities and funding sources.
88	3.2.2	9	If embedded tutors/SI/AI tutors are going to be a focus, there needs to be professional development for instructors, paid meeting time with tutors, etc.
89	3.2.2	7	Expand SI for non English Courses
90	3.2.2	7	Hire SI Coordinator
91	3.2.2	7	Co-requisite course lab for writing in discipline (Discipline specific writing courses)
92	3.2.2	7	Faculty assess SLOs from targeted groups perspective and make targeted groups data more available
93	3.2.2	7	Focus on part-time students when analyzing success data
94	3.2.2	7	Cross-group comparison in equity plan
95	3.2.2	7	Need to push data about DIGS to campus community in Program Review and beyond
96	3.2.2	7	Dissagregate Equity/DIG data (parents, gender, race, demographics, full-time/part-time)
97	3.2.2	7	Equity Summit: Each division gets a table
98	3.2.2	7	Carve out equity funds to support widespread faculty participation in teaching men of color
99	3.2.2	7	Fund internal evidence-based research project
100	3.2.2	13	Assess the data reguarly to ensure the objective is being met. If it is not being met, we need to address the issue of why not.
101	3.2.2	11	Drop-out detective to use with Canvas
102	3.2.2	11	Equity Summit- teach about available data. Divisions have tables
103	3.2.2	11	Formalize request process for Equity, SSP, and BSI funds. Specifically for Professional Development.
104	3.2.2	11	Look at data first, then allocate funds based on strategic needs. Create a culture of proactive vs. reactive.
105	3.2.2	11	Asses allocated funds from Equity, SSP, and BSI. Scale sucessful projects and move on from projects that didn't work.
106	3.2.2	11	Track and highlight faculty and staff development--make required. Evaluate PD at COS
107	3.2.2	11	Train on "Best First Day"
108	3.2.2	11	Develop programs of professional learning and incentivize--redefine Professional Development
109	3.2.3	6	Collaborate with feeder High Schools to create models for major/career exploration
110	3.2.3	5	Secure continued funding for partnerships and related activities (Basic Skills funding ending).
111	3.2.3	6	Create a program that focuses on high school pathways and determine where each pathway fits into our programs (CTE/Associates/AA-T)
112	3.2.3	6	Invite high schools and college faculty to have collaborative meetings.
113	3.2.3	7	Book = Cat-Classroom (K. Patricia Cross) Should be part of Improved Basic Skills discussion
114	4.1.1	1	Incentivize teaching effectiveness/new approaches (methods, etc.) Use of Multi-year assessment of actions (give time to measure effectiveness. Codify procedure in program review.
115	4.1.1	1	Consider adding equity metrics to program review pre-populated data
116	4.1.1	3	PR Training; no accountability. Deans need to understand how to analyze data
117	4.1.1	3	Identify and collect local data
118	4.1.1	4	Train on what data is available; what data do they need; how to use it.

REF Line	2018-21 Strategic Action	GP Key Element	Possible Work Plan Strategy
119	4.1.1	13	Program Review needs an honest assessment of unit learning outcomes and needed actions; design student services SAO's so that they are relevant to the student; disseminate learning outcomes broadly and regularly; market the ILO's to everyone; align GP with student learning (SLOs and SAOs); after one year, really assess the changes in Basic Skills (English and Math); Align Professional Development with Learning Outcomes
120	4.1.1	1	Use data at a division level and talk about what to do with the data.
121	4.1.1	1	Success and Equity data should be standard data sets in our program review/tracdat.
122	4.1.1	2	To provide consistency, review launchboard data metrics and use those data sets as standards in such items as program reviews, college initiatives etc
123	4.1.1	2	Share out at Convocation from Program Review what was learned. With shared metrics, it would provide additional resources and best practices for other departments.
124	4.1.1	3	Identify most pertinent data to use
125	4.1.1	13	Continue using the data. Provide trainings for new faculty on Program Review so they become proficient.
126	4.1.1	12	Link assessment reporting in program review to goals/actions
127	4.1.1	12	Include research department in Program Review Trainings. What data is available? Create Handbook on "How to" develop, assess, all SLO, PLO, and GELOs. How they all work together?
128	4.2.1	4	VP Admin Services work with PR manager to highlight different departments one or two times a month ("Did you know…"); Use PR and eNews to regularly provide info and input opportunities for Guided Pathways
129	4.2.1	4	Agenda Item on every governing body's agenda
130	4.2.1	4	Guided Pathway "liaison" or coordinator needs all groups up-to-date.
131	4.2.2	10	Awareness campaign to students about the tools we have and how it helps students be successful
132	4.2.2	8	Send out a survey to all students to seek their feedback on the website content and ask about course offerings to ensure they are able to complete their courses in a timely manner. Also ask if they confronted issues with course scheduling and how did they get around it
133	4.2.2	10	Website transition next year; user friendly for registration process
134	4.3.1	11	HR to coordinate/create a professional development plan, including new employee orientation. Training to include high priorities; Task Force, Cornerstone?
135	4.3.1	11	Make somebody responsible for professional development to be systematic, frequent and strategic (for management, faculty, and classified)
136	4.3.1	11	New CORE software - professional development; modules for staff development
137	4.3.1	11	Data Analysis -- data collected and used to train/inform staff; help people understand data.
138	4.3.1	3	Add a cross-walk under alignment document. Necessary to achieve full scale for integrated planning. Multiple consitutients will need to comment on professional development implementation, planning, and funding allocation.
139	4.3.1	11	Could develop strategies to entice people to come to outcome discussions. This could include creating opportunities through GP funding (f/t and adjunct) to get paid to attend these discussions. We see value in the conversations and if people participating, even if it is face-to-face or via technology.
140	4.3.1	11	Look at changing professional development requests to include why the attendee is attending a conference-- and how it is tied to the metrics of our strategic plan. Then, once they return, how do they share the info with colleagues and how to implement, if appropriate
141	4.3.1	12	Include outcomes assessment as source of data for professional development planning
142	4.3.1	11	Offer "New Staff" orientation, not focused on faculty.
143	4.4.1	2	Establish baselines and thresholds. Work with student services to find consistent data points.