



2013-2017 Completion Initiative

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Summary of Year One Accomplishments 2013/2014 Academic Year

In Fall of 2013 President Goings created the Completion Task Force comprised of 19 members (7 faculty, 5 instructional administrators, 5 student services administrators, and 1 member from institutional research). Over the course of 18 meetings, the Task Force reviewed, discussed and debated:

1. Current LWTech practices which impact student completion
2. National literature on research and best practices
3. Initiatives underway to improve student completion

The group’s final Report and Recommendations was composed of three parts: a narrative explaining the Completion Task Force work; 15 recommendations focused on improving student attainment of degrees and certificates; and appendices which support the recommendations.

Three of the recommendations were completed immediately:	
Recommendation #1: Definition of Completion	Completed by the original Task Force and adopted for use – “Define completion as a student’s attainment of a baccalaureate degree, associate degree, certificate of proficiency (45 to 89 credits), or certificate of completion (less than 45 credits).”
Recommendation #2: Inclusion beyond IPEDS	Completed by the original Task Force and adopted for use in developing additional data sets/reports – “Track the following types of degree and certificate-seeking student to determine student completion rates: <ol style="list-style-type: none"> 1. New, returning, and transfer 2. Full time and part time 3. Starting in basic skills 4. Starting in any quarter 5. Taking up to six years to complete a degree”
Recommendation #3: Integration with Major College Planning and Processes	Implemented by the Accreditation Committee and IPEC – “Completion data be integrated into measuring the following: <ol style="list-style-type: none"> 1. Mission fulfillment 2. Core theme attainment 3. Strategic Plan success”

One recommendation was folded into the Equity, Diversity, and Inclusion Plan and associated work group:	
Recommendation #9: Cultural Competency and Inclusive Hiring Practices	Will be addressed by the EDIP and corresponding work.

One recommendation was adopted by the Vice President of Instruction:	
Recommendation #12: Increase in Full-Time Faculty	Adopted as an instructional goal under VPI.

Summary of Year Two Accomplishments 2014/2015 Academic Year

During the 14-15 academic year, the ten remaining task forces met to move the college forward, with several key results:

Summary of Year Two Accomplishments 2014/2015 Academic Year	
<p>Recommendation #4 Consistent Course Offerings Core Team Leader: Sara Linnertz (previously Christian Bruhn)</p>	<ol style="list-style-type: none"> 1. Research: <ul style="list-style-type: none"> • Reviewed other institutions and their offerings • Created yearly schedule for the Business DTA as a case study for identifying problems and proposing solutions • Met with CSNT program to discuss alternate models 2. Identify needs for academic core and transfer classes: <ul style="list-style-type: none"> • Created intensive summer courses at Redmond • Scheduled additional academic transfer classes for 2015-2016 3. Create common messaging regarding new offerings; Involve lead faculty/program advisors to new class offerings: <ul style="list-style-type: none"> • Initial phase of contacting faculty members and advisors to inform of new course offerings
<p>Recommendation #5 Mandatory Advising Core Team Leaders: Jerry Peterson and Katie Viola</p>	<ol style="list-style-type: none"> 1. Professional Development: <ul style="list-style-type: none"> • Met regarding implementation of professional development for Mandatory Advising. Decision that VPSS will present to faculty and staff during Opening Week. Case Managers will be included in division meetings during opening week. 2. Require HMDS 111: <ul style="list-style-type: none"> • Referred to Instructional Council for discussion. 3. Student Success Navigator assigned to instructional divisions: <ul style="list-style-type: none"> • Model piloted in Spring 2015 with the Business and IT areas; broad implementation expected in 15-16 4. Determine what “mandatory advising” means for LWtech: <ul style="list-style-type: none"> • Cross dept. meeting used to examine best practices and initial splits between student service and faculty.
<p>Recommendation #6 Instructional Delivery Core Team Leader: Sally Heilstedt</p>	<ol style="list-style-type: none"> 1. Define/Describe instructional delivery methods of: contextualized learning, learning communities, accelerated learning, service learning, hybrid & online learning, cohort model, faculty validation of student learning, I-BEST model, e-portfolios, making learning rewarding 2. Investigate and record current use of instructional delivery methods. 3. Identify high impact practices and supporting data for each of the instructional delivery methods; answer the question, “How does this method of teaching impact completion?” <ul style="list-style-type: none"> • Work teams created; Contextualized learning, I-BEST model, Making Learning Rewarding, Hybrid, and online • Developed sessions to be offered during Opening Week 2015 related to the instructional delivery methods • Sent team to Assessment, Teaching, and Learning Conference April 29-May 1, 2015

Summary of Year Two Accomplishments 2014/2015 Academic Year	
<p>Recommendation #7: Professional Development Core Team Leaders: Sarah Ross and Letty Barnes</p>	<ol style="list-style-type: none"> 1. Ongoing software and IT training <ul style="list-style-type: none"> • TLC has been revived as Center for Engagement and Learning and is actively providing training opportunities and laying ground for additional possibilities • TLC has begun collecting data on registrations for a variety of training offerings 2. EDUC teaching classes for prof-tech cert. and articulation with South Seattle College’s BAS is Technical Teaching <ul style="list-style-type: none"> • Current offerings reviewed by faculty F 2014 and W 2015 • EDUC 201 offered Spring 2015; 3 enrolled 3. Regular time for faculty to share best practices <ul style="list-style-type: none"> • Proposal funded Sp 2015 for a pilot series of gatherings with structured content that merged with EDUC 201 • Summer Institute 2015 will provide significant time for sharing best practices. 4. Diversity training for faculty/staff to work with diverse populations and across college borders <ul style="list-style-type: none"> • Proposal funded Dr. Caprice Hollins of Cultures Connecting to speak on Implicit Bias for faculty and staff
<p>Recommendation #8: Intake and Exit Processes Core Team Leaders: Nolan Koreski and Lynne Szymanski</p>	<ol style="list-style-type: none"> 1. Review written processes for students (intake, ongoing, exit); get student input on forms <ul style="list-style-type: none"> • Input gathered through student volunteers 2. COMPASS Preparation <ul style="list-style-type: none"> • Students can now retest after attending prep workshop 3. COMPASS Alternatives: Previous college credit, personal interviews, Smarter Balance, high school transcripts, LASSI, writing samples, directed self-placement <ul style="list-style-type: none"> • Microsoft funding awarded for faculty to research alternative placement, particularly directed-self-placement; currently underway
<p>Recommendation #10: Funds for Completion Work.</p>	<p>Executive Cabinet reviewed fiscal requests from the task forces to allocate money from a Microsoft grant for faculty special assignments, professional development, and applied research.</p>
<p>Recommendation #11: Tutoring Core Team Leader: Cheyenne Roduin</p>	<ol style="list-style-type: none"> 1. Developed a cohesive definition and meaning for tutoring <ul style="list-style-type: none"> • Mission statement created and adopted • LWTech Tutoring Support website added to school website • Banners developed for Tutoring Support centers 2. Investigate research tied to tutoring and completion (engagement and support), gathered in a Canvas shell 3. Consistency among all tutoring centers <ul style="list-style-type: none"> • All centers using Who’s Next for student sign-in • Pay equity achieved for all faculty tutors across centers

Summary of Year Two Accomplishments 2014/2015 Academic Year

<p>Recommendation #13: Funding for Students Core Team: Demetra Biros, Bill Chaney, Elisabeth Sorensen</p>	<ol style="list-style-type: none"> 1. Identify opportunities to better inform college community (faculty, staff and students) of financial aid, scholarships, and WFD funding. <ul style="list-style-type: none"> • Financial Aid office will sent information to faculty 1x per quarter; faculty encouraged to add a brief statement about financial aid and scholarships in their syllabi • WFD expanded their outreach to potential and current students in order to increase enrollment into WFD funded programs: <ol style="list-style-type: none"> a. Presented info to numerous classrooms, programs, and division meetings F, W and Sp qtrs b. Added a “funding survey” in order to identify students that may qualify for WFD support c. Created/distributed new ‘all inclusive’ WFD flyer d. Created/distributed WFD Student Guide to all new students • The Foundation sent info to faculty at least 1x per quarter 2. Expand funding for students. <ul style="list-style-type: none"> • The college and the Foundation encouraged participation in Fall breakfast fundraiser and sent emails to faculty/staff about contributions to foundation • The WFD department will continue to use expanded eligibility for WRT students; increased participation in WFD graduation workshop; promoted new CANVAS Student Success Series; developed new WFD CANVAS shell with support resources • The financial aid office found additional opportunities to increase aid to students via the Childcare Grant 3. Investigate whether there is a need for incentive funding <ul style="list-style-type: none"> • Updated the exit/withdrawal survey; go live in Fall 2015 • Expanded the use of exit surveys for all WFD programs 4. Examined ways to support students that need funding in their last quarter of completion. <ul style="list-style-type: none"> • The Foundation developed a scholarship that is awarded in the last quarter before completion: Trustees Persistence Scholarship • Students that are nearing completion that are also at the end of their loan allocation were assessed for emergency funds by the financial aid office. • The Worker Retraining program assessed qualified students’ need for Training Completion Aid (TCA) and will allocate funds, if available; over \$44,000 in TCA allocated in 14/15 year • WFD referred students to Community Based Organizations (CBOs) that provide funding and support for eligible students nearing completion
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Summary of Year Two Accomplishments 2014/2015 Academic Year

**Recommendation #14:
Student Email**
Core Team Leader: Mike
Potter and Chris Harter

1. Create and implement a new tool in My LWTech to e-mail advisees and sub-groups/special populations (Veterans, DSS, Worker Retraining), by class
 - Added coding to support special populations winter qtr
 - Still in testing with faculty volunteers
2. Use of common login for network credentials
 - ITS attempts to use same logins on all newly purchased/implemented systems. Student use of LWTech login credentials in use Spring 2015.
3. Increased the use of student email accounts by students and employees.
 - Moved provision of student e-mail accounts from a student's registration to admission.
 - Students now activate during ROAR orientation.
 - Wording in student handbook will be stronger for 2015-16 academic year; "required" use

Summary of Year Two Accomplishments 2014/2015 Academic Year

**Recommendation #15:
Campus Environment**
Core Team Leader: Sheila
Walton

1. Established definition of engagement as it relates to the identified completion recommendation: "State of being in which students are invested in their education. It is constructed in two parts, an emotional component (identification) and a behavioral component (participation). Identification refers to students' internalized feelings of belonging in school and that school is an important aspect of their identity and experience. Participation refers to the extent to which students participate with some regularity in academic and social school-based activities. Within higher education, engagement is the active extension of public service activities with the intent of ameliorating societal problems and improving the quality of life of citizens. It is related to other terms such as investment, involvement, outreach, and community services that benefit from institutional resources and capabilities."
2. Generated a list of student services/activities that fell within the definition of student engagement/involvement:
 - Student Clubs
 - Opportunities to participate in college committees
 - Opportunities to be a part of the governance structure
 - Honor societies
 - Access to and creation of student centered activities with learning outcomes tied to core themes
 - Opportunities to work on campus through a variety of student employment positions
 - On campus internships
 - Clinical placements and externships; where reliance on faculty guidance is paramount
 - Leadership training for students in employment positions.
 - Opportunities for students to present their body of work done at the college for peer review and critical analysis; (investment in their education)
 - Volunteer opportunities available to students
 - ROAR is required for students new to college
 - Mechanism in place to report and manage students needing assistance
3. Created a list of key places college communicates with students and identified areas where information may be confusing, complicated, or overwhelming; especially in enrollment and advising. Also reviewed tone of the language.

Summary of Year Three Accomplishments 2015/2016 academic year

For the 2015-16 year, Completion Initiative work narrowed its focus to primarily work on three high impact practices that were most closely aligned with other key initiatives and with the Strategic Plan.

1. Case managed approach to student advising: COMPLETED
2. Welcoming week activities: COMPLETED
3. Math/English Assessment: SUBSTANTIVE PROGRESS (estimated completion, Fall 2016)

Additionally, the leaders from each of the original task forces were convened as an Advisory Committee led by the Associate Dean of Engagement and Learning, the Vice President of Instruction, and the Vice President of Student Services. They met monthly throughout the year to get updates on how individual work was progressing.

Within each Recommendation additional goals were completed:

Year Three Accomplishments 2015/2016 Academic Year	
<p>Recommendation #4 Consistent Course Offerings Responsible: VPI</p>	<p>IN PROGRESS:</p> <ol style="list-style-type: none"> 1. Create a standardized annual schedule that avoids varied start times, removes overlapping classes, and keeps student completion in mind <ul style="list-style-type: none"> • Review academic annual plans for each program • Look at different times to offer courses • Connect this work with annual program review processes • Ensure changes are sustainable
<p>Recommendation #5 Mandatory Advising Responsible: Director of SDS</p>	<p>COMPLETED:</p> <ol style="list-style-type: none"> 1. Student Success Navigator assigned to each instructional division by Spring 2016; initial data indicates students in programs from the pilot testing of this new advising method experienced increased persistence Fall 2015 to winter 2016: <ul style="list-style-type: none"> • Andrea Fechner: Accounting, Business Technology, Human Resources • Mony Loeum: Horticulture, Culinary/Baking, Early Childhood Ed, Social and Human Services • Michael Leary: All Health Care (case managed); Public Health; All pre-selective admission Health Care (not case managed, not the admissions side of the work, only advising for classes) • Lynne Szymanski: Applied Design (MMDP, ENGR, BTAD); Information Technology (CSNT, ITAD) • Marcus-Antonio: Transportation (AUTO, ACBT, DHET, MMPE); all DTAs and MRPs (except Pre-Nurs); Transportation/Logistic Mgt • Casey Melnick: Manufacturing (ELEC, MACH, WELD)

Year Three Accomplishments 2015/2016 Academic Year	
<p>Recommendation #6 Instructional Delivery Responsible: Assoc. Dean of E&L</p>	<p>IN PROGRESS (pilot in Fall 2016)</p> <ol style="list-style-type: none"> 1. Move towards a more comprehensive new faculty orientation. Including connections to EDIP. <p>COMPLETED (this will be ongoing from this point and has been institutionalized)</p> <ol style="list-style-type: none"> 2. Develop and implement best practices in teaching and learning and program design. <p>INPROGRESS</p> <ol style="list-style-type: none"> 3. Continue to offer and refine Teaching and Learning in the 5-Star, a collaborative new adjunct faculty orientation focused on active learning and student engagement. Develop an online orientation for all new LWTech faculty.
<p>Recommendation #7: Professional Development Responsible: Assoc. Dean of E&L</p>	<p>COMPLETED (this will be ongoing from this point and has been institutionalized)</p> <ol style="list-style-type: none"> 1. Ongoing E&L training with even more IT emphasis. Ongoing college support from college for E&L. <p>COMPLETED</p> <ol style="list-style-type: none"> 2. Purpose and Vocation FLC. <p>COMPLETED</p> <ol style="list-style-type: none"> 3. Regular time for faculty to share best practices (Take pilot results and determine whether to repeat and/or adjust and/or expand, ie to part time faculty)
<p>Recommendation #8: Intake and Exit Processes Responsible: Director of Admissions & Outreach, Director of SDS, Director of Enrollment Services</p>	<p>IN PROGRESS:</p> <ol style="list-style-type: none"> 1. Review written processes for students (intake, ongoing, exit); get student input on forms <ul style="list-style-type: none"> • Analyze student feedback and improve forms accordingly • Research impact of auto awarding degrees to students • Intake process must support case managed advising • Decrease paperwork for students <p>IN PROGRESS (implementation Fall 2016)</p> <ol style="list-style-type: none"> 2. COMPASS Alternatives: <ul style="list-style-type: none"> • Review report from year one and implement solution.

Year Three Accomplishments 2015/2016 Academic Year	
<p>Recommendation #11: Tutoring Responsible: VPI and VPSS</p>	<p>COMPLETED: In an effort to meet the goals of the strategic plan (SA Goal 1, Strategy 3, Improve delivery of student support initiatives, including but not limited to learning lab, writing center, math lab, tutoring) and the completion initiative (# 11, Tutoring, Centralize location and leadership for tutoring), instruction and student services have made the following changes to on campus tutoring:</p> <ul style="list-style-type: none"> • Instruction will continue to maintain the Math Lab and the Writing Center and will shift away from 1:1 tutoring toward more course-based Supplemental Instruction. High attrition gateway classes will be targeted for support. Supplemental Instruction involves partially embedding a previously successful student in a target class who then works with the Instructor to offer supplemental help to students through review and Q & A sessions outside of class. <ul style="list-style-type: none"> ○ Students who need additional instruction or teaching to be successful are best served by this option • Student services will focus efforts in the area of peer tutoring via the Learning Lab and expand access into the evening twice per week. <ul style="list-style-type: none"> ○ Students who are looking for peer support on specific assignments are best served by this option. ○ Tutoring is not teaching. • All students are welcome to access all services.
<p>Recommendation #13: Funding for Students Responsible: Directors of Fin Aid, WFD, Foundation</p>	<p>COMPLETED: Revamp/implement exit survey for withdrawing students</p>
<p>Recommendation #14: Student Email Responsible: Director of IT</p>	<p>COMPLETED: 1. Use of common login for network credentials</p>
<p>Recommendation #15: Campus Environment Responsible: Director of Student Programs and Assoc. Dean of E&L</p>	<p>COMPLETED: 1. Focus on the ability of student to identify with the institution: <ul style="list-style-type: none"> • Ensure formalization of “New Student Welcome Day” </p>

Year Four Goals 2016/2017 academic year

Remaining Activities from the workgroups include:

Year Four Goals 2016/2017 Academic Year	
<p>Recommendation #4 Consistent Course Offerings Responsible: VPI, Associate Dean of E&L, division deans</p>	<ol style="list-style-type: none"> 1. Create a standardized annual schedule that avoids varied start times, removes overlapping classes, and keeps student completion in mind <ul style="list-style-type: none"> • Review academic annual plans for each program • Look at different times to offer courses • Connect this work with annual program review processes • Ensure changes are sustainable ➔ Assigned to Doug Emory and very robust group working on this. ➔ Goal is Fall 2017 implementation 2. Use CSNT as a model for pre-reqs and co-reqs aligned with class offerings to assist students in completing math/English sequences, place importance on academic classes to progress, and prevent back-teaching <ul style="list-style-type: none"> • Research possible program compatibility • Identify pilot programs ➔ Suzy's area is looking into this
<p>Recommendation #5 Mandatory Advising Responsible: VP of Student Services, VP of Instruction</p>	<ol style="list-style-type: none"> 1. Determine what "mandatory advising" means for LWtech: <ul style="list-style-type: none"> • Meet with FT Faculty/Program leads who are doing advising + Advisors/Coordinators/Navigators regarding partnership/roles • Connect with other colleges who are already using this model • Clarify how the works with DSS/INTL/WFDEV/etc • Perhaps pilot with programs that have been using CMA for a longer period of time (BTE, ACCT, ect) ➔ Piloted in DTAs for winter 17 and spring 17 ➔ Talking about it in 4 connections ➔ Waiting for new SDS director
<p>Recommendation #6 Instructional Delivery Responsible: Associate Dean of E&L</p>	<ol style="list-style-type: none"> 1. Build a new faculty orientation that is sustained <ul style="list-style-type: none"> ➔ Have been doing this in collaboration with 5 star for all adjuncts as a quarterly, in person training ➔ Created an online asynchronous class for new FT and PT faculty and they are automatically enrolled in this class as a new faculty member (participation is spotty, but those who participate show better engagement with the college and student engagement in class) 2. Devote Summer Institute to Reading Apprenticeship training, contextualized to growth mindset and cultural competence. <ul style="list-style-type: none"> ➔ Completed Summer 2016 3. Support the tenure process with training for tenure candidates and committees. <ul style="list-style-type: none"> ➔ Recommend this be a goal for next year or possible inclusion in next Strategic Plan

Year Four Goals 2016/2017 Academic Year	
<p>Recommendation #7: Professional Development Responsible: Associate Dean of E&L (#1 is VPSS)</p>	<ol style="list-style-type: none"> 1. Retention training, including corresponding systems <ul style="list-style-type: none"> ➔ This has not yet been addressed specifically, but has been folded in as a natural next step of the advising model discussions. ➔ Part of 4 connections initiative 2. Ongoing software and IT training through E&L office <ul style="list-style-type: none"> ➔ Yes ongoing and systemic 3. ATL teaching classes for prof-tech certification and possible articulation with South Seattle College’s BAS/Technical Teaching <ul style="list-style-type: none"> ➔ After discussion this is no longer a viable option for LWTech 4. Diversity training for faculty/staff to work with diverse populations and across college borders <ul style="list-style-type: none"> ➔ This was the focus of all faculty training for Fall 2016 and part of summer 2016 summer institute ➔ EDI office coordinator has been hired in student programs and is collaborating with the E&L office to ensure ongoing and consistent training
<p>Recommendation #8: Intake and Exit Processes Responsible: VPSS, Director of Admissions</p>	<ol style="list-style-type: none"> 1. Review written processes for students (intake, ongoing, exit); get student input on forms <ul style="list-style-type: none"> • Analyze student feedback and improve forms accordingly • Research impact of auto awarding degrees to students • Intake process must support case managed advising • Decrease paperwork for students ➔ College Spark grant, led to guided self placement and currently working on collaboration with ASC for ABE/ESL registration ➔ Auto Award pilot project for Spring 2017 2. COMPASS Alternatives: <ul style="list-style-type: none"> • Review report from year one and implement solution. ➔ Implemented guided self-placement 3. Implement findings from #1 above
<p>Recommendation #10: Funds for Completion Work.</p>	<p>Approximately \$4000 in funds remain to be spent in Year Three and replenishment of the funding may be possible. The Completion Advisory Committee will be responsible for proposing how to spend these funds.</p>

<p>Recommendation #14: Student Email Director of IT</p>	<ol style="list-style-type: none"> 1. Develop business rules, mindful of accommodation needs, around student to college communication and increase messaging of the expectations 2. Implement a new tool in My LWTech to e-mail advisees and sub-groups-special populations (Veterans, DSS, Worker retraining), by class <ul style="list-style-type: none"> • Widen the circle of testers • New product from SBCTC – HighPoint Messenger <ul style="list-style-type: none"> ➔ Some programs (both in instruction and student services) are using canvas as a work around for this tool 2. Develop video on setting up My LWTECH, have more Kiosks on campus with more noticeable signage for students to use <ul style="list-style-type: none"> • Kiosk application prototype is complete and awaits trial <p>From Chris Weeks:</p> <p>See below for my updates. Overall, I think these are at a point where work won't continue under the completion initiative umbrella, but under increasing the capability of MyLWTech. As an example, we revamped the 'first time logon' process with MyLWTech to improve language consistency and speed and, from what we've seen, decreased the number of tickets from new students who couldn't getting into the network, email or Canvas. We're now working to add it as an "app", so that can be accessed on more devices in more locations. In turn that will let us reduce the cost of a kiosk as it can simply be a \$79 android tablet mounted to a wall, or sitting on any front desk counter.</p> <p>Recommendation #14: Student Email Responsible: Director of IT</p> <ol style="list-style-type: none"> 1. Implement a new tool in My LWTech to e-mail advisees and sub-groups-special populations (Veterans, DSS, Worker retraining), by class <ul style="list-style-type: none"> ○ Widen the circle of testers ○ New product from SBCTC in summer – HighPoint Messenger 2. Use of common login for network credentials <ul style="list-style-type: none"> ○ Tool is complete as v1.0. The Advisee Emailer allows to email students by Quarter, Advisor Code and Work Attend Code. V1.5 can include additional sub-groups/special populations can be added as needed, but will require heavy input/testing from requesting departments. ○ Common login for network is complete. <p>Recommendation #14: Student Email Director of IT</p> <ol style="list-style-type: none"> 1. Develop business rules, mindful of accommodation needs, around student to college communication and increase messaging of the expectations
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Year Four Goals 2016/2017 Academic Year	
	<p>2. Develop video on setting up My LWTECH, have more Kiosks on campus with more noticeable signage for students to use</p> <ul style="list-style-type: none"> ○ Kiosk application prototype is complete and awaits trial ○ Business rules/appropriate use guidance is contained in the student handbook and is displayed to all users/accepted during account creation. ○ Kiosk application remains in development. Development work over the past year has focused on other areas.
<p>Recommendation #15: Campus Environment Core Team Leader: Sheila Walton</p>	<ol style="list-style-type: none"> 1. Gap analysis of existing orientation efforts (by program etc) and plan for the gaps; some streamlining of outcomes 2. Determine a common understanding of the “college experience” at LWTEch. – including a focus group with VPI and VPSS 3. Gap analysis of instructions the college gives to students Ex: <ul style="list-style-type: none"> a. Mandatory syllabus with student resources b. Student handbook c. Website d. Catalog e. Canvas f. Canvas shell by metamajor for support resources 4. Assess engagement outcomes for student spaces on campus. EX: If we have a student lounge, how is that lounge being used; are there established outcomes associated with that use and are those uses being assessed. Another example: DIRT lab

“Parking Lot” Goals:

Items that were beyond the scope of this initial plan, but should be considered for future work include:

Parking Lot Goals	
<p>Recommendation #4 Consistent Course Offerings</p> <p>Responsible: Instructional team and Marketing Department</p>	<ol style="list-style-type: none"> 1. Develop student survey to identify wants and needs 2. Create common messaging regarding new offerings <ul style="list-style-type: none"> • Assess effectiveness of previous classes, including impact on student progression/completion. • Develop a marketing plan/schedule for specialized, including summer, offerings to increase awareness and enrollment.
<p>Recommendation #5 Mandatory Advising</p> <p>Responsible: VPSS, Associate Dean of E&L</p>	<ol style="list-style-type: none"> 1. Professional Development-Examples may include: <ul style="list-style-type: none"> • Host Student Services Open House • Best practices in faculty advising • Tips and tricks for advising like using CANVAS, SMS, etc • Sessions about student support resources • Creation of video on Mandatory Advising Model
<p>Recommendation #6 Instructional Delivery</p> <p>Associate Dean of E&L</p>	<ol style="list-style-type: none"> 1. Work with all programs to develop portfolio requirements that document student growth, encourage/expect completion, and prepare students for career success. Identify faculty cohort interested in service learning and apply for Faculty Learning Community grant funds to support collaborative curriculum development and implementation. 2. BHAG (Big, hairy, audacious goal): Design required first quarter that includes meta-major success class and college level math and English – essentially requiring acceleration for all students/expanding academic I-BEST and implementing first-quarter learning communities for all students...who still need math and English.