

## Educational Master Plan Objectives and Action Items

### 2015-16 Identified Priorities

1. Review and restructure existing college mentor programs to serve a greater number of both high-achieving and struggling students. (TBD)
9. Recruit industry-based professionals for advisory committees. (CTE Committee)
10. Uniformly apply best practices in soliciting input from businesses to all career-focused education. (CTE Committee)
17. Develop a year-round professional development program that provides faculty with effective instructional strategies related to the needs of first-year students. (Professional Development Committee)
19. Integrate successful strategies identified by course-and program-level Learning Outcomes assessments into professional development programs. (Learning Assessment Committee)
20. Identify and promote best practices in dynamic and interactive online learning. (Distance Education Committee)
30. Provide professional development training to support faculty in identifying the unique academic needs of the student population and addressing identified equity gaps. (Professional Development Committee)
33. Create programs to prevent “cold assessment” and prepare students to take placement exams. (SSSP Committee, English, and Math department)
35. Enhance advisement to students about financing a college education, including understanding university financial aid and scholarship award letters. (Financial Aid Office)
40. Determine the relationship between class size and student success for each discipline. (Office of Institutional Effectiveness and Advancement)
45. Expand dialogue on student outcomes. (Learning Assessment Committee)

### 2014-15 Identified Priorities

18. Develop a comprehensive series in research-based principles of instruction. (Professional Development Committee)
23. Utilize noncredit services in order to increase progress through the English and Math course sequences. (Noncredit to Credit Taskforce)
26. Develop strategies to encourage students to earn grades of “A’s” or “B’s.” (Student Success Committee)
29. Target high-impact courses disproportionately representing an ethnic group or gender where success rates are significantly lower. (Strategic Planning Committee)
31. Tailor the presentation of the university transfer process to specifically address cultural concerns of students and their families. (Transfer Committee)
39. Use the results of course- and program-level Learning Outcomes that were derived from robust assessments. (Learning Assessment Committee)

### 2013-14 Identified Priorities

3. Develop enrollment management strategies to increase students’ ability to be fulltime students. (OIEA)
6. Maintain appropriate support services and create an evaluation plan to assess the effectiveness and efficiency of current offerings/availability of student support services, e.g. tutoring sessions and workshops; and implement successful lessons learned from it. (Student Services, Tutoring Centers)
7. Assist faculty in being more proactive in assessing students’ academic performance, providing them feedback within the first three weeks of instruction, and referring students to appropriate support services. (Professional Development Committee)
8. Review effectiveness of current student orientation and expand its use online and within classroom sessions. (Student Services)
13. Realign student support services to target first-time college students (especially during the first two weeks of instruction). (Student Services)
15. Have students identify their “programs of study” by the end of the first year (may include creating strategies to advertise majors and immerse students into career and transfer options). (Counseling)
16. Develop a comprehensive summer bridge program for high school students that promote on-campus student services such as matriculation, financial aid, and counseling. (Student Services)
21. Work with faculty in providing effective and proactive intervention strategies to assist those who are struggling earlier in the semester. (Professional Development Committee)
27. Monitor students who have successfully completed a prerequisite Math and English course—but have still not enrolled in the next requisite course the following semester—and develop methods to increase availability of courses for these students, e.g., additional sections, shadow seats. (OIEA)