

Strategic Directions, Strategic Goals, & Objectives

STRATEGIC
DIRECTION

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DEDICATION TO LEARNING

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| <p>STRATEGIC GOAL 1.1</p> | <p>Improve student achievement, both overall and among historically lower-achieving groups.</p> |
| <p>DIRECT GOAL MEASURE</p> | <ul style="list-style-type: none"> • Successful course completion rates • Student Fall-to-Fall retention rates • Number of students receiving degrees • Number of students receiving certificates • Number of students transferring to 4-year schools |
| <p>GOAL COORDINATOR</p> | <p>Student Success Committee</p> |

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| <p>OBJECTIVE 1.1.1</p> | <p>Refine and/or develop and implement effective programs and services to improve the performance of targeted groups of historically lower-achieving students (e.g., ACE).</p> |
| <p>Point Person/ Group</p> | <p>Administrative Co-Chair of Student Success Committee</p> |
| <p>Relative Priority</p> | <p>High</p> |
| <p>Target Term</p> | <p>Initiate Actions by Fall 2014; First implementation by Fall 2015; then ongoing</p> |
| <p>Measure of Progress 1</p> | <p>Documented implementation of pilot program(s)</p> |
| <p>Measure of Progress 2</p> | <p>Size of gaps in applicable achievement measures between historically lower-achieving and higher-achieving subgroups</p> |
| <p>Initiators</p> | <p>Co-Chairs of Student Success Committee</p> |
| <p>Suggested Action Steps</p> | <ol style="list-style-type: none"> 1. Review and update ATD Data Team's 2011/2012 data analysis. 2. Data Team presents data to Student Success Committee. 3. In response to data analysis, Student Success Committee, in collaboration with Data Team, identifies groups to target with interventions. |

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| | <ol style="list-style-type: none"> 4. Share the data analysis and identified groups with appropriate governing bodies. 5. Consider feedback from governing bodies before taking action. 6. Adopt, modify, or design new intervention(s) for pilot. 7. Implement intervention(s) in pilot. 8. Evaluate effectiveness of interventions and make changes as necessary. 9. Implement the most effective intervention(s) on a broader scale. |
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| OBJECTIVE 1.1.2 | Strengthen the effectiveness and coverage of the tutoring program. |
| Point Person/ Group | Administrative Co-Chair of Student Success Committee |
| Relative Priority | High |
| Target Term | Initiate Actions by Fall 2014; Implementation by Summer 2015; then ongoing |
| Measure of Progress 1 | <ol style="list-style-type: none"> 1a) Number and proportion of faculty members collaborating with learning center staff 1b) Number and proportion of tutors in regular communication with one or more discipline faculty members |
| Measure of Progress 2 | Adoption of a formal Tutoring Plan |
| Initiators | Co-Chairs of Student Success Committee |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. Form a group of interested instructors (e.g., a FIG or an ad-hoc committee) who will consult with the ATD Data Team to learn what they have already done to assess West's current tutoring program. 2. Together, research the tutoring programs and tutor-training programs at other schools. 3. Solicit feedback from faculty across disciplines to determine West's specific tutoring needs. 4. Develop a three-year Tutoring Plan. 5. Identify and recruit specific students to be tutors. 6. Implement the chosen tutoring training model, adapted to fit West's needs. 7. Establish a system to maintain the faculty collaboration with the tutoring program throughout the program. 8. Evaluate the progress and effectiveness of the Tutoring Training program pilot, based in part on surveys of tutors, tutor trainers, student tutees, and instructors. 9. Based on the evaluation results, in accord with the Tutoring Plan, institutionalize the program, and establish a periodic improvement cycle consisting of assessment, planning, and implementation |

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| OBJECTIVE 1.1.3 | Complete development of the Student Equity Plan and implement it. |
| Point Person/ Group | VP Student Services |
| Relative Priority | High |
| Target Term | Completion of Plan by November 2014; initial implementation by Spring 2015; then ongoing |
| Measure of Progress 1 | Approval of Student Equity Plan |
| Measure of Progress 2 | Documentation of implementation |
| Initiators | VP Student Services |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. A workgroup of the Student Access, Equity, and Completion Committee examines State Equity Plan, the SEPs of other colleges, and our own existing SEP. 2. Communicate with College programs and divisions with responsibility for implementing student equity activities, engage in dialogue with them, solicit their feedback, and support them to ensure that these activities are implemented. 3. Implement the Student Equity Plan. 4. Regularly evaluate the effectiveness of these equity activities, based in part on student surveys and student achievement data, to determine their effectiveness, and identify any needed changes. 5. Implement any needed changes. 6. Establish a periodic improvement cycle consisting of assessment, planning, implementation, and reassessment. |

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| OBJECTIVE 1.1.4 | Create a Math Lab |
| Point Person/ Group | Mathematics Division Chair, Learning Skills Math instructor |
| Relative Priority | High |
| Target Term | Initiate Actions by Fall 2014 |
| Measure of Progress 1 | Completed installation of lab facility. |
| Measure of Progress 2 | <ol style="list-style-type: none"> 2a) Number of student sign-ins indicating lab use 2b) Math achievement of students using lab, compared to similar students not using lab |
| Initiators | Mathematics Division Chair |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. Investigate the current math tutoring that is or is not available in the library and/or Learning Skills. 2. Investigate successful math lab models outside of West. 3. Recommend the best location of the math lab. 4. Recommend the scope of services to be provided. (Computers? Software? One-on-one instruction from tutors, instructors?) |

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| | <ol style="list-style-type: none"> 5. Train math tutors as needed. 6. Obtain approvals and allocate resources to support the lab. 7. Create hours and staffing schedule. 8. Open the lab for business. 9. Evaluate the effectiveness of the lab and amend as necessary. |
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| OBJECTIVE 1.1.5 | Evaluate the developmental math sequence in light of alternative models and make changes as warranted. |
| Point Person/ Group | Mathematics Division Chair |
| Relative Priority | Medium |
| Target Term | Initiate Actions by Fall 2015 |
| Measure of Progress 1 | <ol style="list-style-type: none"> 1a) Records of dialog regarding Math sequence among math faculty members. 1b) Number of alternative models/strategies researched/explored |
| Measure of Progress 2 | Documentation of changes in math sequence implemented |
| Initiators | Mathematics Division Chair |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. Explore the data and discuss success rates in West's developmental math sequence (in a limited number of structured discussions among math faculty members). 2. Investigate alternate strategies/models for offering this material to students. 3. Select strategies/models to implement. 4. Train math faculty members in the strategies/models. 5. Share the new models across the campus. 6. Launch new models. 7. Evaluate new models and make improvements as needed. |

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| OBJECTIVE 1.1.6 | Develop and implement an accelerated pathway through the English sequence. |
| Point Person/ Group | Language Arts Division Chair |
| Relative Priority | Medium |
| Target Term | Initiate Actions by Fall 2015; First implementation by Spring 2016; then ongoing |
| Measure of Progress 1 | Number of students who successfully complete accelerated foundation skills courses |
| Measure of Progress 2 | Number of students who successfully complete composition sequence through English 101 |
| Initiators | Language Arts Division Chair |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. Team of English faculty members participates in 3csn Acceleration Community of Practice. 2. Members of that team pilot acceleration in their Fall 2014 and Spring 2015 classes. 3. That team reflects on and evaluates results from pilot. 4. That team shares results of evaluation and reflection with all English discipline faculty. 5. English discipline faculty revises implementation model based on evaluation results. 6. Expand accelerated English offerings. 7. Evaluate accelerated pathway and make changes as warranted |

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| OBJECTIVE 1.1.7 | Establish College-wide targets for each of the measures in the institution-set standards for student achievement, and monitor improvement. |
| Point Person/ Group | PIE Committee |
| Relative Priority | Low |
| Target Term | Targets established by Spring 2017; monitoring to begin by Fall 2017; then ongoing |
| Measure of Progress 1 | 1a) Documentation of targets 1b) Documentation of system for monitoring and reporting on improvement |
| Measure of Progress 2 | Performance on each measure |
| Initiators | PIE Committee Chair |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. PIE committee establishes targets for each of the measures in the institution-set standards for achievement. 2. Communicate targets to the College community. 3. Regularly provide data to programs and divisions to aid them in self-monitoring. 4. Report on progress and evaluate achievement of targets. 5. Collect input from divisions and programs via program review. 6. Consider, monitor, and periodically modify as necessary the targets. |

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| <p>STRATEGIC GOAL 1.2</p> | <p>Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.</p> |
| <p>DIRECT GOAL MEASURE</p> | <p>Proportion of faculty implementing practices</p> |
| <p>GOAL COORDINATOR</p> | <p>Professional Learning Coordinator/ Committee</p> |

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| <p>OBJECTIVE 1.2.1</p> | <p>Offer and incentivize ongoing training in proven, effective learner-centered teaching strategies (e.g., RA, FELI).</p> |
| <p>Point Person/ Group</p> | <p>Dean, Teaching and Learning</p> |
| <p>Relative Priority</p> | <p>Medium</p> |
| <p>Target Term</p> | <p>Initiate Actions by Fall 2015; First training by Spring 2016; then ongoing</p> |
| <p>Measure of Progress 1</p> | <p>Number and proportion of faculty who receive training</p> |
| <p>Measure of Progress 2</p> | <p>Number and proportion of faculty reporting that they have employed these strategies in at least one class</p> |
| <p>Initiators</p> | <p>Professional Learning Coordinator</p> |
| <p>Suggested Action Steps</p> | <ol style="list-style-type: none"> 1. Review and evaluate current training offerings in effective learner-centered teaching at West. 2. Research training and incentives at other institutions to identify effective models. 3. Assess learner-centered teaching needs across the campus. 4. Consolidate current learner-centered teaching offerings into a cohesive training program. 5. Supplement Professional Learning program with new offerings if needed. 6. Publicize the College's professional learning offerings. 7. Launch new set of offerings. 8. Evaluate training and improve it as warranted. |

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| OBJECTIVE 1.2.2 | Implement learner-centered teaching strategies on which faculty have been trained. |
| Point Person/ Group | Dean, Teaching and Learning; Division chairs |
| Relative Priority | Medium |
| Target Term | First implementation by Fall 2016; then ongoing |
| Measure of Progress 1 | Semiannual faculty reports to Academic Senate on results of the strategies applied. |
| Measure of Progress 2 | Performance on SLO and/or student achievement measures in classes in which these strategies were implemented |
| Initiators | Dean, Teaching and Learning |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. Research implementation of learner-centered strategies at other institutions to identify effective models. 2. Document current, proven learner-centered teaching strategies in a handbook or other reference resource. 3. Supplement current strategies with other proven strategies if needed. 4. Implement learner-centered strategies, beginning with selected courses and/or programs. 5. Publicize/document the implementation of learner-centered strategies. 6. Evaluate the effectiveness of implemented learner-centered strategies, make improvements as warranted, and identify the most effective strategies. |

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| OBJECTIVE 1.2.3 | Facilitate forums for dialogue on newly developed and implemented learning/teaching strategies. |
| Point Person/ Group | Professional Learning Coordinator |
| Relative Priority | Low |
| Target Term | First implementation by Summer 2017; then ongoing |
| Measure of Progress 1 | Numbers of forums and number of participants at forums |
| Measure of Progress 2 | Survey responses from attendees |
| Initiators | Professional Learning Coordinator |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. Professional Learning Committee assesses learner-centered teaching strategies applied across the campus. 2. Identify forum topics and the number of forums to hold, plus the resources required. 3. Plan, organize and publicize forums. 4. Document the forums' dialogue on newly developed and implemented learning/teaching strategies. 5. Evaluate the forums and recommend improvements as warranted. |

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| STRATEGIC GOAL 1.3 | Foster ethical and affective development as well as cognitive development in all student populations. |
| DIRECT GOAL MEASURE | Surveys or reflections from students, faculty, staff, and administrators |
| GOAL COORDINATOR | Student Success Committee |

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| OBJECTIVE 1.3.1 | Facilitate training on ethical and affective development, and apply the resulting knowledge to all student populations (e.g., RA, FELI, Habits of Mind). |
| Point Person/ Group | Dean, Teaching and Learning |
| Relative Priority | Low |
| Target Term | Initiate Actions by Fall 2016; first application by Spring 2017; then ongoing |
| Measure of Progress 1 | Cumulative number of personnel who have completed student affective development programs such as RA, FELI, Habits of Mind |
| Measure of Progress 2 | Survey of participants' awareness and understanding of ethical and affective development in students. |
| Initiators | Professional Learning Coordinator |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. Professional Growth Committee reviews and evaluates current professional learning offerings targeting ethical and affective development at West. 2. Assess ethical and affective development training needs across the campus. 3. Refine and expand offerings to address identified needs. 4. Publicize new set of offerings. 5. Launch new set of offerings 6. Evaluate new set of offerings, and refine further as warranted. 7. Faculty and staff apply results of training. |

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| STRATEGIC GOAL 1.4 | Inspire and increase the rate of faculty, staff, and administrators' involvement in professional learning activities. |
| DIRECT GOAL MEASURE | Number and proportion of faculty, staff, and administrator participants in professional learning activities |
| GOAL COORDINATOR | Professional Learning Coordinator |

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| OBJECTIVE 1.4.1 | Establish an exemplary professional learning program. |
| Point Person/ Group | Professional Learning Coordinator; Dean, Teaching and Learning |
| Relative Priority | Low |
| Target Term | Initiate Actions by Fall 2016; then ongoing |
| Measure of Progress 1 | Documentation of the existence of an effective Professional Learning Committee. |
| Measure of Progress 2 | 2a) Number of professional learning opportunities offered 2b) Survey participants and non-participants to gauge success of focused, collaborative staff development efforts. |
| Initiators | Dean, Teaching and Learning |
| Suggested Action Steps | <ol style="list-style-type: none"> 1. Professional Learning Committee reviews and evaluates current professional learning offerings at West. 2. Research professional learning programs at other institutions to identify effective models. 3. Assess professional learning needs across the campus. 4. Construct a cohesive program of professional learning offerings based on the identified needs. 5. Publicize the College's professional learning offerings. 6. Launch new set of offerings. 7. Facilitate participation in the offerings. |