

<i>A Model for Improved Student Experiences: Strengthening Academic Programs and Student Services</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Initiative 1: Strengthening Student Learning via Gateway Course Redesign</i>					
Design/ Revise/ Develop college gateway courses	Re-design the following gateway English and Success in College and Life courses to improve student learning: ➤ SCL 1001 ➤ ENGL 1113	Re-design the following gateway Biology, Psychology, and Accounting courses: ➤ BIO 1113/1114 ➤ PSY 1113 ➤ ACCT 2113	Re-design the following gateway Math, History, and Sociology courses: ➤ MATH 1513 ➤ HIST 1483 ➤ SOC 1113	Re-design the following gateway Political Science, Computer Science, and Business courses: ➤ POLSC 1113 ➤ CS 1103 ➤ BUS 2033	Re-design the following gateway Biology and Economics courses: ➤ BIO 1023 ➤ ECON 2123 <i>Note: Bio and Econ classes to be pilot tested post grant.</i>
Pilot-test, evaluate, modify as needed, institutionalize		Redesigned English and Success in College courses	Redesigned Biology, Psychology and Accounting courses	Redesigned Math, History, and Sociology courses	Redesigned Political Science, Computer Science and Business courses
<i>Faculty development will be conducive prior to and during the curriculum revision process for key lead faculty each year.</i>					
<i>Note: As targeted courses are undergoing curricular modification, emphasis will be placed on delivery of new curriculum via an on-campus (face-to-face), online, and/or hybrid environment as appropriate to maximize student success and retention.</i>					
<i>Initiative 2: Strengthening Student Learning via Comprehensive Advisement and Degree Planning</i>					
Develop New Advising System	Install academic planning software program, orient faculty and staff, provided training on effective use Revise overall advising system, train staff & faculty advisors	Formalize degree plans and student Academic Roadmap System for: ➤ English & Humanities ➤ Communication & Arts Phase I Renovation of New Advising Center	Develop Academic Roadmap System for divisions of: ➤ Chemistry & Biological Sciences ➤ Math, Engineering, & Physical Science Phase II Renovation of New Advising Center; Terminal installation	Develop Academic Roadmap System for divisions of: ➤ Social Sciences ➤ Business	Develop Academic Roadmap System for divisions of: ➤ Technology ➤ Health Professions
<i>Training will occur each year for participating personnel (faculty and staff) in each annual academic focus area.</i>					

Activity Objectives

Objectives represent the benchmarks by which we will measure success toward implementing identified solutions to major problems. Activity objectives for each year are presented below and followed by an explanation (in table form) of the **relationship of activity objectives to OCCC's significant problems and institutional goals as outlined in the CDP.**

Year One Objectives (Oct. 2014-Sept. 2015)	Performance Indicators
1. By Sept. 2015, following participation in training activities, a minimum of 85% of participating <i>Success in College Life (SCL) and English faculty</i> will exhibit increased knowledge of instructional strategies and educational learning theory proven effective with at-risk, academically underprepared students, as verified by pre-post surveys.	1a By May 2015, min. of 4 <i>Success in College Life (SCL)</i>, and 5 <i>English full-time faculty</i> will have participated in series of professional development sessions focused on learning theory and best practices in curriculum design. 1b By May 2015 revised <i>SCL and English</i> course curricula will be 100% complete/approved by OCCC curriculum committee. 1c By Aug. 2015, minimum of 28 <i>SCL</i> and 53 <i>English Adjunct faculty</i> will have received training on implementing revised curricula.
2. By Sept. 2015, following participation in training, faculty advisors and advising staff will demonstrate mastery of effective use of new Colleague Student Planning Software, as verified by pre-post surveys.	2a By March 2015, initial installation of Colleague Student Planning Software and integration with student information system 100% complete. 2b By July 2015, training of advising "super users" on new software program will be 100% complete.
Year Two Objectives (Oct. 2015-Sept. 2016)	Performance Indicators
3. By Sept. 2016, students enrolled in revised <i>SCL and English</i> , courses successfully complete course (grade of A, B, or C) at rate at least 5 percentage points higher than Fall 2012 baselines as follows: <ul style="list-style-type: none"> • 65.1% for SCL 1001 • 59.8% for ENGL 1113 	3a By Jan. 2016, analysis of fall 2015 pilot of <i>SCL and English courses</i> will verify that revised curricula incorporates a min. of 85% of identified best practices grounded in learning theory. 3b By Aug. 2016, min. of 1,500 students will have completed pilot of revised <i>SCL and English</i> courses.
4. By Sept. 2016, following participation in training activities, a minimum of 85% of participating <i>Biology (1113/1114), Psychology, and Accounting faculty</i> will exhibit increased knowledge of instructional strategies and educational learning theory proven effective with at-risk, academically underprepared students, as verified by pre-post surveys.	4a By March 2016, minimum of 8 <i>Biology</i>, 6 <i>Psychology</i>, and 4 <i>Accounting full-time faculty</i> will have participated in a series of professional development sessions focused on learning theory and best practices in curriculum design. 4b By May 2016, revised <i>Biology, Psychology, and Accounting</i> course curricula will be 100% complete/approved by curriculum committee. 4c By Aug. 2016, min. of 11 <i>Biol.</i>, 12 <i>Psych.</i>, and 1 <i>Accounting Adjunct faculty</i> will have received training on implementing revised curricula.
5. By Sept. 2016, formalized Academic Roadmaps utilizing new Student Planning software will be developed for a minimum of 300 students enrolled in	5a By Dec. 2016, a min. of 95% of degree/certificate program options within 1) <i>English & Humanities</i> and 2) <i>Communication & Arts Divisions</i> will have been reviewed, revised, and formalized.

degree programs within the 1) English & Humanities and 2) Communication & Arts Divisions.	5b. By March 2016, 100% of new formalized degree plans loaded onto Student Planning System.
Year Three Objectives (Oct. 2016-Sept. 2017)	Performance Indicators
6. By Sept. 2017, students enrolled in revised Biology, Psychology, and Accounting courses will successfully complete course (grade of A, B, or C) at a rate at least 5 percentage points higher than Fall 2012 baselines as follows: <ul style="list-style-type: none"> • 64.6% for BIO 1113 • 56.7% for PSY 1113 • 58.7% for BIO 1114 • 52.0% for ACC 2113 	6a By Jan. 2017, analysis of fall 2016 pilot of Biology, Psychology, and Accounting courses will verify that revised curricula incorporates a minimum of 85% of identified best practices grounded in learning theory. 6b By August 2016, minimum of 2,300 students will have completed revised Biology, Psychology, and Accounting courses.
7. By Sept. 2017, following participation in training activities, a minimum of 85% of participating Math, History, and Sociology faculty will exhibit increased knowledge of instructional strategies and educational learning theory proven effective with at-risk, academically underprepared students, as verified by pre-post surveys.	7a By March 2017, minimum of 10 Math, 3 History, and 3 Sociology full-time faculty will have participated in a series of professional development sessions focused on learning theory and best practices in curriculum design. 7b By May 2017, revised Math, History, and Sociology course curricula will be 100% complete/approved by curriculum committee. 7c By Aug. 2017, min. of 17 Math, 8 History, and 6 Sociology Adjunct faculty will have received training on implementing revised curricula.
8. By Sept. 2017, formalized Academic Roadmaps utilizing new Student Planning software will be developed for a minimum of 300 students enrolled in degree programs within the 1) Chemistry & Biological Sciences and 2) Math, Engineering, & Physical Sciences Divisions.	8a By Dec. 2016, min. of 95% of degree/certificate program options within 1) Chem. & Biological Sciences and 2) Math, Engineering, & Physical Sciences Divisions will have been reviewed, revised as needed, and formalized by faculty. 8b. By Mar. 2017, 100% of newly formalized degree plans loaded onto the Student Planning System.
9. By Sept. 2017, OCCC's overall fall to fall retention rate for first-time students will be at least 3 percentage points higher than 2011 to 2012 baseline (42.5%).	9a By May 2017, min. of 40% of core gateway courses revised to incorporate effective learning strategies for underprepared learners. 9b By Aug. 2017, faculty, staff, and students surveyed on effectiveness of new academic planning system report satisfaction rate of at least 4.0 on a 5-pt. scale, as verified by project staff.
Year Four Objectives (Oct. 2017-Sept. 2018)	Performance Indicators
10. By Sept. 2018, students in revised Math, History, and Sociology complete course (grade of A, B, C) at rate at least 5 perc. pts. higher than Fall 2012 baselines: <ul style="list-style-type: none"> • 61.3% for MATH 1513 • 60.9% for HIST 1483 • 58.4% for SOC 1113 	10a By Jan. 2018 analysis of fall 2017 pilot of Math, Hist., and Soc. courses verifies revised curricula incorporates minimum of 85% of identified best practices grounded in learning theory. 10c By August 2018, minimum of 1,700 students will have completed revised Math, History, and Sociology courses.

<p>11. By Sept. 2018, following participation in training activities, a minimum of 85% of participating Political Science, Computer Science and Business faculty will exhibit increased knowledge of instructional strategies and educational learning theory proven effective with at-risk, academically underprepared students, as verified by pre-post surveys.</p>	<p>11a By Mar. 2018, min. of 5 Poli. Sci., 4 Comp. Sci., and 2 Bus. full-time faculty will have participated in professional development focused on learning theory and best practices in curriculum design.</p> <p>11b By May 2018 revised Political Sci., Computer Sci. and Business course curricula will be 100% complete/approved by curriculum committee.</p> <p>11c By Aug. 2018, min. of 15 Poli. Sci., 10 Comp. Sci., and 2 Bus. Adjunct faculty have received training on implementing revised curricula.</p>
<p>12. By September 2018, formalized Academic Roadmaps utilizing new Student Planning software will be developed for a minimum of 300 students enrolled in degree programs within the 1) Social Sciences and 2) Business Divisions.</p>	<p>12a By Dec. 2017, a min. of 95% of degree/certificate program options within the 1) Social Sciences and 2) Business Divisions will have been reviewed, revised as needed, and formalized by faculty.</p> <p>12b. By Mar. 2018, 100% of newly formalized degree plans loaded onto Student Planning System.</p>
Year Five Objectives (Oct. 2018-Sept. 2019)	Performance Indicators
<p>13. By Sept. 2019, students in revised Political Science, Computer Science and Business courses successfully complete course (A, B, or C) at least 5 percentage points higher than Fall 2012 baselines:</p> <ul style="list-style-type: none"> • 58.9% for POLSC 1113 • 55.5% for CS 1103 • 70.2% for BUS 2033 	<p>13a By Jan. 2019, analysis of fall 2018 pilot of Political Science, Computer Science and Business courses will verify that revised curricula incorporates a minimum of 85% of identified best practices grounded in learning theory.</p> <p>13c By August 2018, minimum of 1,100 students will have completed revised Political Science, Computer Science and Business courses.</p>
<p>14. By Sept. 2019, following participation in training, a min. of 85% of participating Biology (1023) and Economics faculty will exhibit increased knowledge of instructional strategies and educational learning theory proven effective with at-risk, academically underprepared students, as verified by pre-post surveys.</p> <p><u>Note:</u> BIO 1023 and ECON 2123 will be pilot tested and evaluated post grant.</p>	<p>14a By March 2019, minimum of 5 Biology, and 3 Economics full-time faculty will have participated in a series of professional development sessions focused on learning theory and best practices in curriculum design.</p> <p>14b By May 2019, revised Biology and Economics course curricula will be 100% complete and approved by OCCC curriculum committee.</p> <p>14c By Aug. 2019, minimum of 34 Biology and 4 Economics Adjunct faculty will have received training on implementing revised curricula.</p>
<p>15. By September 2019, formalized Academic Roadmaps utilizing new Student Planning software will be developed for a minimum of 300 students enrolled in degree programs within the 1) Technology and 2) Health Professions.</p>	<p>15a By Dec. 2018, a min. of 95% of degree/certificate program options in 1) Technology and 2) Health Professions reviewed, revised, and formalized.</p> <p>15b By Mar. 2019, 100% of newly formalized degree plans loaded onto Student Planning System.</p>
<p>16. By Sept. 2019, OCCC's overall fall to fall retention for first-time students will be at least 6 percentage pts. higher than 2011 to 2012 baseline (42.5%); cohort graduation rate at least 5 percentage pts. higher than baseline of 7.1% for Fall '09 class cohort.</p>	<p>16a By May 2019, min. of 80% of core gateway courses revised to incorporate effective learning strategies for underprepared learners.</p> <p>16b By May 2019, min. of 50% of all OCCC students have formalized Academic Roadmaps in place utilizing the Colleague Student Planning System.</p>