

Academic Affairs Work Plan 2018-19

ACTIVITY	Q1 Fall	Q2 Winter	Q3 Spring	Required Resources	NOTES/Other Departments Required
CORE THEME ONE: Promote student engagement, learning, and achievement					
Challenge: Increase basic skills transitions					
Support Transition Program Manager's efforts, I-BEST expansions, and other efforts	Hold ABE/ESL college fair; create IBEST information sessions and orientations; form a group from programs that work with diploma attainment to explore ways to transition into college programs. Attend ATB program at SSC.	Connect with AANAPISI to target AAPI population within ABE/ESL programs to find ways to support with transition.			
Opportunity: Increase one-year quantitative skills completions					
Support the work of the Math 81/91 task force	Work with task force to focus 2018-19 work; consider College Spark grant (LOI due October). Identify best practices from other groups on campus (Umoja, ABE etc.) as well as regionally and nationally. Identify data needed.	Identify new pathways and ways to structure courses, along with professional development opportunities for faculty provided.	Offer two corequisite course for Math 146.	Data analysis, access to SMS screens	Institutional Research, placement, advising, maybe Kevin Corrigan
Opportunity: Increase one-year 15-credit attainment rate					
Guided Pathways participation	Convene attendees of SBCTC Technology Summit to debrief and identify activities for the year	Continue to monitor, participate in SBCTC's GP initiatives as appropriate;	Send team to ABE/dev-ed GP summit		
New advising program manager	Update pathway advising assignments for faculty; convene Advising Council	Pilot faculty advisor assignments for existing students; coordinate professional development for faculty advisors	Evaluate first-year activities; begin planning for 2019-20		
Opportunity: Increase one-year 45-credit attainment rate					
Create process for an AA degree program review	committee which met in summer will continue to meet during fall to identify the desired outcomes of an AA review and what questions will be necessary for each program to answer. Emily will be brought in to talk about data needs.	Defined AA process will be presented to leadership groups and a timetable for each program created	First program will be chosen to test the process; chosen program will begin the review process		Institutional Research; assessment committee
Reconvene the Scheduling Efficiency Committee	Learn what has been done and identify projects to work on for year. Identify members for the Scheduling Efficiency Committee.	Develop rules regarding annual schedule. * Identify the degrees that can be complete on an alternate schedule and develop degree pathway maps. * Work with departments and faculty coordinators to map out plan/ schedule of when summer and alt. schedule classes will be offered.	Work with Advising, Communications and Outreach departments to ensure the alternative schedule degree options are shared and marketed to current and prospective students.		Academic department, Advising, Communications, Outreach

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Create better advising tools for both faculty and self advised students	Create advising sheets for specific pathways: Business, Nursing, Psychology, CSCI to start. Identify faculty willing to be advisors for each pathway and provide training and resources.	expand number of advising sheets and faculty willing to be specific program/pathway advisors.			all departments; advising center; new advising PM
Support pathways to bachelor's degrees					
New BAS degree	Develop needs assessment for BAS in Integrated Design; begin program proposal	Present program to SBCTC, the NWCCU; develop publicity for BAS; incorporate into college	Schedule 300- 400-level courses		
BAS program review	Monitor transition of Respiratory Care for entry into profession at BAS Level	Launch program review of BAS degrees in Cybersecurity, Global Trade and Youth Development	Present initial program review results to Cabinet		
CORE THEME TWO: Integrate and institutionalize diversity and globalism throughout the college					
Academic-equity models					
Continue purposeful recruitment/hiring	Re-post searches from 2017-18; reconfirm process steps with HR	Engage faculty consultant to work with ETF, Cabinet to (1) refine question bank (2) revisit Position Announcement template, (3) explore diversity-advocate training for committees, etc.	Present recommendations to Cabinet for 2019-10 searches		
Professional development					
Expand leadership training around cultural responsiveness	Support Culturally Responsive campus advisory board in updating canvas CR modules and facilitating/publicizing related workshops	Organize Undoing Institutional Racism sessions for Academic Affairs leadership			
Challenge: Equity in Student attainment					
Support/lead cohort attainment initiatives	Define new cohort support position	Launch collaboration initiative across cohort programs	Plan/initiate campus-wide sharing of cohort best practices		
CORE THEME THREE: Build valuable relationships and establish a meaningful presence within . . . communities.					
Community outreach					
Develop pathways from community events into HC	Meet with BBMS, YELL and other summit leadership, cohort leads (AANAPISI, Puente, Umoja) and key school district staff to plan follow-up opportunities for youth.	Promote schedule of pilot activities to proximate school districts.	Evaluate pilot activities for participation, effectiveness, satisfaction and draft plan for future.	Assistance from Summit and Cohort leads, other HC departments, HC faculty and staff volunteers and school district staff.	Outreach, Community Engagement, Marketing, faculty and staff
Monitor post-completion employment rate of students in workforce education	Form committee of faculty and staff to address issues and develop improvements (explore CASE, Advisory Committee, coordinator support).	Implement promising practices in key programs and track progress.	Evaluate progress and review plan for continuous improving, scaling and/or revisions.	Data access and analysis	Advisory Committee members, prof-tech coordinators, CASE, Institutional Advancement
Community-based sites					

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Federal Way	*Move into new location in Federal Way. *Hire and onboard 3 staff (Program Manager, Academic Advisor, Student Support Generalist) to support location. *Hold soft opening of the location to build awareness that facility is open. *Establish a marketing plan.	*Offer 2 Gen Edu classes location along with ESL and possibility other shorter term workshops and trainings. *Identify the degree pathways that are partnerships and direct degree transfer options for students. Create graphic illustrations to represent these pathways. *Identify the short-term certificates that can be completed on-site.	*Establish all of the student support services and resources that are available on-site. *develop schedule of classes and programming for next academic year. *Develop a strategic plan for Fed Way location.	Legislative allocation; Marketing department support	UWT, FWPS, Academic departments, Student Services, IA Communications and Marketing, IT, Facilities, HR. DES- for lease approval and T&I.
Off-Site Programs	*Identify all key off-site programming players and as a group identify what currently being done, what works well, challenges, etc. *Identify primary challenge to holding classes off-site and working w/ alternative populations. Begin to work on addressing the primary challenge- admissions and registration process for off-site and non-traditional student populations.	*Work collaboratively to schedule classes off-site. *Identify best practices and guidelines for holding classes off-site.	*Work on addressing the admissions and registration barriers.		IT, Enrollment services
International/global					
Global Programs committee	Hire Global Programs Manager and establish Global Initiatives committee and gather information/SWOT.	Develop an inclusive strategic plan with outcomes (study abroad, Model UN, organization connections, ISP partnerships, etc.).	Connect broader campus and community with GI strategic plan and evaluate outcomes to-date.	Center for Leadership and Service, Center of Excellence GTSCM, Institutional Advancement-grant writer, faculty and staff	Investigate S&A budget for support of study abroad, maintain CCID participation, integrate SJTU faculty into campus life
CORE THEME FOUR: Model sustainability in human resources, operations, and teaching and learning					
Accreditation					
Continue planning for fall 2020's Year Seven evaluation	Attend NWCCU events, debrief; continue Standard 2 checklist updates; propose new CT metrics, if any, to Exec Staff	Launch next-step plan to enhance program-/degree-level assessment	Pilot new assessment framework		ASC, Institutional Research, ITS
Facilities planning					
Improve space utilization, schedule efficiency	Complete 25live training in October for better classroom utilization beginning winter.	Finalize proposal for space allocation and utilization in buildings 12, 23 and others	Finalize office faculty office assignments for bldg. 26		Facilities Department
Revenue generation and efficiencies					
Continue to support Accessibility Technology Plan	Continue quarterly training opportunities for faculty and staff, with a goal that new hires (all) required to complete by 2020	Support data-gathering efforts for the Accessible Technology institutional self-study	Complete self study. Consider in Cabinet.	Establish a budget for accessible technology initiatives	