



Elgin
Community
College

FY2018 OPERATING PLAN ACCOMPLISHMENTS

FY2018 OPERATING PLAN ACCOMPLISHMENTS

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Action 1.1	Reassess the impact of targeted outreach for Black students
Report Date	September 30, 2018
Leaders	Greg Robinson, Clark Hallpike, & Chalyce Deterding (SSI)
Key Collaborators	Brittany Barber Liddy Hope Dave Rudden
What activities did we do?	SSD (Student Services & Development) and the Student Success Infrastructure (SSI) led efforts to strengthen outreach to Black students in FY2018. Efforts will continue in FY2019 and include weekly newsletters; Thirsty Thursdays, bi-weekly discussion series centered on Black history, identity, and education; leadership retreats, group outings, and individual check-ins; leadership assessment packets; and HBCU (Historically Black Colleges and Universities) fairs. A weeklong <i>I Dream in Color</i> learning campaign launches in FY2019. Faculty began developing curricula and resources needed to offer an African-American history and culture course. This course will be forwarded to the Curriculum Committee in FY2019.
What forms of evidence were used to know whether activities worked as intended?	Through this action we expect to see improvements in outcomes among Black students in areas such as course attempts and course success, student retention, completion, and transfer. We also expect to see gains in student engagement through increased involvement in various co-curricular and service activities, and improved satisfaction and sense of belonging.
Where is progress documented?	<ul style="list-style-type: none"> • SSI meeting minutes • ATD (Achieving the Dream) annual reports • SSD divisional plan
What will the college do next?	Student focus groups are being planned to take place in fall 2018 to study needs, opportunities, and challenges for students of color and to shed light on the impacts provided by these activities. Qualitative results will be analyzed and shared in spring 2019 and used to inform future practices.

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Action 1.2	Identify supports for undocumented students
Report Date Final	September 30, 2018
Leaders	Rodrigo Lopez & Manuel Salgado (SSI)
Key Collaborators	Marlen Ruiz Vinny Cascio Brittany Barber Gaea Atta Moy Joyce Fountain Kristen Campbell Admissions and Registration ECC students
What activities did we do?	Student Life, SSI faculty and administrators, and the Organization of Latin American Students (OLAS) jointly organized efforts to improve awareness and understanding of the needs of undocumented students. Examples of FY2018 activities included employee professional development, student discussions, a student resource document, and sponsoring attendance at the Illinois Latino Council on Higher Education.
What forms of evidence were used to know whether activities worked as intended?	To date progress has been tracked informally and anecdotally through word of mouth. Feedback has been used to enhance or modify events and improve logistics, but it has not been used systematically to evaluate program effectiveness.
Where is progress documented?	<ul style="list-style-type: none"> • SSI meeting minutes
What will the college do next?	We will continue to audit/explore how students use existing support services and through the use of data we will identify the best means to leverage future resources.

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Action 2.1	Develop resources to assist employees in reinforcing specific skills needed by students (e.g., time management, etc.)
Report Date Final	September 30, 2018
Leaders	John Long & Peggy Gundrum
Key Collaborators	Institutional Research
What activities did we do?	The Student Success Center (Academic Advising) developed a time management template to guide students through academic goal setting and scheduling. The template was piloted as a Desire2Learn (D2L) self-guided workshop for students who were referred through Spartan Alert. Student Services redefined GPA standards in the Standards of Academic Progress administrative procedure. Monitoring term GPAs rather than cumulative GPAs allows more students to be identified who could potentially benefit from services the college offers. The Center also began sending congratulatory emails to students who return to good standing following probation. Additionally, the Tutoring Center eliminated fees for private tutoring.
What forms of evidence were used to know whether activities worked as intended?	Data from Early Alert was used to identify time management as a key focus and to identify which students would likely benefit from direct intervention in this area. To date identification of students and resources happens retrospectively rather than proactively or predictively.
Where is progress documented?	<ul style="list-style-type: none"> • Early Alert data • Student success data
What will the college do next?	Institutional Research (IR) is beginning to assemble a database of student characteristics and participation in interventions, where such data is being tracked. Over time, the intent is to use this information predictively to guide the selection of interventions and to leverage resources effectively to impact overall success.

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Action 3.1	Increase the use of equitable instructional methods
Report Date Final	September 30, 2018
Leaders	Liddy Hope
Key Collaborators	Tammy Ray CETL Advisory Group
What activities did we do?	Book discussions occurring in FY2018 raised awareness of the types of learner-centered practices occurring in academic and career disciplines and identified opportunities for faculty development. The Center for the Enhancement of Teaching and Learning (CETL) will offer programming in FY2019 to allow faculty to develop learner-center practices to improve instruction and student learning
What forms of evidence were used to know whether activities worked as intended?	Assessment is done via surveys collected at each CETL session. Surveys assess engagement, safety, and utility of sessions.
Where is progress documented?	<ul style="list-style-type: none"> • Course syllabi • Course enrollment information • Workshop surveys <p>The following courses that build upon Action 3.1 are planned for deployment in FY2019: CFD 402 Instructional Design CFD 405 Assessment & Feedback CFD 406 Good Habits of Great Teachers CFD 408 Universal Design</p>
What will the college do next?	The college is preparing to create and deploy a survey of professional development, which will include perceptions of satisfaction and utility of existing offerings as well as expectations and needs to tailor offerings in the future.

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Action 3.2	Infuse cultural competence into classrooms
Report Date Final	September 30, 2018
Leaders	Liddy Hope
Key Collaborators	Tammy Ray CETL Advisory Group SSI
What activities did we do?	A director of the CETL was hired in FY2018, and a CETL Advisory Board of faculty was launched. Culturally Responsive Teaching was identified as a need to be addressed in FY2019. Faculty attended the Culturally Responsive Teaching and Training Program at the Community College of Baltimore County in spring 2018 as an initial step toward furthering faculty dialog around cultural competence in pedagogy.
What forms of evidence were used to know whether activities worked as intended?	Every CETL course is intentionally designed to include a focus on culturally competence and responsive teaching. Assessment is done via surveys collected at each session. Surveys assess engagement, safety, and utility of sessions.
Where is progress documented?	<ul style="list-style-type: none"> • Course syllabi • Course enrollment information • Workshop surveys <p>The following courses that build upon Action 3.2 are planned for deployment in FY2019: CFD 404 Culturally Responsive Teaching CFD 409-300 Writing in the Disciplines: Deaftech Workshop CFD 409-102: Safe Zone Training</p>
What will the college do next?	Next year CETL will launch a culturally responsive teaching program for ECC faculty, and it will co-develop professional development offerings with existing committees and departments including Global & International Studies Taskforce (GIST), Multicultural and Global Initiatives Committee (MAGIC), and Student Life. Efforts will be undertaken to formalize and communicate outcomes and findings of professional development activities so that decisions can be made about scaling in the future.

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Action 4.1	Set enrollment targets for FY2019 and beyond
Report Date Final	September 30, 2018
Leaders	Greg Robinson & Jennifer McClure
Key Collaborators	SEM Committee
What activities did we do?	The Strategic Enrollment Management (SEM) Committee reorganized and established a target to increase fall 2018 tenth day headcount by 1% over fall 2017. Efforts to reinforce student outreach included reorganization of front-line staff and targeted marketing messages. SEM surveyed employees and students regarding the college's capacity to offer flexible services for adult learners, and discussions continue in FY2019. The college also redesigned the marketing materials for adult information sessions and added tactics to increase adult outreach.
What forms of evidence were used to know whether activities worked as intended?	The college's reported 10 th day enrollment for fall 2018 was nearly on par with reported 10 th day enrollment for fall 2017, which we believe was attributable to increased outreach efforts (and otherwise would have been lower).
Where is progress documented?	<ul style="list-style-type: none"> • Enrollment reports • SEM Committee minutes and plans • Council on Adult Experiential learning (CAEL) Adult Learning Focused Institution (ALFI) Survey results
What will the college do next?	An analysis of the results of the adult learner survey is planned for FY2019, and the SEM Committee is also preparing an FY2019 operating plan that will include additional calling/outreach for students who are near completers or stop-outs.

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Action 4.2	Reevaluate brand position and community awareness
Report Date Final	September 30, 2018
Leaders	Toya Webb
Key Collaborators	Admissions Records and Registration TLSD SEM Committee
What activities did we do?	The Marketing and Communications Office redesigned and relaunched the ECC website following extensive review of how information is searched and utilized on the site. The college identified a consultant to grow digital marketing as a means to build greater awareness of the college on social media, improve search optimization, and fulfill SEM goals related to recruitment, enrollment, and persistence. The college expanded outreach on radio, Comcast, <i>Impact</i> magazine, and added director positions related to content and creative services as well as digital and social media.
What forms of evidence were used to know whether activities worked as intended?	The College tracks a number of metrics to essential for understanding how marketing campaigns drive awareness, applications, enrollment, and general interest/engagement. Examples of metrics include tracking the number of followers on social media and analysis of overall web traffic, page views, and time spent on site.
Where is progress documented?	<ul style="list-style-type: none"> • Google Analytics • TLSD program reviews • SEM Committee Minutes • Campaign debriefs
What will the college do next?	In an effort to expand digital media presence, the college plans to hire a firm and reorganize positions to address digital needs. The college continues to look at growth areas identified through TLSD program reviews and possible tactics identified by the For Profit Taskforce for bolstering student outreach and onboarding.

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Action 5.1	Ensure students understand and apply transfer-focused and career-focused pathways earlier than they currently do
Report Date Final	September 30, 2018
Leaders	Student Services and Development (Admissions, Student Success Center, Career Development Services) Alliance for College Readiness
Key Collaborators	Marketing & Communications
What activities did we do?	In FY2018 the college led discussions with high school administrators and teachers to map high school courses onto ECC courses in career-technical areas. These discussions continue in FY2019. The Admissions Office and Student Success Center led revisions of administrative procedures to ease entry, planning, and navigating services (including student tours). These revisions resulted from analysis of point-of-service surveys in admissions, advising, and surveys of high school guidance counselors. The college prepared materials needed to rollout text messaging to students in FY2019. Finally, the Admissions and Career Development Services Office rolled out an online career assessment as part of new student welcome communications.
What forms of evidence were used to know whether activities worked as intended?	Action 5.1 is inclusive of actions already underway in various areas. Part of what the college learned through the deployment of Action 5.1 is that we need to formalize actions in related areas in order to make significant progress in "moving the needle" on Strategy 5.
Where is progress documented?	<ul style="list-style-type: none"> • Career Pathways team documents (Manufacturing, Health Sciences, Finance and Business, and Information Technology) • Updates to administrative procedures • Progress is evident in the form of software deployment for text messaging and career assessment
What will the college do next?	This action is tied to work happening in other areas and will be recast in 2019 in the form of actions to address course scheduling and leveraging non-credit courses. These actions are essential to allow Strategy 5 to happen.

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Action 6.1	Incorporate contextualization strategies into career-technical education programs
Report Date Final	September 30, 2018
Leaders	Mary Perkins
Key Collaborators	Liddy Hope Dawn Munson Nancy Chahino Cathy Taylor George Rosa Tina Ballard
What activities did we do?	Faculty began preparations to pilot programs in which literacy instruction is contextualized within career programs. Programs in which a contextualized format will be introduced in FY2019 include Early Childhood Education (ECE) and Heating, Ventilation, Air Conditioning (HVAC).
What forms of evidence were used to know whether activities worked as intended?	Examples from other colleges were used to identify HVAC and ECE as initial ECC programs to pilot contextualization, and to date, ongoing informal assessment by instructors in these programs were used to rollout and adjust literacy instruction assignments, assessments, and class activities.
Where is progress documented?	<ul style="list-style-type: none"> • CETL workshop and course materials • Course curricular materials assessed through course assessment practices
What will the college do next?	The college will continue to engage in contextualization strategies as part of faculty professional development, and in 2019 a more formal assessment of the impact of contextualization strategies will occur through the course assessment process.

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Action 7.1	Pilot dual credit in high schools
Report Date Final	September 30, 2018
Leaders	Mary Perkins
Key Collaborators	Rodrigo Lopez Alliance for College Readiness
What activities did we do?	The college established a Dual Credit Taskforce to set parameters for establishing dual credit offerings in high schools. A model for offering dual credit classes co-taught by ECC and qualified high school faculty was designed. A fall 2018-spring 2019 pilot of English 101 and English 102 was developed in School District 303 (St. Charles). Results will be used to inform expansion of dual credit offerings. Additionally, the college streamlined the dual enrollment onboarding process to include academic advising and orientation for high school students.
What forms of evidence were used to know whether activities worked as intended?	Expansion of enrollment in Accelerate College program and course success of enrollees provides validation that this program is on track. Additionally, a rollout plan for in-high school dual credit program provides a roadmap for expansion in the future.
Where is progress documented?	<ul style="list-style-type: none"> • Course materials for dual credit courses • Meeting minutes and documents of Alliance Leadership Team to high schools • Quarterly reports to the ECC Board of Trustees
What will the college do next?	The college is creating a memorandum of understanding with public schools that will be approved by the ECC Board of Trustees to begin in-high school dual credit in fall 2020.

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Action 8.1	Develop experiential learning opportunities
Report Date Final	September 30, 2018
Leaders	Anne Hauca & Greg Robinson
Key Collaborators	Kathy Meisinger Amybeth Maurer
What activities did we do?	The college created a Workforce Development and Continuing Education (WDCE) division. In addition to laying groundwork for offering apprenticeships (see 10.2), this division began systematically tracking partnership needs as a necessary step toward developing longer-term workforce strategies. Student Life began a practice of reporting student success outcomes across co-curricular areas. Results indicate that students who are more involved in leadership opportunities attempt more credits and earn higher GPAs than students who are less involved. Reporting gains across co-curricular areas will be important for prompting college-wide strategies on leveraging experiential learning.
What forms of evidence were used to know whether activities worked as intended?	Evidence that the college is tracking progress of experiential learning comes in the form of work plans and partner agreements for apprenticeships and in the form of participation data/registration logs and student success data (e.g., GPAs) for student co-curricular activities.
Where is progress documented?	<ul style="list-style-type: none"> • WDCE work plans • Student success data • Student Services and Development divisional plans and reports
What will the college do next?	Several lines of work are co-occurring that fall under the broader umbrella of experiential learning. First, assessment of student outcomes (e.g., GPA) in co-curricular areas is happening sporadically within Student Life, and more infusion is needed throughout the college to link co-curricular experiences to existing courses, services, and strategic goals. Discussions will continue in 2019. Secondly, WDCE is structuring agreements for apprenticeships in manufacturing with a 2019 launch. In 2019 this department is leading discussions with area employers to research and recruit future apprentices.

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Action 9.1	Conduct needs assessment to expand programming at Education and Work Center and Center for Emergency Services
Report Date Final	September 30, 2018
Leaders	Elizabeth Hobson & Marc Battista
Key Collaborators	Phil Garber Rebecca Walker Cathy Taylor
What activities did we do?	The college hired a consultant to assess the viability of offering credit-bearing programming at the Education and Work Center (EWC). An EWC Taskforce secured grant funding to conduct a survey of students, community residents, and workforce partners and also prepared materials to secure Higher Learning Commission (HLC) approval to support this expansion. The college also formed a Center for Emergency Services (CES) Taskforce to explore short and longer-term programming options at the Burlington location.
What forms of evidence were used to know whether activities worked as intended?	Sources of insight for expanding offerings at the EWC and the CES include feedback from community leaders, employers, ECC employees, students, and labor market data. These sources are compiled by point people at each location.
Where is progress documented?	<ul style="list-style-type: none"> • Vendor approval paperwork • Meeting minutes of EWC and CES advisory groups, committees, etc.
What will the college do next?	In collaboration with Harper College, the college approved the hire of a consultant to conduct interviews, focus groups, and surveys of community residents and employers regarding the viability of offering credit programming at the EWC. The college is also piloting credit courses at the CES in 2019 to encourage transfer enrollment. Both locations will require strategic oversight.

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Action 10.1	Develop options for transitioning students from non-credit to credit programming
Report Date Final	September 30, 2018
Leaders	Anne Hauca
Key Collaborators	Jorge Phillips
What activities did we do?	The college purposefully reached out to employers in FY2018 to be more responsive and corporate-friendly with non-credit offerings. Modifications in fire science and the forklift training program will serve as models for how the college might repackage courses in the future. Examples of improvements made include processing paperwork in batch so employers can more quickly register their employees and cross-listing non-credit options within ECC credit courses already being offered. FY2019 discussions will center on "feeder" non-credit courses that serve as pipelines for credit certificates. Collectively, these actions position the college to modernize the curriculum and make it more accessible to area workers.
What forms of evidence were used to know whether activities worked as intended?	Student success data in the non-credit arena consists of formative feedback and successful employment, while success data for credit courses consists of grades, demonstrated progress on assignments, and other artifacts typical of all ECC courses.
Where is progress documented?	<ul style="list-style-type: none"> • Non-credit/continuing education course offerings • Non-credit/continuing education enrollment
What will the college do next?	The college has discussed the possibility of offering <i>internal articulation</i> between non-credit and credit divisions to ensure transfer within a discipline, and WDCE will develop and lead an MOU through legal review.

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Action 10.2	Support the development of apprenticeships
Report Date Final	September 30, 2018
Leaders	Kathy Meisinger
Key Collaborators	Mark Battista & Cathy Taylor
What activities did we do?	WDCE is currently developing apprenticeships with area companies and facilitating discussions to onboard new companies interested in apprenticeships for employees. The division laid groundwork to begin offering Department of Labor approved apprenticeships in IST/Maintenance Technology AAS (Industry Consortium for Advanced Technical Training) and a hybrid Basic Nurse Assistant (BNA) certificate. WDCE is preparing grants for funding from the Illinois Manufacturing Association.
What forms of evidence were used to know whether activities worked as intended?	See Action 8.1.
Where is progress documented?	See Action 8.1.
What will the college do next?	See Action 8.1.

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Action 11.1	Define CETL and Professional and Organizational Development programming
Report Date Final	September 30, 2018
Leaders	Mary Quinn & Sandi Brown
Key Collaborators	Liddy Hope
What activities did we do?	Advisory committees of employees developed surveys of professional development to be launched in 2019 through Human Resources and the CETL. Results will be used to tailor programming to address specific challenge areas. The Cabinet gradually restored previously frozen funding in many areas which included support for employee participation at conferences, and support will continue in 2019.
What forms of evidence were used to know whether activities worked as intended?	<ul style="list-style-type: none"> • Calendars of professional development offerings in POD and CETL • Enrollment in professional development offerings • Funding expended for professional development
Where is progress documented?	Calendars of professional development offerings in POD and CETL
What will the college do next?	HR recognizes that connections between the outcomes of professional development and employee performance appraisals and department goals are not tracked as systematically as they could be. The college needs to design and launch surveys on employees' perceptions and use of professional development. In addition, the college needs to intensify efforts to connect professional development to employee performance goals as it transitions to a new talent management system (TMS) in 2019.

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Action 12.1	Rollout talent management system (TMS)
Report Date Final	September 30, 2018
Leaders	Kristin Richmond
Key Collaborators	
What activities did we do?	The college partnered with software firm Page Up to acquire a talent management system and began rollout of the recruiting and onboarding modules. Human Resources is currently updating forms and processes needed for a wider launch in fiscal year 2019. This software reduces time-intensive manual processes required to onboard employees.
What forms of evidence were used to know whether activities worked as intended?	Extensive research into vendor qualifications and analysis of ECC needs and requirements for a TMS were used to narrow the pool of possible platforms and vendors.
Where is progress documented?	<ul style="list-style-type: none"> • Vendor bids and signed contract • Quarterly status reports on vendor identification provided by HR
What will the college do next?	The college will begin rollout of the recruiting and onboarding modules of a new TMS with a go-live date set in 2019.

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Action 13.1	Reflect college-wide on the progress made in executing this plan
Report Date Final	September 30, 2018
Leaders	Phil Garber Cabinet
Key Collaborators	Operating Plan Leaders and Teams
What activities did we do?	Cabinet leaders (Goal Champions) created a multi-year Operating Plan to foster common understanding and communication of goals. The Cabinet will further strengthen efforts in fiscal year 2019 to champion efforts being led by action teams. The Strategic Planning Committee (SPC) obtained Board approval for new five-year college-wide goals and revised success indicators, and deployment began in January 2018. The Planning and Institutional Effectiveness (PIE) area is adjusting the Performance Report to align new indicators to strategies and actions.
What forms of evidence were used to know whether activities worked as intended?	<ul style="list-style-type: none"> • Operating Plan Accomplishments template (this document) • Goal Champion Worksheet (a set of questions developed by the Cabinet to record progress in meeting actions) • New Performance Report (a new template containing new metrics tied to the Strategic Plan)
Where is progress documented?	<ul style="list-style-type: none"> • Cabinet shared folder • Cabinet meeting minutes
What will the college do next?	Updates in this 2018 document were gathered from minutes, updates, and discussions with individuals or teams leading actions. In late 2018, the President appointed two Cabinet members to advocate for actions occurring within each goal of the Strategic Plan, and moving forward, the Cabinet will gather updates from action teams. The Cabinet begins this work in January 2019 when it meets to review progress on 2019 actions and lay the groundwork for 2020 actions.

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Action 14.1	Broaden the use of dashboards
Report Date Final	September 30, 2018
Leaders	Dave Rudden, IR Michael Chahino, IT
Key Collaborators	Network Specialists TLSD Deans and Directors
What activities did we do?	Planning & Institutional Effectiveness (PIE) built customizations into Tableau for enrollment dashboards. The office also sponsored professional development for deans and faculty to derive program data on enrollment and will release more dashboards in FY2019. WDCE developed Salesforce visualizations regarding workforce information (e.g., company information, employment needs, etc.).
What forms of evidence were used to know whether activities worked as intended?	PIE relies on formative feedback from deans, associate deans, and other data users to know whether visualizations are accurate and useful for displaying information needed. WDCE relies on feedback from advisory committees,
Where is progress documented?	<ul style="list-style-type: none"> Tableau dashboards
What will the college do next?	PIE deployed several dashboards that display real-time information on enrollment. Moving forward, the college must invest in efforts to broaden the scope of dashboards to include outcomes that go beyond enrollment and include student success, employment, and department-specific requests, such as advising.

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Action 14.2	Define program health criteria
Report Date Final	September 30, 2018
Leaders	Marcy Thompson
Key Collaborators	Dave Rudden & Annamarie Schopen
What activities did we do?	Deans set definitions for assessing program health, created a scorecard, and outlined steps for regular review in the future
What forms of evidence were used to know whether activities worked as intended?	<ul style="list-style-type: none"> • A timeline was drafted and milestones were reached by consensus • A pilot scorecard was created • Test and checks of the scorecard were discussed and decisions on follow-up actions were reached by consensus
Where is progress documented?	<ul style="list-style-type: none"> • Meeting minutes • Draft dashboard in Excel
What will the college do next?	Now that a draft scorecard is set, the college should work to create visualizations of this information in the form of Tableau dashboards. Some clean-up/confirmation of cost measures is needed (e.g., section vs. course capacities for determining unit costs). Finally, a process for coming up with improvement plans and making decisions is also needed.