Action Implications (Samples)
Action Implications

Based on the results of the Club Advisor survey, the Office of Student Development shall seek to improve communication between the department and club advisors regarding club procedures and policies. These actions shall serve to improve club adherence to proper protocol as set forth by the Office of Student Development and the College. As such the following action implications shall be implemented:

• Advisor informational meetings will be organized and held twice a semester. The purpose of these meetings shall be to provide an opportunity for the Office of Student Development to:
  o share information about policies & procedures
  o inform advisors of their roles and responsibilities
  o allow advisors a forum to ask questions and discuss any issues pertaining to their club(s)
  o familiarize club advisors with other club advisors and Student Development staff

• Monthly club information updates will be emailed to all club advisors to:
  o inform advisors of important events, deadlines, and dates
  o provide tidbits of information about policies & procedures pertinent to clubs
  o provide information about campus resources that are available to clubs
  o share tips on ways to help their club thrive and succeed

• New advisor training workshops will be held for the purpose of:
  o informing new advisors of the roles and responsibilities of club advisors and the role of the Office of Student Development
  o providing an overview of various policies & procedures pertinent to clubs
  o sharing information about upcoming advisor meetings
  o providing information about campus resources that are available to advisors

• The club handbook shall be updated with current policy and procedure information and shall:
  o be made available on the clubs & organizations website with hard copy versions available in the Office of Student Development upon request.
  o serve as a resource for club members, officers, new advisors, and returning club advisors

• The clubs and organizations website shall be kept up to date so as to provide a centralized location for club information.
Action Implications

Recommendations

• Develop a marketing plan on the use and ease of the Admissions & Records online system.
• Update existing transcript forms based on student feedback.

Action Implications

• A&R developed accordion style business cards to give students instructions on each aspect of My Canyons. A&R also implemented the same directions available on the website and developed a kiosk for students to process their paperwork in-person, using the online system, with help from a staff member.
• The A&R office changed the transcript form to incorporate the feedback received from students in this survey.
**Action Implications**

**Admissions & Records**

**Recommendations:**

- Explore ways to increase satisfaction with Admissions and Records form instructions; specifically the *Contract for Overlapping Classes, Academic Standards Petition, and Prerequisite Challenge*.
- Explore ways to increase satisfaction with the phone responsiveness in Admissions and Records.

**Action Implications:**

- The Admissions and Records office has provided links on the intranet to the petitions along with directions and information on each petition in the Admissions and Records office. The petitions are also available in the Faculty handbook and are discussed in Flex presentations.
- The Admissions and Records office is working with other offices and administrators on campus to implement an online system that is available to students, faculty, and staff to provide a one-response answer. This system will decrease the phone calls into the office by 40-50%. This will allow the A&R staff to answer the phones more quickly during busy times of the term.

**Adult Reentry Mentor Program**

- Invite all faculty members, staff and administrators to be Adult Reentry Mentors through the COC-all email distribution list.
- Provided an information orientation (luncheon) for interested faculty, staff, or administrators, which provides an overview of the Adult Reentry Mentor Program and requirements/responsibility of a mentor and mentee.
- Provided a social event for mentors/mentees to come together to give the mentees an opportunity to select their top 3 mentor choices.
- Recognize mentors for their successful completion of an Adult Reentry Mentor Cycle by awarding them a certificate of appreciation and gift card at an Adult Reentry Mentor Luncheon.

**Career Services**

- Career Services will consider launching a plan to visit classes to explain the services and benefits available to students.
- Career Services will participate in the Synergy Program, to ensure that all new faculty will understand the services offered.
- Emails, the preferred method of communication by faculty, will be sent regularly to alert faculty of services, workshops and special events.
- Additional resources will be added to the Career Services website that will encourage visits and increase awareness of services.

**Distance Learning**

- Use more channels of communication with online faculty with regard to educational technology and content delivery.
- Increase the variety of faculty training opportunities related to online teaching and learning.
- Continue to research and share new innovations that affect the online learning experience for students.
Grants Accounting

- Based on the survey results, the Director of Grants Accounting will work with the Project Managers and Staff to provide additional training and clarification on grant accounting procedures, specifically to full-time faculty.

Grants Development Office

Upon review of the survey results, the Director of Grants Development will:

- Inform full-time faculty members and classified staff members who to call to get assistance with Grants Development.
- Increase familiarity with the support/process for applying for a grant, specifically for full-time faculty and classified staff members.
- Increase awareness of the resources available through the Grants Development office to research external funding sources for programs, specifically for full-time faculty and classified staff members.
- Increase awareness of the Grants Development website to the full-time faculty, classified staff and classified administrator members.

Information Technology

Computer Support (Valencia and Canyon Country Campuses)

- CSS will improve technical training for front desk staff to better address user needs.
- CSS will implement a regular schedule of classroom technology maintenance to ensure functionality.

MIS

- MIS will investigate a more timely way of communicating work order status.
- MIS will review their work order process to identify ways to improve timelines.
- MIS will develop additional Datatel training to meet specific department needs.

Instruction

The COC Honors Steering Committee will take the following action implications into consideration:

- In order to facilitate greater knowledge regarding the distinction between TAP and TAG (Transfer Agreement Guarantees) among faculty and staff, a greater number of college employees will be included on informational emails regarding Honors and its related programs.
- A second MAC presentation is proposed to update members on COC Honors, as well as a second presentation to the Counseling Group.
- Additional outreach can be achieved with division presentations.

Library

Library – Valencia Campus

- Advertise and promote use of the new meeting/study rooms in the expanded library space to faculty and students.
- Advertise and promote use of the increased computer access delivered in the expanded library space to faculty and students.
Library – Canyon Country Campus

- Investigate (with the Dean of the Canyon Country Campus) options for providing a larger space for library services at the Canyon Country campus. This would allow for expansion of the textbook reserves collection and the number of computer stations available to students.

Matriculation

- As a result of the survey, the Director Matriculation has put the Early Alert program on hold and intends to redesign it to be more relevant to faculty. The redesign of the Early Alert program will be informed by the procedures adopted by the state to implement AB 1456.

Professional Development

- The Faculty, Classified, and Administrative Development Committees will review the data provided in this report and use it when developing the professional development plans for their respective groups for the coming year. Specifically, they will work to:
  1. Develop more online FLEX opportunities and training.
  2. Offer more workshops in the afternoon to accommodate faculty who teach primarily in the mornings.
  3. Provide additional training on Microsoft Office programs and other technology such as Blackboard.
- With 82% of respondents indicating that they are “satisfied” or “very satisfied” with Professional Development, the Professional Development Coordinating Committee will engage in discussion in the coming year and develop a plan that will aim to increase the percentage of satisfaction with the program to the 85 – 90% range.

Planning

- Increase engagement in research and the use of institutional data, including faculty with a focus on improving teaching and learning.
- Increase the use of labor market data in department planning.

Student Health & Wellness Center

- Offer workshops that will increase faculty and staff’s ability to recognize student mental health issues and knowledge on how to respond to a potential crisis situation.
- Faculty and staff will be provided with an opportunity to complete Kognito At-Risk Training independently or as part of a group workshop in a computer lab. Two hundred (200) faculty and staff will complete Kognito training in the two-year period.
- Increase faculty and staff awareness of common challenges faced by student veterans. In conjunction with the COC Veterans Center, Health Center Psychologists will promote the Kognito Veterans on Campus training module. Fifty (50) faculty and staff will complete the training.
- Create a Mental Health First Aid program for faculty, staff, students and other interested parties. In January 2013, two COC staff members will complete Mental Health First Aid instructor training program and become certified to offer Mental Health First Aid training. Starting in Spring 2013, trainings will be offered a minimum of twice per year, initially offered only to the COC community. 60 COC faculty, staff and students will complete the training.
- Offer FLEX and professional development workshops on these topics and other related topics such as substance abuse.
- Present a short overview of student mental health issues and available training opportunities at Division meetings.
• Send email reminders of what BIT offers and how to refer to the BIT team.
**Action Implications**

Upon review of the data results and reports provided, the following recommendations should be taken into consideration:

**Report Recommendation:**
Conduct additional research to help refine initial data results.

**Action Implications Include:**
- The English department will request a breakdown of the percentage of students with regards to specific course placement vs. just placement into basic skills coded courses from the Institutional Research office.
- The English department will discuss with the PE department and Skills4Success, a possible research study for the placement, retention, success, and persistence of student athletes in basic skills coded courses.
- The English department will investigate the possibility of having a Faculty Inquiry Groups related to a key question in basic skills for each year.
- The English department will explore the possibility of establishing Student Focus Groups that gather data on non-quantifiable factors for success.
- The English department will reassess of efficacy of the current placement process.

**Report Recommendation:**
Consider appropriate curriculum revision for basic skills classes based on outcomes of additional research

**Action Implications Include:**
- Evaluate the content of current basic skills classes to incorporate student success skills and next generation skills.
- Evaluate the content of current basic skills classes to narrow the content gaps between 081 and 091, and 091 and 101.
- Create new courses that focus on literacy skills and reading skills.
- Evaluate class size that target NCTE guidelines in all developmental courses.

**Report Recommendation:**
Pursue supplemental instruction options and construct additional learning community options for developmental courses.

**Report Recommendation:**
Engage in outreach to adjunct faculty to close the gap between adjunct and full-time faculty success rates in basic skills English classes.
Action Implications

Upon review of the data results and reports provided, the following recommendations should be taken into consideration:

Report Recommendation:
Conduct additional research to help refine initial data results.

Action Implications Include:
- A request for disaggregation of placement data: The English department will request a breakdown of the percentage of students with regards to specific course placement vs. just placement into basic skills coded courses.
- A request for data for student athletes enrolled in basic skills classes: The English department will discuss with the PE department and S4S, a possible research study for the placement, retention, success, and persistence of student athletes in basic skills coded courses.
- The English department will investigate the possibility of creating FIGs (Faculty Inquiry Groups) and having a FIG related to a key question in basic skills for each year.
- The English department will investigate the possibility of creating SFGs (Student Focus Groups) that gather data on non-quantifiable factors for success.
- The English department will work with Matriculation and Institutional Research to reassess the efficacy of the current placement process.

Report Recommendation:
Consider appropriate curriculum revision for basic skills classes based on outcomes of additional research

Action Implications Include:
- The English department will evaluate the content of current basic skills classes to incorporate student success skills and next generation skills.
- The English department will evaluate the content of current basic skills classes to identify ways to narrow content gaps between 081 and 091, and 091 and 101.
- The English department will create new courses focused on literacy skills and reading skills.
- The English department will evaluate the feasibility of aligning class size in developmental courses within NCTE guidelines.

Report Recommendation:
Pursue supplemental instruction options and construct additional learning community options for developmental courses.

Report Recommendation:
Engage in outreach to adjunct faculty to close the gap between adjunct and full-time faculty success rates in basic skills English classes.
Action Implications

Upon review of the survey results, the following recommendations should be taken into consideration:

Recommendation:

Consider expanding evening hours of The Zone to accommodate student athletes, pending budget availability.

Action Implication:

The Zone has changed the evening hours from 5 to 8 pm to 4 to 7 pm because students were not attending the 7 to 8 pm hour.

Recommendation:

Consider expanding the lending library to accommodate student athletes in additional subject areas, e.g. Psychology, Italian, and English, Communications, Chemistry, Calculus, Math Lab, Kinesiology, History, Dance, Business, and Anthropology, pending budget availability.

Action Implication:

The lending library now contains about 300 text books and is growing daily. We have created an order form and a lending library catalogue for students to review and submit orders. Books are now available in the following disciplines: English (all), math (all), Spanish, history, business, anthropology, anatomy, astronomy, biology, chemistry, dance, economics, fire technology, KPET, psychology, sociology, cinema, communications, geography, geology, health, nutrition, philosophy, political science, paralegal, and theater.

Recommendation:

Consider offering additional study sessions and workshops for student athletes, e.g. mid-term and final exam study sessions for specific disciplines, workshops on how to find and apply for scholarships, the “Ins and Outs of Financial Aid,” English grammar, COC Honors, other support services (e.g. DSP&S and/or EOPS), and general study sessions for English, math, history, etc.

Action Implication:

During the fall 2009 semester the Zone began offering history study sessions and workshops to History 111 and 112 students. We held four separate sessions throughout the semester with between 5 and 12 students in attendance at each workshop. We used the TLC lab to hold these sessions. We have not explored additional workshops (financial aid, COC Honors, etc) nor have we explored adding English workshops as students are now required by their English instructors to attend the SI English and math workshops in the writing and math centers.

Recommendation:
Explore ways to reduce the noise level in The Zone.

**Action Implication:**

Tutors and supervisors monitor the Zone and continually encourage students to remain on task while creating and maintaining a positive and productive learning environment. The noise level has decreased. The Zone also no longer allows small children which contributed to the noise level.
Due to the evidence in the survey results indicating that so few students progressed to college level mathematics courses, a new course was created: Intermediate Algebra for Statistics, Math 75.
**Action Implications**

Upon review of the results, the following recommendations should be taken into consideration for the College:

- Skills4Success’ Supplemental Instruction Sub-Committee should consider inviting additional instructors who teach courses identified in the top 20 list of courses with historically low success rates to incorporate SI into their courses.

- Skills4Success’ Supplemental Instruction Sub-Committee will alert entire departments to the high need/low success courses and solicit suggestions for potential workshops or areas of student improvement that can be addressed with Supplemental Instruction.

- Skills4Success’ Supplemental Instruction Sub-Committee will continue to meet regularly to strategize successful implementation of supplemental learning and instruction offerings for all impacted courses.

- Skills4Success’ Supplemental Instruction Sub-Committee will investigate increasing guided learning activities and implementing guided learning activities in a nearly completely online format.

The following actions have already been completed in response to this report:

- SI subcommittee members have attended various department and division meetings and highlighted the report’s statistics. We invited departments in the courses of the top 20 list to send students to the workshops and to design curriculum which would address the needs of these courses.

- SI subcommittee members have spoken to individual instructors of top 20 courses and offered to provide dedicated tutors for their specific sections.

- SI subcommittee members have designed workshops for Spanish and ESL which are listed in the top 20.

- SI subcommittee members have offered APA workshops for psychology and sociology.

- SI offerings have increased to over twenty courses dealing with reading and writing skills.

- SI subcommittee members have been working with math faculty to create high need math topic workshops.

- Starting in Fall 2010, the Math Department will offer math workshop topics to include those relevant to disciplines that utilize math skills such as business, economics, psychology, and the sciences.