

# First-Year Experience - Program Review Action Plan

September 16, 2016 - Phase 1

Goal 1	Action Step Descriptions
Position FYE as the primary point of contact for new students.	Reaffirm FYE's role as the entity responsible for all new student orientations and course registration.
	Stay up to date with the latest College policies, services, and processes, and find ways to relay relevant information to first-year students.
	Support first-year retention efforts by teaching students study skills, life skills (i.e., stress management, time management, etc.), self-advocacy, self-efficacy, and financial literacy.
Goal 2	Action Step Descriptions
Work to mitigate the confusion that exists regarding who FYE serves and to what capacity, and how that may coincide with the functions of other departments.	Define what FYE is, clarifying our primary responsibilities for the department and scope of work.
	Define "first year student" and the role of FYE in serving them beyond orientation through our cohort/first-year retention programs.
	Clarify the various programmatic aspects of FYE cohorts and collaborate with departments that could most adequately function to provide a continuum of support.
	Build a structure of collaboration and coordination between FYE and various departments to implement cohort programs and second year transitions.
Goal 3	Action Step Descriptions
Increase the efficacy of orientations while Individualizing the types of information we offer, based on specific types of students (i.e., transfer, SAT, international, etc.)	Research (or continue researching) ways to restructure orientations particularly along the new SLCC pathways model.
	Develop map, and establish college-wide support for new student orientations as part of a larger orientation process that spans the first-year of college.
	Prioritize investments to improve the online orientation and cement this orientation as a first milestone in the orientation process
	Work with Admissions to integrate our orientations with the new CRM system.
	Have admissions and financial aid reps attend in-person orientation to take care of any issues specific to their departments.
Goal 4	Action Step Descriptions
Increase both student and campus partner involvement with orientation and transition activities	Research new ways to integrate and present information about our unit and other campus partners into new student orientation and transition programs.
	Develop a systematic way to advertise information fairs to students and campus partners.

	Use technology to provide a simple registration process for the fairs for student and campus organizations.
<b>Goal 5</b>	<b>Action Step Descriptions</b>
Determine the purpose and role of a First-Year Student Success Coordinator (or Advocate) and how it fits with the structure of the college.	Agree on most appropriate title.
	Meet with departments who currently have similar counterparts to discuss the recommended model.
	Re-brand FYE advisor positions and responsibilities.
	Utilize MySuccess for student tracking.
<b>Goal 6</b>	<b>Action Step Descriptions</b>
Expand and scale the Bridge to Success program by strengthening collaborations with leadership in Academic Affairs.	Increase the collaboration with Academic Affairs in order to expand college-wide support for the Bridge to Success.
	Use the Bridge as a gateway to first-year courses, as well as to FYE cohort programs and other first-year programs.
	Research the impact of making the Bridge to Success program a credit-based intervention
	Revisit the Bridge to Success goals and future objectives as it pertains to SLCC Pathways, finding new ways to market the Bridge both internally and externally.
	Complement the Bridge to Success program with bridges into math and English and/or tracks to other SLCC Pathways.
<b>Goal 7</b>	<b>Action Step Descriptions</b>
Create aspirational goals for each FYE core function, and collect data to assess, improve and scale-up each program.	Create criteria for assessing which programs are most effective to the office, and use it to determine how financial resources are allocated.
	Continue to build clear assessments for the Bridge and FYE cohort program.
	Have a centralized location for all departmental assessments and goals.
	Use data to determine and anticipate first-year student needs.
	Increase the quality and quantity of professional development opportunities focused on first-year student success for faculty and staff.
<b>Goal 8</b>	<b>Action Step Descriptions</b>

Explore ways to ensure that the right information is delivered to students at the right time, in ways that students are the most likely to access and utilize.	Investigate the timing (or timeline) of some the programming we offer with an eye on creating the most effective timeline to set up students for a successful semester – particularly with our orientations and express registrations.
	Utilize apps and technology to deliver on-time information to students (including information found on the FYE Handbook).
	Create a new student communications timeline and minimize the quantity of messages sent to this population by centralizing messages through FYE.

<b>Goal 9</b>	<b>Action Step Descriptions</b>
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Enhance the physical presence of FYE by consolidating employee spaces, creating appropriate signage, and optimizing collaborations to create ongoing general and miscellaneous support for new students across the College.	Consolidate the physical layout of the FYE department, bringing all employees currently housed in other offices together in a singular space.
	Market ongoing departmental services and increase student traffic by establishing our physical space as a resource for first-year students.
	Rethink how Student Affairs uses open computer labs, and market them as a place for new students to receive ongoing registration support.
	Train other departments to support the needs of new students and include faculty and staff.

<b>Goal 10</b>	<b>Action Step Descriptions</b>
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Advocate for funds to hire an assistant director to manage transition and orientation responsibilities	Research peer institution FYE programs and how we compare in staffing to determine the need for an assistant director.
	Strategize a strong IBP proposal to include evidence from research as well as program review recommendations.
	Create job description and open a nation-wide search for Assistant Director.