| **Student Centered Learning** | incorporate the student-centered learning model into the curriculum and the classroom. |
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| 1. **Specific Activities to Address Task** | Address the curriculum improvement recommendations contained within the annual institutional assessment reports. |
| Person/Committee  Responsible | AIER, CCA, LOC |
| Timeline | Spring 2015 |
| Status | Ongoing |
| Performance Measure | Establish a systematic cycle of curriculum review in line with the two-year assessment cycle schedule as the institution implements improvements based on the results of assessment documented in the annual institutional assessment reports. |
| Percent Completed | 95% |
| Next Steps | AIER will work with CCA and LOC to monitor and support the implementation of the annual curriculum review cycle. |
| Comments | AIER, CCA, and LOC continue to evaluate the effectiveness of the newly established cycle. |

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| 1. **Specific Activities to Address Task** | Explore the current student data available in the Banner Student Information System to expand the possibilities for them to obtain a degree or certificate. |
| Person/Committee Responsible | Admissions and Registration, Student Success Coordinator, Deans, AIER |
| Timeline | Spring 2015 |
| Status | Ongoing |
| Performance Measure | Identification of students who have completed 45 credits or more and who have not received a degree or certificate in their declared program of study. |
| Percent Completed | 50% |
| Next Steps | The list of students in the three degree programs will be provided to each program’s department chairperson for analysis and communication with the students. |
| Comments | Per the Registrar, in an effort to accomplish the goal of Project Win-Win, data was gathered on students declared in an associate degree program, who have not receive a formal award from GCC, and who have 45 GPA credits or more. From that base data, we selected the three programs with the highest number of eligible students. We use this final list to perform evaluations and to determine, based on the current catalog, how close they are to graduating, and encourage them to complete. The reason for using 45 credits or greater, was to focus on those who may have a reasonable chance of completing within a short period of time. |
| **Professional Development** | strengthen the professional development support for faculty to effectively implement the student-centered teaching method. |
| 1. **Specific Activities to Address Task** | Extend the College’s achievement of Sustainable Continuous Quality Improvement on the ACCJC Rubric for Evaluating Institutional Effectiveness through a revisit of the student learning outcomes published in the College catalog. |
| Person/Committee Responsible | AIER, CCA, LOC, Deans |
| Timeline | Fall 2015 |
| Status | Ongoing |
| Performance Measure | The publication of a Student Learning Outcomes Handbook which guides the College on best practices for developing and refining student learning outcomes that are measurable and identifies the learning that students should achieve. |
| Percent Completed | 90% |
| Next Steps | The CCA and LOC incorporate the SLO best practices into the regular semester training sessions held. |
| Comments | The annual institutional assessment report section on SLO evaluation based on best practices identified in the SLO handbook. The Fall 2014 CCA Assessment Leadership Summit session on Student Learning Outcomes attendees requested an expanded SLO Handbook for specific examples for authors to follow. The Spring 2015 Assessment Day will have a focused session on SLO development and measurement. |

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| 1. **Specific Activities to Address Task** | Develop and implement a comprehensive and unified professional development plan for all employees that promote student success. |
| Person/Committee Responsible | PDRC, SAPDC |
| Timeline | Annually |
| Status | Ongoing |
| Performance Measure | Fall and Spring PD activities align with the Institutional Priorities for Professional Development |
| Percent Completed | 50% |
| Next Steps | PDRC and SAPDC year-end reports summarizing activities funded in the academic year and the alignment to the academic year’s Institutional Priorities identified. |
| Comments | Committees have new members who may need an orientation to the importance of professional development and the investment the College makes in its employees. |