[Plans for Enrollment and Management Strategies](#) >> 2019 - 2020 Enrollment and Management Strategies CHC Instructional Program Review 2019-2020

Name: 2019 - 2020 Enrollment and Management
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Planning Participants: Keith Wurtz
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10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results**. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - Recommendation 1: Create networking opportunities for students based on shared cultural experiences and interests in order to increase a greater sense of inclusion and diversity.**
  Priority Rank:
  1
  Objectives:
  - **1.1 - Objective - Implement a one book one college program**
    Priority Rank:
    1
    Start Date:
    01/08/2020
    End Date:
    04/30/2021
    Responsible Person:
    Dean of LAM
    Strategic Direction:

3. Develop Teaching and Learning Practices
Impact Type:
Site
Institutional Learning Outcome:
Unknown
Actions/Activities:

- **1.1.a1 - Facilitate One Book One College program through LFMA**
  Currently enrolled students noted the welcoming and inclusive campus environment they felt at CHC. However, at the same time they described a lack of diversity and people (students and faculty) who looked like them. Help build connections for students across the institution by proactively creating networking opportunities for students who share similar cultural backgrounds and interests as a way to build potential social support networks for students at the college.

o **1.2 - Objective - Work with PDC to conduct annual ongoing training that focuses on micro aggressions and how to mitigate as an instructor.**
Priority Rank:
2
Start Date:
02/05/2020
End Date:
04/30/2021
Responsible Person:
VPI
Strategic Direction:
3. Develop Teaching and Learning Practices
Impact Type:
Site
Institutional Learning Outcome:
Unknown

o **1.3 - Objective - Collaborate with Student Life to continue supporting students attending AA conference and other like conferences.**
Priority Rank:
4
Start Date:
10/02/2019
End Date:
04/28/2023
Responsible Person:
VPI
Strategic Direction:
3. Develop Teaching and Learning Practices
Impact Type:
Site
Institutional Learning Outcome:
Unknown

- **2 - Goal - Recommendation 2: Examine the financial implications of practices and processes inside and outside of the classroom to identify possible cost barriers for students.**
  Priority Rank:
  2
- **3 - Goal - Recommendation 3: Align services and resources with course schedules in order to provide students with access to these services when needed.**
  Priority Rank:
  3
- **4 - Goal - Recommendation 4: Examine ways to upgrade/modernize payment machines to improve access and usage at the college.**
  Priority Rank:
  4
- **5 - Goal - Recommendation 5: Explore additional professional development opportunities for faculty to increase engagement and proactive supports for students, including specific training in Canvas to increase faculty's adoption and full utilization.**
  Priority Rank:
  5
  Objectives:
  - ○ **5.1 - Objective - Increase the number of faculty trained on Canvas to increase the usage in lecture courses.**
    Priority Rank:
    3
    Start Date:
    04/01/2020
    End Date:
    04/01/2022
    Responsible Person:
    Kay Weiss
    Strategic Direction:
    1. Promote Student Success
    Impact Type:
    Site
    Institutional Learning Outcome:
    Not Applicable
    Actions/Activities:
    - ▪ **5.1.a1 - Work with PDC to increase the number of faculty using Canvas**
      Students would prefer that *all* faculty use Canvas, which is not currently the case, and they shared some insights into why some faculty may not use it effectively. Three students observed:
      One thing that I feel really should be required is teachers should have to be on Canvas, because I'm in ... eight courses right now and only five of them are [on Canvas].

I've met some professors that are more tech savvy than others…. If you have a good professor, they can basically throw up the entire course online so you have all your resources, and it's a really great learning tool. But I had one professor who was [doing] the bare minimum. She put the syllabus up, and I think that was it. … She didn't use computers unless she had to.

I know prior to having Canvas, [the college] had Blackboard. And I know a lot of instructors they preferred Blackboard, but when they switched over, they didn't want to learn how to use a new program. So I think that kind of is one of the downfalls of us being able to use Canvas. I think it runs better and everything, but the fact that the instructors won't go out of their way to learn a new program for our benefit also is a downside.

Responsible Person:

Kay Weiss

- **5.1.a2 - Explore the possibility of requiring every faculty to be DE trained (verification process) and to use District LMS for all classes**
  In addition to feed back from focus group, feedback from State Chancellor suggests that emergency campus closures like COVID-19 will not be the last time. The best thing we can do for students is to be prepared and trained to teach remotely.

  Several students mentioned the course management system, Canvas, and how important it was to their success. Students liked the communication it enables with faculty and peers, and they especially highlighted the benefits of being able to track assignments and grades in each class. Three students commented:

  I always like the communication [through Canvas]. It's pretty solid. I get notifications through Canvas. [And it's] awesome to have an app on my phone to stay on top of my classes. That's a really, really great [tool]. I have direct communication with my professors. … I know it's helped me out a lot being able to message them directly, and then if I do need to get in touch with the counselor, that's pretty seamless.

  For a lot of classes, it's kind of mandatory to have Canvas because it makes things go so much easier. So that's usually where my professor will post lecture outlines you know, updates on when things are due, and I get all of that to my phone, answer my email. So that's really great. And … I can go on there and I can actually even see the other students that are in class. So if there's someone who's in my class who was like my lab partner for example, like I can message her and see like, "Did you study for this? Or can we get together?" Reaching out to other students [and] reaching out to my professors [is] really, really easy.

  I find Canvas very helpful with a professor [who] actually uses it because I can, because I can see my grade and if I need to check it, I can. If they put their assignments, I can see what homework is due... which is very helpful.

Students would prefer that *all* faculty use Canvas, which is not currently the case, and they shared some insights into why some faculty may not use it effectively. Three students observed:

One thing that I feel really should be required is teachers should have to be on Canvas, because I'm in ... eight courses right now and only five of them are [on Canvas].

I've met some professors that are more tech savvy than others.... If you have a good professor, they can basically throw up the entire course online so you have all your resources, and it's a really great learning tool. But I had one professor who was [doing] the bare minimum. She put the syllabus up, and I think that was it. ... She didn't use computers unless she had to.

I know prior to having Canvas, [the college] had Blackboard. And I know a lot of instructors they preferred Blackboard, but when they switched over, they didn't want to learn how to use a new program. So I think that kind of is one of the downfalls of us being able to use Canvas. I think it runs better and everything, but the fact that the instructors won't go out of their way to learn a new program for our benefit also is a downside.

Responsible Person:
VPI

- **5.1.a3 - Explore the possibility of providing $100 incentive to adopt class on Canvas for the first time**
- **5.1.a4 - Highlight faculty using Canvas in F2F classes to increase teh number of faculty adopting Canvas in F2F classes**
- **5.1.a5 - Identify strategies to increase the number of Adjuncts that are using Canvas**

o **5.2 - Objective - Provide professional development that focuses on strategies for faculty to create a welcoming, inclusive, and supportive learning environment.**
Priority Rank:
6
Start Date:
04/01/2020
End Date:
04/01/2022
Responsible Person:
PDC Lead
Strategic Direction:
1. Promote Student Success
Impact Type:
Site
Institutional Learning Outcome:
Not Applicable

o **5.3 - Objective - Provide professional development for instructional faculty that focuses on empathy, stronger pedagogical skills, and professionalism.**
Priority Rank:

7
Start Date:
04/01/2020
End Date:
04/01/2022
Responsible Person:
PDC Lead
Strategic Direction:
1. Promote Student Success
Impact Type:
Site
Institutional Learning Outcome:
Not Applicable
Actions/Activities:

- ▪ **5.3.a1 - Work with PDC to provide training opportunities for instructional faculty**
  This is based on following stategment from focus group analysis:
  "However, some students encountered difficulties with instructors who they felt lacked empathy, needed stronger pedagogical skills, and/or behaved unprofessionally."
  I had three professors who] were definitely harder to approach. Or when you did approach them, they were very—I wouldn't say aggressive, but ... they didn't seem like they were concerned or cared truly about what you were saying. They knew I was working and ... they told me I should just stop working completely. But I'm like ... "I have bills and everything." Certain things they said, I wasn't really comfortable with. ... I felt like [they were] saying you should have your parents help you. And I'm like, "Well you don't know my situation."
  Also keep in mind that students participating in the focus groups felt the following: "While participant feedback included a range of opinions, comments from all of the students made clear that their experiences with CHC faculty had a powerful impact on them and left a strong and lasting impression."
- ▪ **5.3.a2 - Explore development of newsletter/short training videos to teach strategies for working with students who work**
  Responsible Person:
  PDC Lead

- **6 - Goal - Recommendation 6: Examine the lighting situation across the campus to ensure adequate lighting is in place during the evening hours in order to increase a sense of safety and security for students.**
  Priority Rank:
  6
- **7 - Goal - Recommendation 7: Simplify the registration process such that students can more easily access and complete the CHC application.**
  Priority Rank:
  7

Objectives:

- o **7.1 - Objective - Increase enrollments by using positive feedback from students to market Crafton.**
  Priority Rank:
  8
  Start Date:
  04/01/2020
  End Date:
  12/23/2020
  Responsible Person:
  VPI
  Strategic Direction:
  4. Expand Access
  Impact Type:
  Site
  Institutional Learning Outcome:
  Unknown

  Actions/Activities:

  - ▪ **7.1.a1 - Work with Marketing to advertise that students can get their classes**
    Students were complimentary about the availability of classes. Several stated they could always get at least one course they needed. Three students commentened:
    - ▪ *Compared to other community colleges, it's easier to get your classes here.*
    - ▪ *There's always at least one class that you need that you'll be able to get into.*
    - ▪ *There's a lot of online classes too, so I can take them from home. So that's what I've been doing a lot this semester—I have all online classes.*

- o **7.2 - Objective - Work to replace web advisor with a more user friendly option.**
  Priority Rank:
  9
  Start Date:
  04/30/2020
  End Date:
  04/29/2022
  Responsible Person:
  VPI
  Strategic Direction:
  4. Expand Access
  Impact Type:
  District Wide
  Institutional Learning Outcome:

Commented [WKA1]: Register directly for Education Plan. Is moving forward already.

Unknown
Actions/Activities:

- **7.2.a1 - Work with TESS to improve the registration process.**
  All four participants had prior college experience and chose Crafton Hills College for a specific reason. The positive reputation of the college, its location, and its program offerings were attractive to all four prospective students, although each had challenges using the online registration process.

  One of the themes that emerged from this focus group was that all four participants found the CHC online registration difficult to use. For example, all of them described feeling confused about whether a class was offered on-campus or online. Others needed more help navigating the site. Three focus group participants described their experiences:

  I found the [registration] website difficult to navigate.

  [The online registration] was a little hard to navigate for me. I tried it with the mobile app, and then I tried with the laptop computer...I'm not sure, but it's almost like [the instructions were] missing a step. ... And I believe there are separate passwords for your email, and you needed your email. You were frozen in water without it. And so I would always think, "Oh no, I've got to access my email in order to get to the register." And I found [the process] not to be intuitive—it was not user-friendly. Everything was just so weird. ... I had asked two of my friends who went [to CHC] before what to do, and they helped me out because ... I spent like two hours [trying to figure it out]. And I kept doing it for two days.

- **8 - Goal - Recommendation 8: Provide prospective students with some general career and educational guidance upfront to help them make more informed decisions about how CHC can meet their academic goals.**
  Priority Rank:
  8
  Objectives:

  - **8.1 - Objective - Work with Guided Pathways Task Force and Leads to improve educational guidance for prospective students.**
    Priority Rank:
    5
    Start Date:
    04/01/2020
    End Date:
    04/14/2021
    Responsible Person:
    Keith Wurtz
    Strategic Direction:
    4. Expand Access
    Impact Type:
    Site
    Institutional Learning Outcome:
    Not Applicable

Actions/Activities:
- **8.1.a1 - Review focus group results with GP Task Force and develop strategies to improve guidance**
  Responsible Person:
  Keith Wurtz
- **8.1.a2 - Explore connecting students to faculty in same career.**
  Review program at Grossmont.