

**IMPLEMENTATION PROPOSAL GUIDELINES: ROUND FOUR INSTITUTIONS**

**Priority Area:** Student Services

**Evidence/Rationale:**

**Measurable Change after Two Years:**

**Measureable Changes after Four Years:**

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Review and evaluate the need to provide mandatory orientation for specific high-risk student population groups (Native Hawaiian, low-income, 1 <sup>st</sup> generation).					
Review and evaluate the need to provide mandatory student advising for specific high-risk student population groups (Native Hawaiian, low-income, 1 <sup>st</sup> generation).  <i>Example: Require advising for all developmental students until they have attained 30 credits.</i> <i>Example: Ensure that all First-Time-In College students are advised.</i>					
Evaluate and make necessary changes to provide enhanced customer service to students through admissions, registration, financial aid, and other student services.					
Create a 1 <sup>st</sup> alert system to include following up with students that withdrawal from					

developmental and gatekeeper courses and/or are on academic action.					
Create a peer mentoring program.					
Utilize technology in communicating program requirements and progress to degree completion through the STAR Academic Journey.					

**IMPLEMENTATION PROPOSAL GUIDELINES: ROUND FOUR INSTITUTIONS**

**Priority Area:** College Learning Skills and Learning Communities

**Evidence/Rationale:**

**Measurable Change after Two Years:**

**Measureable Changes after Four Years:**

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
Persist with development and implementation strategies of learning communities.					
Incorporate course content focused on effective study skills and college survival skills into learning communities curriculum.					
Establish targeted groups to allow for effective counseling and notification of learning community courses.					
Pair learning skills courses with remedial and developmental courses.					
Make intensive learning skills and remedial and developmental courses available prior to the start of the semester. Communicate the availability of course offerings to targeted high-risk student populations (Native Hawaiian, low-income, 1 <sup>st</sup> generation).					

Begin pilot program of embedding student tutors in math and English developmental and remedial courses to focus on greater student participation in supplemental instruction.

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**IMPLEMENTATION PROPOSAL GUIDELINES: ROUND FOUR INSTITUTIONS**

**Priority Area:** Gatekeeper Courses

**Evidence/Rationale:**

**Measurable Change after Two Years:**

**Measureable Changes after Four Years:**

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
Encourage faculty to participate in discipline wide community college meetings to discuss roadblocks and possible action steps to improve success in gatekeeper courses.					
Begin campus wide discussions and create faculty working groups to develop “campus best practices” to increase student success in gatekeeper courses.					
Develop and encourage participation in faculty development opportunities.					
Incorporate gatekeeper courses into learning community course offerings.					

**IMPLEMENTATION PROPOSAL GUIDELINES: ROUND FOUR INSTITUTIONS**

**Priority Area:** Remedial and Developmental Education

**Evidence/Rationale:**

**Measurable Change after Two Years:**

**Measureable Changes after Four Years:**

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
<p>Focus on student success by creating a learner-centered culture that helps all postsecondary students attain their educational goals.</p> <ul style="list-style-type: none"> <li>• Develop mandatory orientation for specific high-risk populations (Native Hawaiian, low-income, 1<sup>st</sup> generation)</li> <li>• Develop peer mentors</li> <li>• Embed student tutors into classroom instruction</li> </ul>					
<p>Work together with the UHCC system to share recourses and best practices focused at increased students retention and success.</p>					

Develop and offer more learning communities by linking remedial / developmental courses with college-level or vocational courses so that student can apply the strategies being taught in the remedial / developmental courses to the college-level courses.					
Provide mandatory and structured academic counseling and advising for high-risk student populations (Native Hawaiian, low-income, 1 <sup>st</sup> generation).					

**IMPLEMENTATION PROPOSAL GUIDELINES: ROUND FOUR INSTITUTIONS**

**Priority Area:** Data Management and Assessment

**Evidence/Rationale:**

**Measurable Change after Two Years:**

**Measureable Changes after Four Years:**

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
Request 1 FTE for the IR department to focus on data management and analysis.					
Request 1 FTE focused on assessment and work in conjunction with data management and analysis.					
Publish and communicate the results of data collection and assessment through campus wide discussions.					
Develop a plan to carry out student focus groups.					

