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| **Implementation**  ***We believe in clear, concise, highly-structured, evidence-based and goal-oriented implementation plans – equally owned by administrators and faculty with robust accountability for all.*** *We expect action at scale and with urgency, ensuring all students are provided the opportunity to benefit from reform efforts. We will deploy proven best practices where they exist and work to discover new solutions where they do not.* | | | | |
| ***What are our goals/objectives around Implementation Scaling Standard to support our corequisite work?:***  ***1. Continue work on reaching goal of 100 percent attainment by 2018.***  ***2. Facilitate professional development opportunities for faculty involved in institutional implementation.***  ***3.***  ***4.***  ***5.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Target outreach and communications efforts at schools identified by the CCA survey as having not reached scale with corequisite efforts.  Target reading as a discipline that needs additional support. | Identify institution-specific needs.  Continue to seek professional development opportunities for faculty and administrators.  Select a date for a reading convening. | HEPC / CTCS personnel.  Institutional faculty and administrators. | College that are holdouts are holdouts because of leadership issues. | Full implementation by 2018. |
| Ongoing support for math faculty, in particular targeting algebra pathway.  Targeted support for reading. | Develop and plan reading workshop for fall 2017. | HEPC / CTCS personnel.  Math and reading faculty. | Faculty credentialing, particularly in reading. Reading specialists may not have credentials to teach in other disciplines.  Informing faculty of the relationship between reading comprehension and success in gateway courses. | Better supported implementation. |

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| **Equity**  ***We believe in equity.*** *We know we’re all in this together – and our collective economic, cultural and civic futures depend upon success in higher education for all people, not just the most economically secure. We will move beyond lip service, recognizing that while data disaggregation is an essential starting point, we must do more in our pursuit of concrete actions proven to permanently close achievement gaps for those most often left behind: students of color, low-income students, first-generation students and older students. We reject low expectations* | | | | |
| ***What are our goals/objectives around Equity Scaling Standard to support our corequisite work?:***  ***1. Expand pilot for corequisite dual-credit remediation in high schools and begin moving to scale.***  ***2. Track success rates, including corequisite, among Pell-eligible students.***  ***3.***  ***4.***  ***5.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Start initial pilot.  Schedule fall meeting to see where we are.  Begin discussions about expanding pilot. | Ensure fall pilot is ready to implement.  Schedule fall meeting. | HEPC  CCTCE  WVDE  School districts involved in the pilot. | Money  Textbooks  Certified teachers  Transportation | K-12 students will complete college-level gateway math course before graduating high school.  Long-term goal: Improving college-going and success rates. |
| Consistently disaggregate data by Pell status in statutorily-mandated, ad hoc reports and public data portals. | Upon collection of Fall Census data, disaggregate data by Pell status for upcoming reports. | Division of Policy and Planning personnel | None expected. | Encourage colleges to expend energy and resources on better serving Pell-eligible students. |

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| **Data**  ***We believe in evidence and facts.*** *We do not fear the hard truths revealed in sober measurement, but instead realize that data are key to understanding our strengths, revealing our failures and identifying solutions. We expect the evaluation of results to be everybody’s business – from the executive suite to the classroom – and we call on institutional researchers to step up to join their fellow change agents, asserting their expertise to help drive continuous improvement.* | | | | |
| ***What are our goals/objectives around Data Scaling Standard to support our corequisite work?:***  ***1. Develop an interactive web-based portal to make data on co-requisite remediation efforts more accessible to faculty and institutional leadership.***  ***2. For two-year institutions, build and share statewide visualizations in Blackboard analytics that enable institutions to monitor success and academic progress of co-requisite students.***  ***3. Provide professional develop to faculty and institutional leadership on the use of interactive data tools and interpretation of data.***  ***4.***  ***5.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Identify a list of meaningful data elements.  Design and publish visualizations.  Communicate with end users about the availability of new data resources and how to apply them to decision-making.  Provide professional development, as needed, on the operation of the new data tools and best practices with interpreting data. | Engage institutional IR personnel in a conversation about data needs.  Begin work to identify data measures for inclusion in web-based visualizations.  Begin work to design and publish portal dashboards. | Division of Policy and Planning personnel.  Communications director.  Institutional IR directors. | Limited personnel time. | Give institutional leaders access to feedback about progress to achieving institutional goals. |
| Developing a framework for using interactive analytics tools to provide key measures related to three specific areas: completion, job placement and equity | Hire new data analytics specialist. | Institutional researchers and leaders, including institutional presidents and Dean’s Academy participants.  Division of Policy and Planning personnel, specifically the new data analytics specialist.  HEPCS and CTCS leadership. | Convincing institutions to take action based on the information provided.  Training and development, especially for new employees. | Increased use of data to drive decision-making.  Colleges will have access to key data measures that were previously unavailable. |

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| **Policy and Legislation**  ***We believe in smart policy to accelerate and sustain structural reforms.*** *We will assert the scaling power of policy when it is evidence-based, pursued in an appropriate venue, developed transparently and crafted with implementation in mind. We know that good policy provides flexibility for institutions, but does not compromise on accountability or results. We respect the duty of elected and appointed policymakers to protect the public investment in higher education and demand better and more equitable returns for students and taxpayers.* | | | | |
| ***What are our goals/objectives around Policy and Legislation Scaling Standard to support our corequisite work?:***  ***1. Make minor language revisions to Series 21 (placement standards).***  ***2. Propose changes to state code to support dual-credit corequisite remediation in high schools.***  ***3.***  ***4.***  ***5.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Await K-12 decision on 11th grade assessment, then change Series 21 accordingly. | Prepare resolution for Commission and Council. | Academic Affairs | K-12 decision related to 11th-grade standardized testing will drive our efforts. | Align K-12 common exam to college placement.  Clean up language in state policy regarding corequisite remediation. |
| Fully implementing pilot and taking to scale to the greatest extent possible within revenue limitations. | Begin pilot.  Seek initial funding (foundations or state).  Begin discussions with legislators.  Study current data. | Academic Affairs  HEPC / CTCS  WVDE  Legislature | State budget, specifically K-12 budget.  Inability of colleges to offer classes without charging tuition. | Structure that gives us the ability to scale the pilot. |

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| **Communication**  ***We believe communication accelerates change.*** *We will establish and drive mechanisms to enhance our connectedness, frequently and effectively sharing our reform efforts and stories of success. We will marshal public opinion toward a deeper understanding of the challenges facing our students and the solutions being championed by our movement, focusing all Americans on a shared vision for the future of higher education.* | | | | |
| ***What are our goals/objectives around the Communication Scaling Standard to support our corequisite work?:***  ***1. Publicize the availability of our online data tools and encourage their use by the public and lawmakers to promote the success of remediation efforts.***  ***2. Create a faculty group to meet semi-annually to exchange ideas, discuss problems, share best practices and promote professional development.***  ***3.***  ***4.***  ***5.*** | | | | |
| What activities will move us toward meeting our goals/objectives? | Immediate Next Steps  (By October 31) | Who should be engaged in the work? | Challenge(s) | Outcome(s): What will this accomplish? |
| Communicate with institutional researchers and provide professional development on the use of new data tools to inform decision-making. | Design and publish beta versions of new data portal dashboards and solicit feedback from institutional researchers and leaders. | Division of Policy and Planning personnel.  HEPC/CTCS communications director  HEPCS/CTCS leadership  Division of Academic Affairs | Limited personnel resources. | Increased use of online data tools to inform decision-making and drive change. |
| Reconvene developmental education faculty workgroup.  Establish a meeting schedule.  Work with faculty to identify discussion topics / key issues.  Establish discipline-specific faculty advisory/work groups (at the CTC level). | Meet with Advisory Council of Faculty in July 2017.  Organize first meeting during 2017-18 academic year.  Work with New River CTC to coordinate fall convening. | Academic Affairs  CTCS  New River CTC personnel  Faculty | Ensuring that work continues after initial convenings. | Faculty research / publications related to success of corequisite remediation efforts. |