



DATE: March 31, 2021

TO: College Council

FROM: Paul Murphy
Institutional Effectiveness Council Co-Chair

SUBJECT: Educational Master Plan Prioritized Strategies

The focus of this year's Educational Master Plan (EMP) Planning Retreat was to operationalize the plan into integrated and coordinated action by developing priority strategies and associated activities. Staff in the IE office combined similar/identical activities and counted the frequency of supporting votes for each identified activity that occurred during the three planning sessions. IEC recommends that College Council follow the steps outlined in the EMP and assign responsibility to councils for implementation; included in this process is the tracking of progress, identified challenges and necessary resources, and periodic status reports. These assignments should be included in council annual goals.

There were a few overlapping themes across goals that emerged from this exercise:

1. Enrollment Management. This theme included activities to improve scheduling to better meet student needs facilitated by an enrollment management plan and enrollment management team to employ best practices. This theme aligns well with recommendations from the Innovative Scheduling Guided Pathways design team.
2. Onboarding and orientation. This theme included activities around courses and services to orient students to college, implementing Guided Pathways areas of interest, coordinated outreach and in reach, summer bridge programs, and first-year experience programs.
3. Student support during the progress and completion phase. Activities include imbedded support (tutorial, library, counseling), dedicated study spaces, intrusive and self-directed methods to nudge students, and peer groups aligned with student goals (eg, transfer).
4. Professional Development to support diversity, equity, and inclusion.
5. Enhance access to students with continued use of technologies and knowledge developed in response to the pandemic.
6. Build and maintain strong connections to alumni, industry, and four-year colleges to improve student transition into the workforce or transfer institutions.

The appendix of the Prioritized Strategies document includes all of the activities and associated strategies as they were captured in the Padlet during the planning sessions.

Goal A: Connect with Students

Allan Hancock College will encourage new students to apply and enroll in a timely manner, secure necessary financial aid, and develop a plan for college and careers.

Description:

In the connection phase, students first begin to think about the idea of going to college. They gather information and resources from teachers, counselors, peers, and family members. They consider many factors like finances, time, and the end result of employment options. When a student finally makes a decision to attend college, selecting a specific college and program of study follows. This goal provides the college with an understanding of what happens to students and can help improve recruitment, intake, and placement processes.

Integrated Planning Alignment

Guided Pathways Pillar One: Clarify the Path

Student Equity Plan

Student Centered Funding Formula

Strategies:

- A.1 Enhance the student enrollment experience and create a community bridge by implementing strategic outreach activities and continually improving student onboarding processes.
- A.2 Expand and enhance campus diversity and inclusionary programming to ensure broad participation of all students, with a focus on traditionally marginalized communities.
- A.3 Implement a Strategic Enrollment Management Plan that emphasizes flexible and innovative scheduling, with an emphasis on meeting the needs of non-traditional age students.
- D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. (This strategy appears in Goal D as well)
- A.4 Develop and maintain collaboration with K-12 partners to build successful early academic, career pathways, and encourage enrollment after high school as a Promise student.
- A.5 Build a more vibrant college-going culture through a broad and engaging community presence.
- A.6 Expand relationships with community-based organizations as a means to reach prospective students and their families.
- A.7 Build and maintain a student-centered online presence that appeals to the diverse community served.
- A.8 Improve mechanisms (such as completing Student Education Plans) for students to make informed decisions about their educational goals.
- A.9 Student Focus Group recommendations 1 and 2 (see Student Focus Group Recommendations in the Appendix)

High Priority
Medium Priority
Low Priority

CONNECTION

Title	Strategies	Prioritization Points
Create an onboarding process that improves the application-to-enrollment experiences of students.	EMP.A.1, EMP.A.4, EMP.A.9.1	56
Develop a process to regularly assess student scheduling needs including type, time, location, and modality of courses, obstacles for students, and student success.	EMP.A.3	37
Involve program coordinators in both outreach and in reach efforts.	EMP.A.1, EMP. A.4, EMP.A.9.1	23
Improve student access to departments, faculty, staff, services, and/or "experts" by using multiple modalities and extended night and weekend hours.	EMP.A.1, EMP.A.9.1	22
Create courses that give students a jumpstart to college, help students identify educational goals, and support student success.	EMP.A.1, EMP.A.4, EMP.A.8, EMP.A.9.1, EMP.A.9.2	22
AHC should commit to offering HyFlex courses and allow students to change and/or select the mode that suits their needs.	EMP.A.3	18
Develop a clear enrollment management plan and implement using scheduling assessment data.	EMP.A.3	17
Create area of interest promotional materials (print, social media posts, videos, website) that will introduce areas of interest (career and majors) to students in a language and medium that they will engage with and understand.	EMP.A.1, EMP.A.4, EMP.A.9.1	14
Extend the Promise Program for all students.	EMP.A.1	9
Create a first-year experience program to support onboarding and mentoring	EMP.A.1, EMP.A.4, EMP.A.5	9
Increase opportunities for students to engage in Cooperative Work Experience.	EMP.A.1, EMP.A.4, EMP.A.9.1	8
Ensure students know what it costs to attend both community college and university, what financial supports are available at each institution type, as well as what assistance is offered at the state and fed	EMP.A.4	7
Ensure students know what it costs to attend both community college and university, what financial supports are available at each institution type, as well as what assistance is offered at the state and fed	EMP.A.1	3

Goal B: Successful Entry into an Area of Interest and Program of Study

Allan Hancock College will facilitate student entry into programs of study within areas of interest by helping students choose and enter a program of study as quickly as possible

Description:

During the entry phase, students arrive at the institution and begin the onramp to an area of interest². This phase includes admissions, financial aid, counseling, and completion of gatekeeper courses.

Integrated Planning Alignment

Guided Pathways Pillar One

Guided Pathways Pillar Four: Ensure Learning

AB 705

Student Centered Funding Formula: AB 540 students, Pell Grants, CA Promise

Strategies:

- B.1 Implement Areas of Interest to simplify informed and structured exploration leading to a chosen program of study.
- B.2 Ensure successful first-year student experiences, with an emphasis on underserved populations, by designing and implementing integrated Student Success Teams that integrate instructional and student services such as academic and career planning, financial planning, and development of study skills.
- B.3 Prioritize elimination of achievement gaps in gateway courses, including an evaluation of AB 705 implementation to ensure appropriate placement and impact of support courses.
- B.4 Enhance the noncredit-to-credit bridge and assessment tools to prepare students for college-level coursework.
- B.5 Encourage inquiry practices and utilization of equity data that facilitates coordinated support activities with a commitment to underserved populations.
- B.6 Student Focus Group recommendations 3, 4, 5, 6, and 14 (see Student Focus Group Recommendations in the Appendix)
- B.7 Provide adequate support to students and faculty to foster successful remote teaching and learning.
- B.8 Develop new degree programs that lead to an associate degree in transfer and implement an Associate Degree for Transfer (ADT) informational campaign to students to promote transfer opportunities.

² Areas of interest are Allan Hancock College's organization or cluster of academic majors that are considered similar from a student's perspective.

High Priority
Medium Priority
Low Priority

ENTRY

Title	Strategies	Prioritization Points
Review and embed support services (tutors, library, counseling) especially for underserved populations	EMP.B.2, EMP.B.5, EMP.B.6.1, EMP.B.6.4	40
Create pathways for HS students, like mentorship programs based on GPA	EMP.B.1, EMP.B.2, EMP.B.4, EMP.B.7	27
Develop information sharing and training: Departmental and interdisciplinary collaborations	EMP.B.1, EMP.B.2, EMP.B.6.4	24
Infuse first-year experience model with mandated SEPs and PD course enrollment	EMP.B.2, EMP.B.6.1	18
Develop PD for equitable instruction, curriculum design, and classroom practices.	EMP.B.5, EMP.B.7	15
Implement areas of interest for all students (including adult students and community education)	EMP.B.1	10
Enhance summer bridge curriculum integrated with student services and guided pathways.	EMP.B.2	7
Create programs/spaces for students to engage	EMP.B.5	5
Review counseling services, availability, and processes, utilizing non-counseling staff as advisors	EMP.B.6.1	5
Technology upgrades in classrooms	EMP.B.7	2
Work with local HS for career alignment	EMP.B.1	2
Enhance and review schedule practices	EMP.B.5	1
Develop How To videos for student to use remote/online needs	EMP.B.7	0

Goal C: Student Progression through Program of Study

Allan Hancock College will ensure students' progress along their pathways to complete program requirements and achieve their educational goals.

Description:

Progress is all about working toward completing program requirements, whether that is completion of a credential/degree, transfer requirements, or a sequence of courses that lead to meaningful employment. This includes students' enrollment in the courses they need to achieve their educational goal; the teaching and learning experience in each of these courses; and the support that is available to move students closer to completion.

Integrated Planning Alignment

Guided Pathways Pillar III: Help Students Stay on their path

Vision for Success: Unit Accumulation

Student Equity Plan: Fall to Spring Persistence, Complete Transfer Math and English

Student Centered Funding Formula: Complete Transfer Math and English

Strategies:

- C.1 With implementation of Student Success Teams, leverage current technology and staffing capabilities to provide real-time feedback, advising, and student-centered support to all students at all locations and in all relevant modalities in order to keep students on their path.
- C.2 Implement an integrated campus wide financial resources campaign to mitigate student dropout as a result of financial hardship.
- C.3 Foster a college climate that is responsive to student equity gaps and mitigates implicit bias by building in training and opportunities to share, discuss, and respond to disaggregated student achievement and outcomes data.
- C.4 Emphasize culturally responsive instruction that supports diversity, equity, inclusion, and student success by expanding opportunities for faculty to implement high impact practices.
- C.5 Ensure existing classroom and campus spaces encourage student engagement and reflects multicultural and multi-ethnic backgrounds.
- C.6 Student Focus Group Recommendations 7, 8, 9, 10, 11, 12 (see Student Focus Group Recommendations in the Appendix)
- C.7 Expand student support services such as library, peer tutors, and counselors in high impact courses.
- C.8 Expand engaging and relevant cross-disciplinary content for students that is equity-minded and communicates a sense of belonging for students who have been historically marginalized in higher education.

High Priority
Medium Priority
Low Priority

PROGRESS

Title	Strategies	Prioritization Points
Create an enrollment management team to review schedule for best practices	EMP.C.6.3	21
Develop PD for equitable instruction, curriculum design, and classroom practices.	EMP.C.1, EMP.C.4	20
ACTIVITY: Create a one-stop app where students can register, track progress, live chat, and link to resources.	EMP.C.1	17
Develop Implicit Bias training as part of our onboarding process	EMP.C.4	10
Expand remote/DL classes and student services post Covid	EMP.C.6.2, EMP.C.6.3	8
Improve/expand transportation options for students between SM and LVC campuses (to go along with smart scheduling).	EMP.C.6.3	7
Development a scorecard that faculty can utilize to assess the cultural responsiveness of their curriculum.	EMP.C.4	4
Review and embed support services (tutors, library, counseling) especially for underserved populations	EMP.C.6.2	4
Develop information sharing and training: Departmental and interdisciplinary collaborations	EMP.C.6.3	2
Institutionalize imbedded support such as counseling, tutoring, and library services.	EMP.C.7	1
Investigate peer-to-peer mentoring that emphasizes college navigation, peer connection and social support, and the building of cultural capital.	EMP.C.7	1

Goal D: Student Completion

Allan Hancock College will increase timely student completion rates and reduce excess units upon completion.

Description:

The completion phase comprises both the student's final movement through an institution or program and the attainment of his or her end goals. The College tracks students' rates of completion by program and ensure students move successfully to the next phase.

Integrated Planning Alignment

Guided Pathways Pillar Three: Stay on the path

Guided Pathways Pillar Four: Ensure Learning

Student Centered Funding Formula: ADTs, AA/ASs, approved certificates

Vision for Success: Completion

Strategies

- D.1 Provide a cross-functional student support approach and assist completion through Student Success Teams.
- D.2 Expand technology-driven counseling practices such as webinars, remote, chat, and artificial intelligence to assist students near completion.
- D.3 Implement and facilitate the auto-award degree process.
- D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion.
- D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students.
- D.6 Implement college wide comprehensive curriculum evaluation, design, and redesign to ensure viable degree and certificate programs that are responsive to labor market needs and workforce demand.
- D.7 Implement college wide capacity to assess and evaluate student achievement and completion in all service programs with an emphasis on mitigating equity gaps.

High Priority
Medium Priority
Low Priority

COMPLETION

Title	Strategies	Prioritization Points
Create a schedule that plans courses with student needs at the forefront by prioritizing use of student course taking patterns, cross-department scheduling for related disciplines and scheduling at nontraditional days/times/locations.	D5	52
Automate review and notification of students who have 45+ units and have not seen a counselor and those who are close to degree completion to help keep students on track in attaining their goals.	D1, D4	40
Develop peer groups for students who have indicated a transfer goal (e.g., transfer club), have similar educational/career goals (areas of interest) and/or are close to the transfer gate provide them space to problem solve together, encourage each other, feel a sense of belonging, and receive just-in-time support.	D1, D4, D7	24
Ensure faculty teaching advanced courses in a program of study know the CSU and UC application processes and financial aid deadlines and incorporate this information into course announcements and activities.	D4, D6, D7	14
Expand counseling services via alternative modalities such as groups, embedded counseling, webinars, remote, chat, and artificial intelligence.	D1	6
Eliminate low-enrolled programs to focus on FTEF/resources on viable programs.	D5, D6	3
Include Instructional Faculty in providing career pathway information via advisory groups, etc.	D1	1
Integrate AB 927 for CSU/UC dual admission and dual enrollment.	D4	1
Create degree programs that can be completed with evening/weekend-only classes (or with online classes)	D5	0

Goal E: Transition to Transfer and/or Gainful Employment

Allan Hancock College will collaborate with industry and four-year colleges to ensure a seamless transition for students

Description:

The transition phase comprises the student's journey to further education (transfer) or into meaningful employment. Track transfer rates, time to transfer, and employment outcomes such as gains in income upon completion, and work with industry and four-year institutions to continually improve transition.

Integrated Planning Alignment

Guided Pathways Pillar Four: Ensure Learning

Student Centered Funding Formula: ADTs, AA/ASs, approved certificates

**Vision for Success: Degree for Transfer within a Year of Last Enrolling;
Increase All Students with a Job Closely Related to Their Field of Study.**

Strategies:

- E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs.
- E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce.
- E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.
- E.4 Maximize usage of the transfer center and other transfer supports and services.
- E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.
- E.6 Leverage the Student Success Teams to direct students to campus career resources that provide connections and other networking opportunities.
- E.7 Develop and implement robust strategies to facilitate student-to-industry connections.
- E.8 Work with community and industry partners to develop and maintain programs that support emerging and ongoing community workforce needs.

High Priority
Medium Priority
Low Priority

TRANSITION

Build strong connections to alumni to provide networking opportunities (mentorships, internships, and job opportunities)	E1, E6, E7	36
Building connections between transfer students and university with a focus on support networks that await students post-transfer and options for place-bound transfer students.	E3, E4, E6	33
Utilize technology to help AHC students access up-to-date information on transfer requirements and processes and real-time advice that is specific to their path.	E2, E3, E5	30
Partner with Industry and community leaders to identify current technology and connect employers, academic programs, and students	E1, E2, E6, E7	28
Promote Job Speaker and LinkedIn Learning and make available to all students.	E1, E2, E5, E6, E7	16
Support student transfer by maximizing visibility of the transfer center and educate/encourage faculty and program coordinators to assist with student transfer	E3, E4, E5	9
Maximize student connection with the career center with a focus on CWE courses and possible DI	E6, E7	8
Identify students in non-transfer degree programs who may have changed their goals to transfer.	E3, E4, E6	7
Expand, promote, and facilitate faculty EXTERNSHIPS, especially for those who have been out of industry for a while.	E7	6
Explore dual enrollment options with 4-year universities.	E3, E4, E6	2
Make AHC physical resources (library, computers, tutoring, etc.) available for remote learners of 4 year/advanced programs.	E3, E4, E6	1

Padlet Activity

Comments on recommended activities

Strategy	Title	Description	Comments
EMP.A.1	One-stop shop onboarding process	Create a one-stop shop onboarding process that improves the application and enrollment experiences of students.	Add videos to walk through students through processes; add assistance for technologically challenged students; directly connect students to support programs through onboarding process; Separate the community bridge piece from onboarding; Community bridge is already in a.4, a.7, and a.6; utilize an auto prompt system or check-off system that allows users to see what they have completed and what they still need to do or be prompted when they need to take action; provide immediate status flag to students and they know onboarding step is complete; system must be automated; Research how 4-year colleges engage and recruit students and research best practices to improve our processes
EMP.A.1	Pre-application/Interest Form	Develop an interest form that could be followed-up by an outreach specialist and/or academic program of interest, to connect students to programs and resources between application and enrollment.	Develop interest form; Check out CCC MyPath; CCAApply already has an interest form. When it was implemented it was discussed that the information is never extracted to reach out to those interested; Establish a CRM system to track prospective students who express interest; A CRM could also be used to keep students engaged between admission and matriculation; Develop a system so that departments/faculty/programs can easily access interested students.
EMP.A.1	Summer Bridge Courses	Provide Summer Bridge courses that give students a jumpstart	So many under achieving students coming from H.S. - We could enroll them in Community Ed and have them get an H numbers, build leadership, comfort with college and better college prep!; more support for summer bridge tied to PD 110; Offer PD that teaches about how to be a successful student; offer a bootcamp for math/English students going into college level courses; Connect students to summer classes before their first semester - we had a student on the retreat that said he didn't know that he qualified for promise during summer
EMP.A.1	Promise for all	Extend the Promise Program for all students.	
EMP.A.1	Student Success Course	Create a student success course integrated into GP Pathways framework	Develop "intro to college" series for new students that includes how to do basic things like add/drop classes, email professors, what are office hours and how to use them, how to access resources; This is very similar to providing summer bridge courses
EMP.A.1	Survey applicants who don't enroll	Outreach to students who apply but not enroll to identify obstacles to enrollment and develop strategies to eliminate barriers.	
EMP.A.1	Commitment to underserved populations	Utilize enrollment data to inform student support efforts and demonstrate a commitment to underserved populations.	Analyze enrollment pipeline to see where the "leaks" are - where do students not proceed to next step; conduct a communication audit to ensure messages are encouraging in content and tone across the recruitment/admissions/matriculation journey

EMP.A.1 Alternative modalities/times for services Improve access to information and student services via chat help or other online/virtual/remote services for students. Alternative modality and times. 24/7 chat for student services. Continued online/virtual/remote services for students (live chat, counseling, admissions, etc.). ; Not just student services but also instructional faculty; some departments have real time chat during business hours or zoom sessions; it would be nice to create a standard; departments should be surveyed to see how multiple modalities has worked in their departments; Instantaneous connections are a priority for Generation Z: utilize all modems of communication AND connect students with experts at various hours of operation.

EMP.A.1 1st year experience Create a first-year experience program utilizing 2nd year students, mentors, clubs, student leaders to support onboarding and mentoring give those students (from existing student leaders/club groups) who support incoming students some type of "credit" or "recognition" (resume building)

EMP.A.1 Weekend and Evening availability Weekend and evening availability for student services Participants didn't want multiple modalities and times to be combined with evening and weekend hours

EMP.A.1 Website to include career and major exploration Add career and major exploration to website This is already being done

EMP.A.1 Connect Program Coordinators to students Incoming students should meet with the Program Coordinator for a brief orientation in addition to counselors. Videos of faculty speaking to interested students could be posted on program web pages to give a brief intro to the program, job ops, and support available in the program; Enhance CWE College Now Programs to allow mentoring with AHC Instructors and incoming high school students

EMP.A.1 Employee training Provide all staff the necessary training, information, and resources to be able to instantly "connection" students to resources, information, experts that can help them.

EMP.A.3 Offer mixed-modalities for courses Offer virtual and face to face courses (Hyflex).
Continued remote classes in a post-covid world. Need to consider modality of the lecture to fit with lab setting on-site

EMP.A.3 Survey students on course availability Poll students to see what kind of classes they would like. In what modality do they learn best. Include time of day and weekends

EMP.A.3 Enrollment data to inform student support Utilize enrollment data to inform student support efforts and demonstrate a commitment to underserved populations. Have all application data in both English and Spanish

EMP.A.3 Enrollment management plan Develop a clear enrollment management plan, and implement using scheduling data. Very similar to using enrollment data to inform

EMP.A.3 Student Obstacles Survey Use Bi-annual survey to find out what are the main obstacles to Student Success. A-3 Add to other survey

EMP.A.4 Cost of college Ensure students know what it costs to attend both community college and university, what financial supports are available at each institution type, as well as what assistance is offered at the state and federal levels to address both tuition and living expenses. A campaign: College is affordable if you begin with a community college; explain the downfalls of the profit institutions

EMP.A.4 Expert Connection Immediate "meeting modality" to connect with an expert/guide--not just a counselor. Create opportunities for students to connect directly with experts - faculty, mentors, etc.

EMP.A.4 Expand Bulldog Bound Expand bulldog bound to reach more students each year
Focus on high school students

EMP.A.4 CWE Partnerships Include industry partner outreach to encourage CWE partnerships (internships)

EMP.A.9.1 Program communication and information exchange Ongoing in reach between instructional and student services to share program communications and information Focus on ongoing in reach, not just one time

EMP.A.9.1 Alternative modalities/times for services Improve access to information and student services via chat help or other online/virtual/remote services for students. Alternative modality and times. 24/7 chat for student services. Continued online/virtual/remote services for students (live chat, counseling, admissions, etc.). ; Not just student services but also instructional faculty; some departments have real time chat during business hours or zoom sessions; it would be nice to create a standard; departments should be surveyed to see how multiple modalities has worked in their departments; Instantaneous connections are a priority for Generation Z: utilize all modems of communication AND connect students with experts at various hours of operation.

EMP.A.9.1 Area of Interest Promotional Materials Enhance the Area of Interest information and follow-up campaigns for local high schools

EMP.A.9.1 Connect Program Coordinators to students Incoming students should meet with the Program Coordinator for a brief orientation in addition to counselors. Videos of faculty speaking to interested students could be posted on program web pages to give a brief intro to the program, job ops, and support available in the program; Enhance CWE College Now Programs to allow mentoring with AHC Instructors and incoming high school students

EMP.A.9.1 Faculty office hours Recommended office hour appointment for students to meet with faculty mid-year to review progress, discuss ed goals, next classes to sign up for, colleges to transfer to, ultimately to connect, advise and support students.

EMP.A.9.1 CWE Courses Encourage more participation in CWE courses with College Now in order to form connections with AHC and incoming High School Students.

EMP.A.9.1 PD 100 Concurrent Enrollment Make PD 100 a concurrent enrollment class Make a trip to campus; challenge with concurrent enrollment minimum quals; AHC faculty could teach it

EMP.A.9.1 Hancock personnel at local high schools Have a Hancock office in area high schools, maybe staffed by an academic counselor. Then we have a continuous presence

EMP.D.1 Provide a cross-functional student support approach and assist completion through Student Success Teams. ACTIVITY: Expand counseling services via alternative modalities such as groups, embedded counseling, webinars, remote, chat, and artificial intelligence.

EMP.D.1 Provide a cross-functional student support approach and assist completion through Student Success Teams. ACTIVITY: Outreach to high-leverage students (45 or more transferable units) who have not seen a counselor in the most recent term to connect them to the relevant resources and services that can help ensure their transfer success. Expand to milestones achievements and reaching out to students as they progress through the student journey.

EMP.D.1 Provide a cross-functional student support approach and assist completion through Student Success Teams. ACTIVITY: Develop peer groups for students who have indicated a transfer goal (e.g., transfer club), have similar educational/career goals (areas of interest) and/or are close to the transfer gate provide them space to problem solve together, encourage each other, feel a sense of belonging, and receive just-in-time support. Expand to include intersectional identities I.e. race, ethnicity, sexual orientation, etc.

EMP.D.1 Provide a cross-functional student support approach and assist completion through Student Success Teams. Include Instructional Faculty in providing career pathway information via advisory groups, etc. Include Instructional Faculty in providing career pathway information via advisory groups, etc.

EMP.D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion. ACTIVITY: Outreach to high-leverage students (45 or more transferable units) who have not seen a counselor in the most recent term to connect them to the relevant resources and services that can help ensure their transfer success.

EMP.D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion. ACTIVITY: Develop peer groups for students who have indicated a transfer goal (e.g., transfer club), have similar educational/career goals (areas of interest) and/or are close to the transfer gate provide them space to problem solve together, encourage each other, feel a sense of belonging, and receive just-in-time support.

EMP.D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion. ACTIVITY: Ensure faculty teaching advanced courses in a program of study know the CSU and UC application processes and financial aid deadlines and incorporate this information into course announcements and activities.

EMP.D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion. ACTIVITY: Review student records looking for those close to completions (less than 12 units) and do outreach to those

students to see why they have not completed. This should be automated to the extent possible. With auto awards we identify students who are at 98% of completion and currently enrolled in the term. It appears this logic could be modified for those who stop at 98% of completion and do not complete

EMP.D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion. Integrate AB 927 for CSU/UC dual admission and dual enrollment.

EMP.D.4 Strengthen awareness of student completion metrics to inform strategic student support practices, such as contacting students who are close to completion. Utilize success net to automate notifications and help students track progress.

EMP.D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. ACTIVITY: Eliminate low-enrolled programs to focus on FTEF/resources on viable programs. Assess low enrolled, or minimally offered courses for need (transfer-ability, lead to degree, link to job skill) and offer more/less based on need. Are the courses that are minimally enrolled over a period of time, are they being offered for faculty want versus student need? Through a diversity, equity and inclusiveness lens, this strikes me as problematic. There are many courses and programs that encourage critical thinking, foster multicultural and intersectional perspectives, and encourage involved and socially conscious citizenship, but aren't extremely 'popular', and have lower enrollment than other programs. Despite the 'fiscal' pressures to promote high-enrollment programs and courses, the function of education is broader than focusing on high-enrollment areas and we have a 'social' responsibility to protect some low enrollment programs.

EMP.D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. Create degree programs that can be completed with evening/weekend-only classes (or with online classes)

EMP.D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. Schedule classes on Fridays or on the weekend

EMP.D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. ACTIVITY: Cross-department schedule planning for related disciplines. I know this happens between the Science department and the Math department already. Yes, it helps to base it on major. Perhaps creating "GE blocks" or scheduling structures so that there are also fewer overlaps of needed courses. This can help avoid scheduling conflicts for necessary classes.

EMP.D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. Create a schedule that plans courses with student needs at the forefront.

EMP.D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. Use student enrollment data to plan future schedule (e.g., if there are x student in a particular major, can we plan ahead) Yes. Hopefully though GP efforts we can get more accurate count of enrollment. Right now, many students do not have their correct major indicated. I think this is great as long as it is responsive to relatively small numbers of students trying to take a course required for transfer so that they are not impacted.

EMP.D.5 As part of the Strategic Enrollment Management plan, implement class scheduling practices to ensure that courses are offered with adequate frequency for timely completion, and meet the diverse needs of part-time, full-time and weekend students. Ensure that classes are offered at all campuses this way the extended campus students can earn their degrees at their campus. Also offering classes at diverse times to accommodate diverse schedule needs

EMP.D.6 Implement college wide comprehensive curriculum evaluation, design, and redesign to ensure viable degree and certificate programs that are responsive to labor market needs and workforce demand. ACTIVITY: Eliminate low-enrolled programs to focus on FTEF/resources on viable programs.

EMP.D.6 Implement college wide comprehensive curriculum evaluation, design, and redesign to ensure viable degree and certificate programs that are responsive to labor market needs and workforce demand. ACTIVITY: Ensure faculty teaching advanced courses in a program of study know the CSU and UC application processes and financial aid deadlines and incorporate this information into course announcements and activities.

EMP.D.7 Implement college wide capacity to assess and evaluate student achievement and completion in all service programs with an emphasis on mitigating equity gaps. ACTIVITY: Develop peer groups for students who have indicated a transfer goal (e.g., transfer club), have similar educational/career goals (areas of interest) and/or are close to the transfer gate provide them space to problem solve together, encourage each other, feel a sense of belonging, and receive just-in-time support.

EMP.D.7 Implement college wide capacity to assess and evaluate student achievement and completion in all service programs with an emphasis on mitigating equity gaps. ACTIVITY: Ensure faculty teaching advanced courses in a program of study know the CSU and UC application processes and financial aid deadlines and incorporate this information into course announcements and activities. Create a connection in Canvas for instructors to direct their students.

EMP.E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs. ACTIVITY: Build strong connections to alumni to provide networking opportunities (mentorships, internships, and job opportunities)

EMP.E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs. ACTIVITY: Bring community leaders to campus to connect employers, academic programs, and students.

EMP.E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs. ACTIVITY: Promote Job Speaker and LinkedIn Learning and make available to all students.

EMP.E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce. ACTIVITY: Promote Job Speaker and LinkedIn Learning and make available to all students.

EMP.E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce. ACTIVITY: Utilize technology to help AHC students access up-to-date information on transfer requirements and processes and real-time advice that is specific to their path.

EMP.E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce. ACTIVITY: Review technology used in instruction on a regular basis to ensure up-to date equipment.

EMP.E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce. ACTIVITY: Partner with industry to identify advances in technology to ensure currency in faculty and student knowledge.

EMP.E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce. ACTIVITY: Search for grant opportunities to bring up-to-date equipment/software to AHC.

EMP.E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce. ACTIVITY: Advocate with the CTE Advisory teams for relevant equipment needs to help students stay updated.

EMP.E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations. ACTIVITY: Work with university partners to identify how to start building connections between prospective transfer students and the university to help students gain a better sense of the support network that awaits them post-transfer. Implement AB 927 Dual Admission/Dual Enrollment with CC and UC/CSU. Develop agreements to facilitate seamless transition to universities.

EMP.E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations. ACTIVITY: Coordinate with university partners to identify innovative options for students to complete a baccalaureate degree in programs that may be impacted or for students who are place-bound. Create ongoing partnerships to provide information sessions for prospective transfer students. local universities do not offer certain majors, leading students to go elsewhere or enrolling in private universities to complete an online program, such as AJ. Then they may not have access to internship opportunities, making it difficult for them to land a job post graduation. Creating partnerships is key, along with employers.

EMP.E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.

ACTIVITY: Maximize the visibility of transfer center and/or other transfer supports and services on campus.

EMP.E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.

ACTIVITY: Utilize technology to help AHC students access up-to-date information on transfer requirements and processes and real-time advice that is specific to their path.

EMP.E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.

Identify students in non-transfer degree programs who may have changed their goals to transfer. Provide ongoing follow-up on students who may not have considered transfer options.

EMP.E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.

Explore dual enrollment options with 4-year universities.

EMP.E.3 Coordinate with university partners to identify innovative options for students to complete a bachelor's degree for students that may be place-bound because of family obligations.

Make AHC physical resources (library, computers, tutoring, etc.) for remote learners of 4 year/advanced programs. I can't remember which Rural school I head did this but they created a program where a student who was enrolled in a 4 year college remotely could access the physical resources

EMP.E.4 Maximize usage of the transfer center and other transfer supports and services.

ACTIVITY: Work with university partners to identify how to start building connections between prospective transfer students and the university to help students gain a better sense of the support network that awaits them post-transfer. Get students to feel part of their prospective transfer institution before application/transfer.

EMP.E.4 Maximize usage of the transfer center and other transfer supports and services.

ACTIVITY: Coordinate with university partners to identify innovative options for students to complete a baccalaureate degree in programs that may be impacted or for students who are place-bound. Offer a 1.0 or 1.5 unit course on "Navigating University Transfer Process"

EMP.E.4 Maximize usage of the transfer center and other transfer supports and services.

ACTIVITY: Maximize the visibility of transfer center and/or other transfer supports and services on campus.

EMP.E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.

ACTIVITY: Utilize technology to help AHC students access up-to-date information on transfer requirements and processes and real-time advice that is specific to their path. Assist.org somewhat already does this but it is not the most up to date information, which makes it difficult for students to know what courses they need for specific universities. Having assist.org up to date will be great! Jobspeaker and its integration with LinkedIn Learning, available to ALL students (anyone with an H-number), supports this activity.

EMP.E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.
Dedicated counselors for online services only. They can offer online and virtual appointments only for real time advice.

EMP.E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.
Encourage program coordinators/faculty experts to connect with new students to go through degree requirements. degree paths and industry internships.

EMP.E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.
Utilize Success net (or other means) to Auto-Email students at check in points "You've enrolled.. here are your next steps..."

It's spring.. apply for Financial Aid.

Transfer applications due soon... attend a workshop...

You're at X units, here's what you need to do..."

EMP.E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.
Utilize Job Speaker encourage students to create profiles and resumes. Instructional faculty utilize and connect to courses. Conduct workshops to educate students

EMP.E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.
empower and educate instructional faculty to assist with transfer education & assistance

EMP.E.5 Employ technology solutions that help students access up-to-date information on transfer requirements and processes and real-time advice that supports completion of their path.
Utilize canvas calendars to add important dates (applications, workshops, etc.).

EMP.E.6 Leverage the Student Success Teams to direct students to campus career resources that provide connections and other networking opportunities. ACTIVITY: Build strong connections to alumni to provide networking opportunities (mentorships, internships, and job opportunities)
University Transfer Center brought students that had graduated from AHC and transferred in the last two years back for a workshop panel. Be good to bring back AHC graduates to do a panel presentation - needs marketing.

EMP.E.6 Leverage the Student Success Teams to direct students to campus career resources that provide connections and other networking opportunities. ACTIVITY: Develop a vision for a career center with a particular focus on early intervention for unrepresented students, while monitoring for disproportionate impact of low income and students of color in low-wage programs.

EMP.E.6 Leverage the Student Success Teams to direct students to campus career resources that provide connections and other networking opportunities. ACTIVITY: Work with university partners

to identify how to start building connections between prospective transfer students and the university to help students gain a better sense of the support network that awaits them post-transfer.

EMP.E.6 Leverage the Student Success Teams to direct students to campus career resources that provide connections and other networking opportunities. ACTIVITY: Bring community leaders to campus to connect employers, academic programs, and students.

EMP.E.6 Leverage the Student Success Teams to direct students to campus career resources that provide connections and other networking opportunities. ACTIVITY: Promote Job Speaker and LinkedIn Learning and make available to all students.

EMP.E.7 Develop and implement robust strategies to facilitate student-to-industry connections. ACTIVITY: Build strong connections to alumni to provide networking opportunities (mentorships, internships, and job opportunities)

EMP.E.7 Develop and implement robust strategies to facilitate student-to-industry connections. ACTIVITY: Bring community leaders to campus to connect employers, academic programs, and students.

EMP.E.7 Develop and implement robust strategies to facilitate student-to-industry connections. ACTIVITY: Promote Job Speaker and LinkedIn Learning and make available to all students.

EMP.E.7 Develop and implement robust strategies to facilitate student-to-industry connections. ACTIVITY: Bring students onto industry facilities for both internships and tours

EMP.E.7 Develop and implement robust strategies to facilitate student-to-industry connections. Expand, promote, and facilitate faculty EXTERNSHIPS, especially for those who have been out of industry for a while.

EMP.E.7 Develop and implement robust strategies to facilitate student-to-industry connections. As shared in chat - Intentionally connect with AHC's Career Center's Cooperative Work Experience (CWE) Internships "CWE internships combine a student's academic and career interests with productive work experience. Students earn transferable college credit while working in full-or part-time jobs or unpaid/volunteer positions."

EMP.6.1 Diversify Communication (Ongoing now Connect with folks about what might want to be done. Remain current with communication. Just when we think we know the best way, there is a new way.

EMP.B.1 Implement areas of interest for all students (including adult students and community education) Implement areas of interest for all students (including adult students and community education) "This one could go under B.1

^ it could, but I think of it as a success team activity and as a way of connecting them to services and financial planning "

EMP.B.1 ACTIVITY: Create clear connections between AHC Areas of Interest and high school pathways. high school pathways are not equivalent to guided pathways.

EMP.B.1 Interdisciplinary Collaborations Encourage interdisciplinary collaborations for related programs at AHC to show the interconnected possibilities to students who might wish to explore intersections of pathways.

EMP.B.1 Coordinate with local High Schools to have career day's on Friday's. This is most faculties days off. Coordinate with local High Schools to have career day's on Friday's. This is most faculties days off.

EMP.B.2 ACTIVITY: Embed student support services such as library, peer tutors, and counselors in high impact courses. ACTIVITY: Embed student support services such as library, peer tutors, and counselors in high impact courses. include classroom/instructional faculty from those areas also here(similar to how they are in Math Ctr and Writing, STEM

EMP.B.2 Develop a mentorship program that matches in-coming high school students that have low GPAs with high performing students who have been successful at AHC Develop a mentorship program that matches in-coming high school students that have low GPAs with high performing students who have been successful at AHC Would be helpful if they also share common interests/area of interest

EMP.B.2 ACTIVITY: Enhance summer bridge curriculum integrated with student services and guided pathways. ACTIVITY: Enhance summer bridge curriculum integrated with student services and guided pathways. support for counseling faculty prior efforts of summer bridge program (PD 110)—ANONYMOUS

EMP.B.2 ACTIVITY: Infuse a first-year experience model. ACTIVITY: Infuse a first-year experience model. I am not sure what this means but what I would like for it to include is things like teaching students HOW to be a college student... explaining what workload and responsibilities mean, how to communicate with teachers and reach support services

EMP.B.2 ACTIVITY: Review existing support services for possible gaps for underserved populations. ACTIVITY: Review existing support services for possible gaps for underserved populations.

EMP.B.2 Enhance awareness and access to support services for adult learners, many of whom work FT and have not had access to the same types of outreach programs as Promise students. Enhance awareness and access to support services for adult learners, many of whom work FT and have not had access to the same types of outreach programs as Promise students.

EMP.B.2 Embedded Counselors Expand the pilot of embedded counselors to include other disciplines with discipline-specific counselors. This seems related to the first activity. Perhaps the first activity could be expanded to include this?

EMP.B.2 Identify and communicate milestone expectations for students in each point. Identify and communicate milestone expectations for students in each point.

EMP.B.2 Videos of First Year Students Experiences Create video clips of first year students for incoming students to view to gain knowledge of services available that helped them.

EMP.B.4 ACTIVITY: Create alternative pathways and assessment tools for students who are not ready for college-level coursework. ACTIVITY: Create alternative pathways and assessment tools for students who are not ready for college-level coursework. Examples of alternatives: develop more noncredit support courses; develop "fundamentals of" or "intro to" types of noncredit courses; develop mirrored courses (especially in CTE); allow for competency-based assessments (i.e. credit for prior knowledge, challenge exams, non-traditional articulation) that could expedite the student journey;

EMP.B.5 ACTIVITY: Provide faculty with professional development opportunities to design culturally response teaching and implementation of equity practices. "Professional development should include pedagogical methodologies that expand the paradigm of classroom instruction to ensure assignments and instruction are culturally responsive.

Use CUE syllabus tool to evaluate courses and make instruction more student friendly."

EMP.B.5 ACTIVITY: Review existing support services for possible gaps for underserved populations. ACTIVITY: Review existing support services for possible gaps for underserved populations.

EMP.B.5 Create programs/spaces for students to engage DREAM center at SM campus, or some colleges have an Umoja cohort for black students "Pride center too!

This could create a natural cohort-like group for students."

EMP.B.5 Develop scheduling blocks for general education courses Develop scheduling blocks for general education courses

EMP.B.6.1 Use the Santa Monica Counseling model by having all first-time new students enroll in COU-20 which is our PD 100 or PD 101 (CSU GE Area E1-transferrable). Schedule these sections by met majors to ensure that students are grouped together. this provides the student with career exploration, assessments, and then ultimately a comp ed plan. This also generates FTES for the institution, and is a one to 30-35 student ratio for Counselors. Use the Santa Monica Counseling model by having all first-time new students enroll in COU-20 which is our PD 100 or PD 101 (CSU GE Area E1-transferrable). Schedule these sections by met majors to ensure that students are grouped together. this provides the student with career exploration, assessments, and then ultimately a comp ed plan. This also generates FTES for the institution, and is a one to 30-35 student ratio for Counselors. "Also, students develop a relationship with their instructor/counselor.

Important to keep in mind SMC # of counselors compared to here and other schools—ANONYMO

EMP.B.6.1 Mandate a Comprehensive SEP upon completion of 12 units at AHC. Hold registration until SEP is completed Mandate a Comprehensive SEP upon completion of 12 units at AHC. Hold registration until SEP is completed I wonder if faculty could encourage this as well. Certain targeted classes could be asked to require a SEP by the mid mark of their class? This would lower impact on counselors to follow through with every student—ANONYMOUS

EMP.B.6.1 ACTIVITY: Have at least a limited counseling staff available for appointments in lead up to semester OR train and empower non-counseling staff to advise students in the key period of time counselors are not available ACTIVITY: Have at least a limited counseling staff available for

appointments in lead up to semester OR train and empower non-counseling staff to advise students in the key period of time counselors are not available

EMP.B.6.1 ACTIVITY: Embed student support services such as library, peer tutors, and counselors in high impact courses. ACTIVITY: Embed student support services such as library, peer tutors, and counselors in high impact courses.

EMP.B.6.4 Information Sharing PD Provide training bi-annually to all staff, faculty, et cetera to allow for correct information to be shared wherever it is asked, rather than always transferring the student to another department.

EMP.B.6.4 ACTIVITY: Embed student support services such as library, peer tutors, and counselors in high impact courses. ACTIVITY: Embed student support services such as library, peer tutors, and counselors in high impact courses.

EMP.B.6.4 ACTIVITY: Department information sharing/cross training so that staff in different areas can assist in at least small ways with information outside their specialty (invite guests from other departments to regular staff meetings periodically) ACTIVITY: Department information sharing/cross training so that staff in different areas can assist in at least small ways with information outside their specialty (invite guests from other departments to regular staff meetings periodically)

EMP.B.7 Updating tech in classrooms/for faculty to create hybrid classes that target students who can not attend in person Updating tech in classrooms/for faculty to create hybrid classes that target students who can not attend in person

EMP.B.7 ACTIVITY: Provide faculty with professional development opportunities to design culturally response teaching and implementation of equity practices. ACTIVITY: Provide faculty with professional development opportunities to design culturally response teaching and implementation of equity practices.

EMP.B.7 ACTIVITY: Develop technology and provide professional development to faculty and staff to track students when they deviate from their academic path. ACTIVITY: Develop technology and provide professional development to faculty and staff to track students when they deviate from their academic path.

EMP.B.7 How To Videos Create How To videos to do many different remote online activities needed to be a successful student. Not knowing technology hinders their progress which can lead to failing. Make it where it can be embedded in CANVAS or just in the main webpage.

EMP.C.1 ACTIVITY: Create a one-stop app where students can register, track progress, live chat, and link to resources. ACTIVITY: Create a one-stop app where students can register, track progress, live chat, and link to resources. "The Hancock Promise app has some of these features for incoming students

I like this idea where the responsibility is on the student to check for information. We can't chase their ideal communication types, especially if they all don't have access or utilize the same resources. If we provide one source, we/they should all use that one source.

Add to that app, a ""shell"" that makes gives students a common sense way to complete the mess that is cccapply.

Have app for students that can help with them to study for test and quiz's that help me out is Cirlein.

Expanding the app for all students would be a great way to track progress and registration, as well as make sure students can easily access information about support services"

EMP.C.1 Utilize starfish to push notifications, reminders and milestones and progress activities
Utilize starfish to push notifications, reminders and milestones and progress activities

EMP.C.4 Implicit Bias training should be part of our onboarding process or as part of the all staff
Implicit Bias training should be part of our onboarding process or as part of the all staff "This should be part of new faculty orientation.

Keenan does have some training on this, but it could definitely be expanded especially for faculty."

EMP.C.4 Development a scorecard that faculty can utilize to assess the cultural responsiveness of their curriculum.
Development a scorecard that faculty can utilize to assess the cultural responsiveness of their curriculum. Including syllabi

EMP.C.4 Develop a professional development plan to train faculty in culturally responsive curriculum
Develop a professional development plan to train faculty in culturally responsive curriculum "Culturally responsible classroom practices

Yes, this professional development should include expanding our pedagogical paradigms - new classroom strategies and new instructor-student relationship model to add mutual respect in the classroom"

EMP.C.4 Use the CUE tool to improve course syllabi. Use the CUE tool to improve course syllabi. "<https://www.cue-tools.usc.edu/>

<http://cue-equitytools.usc.edu/> "

EMP.C.4 ACTIVITY: Expand opportunities for faculty to develop high impact practices that promote equity and completion.
ACTIVITY: Expand opportunities for faculty to develop high impact practices that promote equity and completion.

EMP.C.4 Adopt best practices toward instruction for traditionally underrepresented students.
Adopt best practices toward instruction for traditionally underrepresented students.

EMP.C.4 Look at bringing in training opportunities for faculty from
<http://www.escalaeducation.com/> Look at bringing in training opportunities for faculty from
<http://www.escalaeducation.com/>

EMP.C.6.2 Increase staff for extended hours in writing center, library and math center and/or create zoom links for students to access help in the evening
Increase staff for extended hours in writing center, library and math center and/or create zoom links for students to access help in the evening

EMP.C.6.2 Offer remote services during evening hours for evening and DL students Offer remote services during evening hours for evening and DL students Train peer advisors/ambassadors for after-hours support

EMP.C.6.3 Enrollment Management Team Create a group (faculty, staff, students) that reviews our current schedule practices and revised the schedule based on student need. "2-year scheduling and enrollment

Student team membership, and pay them

Interdisciplinary communication when planning overlap.

Student focused scheduling"

EMP.C.6.3 Improve/expand transportation options for students between SM and LVC campuses (to go along with smart scheduling). Improve/expand transportation options for students between SM and LVC campuses (to go along with smart scheduling). "Use technology to link live classes between the main campus and LVC, to avoid the need to travel.

I think both creating easy transportation between campuses and having a link between campuses, with maybe a tutor present in the remote classroom, would be a great way to expand offerings."

EMP.C.6.3 Expand remote/DL classes post Covid Expand remote/DL classes post Covid "Determine student interest and need

Expand modality where it is most effective n campus

And hybrid courses"

EMP.C.6.3 Offer fast-track courses especially in the second half of the term for students who have gotten off to a bad start Offer fast-track courses especially in the second half of the term for students who have gotten off to a bad start

EMP.C.6.3 Classroom faculty can also help by reminding students currently enrolled in their class of what may be offered in upcoming semesters (since they are privy to this information in their dept. mtg) and remind students to check their ed plans. Classroom faculty can also help by reminding students currently enrolled in their class of what may be offered in upcoming semesters (since they are privy to this information in their dept. mtg) and remind students to check their ed plans.

EMP.C.6.3 Offer more short-term courses and programs. Offer more short-term courses and programs.

EMP.C.7 ACTIVITY: Institutionalize imbedded support such as counseling, tutoring, and library services. ACTIVITY: Institutionalize imbedded support such as counseling, tutoring, and library services.

EMP.C.7 ACTIVITY: Investigate peer-to-peer mentoring that emphasizes college navigation, peer connection and social support, and the building of cultural capital. ACTIVITY: Investigate peer-to-peer mentoring that emphasizes college navigation, peer connection and social support, and the building of cultural capital.

