|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goal** | **Veterans** | **Re-entry, 25+** | **DI Populations** | **Traditional Students** |
| **Increase in persistence**  **Overall Areas:**  **Targeted enrollment management**  **Connections/ Engagement**  **Tutoring**  **Mandatory Ed Plans**  **Variety of course modalities/ offerings**  **Equity-minded** | Personal Growth class targeted to veterans | Finding balance between live and online classes    Offer evening and weekends  Provide “post-COVID student support (childcare)  Adopt CRM system to track student support requested and services rendered  Offer short-term courses (e.g., 8-weeks) at varying times; sequence the short-term offerings for more efficient progress  Mandatory Ed plans with follow-up | Finding balance between live and online classes among 4 colleges  Guidance and help map/plan academic career early  Follow-up and follow-through  Connecting personally with students  Have manageable expectations  Improve onboarding process (e.g., comprehensive orientation and counseling)  Increase equity-based teaching practices  Conduct student engagement survey and incorporate feedback as part of continuous improvement/program improvement process  Improve DI representation in staffing who reflect DI students  Increase targeted professional development related to strategies/ practices to support DI persistence and student success  Structure/programs to support the persistence, success of DI students, and student engagement opportunities for students to connect  Improve materials, curriculum, and programming related to the DI' student groups' history, experiences, and culture  Departments must utilize PREDD to review quantitative data and review qualitative data from the District Black Student Success workgroup to inform discussions that lead to specific action for closing the loop on strategies to support Black and African American student success. Data should be used to determine areas of strength/weakness to support DI students.  Desired outcomes:  Increase Black/African American persistence to 65% (7% increase)  Increase Latinx persistence to 65% (12% increase)  *Refer to the 2022-2025 Student Equity Plan for additional strategies.* | Easier registration and ability to add  Work with HS population  Offer more general education and foreign language class options  Include a post-course survey  Offer courses in various modalities/durations/time blocks  Update online info ASAP  More tutoring hours/availability  Balance offerings to include BOTH f2f and online courses. If we creep more towards an online institution, we may lose the traditional student. This relates also to Building a Community below; online does not do this.  Be mindful of long-term impacts of canceling low enrolled classes.  More 12-week classes.  More evening classes, weekends?  Counselors must be present on campus and available. Students are being “pushed” towards Zoom sessions when they want f2f (this is restated from above)  Putting everything online creates a technical barrier for students who do not have smart phones. |