|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Goals** | **Veterans** | **Re-entry, 25+** | **DI Populations** | **Traditional Students** |
| **Increase success and completion**  **Overall Areas:**  **Communication**  **Streamlined processes**  **Counseling**  **Connections/ Engagement**  **Variety of course offerings/ modalities**  **Tutoring**  **Technology**  **Financial supports**  **Student Ready/ Centered**  **Equity-minded**  **Professional Development**  **Creativity** | Assign a VA counselor and have that person meet with students in the Veterans Resource Center    More attention to pedagogical concerns (i.e. training faculty in how to use Canvas/user experience, etc.; incorporating accessibility into the design rather than adding it on after the fact)  Improved/more accessible Counselor/academic guidance: various options  More tutoring hours/availability  Clearly state the layout of the class, have manageable expectations  Having sample syllabi for each course in a discipline on a discipline or department webpage  Streamlining technology/software/accessibility, including passwords  Make the Student Services document/list of resources accessible and digestible for the campus at large.  Ensure communication happens: We need to find a way to ensure communication happens when students have trouble communicating with a professor.  Encourage everyone on campus to understand that everyone on campus can help students (train classified professionals in the basic student services that are available on campus), and allow them to do so.  Make our website truly usable, useful for student needs  Focus on the journey: be sensitive to why students are here—life-long learning, skill-building, exercise science, etc.; ensuring we’re there for students throughout the whole process  Offer transfer/career/internship information sessions (specific guidance)  Offer opportunities for students to connect with peers  Offer students opportunities to connect with major (such as clubs, field trips within career field, etc.)  Offer more flexibility in the classroom for students to succeed (grading/ungrading, showing compassion to their life circumstances, flexible or less penalties around deadlines, etc.)  Offer more diverse course offerings (night, face-to-face)  Ensure faculty and students are aware of the ACP canvas shells and similar resources  Conscious scheduling (for classes that go together)  Implement comprehensive Military CPL reviews for major, GE, and elective credit  Specific onboarding or orientation session for incoming student veterans | Having clear, accurate information in courses early on  Clear website/information  Better student communication  More attention to pedagogical concerns (i.e. training faculty in how to use Canvas/user experience, etc.; incorporating accessibility into the design rather than adding it on after the fact)  Improved/more accessible Counselor/academic guidance: various options  Maybe put a college-wide announcement section in all of the ACP Canvas shells  Encourage faculty to be available outside of class time  Encourage faculty to be more empathetic and understanding of different students’ needs (like working two jobs, having elder or child care, etc.)  Ask Faculty to use Canvas shells and train them on effectively using Canvas  Provide a list of helpful Canvas tutorials for faculty to better help their students  More tutoring hours/availability  Clearly state the layout of the class, have manageable expectations  Having sample syllabi for each course in a discipline on a discipline or department webpage  Streamlining technology/software/accessibility, including passwords  Make the Student Services document/list of resources accessible and digestible for the campus at large.  Encourage everyone on campus to understand that everyone on campus can help students (train classified professionals in the basic student services that are available on campus), and allow them to do so.  Move in the direction of open-enrollment through the first week of school—this could help with a number of issues  Focus on the journey: be sensitive to why students are here—life-long learning, skill-building, exercise science, etc.; ensuring we’re there for students throughout the whole process  Offer transfer/career/ internship information sessions (specific guidance)  Offer opportunities for students to connect with peers  Offer students opportunities to connect with major (such as clubs, field trips within career field, etc.)  Offer more flexibility in the classroom for students to succeed (grading/ungrading, showing compassion to their life circumstances, flexible or less penalties around deadlines, etc.)  Offer more diverse course offerings (night, face-to-face)  Being in touch with what our students needs are, academically, professionally, socially, and as people (being parents, having two jobs, etc.)  Ensure faculty and students are aware of the ACP canvas shells and similar resources  Conscious scheduling (for classes that go together)  Encourage and promote the other resources/ workshops available on campus  Adopt CRM system to track student support requested and services rendered.  Ensure that student support is appropriate level for adults 25+ (e.g.Older tutors with degrees)  Assignments that are flexible so that older adults can identify. Career counselors available who are experienced with returning students seeking a new career.  Early alert with appropriate support connected to it. | Encourage faculty to be more empathetic and understanding of different students’ needs (like working two jobs, having elder or child care, etc.)  More tutoring hours/availability  Streamlining technology  Make the Student Services document/list of resources accessible and digestible for the campus at large.  Ensure communication happens: We need to find a way to ensure communication happens when students have trouble communicating with a professor.  Encourage everyone on campus to understand that everyone on campus can help students (train classified professionals in the basic student services that are available on campus), and allow them to do so.  Focus on the journey: be sensitive to why students are here—life-long learning, skill-building, exercise science, etc.;  Ensuring we’re there for students throughout the whole process  Offer transfer/career/ internship information sessions (specific guidance)  Offer opportunities for students to connect with peers  Offer students opportunities to connect with major (such as clubs, field trips within career field, etc.)  Offer more flexibility in the classroom for students to succeed (grading/ungrading, showing compassion to their life circumstances, flexible or less penalties around deadlines, etc.)  Offer more diverse course offerings (night, face-to-face)  Being in touch with what our students needs are, academically, professionally, socially, and as people (being parents, having two jobs, etc.)  Conduct student engagement survey and incorporate feedback as part of continuous improvement/program improvement process.  Increase equity-based teaching practices.  Increase support for DI students (e.g., remote adult learners without reliable transportation to campus).  Implement Early Alert program and related professional development.  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.  In alignment with Strategic Goal 5.3, systematically review, develop and incorporate equity-minded practices in the recruitment, screening, and retention of employees.  In alignment with Strategic Goal 5.2, establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.  In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.  In alignment with Strategic Goal 5.1, we will review, develop and incorporate equity-minded practices in culturally responsive instructional pedagogy, and student-centered services and recruitment, screening, and retention of employees.  Desired outcomes:  Increase Black/African American student completion to 9% (2% increase)  Increase Latinx student completion to 9% (2% increase)  Utilize the Program Review process to examine areas of strength and opportunities to improve support for DI population students (e.g., Black and African American, Latinx).  Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity.  *Refer to the 2022-2025 Student Equity Plan for additional strategies.* | Having clear, accurate information in courses early on  Clear website/information  Better student communication  More attention to pedagogical concerns (i.e. training faculty in how to use Canvas/user experience, etc.; incorporating accessibility into the design rather than adding it on after the fact)  Improved/more accessible Counselor/academic guidance: various options  Maybe put a college-wide announcement section in all of the ACP Canvas shells  Encourage faculty to be available outside of class time  Encourage faculty to be more empathetic and understanding of different students’ needs (like working two jobs, having elder or child care, etc.)  Ask Faculty to use Canvas shells and train them on effectively using Canvas  Provide a list of helpful Canvas tutorials for faculty to better help their students  More tutoring hours/availability  Clearly state the layout of the class, have manageable expectations  Having sample syllabi for each course in a discipline on a discipline or department webpage  Streamlining technology/software/ accessibility, including passwords  Make the Student Services document/list of resources accessible and digestible for the campus at large.  Encourage everyone on campus to understand that everyone on campus can help students (train classified professionals in the basic student services that are available on campus), and allow them to do so.  Move in the direction of open-enrollment through the first week of school—this could help with a number of issues  Focus on the journey: be sensitive to why students are here—life-long learning, skill-building, exercise science, etc.; ensuring we’re there for students throughout the whole process  Offer transfer/career/ internship information sessions (specific guidance)  Offer opportunities for students to connect with peers  Offer students opportunities to connect with major (such as clubs, field trips within career field, etc.)  Offer more flexibility in the classroom for students to succeed (grading/ungrading, showing compassion to their life circumstances, flexible or less penalties around deadlines, etc.)  Offer more diverse course offerings (night, face-to-face)  Being in touch with what our students needs are, academically, professionally, socially, and as people (being parents, having two jobs, etc.)  Ensure faculty and students are aware of the ACP canvas shells and similar resources  Conscious scheduling (for classes that go together)  Encourage and promote the other resources/workshops available on campus  More ways to be in touch with students during the semester to see if they need help.  Offer 8-week cohorts or clusters, organized across disciplines.  Reduce student textbook costs by using other resources.  Improve internet connections across campus. The Science Building and Library identified as areas of slow access, so students left campus for other Zoom sessions.  Counselors must be present on campus and available. Students are being “pushed” towards Zoom sessions when they want f2f (this is restated from above)  More Honors courses |