

SAS1-1.1.

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SAS 1: Reduce barriers to access and to students achieving their educational plan goals in a timely manner; create a welcoming atmosphere with increased human contact.

Objective 1.1 Offer student services using multiple modalities for all student groups.

This question was not displayed to the respondent.

SAS1-1.2. Objective 1.2 Provide necessary information so that students can make informed math, English, and ESL placement and pathway choices.

This question was not displayed to the respondent.

SAS1-1.3. Objective 1.3 Improve the evaluation process that provides students with degree-applicable transfer units.

This question was not displayed to the respondent.

SAS1-1.4. Objective 1.4 Cultivate and foster student well-being, sense of belonging, and community.

This question was not displayed to the respondent.

SAS2-2.1.

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SAS2: Increase enrollment of adult students — both credit and noncredit — who have not gone to college and need support; improve outreach strategies to all of Marin’s adult populations. Adult student defined: Student who is 25 years and older who has not been to college.

Objective 2.1 Increase number of adult reentry students who enroll in credit courses.

This question was not displayed to the respondent.

SAS3-3.1.

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SAS3: Provide effective orientation and early support to students so that they can determine and achieve their educational goals.

Objective 3.1 Develop mandatory first-year strategies.

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Explore and identify evidenced based approaches to requiring orientation and certain general education courses in the first year.	We are still gathering data and doing research.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore requiring HUM 101, COUN 130, ENGL 150, and MATH in the first year for degree seeking and transfer students. To opt out, students must see a counselor (This exploration would include: 1) determining scheduling capacity for this objective and 2) working with counselors and IT on an opt out process).	We are exploring the idea of using any counseling course in the first year (not limit it to COUN 130); this will help with the scheduling capacity issue. We still don't know if this is feasible. PRIE provided data in 2023 and the data showed that we would need to offer many more spaces in HUM 101 and COUN 130 to deliver on this goal.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solicit feedback from Participatory Governance members.	This activity is on hold until we determine the feasibility of this goal.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pilot a mandatory first year success strategy in third year.

On hold - we aren't ready to roll-out a pilot at this time. We are going to focus on the messaging to students (by flyers, College Success Saturday) on the benefits of taking HUM 101 and a counseling course in the first year.



SAS4-4.1.

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SAS4: Build awareness in students of educational goal options and paths to achieve these goals.

Objective 4.1 Increase the number of students who have current educational plans that align with their educational goal.

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Implement My Path for students by year two.	This is not currently an institutional priority.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine how best to utilize existing interest clusters, such as helping students to determine their course schedule and major.	We are vetting sample program maps with students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize multiple modalities to communicate important information about educational goals and plans.	This is ongoing work with students and counselors communicate with students by text, emails, and phone. Counselors conduct classroom visits each semester (entry-level courses in the discipline).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Students can change their major more easily utilizing one new method.	This is done!	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

SAS5-5.1.

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SAS5: Ensure that all students reach milestones and complete educational goals in a timely manner.

Objective 5.1 Students who are experiencing academic difficulties are provided earlier, effective support.

This question was not displayed to the respondent.

SAS5-5.2. Objective 5.2 Increase participation in student support and academic services such as learning communities, EOPS, the Library, and tutoring.

This question was not displayed to the respondent.

EQ1-1.1.

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EQ1: Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025.

Objective 1.1 Routine, disaggregated data analysis at both the institutional and program level identifies particular areas of concern and charts progress toward Equity Goal 1 attainment.

This question was not displayed to the respondent.

EQ1-1.2. Objective 1.2 Data-informed, equity-minded, ongoing professional development expands faculty, staff, and administrator capacity and capability to meet Equity Goal 1.

This question was not displayed to the respondent.