Reporting Template for September 27, 2021
EPC
SAS Goals 3, 4, and 5

Questions for discussion at EPC:

- **Look back:** Review your 3-year implementation plan, progress report, and EPC recommendations from last year.
  - **SAS Goal 3**
    - Action Step 1.1: Ongoing; a counselor pushes in to the ESLN classes to facilitate orientation sessions with the students
    - Action Step 1.2: not implemented yet
    - Action Step 1.3: Not implemented
    - Action Step 1.4: Not implemented
    - Action Step 1.5: Not implemented
  - **SAS Goal 4**
    - Action Step 1.1: Ongoing
    - Action Step 1.2:
    - Action Step 1.3: currently have counselor who regularly works with noncredit ESL student; work on ed plan process is still under development
    - Action Step 1.4: Counselors are meeting with ESL students and are improvising ed plans for noncredit students
    - Action Step 1.5: DegreeWorks issue is currently a barrier and may require a customization (has to do with credit/noncredit hierarchy in Banner; looking into options that may exist using Argos, etc.)
    - Action Step 2.1: completed
    - Action Step 2.2: Not implemented yet; IT backlog
    - Action Step 2.3: Not implemented yet; IT backlog
  - **SAS Goal 5**
    - Action Step 1.1: Reconsidering this action step; revise
    - Action Step 1.2: Need to re-evaluate strategies that we employ to connect with students pre-probation period; advertise better support resources on campus; this one can be tricky as there is sensitivity around communication with students who are struggling and are identified as such. The conversation with faculty is also part of the equation as the student is in the course with the instructor (reaching out to the students via counselors, etc., can be helpful but won't be sufficient)
    - Action Step 1.3: counselors continue to contact students on probation
    - Action Step 2.1: Re-evaluate outreach strategies

- Action Step 2.2: Piloted with counselor; third semester running course
- Action Step 2.3: Completed: In Fall 2020, the GRIT Committee developed Institutional Outcomes and Guiding Questions for Noninstructional Programs. Then in Spring 2021, noninstructional programs utilized these materials to assess their programs.

- **Look around:** What questions do you have that would be helpful to think through with the committee?  Who can you bring with you from the implementation team to speak to the work?  (For example: Champion, practitioner, implementor)
  - For Goal 5, Action Step 1.1, we are re-thinking the benefit of this activity and if it will have the unintended consequence of putting the onus on the student without reflection the part of the faculty

- **Look ahead:** Highlight how you are approaching the actions steps for 2021-22 (Year 3) and your priorities/plans for this year.  What are the challenges and opportunities for your overall 2020-2021 plans, particularly as a result of the Covid-19 pandemic?
  - **SAS Goal 3:** The pandemic is still impacting our ability to focus on the action steps and implement them; we are focusing on supporting noncredit ESL students with technology and virtual learning
  - **SAS Goal 4:** The impact on IT has resulted in other projects being moved to lower on the list of priorities. Specifically, ed plans and transcripts for noncredit students using DegreeWorks are still not resolved.
  - **SAS Goal 5:** There are some actions steps in this goal that we want to reconsider.

- **Equity:** Highlight how planning for your action steps "is done with intentional focus on equity-mindedness" and how your action steps address the "racial equity gaps which exist at the College through planning, programs, practices and policies."
  - **SAS Goal 3:** bringing services to the students, especially in noncredit ESL,
  - **SAS Goal 4:** creating ed plans earlier on for students in combination with the interest clusters, provides students with more concrete steps to develop and accomplish their goals while at COM.
  - **SAS Goal 5**: Keeping students from going on academic probation in the first place will reduce the loss of momentum and potential abandonment of higher education. An emphasis on equitable teaching and learning practices in the classroom (whether physical and/or virtual) will have the most meaningful impact on closing the achievement gaps.

- **Recommendation for next strategic plan:** Review EMP 6-year goal for this objective.  Would you recommend this objective move ahead for the next strategic plan in order to achieve this goal?  If so, given progress so far, are there any changes you might recommend in order to successfully achieve the 6-year goal? If progress

was hindered, what was missing or needed? (For example, resources, time, lack of alignment in plan, tech, change in priorities, change in external environment, etc.)

- **SAS Goal 3:** Efforts to push-in to ESLN courses to bring early support activities to ESLN students should continue (especially when we can resume more in-person instruction)
- **SAS Goal 4:** now that we have interest clusters developed, we can do more focused outreach to connect students to interested clusters and the development of ed plans to achieve their goal; ESLN should remain a priority with ed plans and exploration of academic and career goals
- **SAS Goal 5**: We should rewrite some of the action steps for this goal