

**Educational Planning Committee Report**  
**Academic Year 2020-2021**  
Year 2 of the Strategic Plan 2019-2022  
Year 2 of the Educational Master Plan 2019-2025

**EMP Focus Area and Goal: SAS Goal 3**

Champions: Dean of Enrollment Services, Assistant Vice President for Instructional Support

[2019-2025 EMP and 2019-2022 strategic plan](#)  
[Timeline for Implementation](#)

## **EMP 6-Year Goal and Strategic Plan 3-Year Objectives**

*Student Access and Success EMP Goal 3: Provide effective orientation and early support to students so that they can determine and achieve their educational goals.*

*SAS Goal 3 Performance Indicator: Five percent increase in fall-to-spring persistence among first-time students. Baseline is 74.0%, target is 77.7%. (Source: Data Dashboard; first-time students; annual average of 2016–17 through 2018–19).*

*Strategic Plan Objective SAS3.1: Orientations and early learning experiences are offered throughout the semester.*

### **Action steps discussion for SAS Goal 3 from 10/19/2020**

Mini orientations for noncredit students have been implemented from Level 40 to level 10. The focus is on orientation and pre enrollment. There has been more of an effort to disseminate relevant information such as drop and withdraw dates, and announcements regarding events such as midterms and finals. Existing communication does not exist that would alert counseling (for example) when a student drops a class, and their funding might be affected. Future goals are development of a master calendar and expansion of system for consistent messaging on important dates. Intercollegiate Athletics uses Argos reports to alert dept/coach know when a student drops below a certain unit load so they can reach out to student to discuss. Could work well with learning communities as they have individuals assigned to work with them. Not having the learning community coordinator position makes it more challenging. Could use Canvas to plug in a master schedule of important dates. Complete revamp of online orientation program – geared more for all students rather than just high school students.

Added wins: Summer Bridge successfully transitioned to remote learning, added an ESL section and overall had 141 students complete; Canvas orientation added to College Success Sat.

Many of these action steps are being impacted by COVID. Difficult to tell what is being effective right now, the passage of time will allow us to see what progress has been made

### **EPC Feedback 10/19/2020**

Discussion w/ Champions: Messaging to students around dates and other important info – must be strategic about messaging since everyone is starting to suffer from message overload and there is the possibility of things being ignored.

## Progress Indicators

**Progress Indicator SAS3.1.1:** Increased participation in these orientation activities.

*Value for 20-21: Yellow: Orientation modules have been updated with the most current information and streamlined for ease of use. Comparison data between the revised orientation and previous version is being collected for AY 20/21.*

**Progress Indicator SAS3.1.2:** First-time credit student retention from census to fall end-of-term increases by 5%. Baseline is 88.4%; target is 92.8%. (Source: Banner; students enrolled in at least one credit course at first census, and received end of term grade, excluding grades of W and FW, fall 2016–18).




*Value for Fall 2019: 87.2%*

*Value for Fall 2020: 88.5%*

## Rating of progress:

**Are you on track to achieve the objectives above? Please answer these questions for EACH of the objectives separately.**

Please self-rate your progress toward achieving each of the above objectives:

-  Red: No progress
-  Yellow: Substantial progress
-  Green: All action steps implemented, and objective achieved

### **Strategic Plan Objective SAS3.1:**

Yellow: Substantial progress

First time student retention has likely been affected by COVID-19 disruptions.

## Performance Indicator Data for EMP 6-Year Goals:

**SAS Goal 3 Performance Indicator:** Five percent increase in fall-to-spring persistence among first-time students. Baseline is 74.0%, target is 77.7%. (Source: Data Dashboard; first-time students; annual average of 2016–17 through 2018–19).

*PRIE Data for 20-21:*

Baseline / Target	Year 1 19/20	Year 2 20/21	Year 3 21/22	Year 4 22/23	Year 5 23/24	Year 6 24/25
74% / 77.7%	79.5%	74.7%				

## **EPC Use Only:**

- EPC supports self-evaluation of progress for SAS Objective 3.1. Substantial progress despite challenges of pandemic.
- Year 1 was an increase in the performance indicator and exceeded expectations . Year 2 is lower, likely due to pandemic -- 1-2% of our students elected EW in all courses, and they were not counted, which may have impacted total.
- Retention of first-time credit student retention from census to fall end-of-term actually increased despite pandemic, which is in line with our overall trend in persistence.