

## EMP Draft – Recommended changes from College Constituents

Page	Area	Revisions
p. 4	EMP Priorities	<b>1:</b> Academic excellence <u>and-in</u> teaching <u>and learning</u> (intentional, well-communicated pathways to careers and continuing education) <b>2:</b> Institutional culture <u>growth, capacity,</u> and transformational change
p. 6	Plan Highlights	<ul style="list-style-type: none"> <li>• Improved quality, <u>and currency,</u> <u>and alignment</u> of <u>curriculum and</u> instructional programs to increase student learning</li> <li>• <u>Improved student advising structure and services</u></li> </ul>
	Measuring Progress	It is recommended that teams be assigned by and report to appropriate councils as outlined in Engaging All voices, <u>MJC's shared governance document</u> . . .
p. 7	EMP Priority 1	<b>EMP Priority 1:</b> Academic excellence <u>and-in</u> teaching and <u>learning</u> (intentional, well-communicated <u>pedagogy</u> and pathways to careers and continuing education)
p. 7	Current Environment	A First-Time-In-college (FTIC) course ( <u>COLSK 100</u> ) was developed and is being implemented for first-year students. The course includes <u>referrals to services such as</u> education planning <u>and</u> career exploration, study skills, and curriculum . . .
		Early exploration of guided pathways in their major has been undertaken by small faculty groups, <u>sufficient to recommend a coordinated development effort that provides students with scaffolded program choices that start with broad options and move to specific program choices.</u> <u>These faculty groups are investigating approaches that help students start from a broad perspective and move to specific program choices.</u>
p. 8	Current Environment	Too many <u>students</u> navigate their courses on their own . . .
p. 8	Current Environment	Early exploration of guided pathways <u>in their major</u> has been undertaken by small faculty groups
p. 8	Current Environment	The DE Committee plans to revise the plan in fall <u>2018</u> <u>2017</u> .
p. 9	Challenges	The English Language <u>Learners</u> -(ELL) Department
p. 10	EMP Priority 2	<b>EMP Priority 2:</b> Institutional culture <u>growth, capacity,</u> and transformational change
p. 10	Plan	Comprehensive first-year programs and support as well as guided pathway options for all students will be enhanced to include: early alert notifications to counselors and other support staff when students struggle; specific support services at identified milestones; program maps and pathways to identify goals and move efficiently toward completing them, and clear ways for students to earn an award or transfer within a two- or three-year timeframe.  <i>(Comment): “Nothing here is measurable so how will you evaluate? And, you’re going to expand accelerated courses particularly in developmental educations? Doesn’t sound like a solid plan . . .”</i>

p. 10	1.2	A more robust program review platform will be piloted, refined, and universally adopted in order to improve faculty interaction and resource allocation, based on program review.  <i>(Comment): “missing ingredient of communication between faculty and administration”</i>
p. 10	EMP Priority 2	The college is intentional in approaching these changes, including a need for greater engagement <a href="#"><u>working toward the common purpose of increasing achievement for students</u></a> .
p. 11	Current Environment	A team of student success specialists who work directly with students (referring, <a href="#"><u>coachingsupporting</u></a> )
p. 12	Challenges	We need to understand where projects intersect so we can leverage efforts, reduce duplication, <a href="#"><u>and communicate progress</u></a> .
p. 14	2.2 Establish a shared vision	Training in theory and methods will enable MJC constituents to understand and use this approach in interpersonal interactions, leading to improved esprit de corps . . .  <i>(Comment): “replace this term as it sounds like you’re trying to impress”</i>
p. 15	Current Environment	Initiatives at the college have shifted from a “deficit-minded” model to one of promise and growth-mindedness . . .  <i>(Comment): “replace the term deficit-minded”</i>
		Twenty-four committees with 351 industry members meet regularly with faculty members to discuss curriculum and <a href="#"><u>new developmentsemerging demands</u></a>
p. 16	3.2 Recommended workgroups	<b>Recommended workgroups:</b> <ul style="list-style-type: none"> <li>• <a href="#"><u>Student Advising Workgroup</u></a></li> <li>• Website Workgroup (with technical expertise)</li> <li>• Marketing Workgroup (with technical expertise)</li> </ul> <a href="#"><u>A holistic design for student advising that meets student need will be developed. This may include exploration and development of advising networks that include counselors, instructional faculty, and specialists.</u></a>
p. 18	4.1 Recommended workgroup	Recruitment efforts have increased in the last few years, but there is still work to do. Identification of underserved populations will be strengthened in order to increase access to enrollment and additional programs <a href="#"><u>and to target professional development so faculty can help students from underserved populations reach their goals</u></a> .
p. 21	Priority 1	Academic excellence <a href="#"><u>and in</u></a> teaching <a href="#"><u>and learning</u></a> (intentional, well-communicated <a href="#"><u>pedagogy, curriculum, and</u></a> pathways to high-demand careers and continuing education)
	Objective 1	<a href="#"><u>Improve quality, currency, and alignment of curriculum and instructional programs to increase student learning</u></a>
	Priority 2	Institutional culture and transformational change
	Workgroups	FTIC, Pathways, <a href="#"><u>PDCC</u></a> , Enrollment Management, Noncredit, Acceleration

	Objective 3.4	3.1 <a href="#">Design a collaborative process for student advising</a> Workgroup: <a href="#">Student Advising Workgroup</a>
p. 22	Logic Model	Academic excellence <u>and in</u> teaching <u>and learning</u> Institutional Culture, <u>Growth</u> , <u>Capacity</u> , & Transformational Change
p. 24	Activity b)	<b>Insert language:</b> Assess and improve the quality and currency of instructional programs <u>and pedagogy, including technology-enhanced learning</u> , to increase student <u>learning achievement</u>
	Activity d)	a) Identify <u>innovative</u> program delivery methods and term lengths that align with student needs (fully online, <u>hybrid</u> , and fully evening programs; short terms)
	Activity e)	e) Develop guided pathways (block programs/courses/ maps/ <u>redesigned advising/redesigned developmental ed</u> to shorten the time to completion)
p. 18	Plan, 4.1	Identification of underserved populations will be strengthened in order to increase access to enrollment and additional programs and <u>to target professional development so faculty can help students from underserved populations reach their goals.</u>
p. 28	Objective 3.4	<a href="#">Design collaborative, holistic advising processes and services for students</a>
	Activities	<a href="#">Explore a redesign of student advising</a>
	Outcome	<a href="#">Comprehensive advising network for students with counselors, instructors, and specialists</a>
p. 34	Workgroup	<a href="#">Student Advising Workgroup</a>