Cal Poly Humboldt.

Strategic Enrollment Management Plan Fall 2024

ADDENDUM

26 August 2024

Change. Growth. Steady.

Eighteen months after the publication of the [Strategic Enrollment Management (SEM) Plan for 2023-28](#), we have a great deal to celebrate, and a great deal of work still to do.

The initial projections for enrollment growth in the SEM plan were modeled after the Poly Prospectus, published in September of 2021. These numbers plotted out rapid growth, leading to a headcount of 12,000 by 2030. After two years of modest growth, the onramp to that headcount goal has been adjusted to a more steady, modest growth that will give the university a more reasonable incline to roughly 12,000 students by 2030.

The fall terms of 2022 and 2023 each showed between 2.5% and 3% growth from the previous fall. Current projections indicate a fall 2024 headcount of roughly 6100, which would be another 2.5%-3% growth over the previous fall. Three consecutive years of modest growth are worth celebrating, particularly given the relative stagnancy of enrollment across the state. The table below reflects the updated targets, including the reduction of our funded FTE target to 7375.

Revised Poly Targets, Fall 24-Fall 30									
	Fall 22 *actual*	**Fall 23** *actual*	**Fall 24**	**Fall 25**	**Fall 26**	**Fall 27**	**Fall 28**	**Fall 29**	**Fall 30**
Headcount TOTAL	**5,858**	**5,979**	**7,550**	**8,598**	**9,864**	**10,521**	**11,007**	**11,630**	**12,132**
Annual FTES (.848)	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Annual Resident FTES Targets/Actuals	4,968	5,129	6,402	7,223	8,365	8,869	9,279	9,862	10,288
CSU Target Annual Resident FTES	7,603	7,603	7,375	7,375	7,375	7,375	7,375	7,375	7,375
Difference	-2,635	-2,474	-973	-152	990	1,494	1,904	2,487	2,913

First to second year FTF retention rates continue to slowly rise, growing from 74.1% in fall 2022 to 75.6% in fall 2023. We eagerly await census in September to see continued growth toward a goal of 80% by 2028 (fall 2027 cohort). Progress on the plan is monitored by the SEM Implementation Team, a collaborative work group that includes faculty and staff representation, and meets monthly. In addition, the Enrollment Target Progress Team, led by the VP EMSS, with representation from across campus, monitors progress of enrollment to target, and calls for strategic interventions when required.

HIGHLIGHTS of GOALS and OUTCOMES

Over the last year, the SEM implementation team has taken a deep dive into the SEM plan's goals and outcomes and assessed our progress. The amount of progress made on many initiatives is remarkable, yet there is more work to do to achieve our goals of enrollment growth and student success. The SEM plan provides the framework for that ongoing work.

RECRUITMENT

Office of Admissions practices have been modernized. A complete assessment of the EM structure, personnel and budget led to reorganization between Admissions and the Office of the Registrar, with some positions restructured and new positions added. An exhaustive reimplementation of Slate (our Customer Relationship Management system) has made great strides in improving the applicant experience as well as streamlining processes, implementing territory management, and clarifying goals and expectations of team members. The work on these initiatives continues.

Application and yield strategies have been strengthened. A new approach to purchasing names of high school juniors and seniors has been implemented for the search process, and application numbers have increased over last year's record numbers. Significant progress has been made in integrating faculty into recruitment-related processes, and the branding of recruitment materials and communications has been fully transitioned to Cal Poly Humboldt. Relationships with our local high schools have been strengthened as well, leading to an increase in local applications, with a higher number of local students confirming their intent to enroll than any time since 2017.

Transfer student strategies have been strengthened. Progress has been made to strengthen partnerships with community colleges, including our closest feeder schools, College of the Redwoods, Shasta, Mendocino and Lassen. A new transfer recruiter position in admissions was created to work closely with College of the Redwoods as well as community colleges across the state. Transfer week continues as both a recruitment and retention effort.

RETENTION

Basic needs of students have been addressed. The new Craftsman Housing project is on time and on budget to be completed in the 2025-26 academic year, adding 960 beds to the on-campus housing inventory. A two-year first-time student live-on requirement for non-local students will begin in the fall of 2025, ensuring adequate housing for first-year students and lessening the strain on our off-campus housing community. Progress has been made to enhance campus infrastructures and programming to address issues of campus safety and well-being.

Advising structures and support systems meet the needs of students. An increase in the capacity and number of professional advisors in the Academic Advising Center has reduced the student-to-advisor ratio. Place Based Learning Communities have been expanded to almost all first-year students, with an

enrollment rate of roughly 96%, and transitional curriculum is available for implementation in all first-year experiences. Communications to continuing students around registration and advising are being enhanced, and the percentage of students who return after stopping out has increased.

Meaningful, inclusive student success is being fostered across campus. Strategic programming is in process to increase student connections and sense of belonging, with a major overhaul of orientation, now rebranded to "Welcome Week." Achievement has been significant in monitoring and improving student outcomes in high-enrollment, high DFW courses with large equity gaps. Support has increased for students around reasonable accommodations and holistic support for students in need.

Status of SEM Plan Outcomes: Summer 2024

RECRUITMENT

Outcome 1: Office of Admissions practices have been modernized

1.1 Fundamentally assess and reorganize the operating structure of recruitment and admissions, focusing on team structure, technology, and processes.
- A 2023 external review of EM structure, personnel, and budget concluded that our Enrollment Management unit was not built to accomplish what we needed to accomplish. Based on reviewer recommendations, the offices of Admissions and the Registrar were redesigned and new positions were added. Recruitment and enrollment processes are now currently in line with recommendations.
- While initial assessment and reorganization complete, EMSS leadership will continue internal assessment of structures and processes compared with industry standards and will work to keep the unit aligned for utmost flexibility and responsiveness to enrollment opportunities.
- **Status: Complete**

1.2 Recommit to fully utilize Slate—review implementation with an emphasis on the customer relationship management (CRM) features.
- Slate re-implementation in EM is scheduled for completion by the end of 2024, with ongoing refinements continuing as part of standard operations.
- Expanded use of Slate is in development in the College of Extended Education and Global Engagement and in the Academic Advising Center, as well as for graduate admissions.
- We do not have an account of how many units have completed training and implementation, but some of that training is taking place over the summer and can be better reflected later in 2024.
- Connection between campus data warehouse and CRM to conduct data analytics on name purchases has not been achieved.
- **Status: Partial progress**

1.3 Develop a comprehensive communication plan from search to final matriculation, utilizing multi-channel efforts to segmented populations.
- Initial efforts to develop search applicant, admit, and yield-related communications to accepted students are complete, and refinements will continue as part of standard operations.
- Desires for a stakeholder communications group and for a belonging campaign for newly admitted students remain unfulfilled but are included in appropriate team members' goals

for the coming academic year. Existing/previous stakeholder communications have been cataloged as part of the initial effort.

- **Status: Mix of achievement and lack of progress**

1.4 Apply best practice territory management strategies.
- Specific territories have been created and assigned to recruiters, with goals developed by area.
- Integrating territory management into CRM and measuring performance are in progress in Slate.
- **Status: In progress**

Outcome 2: Organizational changes have been implemented

2.1 Ensure organizational chart reflects operational goals according to the SEM plan.
- Staffing changes, updated position descriptions, and new organizational structure have all been implemented.
- **Status: Complete**

2.2 Increase housing bed capacity to support increased student enrollment.
- Bridge housing options are in line with current and forecasted enrollment. Craftsman project in progress to provide new housing in 2025-26.
- **Status: On schedule for completion**

2.3 Utilizing analytics and review of best practices, strategically focus resources on process-improvement initiatives and programming that positively impact student yield rates (particularly for students with financial aid, transfer credit, and housing needs).
- Sustainable peer, staff, and faculty outreach to admitted students has been established; confirmation rates are being tracked. Impact on yield rates to be analyzed fall 2024.
- Systems changes have been implemented to provide preliminary degree audit and transfer-credit evaluation for applicants with official transcripts.
- **Status: In progress**

Outcome 3: Branding of recruitment materials and communications has been fully transitioned to Cal Poly Humboldt

3.1 Ensure web pages are user friendly and accessible to all.
- Phase 1 of web rebranding is complete; phase 2 is scheduled for completion in spring 2025. This represents significant progress toward mobile phone-friendly websites and up-to-date branding in public-facing visuals.
- **Status: On schedule for completion**

3.2 Develop and implement brand activation campaigns to target groups (e.g., First-Year, Transfer, BIPOC, Native).
- Cal Poly brand print materials have been developed and implemented. Email and social media materials with current branding are in progress, as are development of bilingual recruitment materials.
- **Status: On schedule for completion**

3.3 Integrate faculty formally into recruitment related processes.
- Faculty are part of communication plan and strategy development; EMSS piloted a faculty recruitment travel grant process in Spring 2024 that resulted in enhanced enrollment collaboration; hands-on learning opportunities are being integrated into recruitment materials and social media, including Marcom creating stories for use in recruitment; some academic programs are participating in campus visit events.
- **Status: Significant progress**

Outcome 4: Application and yield strategies have been strengthened

4.1 Acquire and nurture strategic prospect lists for both transfer and first-year students.
- Name-buying process has been implemented.
- **Status: Complete**

4.2 Enhance options and opportunities to experience the North Coast / highlight internship and career opportunities.
- Some forest tours have been integrated into campus tours, but North Coast experiential offerings for students and families have not been formally added to campus visits.
- No internship/career opportunities measures have been identified.
- **Status: Little progress**

4.3 Create a virtual visit experience.
- Immersive video campus tours have yet to be developed.
- **Status: No progress**

4.4 Enhance early outreach efforts to first-year prospects in grades before 11th grade and transfer students in their first year of community college.
- Early outreach has been improved by increasing the number of prospects in the campus CRM to add pre-senior high school students.
- Expanded transfer recruitment efforts are underway for first-year community college students, with an additional recruiter now hired who focuses on transfer efforts and increased visits to partner community colleges
- **Status: Complete**

4.5 Focus recruitment efforts on the schools, regions, and tribal communities that produce enrolled and retained students, with an emphasis on enrolling students who reflect the diversity of the State of California.

- Humboldt First recruitment efforts are expanding as are campus visit programs for students from underserved populations and high schools with large numbers of students of color; efforts are underway to reach MOUs with regional partners; emphasis has been placed on BIPOC student outreach and applications.
- **Status: In progress**

4.6 Enhance the tailored multi-channel communication plan for applicants to address key factors impacting student choice to accept admission (e.g. basic needs, relocation, financial aid, housing, missing documents, transfer credit/time to degree).

- Communication and engagement with applicants has increased, including caseload applicant management to support transition from applicant to confirmed status.
- **Status: Complete**

4.7 Reinvest in key yield events: California Admitted Student Receptions (early spring semester) and Spring Preview.

- Numbers are up significantly since 2019.
- **Status: Complete**

4.8 Increase integration of cultural centers and student life organizations engaged with applicants earlier, setting a foundation of a sense of belonging and caring.

- No data yet on participation in cultural center and student life activities and programming.
- **Status: Unknown**

Outcome 5: Transfer student strategies have been strengthened

5.1 Strengthen partnerships with feeder community colleges through 2+2 pathways and increased recruitment presence.

- The number of recruiters on the ground has increased, including a newly revised position description for university transfer specialist, but we have no data on number of prospective students engaged.
- Progress has been made in mapping between community college partners and existing ADT pathways and non-ADT pathways as well as in building 2+2 roadmaps, but it is uncertain how close we are to achievement of objective.
- **Status: In progress**

5.2 Update Transfer Student web site.
- Transfer student pages are being updated in phase 2 of Marcom's project slated for completion spring 2025.
- **Status: On schedule for completion**

5.3 Enhance Transfer Student Campus Life Experience.
- Transfer student organization has been established, but no physical community space has been created.
- **Status: Progress but prospects for completion unknown**

RETENTION

Outcome 1: The basic needs of students have been addressed

1.1 Continue to enhance basic needs infrastructure; maintain campaigns to link existing campus and community resources, staff, and online skills modules; dedicate ongoing funding for food purchases for distribution through the campus pantry.
- Accomplishments in 2022-2023:
    - Basic needs coordinator hired.
    - $200K in recurring basic needs funding spent.
    - The CO increased funding for basic needs with a request that at least half be spent on supporting student housing needs. All of this increase ($142K) at Humboldt was spent on housing, directly support 84 students.
    - OhSNAP food pantry provided food to 3053 students and assisted 1409 students CalFresh applications.
    - USDA approval for return of EBT to campus; implementation coming soon.
    - Emergency on-campus housing is available for up to 21 nights; 61 students were served.
    - Off-campus services office offers help in finding rental units and provides financial assistance with security deposits.
    - CARE grants provide up to $1K in emergency assistance; 952 students served.
    - In addition to free local transportation via JackPass, free transportation was provided for trips home to various locations in the state.
    - All students eligible for long-term laptop loans through library.
    - 402 students served via TimelyCare telehealth agency, which includes 24/7 TalkNow support.
    - Two new Latinx therapists were hired to help serve mental health needs of BIPOC students.
- **Status: Significant progress**

1.2 Continue to enhance the campus infrastructure and programming to address issues of campus safety and sense of wellbeing for our students in areas of equity, Title IX, Policing and Conduct.

- Key police vacancies remain unfilled; a fall 2024 update would be warranted. Community service specialist has been hired.
- Firearm violence training and active threat training are available to all campus units.
- [Daily crime log](#) is maintained by the University Police Department. It is based on the requirements and recommendations from CSU policy. It covers UPD's patrol jurisdiction, which includes campus Clery Geography, in addition to other areas. UPD Budget is public document. [Annual Security Report and Annual Fire Safety Report](#) is published online and paper copies are also available at key locations.
- Facilities is analyzing safety survey results.
- Response to instances of harm falls to CARES, Title IX, UPD, Ombudsmen, HR, and the Dean of Students Office. The units tracks this data and report annually. A complaint process committee (reps from Title IX, HR, ombudsmen, college offices, and various student services departments) is working on a unified site with policies and processes for complaints and grievances.
- **Status: Significant progress**

1.3 Continue working with local communities and campus stakeholders to make data-informed decisions, while continuing to explore, develop, and implement policies and practices to increase equitable access to affordable housing for students.

- Craftsman housing project in progress; 950+ new beds on track for spring 2026; temporary housing program funded; 300 additional beds for alternative residential housing for continuing students.
- Higher Education Student Housing Grant secured for 138 beds at lower cost options to launch fall 2025 on campus; expected to provide discounts approximately $115-$225/month on doubles/singles based on market rate formula
- Humboldt's on-campus housing costs are currently the fifth-lowest of the 23 CSUs.
- **Status: On track for completion**

1.4 Broaden capacity in student access to critical services through hiring of additional mental health clinicians with special focus on serving the BIPOC student population.

- CAPS mental health services data based on demographics show little change:
  - AY 23-24: 44 percent of students identified as other than White as of March; update for final AY numbers pending
  - AY 22-23: 48 percent of students identified as other than White
  - AY 21-22: 47 percent of student identified as other than White
- Hiring and changeovers in processes and availability of services may have been a contributing factor in these numbers.

- **Status: In progress**

1.5 Increase opportunities for student employment and build awareness of current internships, fellowships, etc.
- Measuring opportunities for student employment remains elusive; service learning courses have declined slightly.
- CCBL has a new full-time director; Associate Dean Bori Mazzag is leading a grant-funded CNRS team to expand internship opportunities in engineering and stem.
- **Status: Poised for progress**

Outcome 2: Advising structures, systems, and major entry pathways meet the needs of students

2.1 Increase the capacity and number of additional professional advisors to reduce the Student to Professional Advisor Ratio(to 200:1), including professional advisors in programs that serve special populations (El Centro, Umoja Center).
- Eight new academic advisors in AAC and three in the cultural centers were hired. There have been departures in the cultural centers, so new hires are necessary once again.
- FTUG first-term, one-year, and two-year retention rates are all tabulated annually by IRAR and can be compared year-over-year for improvement.
- An equity analysis is necessary to determine the state of retention equity gaps.
- **Status: In progress**

2.2 Provide ongoing funding for faculty to support three advising fellows to assist in continuity of advising structures across the institution with focus on advisor training program, evaluating academic probation, and transfer student advising.
- Faculty advising fellows program has sunsetted as of the end of the 2023/24 academic year, but continued faculty representation on the advising working group is being proposed. Some form of unfunded faculty representation from each college will be sustained.
- Sustainable advisor training program across the university is in development; pilots occurred in 2023-2024, and a fuller program launch is slated for fall 2024.
- We have made some positive changes in language and resources for supporting students on academic notice and piloted an Early Alert process for First-year Math and English courses. Data will be available to report on our Early Alert Pilots mid summer. Additional reporting can be supported by comparing year-over-year numbers for FTUG students on Academic Notice following their first year. Most significant changes will occur over the 24/25 Academic Year and improvements in rates of Academic Notice should show improvement for those first-year students.

- Significant additional support programs for new transfers have been put into place for the incoming class of 2026. These changes include selected, cohort based GE options reserved for incoming transfers, establishment of a transfer support team including a designated new position to support transfer students and the creation of a College-based Mentor Program for transfer students out of the RAMP office. We should have data to process up through the Class of 2024.
- **Status: In progress**

2.3 Increase access and utilization rates with degree audit & degree planning tools by students and advisors to identify clear roadmaps to graduation.
- Restructuring in the Office of Academic Programs has affected progress in establishing a process to create upcoming class schedules based on historical/projected data and anticipated demand.
- Removal of mandatory advising holds has potentially led to a temporary decline in DARS usage. 2023-2024 numbers still need to be assessed, but proactive advising tools and active engagement should get us on track to meet this goal.
- **Status: In progress**

2.4 Identify, develop, and implement an e-advising system to support collaborative and holistic advising across campus, including early alert.
- The E-advising system has been selected, and a support team and design committee has been established. Implementation will begin summer and fall 2024.
- Early alert system for supportive pathways was piloted in Math and English Departments for first-year students in 2023-2024.
- **Status: In progress**

Outcome 3: Support systems have been created to meet the academic needs of students and retain students

3.1 By fall 2024, expand the high impact practice of implementing first-year student learning communities rooted in place (Place-Based Learning Communities, PBLCs), to all first-year students via a block enrollment, opt-out model; embed transitional curriculum to enhance student's first-year experience.
- An IRAR data request is necessary to establish baseline and targets for measuring first-term and one-year retention rates of FTUG students in PBLCs.
- University is progressing toward goal of 90+ percent PBLC participation for FTUG students, and transitional curriculum is available for implementation in all first-year experience.
- **Status: In progress**

3.2 Enhance support and onboarding of low-income and first- generation science students through hiring EOP STEM/ Outreach position and expanding EOP Summer Bridge to provide a 1-week pre-enrollment science experience.

- An IRAR data request is necessary to establish baseline and targets for measuring retention rates for EOP STEM cohort.
- **Status: In progress**

3.3 Expand academic support services to improve success rates of English & Math Category 3 & 4 students during their first year.

- A Turtle Team is developing a dashboard to explore the A2/B4 completion rates to allow for establishing baseline and comparing cohort success.
- **Status: In progress**

3.4 Implement, assess, adjust, and sustain academic and support services that are responsive to the diverse experiences and needs of transfer students.

- Currently no data on 2-year and 4-year graduation rates for URM transfer students.
- Admissions coordinator role has been transferred to support community college partnerships, pathways, and provide leadership and support to transfer student ambassadors.
- **Status: One portion complete; no progress on other portion**

3.5 Enhance and build out communication campaigns for returning and continuing students around registration, advising, and graduation (emails, texts, and text-bot campaigns); monitor analytics of the campaign and enrollment trends to make adjustments in real time.

- Regarding the percentage of continuing eligible students who successfully enroll in classes during the early registration period, registration campaign dashboards report that 76% of continuing eligible students enrolled for spring 2024 and 78% of continuing eligible students enrolled for fall 2024 with goals of 80% and 90% for fall and spring, respectively.
    - Subcommittee is not aware if protocols for tracking this element are in place.
- Regarding the four-year and six-year graduation rates equity gaps of URM first-time full-time undergraduate students, an IRAR data request is necessary to establish baseline and targets for measuring success.
- Percentage of students who return and re-enroll after stopping out has increased.
- Retention specialist has been hired in the registrar's office.
- **Status: Partially complete; partially in progress**

Outcome 4: Foster meaningful, inclusive student success throughout the institution and community

4.1 Prioritize student life experience and student engagement activities to foster a meaningful sense of belonging, combat homesickness, and create a connection to place/the region.

- The Student Success Team (out of Enrollment Management), consisting of the Cultural Centers for Academic Excellence, Educational Opportunities Program, the Office of Student Life, the Dean of Students, and the Student Activities Center, worked closely with IRAR to build a biannual survey to measure incoming student sense of belonging. Each center then builds their programming and assessment plans to address findings of the survey and look for increases year over year.
- Programming coordinated by the Student Success Team targets areas identified in the baseline data provided by the biannual survey.
- **Status: In progress**

4.2 Prioritize developing and supporting culturally relevant programs and support services.

- Three advising positions were added to the Cultural Centers for Academic Excellence.
- In addition, EMSS is working on a plan to bolster support for the centers that will allow for their growth and sustainability. This will include an analysis of funding and staffing needs as well as potential future funding.
- Measurement of two metrics remains uncertain:
  - Presence of culturally relevant programs, curriculum, training, and support services in units outside the CCAEs
  - A campus culture of recognition, honor, and support for the intersecting identities of our students
- **Status: Some progress but much still needed**

4.3 Continue to address physical space needs to increase and sustain community development, belonging, and accessibility for Cal Poly Humboldt's growing student body.

- Current off-campus market is soft with available rentals at major property management companies
- Housing price comparison
  - Off-campus housing average rates (7/24):
    - Arcata: $1,263/mo for a 1-bedroom and $1,534/mo for a 2-bedroom
    - Eureka: $1,225/mo for a 1-bedroom and $1,533/mo for a 2-bedroom
    - Mckinleyville: $1,245/mo for a 1-bedroom and $1,433/mo for a 2-bedroom
  - Campus apartment rates (College Creek):
    - $1,064/mo for a single bedroom
    - $1,717/mo for a double bedroom ($858/pp)
- Roughly 80 percent of major programs have a PBLC.

- Student attendance data show the Gutswurrak Student Activities Center to be a central gathering and activity space on campus.
- Expansion of physical space on campus with new structures to adequately support the needs of current and future student populations is [well underway](#).
- Regarding making all campus buildings and areas fully accessible to campus population: Progress on this goal is ongoing and requires significant planning and investment.
    - Every year, the university makes progress in the built environment by required ADA upgrades with new construction, renovations, or maintenance improvements. Examples from this prior year include classroom renovation in Science A, new makerspace in the Swetman building, the opening of the new Trinity Early Learning Center, GSAC 2nd Floor renovations, Building entry and locking upgrade, and the Wildlife and Fisheries Lab Renovation. We have also completed specific accessibility improvements including, parking stalls, sidewalk repairs, curb cuts and crosswalk improvements.
    - The Campus Disability Resource Center, has worked diligently in procuring new accessible shuttles for campus, identifying an "on-call" campus based transit system to get around campus. The Department has served 26 students for point to point transportation and 2 employees last year. We have also established the campus Lumberjack Express which provides intercampus shuttle service running a specified route that can be found on the parking and transportation's website. . The CDRC has also been central to re-establishing the Committee on Accessibility and Accommodation Compliance (CAAC) and the creation and maintenance of a modern ADA transition plan.
- Identifying a variable to measure the presence of spaces that are welcoming and inclusive to students remains to be determined.
- **Status: In progress**

4.4 Continue to develop and support programming focused on increasing a sense of community on and off campus in the local area.
- Regarding resources for strategic programming to increase student connections and sense of belonging in the local community, in an effort to expand relevant programming, the university has added multiple community-facing positions including a dedicated director for the Center for Community-Based Learning, a placement coordinator for the College of Professional Studies, and three positions in our grant-funded College Corps office. Others?
- Partnership with Equity Arcata continues; no current data on student participation in community working groups.
- Measuring an increase in programming focused on community partnerships and off-campus events will require identification of measurable variables and significant cross-unit, cross-division collaboration.

- **Status: Little progress to report**

4.5 Expand use of the campus system of record to capture student engagement.
- The contract for Presence (student engagement software) has been renewed, and its use is expanding on campus. It is used to promote, track, and report on student engagement.
- Regarding the use of co-curricular transcripts, stakeholders continue conversations about the implementation of a co-curricular section on Cal Poly Humboldt's campus. Although progress has been delayed, it is expected to pick up again soon.
- Stakeholders need to streamline ways to combine reporting and information from Presence, Slate, and other campus engagement tools to create combined reporting on student engagement.
- **Status: In progress**

Outcome 5: Invest in classroom, teaching and learning and academic interventions, and classroom climate

5.1 Support, implement and assess faculty-led curricular redesign through formal and informal training programs, professional development, and one-time funding opportunities, to improve student success in classes with historically high equity gaps and/or DFW rates.
- Collaboration between SEM subcommittee and CTL, ODEI, and Equity Priority 5 group necessary to identify, monitor, and improve student outcomes in high-enrollment, high-DFW courses with the largest equity gaps.
- CTL has offered extensive professional development to address high equity gaps.
- **Status: Partial achievement**

5.2 Continue weaving the Integrated Assessment and Planning (IAP) initiative throughout the structure of institutional planning and assessment to align with budgetary sustainability goals and create a continuous cycle of assessment, planning, and implementation.
- The IAP has been disbanded. Assessment in non-academic, non-student-support units is no longer required. Student-support units conduct assessment with an eye toward their own missions, not the university strategic plan. EMSS's student-support units align assessment to the SEM plan.
- **Status: NA**

5.3 Continue to address the lack of course offerings and availability as a barrier to full, timely registration, including evaluation of course modality and accessibility.
- Restructuring in the Office of Academic Programs has affected progress in establishing an updated scheduling policy.

- All course modalities have been cataloged; Academic Programs staff in conversation with ITS.
- A survey is necessary to determined percentage of programs fully utilizing the DARS schedule planner.
- Capacity bottlenecks are analyzed in the program review process; strategic use of online courses in response should emerge in action plans.
- Status: In progress

5.4 Increase support for students through training and resources for faculty providing reasonable accommodations and holistic support for students in need
- CTL offers faculty training around course accessibility.
- No current variable or data on whether support centers (ARC, SDRC, etc) are adequately staffed and resourced to support faculty training.
- Status unknown for:
  - Streamlined referral process for faculty and staff to refer students to services
  - Expansion of CARE referral process to other student services
- **Status: Some progress; much remains**