

List of Activities from Institutional Plans



Connection



Entry



Progress



Completion



Transition

Institutional Plans:

AB 705 Implementation Plan

Educational Master Plan (EMP)

Equal Employment Opportunity (EEO) Plan

Facilities Plan

Guided Pathways (GP) Plan

Outreach Plan

Promise Inquiry Group Recommendations

Quality Focus Essay (QFE)

Strong Workforce Plan (SWP)

Student Equity Plan (SEP)

Technology Plan





Title V












In Progress
















Completed









Find list online with more details:

















Theme	Strategies	Activities
<p>Student Support Services</p>	<p>Expanding services</p>  <p>Plans: EMP, Outreach, AB 705, Title V</p>	<ul style="list-style-type: none"> • Improve student access to departments, faculty, staff, services, and/or "experts" by using multiple modalities and extended night and weekend hours. • Expand support labs, tutoring centers, and/or embedded tutoring. • Review counseling services, availability, and processes, utilizing non-counseling staff as advisors • Expand counseling services via alternative modalities such as groups, embedded counseling, webinars, remote, chat, and artificial intelligence. • Institutionalize tutoring and centralize services under one department to coordinate and leverage staffing and resources while expanding capacity to serve all first-generation and Hispanic or Latino students
<p>Student Support Services</p>	<p>Peer mentoring</p>  <p>Plans: GP, QFE, Outreach, Title V</p>	<ul style="list-style-type: none"> • Investigate peer-to-peer mentoring that emphasizes college navigation, peer connection and social support, and the building of cultural capital. Examples include, but are not limited to, embedded tutoring, peer mentors and student ambassadors to encourage students, support instruction, and exemplify role models for demographically similar students. • Implement a peer-mentoring program to encourage students in their areas of interest to serve as a go-to person.
<p>Student Support Services</p>	<p>Embedded services</p>  <p>Plans: SEP, Promise Inquiry, QFE, Outreach, Technology, Title V</p>	<ul style="list-style-type: none"> • Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc. Connect students with internal and external resources that can help with study skills, childcare, housing, food, transportation, and other basic needs. • Review and embed support services (tutors, library, counseling) especially for underserved populations • Embed librarians in courses that require a research component and papers or projects with any expectation of college-level research skills to assist first-generation and Hispanic or Latino male identifying students • Embed counseling in specific areas • Institutionalize imbedded support such as counseling, tutoring, and library services. • Review and embed support services (tutors, library, counseling) especially for underserved populations
<p>Student Support Services</p>	<p>Support specific for math and English</p>  <p>Plans: SEP, Outreach</p>	<ul style="list-style-type: none"> • Coordinate academic support services in transfer-level English and math courses with long term goal to incentivize student participation. • Intensive support provided to academically underprepared students to succeed in the "gateway" math and English courses.
<p>Student Support Services</p>	<p>DI Gap Analysis</p>	<p>Review existing support services for possible gaps for underserved populations.</p>












Theme	Strategies	Activities
	 Plans: Technology	
Student Support Services	Institutionalize Tutoring  Plans: SEP	Institutionalize coordinated student support services such as library, peer tutors, and counselors in high impact courses through coordinated tutoring implementation plan.
Student Support Services	Counseling appointments  Plans: GP	Ensure each student meets at least once a semester with their counselor.
Student Support Services	Success teams  Plans: SEP	Continued development of success teams to offer intervention and supports within their area of interest
Student Support Services	Probation  Plans: SEP	Re-evaluate probation steps: interventions, meaningful interactions with faculty and staff (required counseling appts, college success class, etc.), and framing of messages to convey positivity and support.
Student Support Services	Early Alert  Plans: SEP	Promote the use of Early Alert for just in time remediation and connection to resources for first-generation and Hispanic or Latino males.
Student Support Services	Printing  Plans: Outreach	Implement Managed Print Services. Centralize and streamline printing process for students
Student Support Services	Promotional material  Plans: QFE	Create a large poster for classrooms with lists of services tied to a map of where to find them on campus, as well as emails and phone extensions.
Financial Aid/Reducing Costs	Financial Planning  Plans: EMP	<ul style="list-style-type: none"> • Ensure students know what it costs to attend both community college and university, what financial supports are available at each institution type, as well as what assistance is offered at the state and fed • Offer timely and relevant financial planning information to first-generation students and their families including understanding the cost of college and associated expenses, as well as available assistance (including and beyond financial aid).
Financial Aid/Reducing Costs	Promise  Plans: EMP, QFE	<ul style="list-style-type: none"> • Extend the Promise Program for all students. • Explore ways to support first-generation and Hispanic or Latino male identifying students financially beyond the first year of Promise.
Financial Aid/Reducing Costs	Employment  Plans: QFE	Expand funding for student jobs on campus to support first-generation students and Hispanic or Latino male identifying students.




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Financial Aid/Reducing Costs	OER/ZTC  Plans: EMP	Support the development of open educational resources (OER) and Zero Textbook Cost (ZTC) to help first-generation and Hispanic or Latino male identifying students with the cost of college.
Enrollment Management	Evening/Weekend schedule  Plans: EMP	<ul style="list-style-type: none"> • Create degree programs that can be completed with evening/weekend-only classes (or with online classes)
Enrollment Management	Remote/DL   Plans: Promise Inquiry, Technology	<ul style="list-style-type: none"> • Expand remote/DL classes and student services post Covid • Make AHC physical resources (library, computers, tutoring, etc.) available for remote learners of 4 year/advanced programs.
Enrollment Management	Scheduling     Plans: EMP, GP, Technology	<ul style="list-style-type: none"> • Create a schedule that plans courses with student needs at the forefront by prioritizing use of student course taking patterns, cross-department scheduling for related disciplines and scheduling at nontraditional days/times/locations. • Need enrollment management to improve scheduling to better meet first-generation and Hispanic or Latino male identifying student needs. • Invest in scheduling software • Evaluate new Room/Course-Scheduling Software • Develop a process to regularly assess student scheduling needs including type, time, location, and modality of courses, obstacles for students, and student success. • Enhance and review schedule practices • Create an enrollment management team to review schedule for best practices • Develop a clear enrollment management plan and implement using scheduling assessment data.
Enrollment Management	Noncredit to Credit  Plans: SEP	Implement a formalized non-credit to credit matriculation program upon completion from non-credit.
Enrollment Management	HyFlex  Plans: EMP	AHC should commit to offering HyFlex courses and allow students to change and/or select the mode that suits their needs.
Technology	Classroom Upgrades   Plans: Outreach, AB 705	<ul style="list-style-type: none"> • Technology upgrades in classrooms • Establish new classroom technology standards for new modalities
Technology	Website    Plans: EMP, SEP, Outreach	<ul style="list-style-type: none"> • Implement a ChatBot feature and Promise App to provide 24/7 communication capabilities for students. • Redesign Public Website Menu Structure • Improve Public Website Search Functionality


Theme	Strategies	Activities
		<ul style="list-style-type: none"> Integrate interest and aptitude measures into website design to help students engage in more self-exploration. Investigate Options for Mobile App for Students
Technology	<p>Improvement to SEP</p>  <p>Plans: EMP</p>	<ul style="list-style-type: none"> Develop a resource that students can use to check what courses fulfill GE, CSU, and UC requirements. Utilize technology to help AHC students access up-to-date information on transfer requirements and processes and real-time advice that is specific to their path.
Technology	<p>Wi-Fi</p>  <p>Plans: EMP, Outreach</p>	Add Wireless Access Points to more areas with weak signal, including outdoor areas
Technology	<p>Improving access to info</p>  <p>Plans: Promise Inquiry</p>	Create a one-stop app where students can register, track progress, live chat, and link to resources.
Transfer	<p>Peer groups</p>  <p>Plans: EMP</p>	Develop peer groups for students who have indicated a transfer goal (e.g., transfer club), have similar educational/career goals (areas of interest) and/or are close to the transfer gate provide them space to problem solve together, encourage each other, feel a sense of belonging, and receive just-in-time support.
Transfer	<p>Workshops</p>  <p>Plans: SEP</p>	Offer faculty the opportunity to host Transfer Workshops during class time or provide information for them that they could post on their Canvas announcements page so more first-generation and Hispanic or Latino males get exposure to these workshops.
Transfer	<p>Process Improvement</p>  <p>Plans: SEP</p>	Conduct a comprehensive review of transfer documents to understand how the transfer process can be made clearer and more inclusive of first-generation and Hispanic or Latino students.
Transfer	<p>Connection to services</p>  <p>Plans: SEP</p>	Connect all degree and transfer-seeking first-generation, Hispanic or Latino students should be connected to programs such as Puente, TRiO, and EOPS that support transfer and identify strategies that work well to scale up effective strategies to ensure the majority of first-generation and Hispanic or Latino students get help navigating degree and transfer process
Transfer	<p>Promotional material</p>  <p>Plans: SEP</p>	Create materials that faculty could post and share with students regarding important scholarship deadlines and CSU and UC application deadlines.













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Transfer	Connections to 4-year  Plans: Outreach	Building connections between transfer students and university with a focus on support networks that await students post-transfer and options for place-bound transfer students.
Transfer	Dual enrollment  Plans: Technology	Explore dual enrollment options with 4-year universities.
Transfer	Support  Plans: Technology	Support student transfer by maximizing visibility of the transfer center and educate/encourage faculty and program coordinators to assist with student transfer
Transfer	Non-degree students  Plans: Technology	Identify students in non-transfer degree programs who may have changed their goals to transfer.
Welcome/Climate/Engagement	Know Student Name   Plans: GP, Promise Inquiry	<ul style="list-style-type: none"> • Provide students with their own name tags they can use for events throughout the year to allow staff and students to more easily strike up a conversation with them and personalize it. • Ensure that communication or interaction with students starts with the use of the students' name. Provide faculty a tech resource that helps them learn how to pronounce the names of their students.
Welcome/Climate/Engagement	Space  Plans: Outreach	Create programs/spaces for students to engage
Welcome/Climate/Engagement	Survey  Plans: Promise Inquiry	Implement a survey at the end of each semester regarding involvement on campus activities that involves recognition for participating (certificate, Presidential Award for Campus Involvement, etc.)
Welcome/Climate/Engagement	Welcome climate  Plans: EMP	Work on a “constant welcome” campaign that promotes frequent and positive interactions such as “you belong here” with a particular focus on the interactions between faculty and staff and first-generation and Hispanic or Latino male identifying students.
Welcome/Climate/Engagement	Welcome center  Plans: EMP	Develop a Welcome Center/Visitor Center that would be inviting for first-time, first-generation students where they can easily access resources and information.
Welcome/Climate/Engagement	College going culture  Plans: EMP	Build a vibrant college-going culture through broad and engaging community presence that would entice first-generation and Hispanic or Latino identifying male students to campus.










Theme	Strategies	Activities
Onboarding/FYE/ Orientation	<p style="text-align: center;">Ambassadors</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Plans: EMP, SEP, GP</p>	<ul style="list-style-type: none"> • Student ambassadors reach out via phone or text to encourage students to take the next steps and offer assistance. • Assign student ambassadors assigned to either a cohort or area of interest to help support as a mentor for students to get them connected to resources and be a point of contact. • Use student ambassadors to help high school students through the application process.
Onboarding/FYE/ Orientation	<p style="text-align: center;">First Year Experience Program</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Plans: EMP, SEP, GP, Technology</p>	<ul style="list-style-type: none"> • Create a first-year experience program to support onboarding and mentoring • Create an onboarding process that improves the application-to- enrollment experiences of students. • Create a new orientation that features first-generation and Hispanic or Latino male identifying students and includes information relevant to these populations. The online orientation should be easy to navigate and be an information resource. In-person orientations should continue to be offered. First-generation and Hispanic or Latino male identifying students should be targeted early in the registration process to complete the orientation before semester starts. • Create a branded and fully collaborative First-Year Experience Program, intentionally designed to help first-generation college students navigate the college system this will require AHC to prioritize proactive advising, mentoring, learning support services, and financial support. • Create a branded and fully collaborative First-Year Experience Program to connect Promise students within their interest area through events, student services, academic and career planning, financial planning, college success skills, basic needs, mental health services, etc. • Conduct orientations held by area of interest faculty members, in addition to existing orientations and welcome events. • Infuse first-year experience model with mandated SEPs and PD course enrollment • Encourage and train faculty in specific Areas of Interest to conduct welcome orientations for incoming students. • Integrate interest and aptitude measures into website design to help students engage in more self-exploration.
Onboarding/FYE/ Orientation	<p style="text-align: center;">SEP completion</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Plans: SEP</p>	<ul style="list-style-type: none"> • All students meeting with counselors to develop a SEP • Improve SEP completion by: 1. Group students by area of interest to facilitate first semester plan at the high schools 2. Outreach to students in September who haven't completed comprehensive SEP before











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		spring registration opens 3. Target students in PD 700 for SEPs 4. Educate students on utilization of DegreeWorks self-service module.
Onboarding/FYE/ Orientation	<p style="text-align: center;">Areas of Interest</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;">Plans: EMP, QFE</p>	<ul style="list-style-type: none"> • Implement areas of interest for all students (including adult students and community education) • Areas of Interest success teams coordinate and develop activities to connect first-generation and Hispanic or Latino male identifying students through faculty meet and greets, orientations, social activities, student mentorship, and field trips to industry. • Create area of interest promotional materials (print, social media posts, videos, website) that will introduce areas of interest (career and majors) to students in a language and medium that they will engage with and understand.
Onboarding/FYE/ Orientation	<p style="text-align: center;">Intro courses</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;">Plans: EMP, SEP</p>	<ul style="list-style-type: none"> • Create courses that give students a jumpstart to college, help students identify educational goals, and support student success. • Implement introduction courses across all programs
Onboarding/FYE/ Orientation	<p style="text-align: center;">Survey</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div> <p style="text-align: center;">Plans: EMP</p>	Implement a survey at the end of the first semester that asks about their experiences, especially the onboarding process.
Onboarding/FYE/ Orientation	<p style="text-align: center;">In-reach and outreach</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div> <p style="text-align: center;">Plans: EMP</p>	Involve program coordinators in both outreach and in reach efforts.
Onboarding/FYE/ Orientation	<p style="text-align: center;">Summer Bridge</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div> <p style="text-align: center;">Plans: QFE</p>	Enhance summer bridge curriculum integrated with student services and guided pathways.
Onboarding/FYE/ Orientation	<p style="text-align: center;">Workload</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div> <p style="text-align: center;">Plans: EMP</p>	When creating first semester plans, provide first-generation students consistent messaging about out-of-class workload and offer a workload calculator (i.e., https://cte.rice.edu/workload) as a tool to help manage out-of-class work expectations.
Onboarding/FYE/ Orientation	<p style="text-align: center;">Support by GPA</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div> <p style="text-align: center;">Plans: SEP</p>	Create pathways for HS students, like mentorship programs based on GPA
Onboarding/FYE/ Orientation	<p style="text-align: center;">Logistics instruction</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div> <p style="text-align: center;">Plans: EMP</p>	Teach students how to check their email and help with forwarding if wanted, and make sure their contact information is up to date for texting initiatives
Onboarding/FYE/ Orientation	<p style="text-align: center;">Learning communities</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div> <p style="text-align: center;">Plans: SEP</p>	Form Guided Pathways Learning Communities (for example, pair an ENGL 101 themed around STEM research and writing with a Bio class) with embedded counselors to assist students with EAPs.










Theme	Strategies	Activities
DEI/Professional Development	<p style="text-align: center;">English and Math PD</p>  <p style="text-align: center;">Plans: SEP</p>	<ul style="list-style-type: none"> • Implement professional development and create a community of practice for instructors and support staff in math/English/ESL to share best practices that humanize the classroom, promote interaction and engagement, foster a sense of belonging, communicate a belief in student capacity and growth, and mitigate stereotype-threat. • Provide PD opportunities for faculty to collaborate on grading, attendance, drop policy practices in math and English to support the success of first-generation and Hispanic or Latino male identifying students. • Arrange PD sessions with local high schools to discuss best practices for teaching math and English to first-generation and Hispanic or Latino male identifying students.
DEI/Professional Development	<p style="text-align: center;">Faculty Mentorship</p>  <p style="text-align: center;">Plans: EMP, SEP</p>	<ul style="list-style-type: none"> • Create cohort mentorships opportunities for math and English to do the following: faculty exchange of ideas, offer culturally responsive curriculum, develop equity minded grading, develop syllabi templates, etc. • Create an inter-disciplinary partnership between English, Math, and Counseling working in tandem as a unified support system for first-generation and Hispanic or Latino male identifying students. • Create a support structure that allows faculty and staff to come together to reflect on their practices, both what is working and what is failing, for first-generation and Hispanic or Latino male identifying students
DEI/Professional Development	<p style="text-align: center;">Interdisciplinary collaborations</p>  <p style="text-align: center;">Plans: SEP, QFE</p>	<ul style="list-style-type: none"> • Develop information sharing and training: Departmental and interdisciplinary collaborations







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<p>DEI/Professional Development</p>	<p style="text-align: center;">Equity/DEI PD</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Plans: EMP, SEP, Promise Inquiry, QFE, Outreach</p>	<ul style="list-style-type: none"> • Invest in professional development focused on high challenge, high support equity-minded teaching practices with the goal of achieving stronger, more consistent and more equitable pass rates across sections of the same transfer-level course. • Create safe places for equity conversations about section-level success rate data disaggregated by race, income, gender, etc. to help faculty develop a reflective teaching practice that fosters innovation to improve learning outcomes for marginalized student populations. • Develop PD for equitable instruction, curriculum design, and classroom practices. • Institute an ongoing Culturally Responsive Higher Education Curriculum Assessment professional development series that begins with an introduction to culturally responsive education, highlights the importance and ties to student success, provides guidance for curriculum modification, provides resources, and supports individual and group time to integrate culturally responsive content. • Provide professional development or orientation information for all new faculty and staff on diversity, equity and inclusion, data about disproportionately impacted students, and best practices to foster the success of first-generation and Hispanic or Latino male identifying students • Development a scorecard that faculty can utilize to assess the cultural responsiveness of their curriculum. • Conduct Culturally Responsive Higher Education Curriculum Assessment and encourage faculty from all departments, both full-time and part-time, to modify curriculum to reflect the students AHC serves, integrate multiple perspectives, illuminate ties to historical oppression, connects topics to community and world issues, provides action orientation, and highlights the achievements and contributions of multiple cultures. • Develop PD for equitable instruction, curriculum design, and classroom practices. • Provide professional development opportunities to evaluate course outlines of record and facilitate departmental program review discussions, including topics such as evaluation of course and title descriptions, units/hours required, enrollments (pre- and co-reqs), assignments, learning outcomes, methods of instruction and evaluation, modalities, course materials, and articulation agreements (Harris and Kirschner, 2021). Utilizing a culturally responsive lens, faculty can modify existing curriculum and role model the process and institution of resources.

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DEI/Professional Development	SuccessNet Training  Plans: SEP	<ul style="list-style-type: none"> Continued Professional Development for SuccessNet with specific outreach to part-time faculty. Provide online training for Successnet
DEI/Professional Development	Messaging PD  Plans: SEP	Provide PD to equip instructors with the knowledge and tools for how to frame messages and adapt learning materials that support students' motivation and learning mindsets.
DEI/Professional Development	Faculty Hiring  Plans: QFE	Explore ways to hire more racial/ethnic faculty and staff to represent AHC's Hispanic or Latino community. Add wording to jobs advertised that support diverse applicants
DEI/Professional Development	Implicit Bias  Plans: Promise Inquiry	Develop Implicit Bias training as part of our onboarding process
DEI/Professional Development	Experiential Learning  Plans: GP	Create professional development opportunities for faculty to learn how to incorporate experiential learning into their course curriculum
DEI/Professional Development	Survey  Plans: EEO	Conducting campus climate surveys of faculty, staff, administrators, and students.
DEI/Professional Development	Guest speakers  Plans: EEO	Presenting guest speakers on diversity topics and issues relevant to District employees.
DEI/Professional Development	EEO plan  Plans: EEO	Highlighting the District's EEO and diversity policies in job announcements and in recruitment, marketing and other publications.
DEI/Professional Development	Diverse events  Plans: EEO	Promoting diversity events and informing faculty and staff about diversity and EEO programs, policies, and practices.
DEI/Professional Development	DEI training  Plans: EEO	Providing Diversity, Equity, and Inclusion (DEI) training opportunities for faculty, staff, and administrators.
DEI/Professional Development	Unconscious bias  Plans: EEO	Providing unconscious bias and Equal Employment training opportunities for faculty, staff, and administrators.
DEI/Professional Development	Leadership development  Plans: EEO	Encourage, develop and support mentor programs for faculty and staff that serve to develop leadership potential in faculty, staff and students from underrepresented and diverse groups.

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DEI/Professional Development	Outreach  Plans: EEO	Conducting outreach to student, professional, community and other organizations that represent the diverse community the District serves.
Curriculum/Instruction	English/math specific course  Plans: SEP	<ul style="list-style-type: none"> • Create area specific English courses • Required math courses are appropriately aligned with student field of study
Curriculum/Instruction	DI data  Plans: EMP, SEP	<ul style="list-style-type: none"> • Explore ways to ensure part-time faculty are aware of disproportionately impacted data and the research and best practices that support first-generation and Hispanic or Latino male students. • Departments should be reviewing data regularly to identify bottleneck courses and identify interventions and resources for those courses.
Curriculum/Instruction	Canvas  Plans: Progress, QFE	<ul style="list-style-type: none"> • Incentivize faculty to utilize Canvas, so students have all their course information, assignments, and grades in one place making it easier for first-generation students to stay on track and successfully complete courses • Encourage faculty to promote and communicate special programs/events/announcements on canvas and syllabi.
Curriculum/Instruction	XWE/Internships  Plans: GP, Outreach	<ul style="list-style-type: none"> • Implement an internship/ work experience tracking process. • Align curriculum with CWE opportunities
Curriculum/Instruction	CSU/UC requirements  Plans: EMP	Ensure faculty teaching advanced courses in a program of study know the CSU and UC application processes and financial aid deadlines and incorporate this information into course announcements and activities.
Curriculum/Instruction	dual admission/enrollment  Plans: EMP	Integrate AB 927 for CSU/UC dual admission and dual enrollment.
Curriculum/Instruction	Welcome letter  Plans: EMP	Provide faculty with a “Welcome Letter” template that may be used for communication ahead of the start of the semester and offer technical services for those faculty who wish to create a brief welcoming/introduction video for students to familiarize themselves with the teacher and course before the first day of class
Curriculum/Instruction	Self-efficacy  Plans: SEP	Encourage first-generation and Hispanic or Latino male identifying students to build self-efficacy via curriculum and classroom practices.

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Curriculum/Instruction	Success Teams  Plans: SEP	Connect instructional faculty to Success Teams, the counseling department, tutoring, and other support services to try to connect students with intervention supports they need (and/or incorporating embedded librarians/counseling/peer mentors as needed in their courses) Promote the use of Early Alert for just-in-time remediation and connection to resources for first-generation and Hispanic or Latino males.
Curriculum/Instruction	Career and 4-year connection  Plans: SEP	Connect first-generation and Hispanic or Latino male identifying students to careers and 4-year colleges in the classroom.
Curriculum/Instruction	Externships  Plans: Technology	Expand, promote, and facilitate faculty EXTERNSHIPS, especially for those who have been out of industry for a while.
Career/Jobs	Industry partners  Plans: AB 705	<ul style="list-style-type: none"> • Partner with Industry and community leaders to identify current technology and connect employers, academic programs, and students • Promote Job Speaker and LinkedIn Learning and make available to all students.
Career/Jobs	CWE  Plans: Outreach	<ul style="list-style-type: none"> • Maximize student connection with the career center with a focus on CWE courses and possible • DI Increase opportunities for students to engage in Cooperative Work Experience.
Career/Jobs	Networking  Plans: EMP, Technology	Build strong connections to alumni to provide networking opportunities (mentorships, internships, and job opportunities)
Career/Jobs	Advisory groups  Plans: EMP, Title V	Include Instructional Faculty in providing career pathway information via advisory groups, etc.
Community Partnerships	KT-12  Plans: EMP	<ul style="list-style-type: none"> • Engage TK-12 partners to involve first-generation and Hispanic or Latino students and their families before they get to college, once they arrive on campus, and throughout the entire transfer process through information sessions, workshops, university tours, and meetings with university representatives. • Expand TK-12 partnerships (Bridges to Success) to include faculty from both sides to meet and discuss curriculum and support programs, particularly for first-generation students.
Community Partnerships	High school  Plans: SEP, AB 705	<ul style="list-style-type: none"> • Work with local HS for career alignment • Work with local high schools to align curriculum (possible high school English Coordinators to help with this project)
Community Partnerships	Transportation 	Improve/expand transportation options for students between SM and LVC campuses (to go along with smart scheduling).

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Internal Communication	<p>Plans: Promise Inquiry</p> <p>Support for gateway courses</p>   <p>Plans: SEP, Promise Inquiry</p>	<ul style="list-style-type: none"> • Integrate resources into gateway courses that connect students with support for basic needs, mental health services, stress management, etc. • Create a targeted communication plan to ensure enrollment in math/English/ESL in first semester and for those who haven't enrolled, dropped, or didn't pass in first semester, enrolled in subsequent semesters.
Internal Communication	<p>How-Tos</p>   <p>Plans: GP, Outreach, Technology</p>	<ul style="list-style-type: none"> • Develop How To videos for student to use remote/online needs • One-Stop Shop for Training Videos/Courses • Ensure short and precise social media/YouTube/website tutorials for students to watch to walk them through common processes to join special programs (e.g., EOPS, TRIO, etc.) and complete the FASFA.
Internal Communication	<p>Milestones</p>   <p>Plans: SEP, GP</p>	<ul style="list-style-type: none"> • Provide positive reinforcement for completing milestones, send email/text to congratulate students. • Establish a Promise student milestone completion team that will engage students who fall behind, particularly first-generation, and Hispanic or Latino male identifying students, and provide students a straightforward way to track milestone completion and engage and provide kudos when they do complete milestones. • Leverage technology to provide Promise students with trackable milestones. • Establish second year Promise plus program with communication plan (updated SEP, re-apply for FAFSA/CDA, enrollment tracking, incentive program, engagement strategies) • Leverage technology to track Promise students against milestones (such as completion of transfer-level math and English) • Establish a Promise student milestone completion team that will engage students who fall behind.
Internal Communication	<p>Communication</p>  <p>Plans: EMP</p>	<p>Audit communication messages — how, when, where, and what — to guarantee that first-generation and Hispanic or Latino male identifying students receive valuable information in a way that is relevant to them, consistent, easily accessible, and understandable.</p>
Internal Communication	<p>Social media channels</p>  <p>Plans: EMP</p>	<p>Create a social media channel featuring first-generation and Hispanic or Latino male identifying students that demonstrates “seeking help” behaviors and that builds social capital by sharing their experiences on campus</p>
Internal Communication	<p>Application communication</p> 	<p>Implement a tiered communication system where all students indicate their preferred form of communication upon application. From these</p>

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	Plans: EMP	preferences, students are immediately sent an automated email or text message encouraging them to complete the next steps in their registration.
Internal Communication	Early Alert  Plans: SEP	Utilize early alert systems to connect struggling students with relevant supports, monitor the efficacy of these systems and make improvements as necessary.
Internal Communication	Registration events  Plans: EMP	Target communication to first-generation students about the importance of registering during priority registration or on day one of registration window and create a registration day event so that students can come to get help with registering. Encourage students to register for classes with a friend to build social capital.
Internal Communication	Degrees almost complete  Plans: EMP	Notifications to Students with Degrees Almost Complete
Internal Communication	Near the gate  Plans: EMP	Strategically target all first-generation and Hispanic or Latino male identifying students "near the gate" (60 transferrable units with a 2.0 GPA who are missing transfer-level math or English) and "at the gate" (60 transferrable units with a 2.0 GPA and completed transfer-level math and English or completed an ADT but have not transferred) for follow-up and outreach.
Internal Communication	45 units  Plans: EMP	Automate review and notification of students who have 45+ units and have not seen a counselor and those who are close to degree completion to help keep students on track in attaining their goals.
Internal Communication	Signal Vine  Plans: GP	Implement weekly communication such as Signal Vine to students about the events coming up in the following week to encourage engagement with the campus community.