

**De Anza College Academic Senate  
Institutional Metrics Plans Submitted  
Presentation to College Council  
June 22, 2017**

In 2016-17 the College Planning Committee, charged with annually reviewing the Institutional Metrics, determined that a few metrics were falling behind. In that we would not achieve our master plan goal by 2020. The CPC brought these metrics to College Council who tasked the Academic Senate with working with the college to meet our stated goals by 2020.

**Institutional Metric- Civic Engagement      Vasconcellos Institute for Democracy in Action  
(VIDA)**

**Metric:** 6% of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall.

Courses with a community/civic engagement component at De Anza are designated "S" classes. The goal is to have 6% of all students with a goal of transfer or degree to be enrolled in an "S" designated class. In fall 2015, 873 students with a goal of transfer or degree enrolled in "S" classes, which is 4.4% of all students in that category. In fall 2016, 733 students with a goal of transfer or degree enrolled in "S" classes, which is 4% of all students in that category.

**Action Plan**

**1. Moving the metric**

To reach 6%, we need to increase the number of students with a goal of transfer or degree enrolled in "S" designated classes by 2%. Using 2016 data, we need to increase the number of students enrolled in "S" classes from 733 to 1,093.

**2. Ideas or initiatives to undertake**

Community Service Learning (CSL, "S" designated, and/or community/civic engagement classes) is one many programs VIDA oversees. It also supports Latino Empowerment at De Anza (LEAD), Higher Education for AB540 Students (HEFAS), the Leadership and Social Change Certificate Program, Public Policy School, California Campus Camp, and internships (staff and project interns along with field placements).

VIDA seeks to increase the number of "S" designated section offerings by increasing the number of faculty who incorporate community/civic engagement into their classes. When VIDA (previously known as the Institute for Community and Civic Engagement (ICCE)) was promoting the original set of campus CSL offerings, it offered workshops and trainings aimed at highlighting the benefits and best practices of community/civic engagement classes. By doing so, it built a cohort of civic engagement faculty/programs. VIDA wishes to offer these trainings again so as to broaden and deepen the commitment to civic engagement.

### 3. Support needed from the College

Because VIDA oversees a broad range of programs, one of which is community service learning (CSL, "S" designated, community/civic engagement classes), it would benefit from institutionalization of funding for the program coordinator position (which is currently grant-funded). Institutionalization of this position would solidify support for ongoing program development and expansion of community/civic engagement offerings ("S" designated classes). Incorporation of the East Cottage classroom would facilitate VIDA's ongoing work with HEFAS and other civic engagement projects. In addition, VIDA seeks support for its ongoing effort to expand the number of faculty and programs that offer community/civic engagement classes.

Acting Director (spring 2017), Bob Stockwell

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## **Institutional Metric- Career & Technical Education**

## **Recommendation to the Academic Senate**

**Metric:** 67% percent of students who were enrolled in a career technical education program will be employed full-time one year after leaving De Anza (revised based on May 3, 2017 with CTE Programs).

### **Action Plan**

#### **A. Moving the metric**

1. Senators examine the metric and monitoring student employment information (2/13 & 2/27 meeting)
2. Currently the college offers Job Search Services for Workforce Education Programs <http://www.deanza.edu/workforceed/CTEJobandCareerServices.html> and Career & Counseling Services through a Career Counselor (serving the college priority groups- Latina/s, African American, Filipino and Pacific Islanders) <http://www.deanza.edu/counseling/career/> The Workforce Education Office is managed by the Workforce Education Coordinator with a staff of 2.
3. Engage CTE programs/department faculty in dialogue for other potential ideas or initiatives
4. CTE rate re-set

#### **B. Ideas or initiatives to undertake**

The following are the strategies/ ideas to undertake and recommendation to Academic Senate.

1. Improve marketing for CTE Programs
2. Expansion of partnerships with Industry and connections with industry. Need for a dedicated person to assist with reaching out to industries /sectors. Build our capacity to use the Sector Navigator
3. Increase internships and CTE Pathways with employers- Santa Monica is an example
4. Streamlining curriculum processes to respond to workforce demands and opportunities
5. Conduct an environmental scan of the barriers (consider this data point: a recent study identified some clusters of students; 21% PT students and students returning with a BA degree)
6. Research more information on the Workforce Board One Stop Centers

#### **C. Support needed from the College**

1. Support from the College's Communication Office to initiate marketing of CTE programs
2. Dedicated faculty/staff to assist with reaching out to industries /sectors
3. Streamlining De Anza curriculum processes
4. Work with IR to conduct an environmental scan of the barriers
5. Change reapplication to the college process after one-term off

**Metrics:**

- Targeted groups will persist at a rate within 5% of all other groups (Scorecard metric).
- There will be no more than a 5% point difference between the annual Course Completion Rate for targeted groups and all other groups (IEPI indicator).

**HOW CAN WE MOVE THE METRIC?**

*The following list includes evidence based and equity praxis informed strategies, which are linked to the following section; these are not standalone suggestions but should be viewed holistically as part of the larger guiding vision and equity framework implementation. These suggestions are not in order of importance or impact.*

1. Provide training on and apply the Equity Office equity framework, rubric and lens.
2. Narrow interventions, implement evidence based practices and focus on HIPs.
3. Redistribute funding to direct interventions that show the most promise statewide as well as in-house.
4. Peer-to-peer Accountability Measures and annual student evaluations.
5. Active (on the ground) leadership for equity; see The National Equity Project model.
6. Involve students at all levels; 25% of all planning group/councils should consist of students from DI student groups.
7. Better working systems/relationship between instruction and student services (top down).
8. Invest in fewer student loan programs and increase grant programs.
9. Focus less on recruitment/outreach and more on retention/graduation, where applicable.
10. Continue developing our "grow your own practitioner" program (see Equity Office model)

**WHAT IDEAS OR INITIATIVES CAN WE UNDERTAKE?**

*The following list includes evidence based and equity praxis informed strategies, which are linked to the following section; these are not standalone suggestions but should be viewed holistically as part of the larger guiding vision and equity framework implementation. These suggestions are not in order of importance or impact.*

- Review the California Community College State Chancellor's highlighted equity programs -Provide comprehensive Appreciative Advising & Mentoring training (see LMC model)
- Develop a Childcare Support Initiative (see MLCCD model)
- Tuition free initiatives for students -Multiple Measures (across the discipline and beyond a pilot) - STEAM vs. STEM Programs (... and the decolonized versions)
- Training and application of integrated curriculum, reading apprenticeship, and CRT programs (3CSN has some great trainings on the latter two)
- Equity parity between student DI groups and faculty/managers/administrators (linkages with EO Initiative)
- Change student placement policies
- Implement an enhanced co-requisite model -Implement a part-time faculty equity training program and mentoring support network -Redesign remedial courses (and change the language of "remedial")
- Require that all cohort programs have instructor requirements for DI teacher training/PD institute **\*\*before they can teach in DI student programs\*\*** and ensure they can apply the equity framework, lens and rubric.
- Participate in the CA Acceleration Project (see Chabot model)
- Employ an individual student systems evaluation tool

-All those working with our DI students need to attend the equity office practitioners' certificate program -All equity state funded programs need to attend the monthly update and coaching sessions, in order to maintain funding.  
-Support for the curriculum committee to revise and institutionalize a strategy for requiring equitized and inclusive courses, texts, and pedagogy. \*\*\*Involve students on the committee.\*\*\*  
-Require equity walks with follow-up actions.  
-More intentional district-wide EO Plan and Equity Plan alignment as well as embedded district-wide equity vision and strategic plan (not connected to the state equity initiative)  
\*\*\*Some of these initiatives have been implemented in various departments or divisions but we do not have a campus-wide strategic approach; we are doing too many things and without a co-coordinated implementation plan.\*\*\*

#### **WHAT SUPPORT IS NEEDED FROM THE COLLEGE?**

The following list includes evidence based and equity praxis informed strategies, which are linked to the following section; these are not standalone suggestions but should be viewed holistically as part of the larger guiding vision and equity framework implementation. These suggestions are not in order of importance or impact. - An equity-researcher team or external team supervised by the new Dean of Equity - Institutionalized (practiced) Cultural Humility

1. Time for Deans to develop and implement an area focused equity strategy, with support from their equity core teams.
2. Training on Equity-based leadership at all levels - A full-district equity summit (e.g., NOCCD) - Suggestions box for students and all employees (with a virtual box online as well) ... Voices of those most impacted by the system - Reallocation of some funds and re-prioritization based on our vision of student success and equity - Different leadership model; Explore an institutional model of holacracy - Annual required all-campus equity training day ... for ALL members of the campus - Annual (required) all managers, Deans, and Administrators "Leading for Equity" training (in addition to the above)
3. Strong relationships between both instructional and student services side of the house.

## **Institutional Metric- ESL Sequence Completion Rate**

ESL Department

**Metric:** The basic skills ESL sequence completion rate will achieve 50% (Scorecard metric and IEPI indicator).

Course Sequence Completion Rate is defined as “the percentage of students who attempted for the first time a basic-skills course and successfully completed a college-level ESL course (ESL 5) or a college-level English course (EWRT 1A) within six years.”

Our department’s current rate is 46.3%. We are tasked by the College’s Educational Master Plan to reach 50% by 2020. The department is asked to submit a plan guided by three questions to the Academic Senate in May: 1) How can we move the number? 2) What ideas and initiatives can we undertake? 3) What support is needed from the College for us to move the numbers?

Our department faculty met on Convocation Day on March 3, 2017 to discuss the plan.

### **How can we move the number?**

We need to be informed of who and when students leave or exit our course sequence. According to the data provided by Mallory Newell (Instructional Research & Planning), for all ESL courses in 2015-16, 77.6% of students declared a goal of transfer, 12.3% a goal of degree, and 10% a goal of certificate or basic skills development or job training. Given this data on one year, it seems like most students in our program aim to reach the transfer level. Therefore, the first question we have is to find out when students exit our program and for what reasons. This can be broken down into data regarding 1) what categories of students (local residents versus International students) start to enroll in our low-level classes (ESL 200 or 234) to begin the sequence; and 2) at what points we begin to lose them.

We are hoping that the Student Inquiry Tool will help us get some of the data, but to do that the faculty needs more training in using the tool. Also, we will need to work with Mallory on information that is not readily available even with the use of the Inquiry Tool.

### **What ideas and initiatives can we undertake?**

- Work with the Student Success Center to reinstitute the practice of putting tutors in the classroom to work with students who need extra help to succeed in the course.
- Scale up the existing ESL 251 Speaking/Listening Workshop and ESL 253 Grammar Workshops. These workshops were put in place through Title III funding. Currently, we provide ten workshops in total, but we need additional sections to meet student needs.
- Provide yearly norming/sharing sessions and equity training to promote effective pedagogical and equity classroom practices to address student needs.
- Conduct a student equity survey to understand who our students are, how they feel, in general, about our classes and our program, and how the department can help them succeed. The plan is to pilot the survey in fall before we distribute it to all classes. The Institutional Research and Planning Office will be asked to help the department collect, process, and categorize the data.

**What support is needed from the College for us to move the numbers?**

We need additional funding from the College to make it possible for the Student Success Center to put tutors in ESL classrooms, and to increase the sections of existing 251 and 253 workshops. Secondly, we need the College to pay part-time faculty to attend norming and equity training sessions. It is only when we compensate our part-time faculty for their work that we can address curricular and equity gaps that may have contributed to students exiting our sequence at various points. Currently, part-time faculty teaches over 61% of our classes in the department. We need their participation in any of our efforts to raise the course sequence completion rate.

5/8/2017 Submitted by Clara Lam, ESL Department Chair

Note: The Math Department has not submitted their action Plan to address the Math sequence completion metric.

Metric: The basic skills Math sequence completion rate will achieve 57% (Scorecard metric and IEPI indicator).

## **Institutional Metric- Funding (FTES) metric      Instructional Planning Budget Team (IPBT) DRAFT**

**Metric:** The annual FTES enrollment will increase to 20,000 (IEPI indicator).

### **ACTION PLAN**

#### **How can we move the metric?**

One of the first questions we asked in IPBT in addressing this question is whether the metric is a realistically reachable goal. With falling enrollments at our College (and statewide) 20,000 may not be a feasible goal, and the IPBT membership stated that during our conversation. Our institutional researcher Mallory Newell suggested we can adjust the goal FTES to 19,000 as our FTES was 19,130 in 2015-16. This appears to be a goal that the committee can undertake, although this has not been broached to the entire IPBT after our initial conversation on this topic.

The possible solutions to declining enrollment appears to be multiple and complex. Some of the ways we can increase FTES on campus are within the purview of IPBT, while others are not. For the latter, this includes: Advertising, outreach, social media presence, improvement of services on and off campus, and the like. For the purpose of this response, the focus will be on the areas that IPBT can act on.

#### **What ideas or initiatives can we undertake?**

##### **CTE expansion through Strong Workforce**

The Strong Workforce funds from the state have provided community colleges with an opportunity to strengthen existing programs in the CTE areas and look to more expansively undertake local and regional projects that will serve students and the labor and market needs of the area. The first year of funds through IPBT has been disbursed; we look forward to year 2 where we can be more strategic and visionary in guiding our CTE programs to potentially new certificates, curriculum, and degrees.

##### **Enrollment Management – Scheduling Considerations**

The Instructional Planning and Budget Team has formed a separate, smaller group to explore the idea of considering changes to course scheduling to meet student needs. Many students complain of being unable to get a schedule that is convenient because most departments schedule classes at the times individual faculty have preferred following past practice. Unnecessary class overlaps could be resolved by regularizing start times of courses across campus. We are now exploring scheduling changes but are first doing some research and requesting feedback from various units on campus, including shared governance groups.

Given our falling enrollment now over several quarters (and seeing this trend happen all over the state as well) we likely cannot meet the metric of 20,000 FTES, but we will certainly explore, research and take any effort that will enable us to stabilize enrollments during these challenging times.

##### **Importance of Data to Inform Efforts**

The role of our Institutional Researcher, Mallory Newell, has been vital in providing data to IPBT. Examples of this include the recent survey of students who did not return to De Anza. Only when we can better understand why students are coming to our college (and conversely, why they are leaving/not returning) can we begin to focus our efforts on activities that will yield more enrollment in reaching our metric. It is important to continue studying enrollment patterns to determine what is and is not working so we can as a campus adjust.



## **What support is needed from the College?**

For areas that can be acted on through IPBT:

- As needed, data and survey information from our students from Institutional Research office;
  - Staff, administrative and faculty feedback and support for moving to a more student-friendly class schedule (currently in research and exploration phase); and
  - Funding for staff, faculty and programs to adequately meet demand and support our students' success.
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- Areas that are not within purview of IPBT but can help College meet metric:
  - Continuing support for advertising and marketing efforts;
  - Continuing support for Outreach office and high school recruitment activities;
  - Increased funding of cohort programs, counseling, and other support areas that help College reach equity and student success metrics - this also helps to attract and retain students; and
  - Continuing to find ways to make all facets of student life easier, from scheduling to traffic and parking.

Prepared by Jim Nguyen, Co-Chair  
Spring 2017

• **How can we move the metric?**

Contextual Information: The 2016 State of the College currently sets a goal that the basic skills English course sequence completion rate will achieve 77% in and claims that our current English course sequence completion rate is 74%.

In 2015-16, our course success in English writing (EWRT):

African American: 75%

Latinx: 71%

Filipino: 78%

Pacific Islander: 76%

Asian: 83%

White: 80%

The success rate 3-year trend from 2013-2016:

African American: 73% to 70% to 75% ; so, 2015-16 represented the highest success rate (5% increase in the past year)

The number of African American students remained relatively stable from 392 to 401 to 401. The Umoja program was revitalized in 2015, and the REACH program also began in 2015 and FYE grew to have a second cohort, which likely helped close the equity gap for African American students.

Latinx: 69% to 70% to 71%. During this 3 year period, the enrollment of Latinx students also grew more dramatically than other targeted groups (from 3,487 to 3,870 to 3,945 while all other targeted groups remained fairly steady: African American students from 535 to 569 to 534 and Filipino students from 916 to 1,089 to 1,103 and PI students from 80 to 111 to 92), but student success also increased 1% each year. No doubt student success cohorts such as Puente, FYE, LEAD, and student success programs such as EOPS helped, in addition to a campus culture that publicly supports Latinx students, such as the administration's support of HEFAS to support AB 540 students, the hiring of more Latinx counselors and instructors, and more coordinated efforts to recognize Latinx students such as a robust culture of Latinx graduation celebrations and dedicated SSRS space where Latinx students feel welcome to do homework, get specialized academic tutoring, and peer mentor support.

Filipino: 80% to 79% to 78%. During the past 3 year period, Filipino student success has been very close to the average 83% of the highest non-targeted "Asian" group.

Pacific Islander: 78% to 79% to 76%. During the past 3 year period, Pacific Islander student success has been close to the Filipino success rate. This is also the smallest in number of the targeted groups so probably these students already represent some of the more highly successful students in their ethnic group in the Bay area. Many benefit from the camaraderie of the strong PI student community in athletics programs and in certain classes such ICS 21, which was linked to an EWRT 1A class in Fall 2012 and Fall 2013 through the IMPACT AAPI student cohort, although it certainly should not be assumed that all the Pacific Islander students are athletes.

Although our equity gap remains lower than the campus average and more than achieves statewide goals for targeted groups, we feel that the loss of the lab classes that used to be attached to all basic skills classes has had a negative impact on the success of vulnerable students. We have adopted several strategies to compensate as much as possible for that substantial loss of resources and student support:

1. We have prioritized urging full-time faculty to teach Basic Skills courses (on average, 45% of basic skills courses are taught by full time faculty).

2. We have developed Customized Academic Support that is imbedded in our lowest level class, EWRT 200, as a required adjunct to instruction—tailoring tutorial assistance to the needs of the most vulnerable students. As a result, success in EWRT 200 is now just as strong as the higher level, EWRT 211, even though these students have greater obstacles.

3. Student Cohort Programs like Puente, Sankofa, FYE and the LART courses are also producing excellent results.

Here are additional student success data from 2015-16:

\*New for 2016-17\*:

English Department  
Institutional Metrics Plan submitted at request of Academic Senate President Mayra Cruz  
Submitted by: Karen Chow, English Department Chair  
Date: 4/18/17

**UMOJA:**

The new Umoja program began offering its first READ 211, EWRT 211, and LART 78 courses. Out of 31 students enrolled, 25 passed and 6 did not pass, which represents an 83% success rate.

**FYE COHORT 1:**

30 students enrolled in READ 200 and EWRT 200, LART 78, and READ 70. Out of these 30, 27 passed, which represents a 90% success rate.

**FYE COHORT 2:**

28 students enrolled in READ 211, EWRT 211, LART 78, and READ 79. Out of these 28, 26 passed READ 211 which represents a 93% success rate; 24 of 28 passed EWRT 211, which represents a 86% success rate.

**PUENTE:**

30 students enrolled in READ 211 and EWRT 211. Out of these 30, 1 Withdrew and 29 passed both EWRT 211 and READ 211, representing a 100% success rate.

**REACH:**

Also, an equity-funded cohort, REACH-Reading, English, Athletics, Counseling and Humanities started a first pilot started in Winter 2016. From the Athletics Department Program Review ([http://www.deanza.edu/gov/IPBT/pdf/s16apru\\_pe\\_athletics.pdf](http://www.deanza.edu/gov/IPBT/pdf/s16apru_pe_athletics.pdf)): "Basic Skills Reading and Basic Skills Writing

yielded amazing results for a first year cohort. Lydia Hearn wrote: 'This Winter we began the REACH program with 24 student-athletes taking a LART211 (READ/EWRT) class, the majority of whom come from underserved populations. We had a 100% retention rate with a 96% success rate. With the students' work evaluated through the English department portfolio process, we had affirmation from English department faculty external to the program that the students who passed the portfolio were writing and reading at a level to be ready for EWRT1A. These are amazing numbers not only for this special population but for ANY class! It was challenging, but by the end of the quarter, the students pulled through and began to see themselves as scholars in addition to being athletes. Some of them even commented in their portfolios that they enjoyed being in a class where they were not stereotyped as "dumb jocks" and were encouraged to see themselves as intelligent students. . . .

We will continue the program into the Spring 2016 quarter as students take an EWRT1A with me and a HUM11 class with Sal Breiter' "

The Spring 2016 EWRT 1A cohort of REACH performed as follows, according to Lydia Hearn:

26 students enrolled

Retention = 96% (25/26 students)

Success = 81% (21/26 students, it might be higher since there were 2 incompletes yet to be completed)

Of the 26 students, 19 were targeted populations

Retention = 95% (18/19 students)

Success = 74% (14/19 students)

4. \*New for 2016-17\*: Two of our FT faculty, Amy Leonard and Sarah Lisha, participated in a new DARE Initiative called Jumpstart, in which 2 levels below transfer EWRT 200 students take and complete a summer intensive workshop in order to be placed into EWRT 211, which is 1 level below transfer. The DARE Jumpstart PPT presentation (available at:

[http://www.deanza.edu/dare/pdf/JumpStart\\_PresentationforDARE.pdf](http://www.deanza.edu/dare/pdf/JumpStart_PresentationforDARE.pdf)) Overview lists these details:

OVERVIEW OF PROGRAM

English Department  
Institutional Metrics Plan submitted at request of Academic Senate President Mayra Cruz  
Submitted by: Karen Chow, English Department Chair  
Date: 4/18/17

- \* Summer-bridge type program that would include counseling curriculum, academic advising and content prep in English writing.
- \* Emphasis on community building.
- \* Seats reserved for jumpstart participants in appropriate developmental courses with the instructors who delivered Jumpstart.
- \* Advisor and Counselor supported students to complete orientation and for registration for Fall classes.
- \* Advisor and Counselor track and support students through end of Fall quarter.
- \* iPads were issued to students to support instruction

Jumpstart Instructor Amy Leonard reports: "all the Jumpstart students successfully completed my EWRT 211 and all but one completed the LART successfully since a small co-hort went into that class, and 4 out of 5 students that took me for 1A this Winter should successfully complete the class."

• **What ideas or initiatives can we undertake (in the order of prioritization from highest to lowest)?**

A. DEVELOP AN INTERNAL "COHORT" PROGRAM WHERE INSTRUCTORS WHO PARTICIPATE AGREE TO TEACH A COURSE SEQUENCE FROM FALL TO SPRING WHERE STUDENTS WOULD MOVE THROUGH THE SEQUENCE WITH THE SAME INSTRUCTOR AND COHORT/CLASSMATES. THIS WOULD LIKELY BE 200-211-1A OR 211-1A-2 SEQUENCE.

B. EXPAND REACH PROGRAM STUDENT SUCCESS COHORT FOR ATHLETES

C. SUPPORT & COMPENSATION FOR BASIC SKILLS 200 AND 211 COORDINATION

- i. Create online resources such as developing and archiving online grammar instruction units/videos, activities and quizzes to use in place of required expensive grammar textbooks.
- ii. pedagogical materials to share
- iii. more online and hybrid possibilities
- iv. Develop PROFESSIONAL DEVELOPMENT for more engaged and inspired teaching of underrepresented students and other at-risk, vulnerable students (e.g. those with financial issues, student parents, learning disabilities, physical disabilities, mental health issues; homeless students; food insecure students; returning/older students; students with PTSD and other trauma survivors)

D. INCENTIVIZE CREATION OF INSTRUCTOR PODS – TO DEVELOP AND SHARE CURRICULUM TOGETHER. PERHAPS TEACH A COMMON TEXT, WHICH PERHAPS MIGHT BE OER (ONLINE EDUCATIONAL RESOURCE THAT IS EITHER VERY LOW COST OR FREE TO STUDENTS AND THERE IS \$\$ AVAILABLE TO SUPPORT OER INITIATIVES) AND INVITE AUTHORS TO CAMPUS TO READ/WORKSHOP/Q&A

E. SCALED UP SUPPORT SYSTEMS, INCLUDING:

- i. DEDICATED COUNSELING SUPPORT. Our LA Division may be approved to have another dedicated counselor in addition to Monica.
- ii. Mentoring (peer)
- iii. Tutoring
1. ONLINE TUTORING as well
- iv. More robust equity office

English Department  
Institutional Metrics Plan submitted at request of Academic Senate President Mayra Cruz  
Submitted by: Karen Chow, English Department Chair  
Date: 4/18/17

- F. INCENTIVIZE CREATIVE WAYS TO DELIVER CONTENT & TEACH for those instructors with Qualifications to teach in BOTH READING & ENGLISH
- G. MORE STUDY ABROAD SCHOLARSHIPS FOR UNDERREPRESENTED STUDENTS
- H. MORE STUDENT INTERNSHIPS
- I. DEVELOP AN EASY "I UNDERSTAND THAT BY CLICKING, I ASSUME RESPONSIBILITY FOR NOT HAVING MET ADVISORY REQUISITE" "BUTTON" FOR STUDENTS TO OVERRIDE "PREREQUISITE NOT MET" BANNER BARRIER/MESSAGE TO REGISTER FOR CREATIVE WRITING
- J. REQUEST ADDITIONAL INFORMATION ABOUT THE REPORTED 10,000 STUDENTS WHO HAVE SHOWED INTEREST IN REGISTERING ONLINE BUT DO NOT ENROLL IN CLASSES TO SEE HOW WE CAN INCENTIVIZE THEM TO REGISTER

• **What support is needed from the College?**  
More funding and flexibility to support making these ideas possible. We would love to have a joint meeting with VPI and Associate VPI and our Dean to discuss these ideas.