

## EMP Change Summary

The following changes were made based on feedback received in response to the first draft (v1). This feedback was received prior to and during the 10/24 project team meeting.

Section	Changes
<b>Throughout the Document</b>	<ul style="list-style-type: none"><li>- attempted to adjust phrasing to be more precise (e.g., eliminating “optimize” and “agnostic”) as well as reducing the frequency of words such as “business”</li><li>- eliminated references to “future of work” and “world of work” in the narrative, but retained these terms in the appendix in order to group materials with that specific phrasing in the title</li><li>- non-substantive clerical corrections</li><li>- added another campus photo to fill blank space</li></ul>
<b>Purpose and Intent</b>	<ul style="list-style-type: none"><li>- expanded the narrative to talk further about traditional EMPs and rationale for using a different approach</li><li>- adjusted phrasing to emphasize the college mission as the primary purpose</li></ul>
<b>Planning Process</b>	<ul style="list-style-type: none"><li>- added a paragraph on the briefing packet reviewed by the team as a starting point</li></ul>
<b>Where the Journey Began</b>	<ul style="list-style-type: none"><li>- briefly mentioned AB 705 as another recent shift</li><li>- expanded content to highlight competition</li></ul>
<b>Across all imperative responses</b>	<ul style="list-style-type: none"><li>- reduced the use of “will” by starting each response with a single “will” statement followed by less directive language (e.g., should); exceptions were cases in which the mission statement or strategic plan was referenced since the institution has already committed to those items</li><li>- changed the grey box descriptor to “Observation” and added “Description and Context” as a subtitle to the detailed narrative below the grey box</li></ul>
<b>Imperative 1</b>	<ul style="list-style-type: none"><li>- replaced “well-rounded, resilient individuals” with “well-rounded and increasingly resilient individuals” in recognition that students may be resilient prior to ARC; also indicated that employees would be empowered in addition to students</li><li>- in lieu of adding a definition, linked “Opportunity Gap” to the same online glossary that is used in the Institutional Equity Plan since it provides a thorough discussion of the term</li><li>- replaced “Hispanic” with “Latinx”</li><li>- added content to discuss the role of strengthening relationships with communities of color to promote collaboration as a factor in closing the opportunity gap</li><li>- added recently received data showing a direct comparison between Fall 2014 and Fall 2018 indicators among first-time to college African-American students; retained the narrative regarding Achieve, but moved the program-specific Achieve data to the appendix</li><li>- included “curriculum” along with programs and services as items to be refined</li><li>- replaced “penetrate areas and populations” with “embrace areas and populations”</li><li>- added collaboration with underserved communities regarding marketing and outreach efforts</li><li>- replaced references to open-educational materials with “low and no-cost learning materials”</li><li>- reworked phrasing of “move households towards self-sufficiency” to indicate a supporting, but not directing role for the college</li><li>- added a sentence to indicate that the college should also consider whether it has enabled employee effectiveness across the student life cycle (i.e., professional development)</li><li>- eliminated “bundled services that support economic self-sufficiency” as a strategy</li><li>- added examples of new/reallocated positions to support equitable outcomes</li></ul>
<b>Imperative 2</b>	<ul style="list-style-type: none"><li>- changed references to “digital fluency” to “ability to navigate technologies” or “basic technology competency”; also included digital fluency under Imperative 3</li><li>- removed “for independent workers” from the business skill development strategy</li><li>- expanded “alternate delivery methods” strategy to “alternate delivery methods than classroom-based instruction”</li><li>- changed “channeled” to “directed” towards a path to future employment; the following sentence further defines this direction as “guiding”</li><li>- added “continued development in cultural competency”</li><li>- added that reskilling programs are “developed in partnership with those communities”</li><li>- expanded additional instructional expertise to include cultural competency</li></ul>

<b>Imperative 3</b>	<ul style="list-style-type: none"> <li>- added a list of the essential skills to further define the terminology; included digital fluency and cultural competency among the items listed</li> <li>- removed “technical”, “academic”, and “career education” as descriptors throughout the imperative; replaced with “transfer-oriented” and “workforce-preparation emphasis” where necessary to define the dichotomy and desired convergence</li> <li>- removed the binary reference to technical and soft skills within ARC’s response</li> <li>- removed the sentence that referenced an ivory tower approach</li> <li>- added a sentence that mentions learning communities and writing across the disciplines as examples</li> </ul>
<b>Imperative 4</b>	<ul style="list-style-type: none"> <li>- added a chart with additional data on how the age of students compares to other nearby colleges including those outside of Los Rios (prompted by an inquiry about how Sierra compares to Los Rios)</li> <li>- added child care and transportation options to the example strategies</li> <li>- adjusted the 8-week scheduling example to be inclusive of 5-week offerings</li> <li>- replaced “employees” with the “college community”</li> <li>- described the ACE program within the narrative and changed the phrasing to avoid implying that it belongs to Natomas</li> <li>- added integration of micro-credentials into stackable credentials</li> <li>- replaced vendor names (Hobsons and HighPoint) with descriptions of product purpose</li> <li>- mentioned district-level constraints on the capacity to respond with a cross-reference to imperatives 8 and 10</li> </ul>
<b>Imperative 5</b>	<ul style="list-style-type: none"> <li>- removed Amazon’s name while retaining the quote</li> <li>- connected virtual reality to replication of workplace settings</li> <li>- added non-profit organizations as potential partners</li> <li>- removed “over the next decade” to avoid implying that strengthening connections would end at the end of the decade</li> <li>- added example of institutional barriers</li> <li>- added text to emphasize the need to expand the advisory function across the institution</li> </ul>
<b>Imperative 6</b>	<ul style="list-style-type: none"> <li>- changed “modern methods” to “modern equitable methods”</li> <li>- replaced the strategies of virtual reality, artificial intelligence, and machine learning with “Classroom use and training in scaling emerging technologies...”</li> <li>- expanded classroom design strategy to “classroom design that enables innovative methods”</li> <li>- expanded “faculty will be encouraged” to “faculty will be encouraged and supported”</li> <li>- added time to the resource needs</li> </ul>
<b>Imperative 7</b>	<ul style="list-style-type: none"> <li>- pluralized “campus” in the imperative title to recognize that ARC is a single college with multiple campuses</li> <li>- reworked the section that previously read “It will consider how physical space can benefit its students, alumni, and partners as demand shifts towards virtual education and services, while also maintaining awareness of the value of providing a physical point of access and interaction.”</li> <li>- expanded upon the idea of a designated space for faculty collaboration by stating “campuses can be deliberately designed with space that invites collaborative interaction among colleagues and cross-functional employee groups.”</li> </ul>
<b>Imperative 8</b>	<ul style="list-style-type: none"> <li>- added “community service orientation” to entrepreneurial culture</li> <li>- replaced “simplified” with “streamlined” in reference to error resolution</li> </ul>
<b>Imperative 9</b>	<ul style="list-style-type: none"> <li>- [clerical changes only]</li> </ul>
<b>Imperative 10</b>	<ul style="list-style-type: none"> <li>- mentioned a few reasons that Calbright has been controversial</li> <li>- added “and across disciplines” to the sentence about collaborating with sister colleges</li> <li>- added a note under the headcount chart to suggest why it may be different from other data sources; the note is intentionally vague since there has not been an assessment of the actual methodology used by the DO compared to other sources</li> <li>- added a sentence about thoughtfully taking risks</li> <li>- added a sentence regarding opportunities for self-directed activities.</li> </ul>

<b>Moving Forward</b>	<ul style="list-style-type: none"><li>- added a set of concrete next steps that are suggested for how the EMP could be moved from the planning stage to action; also tried to create a greater sense of urgency</li><li>- added the Integrated Planning diagram and a sentence to explain how the EMP relates to other plans</li><li>- removed “shared resources” related to pilots at ARC</li></ul>
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