Educational Planning Committee Report
Academic Year 2019-2020
Year 1 of the Strategic Plan 2019-2022
Year 1 of the Educational Master Plan 2019-2025

EMP Focus Area and Goal: SAS Goal 1
Champions: Dean of Enrollment Services, Dean of Educational Success Programs

[2019-2025 EMP and 2019-2022 strategic plan](#)
[Timeline for Implementation](#)

EMP 6-Year Goal and Strategic Plan 3-Year Objectives:

Student Access and Success EMP Goal 1: Reduce barriers to access and to students achieving their educational plan goals in a timely manner; create a welcoming atmosphere with increased human contact.

SAS Goal 1 Performance Indicator #1: Five percent increase in applicants enrolled at COM within one year of application. Baseline is 52.3%; target is 54.9%. (Source: SSM Launchboard; enrolled in the same community college; degree/transfer students; average of 2015–16 through 2017–18).

SAS Goal 1 Performance Indicator #2: Five percent increase in students persisting from fall to spring. Baseline is 71.8%; target is 75.4%. (Source: SSM Launchboard; retained from fall to spring at the same college, excluding students who completed an award or transferred; degree/transfer students; average of 2015–16 through 2017–18).

Strategic Plan Objective SAS1.1: Increase the hours and usability of student services, including evenings and weekends.

Progress Indicator SAS1.1: Increased number of services provided, and students served outside of regular hours by year two. (Baseline: one evening per week until 6 p.m. and two Saturdays per year)

Strategic Plan Objective SAS1.2: Provide necessary information so that students can make informed math and English placement choices, in collaboration with the work team for Instructional Programs Objective 6.1.

Progress Indicator SAS1.2: Implemented tools designed to inform students of their math and English placement options.

Strategic Plan Objective SAS1.3: Improve the evaluation process that provides students with degree-applicable transfer units.

Progress Indicator SAS1.3.1: Develop transfer equivalency tables within Banner for the top two transfer-in institutions (Santa Rosa Junior College and City College of San Francisco.)

Progress Indicator SAS1.3.2: A plan to encourage more students to submit all academic transcripts at the time of admission is developed and implemented

1. **What actions have been taken toward achieving the objectives above? Please describe (reference action steps when relevant). Attach or add links to relevant documentation for each objective.** *Note: For attachments, clearly identify which objective the evidence supports. URLs are fine but please attach a screenshot of a webpage if the page will change over time.*

   Strategic Plan Objective SAS1.1: Increase the hours and usability of student services, including evenings and weekends.
   > **Action Step 1.1:** **(Goal Year 2021-22)** Establish a clear "front door" for new and returning students with clear signage, and a friendly Welcome Center with drop-in help with CCCApply, financial aid, and registration.
   > This action step is in progress.

Action Step 1.2: (Goal Year 2020-21) Increase the presence of peer student-to-student interactions to enhance access and services support.

Over the last few years, COM has significantly increased the presence of peer student-to-student interactions through the Tutoring and Learning Center now with nearly 50 peer tutors, Student Ambassadors, Summer Bridge Ambassadors (Summer 2014), Umoja Team Assistants (Fall 2015), Embedded Peer Tutors (Fall 2017), MAPS Peer Mentors (Fall 2018), and Puente Peer Mentors (Fall 2019). Some areas that we hope to increase is the involvement of the Student Ambassadors within a COM Welcome Center to enhance access and services support. In addition, we hope to expand our student mentor training program for the learning communities through the support of a Learning Communities Coordinator.

Action Step 1.3: (Goal Year 2020-21) Implement a solution/s that provides evening and weekend students increased access to student services.

Enrollment services offers both evening and Saturday hours. The Cashiering Office also offers evening hours a few nights a week. We are still working to offer cashiering services on Saturdays, considering there are many ESL classes that meet on Saturdays and this is often an issue for the ESL students and many other students as well. In the GRIT Committee, we discussed offering a few Saturday Service Days each semester, where several services, including Cashiering would be offered to students. In addition, the ESL Department and Student Activities and Advocacy are partnering to provide a satellite food pantry for the ESL students who are on campus evenings and Saturdays.

Action Step 1.4: (Goal Year 2020-21) Improve the usability of online resources including CCCApply, MyCOM portal, and the COM website, especially for student groups who are less familiar with computers and technology.

In Spring 2020, COM began using the noncredit CCCApply application. On the COM Application page: http://www1.marin.edu/apply, students are presented with a clear button choice "Apply for Credit Courses" or "Apply for English as a Second Language (ESL) - Noncredit Classes." This is a significant improvement for our noncredit ESL students because it is a simpler application that immediately inputs our students into Banner. Previously, the noncredit ESL students filled out paper applications and were put into a separate database that did not connect to Banner, the MyCOM portal, or Canvas. Because our noncredit ESL students are now placed into Banner immediately, it connects them to all of these other services and platforms. In addition, in Fall 2019, the ESLN Department inputted and set up all the current noncredit ESL students onto the MyCOM portal, so they would be able to use Canvas and register through Banner going forward. This allowed for the noncredit ESL instructors to start using Canvas with their students. This was a fortuitous move, considering how important the MyCOM portal and Canvas have become for our students and instructors during remote instruction. The transition for our noncredit ESL students to remote instruction was made considerably easier because of our shift to the noncredit CCCApply application and getting them onto the MyCOM portal.

One positive aspect of COVID-19 is that many services, such as counseling, psychological services, tutoring, and SAS counseling have been moved online using student friendly platforms and processes. The College purchased the function to align SARS and Zoom, so students can make Zoom appointments using our SARS scheduling platform. This allows students to very easily make appointments for these services through the MyCOM portal. This work will allow us to provide more flexible, user-friendly, online services when we return to campus.

Work on improvements and updates to the MyCOM portal are ongoing with several usability enhancements planned for 20/21.

Strategic Plan Objective SAS1.2: Provide necessary information so that students can make informed math and English placement choices, in collaboration with the work team for Instructional Programs Objective 6.1.

Action Step 2.1: **(Goal Year 2020-21)** Develop guided self-placement options for students that are easily accessible on the COM website, MyCOM portal, and online orientation.
A guided self-placement option has already been created for English and it is easily accessible online:
- "Placement Process" link from COM home page: http://ss.marin.edu/assessment
- "English" and "Self-Placement" page: http://ss.marin.edu/assessment/self-placement

Math and ESL are currently working on developing a guided self-placement option.

Action Step 2.2: **(Goal Year 2020-21)** Incorporate face-to-face options for guided self-placement information.
The COM counselors meet face-to-face with students and discuss the placement process and guided self-placement for English. Moreover, the COM Outreach office and the Counseling Department partner to provide extensive outreach to the high schools. This outreach includes counselors meeting face-to-face with high school seniors to explain the placement process and guided self-placement for English. Looking forward, we plan to increase face-to-face options for learning about the placement process and guided self-placement through the development of a COM Welcome Center.

Action Step 2.3: **(Goal Year 2021-22)** Develop a method to assess the effectiveness of the self-placement options.
This action step is not yet in progress.

Strategic Plan Objective SAS1.3: Improve the evaluation process that provides students with degree-applicable transfer units.

Action Step 3.1: **(Goal Year 2021-22)** Improve the incoming transfer evaluation process.
This action step is not yet in progress – plans have been put on hold pending IT availability

Action Step 3.2: **(Goal Year 2021-22)** Implement course equivalency in the student information system (Banner).
This action step is not yet in progress

2. **Are you on track to achieve the objectives above? Please answer these questions for EACH of the objectives separately.**

   a. Please self-rate your progress toward achieving each of the above objectives:

   🔴 Red: No progress
   🟡 Yellow: Substantial progress
   🟢 Green: All action steps implemented, and objective achieved

   Yellow: *Strategic Plan Objective SAS1.1: Increase the hours and usability of student services, including evenings and weekends.*

   Yellow: *Strategic Plan Objective SAS1.2: Provide necessary information so that students can make informed math and English placement choices, in collaboration with the work team for Instructional Programs Objective 6.1.*

   Red? *Strategic Plan Objective SAS1.3: Improve the evaluation process that provides students with degree-applicable transfer units.*

   b. What evidence supports your judgment of progress made toward this objective? Include progress indicator data for each of the progress indicators above.

   Please see action step work outlined above that shows completed work.

   i. ***Progress Indicator SAS1.1:*** *Increased number of services provided, and students served outside of regular hours by year two. (Baseline: one evening per week until 6 p.m. and two Saturdays per year)*

We have evening services for Enrollment Services and Cashiering at three times a week and we are working to increase Saturday services to four per year for year two.

ii. ***Progress Indicator SAS1.2:*** *Implemented tools designed to inform students of their math and English placement options.*
This is completed for Math and English. A Placement Process brochure has been created: http://ss.marin.edu/sites/ss/files/Placement-Process-At-A-Glance.pdf
COM webpages with information about math and English placement have also been created:

English
English Placement Process: http://ss.marin.edu/assessment/placement-english
English Self-Guided Placement: http://ss.marin.edu/assessment/self-placement
English Course Descriptions: http://ss.marin.edu/assessment/english-courses

Math
Math Placement Process: http://ss.marin.edu/assessment/placement-math
Math Course Descriptions: http://ss.marin.edu/assessment/math-and-statway-courses

iii. ***Progress Indicator SAS1.3.1:*** *Develop transfer equivalency tables within Banner for the top two transfer-in institutions (Santa Rosa Junior College and City College of San Francisco.)*
This action step is not yet in progress – plans have been put on hold pending IT availability

iv. ***Progress Indicator SAS1.3.2:*** *A plan to encourage more students to submit all academic transcripts at the time of admission is developed and implemented*
Some progress has been made in this area. We have started to switch internal messaging to encourage students to submit transcripts.

c. Where are you not on track? What will you do differently for next year / what else needs to happen?

Strategic Plan Objective SAS1.1:
On track and work ahead:
a. Work on developing the COM Welcome Center and think of new ways to include student ambassadors and develop online welcome center content.
b. Hire a Learning Communities Coordinator to expand peer mentor training program
c. Increase Saturday Service days to four a year and set up satellite Food Pantry in ESL Office
d. Find ways to better support students who struggle with technology, such as developing tutorials, a help line, etc.

Strategic Plan Objective SAS1.2:
On track and work ahead:
a. Develop self-guided placement process for Math and ESL
b. Incorporate more face-to-face options for learning about placement process with a COM Welcome Center.
c. Work on assessment process for self-placement.

Strategic Plan Objective SAS1.3:
a. Develop a work plan for Transcript Evaluator build out of transfer equivalency tables.
b. Implement automated outreach to transfer student to encourage transcript submission.
c. Develop workflow in Banner to track transcripts

3. **Performance Indicator Data for EMP 6-Year Goals: Please input Year 1 performance indicator data below:**

2019 – 2020: N/A

EPC Use Only:

EPC supported the self-evaluations of progress for the above SAS Goal 1 objectives.

EPC Recommendations for Year 2:
- Continue to keep equity and access in mind with onboarding process
- Consider reaching out to other programs at the College so that reporting captures the work that those areas do for peer-to-peer contact and welcoming atmosphere as well, to get a fuller picture.
- EPC recognizes that the move to remote work has significantly impacted the work of developing an in-person welcome center - that it is now a virtual one - and may make it harder to track why students may not complete the onboarding process.