

College of Marin
Quarterly Progress Report June 2020
Education Master Plan 2019-2025
Strategic Plan 2019-2022

Summary:

This report is based on the Educational Planning Committee's (EPC) progress tracking of the *Educational Master Plan 2019-2025* from February to June of 2020. Due to the COVID-19 pandemic, the committee moved to reviewing written progress reports only instead of EMP goal champion presentations. The EPC evaluated the progress on each objective based on these written progress reports.

Year 1 progress on the Strategic Plan 2019-2022 has been impacted by the COVID-19 pandemic and subsequent shift to remote work/instruction starting March 2020. Some work has been delayed due to the pandemic and/or refocused in order to address the immediate needs of the College. However, the Education Master Plan allows us to keep focused on the long-term goals the college community has collectively identified as priorities over the next 5 years, guiding and informing the adaptations and difficult decisions ahead as the pandemic continues to impact all areas of the College.

Highlights:

- Champions reported substantial progress on 25 of the 36 strategic plan objectives reported during the Feb – June period, despite the pandemic disruptions.
- 5 of the 36 strategic plan objectives reported here were rated “no progress” due to the impact of the COVID-19 pandemic. Note: 5 were rated “no progress” because they aren’t scheduled to begin until Year 2.
- Tracking of performance indicator data has been impacted by the Chancellor’s Office delays in providing student success data.
- The Educational Planning Committee recommends to Champions to keep equity and access at the forefront of work during the pandemic, particularly in regards to the shift to remote delivery of outreach, services, and instruction.
- The Educational Planning Committee recommends that for Year 2, Champions continue to capture the impacts of the pandemic on progress and reach out to departments/programs outside of their own to get broader input on impacts of activities, measured by progress indicator data.

Academic year 2019-2020 is the first year of College of Marin’s first three-year cycle of strategic planning for the *Educational Master Plan 2019-2025* (EMP). The strategic plan uses primarily quantitative performance indicators, baselines, and targets to gauge improvement and determine if objectives are met. In this report, the ratings are organized by EMP Focus Area. Full progress reports on individual EMP goals can be found on the [EMP Progress Tracking Tool](#) as well. Color coding is used to rate the extent to which activities designed to achieve the objective were implemented: red (no progress), yellow (substantial progress) or green (objective is achieved).

Progress on Objectives



No Progress



Substantial Progress



Objective achieved

Student Access and Success:

SAS 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%.

2019-2020 Data: N/A

SAS Goal 1 Performance Indicator 2

Five percent increase in students persisting from fall to spring. Baseline is 71.8%; target is 75.4%.

2019-2020 Data: N/A

Objective SAS 1.1	Increase the hours and usability of student services, including evenings and weekends.	
Objective SAS 1.2	Provide necessary information so that students can make informed math and English placement choices, in collaboration with workgroup for Instructional Programs.	
Objective SAS 1.3	Improve the evaluation process that provides students with degree-applicable transfer units.	

EPC note: SAS 1.3 action steps are scheduled to begin in Year 2.

SAS Goal 2: Increase enrollment of adult students—both credit and noncredit—who have not gone to college and need support; improve outreach strategies to all of Marin’s adult populations.

SAS Goal 2 Performance Indicator: Five percent increase in the number of applicants age 25 or older enrolled within one year of application. Baseline is 2651 students; target is 2785.

2019-2020: N/A

Objective SAS 2.1	All students, including adult, ESL, and nontraditional students, experience a simplified enrollment process.	
Objective SAS 2.2	Increased number of adult re-entry students who enroll in credit courses.	
Objective SAS 2.3	Outreach strategies that target adult students are developed, in collaboration with the work team for College Systems Objective 4.2	

EPC note: SAS 2.3 action steps are scheduled to begin in Year 3.

Progress on Objectives



No Progress



Substantial Progress



Objective achieved

EPC Recommendations for SAS Goal 2 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.

SAS Goal 3: Provide effective orientation and early support to students so that they can determine and achieve their educational goals.

SAS Goal 3 Performance Indicator: Five percent increase in fall-to-spring persistence among first-time students. Baseline is 74.0%, target is 77.7%. Source: Data Dashboard.

2019-2020: N/A

Objective SAS 3.1	Orientations and early learning experiences are offered throughout the semester.	
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SAS Goal 4: Build awareness in students of educational goal options and paths to achieve these goals.

SAS Goal 4 Performance Indicator 1: All degree, certificate, and transfer seeking students have educational goals and majors.

2019-2020: N/A

SAS Goal 4 Performance Indicator 2: Nine % decrease in average number of units accumulated by degree earners. Baseline is 93; target is 85. Source: SSM Launchboard

2019-2020: N/A

Objective SAS 4.1	Increase the number of students who have clear educational plans and goals.	
Objective SAS 4.2	Educational goals are clearly visible to students.	

EPC Note: SAS 4.1 and 4.2 action steps are scheduled to begin in Year 2.

SAS Goal 5: Ensure that all students reach milestones and complete educational goals in a timely manner.

SAS Goal 5 Performance Indicator 1: Five percent increase in students persisting from fall to spring. Baseline is 63.3%; target is 66.5%. Source: SSM Launchboard.

2019-2020: N/A

Objective SAS 5.1	Students who are experiencing academic difficulties are provided earlier, effective support.	
Objective SAS 5.2	Increase participation in student support and academic services such as learning communities, EOPS, and tutoring.	

EPC Recommendations for SAS Goal 5 in Year 2: Give opportunities for departments/programs to provide feedback on how they accomplish these too, so that you could include a fuller picture of all the College is doing. Include COVID response as part of evidence as well.

Equity

Equity Goal 1: Decrease towards elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the end of EMP in 202.5

Equity Goal 1 Performance Indicator 1: Full equity numbers for all disproportionately impacted groups identified in COM’s Student Equity Plan have been realized by 2025.

2019-2020: [See progress report for data.](#)

Objective EQ 1.1	Routine, disaggregated data analysis at both the institutional and program level identifies particular areas of concern and charts progress toward Goal E1 attainment.	
Objective EQ 1.2	Data-informed, equity-minded ongoing professional development expands faculty, staff, and administrator capability to meet EQ Goal 1.	
Objective EQ 1.3	All academic programs identify and carry out data-informed, equity-minded, program specific changes through the program review process toward EQ Goal 1 attainment.	

EPC recommends that a definition for the equity scorecard and what elements it will include be part of the report for Objective EQ Goal 1 in Year 2.

Equity Goal 3: Given that Marin County’s stark racial inequities are intertwined with the College’s ability to achieve its mission, be a leader in promoting equity throughout the county.

Equity Goal 3 Performance Indicator 1: The scope and reach of equity-minded convenings and activities increases. Data will be in narrative form.

2019-2020: N/A

Objective EQ 3.1	Strong, expanded equity-minded partnerships with local governments, non-profits, and industry. Collaborate with Community Engagement and Responsiveness Goal 5 work teams.	
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EPC Note: Work has been delayed due to COVID-19.

EPC Recommendation for Year 2: Capture what individual departments and programs are doing to make COM a leader in equity as well, including the work being done now to navigate the impacts of COVID-19, and connect EQ Goal 3 work w/ EQ Goals 1 and 2.

Instructional Programs

IP Goal 1: Clarify various educational pathways, strengthen existing and develop new curriculum to support those pathways, connect pathways in new ways, and educate faculty to become more knowledgeable about pathway opportunities.

IP Goal 1 Performance Indicator 1: Nine percent decrease in average number of units accumulated by degree earners. Baseline is 93; target is 85. Source: SSM Launchboard.

2019 – 2020: N/A

IP Goal 1 Performance Indicator 2: Decrease by 15% the proportion of students accruing more than 60 units at COM at the time of transfer to a four-year institution. Baseline is 53%; target is 45%. Source: National Student Clearinghouse, COM MIS data.

2019-2020: N/A

Objective IP 1.1	Student journeys will be clearly mapped for all degree and certificate programs	
Objective IP 1.2	Program-level maps will inform two-year course rotation blueprint designs and scheduling practices by faculty.	

Progress on Objectives



No Progress



Substantial Progress



Objective achieved

IP Goal 2: Align curriculum with K-12 partners and workforce demands and increase interaction between COM faculty and K-12 faculty.

IP Goal 2 Performance Indicator 1: Recent graduates of Marin high schools are increasingly prepared for English and math success at COM, measured by entering GPA and grades in English and math. Baseline: mean high school GPA, 2.9 (B); mean grade in highest high school English course, 2.8 (B-); mean grade in highest high school math course, 2.5 (C+). Source: COM MIS data and CCCApply.

2019-2020: High School GPA and Grade in Highest Level High School Math and English Courses
COM First-Time Freshman from Marin High Schools, Fall 2017/ 2018 and Fall 2019

<i>Source: CCCApply (self-reported)</i>	Baseline (Avg F17/F18)	Year 1 Performance (Fall 2019)
Mean High School GPA	2.9 (B)	2.9 (B)
Mean Grade in Highest High School English Course	2.8 (B-)	2.8 (B-)
Mean Grade in Highest High School Math Course	2.5 (C-)	2.7 (C)

Objective IP 2.1	Align curriculum between K-12 and COM for math, English, and ESL.	
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In IP Goal 2, Objective 2.1, C. (engage College / high school English faculty next year), EPC had the following recommendations:

- o Include math as part of c. (even if math has engaged recently)
- o Put this on the calendars early since professional learning days between all the districts will overlap infrequently, and consider institutionalizing this as a yearly event, as Counseling does.

IP Goal 3: Implement a student-centric master schedule that meets student needs for timing, location and course offerings rotation.

IP Goal 3 Performance Indicator 1: Decrease in average time-to-degree; baseline is 6.3 years; target is 5 years. Source: Banner transcript files for degree earners.

2019 – 2020: N/A

IP Goal 3 Performance Indicator 2: Percent of degree/transfer students completing 15 or more units in the fall term increases. Baseline is 5.6%; target is 8.4%. Source: SSM Launchboard

2019-2020: N/A

Objective IP 3.1	COM will have a master schedule that allows students to reach their educational goals in 2-3 years for full-time students and 5 years for part-time students, based on mapped student journeys from IP Objective 1.1 and 1.2.	
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EPC Note: The mapping in IP Goal 1 must be completed before IP Goal 3 and the COVID-19 disruptions have impacted progress. Action steps for IP Goal 3 are set to begin in 2020-2021.

IP Goal 5: Create opportunities for faculty to collaborate and share effective teaching methodologies.

IP Goal 5 Performance Indicator 1: Faculty participation in professional learning opportunities meets and exceeds FLEX requirements and is reflected in program review. Baseline is participation in 2019–2020 activities.

2019 – 2020: 251 faculty with Flex obligation. 177 successfully completed/recorded their full Flex hours in ProLearning for fall 2019 semester. 70.5% completion in ProLearning.

Objective IP 5.1	The College will have a comprehensive, integrated professional learning program.	
Objective IP 5.2	The College will have a clear vision and plan for a teaching and learning center.	

Indian Valley Campus

IVC Goal 1: Develop and implement a plan for educational use of IVC that brings more students to campus, allows programs to be completed, and serves multiple student pathways (credit, noncredit, not-for-credit).

IVC Goal 1 Performance Indicator 1: Credit/noncredit annual unduplicated headcount of students taking courses at IVC increases by 15%. Baseline is 1,765, target is 2,030. Source: COM Data Dashboard.

2019 – 2020: N/A

IVC Goal 1 Performance Indicator 2: Credit/noncredit annual full-time equivalent students (FTES) at IVC increases 15%. Baseline is 466; target is 536. Source: COM 320 report.

2019-2020: N/A

IVC Goal 1 Performance Indicator 3: Annual number of certificates awarded at IVC increases 20%. Baseline is 73; target is 85.

2019-2020: N/A

Objective IVC 1.1	Continue current efforts to develop and implement a strategic vision for IVC.	
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IVC Goal 3: Improve student access to IVC, including transportation.

IVC Goal 3 Performance Indicator 1: Credit/noncredit annual unduplicated headcount of students taking courses at IVC increases by 15%. Baseline is 1,765, target is 2,030. Source: COM Data Dashboard.

2019-2020: N/A

IVC Goal 3 Performance Indicator 2: Credit/noncredit annual full-time equivalent students (FTES) at IVC increases 15%. Baseline is 466; target is 536. Source: COM 320 report.

2019-2020: N/A

Objective IVC 3.1	Improve student access to IVC as part of the plan for IVC Goal 1 educational use of IVC.	
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EPC Note: Action steps aren't scheduled to begin until Year 3 of the strategic plan, but EPC encourages Champions to connect w/ Champions of IVC Goal 1 and 2 for Years 2 and 3.

CER Goal 1: Enhanced partnerships with business/industry to meet student and local workforce needs.

CER Goal 1 Performance Indicator 1: Eighty-Five percent of students enrolled in CTE courses report being employed in a job very closely or closely related to their field of study within 18 months of leaving the College. Source: SSM Launchboard.

2019-2020: N/A

CER Goal 1 Performance Indicator 2: Increased participation in advisory councils (CTE and otherwise) and increased involvement with other business/industry groups connected to student and local workforce needs.

2019-2020: N/A

Objective CER 1.1	Develop and implement mission-aligned plan for expanding business, industry, and community partnerships, in collaboration with the work team for Instructional Programs Objective 1.1.	
Objective CER 1.2	Delivery methods for current and potential educational content meet community, industry, and other mission-specific needs.	

CER Goal 2: Enhance and optimize partnerships between COM and the K-12 educational system, including IVC offerings.

CER Goal 2 Performance Indicator 1: Increase in the number of historically underrepresented students participating in K-12 programs. Baseline will be enrollment in academic year 2019–2020.

2019-2020:

High School Students Participating in COM K-12 Programs by Race/Ethnicity Academic Year 2019-2020

Race/Ethnicity	#	%
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Progress on Objectives



No Progress



Substantial Progress



Objective achieved

American Indian or Alaska Native	3	0%
Black or African American	24	2%
Hispanic	518	40%
Multi-Racial	86	7%
Native Hawaiian or Other Pacific Islander	4	0%
Asian	99	8%
White	495	38%
None/Unknown	75	6%
Total	1,304	100%

Note: K-12 programs include Compass, Summer Bridge, Summer Academies, Career Education courses, satellite courses at Marin high schools, and the Jumpstart program.

CER Goal 2 Performance Indicator 2: Increase in students participating in COM K-12 programs who enroll at COM or four-year institutions in the fall term after graduation.

2019-2020: N/A

Objective CER 2.1	Concurrent enrollment framework provides college access to a greater number of high school students, especially under-represented, and leads to increased college attainment and success for these students, in collaboration with the Instructional Programs Objective 2.1 work team.	
Objective CER 2.2	A college-going and degree-completion culture exists among target students in diverse communities in partnership with K-12.	

EPC approved the addition of high school capture rate as an additional progress indicator for Objective CER 2.2

CER Goal 3: Periodically assess community needs, with specific focus on segments of the service area that have been historically underrepresented.

CER Goal 3 Performance Indicator 1: Needs assessment cycles are tied to planning cycles at the College.

2019-2020: N/A

CER Goal 3 Performance Indicator 2: Findings in Community Engagement and Responsiveness Goal 3 inform Community Engagement and Responsiveness Goal 4.

2019-2020: N/A

Objective CER 3.1	Review existing reports and research data from previous Marin County community needs assessment(s) and share findings with work team to inform assessment priorities and planning.	See progress report for progress.
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CER Goal 5: Make the College a center for community engagement and cultural enrichment.

CER Goal 5 Performance Indicator 1: Number of community members attending events increases annually, with baseline established in year one.

2019-2020: N/A

Objective CER 5.1	Internal constituents and community members are aware of events, workshops, etc.at College of Marin.	
Objective CER 5.2	Increased K-12 participation in campus events and opportunities.	
Objective CER 5.3	Strong community partnerships provide expanded equity-minded opportunities for community engagement and cultural enrichment.	

EPC note: Work delayed due to COVID-19 pandemic.

EPC Recommendation: EPC expressed concern that the move to remote delivery due to COVID-19 disruptions may create equity gaps in access and recommended that this be considered in Year 2.

College Systems

CS Goal 4: Increase outreach and marketing to reach all potential student populations, enhance COM’s image, and ensure Marin County views COM as a good value for its cost and high-quality education.

CS Goal 4 Performance Indicator 1: Community pre- and post-surveys show an increase in perception of COM as a good value for its cost and high-quality education.

2019-2020: Survey data will be forthcoming as part of Goal 4 objectives.

Objective CS 4.1	COM marketing materials create a visible presence in the community and are recognizable as a cohesive part of the institutional brand.	
Objective CS 4.2	Potential student populations, as identified through the 2018 Environmental Scan and Census data, are aware of COM’s offerings and view the College as a good value.	
Objective CS 4.3	Improve the evaluation process that provides students with degree-applicable transfer units.	
Objective CS 4.4	The College will use culturally responsive communication strategies which align with population specific cultural norms and linguistic nuances.	

Progress on Objectives  No Progress  Substantial Progress  Objective achieved

EPC recommends that the development of campus standards for colors, fonts, and signage is within the scope of the college's branding (Objective CS 4.1).

EPC recommends that the Director of Marketing be involved in decisions related to printed mailers of course schedules.