

Educational Planning Committee Report
Academic Year 2019-2020
Year 2 of the *Strategic Plan 2019-2022*
Year 2 of the *Educational Master Plan 2019-2022*

EMP Focus Area and Goal: CER Goal 2
Champions: Vice President for Student Learning & Success. See Instructional Programs Goal 2

[Timeline for Implementation](#)

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

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

Strategic Plan Objective CER2.1: 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 work team of Objective IP2.1.

Strategic Plan Objective CER2.2: A college-going and degree-completion culture exists among target students in diverse communities in partnership with K-12 partners.

Action steps discussion for CER Goal 2 from 3/1/2021

Optimizing K12 Partnerships – all of these activities are being done through an Equity lens.

- Resumption and expansion of summer academies in new areas based on industry indicators and collaboration with our HS partners; more intentional placement of satellite or articulated classes hosted by a high school based on existing career pathways (e.g., Fire Tech 215 for Novato High School Medical Careers Pathway students)
- Focus on engaging high school students with an emphasis on underserved students (e.g., COMPASS, AVID, HS Academies and Career Pathways)
- COMPASS, dual enrollment, concurrent enrollment, Summer Bridge have all been very successful despite pandemic with larger numbers of students than expected. Even after we return to campus Summer Bridge will have at least one virtual session to provide access to students who would ordinarily not be able to attend due to work or family obligations.
- All programs are focused on first gen students and underserved populations.

Partnerships with community groups are all strong and thriving:

- 10,000 Degrees, Huckleberry Youth, Canal Alliance University Prep, Bridge the Gap, ForWords
- Hosted a Spring Conference for High School Counselors with break-out rooms covering Jumpstart, Career Pathways Programs, Transfer Programs, and Counseling Updates. Due to the pandemic all forms for enrolling in various programs are online and much easier to access and get signed. Future events: College Success Saturday, Traditional Summer Bridge June and July Sessions with Year 2 of the Special 6-week Intensive ESL section. The goal of 10% increase in enrollment has not been met but Summer Bridge and College Success Saturday saw much larger attendance than expected given the effects of the pandemic.

Please see attached reports for Concurrent Enrollment numbers by District/Site and Capture Rate (graduating seniors enrolling as First Time College Students in the Fall)

EPC Discussion / Feedback 3/1/2021

Work with schools around alignment has been delayed.

- Opportunities – tremendous work done during the pandemic, some which has streamlined processes going forward.
- Question about Action Step 1.4 “Develop a clear protocol in order to identify, align, and allocate COM resources” for K-12 partnerships. Was answered about satellite classes (now all online),
- CTE Dean noted significant relevance with regard to Career Education. She talked about the potential for relevancy to high school students and others to “crosswalk” STEM with areas like auto tech and to build out summer academies with that in mind. She also referenced how we term departments is important for high school students. For example the difference between “machine metals” versus “Digital fabrication.” It’s important to address “relevancy” and how we frame classes and programs to students.
- Important to “map” backwards and forwards with contextualized learning and using Career Academies as an entry point for high school students.

Progress Indicators

Progress Indicator CER2.1: Development and circulation of written policy for establishing satellite classes and how to allocate resources.

Please see evidence of Program Outline for High School Satellite Classes

Progress Indicator CER2.2: Increase in the proportion of incoming first-time students whose educational goal is degree or transfer.

COM First-Time Students with Educational Goal of Degree or Transfer by Academic Year

2016-17:	71.5%
2017-18:	63.8%
2018-19:	69.6%
2019-20 :	66.4%
2020-21:	71.5%

Source: COM Census Enrollment Data

Note: The increase in 2020-21 was likely impacted by changes made in course sections offered as well as an increase in degree-seeking students who had intended to enroll at a college other than COM prior to the COVID-19 pandemic.

Progress Indicator CER 2.2: Increase average high school capture rate by 20%. Baseline is 14.2%. Target is 17% for Year 2.

COM Capture Rates from Marin High Schools:




Value 19/20: 15.5%
Value 20/21: 16.0%

Source: <

<http://prie.marin.edu/sites/prie/files/College%20of%20Marin%20Capture%20Rates%20from%20Marin%20High%20Schools%202016-2020.pdf>>

Rating of Progress

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

Strategic Plan Objective CER2.1:

Substantial progress. With greater focus on building out career pathways and supplementing key areas of interest among first generation/under-represented students at local high schools, we are able to be more intentional in arranging satellite classes, and Summer Career Academies, and a series of classes that provide greater access and sustained enrollment among high school students. As the COMPASS program has matured, more participating students concurrently enrolled after the Counseling classes that were taught at their respective HS sites.

Strategic Plan Objective CER2.2:

Substantial progress. Related to CER 2.1, our efforts have been more focused on establishing a sustained pattern of concurrent enrollment, and less of the "one-time" experience, or singleton class. Certainly among our COMPASS students, but also among students in HS career pathway programs, academies, and our Summer Career Academies, we provide information and support for their continued enrollment with clear messaging on the value proposition of attending COM after their HS graduation.

Performance Indicator Data for EMP 6-Year Goals

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.

CCP Students of Historically Underrepresented Race/Ethnicity Enrolled at COM by Academic Year

	2018-19		2019-20		2020-21	
	# Enrolled	% Change from prev. year	# Enrolled	% Change from prev. year	# Enrolled	% Change from prev. year
American Indian or Alaska Native	1		1	0.0%		-100.0%
Black or African American	8		14	75.0%	16	14.3%
Hispanic	148		190	28.4%	152	-20.0%
Multi-Racial	54		47	-13.0%	47	0.0%
Native Hawaiian or Other Pacific Islander	2		2	0.0%		-100.0%
Total	213		254	19.2%	215	-15.4%

Note: Concurrent enrollment was impacted in 2020-21 by the COVID-19 pandemic. Some K-12 programs were not offered, and an overall drop in students enrolled in CCP courses due to online instruction likely impacted the drop in enrollment of historically underrepresented students.

CER Goal 2 Performance Indicator #2: Increase in students participating in COM K-12 programs who enroll at COM or 4-year institutions in the Fall term after graduation.

PRIE data for 20/21:

Baseline / Target	Year 1 19/20	Year 2 20/21	Year 3 21/22	Year 4 22/23	Year 5 23/24	Year 6 24/25
N/A	31	71				

Source: CCCApply and COM enrollment data.

Note: The number of 2020 high school graduates attending COM in Fall 2020 increased at least in part due to the COVID-19 pandemic. A Fall 2020 survey showed that 22% of first-time students who had graduated from high school in Spring 2020 had intended to attend a college other than COM prior to the pandemic. The increase in CCP student conversion shown in this metric was likely also impacted by the pandemic enrollment trend.

<<http://prie.marin.edu/sites/prie/files/College%20of%20Marin%20Fall%202020%20Student%20Survey%20Results%20120820.pdf>>

EPC Use Only

EPC supports the self-evaluation of progress for objectives for CER Goal 2. P.I.s may reflect impact of pandemic (less programs offered, some schools had higher capture rate and some lower), so look to see if trends continue in next year or two.