

Educational Planning Committee Report
Academic Year 2020-2021
Year 2 of the Strategic Plan 2019-2022
Year 2 of the Educational Master Plan 2019-2025

EMP Focus Area and Goal: SAS Goal 2
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 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. (Source: SSM Launchboard; enrolled in the same community college, all students, age groups 25 and older; annual average of 2015–16 through 2017–18).*

***Strategic Plan Objective SAS2.1:** All students; including adult, English as a Second Language (ESL), and nontraditional students; experience a simplified enrollment process.*

***Strategic Plan Objective SAS2.2:** Increased number of adult reentry students who enroll in credit courses.*

***Strategic Plan Objective SAS2.3:** Outreach strategies that target adult students are developed, in collaboration with the work team for College Systems Objective 4.2.*

Action steps discussion for SAS Goal 2 from 10/5/2020

Noncredit ESL students are now able to register using Noncredit CCC Apply and Banner and this has been a huge step forward for that group of students and enables the counselors to see progress made and help students with an Ed Plan. Students still struggle with the process and the tech gap also has a big impact on this population of students. The tracking of the objective of increasing enrollment in older adults has been impacted both by the COVID pandemic and by BOT and SPAM activity across the CCC System. Thousands of fake applications have been submitted and while it is possible to ID most of them many are not easily ID’d as fake and therefore tracking enrollment of this demographic is very difficult. Due to decreased enrollment the total number of Noncredit ESL classes was reduced, but there was still a good offering. Because students are now using banner, they have increased access to certain types of financial aid, use of college laptops and hotspots.


EPC Feedback 10/5/2020

Although some equity gaps remain in terms of access, ESLN students in Banner is HUGE increase in providing equitable support to ESLN students.


Certs for ESLN now in eLUMEN to capture student progress and SLOs will be mapped this fall.

Progress Indicators


Progress Indicator SAS2.1.1: Five percent increase in the proportion of applicants age 25 or older enrolled within one year of application. Baseline is 38.8% of applicants; target is 40.6%. (Source: SSM Launchboard; enrolled in the same community college, all students, age groups 25 and older; annual average of 2015-16 through 2017-18).

Value 20-21:  Completed. We went from the baseline of 2651 to 2875. Hopefully, we will be able to maintain this increase.

Progress Indicator SAS2.1.2: By 2022, ESLN students will be able to register in Banner.

Value 20-21:  Completed. All ESLN students can register in Banner though it is still not an easy process for them. Students in levels 10 and 20 have needed additional support to register in Banner.

Progress Indicator SAS2.2.1: At least three existing content or CTE courses have been embedded with ESL support services.

Value 20-21:  This has not happened due to COVID-19.


Progress Indicator SAS2.2.2: Increase the percentage of adult education/ESL students who advance one or more skill levels or educational functioning levels in a year. Baseline is 11.5%, target is 13.5%. (Source: SSM Launchboard; skills gains, adult education/ESL students; annual average of 2016–17 through 2017–18).

Value 19-20: 6%*


Value 20-21: N/A

*This decrease is likely due to high numbers of these students not completing the spring 2020 semester due to the COVID pandemic.

Progress Indicator SAS2.3.1: Two new social media campaigns have been developed and launched.

Value 20-21:  This has not happened due to COVID-19 because other more pressing issues have taken priority.


Progress Indicator SAS2.3.2: Targeted outreach strategies have been piloted for five different certificates.

Value 20-21:  This has not happened due to COVID-19.

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 SAS2.1:

 Green: All action steps implemented, and objective achieved.

Strategic Plan Objective SAS2.2:

 Red: No progress

Strategic Plan Objective SAS2.3:

 Red: No progress

Where are you not on track? What will you do differently for next year / what else needs to happen?
COVID-19 has made it difficult to develop and implement new certificates for ESL and to embedded ESL in content courses. We have had to dedicate all resources just to support and retain our current ESL students during the COVID pandemic. We hope to restart those conversations in Fall 2021.

Performance Indicator Data for EMP 6-Year Goals:

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. (Source: SSM Launchboard; enrolled in the same community college, all students, age groups 25 and older; annual average of 2015–16 through 2017–18).

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
2651 / 2785	2875					

EPC Use Only:

- EPC supports self-evaluations of progress for SAS 2.1, 2.2, and 2.3
- Recommendation for next strategic plan:
 - Broaden language in this goal to be inclusive of all adult learners (ESL and non) aligning to CCCCCO and AEP language defining student groups and adult education goals. Leverage equity-centered language and planning to think about defining student populations and identify who we want to serve and how we want to serve them.
 - For Strategic Plan Objective SAS2.3, consider who to partner with, and that may be contingent on how you define the above – Outreach Office? Marketing? County?