

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

EMP Focus Area and Goal: SAS Goal 5

Champions: Dean of Enrollment Services, Assistant Vice President for Instructional Support

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

Strategic Plan Objective SAS5.1: Students who are experiencing academic difficulties are provided earlier, effective support.

Strategic Plan Objective SAS5.2: Increase participation in student support and academic services such as learning communities, EOPS, and tutoring.

Action steps discussion for SAS Goal 5 from 10/19/2020

“Faculty Feedback” - method for faculty to report students who are struggling academically to provide earlier intervention. Possible implementation by spring. At the beginning of COVID counselors called students who were MIA or struggling to check on them and see how they were doing and what they needed. Calls were very appreciated. This is not COMCare. This is just for addressing academic issues. COMCare is still just for addressing behavioral/life issues.

A counseling course has been marketed to ESL students and offered for 3 semesters.

NON-INSTRUCTIONAL STUDENT SERVICES PROGRAM ASSESSMENT: In 2017, the College began to plan for the redesign of its academic program review process with the goal to establish a meaningful process that would encourage greater faculty participation and discussion around equity and student success for all groups of students. After the College completed the redesign of its academic program review process in 2019, it started work on its program review process for non-instructional student services programs with the same intention—to create an assessment process focused on equity and dismantling systemic racism within its practices and structure. The first step of this process was to establish core institutional outcomes for non-instructional student services programs. To do this, all non-instructional programs submitted their individual intended outcomes to be reviewed for commonalities and shared language. Then, in fall 2020, the Guidance, Resources, Integration, Transformation (GRIT) Committee reviewed the commonalities and developed institutional outcomes and guiding questions for the non-instructional student services programs that aligned with the College’s educational master plan, strategic plan, and student equity plan (SLO-05). As a subcommittee of the Planning and Resource Allocation Committee (PRAC), GRIT submitted the draft outcomes and guiding questions to PRAC in November 2020. The draft is currently under review. Once the draft is approved, the outcomes and guiding questions will be integrated into a program review template within eLumen. Once this work is finalized, the College’s non-instructional student services programs will use the new template for assessment starting in spring 2021. With this new student services program review

process, the College will be able to assess its non-instructional programs with the goal to improve services to students as well as eradicate barriers and systemic racism within College practices and services.

EPC Feedback 10/19/2020

Recommended during discussion that “Faculty Feedback” be brought back to Academic Senate and to Chairs meeting to plan for implementation.

Progress Indicators

Progress Indicator SAS5.1: Decrease in the number of students who are on academic probation by 10%. Baseline is 667, target is 600. (Source: Banner, average of 2017–18 and 2018–19)

Value for 19-20: 793

Value for 20-21: 697

Progress Indicator SAS5.2.1: Non-instructional student learning assistance outcomes have been developed and assessed to measure student participation in student support and academic service.

Value for 20-21: See above.


Progress Indicator SAS5.2.2: A counseling course has been marketed to ESL students and offered at least once.

Value for 20-21: Yes, this has been offered for 3 semesters.

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 SAS5.1: 

Strategic Plan Objective SAS5.2: 

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

Red: no progress for 5.1; we have started reaching out to probationary students but that's it so far. For 5.2, it has been a challenge to keep students engaged in a remote learning environment and once the pandemic is behind us, we hope to increase the number of students in learning communities, tutoring, and EOPS.

Performance Indicator Data for EMP 6-Year Goals:

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; retained from fall to spring at the same college, excluding students who completed an award or transferred; all students; average of 2015–16 through 2017–18).

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
63.3% / 66.5%	59% *					

**Includes EW grades from spring 2020, so results for this metric were impacted by the COVID-19 pandemic*

EPC Use Only

EPC supports the self-evaluation of no progress for Strategic Plan Objective SAS5.1

EPC supports the self-evaluation of no progress for Strategic Plan Objective SAS5.2

EPC notes the impacts that the pandemic has had on accomplishing these goals but also commends the efforts of counselors and COM Care staff to support students during the pandemic.

Progress indicator 5.2.1 shows decrease but this may be due to drops in enrollment and may lag in terms of time to move off of academic probation, so likely progress indicator will take awhile to accurately reflect action steps.

Post-pandemic, we may be able to remove barriers to access to support based on new capacities/modalities used during pandemic.