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 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.

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).

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

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

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

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).

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.

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

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

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 SAS2.1:

Action Step 1.1: (Goal Year 2019-20) Streamline the online application and enrollment process by utilizing CCC Apply and Banner to eliminate the Non-Credit ESL (ESLN) independent database. Beginning with the Spring 2020 semester, noncredit ESL students were able to register in Banner and used the Noncredit CCC Apply process. We have sunset the independent database. There are still some minor issues to sort out, including aligning the priority registration dates with credit courses.

Action Step 1.2: **(Goal Year 2019-20)** Utilize the non-credit application for admission (CCCApply) to reduce internal system redundancy for populations not currently using the general application. We implemented the Noncredit CCC Apply application for Spring 2020. Now that we are using the application for noncredit ESL students, they will be counted toward the increase in the proportion of applicants aged 25 or older enrolled within one year of application (progress indicator SAS 2.1.1)

Action Step 1.3: (Goal Year 2021-22) Extend student admission eligibility from one to three years after application.
In progress. Slated for reporting in Year 3. Conversations and planning are underway.

Strategic Plan Objective SAS2.2:
In progress and beginning. Slated for reporting in Year 2 and Year 3. Conversations and planning are underway.

Action Step 2.1: **(Goal Year 2020-21)** Support seamless student movement through and between noncredit and credit programs and track movement metrics.

Action Step 2.2: (Goal Year 2021-22) Coordinate interdepartmental mapping of the journeys to better leverage programs and services, in collaboration with the work team for Instructional Programs Objective 1.1.

Action Step 2.3: **(Goal Year 2021-22)** Clarify pathway and package a set of existing courses to help adult students to enter or re-enter the current workforce, in collaboration with Objective IP1.1 work team.

Action Step 2.4: **(Goal Year 2021-22)** Support non-credit and credit ESL students' migration into CTE certificate pathways with content ESL-support services.

Strategic Plan Objective SAS2.3:
Slated for reporting in Year 3.

Action Step 3.1: **(Goal Year 2021-22)** Evaluate current outreach and marketing strategies and revise to better reach adult students in the community.

Action Step 3.2: **(Goal Year 2021-22)** Improve targeted outreach strategies for specific certificates.

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

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

Red: *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.*

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

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).
It is too early to assess the impact of our work.

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

Progress Indicator SAS2.2.1: At least three existing content or CTE courses have been embedded with ESL support services.
Work for Year 2 and 3

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).
Work for Year 2 and 3

Progress Indicator SAS2.3.1: Two new social media campaigns have been developed and launched.
Work for Year 2 and 3

Progress Indicator SAS2.3.2: Targeted outreach strategies have been piloted for five different certificates.
Work for Year 2 and 3

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

Strategic Plan Objective SAS2.1:
Mostly completed: With COM's implementation of the Noncredit CCCApply application, the enrollment process has been significantly simplified, particularly for noncredit ESL students
a. We need to align the ESLN registration dates with credit ESL to simplify further.

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 Minutes from May 18, 2020

EPC supported the self-evaluations of progress for all objectives for SAS Goal 2.