

**Educational Planning Committee Champion Meetings Academic Year 2020-21**  
**Year 2 of the Strategic Plan 2019-2022**  
**Year 2 of the Educational Master Plan 2019-2025**  
**EMP Focus Area and Goal: SAS Goals 1 and 2**  
**Champions: Dean of Enrollment Services, Dean of Educational Success Programs**

**SAS Goal 1**

*Student Access and Success EMP 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.*

*Strategic Plan Objective SAS1.1: Increase the hours and usability of student services, including evenings and weekends.*

*Progress Indicator SAS1.1: Increased number of services provided, and students served outside of regular hours by year two. (Baseline: one evening per week until 6 p.m. and two Saturdays per year)*  
**Completed.**

**Equity:**

- We need data to see the impact of the move to online peer-to-peer support and online appointments for student services to understand how they affect racial inequities.
- While the implementation of the noncredit CCCApply application has made enrollment easier for noncredit ESL students, access to technology and Wifi continues to be a barrier, affecting their ability to enroll and access services.

**Action Step 1.2: (Goal Year 2020-21)** Increase the presence of peer student-to-student interactions to enhance access and services support.

- Tutoring and Learning Center Peer Tutors, Embedded Peer Tutors, Student Outreach Ambassadors, Summer Bridge Ambassadors, Umoja Team Assistants, MAPS Peer Mentors, and Puente Peer Mentors are providing opportunities for virtual student-to-student interactions during the next year while we are off-campus as a result of COVID-19.
- Student Outreach Ambassadors are providing specialized support to enhance access and services support. For example, there is a Student Outreach Ambassador assigned to support ESL students.
- We have aligned the COMPASS Coordinators with Umoja, Puente, and MAPS, so that the learning community peer mentors can also provide mentoring for COMPASS students to increase the presence of peer student-to-student interactions.
- Efforts to standardize peer mentor training for all learning community peer mentors have been hindered by COVID-19 and budget issues affecting the hiring for the Learning Communities Coordinator position. This person would have helped to standardize peer mentor training for all learning community peer mentors.

**Action Step 1.3: (Goal Year 2020-21)** Implement a solution/s that provides evening and weekend students increased access to student services.

- Because of COVID-19, nearly all student services have been moved online, providing greater access to student services for evening and weekend students. Once we are back on campus, many of these services will continue to offer online options to allow for increased access.

**Action Step 1.4: (Goal Year 2020-21)** Improve the usability of online resources including CCCApply, MyCOM portal, and the COM website, especially for student groups who are less familiar with computers and technology.

- The Noncredit CCCApply application to improve usability for noncredit ESL students has been implemented.
- “How To” Videos have been created covering a number of basic use cases for essential services in the MyCOM Portal.
- The previous efforts to utilize online forms and has rapidly increased. New online forms exist in almost every area of student services from EOPS, CCP, and AB540 to ID card and graduation forms.
- All Noncredit ESL classes now have access to Banner and the MyCOM portal. However, access to technology and wifi and navigating these platforms are barriers for noncredit ESL students.
- The new MyCOM Portal has been streamlined and made mobile friendly. It has also been redesigned to eliminate unnecessary text. The idea is to make it a Task and Service oriented portal.

*Strategic Plan Objective SAS1.2: Provide necessary information so that students can make informed math and English placement choices, in collaboration with the work team for Instructional Programs Objective 6.1.*

*Progress Indicator SAS1.2: Implemented tools designed to inform students of their math and English placement options.*

**Will be completed in Spring 2021.**

**Action Step 2.1: (Goal Year 2020-21)** Develop guided self-placement options for students that are easily accessible on the COM website, MyCOM portal, and online orientation.

- Guided self-placement options have already been created for English and ESL, and they are easily accessible online on the Placement webpage.
- Math has developed a guided self-placement option that will be placed onto the Placement website by next semester.

**Action Step 2.2: (Goal Year 2020-21)** Incorporate face-to-face options for guided self-placement information.

- This has been put on hold due to COVID-19.

## **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.*

*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).*

**COVID-19 is affecting this progress.**

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

**Completed.**

## **Equity:**

- The lack of access to technology and wifi for noncredit ESL students is causing significant disparities. Despite current efforts, more resources still need to be allocated to provide and support the technological needs of our noncredit ESL students.

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

- Credit ESL classes are mirrored as noncredit through ESL 86/ESLN 86
- Counselors will start attending ESLN 40 classes to prepare students for ESLN 50, which is part of the credit ESL program.
- Progress indicators for noncredit ESL classes have been implemented, so that counselors can see student progress and create educational plans for students. This allows for seamless student movement through and between noncredit and credit programs and to track movement metrics.