

Educational Planning Committee

October 11, 2021

2:00-4:00 p.m.

Via Zoom

Present: Cara Kreit, Holley Shafer, Gina Cullen, Alina Varona, Emily Fox, Logan Wood, Connie Siegenthaler, Julian Solis, Emma Mitteregger, Brier Welch

Absent:

Guests: Tonya Hersch, Jon Horinek

Agenda

Agenda was approved for the current meeting.

Minutes

Minutes approved for September 27, 2021

Introduction of new committee member:

Brier Welch: International Student advisor

Study Session Presentation of Student, Access and Success goals 1 & 2:

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

Objectives 1.1 and 1.2 are largely complete with improved onboarding, increased hours of and usability of student services. Welcome center will be open soon with many student services clustered in one location.

Increased use of self-placement website for math and English. Need to develop a method to access the effectiveness of the self-placement process

Objective 1.3 – evaluation process of degree applicable units needs to be standardized. Still work to be done.

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.

Objective 2.1 - all students are now experiencing a simplified enrollment process. at least as simple as its going to get.

Objective 2.2 - will be addressed in Year 3.

Objective 2.3 - outreach and marketing strategies for adult students need to be reviewed and revised. Need to define what is an “adult” student? Need different strategies for different populations and their goals.

Champions Presentation:

SAS Goals 1 & 2 – Tonya Hersch, Jon Horinek

Look Back and Look Around:

SAS Goal 1:

- Objective 1.1 - **completed, however these activities are all ongoing and should be brought forward to the next plan**
- Welcome Center opening tentative Spring 2022
- Peer to peer tutors, student ambassadors, Umoja/Puente ambassadors, MAPS mentors are all providing opportunities for student-to-student interactions.
- Peer Mentoring/Learning Communities Coordinator position has been approved, search will begin in Spring 2022
- Student access to online services has increased, use of “how to” videos on how to use student services posted on website.
- Increased usability of online resources especially for ESL and ESLN students.

Objective 1.2 - much has been completed, but more work needs to be done

- Guided self-placement options are on the website
- English self-placement needs to be converted to COMEVO platform so data can be collected on the effectiveness of the self-placement process
- Face to face placement options are on hold now due to COVID

Objective 1.3 - Move forward to next plan

- This work is in progress – a standardized system for evaluating transfer units needs to be developed

SAS Goal 2:

Objective 2.1 - completed

- All ESL students and ESLN students are now on the same database as everyone else.
- Extending the admission eligibility from 1 – 3 years does not comply with the Ed Code.
- All ESLN students can now register in Banner

Objective 2.2 - in progress move forward to next plan

- Need assistance from PRIE on how to support and track student movement between noncredit and credit programs
- Work on a pathway of existing courses for adult students to enter or reenter the workforce
- Develop partnership between ESL and CTE using IBEST model that has courses being taught in Spanish with embedded ESL support.
- Career Ed and Community Ed will be offering CE classes in Spanish in Summer 2022

Objective 2.3 - in progress, but action steps need to be reworked

- Evaluate outreach and marketing strategies for “adult” students.
- Who are we trying to reach with this objective?
 - English language learners?

- Students in the criminal justice system?
- Career changers?
- Adult basic Ed students?
- How do we define adult students?
- Should we focus on degree/certificate seeking students who have stepped out?
- Abandon idea of social media campaigns

EPC Discussion/Recommendations:

6-Year SAS 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.

SAS 1.1: Increase Hours and Usability of Student Services – Completed --

Champions/EPC: This is ongoing so move it ahead; perhaps a place to consider new modalities for offering student services post-pandemic in next strategic plan.

EPC Notes: Fix progress indicator to measure **students** served rather than number of hours of services (Zoom attendees, Banner transactions, attendance etc.) Is there a way to improve tracking of student utilization of services?

SAS 1.2: Info for Student informed English/Math Decisions -- Completed

Champions: **Action Step 2.3** Develop a method to assess the effectiveness of the self-placement options. **Once we are able collect data, we can start to assess.**

EPC: There is a data-gathering capacity we need to improve. We can't validate actual tool yet for placement (impacts AB 705 report). This needs to be fixed regardless if objective moves ahead.

SAS 1.3: Improve the evaluation process that provides students with degree-applicable transfer units.

- **Recommendation:**
 - Champions: Move Ahead -- needs more time.
 - EPC: More ahead. Needs more time. Needs a clear process to standardize and something that is student-facing so they can see this. Start with schools we get lots of transfers from.
- **Notes for the task force about the recommendation**
 - Champions: Remove progress indicator 1.3.2

6-Year 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

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

Champion Recommendation: Does not need to move ahead – simplified already; now just the work is to support students more with the process or general systems improvement

EPC Recommendation: Consider revised objective – work on supporting students through the process or general systems improvement.

Notes: Action Step 1.3 Extend student admission eligibility from one to three years after application. Timeline: 2019–2022

Remove in future: Not possible with Ed Code restrictions

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

Recommendation:

- Champions: Move forward.
- EPC: Move forward
- **Notes for the task force about the recommendation:**
 - Champions:
 - EPC: Work on what we mean by adult re-entry. What do we mean by non-credit? Does not always mean ESL. A lot of good work going on in these spaces and need language to account for it.
- **What additional information and/or data will the task force need?**
 - Question from Champions – how to track action step 2.1 (movement from non-credit to credit)? Perhaps check w/ Sara M. and Barbara B. Attendance records maybe (# of positive attendance hours)? Hours in Banner? Likely will need to move ahead mapping/pathways work starting this year. Action step 2.4 -- will need to move forward b/c won’t be piloted until next fall, might need to consider if enough students or need to recruit.

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.

- **Recommendation:**

- Champions: Rework objective -- in current form the definition of students, indicators and action steps don't quite work; no way to measure it. Retire this objective and rework so reads: to reconnect to all students (degree-seeking or certificate) who have dropped (define who these were to have a metric). Narrow focus to make it manageable.
- EPC: Supports the above, but also recommends seeing if there is capacity to break out additional groups beyond just degree-seeking or certificate who have stopped out.
 - EPC also asked question: What about adult students who have never been to COM (or didn't come because of pandemic)? Maybe action steps above to bring students back will connect to these students as well or maybe – if there is capacity -- this needs to be separate objective.
 - What is determined for scope of objective(s) -- dropped out or never attended or both – will drive whether action steps are more student services re-engagement strategy (students who stopped out) vs. Outreach/marketing (new students).
- **Notes for the task force about the recommendation:**
 - Champions: Remove progress indicator 2.3.1. See above for more info.

Are there any additional objectives that might be needed to achieve this 6-year goal? See note above from EPC about whether SAS 2.3 needs to be split into two objectives – one for reconnecting to students who have dropped or another to connect w/ new students or students who did not attend due to pandemic.