

Educational Planning Committee

October 2, 2023

2:00-3:30 p.m.

[Zoom](#)

Present: Holley Shafer, Sara Malmquist-West, Emily Fox, Alison Brier Welch, Alina Varona, Julian Solis, Zachary Rowson, Tino Vicencio Mares, Eresa Puch

Absent: Mary Kesler, Greg Nelson, Irina Roderick, Lilyana Barajas

Agenda: Approved

Welcome/Introductions: Dr. Hector Saez, potential new EPC Member

Minutes from last meeting 9/18/23: Approved

Study Session:

- Facilitator leads review of IP 5 and IP 6

Champion Presentation by: Carol Hernandez

See IP5_ChampionReport_20231002 in Additional Materials with the 10/2/23 Agenda

IP5: [Create opportunities for faculty to collaborate and share effective teaching methodologies.](#)

Objective 5.1 Embed equity principles and practices in the classroom.

Objective 5.2 Open the Teaching and Learning Center for faculty and staff professional learning.

Discussion:

Is there representation from different groups on campus in the Teaching and Learning Committee task force?

- TLC includes a wide variety of people all around the campus.
- Cara Kreit, the Chair of the Professional Learning Committee, is included on the TLC task force. Within PLC: Members include Faculty, Administrators, Classified Staff, a student & Classified Senate President.
- Faculty, representatives from Umoja and other learning communities, Union members, managers, and OIM all have representation on the TLC Task Force as well.
- As part of the Equity Goals – EEO has approved a new half-time person whose goal is to make sure there is a route for Classified Staff to have a voice in Professional Development.
- Work will continue to be centered around Equity as it is part of the culture of the college. Equity will be at the center of all our Professional Learning opportunities.

- During the next Strategic Plan process, the question will be posed: Does this goal need to stay in the Strategic Plan? What goal should be carried over to the next Strategic Plan? Suggestion to see where we are in a year from now and decide on next steps.

Champion Presentation by: Carol Hernandez and Lauren Servais

See [IP6_ChampionReport_20231002](#) in Additional Materials with the 10/2/23 Agenda

IP6: Improve completion of transfer-level math and English courses within a one-year timeframe through changes to curriculum and teaching/learning practices.

Objective 6.1 Improve communication to high schools of the benchmarks needed for math, English, and ESL at COM, engaging in anti-racist practices to improve access and success (see also IP Goal 2).

Objective 6.2 Improve universal design pedagogy and curriculum to ensure the success of COM's racially and culturally diverse students in the program relevant gateway math and English courses.

Objective 6.3 Improve universal design pedagogy and curriculum to ensure the success of COM's racially and culturally diverse students in content courses with identified math and English skills.

Discussion:

Discussion about the challenge of students finishing their Math and English classes in their first year. With the consideration that 80% of students are part-time and a growing percentage of students are English Language Learners.

- Several English faculty members are ESL. They have developed English 98 SL and English 102 SL and are having conversations about English 150 SL.
- Discussion about how we retain our part-time students. How are we keeping them all the way through to completion? What needs to not be optional for the students.
- To increase the likelihood that students will be successful, Math and English should be taken in the first year, although that may not fully fit all students to do Math/English first.
- We want students to feel supported by the initial Math and English courses. And want the transfer students to finish quicker and transfer.
- Data supports that if students do Math and English first, they are more likely to succeed.
- SAS objective: Students should take Math, English, counseling, and HUM 101 in their first semester.
- Acknowledgement that there are still equity gaps
- Title 5 changes will require math courses even for students who are not planning to transfer. AA degree will require Math as well.
- Many students are not choosing Math and English because it doesn't feel relevant to them. How can we make it more relevant and achievable?
- For many, taking Math was holding them back from pursuing a degree.

EPC Discussion and debrief:

- For business classes, having the Math and English first is important.
- Math 102 has been created for Liberal Arts. A 3-unit class that is designed for students who are not continuing in Math. Could be a gateway for STEM students.

Study sessions for next time: Holley and Alina**Wrap Up**

Next meeting is Monday, October 16 (AC 229 and Zoom)