Present: Alina Varona, Sara Malmquist-West, Emily Fox, Alison Brier Welch, Julian Solis, Zachary Rowson, Eresa Puch, Mary Kesler, Lilyana Huijon, Hector Saez

Absent: Holley Shafer, Greg Nelson, Tino Vicencio Mares, Irina Roderick

Agenda: Approved

Minutes from last meeting 10/02/23: Approved

Study Session:
- Facilitator leads review of IP 1, IP 2, SAS 1, SAS 2 and SAS 5

Champion Presentation by: Jon Horinek and Tonya Hersch

See SAS1_SAS2_SAS5_ChampionReport_20231016 in Additional Materials with the 10/16/23 Agenda

SAS 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.
Objective 1.1
Offer student services using multiple modalities for all student groups.
Objective 1.2
Provide necessary information so that students can make informed math, English, and ESL placement and pathway choices.
Objective 1.3
Improve the evaluation process that provides students with degree-applicable transfer units.
Objective 1.4
Cultivate and foster student well-being, sense of belonging, and community.

Discussion:
Consistency in hours student services are offered is most important; students pick the most convenient modality at the time they need the service; virtual services have not been utilized as much as expected

Discussion about how Companion courses are listed in the schedule
- Banner issue prevents them from making the companion course listings more effective, but these have been improved to the best of our technical ability now.
Explanation of CALGetC – which will be implemented in Fall 2025.
Culturally Responsive Pedagogy Grant
- Committee consists of four faculty members plus support from Administrators
- Developing curriculum and training program for Spring 2024 and it will be ongoing.
Teaching and Learning Center Task Force – wide-variety of members from COM, mix of faculty, staff, HR, has met about 3 times, just starting the work

SAS 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. Adult student defined: Student who is 25 years and older who has not been to college.

Objective 2.1
Increase number of adult reentry students who enroll in credit courses.
Discussion: None

SAS 5: Ensure that all students reach milestones and complete educational goals in a timely manner.
Objective 5.1
Students who are experiencing academic difficulties are provided earlier, effective support.
Objective 5.2
Increase participation in student support and academic services such as learning communities, EOPS, the Library, and tutoring.

Discussion:
Probation and dismissal interventions are blanket interventions. The list of students goes to counselors who then make a call to the student. Plans to look into ways to track and assess effectiveness of these interventions, also to look at whether there's disproportionate impact in who gets put into probation/dismissal, SAP (satisfactory academic progress) outcomes.

Tracking of student participation in support services would require campus-wide ID. Most do not have it as COM does not have universal adoption. Perhaps something for the next Strategic Plan.

Goals that the Champion would recommend to remove or carry forward:
- Drop application conversion data – needs to be dropped due to spam applications or data measured another way
- For Professional Learning: an Equity scorecard would be helpful – a way to look at benchmarks in creating inclusive classrooms
- Need to review probation and dismissal – and SAP financial aid policies

Champion Presentation by: Cari Torres-Benavides and Gina Cullen

See IP1_ChampionReport_20231016 in Additional Materials with the 10/16/23 Agenda

IP 1: Clarify various educational pathways, strengthen existing and develop new curriculum to support those pathways, connect pathways in new ways, and educate faculty to become more knowledgeable about pathway opportunities.

Objective 1.1
Student journeys will be clearly mapped for all degree and certificate programs.
Objective 1.2

Connect and bolster pathways to support students on their educational journeys.

Discussion:
Have seen more faculty chairs from different depts. meeting with one another to have conversations about to ensure student centered scheduling and avoid intradepartmental conflicts
Most blueprints will be done in spring 2024, different approach, using counselor liaisons to help departments coordinate and avoid conflicts; we are a small college so some courses can't be offered every semester; addition of articulation counselor has been a huge help in working with faculty
Suggestion to elevate the discussion about educating faculty about what other courses outside their programs would be helpful to students, and informing Faculty that their courses may be included in other pathways.

IP 3: Implement a student-centric master schedule that meets student needs for timing, location, and course offerings rotation.

Objective 3.1
Establish and implement the master schedule process.

Discussion:
Faculty proposal to pilot a dual-delivery course, so we can start expanding hyflex and other course delivery modes, increase flexible options for students
Goals that the Champion would recommend to be removed or carried forward:
- Continue with the scheduling work: some goals still need more work and should be assessed if they were working – it is always ongoing
- Big changes with the legislative changes may affect these goals
- Objectives to address course delivery modes, professional development
- Finding ways to route Undecided students toward major/metamajor
- Need to assess how the blueprints and student-centered scheduling worked, what impact it has had on completion

EPC Discussion and debrief:
Discussion of performance indicators for IP Goal 3, does it make sense to use a performance indicator of 15-unit completion in first fall term? Increasing efficiencies and support for those students makes sense, removing barriers to full-time attendance, but the college can only control scheduling and support, many students have external reasons they must or want to attend part time—is there a better metric? Also, does time-to-degree make sense for students who wish to transfer without a degree? AD-T degrees are for UC/CSU transfer students, we have more who transfer to out of state schools, we need to find a performance indicator to track the progress of those students, We do have a transfer indicator

with a goal of 60 units at transfer; we don't want students to take extra units, just the number of units they need to transfer

When will some of these platforms/ tech solutions happen? Example, Banner 9 was mentioned, can we stay up to date on that timing, a lot of progress depends on when technologies can be developed/implemented

Reminder that many of the future goals are contingent on the changes happening in the state.

Study sessions for next time: CER 1, CER 2, IP 4

Wrap Up

      Next meeting is Monday, November 6 (AC 229 and Zoom)