

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).

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Evaluate current interaction with high school partners and leverage existing programs		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in regular communication with high school and middle school partners to communicate urgency as to what will happen to students, so that they can be better supported, once they get to COM now with AB 705 curriculum changes in math, English, and ESL through an anti-racist lens.	Completed and Ongoing. Last year: Counselors discuss these topics in depth at the High School Counselor Conference. Update: Counselors discuss these topics in depth at the High School Counselor Conference in the Fall and the Annual Administrators Breakfast in the Spring.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Establish and communicate clear "college-ready" guidelines and pathways for high school students in Math, English, and ELL/ESL	Completed and Ongoing. Last year's report still applies. COMPASS demystifies college for students. Counselors and Outreach have been messaging: take 3 years of Math; don't give up on English; and get through Algebra II. Our Summer Bridge Program has a Math and English component as well.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Expand counseling and faculty outreach to high schools, including math, English, and STEM representation.

Completed and Ongoing. Update: We have a college counselor one day a week at San Rafael, Terra Linda, Tamalpais, and Novato. The counselors are meeting with the students 1:1 and discussing opportunities such as dual enrollment. Counselors do onsite educational planning with the students. They also do parent workshops in the evening and college night. The counselors also do classroom presentations with ESL and AVID Students. AVID Students have become COMPASS students at Tamalpais. The counselors also teach satellite courses at the high schools. We have COMPASS at San Rafael, Terra Linda, and Tamalpais and we teach counseling classes at the following continuation schools: San Andreas, Madrone, and Marin Oaks. Outreach and onsite educational planning for graduating high school seniors at the continuation schools. We have expanded counseling/faculty outreach to high schools. We started a Mathematics, Engineering, Science, Achievement Program which will also expand STEM representation at the high school.



Coordinate efforts with surrounding district leaders to remove institutional barriers for college-readiness.

Completed and Ongoing. Last Year's report still applies. Counselors participate in monthly meeting with Marin Office County of Education and county wide efforts such as Marin Promise. The Director of Outreach and Partnerships does information sessions and application workshops at the high schools. They support county wide efforts to complete college application and financial aid. Some examples of activities that support this initiative are COM College Night in Spanish, College Success Saturday, and priority registration. Update: Counselors discuss these topics in depth at the High School Counselor Conference in the Fall and the Annual Administrators Breakfast in the Spring.



IP6-6.2. 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.

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Improve universal design pedagogy and curriculum to ensure our relevant gateway courses are student-ready.	Last year's report still applies. Update: Piloting labor based grading; English 150 students must meet a tutor in the RWL four times a semester: written in COOR; Increased online hours in RWL; This work is ongoing/completed. This work will be connected to the culturally responsive pedagogy grant and the AB1705 funding (Equitable Placement Support and Completion Funding).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Improve effectiveness of math and English companion courses to improve success rates in corequisite gateway courses.	Last year's report still applies. Update: Piloting labor based grading; English Companion Courses: Adjusting methods and assignments; English 150 Companion course: Reduced units from 2 to 1; Created a Math 123 Companion course; English 150 students must meet a tutor in the RWL four times a semester: written in COOR; Making adjustments in Math Companion courses (reducing units etc.). This work is ongoing/completed. This work will be connected to the culturally responsive pedagogy grant and the AB1705 funding (Equitable Placement Support and Completion Funding).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Provide professional learning opportunities to share best practices (internal and external) in implementing AB 705, in collaboration with the Instructional Programs Objective 5.1 work team.	Last year's report still applies. Update: Provided FLEX sessions in Spring 2023 tied to this objective/action step for example Pump Up Your Writing Prompts in any Discipline, A Dialogue on UDL for STEM at College of Marin, and Culturally Responsive Teaching Strategies for Your Classroom; Piloting labor based grading; This work is ongoing/completed; This work will be connected to the culturally responsive pedagogy grant and the AB1705 funding (Equitable Placement Support and Completion Funding).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Provide professional learning opportunities for English, ESL, and math faculty to discuss alignment of curriculum with K-12 and adult education faculty.		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
With neighboring adult education programs, explore possibilities to supplement gaps in COM offerings in math and English.		<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>