

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: IP Goal 1

Champions: Assistant Vice President for Instructional Support and Dean of Educational Success Programs

IP Goal 1

Instructional Programs EMP Goal 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.

IP Goal 1 Performance Indicator 1: Nine percent decrease in average number of units accumulated by degree earners. Baseline is 93; target is 85. (Source: SSM Launchboard; average number of units accumulated by associate degree earners, all students, annual average of 2015–16 through 2017–18).

Pending: during Spring, 2021, we will analyze the data and determine progress status in the spring

IP Goal 1 Performance Indicator 2: Decrease by 15% the proportion of students accruing more than 60 units at COM at the time of transfer to a four-year institution. Baseline is 53%; target is 45%. (Source: National Student Clearinghouse, COM MIS data; first-time COM students entering in fall 2013–spring 2017, transferring as of spring 2019, and earning at least 12 units at COM).

Pending: during Spring, 2021, we will analyze the data and determine progress status in the spring

Strategic Plan Objective IP1.1: Student journeys (pathways) will be clearly mapped for all degree and certificate programs.

Progress Indicator IP1.1: All degrees and certificates are clearly mapped.

Completed: All current degrees and certificates are mapped and we are working to put those maps on the COM website.

Action Step 1.1: (Goal Year 2020-21) Map the student journeys (CTE / technical skill-building, College Skills / ESL, transfer), in collaboration with work team for Student Access and Success Objective 2.2.

Pending: work is underway; as part of the CTE Online Pathways grant, CE programs are being mapped along with the GE patterns.

Action Step 1.2: (Goal Year 2021-22) Investigate the fourth student journey – undecided – to unpack and sort lifelong learners / community education students from other undecided students in order to determine path and services needed for this undecided group.

Pending. we have not started this action step beyond the discussion phase. Other activities have to go first, including the finalization of the interest clusters and career search page. There is a sequencing of the work to be done before we have more in place to offer our undecided/undeclared students.

Action Step 1.3: (Goal Year 2021-22) Assess degrees, certificates, and transfer major preparation for units accumulated and time to degree.

Pending. During Spring 2021, we will gather and review the data to determine how students are doing with unit accumulation

Action Step 1.4: (Goal Year 2020-21) Assess how COM's general education pattern supports interest clusters.

Pending. Interest clusters are almost done and then we will convene an ad hoc working group (as part of the Curriculum Committee) with the goal of aligning complimentary GE courses with interest clusters

Action Step 1.5: (Goal Year 2021-22) Explore interdisciplinary connections across student journeys and leverage those to support student success.

Pending. Determine bridges/connections between programs and educational goals; develop a process; enlist counselors to figure out connections and have counselor liaisons work with departments to encourage collaboration and then develop communication plan to students (specifically, focus on makerspace work/career ed and transfer and bridges between ESL and career/transfer

Action Step 1.6: (Goal Year 2021-22) Continue work on re-envisioning CE to respond to workforce demands and integrate with transfer and other academic journeys/priorities. Design intentional activities to build out relationships with industry partners, in collaboration with the CER Goal 1 work team.

In progress: leverage the work done via the CTE Improving Online Pathways grant; Auto faculty using VR, propose to bring work experience into counseling and provide more holistic connection between coursework, whether that's in transfer or career ed, and career goals.

Equity: With the premise of "design for completion" in mind, diversifying delivery modes and bringing some CE programs online as an option for students allows students to access certificates, degrees, and opportunities for upskilling that were not available before in the online environment. Revitalizing work experience advances our equity agenda by creating internship and network-building experiences for students. This allows for students to build connections and experience for careers of choice.

Strategic Plan Objective IP1.2: Program-level maps will inform two-year course rotation blueprint designs and scheduling practices by faculty.

Progress Indicator IP1.2: Blueprints and scheduling will mirror mapped student journeys.

In progress: We are gathering data about scheduling and working with IT to develop a platform for a master schedule that is accessible to departments. In addition, part of this work is engaging faculty/departments in discussions about how their programs and degrees fit within the broader scope

of student journeys and IGETC. We have established the foundation for those discussions through assigning counselor liaisons to each department.

Action Step 2.1: (Goal Year 2020-21) Engage faculty in discussions on how programs fit into broader student journeys, in collaboration with Objective SAS2.2 Action Step 2.3 Work Team.

Pending: via the counselor liaisons – engage in discussions with the departments (provide more structure for how those interactions will occur) during Spring 2021

Action Step 2.2: (Goal Year 2019-20) Counseling liaisons collaborate with departments on course offerings, scheduling, and program roadmaps.

Completed: Since Spring 2019, counselor liaisons were assigned to each department. Then in Fall 2019, the counselor liaisons have been working with their assigned departments, attending department meetings to discuss course offerings, scheduling, and program roadmaps.

Action Step 2.3: (Goal Year 2020-21) Facilitate interdisciplinary collaboration opportunities to broaden lens outside of departments to see patterns in IGETC (Intersegmental General Education Transfer Curriculum), pathways, etc, in collaboration with Objective SAS2.2 Action Step 2.3 Work Team.

Beginning progress: Some progress is being made on this step with the work related to the CTE Online Pathways grant and bringing more courses online that meet the IGETC requirements. Additionally, work is underway to integrate the work around the interest clusters with the CTE online pathways and career education program (planning for the website is taking place but slowed down due to the Covid-19 crisis).

Equity: focusing more on how students go through the institution to achieve their ed goals vs. how we are organized by departments shifts our thinking about how we interface with students and the programs we offer. Courses in the GE pattern are complementary to the skills students need for their majors and getting faculty to think about their programs and how GE supports the breadth and depth of competencies and skills students need will give students more structure to what students take for their GE requirements and engender more of a cross-departmental consideration for how all the parts fit together.