

**Educational Planning Committee Report**  
**Academic Year 2019-2020**  
Year 1 of the 2019-2022 Strategic Plan  
Year 1 of the 2019-2025 Educational Master Plan

**EMP Focus Area and Goal: IP Goal 6**  
**Champions:** Dean of Educational Support Programs, Dean of Arts  
and Humanities, & Dean of Math and Sciences

Helpful Links (Note – for live links, switch from “editing” mode to “reading view” under “View”):  
[2019-2025 EMP and 2019-2022 strategic plan](#)  
[IP Goal 6 Timeline for Implementation](#)

**EMP 6-Year Goal and Strategic Plan 3-Year Objectives:**

*Instructional Programs EMP Goal 6: Improve completion of transfer-level math and English courses within a one-year timeframe through changes to curriculum and teaching / learning practices.*

*Strategic Plan Objective IP6.1: Given AB 705 implementation, maintain current success rate in gateway math and English courses with higher numbers of students.*

*Progress Indicator IP6.1: Degree/transfer seeking students completing both transfer- level Math and transfer-level English within the first year increases by 8 percentage points by 2025. Baseline is 9.6%; target is 17.6%. (Source: SSM Launchboard; Completed Both Transfer- Level Math and English within the District in the First Year; Degree/Transfer students; average of 2015-16 through 2017-18).*

*Strategic Plan Objective IP6.2: Given AB 705 implementation, maintain current success rates in content courses which utilize English/Math skills.*

*Progress Indicator IP6.2: Institution-set standard of 70% will be maintained in core content courses.*

1. **What actions have been taken toward achieving the objectives above? Please describe (reference action steps when relevant). Attach or add links to relevant documentation for each objective. Note: For attachments, clearly identify which objective the evidence supports. URLs are fine but please attach a screenshot of a webpage if the page will change over time.**

***Strategic Plan Objective IP6.1***

***Action Step 1.1. Integrate the Writing Center and English Skills Lab to support student learning.***

This action step has been completed.

The two labs were integrated into the Reading and Writing Lab, and it opened on 1/21/2020 with expanded hours.

***Action Step 1.2. Implement guided self-placements for English and math, and clarify process for students who cannot be placed by current transcripts, in collaboration with the work team for Student Access and Success Objective 1.3.***

This action step will be completed in Spring 2020

**English:**

English implemented guided self-placement as of Fall 2019. English guided self-placement questions are on the COM Placement Process webpage: <http://ss.marin.edu/assessment/self-placement>

**Math:**

The Math Department will create the guided self-placement by the end of Spring 2020.

**Clarify Process:**

We are still working to clarify the placement process for students who cannot be placed by current transcripts. Students can use the English guided self-placement questions to place into English without transcripts, but we are in the process of completing the math guided self-placement questions, so we can then clarify that process for students.

***Action Step 1.3: Provide special supports to help academically unprepared students to succeed in the program-relevant “gateway” (first semester transfer level) math and English courses by the end of their first year.***

This action step is complete.

Not only do several of the gateway transfer-level math and English courses have embedded peer tutors, but also companion courses have been created for both gateway English and math courses.

***Action Step 1.3.1: Evaluate effectiveness of math and English companion courses.***

This action step is in progress.

Evaluation will be ongoing.

***Action Step 1.3.2: Collaborate with Student Accessibility Services to develop curriculum to support student needs in math and English.***

This action step has been completed.

**English:** The English Skills department, Student Accessibility Services, and the Counseling department collaborated to create the Study Skills 60: English course. It was offered in Fall 2019 and again in Spring 2020. The course is designed to accommodate SAS students as well as other students and to help them acquire reading and writing skills. The course is offered as both credit and noncredit.

**Math:** The Math department, Student Accessibility Services, and the Counseling department collaborated to create the Study Skills 62: Math course. It is being offered in Spring 2020. The course is designed to accommodate SAS students as well as other students and will provide the opportunity to apply basic consumer math skills in a number of contextualized scenarios. The course is offered as both credit and noncredit.

***Action Steps 1.3.3: Explore offering late start classes in math and English and other support options such as success workshops.***

This action step is in progress.

***Action Step 1.4: Provide professional learning opportunities to share best practices in increasing student success implementing AB 705, in collaboration with the work team for Instructional Programs Objective 5.1.***

This action step is in progress.

***Action Step 1.5: Provide professional learning opportunities for English, ESL and math faculty to discuss alignment of curriculum with K-12 faculty (see IP Goal 2)***

This action step is in progress.

**English:** Educational Success and Outreach are working together to organize a meeting for Spring 2020 with English teachers from the Marin high schools and COM English and English Skills faculty.

**ESL:** In Fall 2019, ESL educators from Novato HS, Terra Linda HS, San Rafael HS, and Redwood HS met with COM ESL faculty, counselors, staff, and administrators to discuss ESL curriculum alignment among all the programs. This meeting clarified the need for further discussion and collaboration to best serve our ESL students.

**Math:**

A few years ago the Math department members participated on the Mathematics Professional Alignment Committee (MPAC). Part of their work was to identify gaps in the curriculum between the high schools in the district and COM. The math department is now in the process of planning another meeting with the local high school math teachers this fall.

***Strategic Plan Objective IP6.2***

***Action Step 2.1: Identify math/English skills that are needed in core content courses and develop responsive strategies.***

This action step is in progress.

***Action Step 2.2: Develop STEM pathway for students whose previous preparation in math is incomplete.***

While the throughput for the statistics courses have increased due to increased accessibility into statistics, the STEM pipeline is more complicated as strong intermediate algebra skills are necessary prior to entering the calculus course sequence. The Math department created a companion course for Math 103 in order to increase student success in intermediate algebra for students whose previous preparation in math is incomplete. The companion course allows the faculty member to slow down due to the extra time and provide just-in-time remediation. In addition, the math department revised the Math 103 COOR by lowering the floor, removing extraneous content, and keeping the same ceiling. Both the modifications in the Math 103 COOR and the addition of a Math 103 companion course were devised to increase the number of students entering the STEM pipeline by targeting students whose previous preparation in math is incomplete.

In addition, we started a STEM Learning Community Fall 2020 that supports students outside of the classroom with the following long-term goals: decrease racial and gender gaps in core STEM courses; increase the number of underrepresented students entering a STEM field; decrease time to degree; and increase the number of STEM transfers.

Lastly, the STEM Learning Community supports students whose previous preparation in math is incomplete by providing them a community that offers them mentorship, academic

resources, peer support, career and academic counseling, and internship and scholarship workshops.

***Action Step 2.3: Research best practices for creating supplemental instruction and scheduling, such as tutoring, workshops, and brush up credit/non-credit courses.***

This action step is in progress.

Peer tutoring and embedded peer tutoring are available for gateway/transfer-level courses in both math and English as well as many other content courses. However, not all students take advantage of these resources, so we are assessing how to encourage more students to use them.


In addition, we have been offering Success Workshops in English since Fall 2017. These one-hour workshops focus on building grammar, reading, and writing skills.

We are offering English 92L and English 98 to allow students the opportunity to brush up on grammar, reading, and writing skills. These courses are currently credit courses, but we are considering offering mirrored noncredit versions as well.

**2. Are you on track to achieve the objectives above? Please answer these questions for EACH of the objectives separately.**

a. Please self-rate your progress toward achieving each of the above objectives:

 Red: No progress


 Yellow: Substantial progress

 Green: All action steps implemented, and objective achieved

b. What evidence supports your judgment of progress made toward this objective? Include progress indicator data for each of the progress indicators above.

c. Where are you not on track? What will you do differently for next year / what else needs to happen?

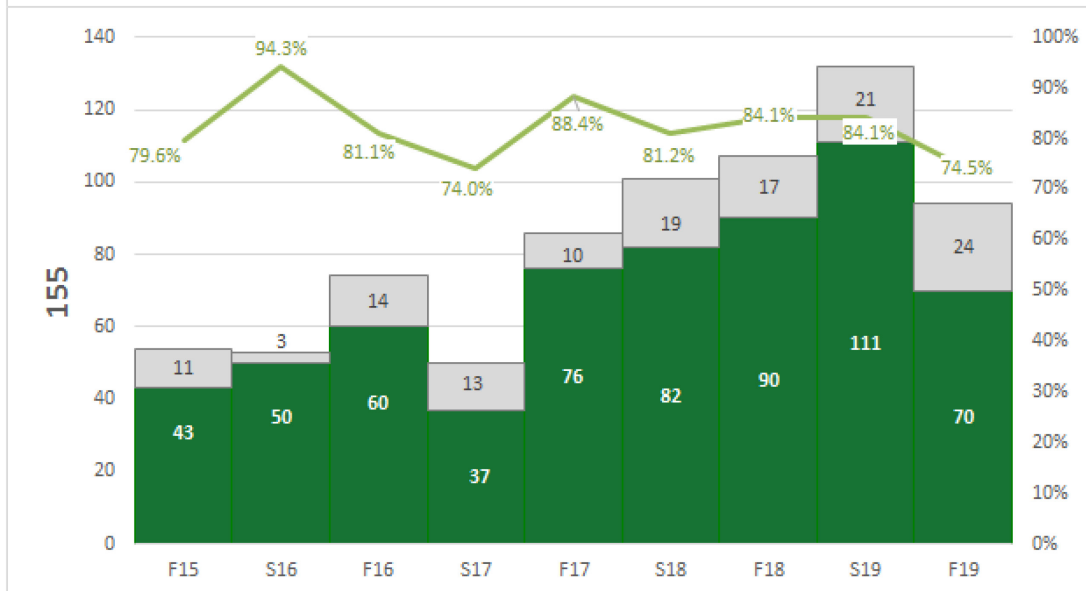
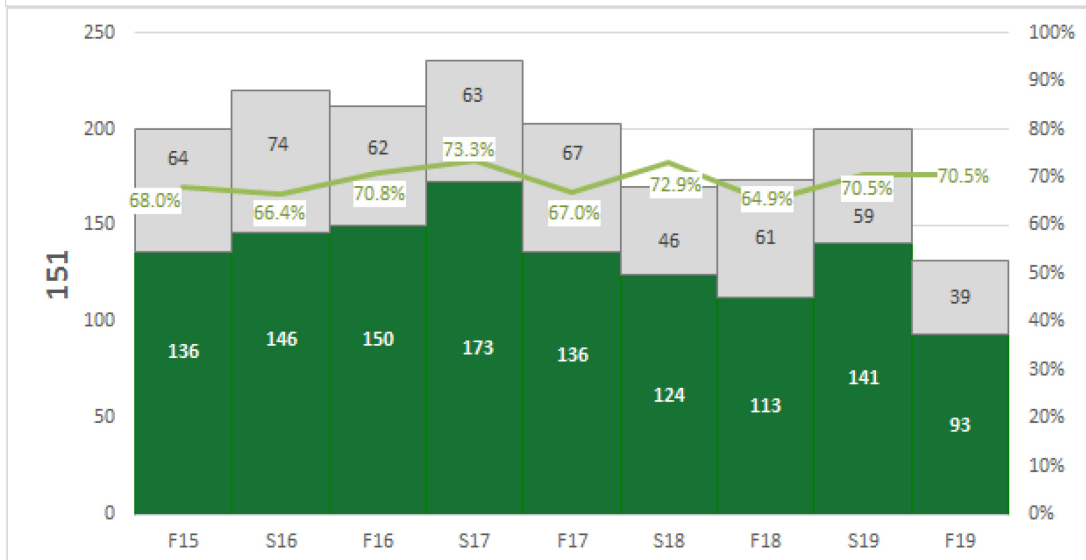
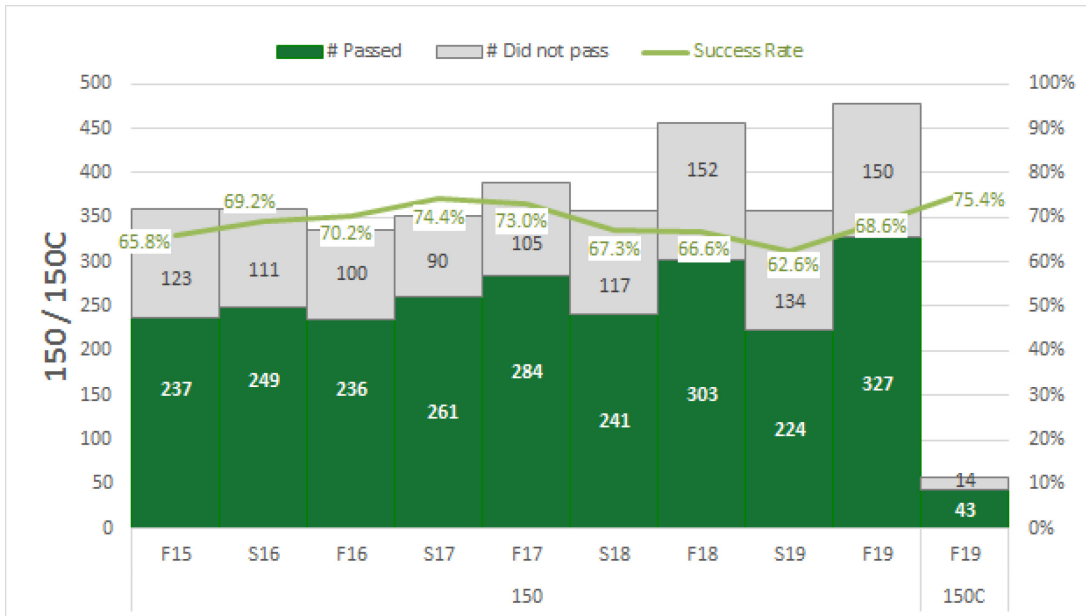
*Strategic Plan Objective IP6.1:*

a.  Yellow: Substantial progress

b. Please see action step work outlined above that shows completed work.


- i. For Fall 2019, the success rates for English 150 are 68.6% (just under 70%). However, for the English 150 with the companion course, the success rate was 75.4%, which is very promising for the first semester.

**Course Throughput and Success Rate in Transfer-Level English Courses, Fall 2015-Fall 2019**

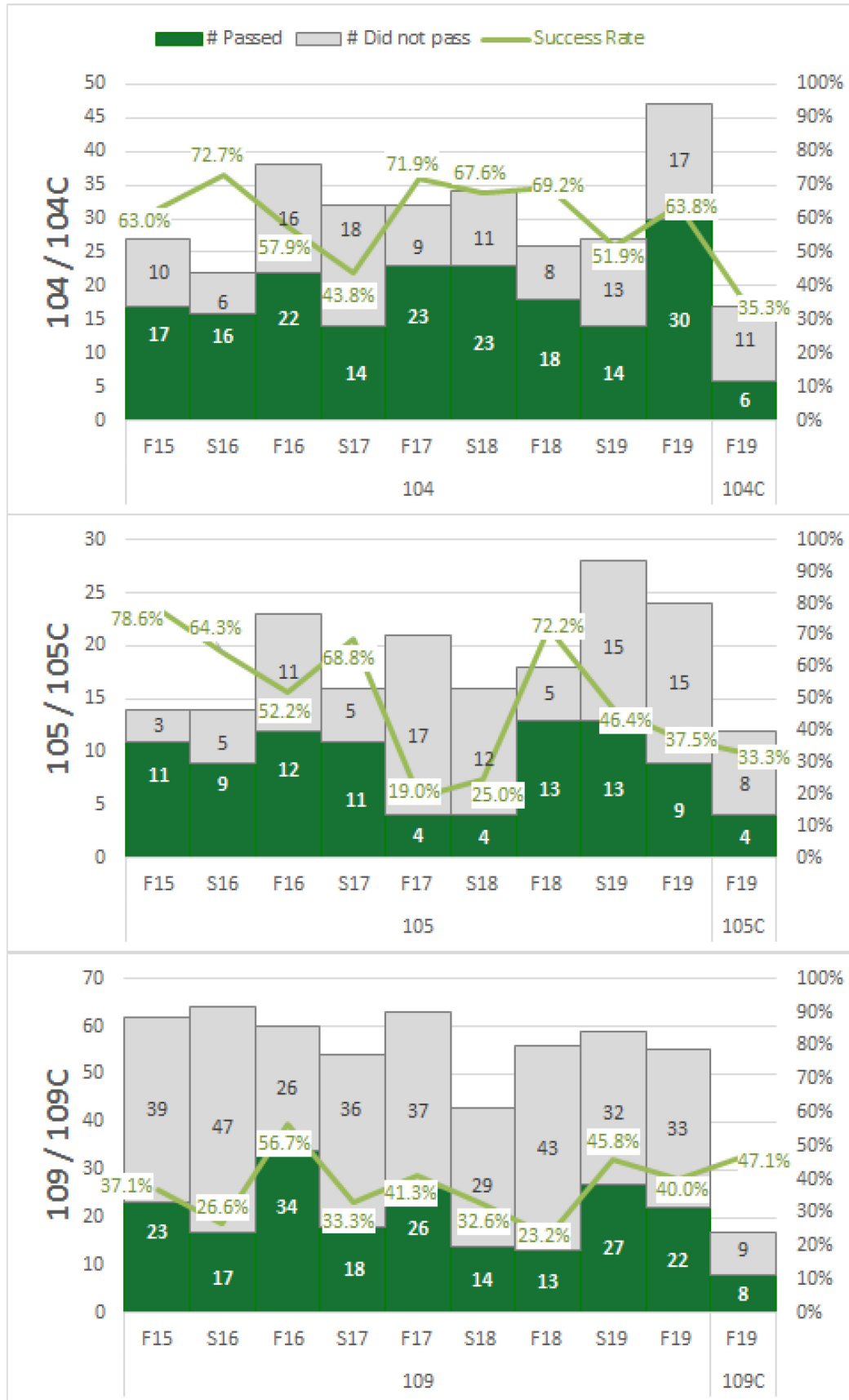


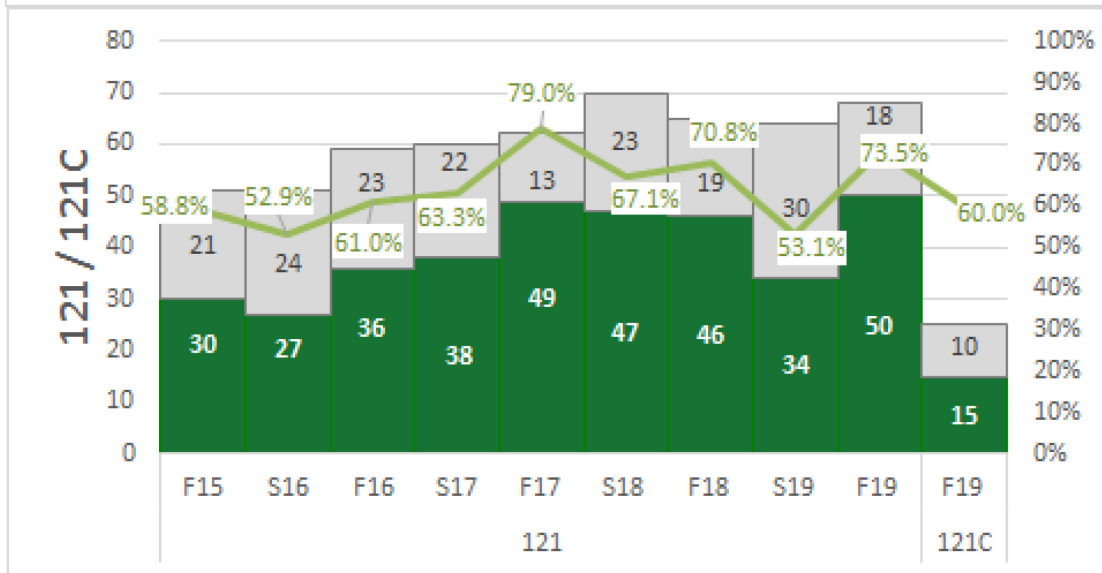
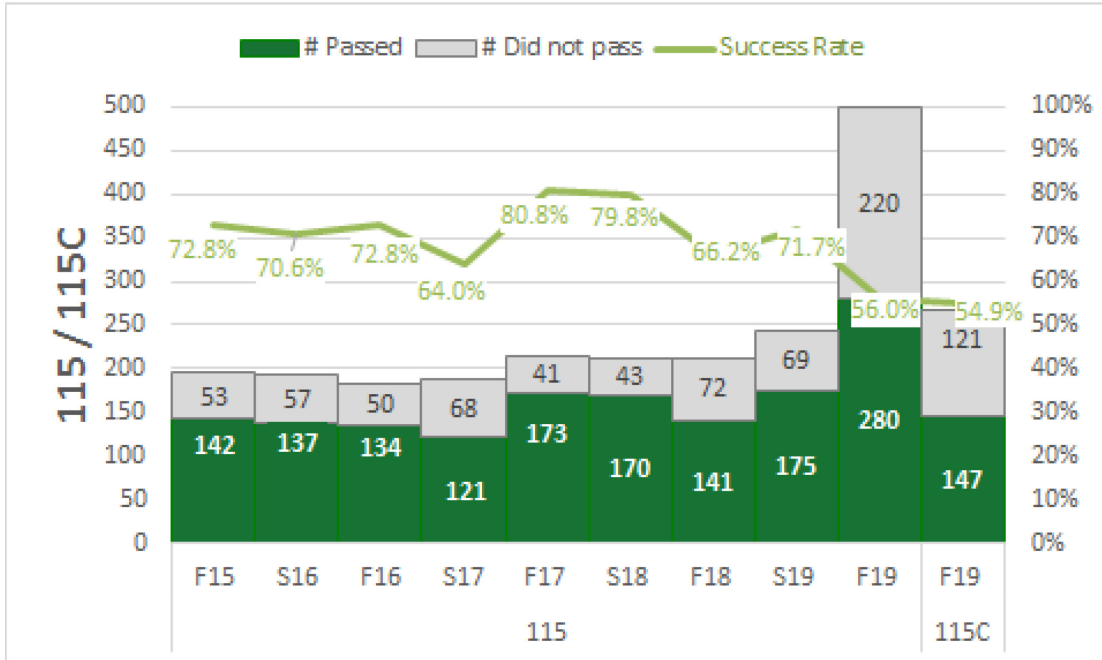
- ii. As for the progress indicator for students to complete both gateway/transfer-level math and English within the first year, we have gained almost one percentage point from the previous year, showing some progress.
- c. We will continue to research and organize professional learning opportunities to complete Action Step 1.4 and Action Step 1.5 over the next two years and to increase the success rates in gateway/transfer-level math and English courses.

*Strategic Plan Objective IP6.2:*

- a.  Red: no progress
- b. Please see action step work outlined above that shows completed work.
- c. We will work with core content instructors to identify needed skills and to develop responsive strategies to complete Action Step 2.1 over the next two years. We will also continue to research and assess best practices for supplemental instruction to complete Action Step 2.3 over the next two years.

**Course Throughput and Success Rate in Transfer-Level Math Courses, Fall 2015-Fall 2019**





**3. Performance Indicator Data for EMP 6-Year Goals: Please input Year 1 performance indicator data below:**

Number and Percentage of Students Completing Transfer-level Math and English in the First Year

	2015-16	2016-17	2017-18	2018-19
	<b>Baseline</b>			<b>Performance</b>
<b># of students</b>	38	49	43	55
<b>% of first-year cohort</b>	9.0	10.4	9.4	10.3

Source: Chancellor's Office Management Information System. Baseline data is from the CO SSM Student Success Launchboard; performance data calculated from COM's MIS data.

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