

IP Goal 6: 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).	Timeline: Please Mark an "X" in which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
Tasks/Action Steps:	Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)	
<ul style="list-style-type: none"> Evaluate current interaction with high school partners and leverage existing programs 			X	
<ul style="list-style-type: none"> 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. 	X			Counselors discuss these topics in depth at the High School Counselor Conference.
<ul style="list-style-type: none"> Establish and communicate clear "college-ready" guidelines and pathways for high school students in Math, English, and ELL/ESL 	X			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.
<ul style="list-style-type: none"> Expand counseling and faculty outreach to high schools, including math, English, and STEM representation. 	X			<p>New this year: 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 have done parent workshops in the evening and college night. The counselors are also doing classroom presentations with ESL and AVID Students. Next year AVID Students will 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. We have expanded counseling/faculty outreach to high schools and will continue in the upcoming year.</p> <p>We are starting a Mathematics, Engineering, Science, Achievement Program in the spring which will also expand STEM representation at the high school.</p>
<ul style="list-style-type: none"> Coordinate efforts with surrounding district leaders to remove institutional barriers for college-readiness. 	X			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.
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.	Timeline: Please Mark an "X" in which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
Tasks/Action Steps:	Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)	
<ul style="list-style-type: none"> Improve universal design pedagogy and curriculum to ensure our relevant gateway courses are student-ready. 	X			<p>The English Department has done a lot of work to improve their online pedagogy which meets the UDL practices. In general, the English department has implemented several practices to improve universal design pedagogy by increasing the number of formative assessments, creating clearer student-centered assignments, using rubrics for grading assignments, increasing 1:1 instruction, and explicitly teaching reading strategies.</p> <p>The Math Department are discussing creating new classes to rebuild our entry-point offer. Ideas stemming from "Grading for Equity" such as: more flexibility with deadlines to recognize and accommodate students' constraints; avoid grading systems that penalize one-time poor performance.</p> <p>When we met with the Math and English chairs, we discussed how to increase collaboration between Math and English to exchange ideas and learn from each other.</p>

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. (Continued)	Timeline: Please Mark an "X" in which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
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<ul style="list-style-type: none"> •Improve effectiveness of math and English companion courses to improve success rates in corequisite gateway courses. 	X			<p>The English department is updating COORs that support equity minded principles such as mandating 1:1 tutoring to formalize the practice, utilizing UDL principles, and incorporating diverse voices and deliveries. Both Math and English are trying to increase 1:1 instruction via the Math Lab and Reading and Writing Center. The Math Department are having equity centered discussions at department meetings and are sharing ideas, readings, practices. They are also exploring a different balance between in-class time and one-on-one instruction in companion courses. Ideas for the future:</p> <ul style="list-style-type: none"> •Support or proactive check-ins by counselors, followed by direct assistance. •Collaborate with various groups (e.g. UMOJA, Puente) and connecting them to the Math Lab. •Experiment with students small cohorts/learning communities; assign tutors or student tutors for these small cohorts.
<ul style="list-style-type: none"> •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. 	X			<p>The Professional Learning Committee will be putting out a Spring FLEX Proposal tailored to this action step. The FLEX Proposal will be incorporating professional learning opportunities as it connects to both IP5 and IP6. The English department has participated in Reading Apprenticeships Professional Learning and Reading and Writing across the curriculum Professional Learning and implementation. Math department is planning to collaborate with the English department to exchange on the strategies used post-AB705. Topics include universal design pedagogy and increased reliance on one-on-one instruction.</p>
<ul style="list-style-type: none"> •Provide professional learning opportunities for English, ESL, and math faculty to discuss alignment of curriculum with K-12 and adult education faculty. 			X	
<ul style="list-style-type: none"> •With neighboring adult education programs, explore possibilities to supplement gaps in COM offerings in math and English. 			X	
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.	Timeline: Please Mark an "X" in which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
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<ul style="list-style-type: none"> •Implement recommendations for responsive strategies made for identified math skills needed in core content courses (STEM focus), through an equity lens. 		X	X	
<ul style="list-style-type: none"> •Engage faculty in unpacking the notion of “remediation” in math, writing, and reading literacies across the curriculum and course sequences; inquiring into and embracing a student-ready paradigm. 		X	X	
<ul style="list-style-type: none"> •Research and implement best practices for creating supplemental instruction and scheduling. 	X			<p>The District put out a call through UDWC to identify Math Skills in Core BSTEM courses. The faculty members will be:</p> <ol style="list-style-type: none"> 1) Working with PRIE to survey content BSTEM faculty about math skills required for their courses. 2) Researching strategies to support students around math skills in content BSTEM courses by connecting with other colleges and with key constituents at COM, such as BSTEM faculty, counselors, tutors, students etc. In addition, the work of the Student Centered Scheduling group will provide insights on scheduling in the future.