

**Educational Planning Committee**  
**November 21, 2022**  
**2:00-4:00 p.m.**  
**AC 229 and Via Zoom**

**Present:** Holley Shafer, Lilyana Barajas, Emily Fox, Mary Kesler, Alison Brier Welch, Sara Malmquist-West, Alina Varona, Irina Roderick, Logan Wood, Julian Solis, Cara Kreit

**Guest presenters (members of EPC):** Alina Varona and Julian Solis

**Agenda:** Approved

**Minutes 11/07/22:** Approved

### **Study Session**

Facilitator leads review of CER Goal 1 and CER Goal 2

**Champion Presentation by: Alina Varona**

**See Champion Report\_CER1 in Additional Materials with the 11/21/22 Agenda.**

**CER1: Enhanced partnerships with business/industry to meet student and local workforce needs**

#### **Objective 1.1**

Improve internal coordination to ensure a mission-aligned approach to expanding business, industry, and community partnerships.

#### **Discussion:**

- Expanding Business, industry and community partnerships: The 4 key people from COM working on this are: Keith Rosenthal, Alina Varona, Julian Solis and Lori Friedman (Director of Community Partnership)
- In action step 2 clarification: convening regularly with all focus groups who are working together to share resources and to leverage each organizations strengths and resources is the goal.
- Will outcomes data be needed? How can we receive data to see if we're seeing better outcomes? Action step is more focused on refining internal communication.
- Do you have enough people? Current group is high-functioning. However, internally, there is room to grow on communicating and developing a shared understanding of the baseline. They are focusing on bringing the college collective to centralize the work with external groups (ie: Bank of America- Equity-centered Workforce).

### **Objective 1.2**

Delivery methods for current and potential educational content meet community, industry, student, and other mission-specific needs.

#### **Discussion:**

- Will this work be done in Year 1? This goal will be met this year, but will always be ongoing and must happen annually, not just this year.
- Are you locating all of the services at IVC? Yes, Fire Foundry is an Earning and Learning program. All of the courses that Fire Foundry students need are already at IVC. At peak of fire season Bldg. 17 could have 100-150 students.
- Recruiting of students happens through FIRE Foundry, a collective recruiting agency.

**Champion Presentation by: Julian Solis**

**CER2: Enhance and optimize partnerships between COM and the K-12 educational system, including IVC offerings.**

### **Objective 2.1**

Concurrent enrollment offerings provide college access to a greater number of high school students, especially under-represented, and leads to increased college attainment and success.

### **Objective 2.2**

Increased K-12 participation in campus events and opportunities to ensure college connection and degree completion.

**See Champion Report\_CER2 in Additional Materials with the 11/21/22 Agenda.**

#### **Discussion:**

- Working with non-traditional High Schools in the area. Marin Oaks, San Andreas, independent study programs. COMPASS program is at Tam, San Rafael and Terra Linda.
- COM is establishing a presence at District or school-site ELAC or SELAC groups for parents.
- Concurrent enrollment vs articulation: Preference has been with concurrent enrollment. There are challenges with articulation: turnover with staffing, schools that are interested in doing articulation agreements are led by individual teachers then working with COM faculty for agreements, getting instructors vetted- it is a difficult process. Articulation agreements are generally one year.
- Sara Malmquist-West commented that she should be brought in to any articulation discussions. She does College Articulation agreements. Classes that are included in a high school articulation agreement may not transfer to 4-year College.
- Articulated courses are taught by high school teachers. Must be quality-controlled so that College faculty must sign-off that the course is the same. Challenges with union contracts for faculty. Dual enrollment: College faculty teach the courses.
- Perhaps considering Credit for Prior Learning rather than articulation.
- At Non-traditional high school sites, all pathways are open to students. Whatever pathway appeals to students. Marin Oaks has a Bridges Program.
- Regular convening meetings are yearly.

- Performing Arts – question about why was this called out particularly in action step 2. PA may have been added in response to Community Feedback and taskforce agreed to add it.

Action: Objective 2.2 Action steps 1 and 4 are very similar. (re: Marketing) Check the wording from the Strategic Plan to be sure it is correct.

### **EPC discussion and debrief**

- Discussion about Credit for Prior Learning: Who is spearheading this (mentioned in IP3 & 4)? Sara M-W and Cari T-B should meet to discuss with Julian S.
- Credit for Prior Learning challenges discussed. COM Senate is discussing who can sign off on CPL. Language was revised in November 2022.
- Data on CPL: difficult to track data - where does the transcript data live? Not being traced at this time.
- IP3 – IP6: no further discussion
- CER1 and CER2: no further discussion

### **Wrap Up**

Emily is the next Study Session facilitator for EQ1, EQ2 & EQ3

Next meeting is December 5, 2022