

**Educational Planning Committee**  
**September 27, 2021**  
**2:00-4:00 p.m.**  
**Via Zoom**

**Present:** Cara Kreit, Holley Shafer, Gina Cullen, Alina Varona, Emily Fox, Logan Wood, Connie Siegenthaler, Julian Solis, Emma Mitteregger

**Absent:**

**Guests:** Cari Torres, Jon Horinek

**Agenda**

Agenda was approved for the current meeting.

**Minutes**

Minutes approved for September 13. 2021

**Introduction of student rep committee member:**

Emma Mitteregger: serves as ASCOM Marketing Senator, interested in learning more about how things work at the college.

**Review of Facilitator Sign Up Sheet:**

Members were asked to sign up to present on one or two goals if possible. This entails giving an overview of the goal and progress to date. Meant to be a recap, not an in-depth discussion of the goal. The presenter and the goal champion can be the same person.

**Overview of EPC Resources:**

Cara introduced members to EPC webpage and planning webpages where copies of plans, previous reports, reporting on goals and evidence can be found.

**Presentation of Student, Access and Success goals 3, 4 & 5:**

**Goal 3:** Progress has been made in years 1 and 2 but COVID has had an impact on progress on the action steps. Focus has been on Non-credit ESL students; these students can now see their Ed Plans and classes on Banner. Other progress has been made in year 2 – modes of delivery of services have been changed in response to COVID-19. Year 3 will hopefully see a focus on materials being translated into other languages. Adult re-entry students are also a challenge to try and engage. Looking for ways to reach these students, such as a Summer Bridge cohort for re-entry students.

**Goal 4:**

Progress has been made in years 1 and 2. The interest clusters are clearly laid out on the website, more counselors pushing into classes for mini orientations and more counseling

interaction with students generally and Ed Plans can be seen. Actions steps 1.3 and 1.5 have been moved to year 3 due to COVID-19.

**Goal 5:**

Very little progress was made in year 2. Earlier intervention and more support are needed for students who are struggling. Try to encourage student participation in learning communities, these students seem to do better. Students are not as likely to ask faculty for support for problems other than academics. We need to do a better job letting students know about the different kinds of support services that we offer. Development of a faculty reporting system like COMcare for academic issues was discussed but there is a problem of scale –we don't have coordinated support system to follow up on the faculty reports and reaching out to potentially struggling students is sensitive. COMcare has a dedicated team of case workers to handle individual cases for behavior/mental health which is not possible with academic issues because of the potential number of them. EPC suggestions included working with the Academic Senate to discuss, and reframing "academic probation" discussions with more supportive language such as "warning;" professional development for faculty outreach including roster management; collection of data from students such as focus groups

**Champions Presentation:**

**SAS Goals 3, 4, & 5 – Cari Torres, Jon Horinek**

**Look Back and Look Around:**

**Goal 3:**

Action Steps 1.2 - 1.5 are not completed. Progress has been made on an "orientation toolbox" which has a variety of resources available for "just-in-time" connection with students including the how-to videos developed by Sally Wong. These videos and the welcome center will be a big part of student orientation going forward. Counseling is continuing to push into Non-Credit ESL classes. Expect more progress on this step in Year 3.

**Goal 4:**

Counseling is continuing to work with non-credit ESL developing Ed Plans. Degree Works has proven to be a stumbling block in working with Ed Plans, it doesn't integrate well with Banner and IT dept is too busy with other more pressing issues. Degree Works is far down the list of priorities. Ed Plans can be seen by non-credit ESL students but are no longer visible once they transition to credit classes.

**Goal 5:**

Possibly reevaluating action steps and how we approach this goal. If we set up a faculty reporting system without the infrastructure in place to support, it the students will suffer badly. Faculty will think they have done their job in reporting a student who needs intervention, but there is no support in place to help the student. The goal is an "early alert" system that is sensitive to students. Some faculty use midterm grades to assess if students are struggling in their classes. Faculty or counselors can reach out to students to see what help they need, also if the student belongs to a learning community they can reach out to the student as well. Do an evaluation of outreach strategies and see where that can be improved.

**Look Ahead:**

**Goal 3:**

One bright spot that should be recognized is the focus on ESL Non-Credit students and helping them with technology issues and going virtual. The success of this speaks to the commitment of everyone involved in this effort.

**Goal 4:**

Noncredit ESL Ed plans are impacted by slow progress of implementing Degree Works and its integration with Banner.

**Goal 5:**

Reconsider some of the action steps for this goal. The action step 1.1 may have some unintended consequences of putting the onus on the student rather than the faculty.

**Equity:**

**Goal 3:** Bringing more services to students, especially noncredit ESL

**Goal 4:** Creating Ed plans earlier with clear goals/paths. This intersects with the interest clusters and provides a more concrete path to follow to achieve the student's goals. Students are here for a variety of reasons including AA, transfer, career change etc.

**Goal 5:** First step is keeping students off academic probation to begin with. Professional Development with an emphasis on equitable teaching practices will have a positive impact on students. These teaching practices should become embedded in the practices here at COM. They should become the "normal" way of teaching. Good teaching practices will work in both a virtual and in person format. There are lessons from the pandemic that can be used going forward.

**Recommendations for next Strategic Plan:****Goal 3:**

Early intervention and support for students, especially noncredit ESL, including counselor push-in to ESL classes.

**Goal 4:** More focused outreach to students and development of Ed plans, especially Noncredit ESL.

**Goal 5:**

Rewrite the action steps for this Goal. Strategic Plan Taskforce will focus on "early alert" activities.

**EPC Discussion:**

Is there a system like COMcare for academic issues? There is a reporting system but there is no infrastructure to support it. There is a dedicated COMcare team that follows up with each student that is flagged via COMcare as having a problem/crisis. There is no bandwidth for that kind of academic support/follow-up.

Classes that have more "passive instruction" and less student interaction means that students can be struggling without the instructor realizing it. The more student/instructor interaction

there is the more the student is likely to have success in the class and to know where they stand academically. A relationship between the teacher and student is critical for student success. The Academic Senate has started focusing on “early alert” and early intervention as well. The Senate wants to change or remove the words “academic probation.”

What do other schools do about this issue? There are several software programs that will use an algorithm to give an idea of “predictive risk.” It is important that we focus on things that are appropriate for us as a small school and are actually doable.

How do we collect information on students’ needs? FLIT did a series of focus groups with students a couple of years ago. We will be doing more of that in the next couple of years as well as student surveys.

Do students know how to obtain services? How can we get students to seek help for different issues, not just academic? How can we get help to students earlier?

**EPC Recommendations:**

**SAS Goal 3:** Bring forward and reevaluate action steps and adjust based on our experience with COVID-19.

**SAS Goal 4:** Bring forward, but we need to get more info on this to make a specific recommendation. Consult with IT dept and see what their timeframe might be, is there a workaround for Degree Works?

**SAS Goal 5:** Bring forward and reevaluate the action steps