Educational Planning Committee Report
Academic Year 2020-2021
Year 2 of the 2019-2022 Strategic Plan
Year 2 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

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.

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

Action steps discussion for SAS Goal 1 from 12/7/2020

Guided self-placements for math and English. Focus on helping students place themselves in math classes for those who do not have a recent GPA. Late start classes are currently being assessed. Offering late math and English companion classes will be a challenge and no success workshops are being offered. Actions step 1.4, 1.5 and 6.2 are delayed due to COVID. Action steps 2.2 and 2.3 are ongoing – it is difficult to assess success rates for these programs because there is no prior data to look at. Discussion: Contextualized math courses – it was noted that a good instructor will bring this into the classroom all the time. Online VS In person instruction – how to make resources available to students, how to keep students engaged, how to determine success and success rates.

The following are updates through 5/2021:
   1) *The Math Self-Placement tool has been created and now we are building it into Comevo, which will then be posted onto the COM website at the end of Spring 2021.*
   2) *We offered a late start Math 115 this spring.*
   3) *A Math bootcamp will be offered in the fall to booster student success in the calculus sequence.*
   4) *English will offer a late start ENGL 150/150C class in fall 2021.*

EPC Feedback 12/7/2020

What does self-placement in math look like if there are no math problems allowed? Some instructors use diagnostic tests at the beginning of the semester to gauge the class readiness and determine what resources might be needed to foster success.

What is success in English 150 w/ AB 705, if higher throughout and no pre-reqs means likely lower success rates, and what does that mean for how much students can progress in one semester? This is opportunity to rethink how we offer these courses so all students can succeed.

Progress Indicators

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).

Value for 18/19: 9%
Value for 19/20: 16%
Value for 20/21: N/A

Gateway English and Math Courses
Enrollment and Course Success by Academic Year

Course	2016-17 # enrolled	2016-17 % success	2017-18 # enrolled	2017-18 % success	2018-19 # enrolled	2018-19 % success	2019-20 # enrolled	2019-20 % success	2020-21 (Summer and Fall only) # enrolled	2020-21 (Summer and Fall only) % success
ENGL150	716	72.3%	753	70.8%	819	64.8%	844	65.1%	473	69.0%
MATH115	408	70.7%	456	79.9%	476	67.7%	865	64.8%	496	63.9%
MATH104	65	53.3%	63	65.8%	52	58.2%	65	58.8%	44	29.5%
MATH105	38	56.1%	36	22.0%	45	55.3%	42	41.9%	23	52.2%
MATH109	119	42.9%	117	40.7%	121	35.5%	106	51.3%	61	26.2%
MATH121	130	60.0%	156	70.5%	139	60.4%	118	74.4%	106	68.9%

Grades of A, B, C, CR, P divided by A, B, C, CR, P, D, F, FW, NC, NP, W, EW. Success Rate is the percentage of students who received a passing grade of A, B, C, CR or P (Pass) at the end of the semester. ("Incomplete", "in Progress" and "Report Delayed" grades are excluded from the calculation. Only grades for credit courses are included.)

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

Course Success in Core Content Courses by Academic Year

2016-17	2017-18	2018-19	2019-20	2020-21 (Summer and Fall only)
74.2%	74.3%	73.3%	75.5%	78.0%

Core content courses included: ANTH101, ANTH102, ARCH110, ART101, ART102, ART103, ART130, ASTR101, AUTO110A, AUTO111A, AUTO111B, AUTO111C, BEHS103, BIOL110, BUS101, CHEM110, CHEM114, COMM100, COMM110, COUR110, DRAM110, ECE101, ECE110, ECON101, ETST110, GEOG101, GEOL103, HED114, HIST100, HIST101, HIST110, HIST117, HIST118, HUM100A, KIN114, MMST110, MUS102, MUS103, MUS105, MUS109, PHIL110, PHYS108A, PHYS110, POLS101, PSY110, SOC110

Rating of progress

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

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

Rating: ⬯ *Yellow*

We have made some progress regarding IP6.1.   We have maintained current success rate in some gateway math and English courses. In addition, it should be noted that the throughput has dramatically increased in Math 115 despite the slight dip in success rates.   This probably explains the significant increase in Degree/transfer seeking students completing both transfer-level math and transfer-level English within the first year. We have some work to do with Math 104 and Math 109. Given the pandemic and being online, it is difficult to assess the efficacy of the Math companion courses. While our statistics pipeline is doing well, the Math department recognizes the need to improve the success rates of the calculus pipeline. This fall the Math department will be piloting a Math bootcamp. Below is a description of the scope of work copied from the UDWC call.

Scope of Work:

The faculty members responsible for the Bootcamp development will

- *review the calculus curriculum and core algebra skills.*
- *develop a packet and/or other exhaustive and extensive algebra assignment for students to complete during the Bootcamp.*
- *teach the Bootcamp.*
- *evaluate student progress and make recommendations where warranted.*
- *supervise the Instructional Specialist during the Bootcamp.*

Product:

- *a well-developed and vetted packet which may include written as well as online exercises*
- *teach a week-long Bootcamp for approximately 10 total hours with students and one hour each day for reflection, revision and providing written feedback to students*
- *a report to the math faculty (and other interested parties) about lessons learned and celebrations from the Bootcamp*
- *an assessment of the effectiveness of the program including, but not limited to, student outcomes and understanding, and success and persistence rates in the calculus course(s)*

In English, the throughput for ENGL 150 has also increased, but success rates have dipped some. The department is exploring different strategies to increase success rates in ENGL 150, such as class size and professional learning around equity-minded curriculum.

We also plan on providing professional learning opportunities for English, ESL and math faculty to discuss alignment of curriculum with K-12 faculty once we are able to meet in person safely.

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

Rating: 🟡 *Yellow*

The STEM Learning Coordinator, a Chemistry faculty, is discussing the idea of creating a companion course to support entry level chemistry courses that are struggling. As stated last fall "Post-COVID 19, we plan to facilitate meetings with Math and the departments and faculty who teach science courses to discuss skill gaps and strategies to provide just-in-time remediation as well as science companion courses."

Regarding English skills, we have been working on a survey for introductory content instructors to be dispersed this Spring 2021. Following the completion of the survey, we will have a clearer idea of the English skills students need support with to succeed in these classes. At that point, we can begin discussions about the ways to provide support and just-in-time remediation.

Interestingly, we have maintained current success rates in content courses which utilize English/Math skills. The average success rates have actually slightly increased instead of decreased. It could be that we do not have enough data and time to see the effect of AB 705 or it could be that considering these courses have no prerequisites, the instructors are already accustomed to supporting students who need additional skill support. We will need to see what happens over time. Also, individual content courses should be assessed.

We are on track for our performance indicator, considering we are only 1.6% away from our 2025 target within the first year.

We need to work on professional learning for math and English instructors to increase success rates and to align/connect with K-12. We also need to develop ways to provide support for content courses around English and math skills.

Performance Indicator Data for EMP 6-Year Goals

Degree/transfer seeking students completing both transfer-level math and transfer-level English within the first year increases by eight percentage points by 2025. Baseline is 9.6%; target is 17.6%. Source: SSM Launchboard.

PRIE Data for 20/21:

Baseline / Target	Year 1 19/20	Year 2 20/21	Year 3 21/22	Year 4 22/23	Year 5 23/24	Year 6 24/25
9.6% / 17.6%	16%	N/A				

EPC Use Only

EPC supports the self-evaluation of progress for Strategic Plan Objective IP6.1

EPC supports the self-evaluation of progress for Strategic Plan Objective IP6.2

EPC notes tremendous progress for completion of English/math (close to target already in first year) and core content course grades have held steady too.