

Educational Planning Committee Report
Academic Year 2020-2021
Year 2 of the *Strategic Plan 2019-2022*
Year 2 of the *Educational Master Plan 2019-2025*

EMP Focus Area and Goal: Instructional Programs Goal 2
Champions: Vice President for Student Learning & Success

[Timeline for Implementation](#)

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

Instructional Programs EMP Goal 2: Align curriculum with K-12 partners and workforce demands and increase interaction between COM faculty and K-12 faculty.

Strategic Plan Objective IP2.1: Align curriculum between K-12 and COM for math, English, and ESL.

Action steps discussion for IP Goal 2 from 3/1/2021

Alignment of K12 and COM curriculum has been somewhat stalled due to COVID, but the mechanism for collaboration is in place when that is allowed. There have been success stories – as an example the culinary program is working with Marin Oaks (continuation high school) to provide a path from high school into the COM program.

More help is needed by the high schools to get students ready for college math.

- Students need more problem-solving skills.
- Easily accessible information about what resources are available on campus such as tutoring etc.
- Changing the mindset that it is okay to ask for help.
- Helping students to contextualize math and math concepts, cross walking math concepts with career paths (imbedded in the Summer Bridge Math content)
- Assisting the high schools to align curriculum – as we refine out curriculum keeping the high schools involved and informed on that process.
- Seek to provide a continuum of curriculum: exposure – exploration – momentum – progression.
- Pathway/curriculum mapping collaboration between high school and COM faculty is critical for the success of AB705.

-Plan to convene local Assistant Superintendents to discuss issues that relate to policy decisions, e.g., Math/English placement re: AB 705, K-12 to COM ESL alignment/articulation, support for Newcomer students

Closer collaboration is needed with Marin Alternative high schools to figure out where the students are going who: don't show up at either a community college or a four-year school. Are they dropping out to work? What help is available for them?

- Fee waivers
- Open-source textbooks
- CARES Act can help some.
- Dual enrollment is free for high school students.
- Internship class might be used for college credit for working students.
- Scheduling classes at a time for works for working students – such as evenings and weekends with a Career Exploration class offered at each of the continuation school sites (San Andreas, Madrone, Marin Oaks)

-Dedicated Counselor working with high schools on career pathway programs, identifying appropriate COM classes to leverage the high school classes, and supporting students with onboarding process
 -Satellite classes at specific sites to increase enrollment among first generation/under-represented students with culturally relevant content, e.g., Introduction to Ethnic Studies at San Rafael and Madrone High Schools which share the campus

EPC Discussion/Feedback from 3/1/2021

Work with schools around alignment has been delayed.
 Recognition that convening teachers across institutions may be much easier now w/ Zoom culture, before in-person was an impediment.




Progress Indicators:

Progress Indicator IP2.1: Record of dialogue with K-12 and gaps in alignment with K-12 have been identified.

Value for 20/21: Substantial progress. While we weren't able to convene our HS partners on a number of topics due to the pandemic, VP Student Student Learning and Success will be convening the Assistant Superintendents on AB 705, ESL, and career pathways May/June 2021.

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 IP2.1:

Substantial progress. While we weren't able to convene our HS partners on a number of topics due to the pandemic, VP Student Student Learning and Success will be convening the Assistant Superintendents on AB 705, ESL, and career pathways May/June 2021.

Performance Indicator Data for EMP 6-Year Goals

IP Goal 2 Performance Indicator: Recent graduates of Marin high schools are increasingly prepared for English and math success at COM, measured by entering GPA and grades in English and math. Baseline: mean high school GPA, 2.9 (B); mean grade in highest high school English course, 2.8 (B-); mean grade in highest high school math course, 2.5 (C+). (Source: COM MIS data and CCCApply, first-time freshman graduating from Marin high schools enrolling the Fall term after graduation, Fall 2017 and Fall 2018).

**High School GPA and Grade in Highest Level High School Math and English Courses
 COM First-Time Freshman from Marin High Schools, Fall 2017/ 2018 and Fall 2019**

	Baseline (Avg F17/F18)	Year 1 Performance (Fall 2019)	Year 2 Performance (Fall 2020)
Mean High School GPA	2.9 (B)	2.9 (B)	3.0 (B)
Mean Grade in Highest High School English Course	2.8 (B-)	2.8 (B-)	3.0 (B)

Mean Grade in Highest High School Math Course	2.5 (C-)	2.7 (C)	2.8 (B-)
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Source: CCCApply (self-reported by students)

EPC Use Only

EPC supports the self-evaluation of substantial progress. Progress on P.I. but may reflect changes in population of students due to pandemic, so look next year to see if trend continues, and also consider SLO assessment data.