

SAS5: Ensure that all students reach milestones and complete educational goals in a timely manner.

Objective 5.1 Students who are experiencing academic difficulties are provided earlier, effective support.

*This question was not displayed to the respondent.*

SAS5-5.2. Objective 5.2 Increase participation in student support and academic services such as learning communities, EOPS, the Library, and tutoring.

*This question was not displayed to the respondent.*

EQ1-1.1.

**NOTE: RESPONSES ON THIS PAGE AREN'T SAVED UNTIL YOU CLICK "CONTINUE/SAVE RESPONSES" AT THE BOTTOM OF THE PAGE. YOU MAY SAVE AND RETURN LATER FROM THE SAME DEVICE TO MAKE CHANGES.**

EQ1: Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025.

Objective 1.1 Routine, disaggregated data analysis at both the institutional and program level identifies particular areas of concern and charts progress toward Equity Goal 1 attainment.

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Review and further focus the critical data points at the course, program, and institutional levels needed to call out race-based disparities in outcomes, ensuring intersectionality is considered, Incorporate this work into the program review process outlined in EQ1.3.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">PRIE continues to do this work and, through data coaching, helps departments look at and understand data most useful to their specific needs/circumstances.</div>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Provide examples/templates of actionable items based on data points for department/program use in addressing disparities in outcomes in the program review process outlined in EQ1.3.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">The ISER consolidates a number of excellent examples of actionable items and our work to respond to the one core inquiry for our site visit will further illuminate concrete examples. We then need to publish these in a format that is most helpful to departments.</div>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Settle on holistic equity scorecard metrics tied to the three EMP equity goals and supportive of reaching the objectives via the action steps identified.	<div style="border: 1px solid black; padding: 5px;">This is an area where we know and have metrics, but have yet to get everyone to see them as a 'scorecard.'</div>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

EQ1-1.2. Objective 1.2 Data-informed, equity-minded, ongoing professional development expands faculty, staff, and administrator capacity and capability to meet Equity Goal 1.

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Assess current capacity/capability and equity-mindset of employees (assuming growth based on flex/professional development offerings to date) through survey, focus groups, and analysis of equity-related trends across performance review materials.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">This is on-going work, but will be aided by the student climate survey data about to be collected. Additionally, the Equity Focus-Area Group that created this content is now reconvening to conduct focus groups and other activities specifically designed to further our understanding in this area during Spring 2024.</div>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Create 'training for implementation', beyond just professional development, at all levels and in all areas, focusing on institutional definitions of equity, equity-mindedness, and anti-racism and connecting them to concrete issues and actions.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">The Culturally Responsive Pedagogy &amp; Practices grant work is underway with a pilot cohort set to go through the training in Spring 2024. Additionally, the PLC is considering joining the 'Caring Campus' Initiative for classified staff.</div>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Further catalogue and disseminate efforts and intended outcomes related to eliminating educational inequities to reinforce within the culture of the College equity is central to our mission and values	<div style="border: 1px solid black; padding: 5px;">The work outlined above, in addition to institutionalized methods such as UEI annual report, etc. are examples.</div>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

EQ1-1.3. Objective 1.3 All academic programs identify and carry out data-informed, equity-minded, program-specific changes through the program review process toward Equity Goal 1 attainment.

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Make program review template more clearly focused on racial equity gaps, as referenced in EQ1.1.

Adjustments to the program review template are under consideration and will be taken up by the academic senate, PRAC, and others in Spring 2024.



Add qualitative/narrative elements to critical data points (as referenced in EQ1.1) to dismantle data critique, which is a method of maintaining inequities/white supremacy, and get programs to the substantive discussion of improvement and identification of specific goals to reduce disparate outcomes.

This will be the outcome of the work in the previous item.



PRAC completes the connection of program review and resource allocation by leveraging its core principles.

PRAC has continued to add elements to presentation expectations, including now asking for responses to GRIT recommendations and resulting actions to tie to planning and resource allocation.



#### EQ2-2.1.

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EQ2: Hire, support, and retain equity-minded employees reflective of the diversity of the student body and expect all College employees to approach their work with equity-mindedness.

Objective 2.1 All aspects of hiring processes prioritize the hiring of equity-minded employees who understand and take ownership of racial equity gaps at the College.

*This question was not displayed to the respondent.*

EQ2: 2.2. Objective 2.2 All new employee services and programs utilize an equity-minded approach to employee support and retention.

*This question was not displayed to the respondent.*

#### EQ3-3.1.

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EQ3: Given that Marin County's stark racial inequities are intertwined with the College's ability to achieve its mission, be a leader in promoting equity throughout the county.

Objective 3.1 Strong, expanded equity-minded partnerships with local governments, nonprofits, and industry. Collaborate with Community Engagement and Responsiveness Goal 5 work teams.

*This question was not displayed to the respondent.*

#### CER1-1.1.

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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.

*This question was not displayed to the respondent.*

CER1-1.2. Objective 1.2 Delivery methods for current and potential educational content meet community, industry, student, and other mission-specific needs.

*This question was not displayed to the respondent.*

#### CER2-2.1.

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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.