

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.

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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.

This question was not displayed to the respondent.

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.

This question was not displayed to the respondent.

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.

This question was not displayed to the respondent.

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.

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 at the end of Year 2
(2023-24):

		Minimal progress/On hold	Substantial progress	Work completed
Focus efforts with local K-12 districts and schools on key drivers of equitable educational outcomes, including ELL/ESL, ethnic studies, COMPASS/AVID pilot/expansion, and increased dual enrollment.	99 students successfully completed Summer Bridge 2023: General-74, ESL-25. Summer Career Academies once again included Building, Cyber Security, Education & Social Justice, Entrepreneurship, Gaming, Farm/Agriculture, and Health Occupations. Total enrollment was 145 students. Spanish Literacy program referenced last year was implemented. ESL, Certified Nursing Assistant and MEDA programs are collaborating with Adult Ed Consortium on and ELL Healthcare Pathways grant to create greater opportunities for ELL students to get into health care pathways.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Explore additional and leverage existing community partnerships to coordinate provision of and streamline access to critical basic needs resources, including housing, food, technology, and mental health support.	COM Psych Services and UMOJA along with County Health & Human Services hosted 2nd annual Equity in Mental Health Symposium during FLEX with participants from across the county - again with a focus on education, mental health, mentoring, social and youth services. Continued to serve as a food distribution center. Successfully hired a basic needs coordinator.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Participate in the regional 'educator of color pipeline' efforts underway with MCOE, Sonoma State University, and others, acting as Marin County's higher education representative/connector between K-12 and baccalaureate/credentialing institutions.	The College is working with SSU and local Marin school districts to develop an educator of color pathway. Work to date includes guaranteed admission to SSU via COM, revamped education courses at COM, and identifying the average gap for students between total cost of the program (and housing, food, transportation, etc.) and available aid, in an effort to help all participants get their teaching credential with zero debt. COM is also leading conversations with local districts to develop MOUs for apprenticeship-like 'earn and learn' opportunities while students are in the pathway. Discussions about wraparound services for students in the pathway will begin in spring.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
In alignment with state-wide efforts and institutional priorities, ensure an ongoing Police Services advisory to include college and community stakeholders tasked with examining campus policing to ensure accountability & campus safety practices adhere to principles of diversity, equity, inclusion, and accessibility. The advisory should prioritize inclusion of students representing minoritized and marginalized communities and can serve as a model for and learn from other entities and jurisdictions in the County.	The Police Services & Public Safety Advisory Council was seated in January/February 2023. There are currently 12 members and the Council is chaired by Mia Robertshaw, General Counsel. The Council has met 8 times since March. In October 2023, the Board of Trustees took action to make the Council responsible to the Board, thus making it a Council subjected to the Brown Act.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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.

This question was not displayed to the respondent.

CER2-2.2. Objective 2.2 Increased K-12 participation in campus events and opportunities to ensure college connection and degree completion.

This question was not displayed to the respondent.

CER3-3.1.

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