

Below are the sections of the 2019-2025 Education Master Plan / 2019-2022 Strategic Plan that refer to professional learning in the content or the Professional Learning Committee in the work team:

EQUITY EMP GOAL 1

Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the Educational Master Plan in 2025.

Champion: Vice President for Student Learning and Success

Equity Goal 1 Performance Indicator: Full equity numbers for all disproportionately impacted student groups identified in COM's 2019 Student Equity plan have been realized by 2025. (Note: Goals set in the 2019-2022 Student Equity Plan are based on "minimum equity" numbers calculated by the Chancellor's Office; this goal reflects the "full equity" numbers).

Strategic Plan Objective E1.2: Data-informed, equity-minded, ongoing professional development expands faculty, staff, and administrator capacity and capability to meet Goal E1.

Action Step 2.1: Focus Flex activities on effective pedagogy, classroom management, and teaching strategies for identified focused/targeted groups to address gaps. 2020-2021

Action Step 2.2: Design future teaching/learning center to meet Goal E.1 and collaborate with Instructional Programs Objective 5.1 Work Team. 2019-2021

Action Step 2.3: Focus classified professional learning content on equity-minded strategies. 2019-2020

Action Step 2.4: Pilot effective strategies for addressing equity gaps (inquiry teams; instructional effectiveness; iterative process). 2019-2020

Progress Indicator E1.2: Documented reflection on practice and change of practice in incorporating equity-minded knowledge, skills, and abilities as evidenced in Program Review, SLO assessment documents, or other approved method.

Work Team: Faculty Professional Learning Facilitator, COMMunity Hour Committee, Professional Learning Committee, Human Resources

Timeline: See action steps above

EQUITY EMP GOAL 2

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.

Champion: Director of Human Resources

Equity Goal 2 Performance Indicator #1: Faculty and staff demographics more closely match demographics of students and/or implementation of EEO practices.

Equity Goal 2 Performance Indicator #2: Aggregate data from employee evaluations and/or program review indicate improvement in equity-minded practices.

Strategic Plan Objective E2.2: All new employee services and programs utilize an equity-minded approach to employee support and retention.

Action Step 2.1: Create and implement department-specific onboarding plan for the first year of employment. 2019-2020 and ongoing

Action Step 2.2: Utilize COMmunity Hour to foster employee support and retention through relationship building activities. 2019-2020 and ongoing

Progress Indicator E2.2: At the end of the first year of employment, new employees' rating of their onboarding experience positively reflects the equity-minded approaches implemented.

Work Team: Human Resources, Administrators, Department Faculty and Staff

Timeline: See action steps above

INSTRUCTIONAL PROGRAMS EMP GOAL 1

Clarify various educational pathways, strengthen existing and develop new curriculum to support those pathways, connect pathways in new ways, and educate faculty to become more knowledgeable about pathway opportunities.

Journey / Pathway defined: *the "why" - why students are here (their educational goal)*

Roadmap defined: *the "how" - how they get there to achieve their educational goal*

Champions: Dean of Educational Support Programs & Assistant Vice President of Instructional Support

IP Goal 1 Performance Indicator #1: 9% decrease in average number of units accumulated by degree earners. Baseline is 93; target is 85. (Source: SSM launchboard; Average Number of

Units Accumulated by Associate Degree Earners, All Students, annual average of 2015-16 through 2017-18).

IP Goal 1 Performance Indicator #2: Decrease by 15% the proportion of students accruing more than 60 units at COM at the time of transfer to a 4-year institution. Baseline is 53%; target is 45%. (Source: National Student Clearinghouse, COM MIS data; first-time COM students entering in Fall 2013-Spring 2017, transferring as of Spring 2019, and earning at least 12 units at COM).

Strategic Plan Objective IP1.2: Program-level maps will inform two-year course rotation blueprint designs and scheduling practices by faculty.

Action Step 2.1: Engage faculty in discussions on how programs fit into broader student journeys, in collaboration with Objective SAS2.2 Action Step 2.3 Work Team.

Action Step 2.2: Counseling liaisons collaborate with departments on course offerings, scheduling, and program roadmaps.

Action Step 2.3: Facilitate interdisciplinary collaboration opportunities to broaden lens outside of departments to see patterns in IGETC (Intersegmental General Education Transfer Curriculum), pathways, etc, in collaboration with Objective SAS2.2 Action Step 2.3 Work Team.

Progress Indicator IP1.2: Blueprints and scheduling will mirror mapped student journeys.

Work Team: Assistant Vice President for Instructional Support, Counseling Department, OIM, Professional Learning Facilitator / COMMunity Hour Leadership, Department Chairs and Deans

Timeline: 2019-2022; annual reporting

INSTRUCTIONAL PROGRAMS EMP GOAL 5

Create opportunities for faculty to collaborate and share effective teaching methodologies.

Champion: Assistant Vice President of Instructional Support

IP Goal 5 Performance Indicator: Faculty participation in professional learning opportunities meets and exceeds Flex requirements and is reflected in Program Review. Baseline is participation in 2019-2020 activities.

Strategic Plan Objective IP5.1: The College will have a comprehensive, integrated professional learning program.

Action Step 1.1: Review current college plans and activities, including program review and student learning outcomes assessment, and statewide initiatives, including Guided Pathways, AB 705, and Vision for Success, to identify professional learning needs through a lens of equity-mindedness, in collaboration with the work team for Equity Objective 1.2 and Objective 2.3.

Action Step 1.2: Offer ongoing opportunities for faculty to incorporate best practices to improve teaching and learning and classroom management.

Action Step 1.3: Review and expand mentoring program to support full-time and part-time faculty.

Progress Indicator IP5.1: The College has a comprehensive professional learning program that integrates FLEX and COMMunity Hour with identifiable themes that emerge from Action Step 1.1.

Work Team: Professional Learning Facilitator, Professional Learning Committee, COMMunity Hour work group, Academic Departments, Vice President of Student Learning, Assistant Vice President for Instructional Support

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective IP5.2: The College will have a clear vision and plan for a teaching and learning center.

Action Step 1.1: Determine values and priorities for the teaching and learning center development, based on the program priorities identified in IP Objective 5.1.

Action Step 1.3: Identify and visit notable teaching and learning centers at a variety of two- and four-year institutions.

Action Step 1.4: Submit a formal plan for a teaching and learning center including rationale, programming, and required resources including staffing, physical space, and funding.

Action Step 1.5: CS

Progress Indicator IP5.2: The College has a plan and vision for a teaching and learning center.

Work Team: Professional Learning Facilitator, Professional Learning Committee, Institutional Research, IT Department

Timeline: 2019-2021; annual reporting