

FOCUS AREA: EQUITY

Marin County has been cited as having the greatest racial/ethnic and economic inequality in California, and the increasing cost of living in the county may widen these gaps and affect the population that the College serves. Many successful efforts from the *Strategic Plan 2015-2018* and *Student Equity Plan* have been made to increase institutional preparedness to reduce equity gaps in student achievement, but disproportionate impact still remains in course success rates, completion, and other metrics for some demographic groups at the College. The composition of the College's faculty and staff still does not fully reflect the diversity of the student population.

The following definitions have been adopted by COM:

Equity: Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.

Equity-minded: The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American education.

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 EMP in 2025.

Champion: Assistant Superintendent/Vice President of Student Learning and Success

EQ Goal 1 Performance Indicator

Full equity numbers for all disproportionately impacted student groups identified in COM's *Student Equity Plan* have been realized by 2025. (Note: Goals set in the *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 EQ1.1

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

Action Step 1.1

Create and utilize COM version of an equity scorecard (determine focus areas for understanding where gaps exist).

Timeline: 2019-2020

Action Step 1.2

Determine potential ways to disaggregate the data and cite intersections.

Timeline: 2020-2021 and ongoing

Action Step 1.3

Gather and incorporate student voice as part of the equity scorecard process.

Timeline: 2020-2021 and ongoing

Progress Indicator EQ1.1

Equity scorecard is in place and being used to inform strategic decisions.

Work Team: Institutional Research, Assistant Superintendent/Vice President of Student Learning and Success, Academic Departments

Timeline: See action steps

Strategic Plan Objective EQ1.2

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

Action Step 2.1

Focus FLEX activities on effective pedagogy, classroom management, and teaching strategies for identified focused/targeted groups to address gaps.

Timeline: 2020-2021

Action Step 2.2

Design future teaching/learning center to meet Equity Goal 1 and collaborate with Instructional Programs Objective 5.1 work team.

Timeline: 2019-2021

Action Step 2.3

Focus classified professional learning content on equity-minded strategies.

Timeline: 2019-2020

Action Step 2.4

Pilot effective strategies for addressing equity gaps (e.g., inquiry teams, instructional effectiveness, iterative process).

Timeline: 2019-2020

Progress Indicator EQ1.2

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 Department

Timeline: See action steps

Strategic Plan Objective EQ1.3

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

Action Step 3.1

Engage Academic Senate in creating equity standards for program review (based on Equity Objective 1.1).

Timeline: 2020-2021

Action Step 3.2

Develop equitable practice and policies designed to support differences in the contexts of students' learning—not to treat all students the same.

Timeline: 2020-2021

Progress Indicator EQ1.3

As documented in program review, all academic programs have interventions in place by 2022 to decrease racial equity gaps.

Work Team: Academic Senate, Assistant Superintendent/Vice President of Student Learning and Success, Academic Departments

Timeline: See action steps