

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: Equity Goal 1
Champions: Vice President for Student Learning and Success

[Equity Goal 1 Timeline for Implementation](#)

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

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.

Strategic Plan Objective E1.1: Routine, disaggregated data analysis at both the institutional and program level identifies particular areas of concern and charts progress toward Goal E1 attainment.

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

Strategic Plan Objective E1.3: All academic programs identify and carry out data-informed, equity-minded, program-specific changes through the program review process toward Goal E1 attainment.

Action steps discussion for EQ Goal 1 from 12/7/2020

Discussion of equity scorecard and hiring scorecard – viewing this as a process rather than a document. Program Review data focuses on how depts are doing in relation to the college as a whole in terms of success and completion rates. Program review needs to be viewed as an equity exercise. Critical to identify issues and solutions that can be implemented over time. Professional Development – COM has a comprehensive program for professional development, offering training in how to assist students of color, identifying inherent bias and other issues.

<http://www1.marin.edu/professional-learning/flex>; Faculty also have accessed as part of flex obligations via ProLearning the many other equity (and other) events and training opportunities run by the Chancellor's Office, 3CSN, other CCC groups, LinkedIn Learning, Skillsoft, et al.)

Fine Arts program review is an initial example of documented reflection on practice in the new Program Review process

EPC Feedback 12/7/2020

Question: Action step for gathering student voices – does that pertain to building scorecard or measuring it? Gathering student voices – imperative that we continue to engage with students

and get feedback on what is working and not working for them. Especially through use of surveys and student panels.

Progress Indicators:

Progress Indicator E1.1: *Equity scorecard is in place and being used to inform strategic decisions.*

Value for 20-21: Work in progress. As noted in the Action Steps Discussion above, program review will serve as a departmental scorecard by chronicling faculty discussion of equity gap data by program. The best example of this initially is Fine Arts, but with only one year of the new program review process in place—and it was limited by the pandemic—this is still in much earlier stages than originally designed.

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.*

Value for 20-21: Fine Arts program review is an initial example of documented reflection on practice in the new Program Review process, with other department Program Reviews to follow in 2021-22. As a reminder, each year a department builds on the discussion/reflection from the prior year, so full evidence via Program Review will accumulate by 2023-2024. That said, professional development to support this reflection as noted in Objective E1.2 is in place and on-going (<http://www1.marin.edu/professional-learning/flex> ; faculty also have accessed as part of flex obligations via ProLearning the many other equity (and other) events and training opportunities run by the Chancellor's Office, 3CSN, other CCC groups, LinkedIn Learning, Skillsoft, et al.)

Progress Indicator E1.3: *As documented in Program Review, all academic programs have interventions in place by 2022 to decrease racial equity gaps.*

Value for 20-21: The timeline for this metric will not be met, as the pandemic slowed the implementation of the new program review process. As noted above, Fine Arts is an initial example and may have concrete interventions in place by 2022, but most other programs will trail that by 1-3 years.

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 E1.1: Yellow: Substantial progress on the process via the implementation of the new Program Review process, but still very much a work in progress, as the pandemic slowed many departments starting the new process in earnest.

Strategic Plan Objective E1.2: Yellow. See above.

Strategic Plan Objective E1.3: Yellow/Red. Limited, not substantial, progress. See above.

Performance Indicator Data for EMP 6-Year Goals:

Performance Indicator 1: 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).

PRIE Data for 20-21:

Baseline / Target	Year 1 19/20	Year 2 20/21	Year 3 21/22	Year 4 22/23	Year 5 23/24	Year 6 24/25
See Year 1 progress report						

EPC Use Only

EPC supports the self-evaluations above for substantial progress. Processes and infrastructure are in place and programs continue to go through the dynamic program review process with help of faculty equity facilitators; timeline won't be achieved for E1.3. Consider next steps after Program Review for support with implementation (structural follow up) and possibility of discipline/degree review as follow up (gap between E1.2 facilitation and E1.3 implementation) -- recommendation for focus in Year 3.