EDUCATIONAL MASTER PLAN

2019 – 2025

STRATEGIC PLAN

2019 – 2022

Dream · Learn · Achieve

COLLEGE OF
MARIN

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PRESIDENT'S MESSAGE

For over 90 years, College of Marin (COM) has been transforming lives through education and training. The strategic plan provides a framework for achieving the goals identified in the *Educational Master Plan 2019–2025* and successfully fulfilling the College mission and vision.

During the last 10 years, changes at COM and in the global environment occurred so rapidly that a six-year educational master plan was developed to better accommodate the pace of change. The *Educational Master Plan 2019–2025* was developed with broad internal and external input, analysis, and discussion.

Embedded within the *Educational Master Plan 2019–2025* is the *Strategic Plan 2019–2022*, the first of two three-year strategic plans, which describes the objectives and actions steps the College will take toward achieving the six-year educational master plan goals.

The following focus areas address the balance the College strives to maintain as part of the California Community Colleges system while at the same time being responsive to the varied and unique educational needs of our students and Marin County residents:

- Student Access and Success
- Equity
- Instructional Programs
- Indian Valley Campus
- Community Engagement and Responsiveness
- College Systems

Institutional priorities were refined within each area to support the ongoing pursuit of providing educational excellence, equitable opportunities, and fostering success for all members of our diverse community. The result is a plan that builds on successful past accomplishments and lays the groundwork for continued improvement.

I enthusiastically share with you the *Strategic Plan 2019–2022* and invite you to join me in using it as a guide to help the institution evolve as we respond to the changes within the community, economy, and the needs of students.

Sincerely,

David Wain Coon, Ed.D.
Superintendent/President

TABLE OF CONTENTS

CERTIFICATE OF PARTICIPATION

Date: October 10, 2019

Submitted to: Marin Community College District Board of Trustees

The *Educational Master Plan 2019–2025* and *Strategic Plan 2019–2022* are respectfully submitted for review and approval to the Marin Community College District Board of Trustees.

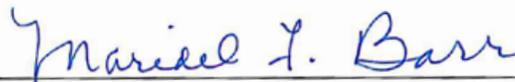We certify that there was broad participation of the College community, including participation by the Marin community, in the development of the educational master plan and strategic plan.

_____
David Wain Coon, Ed.D., Superintendent/President
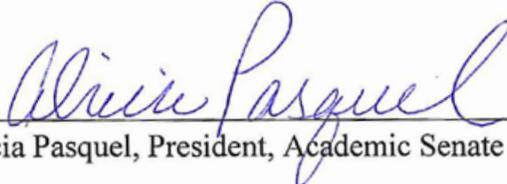
_____
Alicia Pasquel, President, Academic Senate

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Maridel Barr, President, Classified Senate

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Hellen Sigaran, President, Associated Students

ACKNOWLEDGMENTS

Board of Trustees

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Eva Long, Ph.D., Trustee

Gabby Hojilla, Student Trustee

This plan came together with broad participation and engagement from the College community. The following participants deserve an extra acknowledgement for their contribution to these efforts.

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EXECUTIVE SUMMARY

This *Educational Master Plan 2019–2025* is the collective vision for the College of Marin (COM) for the next six years. It flows from COM's mission and is the principal document guiding all other institutional planning and decision making; including strategic planning, resource allocation, evaluation, and outcomes assessment. The educational master plan is part of our integrated planning process at the College and provides the framework and direction for the development of the College's shorter-term strategic plans and program review processes.

The *Educational Master Plan 2019–2025* builds on the substantial progress made in the ten-year *Educational Master Plan 2009–2019*. Much has been accomplished in expanding K-12, workforce, and other community partnerships; increasing dual-enrollment of high school students; enhancing support for new students and furthering their progress once enrolled; and improving facilities, finances, philanthropic support, planning, and use of data for decisions. Most of the objectives that are yet to be achieved are carried forward into this new educational master plan.

During the last ten years, changes at COM and in our external environment have occurred so rapidly that this new plan will cover six years, rather than ten. This shorter timeframe will better accommodate the pace of change.

The plan was developed with broad internal and external input, analysis, and discussion. An environmental scan provided a view of external issues and trends that are affecting or will affect COM, and these were taken into account in developing priorities. Internal COM forums and a follow-up survey allowed the campus community to review information, offer its assessment of COM strengths and improvement areas, and suggest priorities. Marin community focus groups and forums helped the College to understand how COM is viewed and what the needs of the community are. The Educational Planning Committee (EPC) reviewed and discussed all of this information as well as progress on current strategic planning goals to draft this educational master plan. The draft was subsequently shared with the COM community for feedback, and ultimately was reviewed and approved by COM's governance bodies, including the Board of Trustees.

Based on this work, these focus areas and goals were identified to address the balance the College strives to maintain between being part of the California Community Colleges system and being responsive to Marin County's unique educational needs and the variety of educational goals of our students.

SIX EDUCATIONAL MASTER PLAN FOCUS AREAS

1	Student Access and Success	SAS
2	Equity	EQ
3	Instructional Programs	IP
4	Indian Valley Campus	IVC
5	Community Engagement and Responsiveness	CER
6	College Systems	CS

While equity is one of the six focus areas in the *Educational Master Plan (EMP) 2019–2025,* it is also a lens through which all of the focus area goals were developed. The goals and objectives reflect the College's commitment to equity, which the College defines as, "…recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address these disparities" (Education Trust-West). This means the College's strategic planning is done with intentional focus on equity-mindedness: calling attention to patterns of inequity in student outcomes, taking personal and institutional responsibility for the success of the students, and critically assessing personal practices. The EMP calls on all faculty, staff, and administrators to take ownership of racial equity gaps which exist at the College through all of the College's planning, programs, practices, and policies. Furthermore, COM remains committed to addressing disparities in outcomes and opportunities for all historically underrepresented student populations.

Strategic Plan 2019–2022

Embedded within the EMP is the *Strategic Plan 2019–2022*, which is the first of two, three-year strategic plans. The *Strategic Plan 2019–2022* describes the objectives and actions steps the College will take toward achieving these six-year EMP goals. This strategic plan was developed by the Strategic Plan Task Force, comprised of 27 faculty, staff, and administrators from across the College. The draft was subsequently shared with the COM community for feedback, and reviewed and approved by COM's governance bodies, including the Board of Trustees.

Implementation

Champions for each six-year EMP goal will lead the work teams to implement the action steps in each three-year strategic plan objective. The Educational Planning Committee assesses the progress on strategic objectives and six-year EMP goals and recommends adjustments as needed to continue the College's forward movement in fulfilling its mission. Assessment of the outcomes, as well as assessment of the planning processes itself, is embedded throughout planning efforts.

VISION

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

MISSION

College of Marin's commitment to educational excellence is rooted in providing equitable opportunities and fostering success for all members of our diverse community by offering:

- preparation for transfer to four-year colleges and universities
- associate degrees and certificates
- career technical education
- basic skills improvement
- English as a second language
- lifelong learning
- community and cultural enrichment

College of Marin responds to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes social and environmental responsibility.

VALUES

Student and Community Centered Education
We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation
We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy, and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication
We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff, and the communities we serve.

Diversity
We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty, and staff. We provide open access and strive to remove barriers to student success.

Sustainability
We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability
We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally, and environmentally responsible.

FOCUS AREA: STUDENT ACCESS AND SUCCESS

Marin's population is slow-or-no-growth, and there are fewer young adults in Marin. The number of high school graduates is only slightly increasing, and recent high school graduates are not increasing COM enrollment. COM is seen as a good value, but is still underutilized by four-year college/university-bound students in the county. Enrollment barriers have been decreased, but challenges remain—particularly for our working adult students—to successfully access the College and to understand and identify available educational paths. Challenges exist for our older adult students and for our highly-educated students who wish to pursue educational interests in a flexible manner. The College has made progress in ensuring that students persist toward their educational goals, but the *Strategic Plan 2015–2018* goals for improving basic skills completion and decreasing time to degree are still unmet. In accordance with Assembly Bill 705, the College is in the process of changing the math and English sequences to increase the number of students completing transfer-level courses in one year. The College has made improvements to orientation and early learning experiences, but some need to be scaled and COM needs to do more to help students clarify their paths to educational goals. Course scheduling does not fully align with student need and allow for timely completion of goals.

STUDENT ACCESS AND SUCCESS EMP GOAL 1

Reduce barriers to access and to students achieving their educational plan goals in a timely manner; create a welcoming atmosphere with increased human contact.

Champions: Dean of Enrollment Services, Dean of Educational Success Programs

SAS Goal 1 Performance Indicator 1

Five percent increase in applicants enrolled at COM within one year of application. Baseline is 52.3%; target is 54.9%. (Source: SSM Launchboard; enrolled in the same community college; degree/transfer students; average of 2015–16 through 2017–18).

SAS Goal 1 Performance Indicator 2

Five percent increase in students persisting from fall to spring. Baseline is 71.8%; target is 75.4%. (Source: SSM Launchboard; retained from fall to spring at the same college, excluding students who completed an award or transferred; degree/transfer students; average of 2015–16 through 2017–18).

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Strategic Plan Objective SAS1.1
Increase the hours and usability of student services, including evenings and weekends.

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Action Step 1.1

Establish a clear "front door" for new and returning students with clear signage, and a friendly welcome center with drop-in help with CCCApply, financial aid, and registration.

Action Step 1.2

Increase the presence of peer student-to-student interactions to enhance access and services support.

Action Step 1.3

Implement a solution(s) that provides evening and weekend students increased access to student services.

Action Step 1.4

Improve the usability of online resources including CCCApply, MyCOM Portal, and the COM website, especially for student groups who are less familiar with computers and technology.

Progress Indicator SAS1.1

Increased number of services provided and students served outside of regular hours by year two. (Baseline: one evening per week until 6 p.m. and two Saturdays per year)

Work Team: Dean of Enrollment Services, Outreach Office, Counseling Department, Information Technology Department

Timeline: 2019–2022; annual reporting

Strategic Plan Objective SAS1.2
Provide necessary information so that students can make informed math and English placement choices, in collaboration with the work team for Instructional Programs Objective 6.1.

Action Step 2.1

Develop guided self placement options for students that are easily accessible on the COM website, MyCOM Portal, and online orientation.

Action Step 2.2

Incorporate face-to-face options for guided self-placement information.

Action Step 2.3

Develop a method to assess the effectiveness of the self-placement options.

Progress Indicator SAS1.2

Implemented tools designed to inform students of their math and English placement options.

Work Team: Counseling Department Chair (or designee), Dean of Educational Success Programs, Director of School and Community Partnerships, Academic Departments

Timeline: 2019–2020; annual reporting

Strategic Plan Objective SAS1.3
Improve the evaluation process that provides students with degree-applicable transfer units.

Action Step 3.1

Improve the incoming transfer evaluation process.

Action Step 3.2

Implement course equivalency in the student information system (Banner).

Progress Indicator SAS1.3.1

Develop transfer equivalency tables within Banner for the top two transfer-in institutions (Santa Rosa Junior College and City College of San Francisco.)

Progress Indicator SAS1.3.2

A plan to encourage more students to submit all academic transcripts at the time of admission is developed and implemented.

Work Team: Enrollment Services, Information Technology Department, Assistant Vice President for Instructional Support

Timeline: Ongoing implementation; annual reporting

STUDENT ACCESS AND SUCCESS EMP GOAL 2

Increase enrollment of adult students—both credit and noncredit—who have not gone to college and need support; improve outreach strategies to all of Marin's adult populations.

Adult student defined: Student who is 25 years and older who has not been to college.

Champions: Dean of Enrollment Services, Dean of Educational Success Programs

SAS Goal 2 Performance Indicator

Five percent increase in the number of applicants age 25 or older enrolled within one year of application. Baseline is 2651 students; target is 2785. (Source: SSM Launchboard; enrolled in the same community college, all students, age groups 25 and older; annual average of 2015–16 through 2017–18).

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Strategic Plan Objective SAS2.1
All students; including adult, English as a Second Language (ESL), and nontraditional students; experience a simplified enrollment process.

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Action Step 1.1

Streamline the online application and enrollment process by utilizing CCCApply and Banner to eliminate the noncredit ESL (ESLN) independent database.

Action Step 1.2

Utilize the noncredit application for admission (CCCApply) to reduce internal system redundancy for populations not currently using the general application.

Timeline: 2019–2025

Action Step 1.3

Extend student admission eligibility from one to three years after application.

Timeline: 2019–2022

Progress Indicator SAS2.1.1

Five percent increase in the proportion of applicants age 25 or older enrolled within one year of application. Baseline is 38.8% of applicants; target is 40.6%. (Source: SSM Launchboard; enrolled in the same community college, all students, age groups 25 and older; annual average of 2015-16 through 2017-18).

Progress Indicator SAS2.1.2

By 2022, ESLN students will be able to register in Banner.

Work Team: Enrollment Services, ESL Faculty, Information Technology Department

Timeline: 2019–2022; annual reporting

Strategic Plan Objective SAS2.2
Increased number of adult reentry students who enroll in credit courses.

Action Step 2.1

Support seamless student movement through and between noncredit and credit programs and track movement metrics.

Action Step 2.2

Coordinate interdepartmental mapping of the journeys to better leverage programs and services, in collaboration with the Instructional Programs Objectives 1.1 and 1.2 work teams.

Action Step 2.3

Clarify pathway and package a set of existing courses to help adult students to enter or reenter the current workforce, in collaboration with the Instructional Programs Objectives 1.1 and 1.2 work teams.

Action Step 2.4

Support noncredit and credit ESL students' migration into career technical education (CTE) certificate pathways with content ESL support services.

Progress Indicator SAS2.2.1

At least three existing content or CTE courses have been embedded with ESL support services.

Progress Indicator SAS2.2.2

Increase the percentage of adult education/ESL students who advance one or more skill levels or educational functioning levels in a year. Baseline is 11.5%, target is 13.5%. (Source: SSM Launchboard; skills gains, adult education/ESL students; annual average of 2016–17 through 2017–18).

Work Team: Counseling Department, ESL Faculty

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective 2.3
Outreach strategies that target adult students are developed, in collaboration with the work team for College Systems Objective 4.2.

Action Step 3.1

Evaluate current outreach and marketing strategies and revise to better reach adult students in the community.

Action Step 3.2

Improve targeted outreach strategies for specific certificates.

Progress Indicator 2.3.1

Two new social media campaigns have been developed and launched.

Progress Indicator 2.3.2

Targeted outreach strategies have been piloted for five different certificates.

Work Team: Director of School and Community Partnerships, Information Technology Department, ESL Faculty, Counseling Department Chair, Director of Marketing and Communications

Timeline: Ongoing implementation; annual reporting

STUDENT ACCESS AND SUCCESS EMP GOAL 3

Provide effective orientation and early support to students so that they can determine and achieve their educational goals.

Champions: Dean of Enrollment Services, Assistant Vice President for Instructional Support

SAS Goal 3 Performance Indicator

Five percent increase in fall-to-spring persistence among first-time students. Baseline is 74.0%, target is 77.7%. (Source: Data Dashboard; first-time students; annual average of 2016–17 through 2018–19).

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Strategic Plan Objective SAS3.1
Orientations and early learning experiences are offered throughout the semester.

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Action Step 1.1

Provide in-class, mini-orientation sessions to noncredit students, including ESLN transition to credit courses.

Action Step 1.2

Pilot and evaluate delivery modalities for just-in-time information and timeline reminders.

Action Step 1.3

Develop a calendar of targeted essential skill messages (important dates, etc.) for students.

Action Step 1.4

Develop orientations and early learning experiences to meet the needs of adult and reentry students.

Action Step 1.5

Provide some orientation content and materials in several languages.

Progress Indicator SAS3.1.1

Increased participation in these orientation activities.

Progress Indicator SAS3.1.2

First-time credit student retention from census to fall end-of-term increases by 5%. Baseline is 88.4%; target is 92.8%. (Source: Banner; students enrolled in at least one credit course at first census, and received end of term grade, excluding grades of W and FW, fall 2016–18).

Work Team: Enrollment Services, Outreach Office, Assessment and Testing, Counseling Department, ESL Faculty

Timeline: Ongoing implementation; annual reporting

STUDENT ACCESS AND SUCCESS EMP GOAL 4

Build awareness in students of educational goal options and paths to achieve these goals.

Champions: Dean of Enrollment Services, Assistant Vice President for Instructional Support

SAS Goal 4 Performance Indicator 1

All degree, certificate, and transfer seeking students have educational goals and majors.

SAS Goal 4 Performance Indicator 2

Nine % 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).

Strategic Plan Objective SAS4.1
Increase the number of students who have clear educational plans and goals.

Action Step 1.1

Incentivize and promote education plan creation.

Action Step 1.2

Increase the number and type of outreach activities conducted by counselors and Enrollment Services throughout the semester.

Action Step 1.3

Embed counseling and education plan development in Level 40 ESL and above and English skill development courses.

Action Step 1.4

Continue efforts of the ESLN program and counselors to meet with students and develop their one-page education plans.

Action Step 1.5

Develop a process to transcript ESLN coursework and enter the education plans in the online, searchable database.

Progress Indicator SAS4.1.1

Thirty percent of enrolled ESLN 30, 35, and 40 students have a one-page education plan in education planning software system, thus having met at least once with a counselor. Baseline for FY 2018–2019 is zero. (Spring 2019 – count = 419; 30% = 125 students).

Progress Indicator SAS4.1.2

Increased number of credit students who have current education plans. Baseline is 42%; target is 60%. (Source: COM MIS data, non-exempt student with an informed educational goal of degree, transfer or certificate, AY 2018-19).

Work Team: ESL Faculty, Counseling Department

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective SAS4.2
Educational goals are clearly visible to students.

Action Step 2.1

Organize COM degrees and certificates into interest clusters on the public COM website.

Action Step 2.2

Implement My Path.

Action Step 2.3

Improve the process for students to be able to change majors.

Progress Indicator SAS4.2.1

COM website is updated with interest clusters and My Path is available to students.

Progress Indicator SAS4.2.2

Students can change their major utilizing one new method.

Work Team: Dean of Enrollment Services, College Services, Information Technology Department, Counseling Department

Timeline: Ongoing implementation; annual reporting

STUDENT ACCESS AND SUCCESS EMP GOAL 5

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

Champions: Dean of Enrollment Services, Assistant Vice President for Instructional Support

SAS Goal 5 Performance Indicator

Five percent increase in students persisting from fall to spring. Baseline is 63.3%; target is 66.5%. (Source: SSM Launchboard; retained from fall to spring at the same college, excluding students who completed an award or transferred; all students; average of 2015–16 through 2017–18).

Strategic Plan Objective SAS5.1
Students who are experiencing academic difficulties are provided earlier, effective support.

Action Step 1.1

Implement a system for faculty to report students who are struggling academically in their classes.

Action Step 1.2

Develop specific strategies to reach out to and support students who are identified as struggling academically.

Action Step 1.3

Implement concrete strategies to support students on academic probation.

Progress Indicator SAS5.1

Decrease in the number of students who are on academic probation by 10%. Baseline is 667, target is 600. (Source: Banner, average of 2017–18 and 2018–19)

Work Team: Director of Student Services–Activities and Advocacy, Information Technology Department, Counseling Department, Enrollment Services, Dean of Enrollment Services

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective SAS5.2
Increase participation in student support and academic services such as learning communities, EOPS, and tutoring.

Action Step 2.1

Expand outreach strategies to include broader student base (i.e., high school seniors) and more underserved COM students.

Action Step 2.2

Pilot offering counseling career course designated specifically for ESL students.

Action Step 2.3

Develop and assess non-instructional student learning assistance outcomes to measure effectiveness of student and academic services.

Progress Indicator SAS5.2.1

Non-instructional student learning assistance outcomes have been developed and assessed to measure student participation in student support and academic service.

Progress Indicator SAS5.2.2

A counseling course has been marketed to ESL students and offered at least once.

Work Team: Student Service and Instructional Support Programs; Counseling Department Chair; Information Technology Department; Director of EOPS, CARE, and CalWORKs; Learning Communities Coordinator; Institutional Research

Timeline: Ongoing implementation; annual tracking

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).

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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.

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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

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

EQ Goal 2 Performance Indicator 1

Faculty and staff demographics more closely match demographics of students and/or implementation of equal employment opportunity (EEO) practices.

EQ Goal 2 Performance Indicator 2

Aggregate data from employee evaluations and/or program review indicate improvement in equity-minded practices.

Strategic Plan Objective EQ2.1
All aspects of hiring processes prioritize the hiring of equity-minded employees who understand and take ownership of racial equity gaps at the College.

Action Step 1.1

Develop a comprehensive, equity-minded, ongoing outreach process to build relationships with graduate programs, other institutions, and potential candidates that lead to more diverse applicant pools in alignment with the *EEO Plan*.

Timeline: 2019–2020

Action Step 1.2

Review job postings, screening criteria, and interview questions to ensure the content is equity-minded.

Timeline: 2019 and ongoing

Action Step 1.3

Teaching demonstrations with student audience and feedback are in place for all full-time faculty hiring processes.

Timeline: 2019–2020

Action Step 1.4

Hiring protocols are changed so that EEO representative is present during interview committee convenings.

Timeline: 2020–2021

Action Step 1.5

Review and explore hiring and onboarding incentives for newly hired employees.

Timeline: 2021–2022

Progress Indicator EQ2.1

Closer alignment with Chancellor's Office EEO Multiple Methods Allocation Model.

Work Team: Human Resources Department, EEO Committee, Hiring Managers

Timeline: See action steps

Strategic Plan Objective EQ2.2
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.

Timeline: 2019–2020 and ongoing

Action Step 2.2

Utilize COMmunity Hour to foster employee support and retention through relationship building activities.

Timeline: 2019–2020 and ongoing

Progress Indicator EQ2.2

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 Department, Administrators, Department Faculty and Staff

Timeline: See action steps

Strategic Plan Objective EQ2.3
Evaluation tools and processes are equity minded.

Action Step 3.1

See Equity Objective 1.2 for action steps.

Action Step 3.2

Review employee evaluation tools and processes to ensure the content is equity-minded.

Timeline: 2019–2022 and ongoing

Progress Indicator EQ2.3

The tools and process for employee evaluations allow for reflection on equity-minded practices.

Work Team: Human Resources Department, Professional Learning Committee, Administrators

Timeline: See action steps

EQUITY EMP GOAL 3

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.

Champion: Superintendent/President

EQ Goal 3 Performance Indicator

The scope and reach of equity-minded convenings and activities increases. Data will be in narrative form.

....

Strategic Plan Objective EQ3.1
Strong, expanded equity-minded partnerships with local governments, nonprofits, and industry.
Collaborate with Community Engagement and Responsiveness Goal 5 work teams.

....

Action Step 1.1

Convene conversations intentionally addressing equity in Marin County with these partners in equity-minded discourse and collaborate in the development of future county-wide plans.

Timeline: 2019–2020 and ongoing

Progress Indicator EQ3.1

(See Progress Indicator CER5.3)
Record of equity-minded convenings and activities which demonstrate leadership in promoting equity in the county.

Work Team: Office of the Superintendent/President, Assistant Superintendent/Vice President of Student Learning and Success, Assistant Superintendent/Vice President of Administrative Services

Timeline: See action steps

FOCUS AREA: INSTRUCTIONAL PROGRAMS

Community feedback and internal forums have highlighted strengths and needed improvements to COM's instructional programs. Based on the College's mission, the College offers many equally important educational paths—from transfer to job skills to lifelong learning—but these paths need to be clearer and students need more assistance in understanding them. To increase the number of students completing transfer-level math and English courses, in accordance with Assembly Bill (AB) 705, the College is in the process of changing the math and English sequences. Strong partnerships have been formed between the College and K-12 partners, but more can be done to increase alignment and strengthen and develop these partnerships. Improvements have been made in course scheduling, but scheduling still does not fully align with student need and allow for timely completion of educational goals. Faculty members engage in many best practices for teaching, but more can be done to foster opportunities to collaborate and support the development of innovative practices to improve student success.

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 and achieve their educational goal

Champions: Dean of Educational Success Programs, Assistant Vice President for Instructional Support

IP Goal 1 Performance Indicator 1

Nine percent 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 four-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 IP1.1
Student journeys (pathways) will be clearly mapped for all degree and certificate programs.

Action Step 1.1

Map the student journeys (CTE/technical skill-building, college skills/ESL, transfer), in collaboration with Student Access and Success Objective 2.2 work team.

Action Step 1.2

Investigate the fourth student journey—undecided—to unpack and sort lifelong learners/community education students from other undecided students in order to determine their paths and the services needed for this undecided group.

Action Step 1.3

Assess degrees, certificates, and transfer major preparation for units accumulated and time to degree.

Action Step 1.4

Assess how COM's general education pattern supports interest clusters.

Action Step 1.5

Explore interdisciplinary connections across student journeys and leverage those to support student success.

Action Step 1.6

Continue work on re-envisioning CTE to respond to workforce demands and integrate with transfer and other academic journeys/priorities. Design intentional activities to build out relationships with industry partners, in collaboration with the Community Engagement and Responsiveness Goal 1 work team.

Progress Indicator IP1.1

All degrees and certificates are clearly mapped.

Work Team: Assistant Vice President for Instructional Support, Counseling Department Chair, Academic Departments, Counseling Department, Institutional Research, Department Chairs and Deans

Timeline: 2019–2022; annual reporting

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 the Student Access and Success Objective SAS2.2 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 Intersegmental General Education Transfer Curriculum (IGETC), pathways, etc., in collaboration with the Student Access and Success Objective SAS2.2 work team.

Progress Indicator IP1.2

Blueprints and scheduling will mirror mapped student journeys.

Work Team: Assistant Vice President for Instructional Support, Counseling Department, Office of Instructional Management, Professional Learning Facilitator, COMmunity Hour Committee, Department Chairs and Deans

Timeline: 2019–2022; annual reporting

INSTRUCTIONAL PROGRAMS EMP GOAL 2

Align curriculum with K-12 partners and workforce demands and increase interaction between COM faculty and K-12 faculty. (See Community Engagement and Responsiveness Goal 2)

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

IP Goal 2 Performance Indicator

Recent graduates of Marin high schools are increasingly prepared for English and math success at COM, measured by entering GPA and grades in English and math. Baseline: mean high school GPA, 2.9 (B); mean grade in highest high school English course, 2.8 (B-); mean grade in highest high school math course, 2.5 (C+). (Source: COM MIS data and CCCApply, first-time freshman graduating from Marin high schools enrolling the fall term after graduation, fall 2017 and fall 2018).

....

Strategic Plan Objective IP2.1
Align curriculum between K-12 and COM for math, English, and ESL.

....

Action Step 1.1

Evaluate alignment and articulation of math/English/ESL sequences with high schools, in collaboration with the Instructional Programs Objective 6.1 work team.

Action Step 1.2

Define strategic goals/values in K-12 with Community Engagement and Responsiveness Objective 2.1 work team. Create format for discussion and subsequent planning with K-12.

Action Step 1.3

Leverage and build programs based on strategic goals and values defined for K-12.

Progress Indicator IP2.1

Record of dialogue with K-12 and gaps in alignment with K-12 have been identified.

Work Team: Assistant Vice President for Instructional Support, Counseling Department Chair, Director of School and Community Partnerships, Institutional Research

Timeline: 2019–2022; annual reporting

INSTRUCTIONAL PROGRAMS EMP GOAL 3

Implement a student-centric master schedule that meets student needs for timing, location, and course offerings rotation.

Master schedule defined: A strategic approach to the schedule that maximizes the learning opportunities for students and establishes the instructional priorities for the institution. You get what you design for.

Champion: Assistant Vice President for Instructional Support

IP Goal 3 Performance Indicator 1

Decrease in average time-to-degree; baseline is 6.3 years; target is 5 years. (Source: Banner transcript files for degree earners, average time-to-degree 2016–17 through 2018–19).

IP Goal 3 Performance Indicator 2

Percent of degree/transfer students completing 15 or more units in the fall term increases. Baseline is 5.6%; target is 8.4%. (Source: SSM Launchboard; successfully completed unit thresholds in the fall, degree/transfer students, annual average of students completing 15 or more units, 2015–16 through 2017–18).

Strategic Plan Objective IP3.1
COM will have a master schedule that allows students to reach their educational goals in two to three years for full-time students and five years for part-time students, based on mapped student journeys from Instructional Programs Objectives 1.1 and 1.2.

Action Step 1.1

Determine a clear set of principles, priorities, tools, and data needed to build a master schedule in order to remove institutional barriers to education goal completion, based on the three student journeys.

Action Step 1.2

Convene master schedule group that includes representation from each of the journeys to build the master schedule.

Action Step 1.3

Data transparency and availability: Resolve data availability and roles to expand view across disciplines. Include eLUMEN interface to show IGETC patterns.

Action Step 1.4

Develop the capacity to visually display the master schedule to see trends, offerings, and rooms.

Action Step 1.5

Engage stakeholders (faculty, students, chairs, staff, and administrators) in discussion facilitated by master schedule group.

Action Step 1.6

Expand and prioritize scheduling of cohort classes for learning communities.

Progress Indicator IP3.1

The master schedule reflects student ability to complete two to three year full-time or five year part-time educational goals.

Work Team: Assistant Vice President for Instructional Support, Counseling Department Chair, Academic Departments, Department Chairs and Deans, Institutional Research, Information Technology Department

Timeline: 2019-2022; annual reporting

INSTRUCTIONAL PROGRAMS EMP GOAL 4

Develop innovative offerings, scheduling, and delivery methods for student success and equity.

This goal will be addressed with specific targets in the *Strategic Plan 2022-2025*.

INSTRUCTIONAL PROGRAMS EMP GOAL 5

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

Champion: Assistant Vice President for 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.

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

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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 Objectives 1.2 and 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 Committee, Academic Departments, Assistant Superintendent/Vice President of Student Learning and Success, Assistant Vice President for Instructional Support

Timeline: Ongoing implementation; annual reporting

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

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Action Step 1.1

Determine values and priorities for the teaching and learning center development, based on the program priorities identified in Instructional Programs Objective 5.1.

Action Step 1.2

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

Action Step 1.3

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

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, Information Technology Department

Timeline: 2019–2021; annual reporting

INSTRUCTIONAL PROGRAMS EMP GOAL 6

Improve completion of transfer-level math and English courses within a one-year timeframe through changes to curriculum and teaching/learning practices.

Champions: Dean of Educational Success Programs, Dean of Arts and Humanities, Dean of Math and Sciences

IP Goal 6 Performance Indicator

Degree/transfer seeking students completing both transfer-level math and transfer-level English within the first year increases by eight percentage points by 2025. Baseline is 9.6%; target is 17.6%. (Source: SSM Launchboard; completed both transfer-level math and English within the district in the first year; degree/transfer students; average of 2015–16 through 2017–18).

Transfer-level math defined: Math 104 and above (note that Math 104 does not articulate with UC)

Transfer-level English defined: English 150

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Strategic Plan Objective IP6.1
Given AB 705 implementation, maintain current success rate in gateway math and English courses with higher numbers of students.

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Action Step 1.1

Integrate the Writing Center and English Skills Lab to support student learning.

Action Step 1.2

Implement guided self-placements for English and math, and clarify process for students who cannot be placed by current transcripts, in collaboration with the Student Access and Success Objective 1.3 work team.

Action Step 1.3

Provide special supports to help academically unprepared students to succeed in the program-relevant gateway (first semester, transfer-level) math and English courses by the end of their first year.

Action Step 1.3.1

Evaluate effectiveness of math and English companion courses.

Action Step 1.3.2

Collaborate with Student Accessibility Services to develop curriculum to support student needs in math and English.

Action Steps 1.3.3

Explore offering late start classes in math and English and other support options such as success workshops.

Action Step 1.4

Provide professional learning opportunities to share best practices in increasing student success implementing AB 705, in collaboration with the Instructional Programs Objective 5.1 work team.

Action Step 1.5

Provide professional learning opportunities for English, ESL, and math faculty to discuss alignment of curriculum with K-12 faculty.

Progress Indicator IP6.1

(See IP Goal 6 Performance Indicator)

Work Team: Department Chairs and Deans, Counseling Department, Professional Learning Facilitator, English and Math Departments, Student Accessibility Services

Timeline: 2019–2022; annual assessment

Strategic Plan Objective IP6.2
Given AB 705 implementation, maintain current success rates in content courses which utilize English/math skills.

Action Step 2.1

Identify English/math skills that are needed in core content courses and develop responsive strategies.

Action Step 2.2

Develop science, technology, engineering and mathematics (STEM) pathway for students whose previous preparation in math is incomplete.

Action Step 2.3

Research best practices for creating supplemental instruction and scheduling, such as tutoring, workshops, and brush up credit/noncredit courses.

Progress Indicator IP6.2

Institution-set standard of 70% will be maintained in core content courses.

Work Team: Department Chairs and Deans, Counseling Department, Professional Learning Facilitator, English and Math Departments

Timeline: 2019–2022; annual assessment

FOCUS AREA: INDIAN VALLEY CAMPUS

The District was challenged for many years with utilizing the Indian Valley Campus (IVC) to its full potential. Over the years, a variety of strategies were explored with limited success. In 2016, COM's Board of Trustees passed Resolution 2016–8, which included a new vision for IVC and a commitment to strengthening K-12 partnerships, maintaining and developing community accessible recreational facilities, and improving community outreach and partnerships. This strong community support includes the Friends of IVC as well as other civic organizations and nonprofits that are partnering with COM for use of the campus. Following Resolution 2016–8, Marin County voters passed a $265 million bond measure, a major part of which is to update and better use IVC, including the development of many new facilities for educational, event, and community recreational use. The following goals build upon this significant progress as well as integrate activity at IVC into all other focus areas of the *Strategic Plan 2019–2022*.

INDIAN VALLEY CAMPUS EMP GOAL 1

The educational use of IVC brings in more students to campus, allows programs to be completed, and serves multiple student pathways (credit, noncredit, not-for-credit).

Champions: Assistant Superintendent/Vice President of Student Learning and Success, Assistant Vice President for Instructional Support

IVC Goal 1 Performance Indicator 1

Credit/noncredit annual unduplicated headcount of students taking courses at IVC increases by 15%. Baseline is 1,765, target is 2,030. (Source: COM Data Dashboard, average AY 2016–17 through 2018–19.)

IVC Goal 1 Performance Indicator 2

Credit/noncredit annual full-time equivalent students (FTES) at IVC increases 15%. Baseline is 466; target is 536. (Source: COM 320 report, average AY 2016–17 through 2018–19.)

IVC Goal 1 Performance Indicator 3

Annual number of certificates awarded at IVC increases 20%. Baseline is 73; target is 85.

Strategic Plan Objective IVC1.1
Develop and implement a strategic vision for educational use of IVC.

Action Step 1.1

Evaluate community and labor market demands.

Action Step 1.2

Research and gather input from College and community stakeholders.

Action Step 1.3

Develop and strengthen existing community, industry, and K-12 partnerships, in collaboration with the College Systems Objectives 1.1, 1.2, and 1.3 work teams.

Action Step 1.4

Continue work on re-envisioning CTE to respond to workforce demands and integrate with transfer and other academic journeys/priorities, in collaboration with the Instructional Programs Objective 1.1 work team.

Action Step 1.5

Determine which programs and certificates will be offered at IVC.

Action Step 1.6

Develop a marketing strategy for IVC and the opportunities it provides to support the vision for the campus, in collaboration with the College Systems Goal 4 work teams.

Progress Indicator IVC1.1

The development of a coherent and strategic vision for IVC.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Assistant Superintendent/ Vice President of Student Learning and Success, Director of Capital Projects, Superintendent/ President, Dean of Workforce Development and Career Education, Academic Senate designee(s), Academic Departments, Deans, and Chairs

Timeline: Ongoing Implementation; annual assessment

INDIAN VALLEY CAMPUS EMP GOAL 2

Ensure that the new facilities at IVC are integrated into all other campus planning so that they serve educational, student support, and community needs.

Champions: Assistant Superintendent/Vice President of Administrative Services, Director of Capital Projects

IVC Goal 2 Performance Indicator

Facilities are completed by year three and integrated into all other campus planning.

Strategic Plan Objective IVC2.1
Collaborate with the work teams for College Systems Objectives 2.1, 2.2, and 2.3 to ensure that new facilities—the Student Center (Building 12) and classroom space (Building 17)—are integrated into all other campus planning to ensure that they serve educational, student support, and/or community needs.

Action Step 1.1

See action steps in College Systems objectives listed above.

Action Step 1.2

Develop and strengthen existing community, industry, and K-12 partnerships.

Action Step 1.3

Evaluate space utilization for IVC campus on a biannual basis.

Action Step 1.4

Collaborate with Student Access and Success Objective 1.1 work team to improve student access to student services.

Progress Indicator IVC2.1.1

(See Progress Indicator CS2.1)
Evidence to demonstrate quarterly posting to the College Measure B website and tracking the number of views on the website to measure interest in the reports.

Progress Indicator IVC2.1.2

(See Progress Indicator CS2.2)
The Facilities Master Plan is regularly updated and reflects broad based input and support through the governance system including the Board of Trustees.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Assistant Superintendent/Vice President of Student Learning and Success, Director of Capital Projects, Superintendent/President, Dean of Workforce Development and Career Education

Timeline: Ongoing implementation; annual reporting

INDIAN VALLEY CAMPUS EMP GOAL 3

Increase student access to IVC, including transportation.

Champions: Assistant Superintendent/Vice President of Administrative Services, Dean of Enrollment Services

IVC Goal 3 Performance Indicator 1

Credit/noncredit annual unduplicated headcount of students taking courses at IVC increases by 15%. Baseline is 1,765, target is 2,030. (Source: COM Data Dashboard, average AY 2016-17 through 2018-19.)

IVC Goal 3 Performance Indicator 2

Credit/noncredit annual full-time equivalent students (FTES) at IVC increases 15%. Baseline is 466; target is 536. (Source: COM 320 report, average AY 2016-17 through 2018-19.)

....

Strategic Plan Objective IVC3.1
Improve access to transportation, student services, and technology, as part of the plan for IVC Goal 1 educational use of IVC.

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Action Step 1.1

Evaluate improvement of access to IVC as part of the plan for educational use of IVC, in collaboration with the IVC Goal 1 Objective 1.1 work team.

Action Step 1.2

Collaborate with the Student Access and Success Objective 1.1 work team to improve student access to student services, in collaboration with the IVC Goal 1 Objective 1.1 work team.

Action Step 1.3

Collaborate with the Information Technology Department to improve access to technology.

Progress Indicator IVC3.1

Student access is integrated into the coherent and strategic vision for educational use of IVC, developed in IVC Goal 1.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Assistant Superintendent/Vice President of Student Learning and Success, Director of Capital Projects, Information Technology Department

Timeline: Ongoing implementation; annual reporting

INDIAN VALLEY CAMPUS EMP GOAL 4

Periodically assess Novato community needs and incorporate into IVC development.

See Community Engagement and Responsiveness Goal 3 for community needs assessment objectives and action steps for 2019-2022. This goal will be addressed with specific targets in the *Strategic Plan 2022–2025*.

INDIAN VALLEY CAMPUS EMP GOAL 5

Ensure ongoing District and community support for making IVC a fully functioning campus.

This goal will be addressed with specific targets in the *Strategic Plan 2022–2025*.

FOCUS AREA: COMMUNITY ENGAGEMENT AND RESPONSIVENESS

As a community college, COM is responsible for serving Marin County's educational needs. Marin County has extreme inequities in educational attainment, often tied to income and race/ethnicity. Developing partnerships between COM and K-12 Districts, business/industry, government agencies and nonprofits, the College proactively assesses and continually responds to community needs. Transfer agreements with multiple four-year universities are in place and increasing numbers of students are completing degrees and transferring. Given the high cost of living and lack of affordable housing, employers seeking skilled labor have difficulty finding employees for many small businesses. Being a mission-driven institution as well as one of the largest employers in the county, COM will contribute to solving some of Marin's long-standing challenges where they intersect with the College's mission to meet educational needs in areas such as skills training among industry groups that are expected to grow.

COMMUNITY ENGAGEMENT AND RESPONSIVENESS EMP GOAL 1

Enhanced partnerships with business/industry to meet student and local workforce needs.

Champions: Assistant Superintendent/Vice President of Student Learning and Success, Dean of Workforce Development and Career Education

CER Goal 1 Performance Indicator 1

Eighty-Five percent of students enrolled in CTE courses report being employed in a job very closely or closely related to their field of study within 18 months of leaving the College. (Source: SSM Launchboard; all students with a job closely related to their field of study, all students, annual average of 2014–15 through 2015–16).

CER Goal 1 Performance Indicator 2

Increased participation in advisory councils (CTE and otherwise) and increased involvement with other business/industry groups connected to student and local workforce needs.

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Strategic Plan Objective CER1.1
Develop and implement mission-aligned plan for expanding business, industry, and community partnerships, in collaboration with the work team for Instructional Programs Objective 1.1.

....

Action Step 1.1

Establish a process to ensure input from community surveys and advisory councils are considered, feasibility determined, and mission-aligned community needs are being met.

Progress Indicator CER1.1

Plan has been developed.

Work Team: Assistant Superintendent/Vice President of Student Learning and Success; Dean or Designee for Career Technical Education; Director of Community Education, Lifelong Learning, and International Education; Career Internships and Service Learning Coordinator

Timeline: 2019–2022

Strategic Plan Objective CER1.2
Delivery methods for current and potential educational content meet community, industry, and other mission-specific needs.

Action Step 2.1

Assess the feasibility of offering certain content via contract education.

Contract education defined: When a community college district contracts with a public or private entity for the purpose of providing instruction or services (or both) by the community college as credit, noncredit, or not-for credit.

Action Step 2.2

Credit, noncredit, and not-for-credit academic programs utilize community, industry, and other mission-related data to collaboratively deliver on best meeting educational needs, as assessed in Community Engagement and Responsiveness Objective 1.1.

Progress Indicator CER1.2

Data justifies feasibility determination for contract education.

Work Team: Assistant Superintendent/Vice President of Student Learning and Success; Dean of Workforce Development and Career Education; Director of Community Education, Lifelong Learning, and International Education; Career Internships and Service Learning Coordinator

Timeline: 2019–2022

COMMUNITY ENGAGEMENT AND RESPONSIVENESS EMP GOAL 2

Enhance and optimize partnerships between COM and the K-12 educational system, including IVC offerings. (See Instructional Programs Goal 2.)

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

CER Goal 2 Performance Indicator 1

Increase in the number of historically underrepresented students participating in K-12 programs. Baseline will be enrollment in academic year 2019–2020.

CER Goal 2 Performance Indicator 2

Increase in students participating in COM K-12 programs who enroll at COM or four-year institutions in the fall term after graduation.

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Strategic Plan Objective CER2.1
Concurrent enrollment framework provides college access to a greater number of high school students, especially underrepresented, and leads to increased college attainment and success for these students, in collaboration with the Instructional Programs Objective 2.1 work team.

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Action Step 1.1

Capture accurate student data in support of Community Engagement and Responsiveness Objective 2.1.

Action Step 1.2

Convene K-12 high school leaders to identify key subject areas and identify a pipeline of classes and experiences to extend student learning/college credit.

Action Step 1.3

Develop criteria for proposing satellite classes that maximizes student learning and sustains enrollment, including site responsibilities, process, and success indicators.

Action Step 1.4

Develop a clear protocol in order to identify, align, and allocate COM resources (e.g., facilities use, events, sponsorships, faculty/staff time, etc.) related to K-12 partnerships.

Progress Indicator CER2.1

Development and circulation of written policy for establishing satellite classes and how to allocate resources.

Work Team: Assistant Vice President for Instructional Support, Institutional Research, Dean of Workforce Development and Career Education, Counseling Department Chair, Director of School and Community Partnerships

Timeline: 2019–2022

Strategic Plan Objective CER2.2
A college-going and degree-completion culture exists among target students in diverse communities in partnership with K-12 partners.

Action Step 2.1

Identify challenges, priorities, and potential solutions for developing a college-going culture between on-campus and off-campus communities including local businesses, stakeholders, alumni, and K-12 leadership.

Action Step 2.2

Explore and institute best practices in educational enrichment opportunities, activities, and mentorship/leadership programs to support K-12 college-going and degree-completion culture.

Action Step 2.3

Apply accumulated information in Action Steps 2.1 and 2.2 to create and implement an actionable plan.

Action Step 2.4

Targeted campus activities and programs that partner well with public organizations and K-12 partners such as 10,000 Degrees, College of Marin Providing Access and Supporting Success (COMPASS), or Summer Bridge in developing college-going and degree-completion culture.

Progress Indicator CER2.2

Increase in the proportion of incoming first-time students whose educational goal is degree or transfer.

Work Team: Assistant Vice President for Instructional Support, Institutional Research, Director of Student Services–Activities and Advocacy, Director of Advancement, Dean of Workforce Development and Career Education, Performing Arts Department, Director of School and Community Partnerships

Timeline: 2019-2022

COMMUNITY ENGAGEMENT AND RESPONSIVENESS EMP GOAL 3

Periodically assess community needs, with specific focus on segments of the service area that have been historically underrepresented.

Champion: Superintendent/President

CER Goal 3 Performance Indicator 1

Needs assessment cycles are tied to planning cycles at the College.

CER Goal 3 Performance Indicator 2

Findings in Community Engagement and Responsiveness Goal 3 inform Community Engagement and Responsiveness Goal 4.

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Strategic Plan Objective CER3.1
Review existing reports and research data from previous Marin County community needs assessment(s) and share findings with work team to inform assessment priorities and planning.

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Action Step 1.1

Determine highest priority groups to focus on for community needs assessment, including historically underrepresented segments of the community.

Action Step 1.2

Review existing reports and research data from previous Marin County community needs assessment(s) and share findings with work team to determine if assessment is needed.

Action Step 1.3

If needed, gather and incorporate appropriate needs assessment data to determine how COM can improve programs and services for prospective students in the high-priority groups.

Progress Indicator CER3.1

Needs assessment for high-priority groups has been determined.

Work Team: Institutional Research; Director of School and Community Partnerships; Director of Community Education, Lifelong Learning and International Education; Career Internships and Service Learning Coordinator

Timeline: 2019–2022

COMMUNITY ENGAGEMENT AND RESPONSIVENESS EMP GOAL 4

Respond to community needs in all mission-relevant areas in a more flexible and timely manner.

Champions: Executive Team

CER Goal 4 Performance Indicator

Where identified, community needs in mission-relevant areas have been addressed appropriately.

Strategic Plan Objective CER4.1
Use data from needs assessment and other sources to respond to needs of high-priority groups identified in Community Engagement and Responsiveness Goal 3 and other mission-relevant areas.

Action Step 1.1

Work team will review community needs assessment results for high-priority groups and create a timeline-bound plan to address gaps in programs and services.

Action Step 1.2

Work team will review existing data available to determine whether other mission-relevant community needs exist and how to respond.

Progress Indicator CER4.1

Plans to respond in a timely manner to identified program and service gaps for all high-priority groups have been created.

Work Team: Institutional Research; Director of School and Community Partnerships; Director of Marketing and Communications; Director of Community Education, Lifelong Learning and International Education; Career Internships and Service Learning Coordinator; Assistant Superintendent/Vice President of Student Learning and Success

Timeline: 2020–2022

COMMUNITY ENGAGEMENT AND RESPONSIVENESS EMP GOAL 5

Make the College a center for community engagement and cultural enrichment.

Champions: Superintendent/President, Director of Advancement

CER Goal 5 Performance Indicator

Number of community members attending events increases annually, with baseline established in year one.

Strategic Plan Objective CER5.1
Internal constituents and community members are aware of events, workshops, etc. at COM.

Action Step 1.1

Conduct internal surveys about programmatic efforts across the College.

Action Step 1.2

Establish a process and system for tracking attendance at campus events.

Progress Indicator CER5.1

Year three assessment data indicates that people are aware of COM's engagement with the community. Assessment will only take place in year three.

Work Team: Director of Marketing and Communications, Director of School and Community Partnerships, Director of Student Services– Activities and Advocacy, Assistant Superintendent/ Vice President of Student Learning and Success, Institutional Research

Timeline: 2022

Strategic Plan Objective CER5.2
Increased K-12 participation in campus events and opportunities.

Action Step 2.1

Review existing practices for drama productions, speakers, and athletics to create points of access for historically underrepresented student populations to attend.

Action Step 2.2

Outreach to K-12 schools in the Canal and Marin City neighborhoods and additional schools that serve historically underrepresented populations.

Progress Indicator CER5.2

College Credit Program (CCP) student attendance from K-12 schools will increase 5% each year, using year one as baseline.

Work Team: Director of School and Community Partnerships, Director of Student Services–Activities and Advocacy, Dean of Educational Sucess Programs, Institutional Research, Director of Marketing and Communications

Timeline: 2019–2022

Strategic Plan Objective CER5.3
Strong community partnerships provide expanded equity-minded opportunities for community engagement and cultural enrichment, in collaboration with Equity Goal 3 work teams.

Action Step 3.1

Conduct a survey of K-12 and community-based organizations to measure current scope of partnership work.

Action Step 3.2

Collaborate with community partners who embody equity-minded practices to bring lectures and programs rooted in equity to the College.

Progress Indicator CER5.3

(See Progress Indicator EQ3.1)
Record of equity-minded convenings and activities which demonstrate leadership in promoting equity in the county.

Work Team: Director of School and Community Partnerships, Director of Student Services–Activities and Advocacy, Dean of Educational Sucess Programs, Institutional Research, Professional Learning Committee

Timeline: 2020–2022

FOCUS AREA: COLLEGE SYSTEMS

Over the last decade, the College has made substantial progress in improving its facilities, campus safety, digital infrastructure, financial stability, planning, use of data for decision making, fundraising, transparency, and community partnerships. Community support for COM is evident in its approval of a $265 million facilities bond in 2016 and a facilities master plan utilizing those funds is being implemented. In addition, maintenance and use of COM's Bolinas property is being discussed. Yet community feedback shows the desire for faster response times and flexibility in developing partnerships, educational programs that meet emerging industry needs, and reaching and serving older, educated adults in their continued learning. In addition, COM should use marketing and outreach to better tell its story—to more broadly show why the College is an excellent two year education pathway at low cost. The high cost of living in the county and need for affordable housing creates problems for businesses in finding and retaining needed employees, as it does for COM.

COLLEGE SYSTEMS EMP GOAL 1

The fiscal integrity and wellbeing of the District is maintained in a manner that is prudent, responsive, sustainable, and transparent.

Champion: Assistant Superintendent/Vice President of Administrative Services

CS Goal 1 Performance Indicator

Reserve will be at 12% and bond rating maintained.

Strategic Plan Objective CS1.1
Reserve is maintained in accordance with Board Policy/Administrative Procedure 6251.

Action Step 1.1

Raise the reserve by 0.5% per year in the budget while also balancing the budget according to the resources that the District receives from local, state, federal, and auxiliary sources until the reserve meets a maximum threshold of 18%.

Progress Indicator CS1.1

Multi-year projection of the District's financial obligations in both the tentative and adopted budgets reflects the increased reserve amounts as approved by the Board of Trustees in Board Policy and Administrative Procedure 6251.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Director of Fiscal Services

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective CS1.2
Adequately maintain the District's credit/bond ratings with Standard & Poor's and Moody's associated with all bond types–revenue, lease revenue, general obligation, certificate of participation, and others.

Action Step 2.1

Maintain at least an AA1 and Aa+ rating for all bonds that are not considered general obligation.

Progress Indicator CS1.2

Through effective financial planning and rating meetings, Standard & Poor's and Moody's will provide letter to show the credit worthiness of the District for potential investors.

Work Team: Assistant Superintendent/Vice President of Administrative Services

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective CS1.3
Expand institutional grant-writing capacity to increase external funding and resources to strengthen institutional programs, facilities, and services in support of College programs and services.

Action Step 3.1

Establish which College programs and services are in need of additional funding and support.

Action Step 3.2

Evaluate options for increasing grant-writing capacity among existing staff as well as options for contracted grant-writing services.

Action Step 3.3

Establish a procedure for grant submittal and implementation.

Progress Indicator CS1.3

Priorities for additional funding and support are established. Options for increasing internal and external grant writing are established.

Work Team: Superintendent/President, Director of Advancement

Timeline: 2019–2022; annual reporting

COLLEGE SYSTEMS EMP GOAL 2

All facilities are conducive to 21st century teaching and learning and are maintained in a high-functioning, safe, clean, and environmentally sustainable manner, aligned with the Measure B schedule.

Champions: Director of Facilities Planning and Maintenance and Operations; Director of Capital Projects

CS Goal 2 Performance Indicator

Data compiled from Measure B quarterly reports, maintenance reports, and *Facilities Master Plan 2016–2021* implementation demonstrate all classrooms and facilities meet standards for 21st century teaching and learning and environmental sustainability.

Strategic Plan Objective CS2.1
Ensure efficient use of bond funds and complete all capital projects on both campuses on schedule and in alignment with other COM plans.

Action Step 1.1

The bond program and project schedule will be updated quarterly and posted to the Measure B website for public review.

Action Step 1.2

Keep faculty and staff membership on appropriate committees and work groups to evaluate proposals and use of buildings.

Action Step 1.3

Spaces are designed or rehabilitated in a manner that is conducive to 21st century teaching and learning, with input from College Systems Action Step 1.2 committees and work groups.

Action Step 1.4

Ensure that total cost of ownership is incorporated into budget planning.

Progress Indicator CS2.1

Evidence to demonstrate quarterly posting to the Measure B website and tracking the number of views on the website to measure interest in the reports.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Director of Capital Projects

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective CS2.2
An up-to-date and viable facilities master plan is maintained.

Action Step 2.1

The facilities master plan is continually updated to reflect changes in location and/or additions to the campuses to ensure there is broad based input from governance groups. This ensures the Measure B funds are expended according to the facilities master plan and in alignment with bond language associated with the bond measure.

Action Step 2.2

Keep faculty and staff membership on appropriate committees and work groups to evaluate proposals and use of buildings.

Progress Indicator CS2.2

The facilities master plan is regularly updated and reflects broad based input and support through the governance system including the Board of Trustees.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Director of Capital Projects

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective CS2.3
Adequately maintain all College properties and facilities with environmental sustainability in mind that supports the mission of the College.

Action Step 3.1

Incorporate standards associated with CalGreen, LEED, zero waste initiatives, and other programs into all projects from landscaping to full building construction or renovation.

Progress Indicator CS2.3

Projects that have been designed, installed, or built are regularly reported on the website to demonstrate progress toward meeting the established environmental standards.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Director of Capital Projects

Timeline: Ongoing implementation; annual reporting

COLLEGE SYSTEMS EMP GOAL 3

Plan, design, facilitate, and provide logistics for the creation of workforce housing for the purpose of recruiting and retaining District employees including staff, faculty, and administrators in a sustainable manner.

Champions: Assistant Superintendent/Vice President of Administrative Services, Director of Capital Projects

CS Goal 3 Performance Indicator

Ninety percent of employees entering workforce housing anticipate continuing to work for COM for more than five years. (Source: Survey of employees selected to participate in workforce housing).

Strategic Plan Objective CS3.1
Plan and design a facility to house District employees at IVC.

Action Step 1.3

Complete the plans at the 25%, 50%, 90% and full construction set of drawings for a housing facility project.

Progress Indicator CS3.1.1

Complete 25% drawings by fall 2019, 50% by fall 2020, and complete full set by summer 2021 or sooner.

Progress Indicator CS3.1.2

Complete construction by summer 2022.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Assistant Superintendent/Vice President of Student Learning and Success, General Counsel

Timeline: See progress indicators

Strategic Plan Objective CS3.2
Develop the board policies, administrative procedures, and associated collective bargaining related to employee housing.

Action Step 2.1

Develop and complete board policies, administrative procedures, and negotiations with Service Employees International Union (SEIU), California State Employees Association (CSEA), and United Professors of Marin (UPM) to facilitate the selection process and employee benefit of the housing plan.

Progress Indicator CS3.2.1

Negotiations are completed with collective bargaining units by end of the calendar year 2020 as it relates to processes and procedures for employee selection.

Progress Indicator CS3.2.2

Board policies, administrative procedures, and associated logistical documents are completed by the end of the calendar year 2021.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Assistant Superintendent/Vice President of Student Learning and Success, General Counsel, Dean of Enrollment Services

Timeline: See progress indicators

COLLEGE SYSTEMS EMP GOAL 4

Increase outreach and marketing to reach all potential student populations, enhance COM's image, and ensure Marin County views COM as a good value for its cost and high-quality education.

Champions: Director of Marketing and Communications, Director of Advancement

CS Goal 4 Performance Indicator

Community pre- and post-surveys show an increase in perception of COM as a good value for its cost and high-quality education.

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Strategic Plan Objective CS4.1
COM marketing materials create a visible presence in the community and are recognizable as a cohesive part of the institutional brand.

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Action Step 1.1

Create institutional branding guidelines, policies, and procedures.

Action Step 1.2

Educate the internal community about implementation of branding guidelines, including the related policies and procedures.

Action Step 1.3

Implement a system whereby branding standards are monitored to ensure the institutional identity is upheld and brand cohesiveness is maintained.

Progress Indicator CS4.1

Institutional branding guidelines are established, implemented, and used widely by the internal community and recognized by the community at large.

Work Team: Superintendent/President, Director of Marketing and Communications, College Services

Timeline: 2019–2022; annual reporting

Strategic Plan Objective CS4.2
Potential student populations, as identified through the 2018 Environmental Scan and Census data, are aware of COM's offerings and view the College as a good value.

Action Step 2.1

Prioritize targeted marketing efforts (e.g. middle school parents, high school students, commuter students, transfer students, career builders/CTE students, English language learners, older adults, community partners, international students, reentry students, facility users, etc.).

Action Step 2.2

Develop marketing strategies to raise awareness of the value proposition for each of the targeted populations.

Action Step 2.3

Create a method for institutional integration of the marketing strategy across academic programs and student services.

Progress Indicator CS4.2

Top three priority populations have been identified and corresponding marketing strategies have been developed. Marketing strategies have been communicated to relevant programs.

Work Team: Superintendent/President, Director of Marketing and Communications, College Services, Director of School and Community Partnerships

Timeline: Ongoing Implementation; annual reporting

Strategic Plan Objective CS4.3
COM's strategic marketing collateral resonates with potential student populations identified in College Systems Objective 4.2.

Action Step 3.1

Gather testimonial stories to inform marketing strategies.

Action Step 3.2

Create variations of targeted campaigns and test them with representative focus groups.

Action Step 3.3

Based on the focus group results, develop elements for use in targeted campaigns.

Action Step 3.4

Build a repository of testimonial stories for use in marketing and outreach.

Progress Indicator CS4.3

Campaign messages and elements have been documented and include examples and raw data for evaluation.

Work Team: Superintendent/President, Director of Marketing and Communications, Director of School and Community Partnerships

Timeline: Ongoing Implementation; annual reporting

Strategic Plan Objective CS4.4
The College will use culturally responsive communication strategies which align with population specific cultural norms and linguistic nuances.

Action Step 4.1

Develop multicultural and multilingual marketing materials, specifically those related to critical gateway information to address common questions and concerns from historically underrepresented communities.

Progress Indicator CS4.4

COM Style Guide is accessible to the internal community and reflects culturally responsive language for use in College marketing and collateral material.

Work Team: Superintendent/President, Director of Advancement, Dean of Enrollment Services, Institutional Research, Director of Marketing and Communications, Assistant Vice President for Instructional Support, Director of School and Community Partnerships

Timeline: 2019–2022; annual reporting

COLLEGE SYSTEMS EMP GOAL 5

Increase campus safety, awareness, and training at all locations to prepare employees and students in case of emergencies.

Champions: Chief of Police/Director of Public Safety, Director of Facilities Planning and Maintenance and Operations

CS Goal 5 Performance Indicator

One-hundred percent of full-time faculty, staff, and administrators have participated in safety and/or emergency training by 2025.

Strategic Plan Objective C5.1
Improve and expand the use of training methodologies for campus safety, awareness, and emergency preparedness.

Action Step 1.1

Hold trainings related to campus safety and awareness.

Progress Indicator CS5.1

Measure the number of staff and student participants in training simulations; how often and the various scenarios used (minimum 50-75 faculty; 500-700 students).

Work Team: Assistant Superintendent/Vice President of Administrative Services, Chief of Police/Director of Public Safety, Information Technology Department

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective CS5.2
Improve and expand College emergency alert systems.

Action Step 2.1

Improve capabilities to utilize information technology telecommunications to communicate with the College community, including mobile devices, in case of emergency.

Progress Indicator CS5.2

Alert system is in place and periodic testing of all systems occurs.

Work Team: Assistant Superintendent/Vice President of Administrative Services, Chief of Police/Director of Public Safety, Information Technology Department

Timeline: Ongoing implementation; annual reporting

About the College
Established in 1926, College of Marin remains committed to educational excellence, providing equitable opportunities, and fostering success for all members of its diverse community. With campuses in Kentfield and Novato, students of all ages have affordable access to an exciting variety of credit and noncredit courses as well as community education classes for lifelong learning. College of Marin is one of 115 public community colleges in California and nearly 14,000 credit, noncredit, and community education students enroll annually.

Equal Opportunity Statement
Marin Community College District is committed by law and policy not to discriminate on the basis of, or the perception of, race, ethnic group identification, ancestry, color, religion, age, gender, national origin, sexual orientation or expression, disability (mental or physical), marital status, medical condition, and status as a veteran, in any of its educational and employment programs and activities, its policies, practices, and procedures. The lack of English skills and/or hearing/visual impairment will not be a barrier to admission or participation in educational programs.

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