

2019-2025 EDUCATIONAL MASTER PLAN

2019-2022 STRATEGIC PLAN

Contents

[INTRODUCTION](#)

[STUDENT ACCESS AND SUCCESS](#)

[EQUITY](#)

[INSTRUCTIONAL PROGRAMS](#)

[INDIAN VALLEY CAMPUS](#)

[COMMUNITY ENGAGEMENT AND RESPONSIVENESS](#)

[COLLEGE SYSTEMS](#)

INTRODUCTION

The 2019-2025 Educational Master Plan: This Educational Master Plan (EMP) is the collective vision for the College of Marin (COM) for the next six years. It flows from our mission and is the principal document guiding all other institutional planning and decision making, including strategic planning, resource allocation, evaluation, and outcomes assessment.

This plan builds on the substantial progress made in the 10-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, and 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.

This EMP was developed with broad internal and external input, analysis and discussion. An environmental scan provided a view of external issues and trends that are 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 EMP. 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 address the balance the college strives to maintain between being part of the California Community College System and being responsive to Marin County's unique educational needs and the variety of educational goals of our students.

While equity is one of the six focus areas in the Educational Master Plan, it is also a lens through which all of the focus area goals were developed. The goals and objectives below 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 Educational Master Plan 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.

The 2019-2022 Strategic Plan: Embedded within the Educational Master Plan is the 2019-2022 Strategic Plan, the first of two 3-year strategic plans, which describes the objectives and actions steps the College will take toward achieving these 6-year Educational Master Plan goals. This Strategic Plan was developed by the Strategic Plan Task Force, 30 faculty, staff, and administrators from across the College, and the draft subsequently shared with the College community for feedback.

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 educational paths available. 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 2015 – 2018 Strategic Plan 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. Improvements to orientation and early learning experiences have been made, but some need to be scaled and more needs to be done to help students clarify their paths to educational goals. Course scheduling does not fully align with student need and allow for timely completion of educational goals.

STUDENT ACCESS AND SUCCESS 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.

Objective SAS1.1: Increase the hours and usability of Student Services, including evenings and weekends.

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 2. (Baseline: 1 evening per week until 6:00pm and two Saturdays per year)

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

Timeline: 2019-2022; annual reporting

Objective SAS1.2: Provide necessary information so that students can make informed math and English placement choices, in collaboration with work group 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

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 (SRJC and CCSF).

Progress Indicator SAS1.3.2: Plan to encourage more students to submit transcripts at the time of admission is developed and implemented.

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

Timeline: Ongoing implementation; annual reporting

STUDENT ACCESS AND SUCCESS 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.

Objective SAS2.1: All students, including adult, ESL, and nontraditional students, experience a simplified enrollment process.

Action Step 1.1: Streamline the online application and enrollment process by utilizing CCC Apply and Banner to eliminate the ESLN independent database.

Action Step 1.2: Utilize the non-credit application for admission (CCCApply) to reduce internal system redundancy for populations not currently using the general application. 2019-2025.

Action Step 1.3: Extend student admission eligibility from one to three years after application. 2019-2022.

Progress Indicator SAS2.1.1: The percent of applicants age 25 or older enrolled within one year of application increases. Baseline is 38.8% of applicants. (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 SAS2.2.2: By 2022, ESLN students will be able to register in Banner.

Work Team: Enrollment Services, ESL Department, IT Department

Timeline: 2019-2022; annual reporting

Objective SAS2.2: Increased number of adult re-entry students who enroll in credit courses.

Action Step 2.1: Package existing courses to help adult students to enter or re-enter the current workforce, in collaboration with Objective IP1.1 work team.

Action Step 2.2: Support seamless student movement through and between noncredit and credit programs and track movement metrics.

Action Step 2.3: Create a working committee of representative faculty and staff to coordinate inter-department information exchange to map the journeys to better leverage programs and services, in collaboration with the work team for Instructional Programs Objective 1.1.

Action Step 2.4: Support ESLN/ESL students' migration into 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 number of students who start COM in ESLN and enroll in at least one credit course within two years. Baseline is 4.0%. (Source: COM MIS data; annual average of students starting in ESLN in 2015-16 through Fall 2017).

Work Team: Counseling Department, ESL Department

Timeline: Ongoing implementation; annual reporting

Objective SAS2.4: Outreach strategies that target adult students are developed, in collaboration with the work team for College Systems Objective 4.2.

Action Step 4.1: Evaluate current outreach and marketing strategies and revise to better reach adult students in the community.

Action Step 4.2: Improve targeted outreach strategies for specific certificates.

Progress Indicator 2.4.1: Two new social media campaigns have been developed and launched.

Progress Indicator 2.4.2: 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

Timeline: Ongoing implementation; annual reporting

STUDENT ACCESS AND SUCCESS GOAL 3

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

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

Action Step 1.1: Provide in-class mini orientation sessions to noncredit students, including ESLN transition to credit courses.

Action Step 1.2: Evaluate delivery modalities for just-in-time information and timeline reminders and pilot.

Action Step 1.3: Develop a calendar of targeted essential skill messages for students.

Action Step 1.4: Develop orientations and early learning experiences to meet the needs of adult and re-entry 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: Improved first time student retention from census to fall end of term.

Work Team: Enrollment Services, Outreach Department, Testing Center, Counseling Department

Timeline: Ongoing implementation; annual reporting

STUDENT ACCESS AND SUCCESS GOAL 4

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

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: 30% 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 FY2018-2019 is zero. (*Spring 2019 – count = 419; 30% = 125 students*).

Progress Indicator SAS4.1.2: Increased number of credit students who have current education plans.

Work Team: ESL Department, Counseling Department

Timeline: Ongoing implementation; annual reporting

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 MyPath.

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 Design Services, IT Department, Counseling Department

Timeline: Ongoing implementation; annual reporting

STUDENT ACCESS AND SUCCESS GOAL 5

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

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.

Work Team: Director of Student Activities and Advocacy, IT Department, Counseling Department, Enrollment Services, Dean of Enrollment Services

Timeline: Ongoing implementation; annual reporting

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 (ie, 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: Methods for measuring effectiveness of student and academic services have been implemented.

Progress Indicator SAS5.2.1: Increased student participation in student support and academic services.

Progress Indicator SAS5.2.2: A counseling course has been marketed to ESL students and offered at least once.

Work Team: Counseling Department Chair, IT Department, Director of EOPS, CARE, & CALWORKS, Learning Communities Coordinator, Institutional Research

Timeline: Ongoing implementation; annual tracking

EQUITY

Marin County has been cited as having the greatest racial/ethnic and economic inequality in California, and increasing cost of living in the county may widen these gaps and affect the population that the College serves. Many successful efforts from the 2015 – 2018 Strategic Plan and 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 College of Marin:

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 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.

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.

Action Step 1.1: Create and utilize our COM version of an equity scorecard (determine focus areas for understanding where gaps exist). 2019-2020

Action Step 1.2: Determine potential ways to disaggregate the data and cite intersections. 2020-2021 and ongoing.

Action Step 1.3: Gather and incorporate student voice as part of the equity scorecard process. 2020-2021 and ongoing.

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

Work Team: Institutional Research, VP of Student Learning and Success, Academic Departments

Timeline: See action steps above

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

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

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

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

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

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

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

Timeline: See action steps above

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 Step 3.1: Engage Academic Senate in creating equity standards for program review (based on E1.1). 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. 2020-2021

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

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

Timeline: See action steps above

EQUITY 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.

Objective E2.1: 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. 2019-2020

Action Step 1.2: Review job postings, screening criteria, and interview questions to ensure the content is equity-minded. 2019 and ongoing

Action Step 1.3: Teaching demonstrations with student audience and feedback are in place for all full-time faculty hiring processes. 2019-2020

Action Step 1.4: Hiring protocols are changed so that EEO representative is present during interview committee convenings. 2020-2021

Action Step 1.5: Review and explore hiring and onboarding incentives for newly hired employees. 2021-2022

Progress Indicator E2.1: Closer alignment with Chancellor’s Office EEO Multiple Methods Allocation Model.

Work Team: Human Resources, EEO Committee, Hiring Managers

Timeline: See action steps above

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

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

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

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

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

Timeline: See action steps above

Objective E2.3: *Evaluation tools and processes are equity minded.*

Action Step 3.1: See E1.2 for action steps.

Action Step 3.2: Review employee evaluation tools and processes to ensure the content is equity-minded. 2019-2022 and ongoing.

Progress Indicator E2.3.: The tools and processes for employee evaluations allow for documented reflection on practice and change of practice to incorporate equity-minded knowledge, skills, and abilities.

Work Team: Human Resources, Professional Learning Committee, Administrators

Timeline: See action steps above

EQUITY 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.

Objective E3.1: Strong, expanded equity-minded partnerships with local governments, non-profits, 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 countywide plans. 2019-2020 and ongoing

Progress Indicator E3.1: Record of equity-minded convenings and activities which demonstrate our leadership in promoting equity in the County.

Work Team: Office of the Superintendent President, Vice Presidents

Timeline: See action steps above

INSTRUCTIONAL PROGRAMS

Community feedback and internal forums have highlighted strengths and needed improvements to College of Marin’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 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 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.

IP Goal 1 Performance Indicator: Time to degree and units accumulated at time of award

Objective IP1.1: Student journeys 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 work team for Student Access and Success Objective 2.2.

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 path and 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 CE 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 CER 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 Departments, Institutional Research, Department Chairs and Deans

Timeline: 2019-2022; annual reporting

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 work team for Student Access and Success Objective 2.2 Action Step 2.3.

Action Step 2.2: Counseling liaisons lead pathways implementation with departments using maps.

Action Step 2.3: Facilitate interdisciplinary collaboration opportunities to broaden lens outside of departments to see patterns in IGETC, pathways, etc, in collaboration with the work team for Student Access and Success Objective 2.2.

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 Leadership, Department Chairs and Deans

Timeline: 2019-2022; annual reporting

INSTRUCTIONAL PROGRAMS GOAL 2

Align curriculum with K-12 partners and workforce demands and increase interaction between COM faculty and K-12 faculty.

Objective IP2.1: The College will have a clear framework for its role in K-12 education that will allow us to determine our priorities and where to allocate resources for the best interest of students and for COM, in collaboration with Objective CER2.1 Work Team.

Action Step 1.1: Assess each of our current programs and offerings to determine their outcomes and where there is shared need; consider duplication of efforts/collaboration and evaluate the K-12 schools for readiness/sustainability.

Action Step 1.2: Evaluate alignment and articulation of math/English/ESL sequences with high schools, in collaboration with the work team for Instructional Programs Objective 6.1, Action Step 1.1.9.

Action Step 1.3: Define our strategic goals/values in K-12 with the work team for CER Objective 2.1. Create format for discussion and subsequent planning with K-12.

Action Step 1.4: Leverage and build programs based on strategic goals and values defined for K-12.

Progress Indicator IP 2.1: A clear and transparent framework which clearly reflects our goals and priorities for K-12 is developed and is being used to make decisions.

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

Timeline: 2019-2022; annual reporting

INSTRUCTIONAL PROGRAMS 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.

Objective IP3.1: COM will have a master schedule that allows students to reach their educational goals in 2-3 years for full-time students and 5 years for part-time students, based on mapped student journeys from Instructional Programs Objective 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 IP3.1.1: The master schedule reflects student ability to complete 2-3 year full-time or 5 year part-time educational goals.

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

Timeline: 2019-2022; annual reporting

INSTRUCTIONAL PROGRAMS GOAL 4

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

Note: Instructional Programs Task Force Focus Area Group has determined that this goal will be addressed in the 2022-2025 Strategic Plan.

INSTRUCTIONAL PROGRAMS GOAL 5

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

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

Action Step 1.1: Review current college plans and activities, including program review and student learning outcomes assessment, and statewide initiatives, including Guided Pathways, AB 705, and Vision for Success, to identify professional learning needs through a lens of equity-mindedness, in collaboration with the work team for Objective E1.2 and Objective E2.3.

Action Step 1.2: Offer ongoing opportunities for faculty and staff 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, Vice President of Student Learning, Assistant Vice President for Instructional Support

Timeline: Ongoing implementation; annual reporting

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

Action Step 1.1: Develop and administer a campus-wide professional learning needs assessment survey.

Action Step 1.2: Determine values and priorities for the teaching and learning center development.

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

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

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

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

Timeline: 2019-2021; annual reporting

INSTRUCTIONAL PROGRAMS GOAL 6

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

Objective IP6.1: Given AB 705 implementation, maintain current success rate in gateway (first semester transfer level) math and English courses with higher numbers of students

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 work team for Student Access and Success Objective 1.3.

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 work team for Instructional Programs Objective 5.1.

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: IP Goal 6 Performance Indicator: Percent of degree/transfer seeking students completing both transfer-level Math and transfer-level English within the first year. Baseline is 9.6%. (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).

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

Timeline: 2019-2022; annual assessment

Objective IP6.2: *Given AB 705 implementation, maintain current success rates in content courses which utilize English/Math skills.*

Action Step 2.1: Identify specific Math/English skills that are needed in core content courses that previously had prerequisites and develop innovative strategies to respond.

Action Step 2.2: Develop 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, brush up credit/non-credit 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

INDIAN VALLEY CAMPUS

For decades, the Indian Valley Campus (IVC) has been underutilized and discussions about how to improve it and attempts to do so have taken place. While there has been some new construction and renovations of its facilities and grounds, major maintenance and renovation is needed. In 2016, Marin County voters passed a \$265 million bond measure, a major part of which is to update and better use IVC. This strong community support includes an active Novato organization, the Friends of IVC, as well as other civic organizations and nonprofits that are partnering with COM for use of the campus. Currently, the people, resources and vision are coming together to enliven and make full use of this campus. Therefore, the following goals are set for IVC in addition to its contributing to all of the other goals in this plan.

INDIAN VALLEY CAMPUS GOAL 1

Develop and implement a plan for educational use of IVC that brings more students to campus, allows programs to be completed, and serves multiple student pathways (credit, noncredit, not-for-credit).

Objective IVC1.1: Continue current efforts to develop and implement a strategic vision for IVC.

Action Step 1.1: Evaluate community and labor market demands, in collaboration with the work team for CER Objectives 3.1 and 4.1.

Action Step 1.2: Research and gather input from community and faculty college and community stakeholders.

Action Step 1.3: Develop and strengthen existing community, industry, and K-12 partnerships, in collaboration with the work teams for College Systems Objectives 1.1, 1.2, and 1.3 and CER Objective 1.1 and 2.1.

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 work team for Instructional Programs Objective 1.1, Action Step 1.6.

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 for the work teams for College Systems Goal 4.

Progress Indicator IVC2.1: The development of a coherent and strategic vision for IVC.

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

Timeline: Ongoing Implementation; annual assessment

INDIAN VALLEY CAMPUS 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.

Note: IVC Task Force Focus Area Group has determined that this goal will be addressed in the 2022-2025 Strategic Plan.

INDIAN VALLEY CAMPUS GOAL 3

IVC3 Improve student access to IVC, including transportation.

Note: IVC Task Force Focus Area Group has determined that this goal will be addressed in the 2022-2025 Strategic Plan.

INDIAN VALLEY CAMPUS GOAL 4

Periodically assess Novato community needs and incorporate into IVC development.

Note: IVC Task Force Focus Area Group has determined that this goal will be addressed in the 2022-2025 Strategic Plan.

INDIAN VALLEY CAMPUS GOAL 5

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

Note: IVC Task Force Focus Area Group has determined that this goal will be addressed in the 2022-2025 Strategic Plan.

COMMUNITY ENGAGEMENT AND RESPONSIVENESS

As a community college, College of Marin 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 4-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 GOAL 1

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

Objective CER1.1: Develop and implement a mission-aligned plan for expanding business, industry, and community partnerships, in collaboration with the work team for IP Objective 1.1 Action Step 1.6.

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 Education, Director of Comm Ed, LL, and Int Ed, Internship Coordinator, Transfer and Career Services

Timeline: 2019-2022

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.

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 CER 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 or designee Career Technical Education, Director of Comm Ed, LL, and Int Ed, Internship Coordinator

Timeline: 2019-2022

COMMUNITY ENGAGEMENT AND RESPONSIVENESS GOAL 2

Enhance and maximize partnerships with K-12, including IVC.

Objective CER2.1: Concurrent enrollment framework provides college access to a greater number of high school students, especially under-represented, and leads to increased college attainment and success for these students, in collaboration with the work team of Objective IP2.1.

Action Step 1.1: Capture accurate student data in support of Objective CER2.1.

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 VP of Academic Services, Institutional Research, Dean or designee for Career Education, Counseling Department Chair, Director of School and Community Partnerships

Timeline: 2019-2022

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 10k Degrees, COMPASS, or Summer Bridge in developing college-going and degree-completion culture.

Action Step 2.5: Document and circulate pre and post quantitative and qualitative data among stakeholders demonstrating increased success in college-going and degree-completion culture over a three year period.

Progress Indicator CER 2.2.1: Increase in the proportion of incoming first-time students whose educational goal is degree or transfer.

Progress Indicator CER 2.2.2: Increase in students participating in COM K-12 partnerships who enroll in college in the Fall term after graduation.

Work Team: Assistant VP of Academic Services, Institutional Research, Director of Student Activities and Advocacy, Executive Director of Advancement, Dean or designee for Career Education, Performing Arts Department faculty or staff, Director of School and Community Partnerships

Timeline: 2019-2022

COMMUNITY ENGAGEMENT AND RESPONSIVENESS GOAL 3

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

Objective CER3.1: Conduct community needs assessment to inform academic and professional needs of high priority target populations of the service area.

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 inform assessment priorities.

Action Step 1.3: Gather and incorporate appropriate needs assessment data to determine how College of Marin can improve programs and services for prospective students in the high priority groups.

Progress Indicator CER3.1: Needs assessment results are available for high priority sectors identified.

Work team: Institutional Research, Director of School and Community Partnerships, Marketing Specialist, Director of Comm Ed, LL, and Int Ed, Internship Coordinator

Timeline: 2019-2022

COMMUNITY ENGAGEMENT AND RESPONSIVENESS GOAL 4

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

Objective CER4.1: Use data from needs assessment and other sources to respond to needs of high-priority groups identified in CER Goal 3 and other mission-relevant arenas.

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, Marketing Specialist, Director of Comm Ed, LL, and Int Ed, Internship Coordinator

Timeline: 2020-2022

COMMUNITY ENGAGEMENT AND RESPONSIVENESS GOAL 5

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

Objective CER5.1: Internal constituents and community members are aware of events, workshops, etc. at College of Marin.

Action Step 1.1: Conduct internal surveys about programmatic efforts across the College.

Progress Indicator 5.1: Year three assessment data indicates that people are aware of COM's engagement with the community. Assessment will only take place in Year 3.

Work Team: College Communications lead; Director of School and Community Partnerships, Director of Student Activities and Advocacy, Dean of Student Success, Institutional Research, Marketing Specialists

Timeline: 2022; annual reporting

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: CCP students from K-12 schools that service historically underrepresented students will increase 5% each year, using Year 1 as baseline.

Work Team: Director of School and Community Partnerships; Director of Student Activities and Advocacy, Dean of Student Success, Institutional Research, Marketing Specialist

Timeline: 2019-2022; annual reporting

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 campus.

Progress Indicator CER5.3 (Progress Indicator E3.1): Record of equity-minded convenings and activities which demonstrate our leadership in promoting equity in the County.

Work Team: Director of School and Community Partnerships; Director of Student Activities and Advocacy, Dean of Student Success, Institutional Research, Professional Learning Committee

Timeline: 2020-2022; annual reporting

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 2-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 GOAL 1

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

Objective CS1.1: Reserve is maintained in accordance with BP/AP 6251.

Action Step CS1.1: Raise the reserve by .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

Objective CS1.2: *Adequately maintain the District's credit/bond ratings with Standard and Poor's and Moody's associated with all bond types – Revenue, Lease Revenue, General Obligation, Certificate of Participation, and others.*

Action Step CS2.1: 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 and Poor's and Moody's will provide letter to show the credit worthiness of the District for potential investors. These documents will provide supporting evidence.

Work Team: Assistant Superintendent/Vice President of Administrative Services

Timeline: Ongoing implementation; annual reporting

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 CS3.1: Establish which College programs and services are in need of additional funding and support.

Action Step CS3.2: Evaluate options for increasing grant writing capacity among existing staff as well as options for contracted grant writing services.

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

Work Team: Superintendent/President and Director of Advancement

Timeline: 2019-2022; annual reporting

COLLEGE SYSTEMS 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.

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

Action Step CS1.1: The Bond program and project schedule will be updated quarterly and posted to the Measure B website for public review.

Progress Indicator CS2.1: Evidence to demonstrate quarterly posting to the College 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

Objective CS2.2: An up-to-date and viable Facilities Master Plan is maintained.

Actions Step CS2.1: 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.

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 (Lead)*

Timeline: Ongoing implementation; annual reporting

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

Action Step CS2.3: 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 for Administrative Services, Director of Capital Projects (Lead)

Timeline: Ongoing implementation; annual reporting

COLLEGE SYSTEMS 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.

Objective CS3.1: Plan and design a facility to house District employees at the Indian Valley Campus.

Action Step CS1.3: Complete the plans at the 25%, 50%, 90% and full construction set of drawings for a housing facility project.

Progress Indicator CS3.1: Complete 25% drawings by Fall 2019, 50% by Fall 2020, and complete full set by Summer 2021 or sooner.

Progress Indicator CS3.1: 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 above

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

Action Step CS3.2: Develop and complete BPs and APs and negotiations with SEIU, CSEA, and UPM to facilitate the selection process and employee benefit of the housing plan.

Performance Indicator CS3.2: Negotiations are completed with collective bargaining units by end of the calendar year 2020 as it relates to processes and procedures for employee selection.

Performance Indicator CS3.2: BPs, APs 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 for Student Learning and Success, General Counsel, and Dean of Enrollment Services.

Timeline: See above.

COLLEGE SYSTEMS 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.

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

Action Step CS1.1: Create institutional branding guidelines, policies, and procedures.

Action Step CS1.2: Educate the internal community about implementation of branding guidelines, including the related policies and procedures.

Action Step CS4.3: 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's Office, Marketing Specialist, College Services

Timeline: 2019-2022 academic years; annual reporting

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 CS2.1: 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 CS2.2: Develop marketing strategies to raise awareness of the value proposition for each of the targeted populations.

Action Step CS2.3: Create a method for institutional integration of the marketing strategy across academic programs and student services.

Progress Indicator CS4.2: The corresponding services and resources necessary to support these marketing efforts are allocated.

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

Timeline: Ongoing implementation; annual reporting

Objective CS4.3: COM's strategic marketing collateral resonates with potential student populations identified in Objective CS4.2.

Action Step CS3.1: Gather testimonial stories to inform marketing strategies.

Action Step CS3.2: Create variations of targeted campaigns and test them with representative focus groups.

Action Step CS3.3: Based on the focus group results, develop elements for use in targeted campaigns.

Action Step CS3.4: Build a repository of testimonial stories for use in marketing and outreach.

Performance Indicator CS4.3: Indicate and document the number of marketing efforts and targeted ads by showing raw data and examples. For social media accounts, items such as views, likes and shares can be used to help support this performance indicator.

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

Timeline: Ongoing implementation; annual reporting

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: College of Marin 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, Advancement/Foundation, Dean of Enrollment Services, Institutional Research, College Communications lead, Assistant VP of Academic Services, Director of School and Community Partnerships.

Timeline: 2019-2022; annual reporting

COLLEGE SYSTEMS GOAL 5

Increase campus safety, awareness, and training at all locations to train employees and students in the needed steps in the case of emergencies.

Objective CS5.1: *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.

Performance Indicator CS6.1: 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: Vice President of Administrative Services, Chief of Police, Lieutenant of Department, IT Department

Timeline: Ongoing implementation; annual reporting

Objective CS 5.2: Improve and expand college emergency alert systems.

Action Step 2.1: Improve capabilities to utilize IT 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: Vice President of Administrative Services, Chief of Police, Lieutenant of Department, IT Department

Timeline: Ongoing implementation; annual reporting