College of Marin
Quarterly Progress Report May 2022
Year 3: Education Master Plan 2019-2025
Year 3: Strategic Plan 2019-2022

Academic year 2021-2022 is the third year of College of Marin's first three-year cycle of strategic planning for the *Educational Master Plan 2019-2025* (EMP). This report is based on the Educational Planning Committee's (EPC) progress tracking of the *Educational Master Plan 2019-2025* from August 2021 to May of 2022.

Progress

Year 3 progress on the *Strategic Plan 2019-2022* has been impacted by the COVID-19 pandemic and ongoing remote work/instruction. Some work has been delayed due to the pandemic and/or refocused in order to address the immediate needs of the College. However, the Educational Master Plan allows us to keep focused on the long-term goals the college community has collectively identified as priorities over the next 4 years, guiding and informing the path ahead as we regain the flexibility to return in-person operations with new capabilities gained during the pandemic.

Of the 52 strategic plan objectives reported for Year 3 of the Strategic Plan 2019-2022:
🟢 **10 objectives are completed**
🟡 **35 show substantial progress**
🔴 **7 show limited or no progress.** Many of the action steps within these goals in Year 3 continue to focus on the immediate needs of the College to support students, instructors, and staff during the pandemic and ensure a safe return to in-person instruction/work. EPC recognizes the incredible work that has taken place across the College to support the needs of the College community during this time.

Key Progress and Recommendations:

Instructional Programs

- o **Looking back:** Progress in clarifying pathways (mapping). Alignment with high schools has occurred through AB 705. Master scheduling delayed due to pandemic. Progress on math/English throughput has been made. Professional development objectives achieved.
- o **Looking ahead:** Master scheduling will be a priority in next strategic plan, and connect to facilities and IVC in plan. IP Goal 4 (course offerings for equity and success, particularly focus with post-pandemic lens) needs to be built out. Professional learning should include DE training. Focus on universal design, particularly anti-racism in the classroom and launch of the Teaching and Learning Center, which will open in next strategic plan.

Student Access and Success

- **Looking back:** Increased hours and modalities for services; new capacity gained in providing services to students; reached out to connect with students who are struggling; interest clusters mapped and now student-facing.
- **Looking ahead:** Explore expanding modalities for services; assess effectiveness and measure students' preferences; connect services to IVC; focus can be how to identify and support students before they start struggling.

Equity

- **Looking back:** Pandemic has impacted equity; not all equity-gaps closed; implemented a new PR system with faculty equity facilitators; equity tools and processes implemented in hiring process; partnerships strengthened with community-based organizations with focus on equity; convenings limited due to pandemic.
- **Looking ahead:** Define what we mean by equity scorecard as a process; include student voices; refine/clarify next steps once programs set goals during Program Review process; incorporate state/COM police task force recommendations/reforms.

Community Engagement and Responsiveness

- **Looking back:** Programs are now participating on advisory boards; pivoted to respond to college community internally during pandemic; dual enrollment and programs dropped in enrollment
- **Looking ahead:** Continue the work; compile data that we have and assess specific communities and community needs. Convene K-12 partners to inform work; define work with more specific language; expand engagement with middle schools; AVID and COMPASS partnership

College Systems

- **Looking back:** Communications strong during pandemic; safety focus is on Covid Oversight Committee and Implementation Team; facilities focus has been on campus engagement for the LRC; Measure B; IVC facilities (Miwok, Pomo, Jonas Center)
- **Looking ahead:** EPC recommends that next strategic plan include stronger connections between facilities and instructional programming/use of these buildings in next strategic plan. Consider environmental justice lens in sustainability. Include student input for equity-lens, and ensure faculty/staff input in facilities. State/COM task force around policing may have relevant recommendations for CS Goal 5.

Progress on Objectives   🔴 No Progress   🟡 Substantial Progress   🟢 Objective achieved

Indian Valley Campus

- o **Looking back:** Dental and construction increase in enrollment despite pandemic; enrollment held steady even during pivot to online modalities and VR; some dual enrollment with fire/EMT; Jonas Center and other buildings; virtual services offered for access to IVC students.
- o **Looking ahead:** Bringing more students to campus through multi-pronged approach; strategic partnerships; EPC recommends that more progress needs to be made on integrating facilities with other campus planning for next strategic plan. IVC will have two additional EMP goals to be developed for the second strategic plan (needs assessment of Novato and long-term support of IVC.

Educational Master Plan 2019-2025 Progress Report

The strategic plan uses primarily quantitative performance indicators, baselines, and targets to gauge improvement and determine if objectives are met. In this report, the ratings are organized by EMP Focus Area. Full progress reports on individual EMP goals can be found on the EMP Progress Tracking Tool as well. Color coding is used to rate the extent to which activities designed to achieve the objective were implemented: ● red (no progress), ● yellow (substantial progress) or ● green (objective is achieved).

Student Access and Success

SAS 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.

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%.

*Year 1 2019/20: **45%**

SAS Goal 1 Performance Indicator 2: Five percent increase in students persisting from fall to spring. Baseline is 71.8%; target is 75.4%.

Year 1 2019/20: **74%**   Year 2 2020/21: **69%**   Year 3 2021/22: **67%**

	3-Year Objective	**Progress**
Objective SAS 1.1	Increase the hours and usability of student services, including evenings and weekends	🟩
Objective SAS 1.2	Provide necessary information so that students can make informed math and English placement choices, in collaboration with workgroup for Instructional Programs.	🟩
Objective SAS 1.3	Improve the evaluation process that provides students with degree-applicable transfer units.	🟨

EPC Notes/Recommendations:

- Ongoing so move objectives ahead; consider new modalities for offering student services; fix performance indicator to measure students served rather than amount of services.
- Need to gather data and validate new guided placement tools for AB705.
- Need a clear evaluation process to standardize and make readily visible to students. Start with schools we get lots of transfers from.

SAS 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.

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.

*Year 1 2019/20: **2,875**

	3-Year Objective	Progress
Objective SAS 2.1	All students, including adult, ESL, and nontraditional students, experience a simplified enrollment process.	■
Objective SAS 2.2	Increased number of adult re-entry students who enroll in credit courses.	■
Objective SAS 2.3	Outreach strategies that target adult students are developed, in collaboration with the work team for College Systems Objective	■

EPC Notes/Recommendations:
- SAS 2.1: Does not need to move ahead – simplified already; now just the work is to support students more with the process or general systems improvement. Consider revised objective – work on supporting students through the process or general systems improvement.
- SAS 2.2: Work on what we mean by adult re-entry. What do we mean by non-credit? Does not always mean ESL. A lot of good work going on in these spaces and need language to account for it.
- SAS 2.3: Rework objective -- to reconnect to all students (degree-seeking or certificate) who have dropped. Narrow focus to make it manageable. Consider breaking out additional groups beyond just degree-seeking or certificate who have stopped out. Determine the scope-dropped out or never attended or both – may include student services re-engagement strategy (students who stopped out) vs. Outreach/marketing (new students).

Performance indicator could not be calculated for years 2 and 3 due to a high number of "spam" CCCApply applications. It is impossible to determine which applications were legitimate and therefore to know the correct denominator for the calculation.

Progress on Objectives   ● No Progress   ● Substantial Progress   ● Objective achieved

SAS Goal 3: Provide effective orientation and early support to students so that they can determine and achieve their educational goals.

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%.

Year 1 2019/20: **79%**   Year 2 2020/21: **75%**   Year 3 2021/22: **70%**

	3-Year Objective	Progress
SAS 3.1	Orientations and early learning experiences are offered throughout the semester.	

EPC Notes/Recommendations:
- Objective completed. Revisit the action steps and adjust/tweak based on pandemic new modalities for next strategic plan.

SAS Goal 4: Build awareness in students of educational goal options and paths to achieve these goals.

SAS Goal 4 Performance Indicator 1: All degree, certificate, and transfer seeking students have declared majors.

Year 1 2019/20: **94%**   Year 2 2020/21: **95%**   Year 3 2021/22: **96%**

SAS Goal 4 Performance Indicator 2: Nine percent decrease in average number of units accumulated by degree earners. Baseline is 93; target is 85.

Year 1 2019/20: **78**   Year 2 2020/21: **79**   Year 3 2021/22: **N/A**

	3-Year Objective	Progress
Objective SAS 4.1	*Increase the number of students who have clear educational plans and goals.*	
Objective SAS 4.2	*Educational goals are clearly visible to students.*	

EPC Notes/Recommendations:
- Work with IT to ensure ed plans can be seen by non-credit ESL students transitioning to credit classes.

Progress on Objectives   ● No Progress   ● Substantial Progress   ● Objective achieved

SAS Goal 5: Ensure that all students reach milestones and complete educational goals in a timely manner.

SAS Goal 5 Performance Indicator 1: Five percent increase in first-time degree or transfer-seeking students persisting from fall to spring. Baseline is 63.3%; target is 66.5%.

Year 1 2019/20: **59%**   Year 2 2020/21: **66%**   Year 3 2021/22: **N/A**

	3-Year Objective	Progress
Objective SAS 5.1	*Students who are experiencing academic difficulties are provided earlier, effective support.*	
Objective SAS 5.2	*Increase participation in student support and academic services such as learning communities, EOPS, and tutoring.*	

EPC Notes/Recommendations:
- Move forward but revisit action steps-work with the Academic Senate to discuss, and reframing "academic probation" discussions with more supportive language such as "warning;" professional development for faculty outreach including roster management; collection of data from students such as focus groups. Need a support system that is sensitive to students; need infrastructure to follow up on faculty reports.

Equity

Equity Goal 1: Decrease towards elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the end of EMP in 2025

Equity Goal 1 Performance Indicator 1: Full equity numbers for all disproportionally impacted groups identified in COM's Student Equity Plan have been realized by 2025.

Objective EQ 1.1	Routine, disaggregated data analysis at both the institutional and program level identifies particular areas of concern and charts progress toward Goal E1 attainment.	yellow
Objective EQ 1.2	Data-informed, equity-minded ongoing professional development expands faculty, staff, and administrator capability to meet EQ Goal 1.	yellow
Objective EQ 1.3	All academic programs identify and carry out data-informed, equity-minded, program specific changes through the program review process toward EQ Goal 1 attainment.	yellow

EPC Notes/Recommendations:
- 1.1: Include student voice in all areas of plan going forward across college. Clarify that PR comes first, and then scorecard, rather than other way around (which is how it reads on paper). EPC recommends that a definition for the equity scorecard and what elements it will include be clarified.
- 1.2: Consider next steps after Program Review for support with implementation (structural follow up) and possibility of discipline/degree review as follow up (gap between E1.2 facilitation and E1.3 implementation).
- 1.3: Ongoing and important to call out this next strategic plan for institutionalization. Pandemic has slowed down progress on all depts having interventions in place. Clarify the process, cycle, resource allocation connection etc. after program review is completed to close the loop.

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.

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

	3-Year Objective	Progress
Objective EQ 2.1	All aspects of hiring processes prioritize the hiring of equity- minded employees who understand and take ownership of racial equity gaps at the College	🟨
Objective EQ 2.2	All new employee services and programs utilize an equity- minded approach to employee support and retention.	🟨
Objective EQ 2.3	*Evaluation tools and processes are equity minded.*	🟩

EPC Notes/Recommendations:
- Continue 2.1 and 2.2 into next strategic plan -- ongoing. EEO rep assignment process still in progress. Challenge of great resignation creating smaller pool which creates more barriers to this goal. Check in on progress at end of Year 3 for next 3 years. Consider State/COM police task force recommendations/reforms as well here.

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.

Equity Goal 3 Performance Indicator 1: The scope and reach of equity-minded convenings and activities increases. Data will be in narrative form.

	3-Year Objective	Progress
Objective EQ 3.1	Strong, expanded equity-minded partnerships with local governments, nonprofits, and industry. Collaborate with Community Engagement and Responsiveness Goal 5 work teams.	🟨

EPC Notes/Recommendations:
- With the newly formed UMOJA Institute, EPC recommends for next strategic plan that the UMOJA Institute, IDEA Committee, and EEO be part of development of this EMP goal.

Progress on Objectives   🔴 No Progress   🟡 Substantial Progress   🟢 Objective achieved

Instructional Programs

IP 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 1: Nine percent decrease in average number of units accumulated by degree earners. Baseline is 93; target is 85..

Year 1 2019/20: **78**　　　　　Year 2 2020/21: **79**　　　　　Year 3 2021/22: **N/A**

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%.

Year 1 2019/20: **67%**　　　　　Year 2 2020/21: **66%**　　　　　Year 3 2021/22: **62%**

	3-Year Objective	**Progress**
Objective IP 1.1	*Student journeys (pathways) will be clearly mapped for all degree and certificate programs.*	　　
Objective IP 1.2	*Program-level maps will inform two-year course rotation blueprint designs and scheduling practices by faculty.*	　　

EPC Notes/Recommendations:
- 1.1 and 1.2 should move to next plan. All current degrees/cert mapped and roadmaps done but not on site. Need to work out format and vet them with the faculty. Work with counselor liaisons to departments should continue.

IP Goal 2: Align curriculum with K-12 partners and workforce demands and increase interaction between COM faculty and K-12 faculty.

IP Goal 2 Performance Indicator 1: 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+).

Progress on Objectives　　🔴 No Progress　　🟡 Substantial Progress　　🟢 Objective achieved

High School GPA and Grade in Highest Level High School Math and English Courses
COM First-Time Freshman from Marin High Schools, Fall 2017/ 2018 and Fall 2019

	Baseline (Avg F17/F18)	Year 1 Performance (Fall 2019)	Year 2 Performance (Fall 2020)	Year 3 Performance (Fall 2021)
Mean High School GPA	2.9 (B)	2.9 (B)	3.0 (B)	3.0 (B)
Mean Grade in Highest High School English Course	2.8 (B-)	2.8 (B-)	3.0 (B)	3.1 (B)
Mean Grade in Highest High School Math Course	2.5 (C-)	2.7 (C)	2.8 (B-)	2.9 (B-)

Source: CCCApply (self-reported by students)

	3-Year Objective	**Progress**
Objective IP 2.1	*Align curriculum between K-12 and COM for math, English, and ESL.* .	

EPC Notes/Recommendations:
- Know ahead of time what role we can be playing with alignment based on winter/spring discussions with districts. Align potential pathways after high school to COM; consider ESL and where gaps are and why; consider timeline for this and whether there is bandwidth available now or not enough post-pandemic. Link to IP Goal 6. EPC Notes: Alignment should consider not just curriculum but also how policy at state level is dictating curriculum that can be taught at high school and college and the alignment between.

IP Goal 3: Implement a student-centric master schedule that meets student needs for timing, location and course offerings rotation.

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.

Year 1 2019/20: **6.6**   Year 2 2020/21: **6.3**   Year 3 2021/22: **N/A**

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%.

Year 1 2019/20: **7%**   Year 2 2020/21: **8%**   Year 3 2021/22: **N/A**

	3-Year Objective	**Progress**
Objective IP 3.1	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.	

EPC Notes/Recommendations:
- Add to next strategic plan; will phase this work; work is underway this spring with creation of co-chairs. EPC Notes: Connect this to facilities, IVC Goal 1, 2.

IP Goal 5: Create opportunities for faculty to collaborate and share effective teaching methodologies.

IP Goal 5 Performance Indicator 1: Faculty participation in professional learning opportunities meets and exceeds FLEX requirements and is reflected in program review. Baseline is participation in 2019– 2020 activities.

Year 1 Fall 2019: **70%**   Year 2 Fall 2020: **95%**   Year 3 Fall 2021: **99%**

	3-Year Objective	Progress
Objective IP 5.1	The College will have a comprehensive, integrated professional learning program.	🟩
Objective IP 5.2	The College will have a clear vision and plan for a teaching and learning center.	🟩

EPC Notes/Recommendations:
- Include highlighting work on DE certification. Important to meet student need and keep quality high. DE training – labor intensive and should consider equity for part-timers. Teaching and Learning Center.

IP Goal 6: Improve completion of transfer-level math and English courses within a one-year timeframe through changes to curriculum and teaching / learning practices.

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%.

Year 1 2019/20: **16%**   Year 2 2020/21: **17%**   Year 3 2021/22: **N/A**

	3-Year Objective	Progress
Objective IP 6.1	*Given AB 705 implementation, maintain current success rate in gateway math and English courses with higher numbers of students.*	🟨
Objective IP 6.2	*Given AB 705 implementation, maintain current success rates in content courses which utilize English/Math skills.*	🟨

EPC Notes/Recommendations:
- We can no longer teach classes that the high schools should be offering due to AB 705, so we need to identify impacts. Prof dev – inclusive classrooms should be focus. How do we work with high schools to make sure they graduate w/ skills needed (math: intermediate algebra need before coming here) and what can we do to meet them when they get here to help as best we can? Yes – this needs to stay in, particularly given March deadline and likely loss of prereqs that haven't been certified (intermediate algebra, English 98/120)

Progress on Objectives   🔴 No Progress   🟡 Substantial Progress   🟢 Objective achieved

Indian Valley Campus

IVC 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).

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.

*Year 1 2019/20: **1749**   Year 2 2020/21: **N/A**   Year 3 2021/22: **N/A**

IVC Goal 1 Performance Indicator 2: Credit/noncredit annual full-time equivalent students (FTES) at IVC increases 15%. Baseline is 466; target is 536.

*Year 1 2019/20: **N/A**   Year 2 2020/21: **N/A**   Year 3 2021/22: **N/A**

IVC Goal 1 Performance Indicator 3: Annual number of certificates awarded at IVC increases 20%. Baseline is 73; target is 85.

Year 1 2019/20: **66**   Year 2 2020/21: **62**   Year 3 2021/22: **N/A**

	3-Year Objective	Progress
Objective IVC 1.1	*Develop and implement a strategic vision for educational use of IVC.*	

EPC Notes/Recommendations:
- Traditional headcount may not capture how we serve students (VR, part-time students, community ed, virtual/online, pandemic shift, CTE moving more towards remote lecture / skills in person) so warrants relook at how we measure success / capture how we are serving students. Also consider this would move beyond traditional metrics we already have capacity to track (might need added capacity to do this) and traditional metrics capture students IVC serves that isn't CTE specific. Consider folding in Strong Workforce metrics etc. here in addition to traditional metrics.
- Continue to monitor IVC needs for students outside of CTE or who start w/ CTE and take some GE while at IVC. Continue work w/ dual enrollment offerings.
- IVC Goal 1 is supported by Goal 2 and 3
- Strategize with offerings, for example by offering in a series – start w/ summer academy, follow up with opportunities in fall, strategic scheduling, pathway mapping, etc so that Action Step 1.6 is about marketing AND strategic scheduling/programming, including a strong connection with IP Goal 3.

Progress on Objectives   ● No Progress   ● Substantial Progress   ● Objective achieved

IVC 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.

IVC Goal 2 Performance Indicator: Facilities are completed by year three and integrated into all other campus planning.

2020/21:   We are on track for completing the Facilities at IVC by the end of this year.

	3-Year Objective	Progress
Objective IVC 2.1	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.	

EPC Notes/Recommendations:
- Scheduling classrooms is currently challenging at IVC and needs to be considered together with current goal to increase headcount. Classroom size and technology does not always match program/course needs. Relook at current IVC Goal 2 objective language which is currently specific to particular buildings – might focus language more on instruction/program needs and matching facilities with this. IP Goal 3 might be relevant here. Consider connection to CS Goal 3 too.

IVC Goal 3: Improve student access to IVC, including transportation.

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.

*Year 1 2019/20: **1749**   Year 2 2020/21: **N/A**   Year 3 2021/22: **N/A**

IVC Goal 3 Performance Indicator 2: Credit/noncredit annual full-time equivalent students (FTES) at IVC increases 15%. Baseline is 466; target is 536.

*Year 1 2019/20: **N/A**   Year 2 2020/21: **N/A**   Year 3 2021/22: **N/A**

	3-Year Objective	Progress
Objective IVC 3.1	*Improve access to transportation, student services, and technology, as part of the plan for IVC Goal 1 educational use of IVC.*	

EPC Notes/Recommendations:
- This current goal and objective language is about access, but access might be wrong term. It isn't an access issue – we can meet needs of students once they are there, but have to get them there first. Also, enhanced virtual services has been used during pandemic and might be a good place moving forward to consider as a way staff-up services at IVC. IVC Goal 3 performance indicator should capture more than just headcount since that marker misses a lot of people using IVC

Progress on Objectives   🔴 No Progress   🟡 Substantial Progress   🟢 Objective achieved

facilities for instructional and non-instructional purposes. Wifi – capacity has been increased at IVC like Kentfield; if tech is considered as part of IVC in next strat plan, it should be more about usability (can people who need it access it) rather than presence of it. Tech focus maybe needs to be more about classroom use / scheduling and if technology in the classroom matches needs of the course.

- IP Goal 3 should be linked here to know how to serve students (waitlists, programs, etc).

Performance indicators could not be calculated for IVC due to the shift to remote instruction.

Community Engagement and Responsiveness

CER Goal 1: Enhanced partnerships with business/industry to meet student and local workforce needs.

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.

Year 1 2019/20: **69%**   Year 2 2020/21: **78%**   Year 3 2021/22: **67%**

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.
See Progress Report for CER Goal 1.

	3-Year Objective	Progress
Objective CER 1.1	Develop and implement 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.	🟨
Objective CER 1.2	Delivery methods for current and potential educational content meet community, industry, and other mission-specific needs.	🟨

EPC Notes: EPC supports the self-evaluations above for CER 1.1 and 1.2 but recommends that CER Goal 1 Performance Indicator #2 be rewritten in the next strategic plan to more clearly define what we mean by increased participation and involvement.

CER Goal 2: Enhance and optimize partnerships between COM and the K-12 educational system, including IVC offerings.

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.

	3-Year Objective	Progress
Objective CER 2.1	*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.*	🟨
Objective CER 2.2	*A college-going and degree-completion culture exists among target students in diverse communities in partnership with K-12 partners.*	🟨

Progress on Objectives   🔴 No Progress   🟡 Substantial Progress   🟢 Objective achieved

EPC Notes/Recommendations:

- Clarify in next strategic plan -- is this for pre-college? Pre-high school? Connect to COMPASS etc? What is overall goal -- go to COM or to build college going culture in youth overall? What does success look like / measure?

CER Goal 3: Periodically assess community needs, with specific focus on segments of the service area that have been historically underrepresented.

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.

	3-Year Objective	Progress
Objective CER 3.1	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.	🟥

EPC Notes/Recommendations:

- EPC recognizes pivot to internal needs of college during pandemic. EPC recommends collecting data from MCOE, Marin Promise, Marin Com. Found., Canal Alliance, Marin HHS, etc to see pandemic impact on community, as well as internal reports of impact. Also identify gaps in available data. Consider IE Director and UMOJA Institute as collaborators moving forward with the goal. Revisit what we mean when we say "needs assessment." Explore other cost effective and responsive ways of gauging community needs, such as interviewing CBOs representing community constituent groups

CER Goal 4: Respond to community needs in all mission-relevant areas in a more flexible and timely manner.

CER Goal 4 Performance Indicator 1: Where identified, community needs in mission-relevant areas have been addressed appropriately.

	3-Year Objective	Progress
Objective CER 4.1	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.	🟨🟥

EPC evaluates this yellow internally but red externally.

Progress on Objectives   ● No Progress   ● Substantial Progress   ● Objective achieved

EPC Notes/Recommendations:

- Internally, as a college we have been very extremely responsive to student needs during pandemic. Emerging from pandemic, focus needs to pivot out to greater community and community needs.   Post-pandemic, focus on reengaging with students who are no longer with college or never enrolled who have been disproportionately impacted by the pandemic.

CER Goal 5: Make the College a center for community engagement and cultural enrichment.

CER Goal 5 Performance Indicator 1: Number of community members attending events increases annually, with baseline established in year one.

	3-Year Objective	**Progress**
Objective CER 5.1	*Internal constituents and community members are aware of events, workshops, etc. at COM.*	
Objective CER 5.2	*Increased K-12 participation in campus events and opportunities.*	
Objective CER 5.3	*Strong community partnerships provide expanded equity-minded opportunities for community engagement and cultural enrichment, in collaboration with Equity Goal 3 work teams.*	

EPC Notes/Recommendations:

- EPC notes substantial progress made for each objectives, although as noted by Champions, not in the original intention of the goal due pandemic. EPC recommends collaborating with UMOJA Institute, Directors of Student Services, Director of Outreach and School/Comm Partnerships, Flex Coordinator, and Comm Ed, LL, and Int Ed. Collaborate with Equity and CS to streamline efforts with a post pandemic lens as appropriate as community returns to campus to bring vitality back to the campus

College Systems

CS Goal 1: The fiscal integrity and wellbeing of the District is maintained in a manner that is prudent, responsive, sustainable, and transparent.

CS Goal 1 Performance Indicator 1: Reserve will be at 12% and bond rating maintained.

	3-Year Objective	Progress
Objective CS 1.1	Reserve is maintained in accordance with BP/AP 6251.	
Objective CS 1.2	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.	
Objective CS 1.3	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.	

EPC Notes/Recommendations:
- EPC Notes: 1.1 and 1.2 keep in plan in case economy fluctuates.
- 1.3: There are areas of grant-writing that are separate from advancement goals (NSF, CAI, DOL for example) and need to be considered. Unclear also if there is a process for grants.

CS 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.

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.

	3-Year Objective	Progress
Objective CS 2.1	Ensure efficient use of bond funds and complete all capital projects on both campuses on schedule and in alignment with other COM plans.	
Objective CS 2.2	An up-to-date and viable Facilities Master Plan is maintained.	
Objective CS 2.3	Adequately maintain all College properties and facilities with environmental sustainability in mind that supports the mission of the College.	

Progress on Objectives   ● No Progress   ● Substantial Progress   ● Objective achieved

EPC Notes/Recommendations:

- EPC recommends stronger connection between facilities development and instructional programming/use of these buildings in next strategic plan. Consider environmental justice lens in sustainability. Include student input for equity-lens, and ensure faculty/staff input.

CS 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.

CS Goal 3 Performance Indicator: 90% of employees entering workforce housing anticipate continuing to work for COM for more than 5 years. (Source: Survey of employees selected to participate in workforce housing).

	3-Year Objective	Progress
Objective CS 3.1	Plan and design a facility to house District employees at the Indian Valley Campus.	🔴
Objective CS 3.2	Develop the board policies, administrative procedures, and associated collective bargaining related to employee housing.	🔴

EPC Notes/Recommendations:

- Focus is Kentfield right now so include in the objective. IVC on hold right now due to cost/rent calculation – considering joint project to help to advance equity goal, revenue supporting. EPC: Needs may have changed since pandemic so may need a new survey, potentially of differene constituents in the community.

CS 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.

CS Goal 4 Performance Indicator 1: Community pre- and post-surveys show an increase in perception of COM as a good value for its cost and high-quality education.

	3-Year Objective	Progress
Objective CS 4.1	COM marketing materials create a visible presence in the community and are recognizable as a cohesive part of the institutional brand.	🟡
Objective CS 4.2	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.	🟢
Objective CS 4.3	COM's strategic marketing collateral resonates with potential student populations identified in Objective CS4.2.	🟢

Progress on Objectives   🔴 No Progress   🟡 Substantial Progress   🟢 Objective achieved

	3-Year Objective	Progress
Objective CS 4.4	The College will use culturally responsive communication strategies which align with population specific cultural norms and linguistic nuances.	🟩

EPC Notes/Recommendations:

- Much progress has been made. Next strategic plan, how to reconnect with students who are no longer here or never came? (Community centered data). Virtual marketing office is being developed. More resources may be needed coming out of pandemic to bring students back? What could that look like? Marketing campaigns for programs? Student/alumni centered, equity centered and culturally responsive campaigns are time-intensive (and take time to build)

CS Goal 5: Increase campus safety, awareness, and training at all locations to prepare employees and students in case of emergencies.

CS Goal 5 Performance Indicator: 100% of full-time faculty, staff and administrators have participated in safety and /or emergency training by 2025.

	3-Year Objective	Progress
Objective CS 5.1	Improve and expand the use of training methodologies for campus safety, awareness and emergency preparedness.	🟨
Objective CS 5.2	Improve capabilities to utilize IT telecommunications	🟨

EPC Notes/Recommendations:

- Champions: Upcoming -- connect trainings in ProLearning, including pandemic safety. Move forward both objectives. Involve students more this next strategic plan in safety for these objectives. State/COM task force around policing may have relevant recommendations. Consider how to best connect employees to trainings and how to continue to identify/reinforce who is point (perhaps managers/coordinators meetings might be important); revitalize post-covid when return to campus. New increase in disasters makes this more front and center.

Progress on Objectives   🔴 No Progress   🟡 Substantial Progress   🟢 Objective achieved