# College of Marin
## Quarterly Progress Report May 2021
Year 2:  Education Master Plan 2019-2025
Year 2:  Strategic Plan 2019-2022

Academic year 2020-2021 is the second 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 2020 to May of 2021.

## Progress

Year 2 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 Education 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 go back in person with new capabilities gained during the pandemic.

**Of the 52 strategic plan objectives reported for Year 2 of the Strategic Plan 2019-2022:**
- 🟢  **5 are completed**
- 🟡 **36 show substantial progress**
- 🔴 **11 show limited or no progress.**  Many of the action steps within these goals have shifted for Year 2 to focus on the immediate needs of the College to support students, instructors, and staff during the pandemic and 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.

## EPC Recommendations

This coming year will be the final year of the current strategic plan and will also include the development of the second and final strategic plan of the 6-year *Educational Master Plan 2019-2025*.

**EPC makes the following recommendations for the coming year:**
- Continue the updated annual review process, which created valuable opportunities for dialogue between EPC and Champions across the focus areas of the plan early on in the year.  Expand on this by including work teams in EPC presentations. Review progress/performance indicator data with Champions as they are writing narratives.
- In Year 3, start to consider post-covid future:  How the needs of students, staff, and community have changed, innovations we may want to keep post-pandemic, and what we can start building capacity towards in action steps to match these changes towards achieving EMP goals.
- **IVC Focus Area:**   Much progress has been made with facilities, CTE vision, Miwok programming, so work of next strategic plan is to create broader college-wide vision based on these elements along with general education offerings, student services, and marketing.   EPC recommends that the work group that creates the IVC focus area of the next strategic plan be a cross-functional team that represents all areas of the college to create the broader college-wide vision.  IVC will have two additional EMP goals to be developed for the second strategic plan.
- **College Systems Focus Area:**   EPC recommends that next strategic plan include stronger connections between facilities and other focus areas of the plan, particularly with SAS and IP.  EPC recommends that the work group that creates the IVC focus area of the next strategic plan be a cross-functional team that represents all areas of the college**.**
- **Equity Focus Area:**  EPC recommends that equity should be woven into more action steps for each focus area, not just EQ, in next strategic plan.

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

# 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:  71%

|  | 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:

- Decrease in Year 1 for P.I 1 from Chancellor's Office may not be accurate due to spam filtering of applications, but this goal will likely stay on track by end of 6 years.
- Tracking PI SAS 1.1 as students served instead of amount of services offered is important, so that PI should be re-written for next plan.

## 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.

2019-2020:  2875

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

EPC notes:
- SAS 2.3 action steps are scheduled to begin in Year 3.
- Recommendation for next strategic plan:
  - Broaden language in this goal to be inclusive of all adult learners (ESL and non) aligning to CCCCO and AEP language defining student groups and adult education goals. Leverage equity-centered language and planning to think about defining student populations and identify who we want to serve and how we want to serve them.
  - For Strategic Plan Objective SAS2.3, consider who to partner with (Marketing? Outreach?), and that may be contingent on how you define the above.

## 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%.  Source: Data Dashboard.

2019-2020:  79.5
2020-2021:  74.7%

| | 3-Year Objective | Progress |
|---|---|---|
| SAS 3.1 | Orientations and early learning experiences are offered throughout the semester. | <span style="color:yellow">■</span> |

EPC Notes:
- EPC recognizes substantial progress despite challenges of the pandemic.
- Year 1 was an increase in the performance indicator and exceeded expectations .  Year 2 is lower, likely due to pandemic -- 1-2% of our students elected EW in all courses, and they were not counted, which may have impacted total.
- Retention of first-time credit student retention from census to fall end-of-term actually increased despite pandemic, which is in line with our overall trend in persistence.

## 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 educational goals and majors.

2019-2020:  94% declared majors
2020-2021:  95% declared majors

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

SAS Goal 4 Performance Indicator 2:  Nine % decrease in average number of units accumulated by degree earners. Baseline is 93; target is 85. Source: SSM Launchboard
2019-2020:  78

| | 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.* | 🟨 |

## 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 students persisting from fall to spring. Baseline is 63.3%; target is 66.5%. Source: SSM Launchboard.
2019-2020:  59%

| | 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:

- EPC notes the impacts that the pandemic has had on accomplishing these goals but also commends the efforts of counselors and COM Care staff to support students during the pandemic.
- Progress indicator 5.2.1 shows decrease in students on probation but this may be due to drops in enrollment and may lag in terms of time to move off of academic probation, so likely progress indicator will take awhile to accurately reflect action steps.
- Post-pandemic, we may be able to remove barriers to access to support based on new capacities/modalities used during pandemic.

# 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 202.5

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.
2019-2020:

| | | Progress |
|---|---|---|
| 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. | 🟨 |

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

| | | |
|---|---|---|
| Objective EQ 1.2 | Data-informed, equity-minded ongoing professional development expands faculty, staff, and administrator capability to meet EQ Goal 1. | <span style="background:yellow"> </span> |
| 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. | <span style="background:yellow"> </span> |

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

## 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.*

*Year 1 and 2:* Closed gaps in representation for Asian and multiracial students; overrepresentation of White employees dropped (22.7% to 16.3%); significant gap in Latinx representation remains (-25.9%)

| | 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 | <span style="background:yellow"> </span> |
| Objective EQ 2.2 | All new employee services and programs utilize an equity- minded approach to employee support and retention. | <span style="background:red"> </span> |
| Objective EQ 2.3 | *Evaluation tools and processes are equity minded.* | <span style="background:yellow"> </span> |

## 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.
2019-2020: N/A     2020-2019: See Reporting 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. | <span style="background:yellow"> </span> |

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

EPC Notes:  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.

# 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. Source: SSM Launchboard.
2019 – 2020:  78

IP Goal 1 Performance Indicator 2:  Decrease by 15% the proportion of students accruing more than 60 units at COM at the time of transfer to a four-year institution. Baseline is 53%; target is 45%. Source: National Student Clearinghouse, COM MIS data.
2019-2020:  67%

|  | **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:
- Units accumulated (PI #1) has already dropped well below the target in first year of plan.  This is also a Chancellor's Office Vision for Success goal we have achieved.
- Recommendations:
    - Connect to IP Goal 3 work in Year 3 and next strategic plan.
    - Use outcomes from Visioning session from spring 2021 to help inform direction.

**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+). Source: COM MIS data and CCCApply.

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 |
|---|---|---|---|
| Mean High School GPA | 2.9 (B) | 2.9 (B) | 3.0 (B) |
| Mean Grade in Highest High School English Course | 2.8 (B-) | 2.8 (B-) | 3.0 (B) |
| Mean Grade in Highest High School Math Course | 2.5 (C-) | 2.7 (C) | 2.8 (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:

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

EPC supports the self-evaluation of substantial progress.  Progress on P.I. but may reflect changes in population of students due to pandemic, so look next year to see if trend continues, and also consider SLO assessment data.

## 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.   **2020 – 2021:  6.6**

IP Goal 3 Performance Indicator 2:  Percent of degree/transfer students completing 15 or more units in the fall term increases. Baseline is 5.6%; target is 8.4%. Source: SSM Launchboard.   **2020-2021:  7%**

|  | 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 Note:
- The mapping in IP Goal 1 must be completed before IP Goal 3. This goal should connect to IP Goal 1 in terms of clear pathways, not just rotations, so EPC recommendation is to connect these in next strategic plan.
- Progress made:  Improving Online CTE Pathways grant completed!
- PI #1:   Record number of degrees given but handful of students finishing multiple degrees (4-5 degrees) may have raised units to graduate.  Full and part-time are together here -- part-time students increased this past year significantly due to pandemic.   We are expecting this PI to go down over time.  Recommendation is to relook at P.I in next strategic plan to exclude outliers, parse out full-time and part-time, and potentially units accumulated instead of time to degree as measure of efficiency.

## 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.

F  2019:  70%, S 2020: 95%, F 2021:  99.7%

|  | 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. | |

## 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.

Degree/transfer seeking students completing both transfer-level math and transfer-level English within the first year increases by eight percentage points by 2025. Baseline is 9.6%; target is 17.6%. Source: SSM Launchboard.

2019-2020:  16%

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

| 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 tremendous progress for completion of English/math throughput (close to target already in first year) and core content course grades have held steady too.

# 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.  Source: COM Data Dashboard.
2019 – 2020:  1749    2020-2021:  N/A (courses are online)

IVC Goal 1 Performance Indicator 2:  Credit/noncredit annual full-time equivalent students (FTES) at IVC increases 15%. Baseline is 466; target is 536. Source: COM 320 report.
2019-2020:  N/A    2020-2021:  N/A (courses are online)

IVC Goal 1 Performance Indicator 3:  Annual number of certificates awarded at IVC increases 20%. Baseline is 73; target is 85.
2019-2020:  N/A    2020-2021:  66

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

 EPC notes that CTE now has a clear vision and Miwok is developing a clear vision and we have new facilities, so work of next strategic plan is to create broader college-wide vision based on these elements along with general education offerings, student services, and marketing.

EPC recommends that the focus group who creates the IVC focus area of the next strategic plan be a cross-functional team that represents all areas of the college to create the broader college-wide vision (counseling, instruction, AVP, Dean of CTE, Outreach, PRIE (needs assessment), Vice Presidents)

# IVC Goal 2

**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.

Value for 20/21:  We are on track for completing the Facilities at IVC by the end of this year.

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

| | 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:**

EPC recommends that more progress needs to be made on integrating facilities with other campus planning for Year 3. For next strategic plan, facilities needs stronger connection to other focus areas of the plan, including instructional programs, program review, needs assessments, student services, etc.

EPC recommends that the focus group who creates the IVC focus area of the next strategic plan be a cross-functional team that represents all areas of the college to create the broader college-wide vision (counseling, instruction, AVP, Dean of CTE, Outreach, PRIE (needs assessment), Vice Presidents)

## 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. Source: COM Data Dashboard.

2019-2020: 1749    2020-2021: N/A due to online courses

IVC Goal 3 Performance Indicator 2: Credit/noncredit annual full-time equivalent students (FTES) at IVC increases 15%. Baseline is 466; target is 536. Source: COM 320 report.

2019-2020: 365.6   2020-2021: N/A due to online courses

| | 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:
- Action steps aren't scheduled to begin until Year 3 of the strategic plan.
- EPC notes that Year 1 P.I.data went down below baseline, likely independent of pandemic, so EPC recommends that more progress needs to be made on integrating facilities into other campus planning for Year 3. Facilities needs stronger connection to instructional programs, program review, needs assessments, student services.
- EPC recommends that the focus group who creates the IVC focus area of the next strategic plan be a cross-functional team that represents all areas of the college to create the broader college-wide vision (counseling, instruction, AVP, Dean of CTE, Outreach, PRIE (needs assessment), Vice Presidents)

## 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. Source: SSM Launchboard.

**2019-2020: 69%  2020-2021: 78%**

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

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.

**2020-2021:  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. | <span style="color:yellow">yellow</span> |
| Objective CER 1.2 | Delivery methods for current and potential educational content meet community, industry, and other mission-specific needs. | <span style="color:yellow">yellow</span> |

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.* | <span style="color:yellow">yellow</span> |
| Objective CER 2.2 | *A college-going and degree-completion culture exists among target students in diverse communities in partnership with K-12 partners.* | <span style="color:yellow">yellow</span> |

EPC supports the self-evaluation of progress for objectives for CER Goal 2.   P.I.s may reflect impact of pandemic (less programs offered, some schools had higher capture rate and some lower), so look to see if trends continue in next year or two.

## 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.
2019-2020:  N/A

CER Goal 3 Performance Indicator 2:  Findings in Community Engagement and Responsiveness Goal 3 inform Community Engagement and Responsiveness Goal 4.
2019-2020:  N/A

| | 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. | <span style="color:red">red</span> |

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

EPC recognizes pivot to internal needs of college during pandemic. For Year 3, EPC recommends collecting data from MCOE, Marin Promise, Marin Community Foundation, Canal Alliance, Marin Health Human Services, etc to see pandemic impact on community, as well as internal report of impacts (challenges, opportunities, impacts). There may be existing intersectional conversations going on or coming together to evaluate pandemic impact. Also identify gaps in available data. Consider IE Director and UMOJA Institute as collaborators moving forward with the goal.

## 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.

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.

2019-2020: N/A

|  | 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 substantial progress made for each objectives, although as noted by Champions, not in the original intention of the goal due to pandemic. EPC recommends collaborating with UMOJA Institute, Directors of Student Services, Director of Outreach and School/Community Partnerships, Flex Coordinator, and Dir of Comm Ed, LL, and Int Ed in Year 3.

# 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.

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

| | 3-Year Objective | Progress |
|---|---|---|
| Objective CS 1.1 | Reserve is maintained in accordance with BP/AP 6251. | <span style="color:yellow">■</span> |
| 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. | <span style="color:yellow">■</span> |
| 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. | <span style="color:yellow">■</span> |

EPC supports substantial progress evaluations for each of these objectives – objectives 1-2 have been achieved, so yellow denotes maintaining these goals.

## 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. | <span style="color:yellow">■</span> |
| Objective CS 2.2 | An up-to-date and viable Facilities Master Plan is maintained. | <span style="color:yellow">■</span> |
| Objective CS 2.3 | Adequately maintain all College properties and facilities with environmental sustainability in mind that supports the mission of the College. | <span style="color:yellow">■</span> |

EPC supports these self-evaluations of progress.  EPC recommends stronger connection between facilities development and programming/use of these building, including a cross-sectional group to develop next strategic plan.

## 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. | <span style="color:red">■</span> |
| Objective CS 3.2 | Develop the board policies, administrative procedures, and associated collective bargaining related to employee housing. | <span style="color:red">■</span> |

Progress on Objectives     <span style="color:red">●</span> No Progress     <span style="color:yellow">●</span> Substantial Progress     <span style="color:green">●</span> Objective achieved

EPC supports self-evaluations of no progress.  Survey has been done but progress indicators will not be reached.

## 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. | 🟨 |
| Objective CS 4.4 | The College will use culturally responsive communication strategies which align with population specific cultural norms and linguistic nuances. | 🟨 |

## 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 supports the self-evaluations of progress above and notes the tremendous work of the Champions over the past year to lead the Covid Task Force.

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