

COLLEGE OF MARIN

2022-2025 Strategic Plan DRAFT UPDATED 9/19/2022 11:15:30 AM

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2022-2025 Strategic Plan Task Force

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INSTRUCTIONAL PROGRAMS

	Educational Master Plan 6-Year Goal	Strategic Plan 2022-2025 Draft Objectives and Action Steps
Goal 1	<p>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.</p>	<p>Objective 1.1 Student journeys will be clearly mapped for all degree and certificate programs. Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Map the student journeys (CTE/technical skill-building, ESL, transfer), in collaboration with Student Access and Success Objective 2.2 work team. • Investigate the “undecided” student journey to determine the paths and the services needed for students in this group. • Map and keep current fully online certificates and degree paths. • Analyze student schedules and course-taking patterns for all journeys to inform master scheduling work. • Assess how COM’s general education pattern supports interest clusters. • Explore interdisciplinary connections across student journeys and leverage those to support student success. <p>Objective 1.2 Connect and bolster pathways to support students on their educational journeys. Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Develop course blueprints for each academic department in consultation with counseling liaisons to ensure that blueprints are in alignment with master schedule • Facilitate collaboration between department faculty and counseling liaisons to provide students with increased access to degree/major journey information • Publish course sequencing of degrees in the eLumen Catalog
Goal 3	<p>Implement a student-centric master schedule that meets student needs for timing, location, and course offerings rotation.</p>	<p>Objective 3.1 Establish and implement the master schedule process. Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Establish a working group to engage stakeholders (faculty, students, chairs, staff, and administrators) in determining a clear set of values, goals, principles, priorities, tools, and data needed to design a master schedule in order to remove institutional barriers to education goal completion, based on the three student journeys (CTE/Transfer/ESL - concurrent enrollment HS). • Use findings from IP Goal 4 work team to inform the master schedule, including student needs and success rates.

Goal 4	Develop innovative offerings, scheduling, and delivery methods for student success and equity.	<p>Objective 4.1 Develop student-centered, data informed course offerings that consider scheduling (time of day / late start) and delivery methods that enable student success and equity.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Explore instructional design and delivery methods that ensure equitable student experiences with the potential for expansion into new instructional modalities in the post-pandemic learning environment. • Conduct regular assessment of student and college community needs with regard to modalities. • Analyze the impact of changes to course delivery modes on course success • Identify and resolve articulation issues related to transfer and include Articulation Officer in discussions regarding modalities. • Use information from above action steps to inform professional learning
Goal 5	Create opportunities for faculty to collaborate and share effective teaching methodologies.	<p>Objective 5.1 Embed equity principles and practices in the classroom.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Engage faculty in creating working definitions and naming critical practices that address continued focus on equity in the classroom. • Provide professional development based on universal design for learning principles and transformative practices, including specific focus on decolonialization of the curriculum and anti-racist practices in the classroom (emphasis on course design, teaching methodologies and materials for courses, grading practices, leveraging learning management system) • Provide faculty with new opportunities to increase skills to effectively use technology and diverse instructional delivery modalities following the principles of anti-racism and universal design for learning. • Provide Flex-time for collaborative, discipline-centered/driven investigation and evaluation of programs with regards to equity principles and practices.

		<p>Objective 5.2 Open the Teaching and Learning Center for faculty and staff professional learning.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Convene professional learning stakeholders to work towards the creation of a Teaching and Learning Center that promotes inquiry, innovation, collaboration, and the embodiment of COM’s vision of powerful learning across the district. • Identify current College initiatives, such as the faculty mentor program and UMOJA Equity Institute, that reflects the work in Action Step 5.2.1 and how this space can amplify and support this work. • Devise the vision and goals of the Teaching and Learning Center based on an inventory of work already in progress at the institution and develop infrastructure, including staffing and space design, to connect and scale professional learning activities described in Objective 5.1.
<p style="text-align: center;">Goal 6</p>	<p>Improve completion of transfer-level math and English courses within a one-year timeframe through changes to curriculum and teaching/learning practices.</p>	<p>Objective 6.1 Improve communication to high schools of the benchmarks needed for math, English, and ESL at COM, engaging in anti-racist practices to improve access and success (see also IP Goal 2).</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Evaluate current interaction with high school partners and leverage existing programs • Engage in regular communication with high school and middle school partners to communicate urgency as to what will happen to students, so that they can be better supported, once they get to COM now with AB 705 curriculum changes in math, English, and ESL through an anti-racist lens. • Establish and communicate clear “college-ready” guidelines and pathways for high school students in Math, English, and ELL/ESL • Expand counseling and faculty outreach to high schools, including math, English, and STEM representation. • Coordinate efforts with surrounding district leaders to remove institutional barriers for college-readiness.

		<p>Objective 6.2 Improve universal design pedagogy and curriculum to ensure the success of COM’s racially and culturally diverse students in the program relevant gateway math and English courses.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Improve universal design pedagogy and curriculum to ensure our relevant gateway courses are student-ready. • Improve effectiveness of math and English companion courses to improve success rates in corequisite gateway courses. • Provide professional learning opportunities to share best practices (internal and external) in implementing AB 705, in collaboration with the Instructional Programs Objective 5.1 work team. • Provide professional learning opportunities for English, ESL, and math faculty to discuss alignment of curriculum with K-12 and adult education faculty. • With neighboring adult education programs, explore possibilities to supplement gaps in COM offerings in math and English. <hr/> <p>Objective 6.3 Improve universal design pedagogy and curriculum to ensure the success of COM’s racially and culturally diverse students in content courses with identified math and English skills.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Implement recommendations for responsive strategies made for identified math skills needed in core content courses (STEM focus), through an equity lens. • Engage faculty in unpacking the notion of “remediation” in math, writing, and reading literacies across the curriculum and course sequences; inquiring into and embracing a student-ready paradigm. • Research and implement best practices for creating supplemental instruction and scheduling.
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Note: Instructional Programs Goal 2 has been addressed in other areas so is not included in SP 2022-2025.

IP Goal 6	<p>Improve completion of transfer-level math and English courses within a one-year timeframe through changes to curriculum and teaching/learning practices.</p>	<p>Objective 6.2 Improve universal design pedagogy and curriculum to ensure the success of COM’s racially and culturally diverse students in the program relevant gateway math and English courses.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Improve universal design pedagogy and curriculum to help academically unprepared students in the program relevant gateway courses. • Improve effectiveness of math and English companion courses to improve success rates in corequisite gateway courses. • Provide professional learning opportunities to share best practices (internal and external) in implementing AB 705, in collaboration with the Instructional Programs Objective 5.1 work team. • Provide professional learning opportunities for English, ESL, and math faculty to discuss alignment of curriculum with K-12 and adult education faculty. • With neighboring adult education programs, explore possibilities to supplement gaps in COM offerings in Math and English.
		<p>Objective 6.3 Improve universal design pedagogy and curriculum to ensure the success of COM’s racially and culturally diverse students in content courses with identified math and English skills.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Implement recommendations for responsive strategies made for identified math skills needed in core content courses (STEM focus), through an equity lens. • Engage faculty in unpacking the notion of “remediation” in math, writing, and reading literacies across the curriculum and course sequences; inquiring into and embracing a student-ready paradigm. • Research and implement best practices for creating supplemental instruction and scheduling.

Note: Instructional Programs Goal 2 has been addressed in other areas so is not included in SP 2022-2025.

STUDENT ACCESS AND SUCCESS

	Educational Master Plan 6-Year Goal	Strategic Plan 2022-2025 Draft Objectives and Action Steps
SAS Goal 1	<p>Reduce barriers to access and to students achieving their educational plan goals in a timely manner; create a welcoming atmosphere with increased human contact.</p>	<p>Objective 1.1 Offer student services using multiple modalities for all student groups.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Assess and implement best times to offer virtual and in-person support. • Provide how to videos in Spanish and possibly other languages. • Advertise ambassador support for students. • Assess and implement best means to communicate important information, via texts, email, website, phone, etc. • Implement Universal Design across communication modalities.
<p>Objective 1.2 Provide necessary information so that students can make informed math, English, and ESL placement and pathway choices.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Assess and revise Guided Self -Placement tools. • Outline steps for new students and include placement. • Revise placement process page and placement materials. • Assess how to best show companion courses in the schedule. 		
<p>Objective 1.3 Improve the evaluation process that provides students with degree-applicable transfer units.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Implement course equivalency for math, English, Biology 110, and Chem 110 and Chem 114 with Santa Rosa Junior College. • Implement course equivalency for Nursing prerequisites from Bay Ten institutions to make equivalencies more visible to students. 		

SAS Goal 1	<p>Reduce barriers to access and to students achieving their educational plan goals in a timely manner; create a welcoming atmosphere with increased human contact.</p>	<p>Objective 1.4 Cultivate and foster student well-being, sense of belonging, and community.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Institutionalize programming and events for multiple identities, including, racial groups, LGBTQ+, parents, students with disabilities, etc. • Expand mental health support services and professional learning to meet the unique needs and identities of the students we serve • Provide Communities of Practices and professional learning opportunities for employees around creating inclusive classrooms and spaces. • Provide Professional Learning to employees across the campus, so they can support students and direct them to the appropriate resources and to cultivate responsiveness to student needs in appropriate and meaningful ways.
SAS Goal 2	<p>Increase enrollment of adult students — both credit and noncredit — who have not gone to college and need support; improve outreach strategies to all of Marin’s adult populations. Adult student defined: Student who is 25 years and older who has not been to college.</p>	<p>Objective 2.1 Increase number of adult reentry students who enroll in credit courses.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Research and identify action steps to meet the needs of traditionally under resourced communities in Marin such as Marin City and the Canal to increase enrollment and to overcome barriers to access. • Identify CBOs where we are not represented and intentionally determine appropriate COM representation. • Outreach and expand touch points to students of color populations who are traditionally underrepresented in higher education. • Research leveraging funds to provide financial incentives for students to enroll, such as stipends, book grants, etc.
SAS Goal 3	<p>Provide effective orientation and early support to students so that they can determine and achieve their educational goals.</p>	<p>Objective 3.1 Develop mandatory first-year strategies.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Explore and identify evidenced based approaches to requiring orientation and certain general education courses in the first year. • Explore requiring HUM 101, COUN 130, ENGL 150, and MATH in the first year for degree seeking and transfer students. To opt out, students must see a counselor (This exploration would include: 1) determining scheduling capacity for this objective and 2) working with counselors and IT on an opt out process). • Solicit feedback from Participatory Governance members. • Pilot a mandatory first year success strategy in third year.

SAS Goal 4	<p>Build awareness in students of educational goal options and paths to achieve these goals.</p>	<p>Objective 4.1 Increase the number of students who have current educational plans that align with their educational goal.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Implement My Path for students by year two. • Determine how best to utilize existing interest clusters, such as helping students to determine their course schedule and major. • Utilize multiple modalities to communicate important information about educational goals and plans. • Students can change their major more easily utilizing one new method.
SAS Goal 5	<p>Ensure that all students reach milestones and complete educational goals in a timely manner.</p>	<p>Objective 5.1 Students who are experiencing academic difficulties are provided earlier, effective support.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Provide professional learning to empower faculty to support students. • Encourage faculty to engage in roster management and assign mid-term grades. • Implement collaborative student services and programs to engage students and better support them. • Provide professional learning for staff and faculty to expand understanding around the principles of Universal Design that will lead to the implementation of Universal Design principles and accessible modalities to increase student access. • Explore intentional intervention strategies to connect students with resources, such as Auto Enroll students in Student Support Canvas Shell. • Explore early alert approaches and communication strategies. • Adjust the Probation and Dismissal Process to include pre-enrollment requirements. <p>Objective 5.2 Increase participation in student support and academic services such as learning communities, EOPS, the Library, and tutoring.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Provide opportunities for class visits and share information from counseling, learning communities, librarians, and academic services representatives • Develop and implement communication strategies to inform students about student support and academic services. • Create a Student Success Hub/Kit for students and determine how best to distribute. • Develop process for accurately tracking student participation in student support and academic service and establish baseline measures.

EQUITY

	Educational Master Plan 6-Year Goal	Strategic Plan 2022-2025 Draft Objectives and Action Steps
Equity Goal 1	<p>Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025.</p>	<p>Objective 1.1 Routine, disaggregated data analysis at both the institutional and program level identifies particular areas of concern and charts progress toward Equity Goal 1 attainment.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Review and further focus the critical data points at the course, program, and institutional levels needed to call out race-based disparities in outcomes, ensuring intersectionality is considered. Incorporate this work into the program review process outlined in EQ1.3. • Provide examples/templates of actionable items based on data points for department/program use in addressing disparities in outcomes in the program review process outlined in EQ1.3. • Settle on holistic equity scorecard metrics tied to the three EMP equity goals and supportive of reaching the objectives via the action steps identified. <hr/> <p>Objective 1.2 Data-informed, equity-minded, ongoing professional development expands faculty, staff, and administrator capacity and capability to meet Equity Goal 1.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Assess current capacity/capability and equity-mindset of employees (assuming growth based on flex/professional development offerings to date) through survey, focus groups, and analysis of equity-related trends across performance review materials. • Create 'training for implementation', beyond just professional development, at all levels and in all areas, focusing on institutional definitions of equity, equity-mindedness, and anti-racism and connecting them to concrete issues and actions. • Further catalogue and disseminate efforts and intended outcomes related to eliminating educational inequities to reinforce within the culture of the College equity is central to our mission and values

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 EMP in 2025.	<p>Objective 1.3 All academic programs identify and carry out data-informed, equity-minded, program-specific changes through the program review process toward Equity Goal 1 attainment.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Make program review template more clearly focused on racial equity gaps, as referenced in EQ1.1. • Add qualitative/narrative elements to critical data points (as referenced in EQ1.1) to dismantle data critique, which is a method of maintaining inequities/white supremacy, and get programs to the substantive discussion of improvement and identification of specific goals to reduce disparate outcomes. • PRAC completes the connection of program review and resource allocation by leveraging its core principles.
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.	<p>Objective 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.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Implement EEO Committee’s recommendations relating to hiring practices (name/list from EEO recs). • To draw more diverse applicants with advanced degrees, expand relationships with graduate programs and local community partners with the purpose of increasing understanding of the College’s diverse student body and commitment to equity. • Implement new Title 5 regulations related to hiring practices.
		<p>Objective 2.2 All new employee services and programs utilize an equity-minded approach to employee support and retention.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Implement a leadership development program for classified employees. • Develop an award/recognition to acknowledge employee work to advance the College’s equity agenda. • Implement onboarding incentives identified in the EEO Plan.

Equity Goal 3	<p>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.</p>	<p>Objective 3.1 Strong, expanded equity-minded partnerships with local governments, nonprofits, and industry. Collaborate with Community Engagement and Responsiveness Goal 5 work teams.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Focus efforts with local K-12 districts and schools on key drivers of equitable educational outcomes, including ELL/ESL, ethnic studies, COMPASS/AVID pilot/expansion, and increased dual enrollment. • Explore additional and leverage existing community partnerships to coordinate provision of and streamline access to critical basic needs resources, including housing, food, technology, and mental health support. • Participate in the regional ‘educator of color pipeline’ efforts underway with MCOE, Sonoma State University, and others, acting as Marin County’s higher education representative/connector between K-12 and baccalaureate/credentialing institutions. • In alignment with state-wide efforts and institutional priorities, ensure an ongoing Police Services advisory to include college and community stakeholders tasked with examining campus policing to ensure accountability & campus safety practices adhere to principles of diversity, equity, inclusion, and accessibility. The advisory should prioritize inclusion of students representing minoritized and marginalized communities and can serve as a model for and learn from other entities and jurisdictions in the County.
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COMMUNITY ENGAGEMENT AND RESPONSIVENESS

	Educational Master Plan 6-Year Goal	Strategic Plan 2022-2025 Draft Objectives and Action Steps
CER Goal 1	<p>Enhanced partnerships with business/industry to meet student and local workforce needs</p>	<p>Objective 1.1 Improve internal coordination to ensure a mission-aligned approach to expanding business, industry, and community partnerships.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Develop understanding and baseline of existing community engagement and industry contacts. • Convene regular employer, countywide workforce agencies, and community-based organization engagement with ongoing college representation across county boards, workgroups, and task forces (e.g., Marin Economic Forum (MEF) focus groups, Marin Promise, Workforce Alliance of the North Bay (WANB), Marin County Chambers of Commerce, North Bay Leadership Council, etc.) • Refine internal communication flow (Career Ed, K-12 Outreach, Development, Marketing) regarding community and industry engagement to eliminate duplicative efforts, maximize efficiency, and align efforts Collegewide • Increase opportunities for regular community and career partner participation by utilizing multiple modalities for participation. <hr/> <p>Objective 1.2 Delivery methods for current and potential educational content meet community, industry, student, and other mission-specific needs.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Industry advisory committees meet at least annually and are utilized prior to program development and updates to validate need, wages, employment opportunities, employer and community commitment. • Academic and non-academic units utilize review of LMI, county specific data, and other validated quantitative/qualitative data to inform programmatic and curricular enhancements, identify emerging fields, county needs and demands, and emerging technologies • Broaden access and use of educational and programmatic opportunities that focus on social justice, racial and economic justice (e.g. entrepreneurial mindset, financial literacy, supporting entrepreneurs of color, increasing representation and mobility in predominantly white industries such as fire, finance).

CER Goal 2	<p>Enhance and optimize partnerships between COM and the K-12 educational system, including IVC offerings.</p>	<p>Objective 2.1 Concurrent enrollment offerings provide college access to a greater number of high school students, especially under-represented, and leads to increased college attainment and success.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Regular convening of high school partners and high school leadership to identify programmatic focus areas, develop cross-organizational priorities, and support cohesive grade 9-14 educational pathways. • Expand family engagement for high school students (workshops, seminars, other) with inclusion of multilingual offerings. • Increase dual enrollment offerings embedded within the high school bell schedule (on site or satellite offerings). • Increase math and English articulation and alignment re: AB 705, ELL/ESL articulation and alignment especially for graduating seniors who enter our NC ESL program (recognizing the build out of the Special ESL Summer Bridge Program).
		<p>Objective 2.2 Increased K-12 participation in campus events and opportunities to ensure college connection and degree completion.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Create marketing campaign, collateral, etc., in English and Spanish, focus on first generation families, build knowledge of how community college to UC transfer works, and brand COM as meaningful value proposition (Cross Over with College Systems). • Consistently offer and expand opportunities for K-12 on campus event engagement through participation in existing performing arts opportunities and strategic partnerships for expanded points of engagement for minoritized and under resourced youth • Increased use of student-centered storytelling/representation that showcases college going journey for diverse set of students and experiences (successful transfer stories, business leaders, performing arts offerings). • Marketing campaign, collateral, etc. focus on first gen families build knowledge of how community college to UC transfer works and that brands COM as meaningful value proposition (Cross Over with College Systems). • Starting in middle school, increase regular and early communication about math pathways (particularly STEM pathways) to ensure they have met requirements (min intermediate algebra); address lost learning (3 years for A-G required at high school but 4 highly recommended for broader pathway access and increased college success).

CER Goal 3	<p>Periodically assess community needs, with specific focus on segments of the service area that have been historically underrepresented.</p>	<p>Objective 3.1 Engage key internal and external stakeholders to provide community feedback, inform priorities, needs, goals and share findings with work team to inform priorities and planning.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> Utilize existing data/research from stakeholder groups: community-based organizations (e.g. Canal Alliance, Marin City CDC, Bridge the Gap), Workforce Alliance of the North Bay, high school partners, special programs: compass, education to careers, learning communities, workforce agencies, 10,000 degrees, The Marin Community Foundation (Marin Promise), Emeritus Students of College of Marin (ESCOM). Engage in specialized conversations/focus groups/moderated discussions with organizations that serve high priority groups: Latinx, African American, ESL, First Generation, focus organizations: Marin City Community Development Corporation and School District, Canal Alliance, Novato Human Needs, Community Action Marin (K-12 Convenings, Industry Advisory Specialized). Embed opportunities for feedback and sampling with existing large-scale events: Compass parent day (300 students), Financial Aid, College Success Saturday, summer bridge, counselor breakfast.
CER Goal 4	<p>Respond to community needs in all mission-relevant areas in a more flexible and timely manner.</p>	<p>Objective 4.1 Use data from internal and stakeholder engagement (qualitative, quantitative,) and other sources to respond to needs of high-priority groups (Latinx, African American, ESL, First Generation) identified in CER Goal 3 and other mission-relevant areas.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> Work team will annually aggregate, assess, and discuss broad findings from community engagement to determine highest priority needs, themes, opportunities. Services, programmatic and curricular decisions are data driven and informed by multiple points of validation. Identify potential funding streams to support identified community needs and priorities.

CER Goal 5	<p>Make the College a center for community engagement and cultural enrichment.</p>	<p>Objective 5.1 Increase activity at both College campuses including student activities, community events, and facilities use.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Utilize event registration and additional tools including text to donate, Eventbrite, Facilitron, to track attendees, facility use, points of engagement to generate a baseline and measure progress (annually in coordination with manager, program, project leads). • Increase engagement (or usage) of campus facilities during summer in collaboration with IVC Goal 2 team. • Collaborate with Performing Arts, UMOJA Equity Institute, Directors of Student Services, Director of Outreach and School/Comm Partnerships, Flex Coordinator, and Comm Ed to increase breadth and diversity of points of engagement, activities, and offerings in collaboration with Equity Goal 3. • Collaborate with UMOJA Equity Institute, Directors of Student Services, Director of Outreach and School/Comm Partnerships, Flex Coordinator, and Comm Ed to increase breadth and diversity of activities and offerings in collaboration with Equity Goal 3. • Provide virtual options to increase participation in committees, events, and programs at COM for faculty, students, and staff. • Ensure collaboration so that IVC events complement and align when appropriate with Kentfield activities.
		<p>Objective 5.2 Plan and host College’s Centennial Celebration 2026.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Hire an event planner/consultant in year one to support preliminary and ongoing planning, marketing, coordination with existing college activities and events. • Establish cross-functional Centennial Celebration group which includes students and community members in planning efforts. • Establish approach to track alumni to support reengagement post-graduation (Advancement Office, Marketing, Transfer and Career Center). • Increase student outreach and engagement with specific focus on transfer and commencement interactions, alumni registration, grad packs. • Embed Centennial awareness through new and existing programming to increase community awareness. • Work with Academic Units to ensure student educational projects and academic accomplishments are represented and incorporated into Centennial materials and the event itself

COLLEGE SYSTEMS

	Educational Master Plan 6-Year Goal	Strategic Plan 2022-2025 Draft Objectives and Action Steps
CS Goal 1	<p>The fiscal integrity and wellbeing of the District is maintained in a manner that is prudent, responsive, sustainable, and transparent.</p>	<p>Objective 1.1 Reserve is maintained in accordance with BP/AP 6251.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Raise the reserve by 0.5% per year in the budget while also balancing the budget according to the resources that the District receives from local, state, federal, and auxiliary sources until the reserve meets a maximum threshold of 18%.
		<p>Objective 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.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Maintain at least an AA1 and Aa+ rating for all bonds.
CS Goal 2	<p>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.</p>	<p>Objective 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.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • The bond program and project schedule will be updated quarterly and posted to the Measure B website for public review. • Keep faculty and staff membership on appropriate committees and work groups to evaluate proposals and use of buildings. • Spaces are designed or rehabilitated in a manner that is conducive to 21st century teaching and learning, with input from faculty and staff committees and work groups. • Ensure student feedback is incorporated into design and use planning efforts.
		<p>Objective 2.2 Adequately maintain all College properties and facilities with environmental sustainability in mind that supports the mission of the College.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Incorporate standards associated with CalGreen, zero waste initiatives, and other programs into all projects from landscaping to full building construction or renovation. • Implement BP related to sustainability. • Consider Environmental Justice principles in design and project implementation.

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.	<p>Objective 3.1 Plan and design a facility to house District employees at the Kentfield and Indian Valley Campus.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Complete the plans at the 25%, 50%, 90% and full construction set of drawings for a housing facility project. • Secure external funding sources for unfunded portion of district housing projects.
		<p>Objective 3.2 Develop the Board policies, administrative procedures, and associated collective bargaining related to employee housing.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Develop and complete board policies, administrative procedures, and negotiations with Service Employees International Union (SEIU), California State Employees Association (CSEA), and United Professors of Marin (UPM) to facilitate the selection process and employee benefit of the housing plan.
*CS Goal 5	Increase campus safety, awareness, and training at all locations to prepare employees and students in case of emergencies.	<p>Objective 5.1 Improve and expand the use of training methodologies for campus safety, awareness and emergency preparedness.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Hold trainings related to campus safety and awareness. • Require viewing emergency preparedness video (video in development). • Reconstitute emergency preparedness workgroup to develop and execute emergency evacuation drill. (Fire, Shakeout). • Identify locations for AED and Emergency Cabinets on both campuses. • Update Emergency Guidelines Handbook. • Ensure training methodologies and materials are informed by activities in Equity Goal.
		<p>Objective 5.2 Improve and expand college emergency alert systems.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Improve capabilities to utilize information technology telecommunications to communicate with the College community, including mobile devices, in case of emergency. • ALERTUS Beacons are installed and operational on campus. • Pilot or plan for ALTERUS Panic Button in strategic areas on both campuses. Evaluate need for placement of buttons in locations around campus.

CS Goal 6	Execute and support existing and evolving technology initiatives	<p>Objective 6.1 Adapt and improve instructional technology for student success and post-pandemic requirements.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Install enhanced audio/Visual equipment in 2 classrooms per year. • Review and adopt all lab applications for conversion to user-based software licenses.
		<p>Objective 6.2 Improve direct technology support for users.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Explore with the Executive Management after-hours extended IT support • Develop and schedule engagement meetings with functional user groups (at least 2 meetings per semester).
		<p>Objective 6.3 Improve the availability and usability of institutional data.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Enable data-driven decision-making through implementation of District-wide data analytics tools. • Establish an institutional data governance team to collaborate on standards.
		<p>Objective 6.4 Modernize college-wide applications, functions, services deliveries, and communications.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Adopt relevant and available cloud-based applications for service optimizing. • Adopt an SMS tool for communication and engagement with the student population.
		<p>Objective 6.5 Modernize the technology infrastructure.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Invest in physical data network and cloud infrastructure. • Review, revise, and improve processes related to data security using existing guidelines and requirements and invest in necessary tools.

*Note: CS Goal 4 was moved to Community Engagement and Responsiveness for the 2022-2025 Strategic Plan.

INDIAN VALLEY CAMPUS

	Educational Master Plan 6-Year Goal	Strategic Plan 2022-2025 Draft Objectives and Action Steps
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).	<p>Objective 1.1 Develop and expand program offerings to increase enrollment at IVC.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Incorporate IVC into IP Goal 3 master schedule work so that students can complete a 2-year GE pattern at IVC or in combination of IVC/DE. • Develop new and expand existing cohort-based Career Education programs to increase enrollment at IVC. (Fire/Safety, Certified Nursing Assistant, Certified Home Health, Transportation/Logistics, Construction, Dental) in collaboration with instructional faculty and Counseling. • Expand IVC-located dual enrollment opportunities.
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.	<p>Objective 2.1 Optimize facilities capacity and utilization to ensure integrated instructional planning, student services, and facilities use for academic and nonacademic purposes.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Conduct data-driven assessment of instructional and non-instructional use of facilities to determine optimal utilization across both campuses. • Align facilities capacity and utilization with program/course needs to ensure integrated facilities and instructional planning/use. • Establish revenue-generating contract education and other opportunities that serve existing area needs (continuing-professional education, specialized workforce training, fee-based K-8 camps).
IVC Goal 3	Improve student access to IVC, including transportation.	<p>Objective 3.1 Improve student access to IVC as part of the plan for IVC Goal 1 educational use of IVC.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Explore a mobile learning/lab/outreach unit which could be based at the IVC, that could service high schools, and historically underserved neighborhoods within the district. • Increase IVC students' awareness of and connection with virtual services and programs (counseling, enrollment/registration) that are aligned with student needs and course schedules. • Develop and provide integrated college and county services including access to EDD and/or other workforce/career services, co enrollment in WIOA. • Explore and utilize co-location models with county services and workforce agencies to increase traffic and utilization of services.

IVC Goal 4	<p>Periodically assess Novato community needs and incorporate into IVC development.</p>	<p>Objective 4.1 Continue to assess community and programmatic offerings at IVC to ensure local community needs are met.</p> <p>Tasks/Action Steps:</p> <ul style="list-style-type: none"> • Conduct a community scan leveraging organizations, programs, and individuals already working in alignment with the College to serve student and community needs (i.e., Novato Unified, YMCA, Chamber, Childcare programs, Friends of IVC, ESCOM, and other relevant advisory groups and organizations). • Hold periodic meetings with city leaders and setup of ongoing periodic meetings with community leaders to discuss overall future and current needs of north Marin county. • Utilize review of LMI, county specific data, and other validated quantitative/qualitative data to inform programmatic and curricular enhancements, identify emerging fields, county needs and demands, and emerging technologies.
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