

SAS1-1.1.

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SAS 1: Reduce barriers to access and to students achieving their educational plan goals in a timely manner; create a welcoming atmosphere with increased human contact.

Objective 1.1 Offer student services using multiple modalities for all student groups.

	Timeline: Please select which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: <ul style="list-style-type: none"> Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	
Assess and implement best times to offer virtual and in-person support.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student Services continually evaluates service modalities. Virtual and in-person support is now offered in multiple offices with flexible operations and schedules to meet needs of students in a variety of modalities. We are working to offer more services for ESL and evening students allowing students typically only present in the evenings a way to access services.
Provide how to videos in Spanish and possibly other languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In development
Advertise ambassador support for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Virtual student ambassador office hours were piloted with little success. In person assistance is being heavily utilized at the Welcome Center
Assess and implement best means to communicate important information, via texts, email, website, phone, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Expanded use of SMS messaging has been piloted regarding important dates. COM Chatbot will be fully implemented by Summer 2023.
Implement Universal Design across communication modalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In development

SAS1-1.2. Objective 1.2 Provide necessary information so that students can make informed math, English, and ESL placement and pathway choices.

	Timeline: Please select which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23: <ul style="list-style-type: none"> Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	
Assess and revise Guided Self -Placement tools.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	English: The English Guided Self-Placement tool has been removed from the website and is no longer being used considering students only have two choices for English: English 150 and English 150 with the companion course. Math: The Math Guided Self-Placement tool was revised in 2021 and is in use. ESL: The ESL Guided Self-Placement tool will be revised by 2024.
Outline steps for new students and include placement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The steps are outlined for new students on the Welcome Center webpage, but placement needs to be added.
Revise placement process page and placement materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Placement Process website has been updated. The Placement Process At a Glance will be updated this year.
Assess how to best show companion courses in the schedule.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The English Dept. eliminated the noncredit companion option because most students did not take it and it was confusing on the schedule. This will help lessen confusion about the English companion courses on the schedule. Over the next year, we will explore other ways to improve as well.

SAS1-1.3. Objective 1.3 Improve the evaluation process that provides students with degree-applicable transfer units.

	Timeline: Please select which academic year(s) the action steps will be executed:	Brief narrative for action steps addressed in 2022-23: <ul style="list-style-type: none"> Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?

	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	
Implement course equivalency for math, English, Biology 110, and Chem 110 and Chem 114 with Santa Rosa Junior College.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Framework developed and process for technically awarding the credit in Banner is finalized. Need to further explore use of attributes in Banner course designation.
Implement course equivalency for Nursing prerequisites from Bay Ten institutions to make equivalencies more visible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In Development

SAS1-1.4. Objective 1.4 Cultivate and foster student well-being, sense of belonging, and community.

	Timeline: Please select which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23:
	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	<ul style="list-style-type: none"> Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
Institutionalize programming and events for multiple identities, including, racial groups, LGBTQ+, parents, students with disabilities, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Each semester, multiple events around identity are offered through SAA, SAS, Psychological Services, and the learning communities. This work is on-going and will continue.
Expand mental health support services and professional learning to meet the unique needs and identities of the students we serve	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Recently, a second FT mental health counselor was hired to expand services to students. In addition, Psychological Services and the UEI developed and implemented an Equity in Mental Health Symposium in August 2022 to expand professional learning opportunities to meet the unique needs and identities of the students we serve. This work will continue.
Provide Communities of Practices and professional learning opportunities for employees around creating inclusive classrooms and spaces.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Through the New Faculty Mentor program, the UEI, SAA, Psychological Services, and the learning communities there have been several professional learning opportunities for employees around creating inclusive classrooms and spaces. This work is on-going and will continue.
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Each semester, SAA conducts a Flex presentation about ways to support students and direct them to the appropriate resources. This work is ongoing.

SAS2-2.1.

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SAS2: 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.

Objective 2.1 Increase number of adult reentry students who enroll in credit courses.

	Timeline: Please select which academic year(s) the action steps will be executed:			Brief narrative for action steps addressed in 2022-23:
	Year 1 (2022-23)	Year 2 (2023-24)	Year 3 (2024-25)	<ul style="list-style-type: none"> Describe your approach/priorities/plans for Year 1; What are the challenges and opportunities? What questions do you have that would be helpful to think through with the EPC?
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In Progress
Identify CBOs where we are not represented and intentionally determine appropriate COM representation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In Progress
Outreach and expand touch points to students of color populations who are traditionally underrepresented in higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In Progress
Research leveraging funds to provide financial incentives for students to enroll, such as stipends, book grants, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using a combination of federal, state, and local funds we have been able to provide ongoing financial support for students. This funding is limited but we are able to support students with the most pressing needs.

SAS3-3.1.

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SAS3: Provide effective orientation and early support to students so that they can determine and achieve