

**December 3, 2018**  
**2:00-4:00 p.m.**  
**Room AC217**

**Present:** Peggy Dodge, Cheo Massion, Christina Leimer, Hien Nguyen, Elizabeth Pratt (via Zoom), Gina Cullen, Leslie Lee, Cara Kreit, Steve Newton, Julian Solis, Hollie Shafer (guest), David Everitt, Davin Wain Coon (guest)

**Absent:** Fernando Sanchez, Connie Siegenthaler, Laurel Halvorson

### MINUTES

#### Agenda

Agenda approved for the current meeting.

#### Minutes

Minutes approved for 11/26/18.

#### EMP Focus Area/Goals Development

Discussion of draft document prepared by Christina and Cara – does it reflect the evidence and goals/priorities discussed at EPC? Some questions remained from the previous discussion:

1. Should IVC be called out separately as a focus area?
2. Should student access and success be combined?
3. Should community responsiveness & engagement be combined, or use one or the other of those words?

DWC feedback: If this were a ten-year plan then IVC should be separate, but since there is a lot of activity taking place there over the next few years, including construction and program development, it should be included as a distinct focus area. Would probably combine access and success. Would combine engagement and responsiveness, so that we're doing both engaging and responding.

**Discussion:** Document clearly reflects the 30K foot view. The strategic plan objectives EPC recommends to roll forward from the current plan into the new plan will be passed along to the Strategic Plan Taskforce, as will any strategic-level requests that arise from EPC discussion. Some goals come up multiple times, but may be focused a little differently under different Focus Areas and Strategic Plan will develop relevant objectives for each.

#### Discussion of changes to EMP draft:

- Decision to combine student access and success, keep IVC as separate focus area, and include both responsiveness and engagement—Community Engagement and Responsiveness.

- Decision to revise bullet under student access to read “barriers to access and progress” or similar language—to accommodate combining Student Access and Student Success.
- Decision to leave master schedule under instructional programs, remove from student success.
- DE modification – will be a strategic plan modification, should be folded in under master scheduling in Instructional Programs.
- Basic Skills sequence – revise language to reflect basic skills changes, remove the word “sequences” – instead “redesigned support services” or similar language to reflect AB705 changes.
- IVC, though a distinct focus area for its development, is also expected to meet the other goals in the plan.
- Discussion about balancing CO objectives, Vision for Success, with Marin community needs/demands. COM responsibilities to both.
- Decision to include under community responsiveness “making the college a center for community engagement and cultural enrichment” or similar language to highlight use of college for community purposes other than courses.
- Decision to include in intro language regarding EMP as locus for all other college planning (carried forward from previous EMP).
- Remove “non-traditional students” wherever it appears in the draft. Cara will try to revise language describing their characteristics. Also a discussion about changing the language that differentiates lifelong learners--“older highly educated students” from other adult education students. Decision to leave the language in as is.
- Discussion about the goal of decreasing time to degree--may not be a good match/goal for many of our students, only full-time students. It was listed as goal because it was carried forward from last plan. No change.
- Instructional programs – discussion of the phrase “develop new curriculum” and “educational pathways” in the first bullet. Current language is broad and allows strategic plan task force to discuss and work out specific objectives, rather than constraining activity to CO Guided Pathways only. Decisions: change “experts” to “more knowledgeable” and add “student support staff” after “faculty.” Change language to “Align curriculum with K-12 partners and workforce demands” in second bullet. Fourth bullet – share “effective” teaching strategies/practices instead of “successful.” Also fourth bullet should be split into two bullets – 1) Develop, 2) Collaborate and share.

**Action Steps for next meeting:**

Draft plan will be revised as above and sent to committee members. Draft will also be shared with PRAC co-chairs and Senate presidents.

**Next meeting:** February 4, 2018