PLAN 2030: DEFINING OUR FUTURE

PROGRESS REPORT

2025–2026 (YEAR 1)

Strategic Priority 1: Be the Best Place to Study and Learn

Performance Indicators	Baseline	2030 Target	2025-2026 (Year 1)
Dual enrollment participation (Marin high schools)	709	900	841
First-time students from Marin high schools (12-months from graduation)	591	650	486
First-time students completing FAFSA/Dream Act applications	48%	60%	46%
First-time degree/transfer-seeking students with SEPs in first term	60%	80%	61%
Completion of transfer-level English and Math in first year	9%	25%	10%
Course Retention	87%	90%	87%
Course Success	78%	82%	79%
Fall-to-spring persistence, first-time students	69%	75%	68%
Student engagement (student survey index)	70%	80%	*Next survey in Fall 2026*
Student belonging and support (student survey index)	57%	40%	*Next survey in Fall 2026*
Faculty engagement in Professional Learning offerings outside of Flex Week	*Baseline 2026-27*	TBA	
30% increase in students completing Degrees/Certificates	**356**	**463**	**407**
30% increase in students completing ADTs	**136**	**177**	**140**
20% increase in transfer to UC/CSU	**309**	**371**	**325**
10 pp increase in students earning living wage	**32.6%**	**42.6%**	**32.4%**
10% increase in foster youth enrollment	**113**	**141**	**138**
10% increase in veterans enrollment	**90**	**125**	**105**
10% increase in students receiving CA Promise	**2562**	**2818**	**2690**
10% increase in students receiving Pell	**1567**	**1724**	**1703**
10% decrease in ADT units >60	**80**	**64**	**73**

GOAL 1

Build a faculty learning community that supports all faculty in expanding innovative, equity-minded teaching practices designed to promote student success.

Stewards: VP of Student Learning and Success; Dean of Arts and Humanities

Year 1 Progress Highlights

- Successfully launched the Professional Learning and Development Center (PLDC), establishing a centralized resource to support faculty professional learning and instructional innovation.
- Began building awareness of the PLDC and laying the foundation for expanded faculty engagement in professional learning.

Challenges

- Increasing awareness of professional learning opportunities and effectively communicating available resources to faculty.
- Sustaining faculty engagement beyond initial participation.

Year 2 Priorities

- Increase faculty participation and engagement with the PLDC.
- Strengthen communication about professional learning opportunities, including through the redesigned Professional Learning website.
- Expand successful faculty development initiatives, such as UEI and CRPP, to reach a broader cross-section of faculty.

GOAL 2

Enhance the student experience by expanding access to and utilization of support services and improving the campus environment.

Steward: AVP of Counseling and Student Services

Year 1 Progress Highlights

- **Strengthened strategic planning for student services.** Established new leadership for the goal and began refining implementation strategies using an Objectives and Key Results (OKR) framework to improve alignment, accountability, and measurable outcomes.
- **Advanced data-informed student support.** Began implementation of a data integrated Tableau Cloud analytics system and development of Strategic Enrollment Management (SEM) dashboard in to better understand and support students throughout the enrollment and counseling process. Initiated participation in Vision Aligned Reporting (VAR) Academy to align data to Chancellor's Office Vision 2030 goals.
- **Expanded coordinated student support.** Continued implementation of ConexEd to strengthen case management, improve coordination across counseling services, and enhance the student experience.
- **Identified opportunities to improve the student experience.** Conducted comprehensive assessment of the college website, began a redesign of the college website to improve navigation, accessibility, multilingual access, and student-centered design.

Challenges

- The steward position was vacant for first half of the academic year.
- Implementation of new technologies and operational changes has highlighted the need for more coordinated communication, training, and change management.

Year 2 Priorities

- Advance a comprehensive redesign of the college website to improve navigation, accessibility, multilingual access, and student-centered design.
- Continue Tableau Cloud expansion by developing a Counseling and other data dashboards to support planning and evaluation student success programs.
- Expand use of ConexEd to strengthen coordinated student support services.
- Refine implementation strategies using the OKR framework and continue improving communication around new systems, services, and operational changes.

GOAL 3

Increase student enrollment for underrepresented populations and expand existing areas of strategic growth via smooth entry, supported momentum, and equitable success across transfer and career pathways.

Steward: Director of School and Community Partnerships

Year 1 Highlights

- **Expanded access through strategic scheduling.** Continued implementation of long-range scheduling to better align course offerings with student demand and high school partnerships. Expanded general education pathways at the Indian Valley Campus to improve access for Novato-area students.
- **Strengthened dual enrollment pathways.** Expanded partnerships with local school districts, including growth of the Compass Program at Novato Unified high schools and new outreach efforts with Tamalpais Union High School District to increase participation.
- **Improved enrollment integrity.** Implemented AI-assisted fraud detection to significantly reduce fraudulent applications while continuing to refine processes to minimize barriers for legitimate students.
- **Advanced career and transfer pathways.** Developed new partnerships, including an Educator Pathway with Sonoma State University and the Marin County Office of Education, providing students with clearer transfer and employment opportunities. Continued exploration of noncredit pathways to expand access and workforce preparation.
- **Enhanced data-informed student tracking.** Advanced efforts to establish data-sharing partnerships with local school districts and prepared for implementation of the California College Guidance Initiative (CCGI) to improve student outreach and transition tracking.

Challenges

- Developing distance education offerings remains largely faculty-driven rather than strategically informed by student demand, limiting expansion of critical transfer pathways.
- Some enrollment initiatives have created unintended barriers, including application verification requirements and changes to CCCApply that may limit opportunities to connect students with support programs.
- Questions remain regarding the effectiveness of compressed eight-week courses on student persistence and completion.

Year 2 Priorities

- Continue evaluating scheduling strategies at the Indian Valley Campus to optimize student access and enrollment.
- Develop more student-centered, data-informed processes for creating new distance education courses, including exploring incentives for part-time faculty to develop online curriculum.
- Continue expanding dual enrollment pathways and strengthening partnerships with K–12 districts.
- Work with Novato Unified to create a K-12 through postsecondary tracking system for all NUSD students.

Strategic Priority 2: Be a Great Place to Work and Grow

Performance Indicators	Baseline	2030 Target	2025-2026 (Year 1)
Employee 2-year retention rate	87%	92%	90%
Employee engagement (employee survey index)	66%	75%	*Next survey in Fall 2026*
Employee belonging (employee survey)	78%	85%	*Next survey in Fall 2026*
Employee satisfaction (employee survey index)	71%	80%	*Next survey in Fall 2026*
Employee participation in professional development (ProLearning)	*Baseline 2026-27*	*TBA*	*Baseline 2026-27*
PGS participation	17 vacancies	<8 vacancies	16 vacancies

GOAL 1

Cultivate a culture of engagement, collaboration, and accountability.

Steward: President/CEO

Year 1 Progress Highlights

- **Strengthened participatory governance.** Began implementing improvements to the Participatory Governance System (PGS), including earlier committee appointments to support onboarding and continuity, and initiated planning for a comprehensive review of the college's governance structure.
- **Advanced institutional accountability.** Incorporated Plan 2030 into the employee performance review process, helping employees connect individual goals and responsibilities to the college's strategic priorities.
- **Expanded opportunities for communication and engagement.** Continued efforts to improve transparency around institutional planning and decision-making through governance committees and campus communication channels.
- **Strengthened data-informed planning.** Launched an AI Community of Practice to explore responsible institutional use of artificial intelligence and continued integrating Program Review with institutional planning and resource allocation processes.

Challenges

- Employees continue to express concerns about transparency and understanding how institutional decisions are made.
- Communication remains fragmented across multiple platforms, making important information difficult to locate and disseminate consistently.
- Cultural barriers and organizational silos can inhibit collaboration and employee engagement.

Year 2 Priorities

- Conduct a comprehensive review of the Participatory Governance System to improve effectiveness and engagement.
- Continue embedding Plan 2030 into institutional culture by strengthening connections between employee work, planning, and strategic goals.
- Improve communication regarding institutional priorities, governance, and decision-making.

  Develop institutional guidance and professional learning to support the effective and responsible use of AI.

GOAL 2

Expand systemic support for employee effectiveness via operational efficiencies designed to minimize transactional and maximize relational work.

Steward: VP of Finance and Operations, Dean of Instruction

Year 1 Progress Highlights

- **Improved operational efficiency.** Continued documenting business processes across Fiscal Services, creating a foundation for future automation and process improvement.
- **Modernized technology infrastructure.** Began implementation of the multi-year Ellucian Banner SaaS migration and expanded adoption of ConexEd to improve student services coordination and case management.
- **Enhanced onboarding and professional support.** Improved employee onboarding through a new onboarding checklist, monthly HR Huddles, expanded faculty onboarding, and increased use of ProLearning for required and optional employee training.
- **Strengthened cross-department communication.** Launched the Operational Insights COMmunity Hour series to increase employee understanding of operational departments and encourage collaboration across the college.

Challenges

- Technology modernization efforts were constrained by staffing vacancies within Information Technology.
- Employees report difficulty locating policies, procedures, and operational resources due to website navigation and information organization challenges.
- Continued work is needed to streamline business processes and improve access to institutional resources.

Year 2 Priorities

- Continue implementing online forms and digital workflows through MyCOM.
- Complete documentation of operational processes to support automation and continuous improvement.
- Improve the accessibility and organization of Human Resources and operational information through the college website redesign.
- Expand the use of ConexEd and other technology solutions to improve operational efficiency, employee support, and student services.

GOAL 3

Provide employee-informed professional growth opportunities for employees to excel in their work and prepare for advancement opportunities.

Steward: Director of Institutional Effectiveness

Year 1 Progress Highlights

- **Strengthened professional learning infrastructure.** Completed the redesign of the ProLearning platform, establishing a centralized hub for classified employee training that supports improved participation tracking and data-informed planning.
- **Enhanced access to professional development resources.** Completed the Professional Learning website redesign and developed a comprehensive Professional Learning Plan to guide employee development opportunities.
- **Expanded leadership development.** Launched the inaugural Classified Leadership Program, with the first cohort nearing completion and an evaluation process established to assess outcomes and inform future cohorts.
- **Informed future planning through employee feedback.** Collected baseline data through the employee survey to better understand professional development goals, interests, preferences, and barriers to participation.

Challenges

- Demand for professional development funding continues to exceed available resources, limiting employee access to conferences and training opportunities.
- A comprehensive review of professional development funding across departments has not yet been completed to ensure equitable access and consistency.

Year 2 Priorities

- Evaluate the effectiveness of the Classified Leadership Program and use findings to strengthen future cohorts.
- Continue expanding professional learning opportunities informed by employee feedback and participation data.
- Review professional development funding practices to improve consistency, equity, and employee access across the institution.
- Explore additional opportunities to recognize and celebrate employee achievements and professional growth.

GOAL 4

Nurture well-being via employee-informed programs, activities, and benefits.

Steward: VP of Human Resources

Year 1 Progress Highlights

- **Assessed employee well-being needs.** Convened a Strategic Workgroup with representatives from the Professional Learning Committee, IDEA Committee, and EEO Committee; conducted focus groups with Classified Senate, Indian Valley Campus employees, and Caring Campus members; and surveyed department heads about existing well-being activities.
- **Expanded employee well-being and connection activities.** Launched a Spring Wellness Fair, HR Huddles, Employee Appreciation Day, and the college's first Employee Resource Group, while completing implementation of Caring Campus.
- **Established a shared framework for well-being.** Identified five pillars—physical, mental, social, professional, and financial wellness—to provide a common language and guide future programming.
- **Identified opportunities to strengthen participation.** Used employee feedback to shape plans for a renewed collegewide wellness program, expanded community-building activities, additional Employee Resource Groups, and stronger supervisor support for participation during the workday.

Challenges

- Employee well-being efforts remain decentralized and piecemeal, without a consistent collegewide definition or clear connection to Plan 2030.
- Participation and outcomes are difficult to track, limiting the college's ability to assess the reach and impact of wellness activities.
- Employees and supervisors do not yet share consistent expectations regarding participation in well-being activities during the workday.

Year 2 Priorities

- Re-establish the collegewide Wellness Program and Wellness Committee around the five pillars of employee well-being.
- Educate supervisors about supporting employee participation in well-being activities and continue community-building opportunities at both campuses.
- Expand Employee Resource Groups and other employee-informed activities that strengthen connection and belonging.
- Improve participation and impact measures through event tracking, QR codes, targeted surveys, and other accessible feedback methods.

Strategic Priority 3: Be a Catalyst for Positive Community Change

GOAL 1

Develop a cohesive curricular approach to incorporating environmental action across disciplines.

Stewards: VP of Student Learning and Success; Dean of Math and Science

Year 1 Progress Highlights

- **Supported faculty-led environmental research and professional learning.** The Monarch Way Station Academic Research Group (ARG), led by Fernando Agudelo Silva, advanced interdisciplinary collaboration by engaging Biology and Graphic Design students in environmental research and community outreach, including participation in Earth Day activities.
- **Expanded experiential learning and career exploration.** Students participated in a multi-campus, interdisciplinary research voyage aboard the Derek M. Bayless, providing hands-on learning experiences related to marine science and the growing "blue economy."
- **Strengthened educational partnerships.** Continued development of partnerships through the Bolinas Field Station and Indian Valley Campus Farm, expanding opportunities for K–12 engagement and exploring the farm as a living laboratory for general education courses.
- **Advanced workforce connections.** Planned a campus event highlighting careers in the blue economy to connect students with emerging environmental career pathways.

Challenges

- The Monarch Way Station initiative currently relies heavily on a single faculty champion. Developing a succession plan and broader faculty involvement will be important to ensure the program's long-term sustainability.

Year 2 Priorities

- Continue expanding interdisciplinary environmental learning opportunities and community partnerships.
- Strengthen environmental career pathways by increasing student exposure to careers in sustainability and the blue economy.
- Develop strategies to encourage faculty to regularly evaluate and modernize curriculum, ensuring course content remains relevant to evolving environmental issues and workforce needs.
- Build sustainable leadership models for successful faculty-led initiatives to reduce reliance on individual champions.

GOAL 2

Maximize social service impact for underserved community members via collaborative coordination, promotion, and integration with community partners and agencies.

Steward: Associate Dean of Student Activities and Advocacy

Year 1 Progress Highlights

- **Expanded community partnerships and student support services.** Continued strengthening partnerships that connect students to essential resources, including financial literacy services, CalFresh outreach, childcare support, housing opportunities, and community-based organizations.
- **Improved housing and basic needs resources.** Advanced housing partnerships with Dominican University and finalized planning for a residence hall partnership with the University of Redlands to expand housing options for students.
- **Enhanced support for student parents.** The Child Study Center continued providing affordable childcare scholarships, parent education, and partnerships with community organizations to increase access and support student success.
- **Strengthened services for students with disabilities.** Implemented the AIM case management system, improving service delivery and data capabilities, while establishing transfer partnerships with four-year institutions to better support students transitioning after graduation.

Challenges

- Identifying sustainable community partners in some service areas, including Marin City outreach, has proven difficult.
- Student service data remains fragmented across programs, limiting the college's ability to identify service gaps and coordinate resources effectively.
- The discontinuation of makeup testing services for non-SAS students highlighted the need for stronger cross-campus communication, planning, and operational coordination.

Year 2 Priorities

- Improve coordination and integration of student support data by expanding and optimizing use of ConexEd and other shared systems.
- Continue strengthening partnerships that address students' basic needs, housing, financial literacy, and other wraparound supports.
- Develop sustainable protocols to support vulnerable student populations during changes in legal, funding, or policy environments.
- Identify and implement a college-wide solution for makeup testing that better supports both students and faculty.

GOAL 3

Reduce environmental impact institutionally and locally via collaborative efforts to address transportation, housing, waste, and energy generation/consumption issues which disproportionately impact underserved communities in Marin.

Stewards: Director of Facilities Planning, Maintenance and Operations; Dean of Enrollment Services

Year 1 Progress Highlights

- **Established a framework for measuring sustainability progress. Joined** the Association for the Advancement of Sustainability in Higher Education (AASHE) and its Sustainability Tracking, Assessment & Rating System (STARS), and completed a collegewide transportation survey to inform future strategies.
- **Advanced waste reduction and composting.** Installed centralized four-stream waste stations in the Center for Student Success and began transporting compost from the Indian Valley Campus to the organic farm.
- **Expanded electric vehicle infrastructure.** Upgraded 20 EV chargers in Parking Lot 12 and installed six additional chargers at the Maintenance and Operations Yard.
- **Strengthened coordination and sustainable transportation planning.** Formed the Environmental Action Committee and explored partnerships for Redwood Bikeshare e-bike docks and BayPass access to regional public transit.
- **Advanced housing, education, and energy-resilience initiatives.** Moved toward a residence hall partnership with the University of Redlands, developed plans for waste-sorting education and student Green Team Ambassadors, and initiated a National Renewable Energy Laboratory

Challenges

- Waste contamination and inconsistent sorting practices require sustained education and behavior change across the college.
- Employee adoption of sustainable transportation remains low; proposed transit and bicycle-sharing incentives are still being evaluated.
- Major energy, waste, transportation, and housing initiatives require continued cross-departmental coordination, partner commitments, and feasibility

Year 2 Priorities

- Complete the National Renewable Energy Laboratory feasibility study and use the findings to determine next steps for a solar-and-battery microgrid capable of supporting campus energy resilience.
- Expand centralized four-stream waste collection campus-wide and transition away from individual office classroom waste-bin service.
- Implement sustainability education for students and employees through orientation, Flex activities, campus events, and Green Team Ambassadors.
- Continue developing sustainable transportation and housing partnerships, including BayPass, Redwood Bikeshare, and the University of Redlands residence hall.