

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.

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Assess and implement best times to offer virtual and in-person support.	Student Services offer support through virtual, in-person, and phone for all offices.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Provide how to videos in Spanish and possibly other languages.	ESL has created videos in Spanish on the how to register for classes, how to reset your password,	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Advertise ambassador support for students.	The ambassadors are in the Welcome Center. We tried Virtual Ambassadors, but that did not work and students did not utilize them.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assess and implement best means to communicate important information, via texts, email, website, phone, etc.	Student Services uses a combination of all modalities to communicate with students.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Implement Universal Design across communication modalities.	<ul style="list-style-type: none"> • COM is represented on the CCCC UDL Task Force implementing strategies toward systemwide professional learning of UDL • COM was awarded the cultural responsive pedagogy grant where faculty are leading an effort in development of resources and professional learning with one area of emphasis being implementation of UDL across disciplines and modalities 	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Assess and revise Guided Self -Placement tools.	The Math Guided Placement tool has been revised. English does not need one, and ESL is working on revising their Guided Placement tool.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Outline steps for new students and include placement.	On the main page of the COM website, we have listed the steps for new students and created a flyer. We will add a Placement button on the Welcome Center page among the steps.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Revise placement process page and placement materials.	This has been completed.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Assess how to best show companion courses in the schedule.	We have made some improvements, but due to technical issues, we cannot make further adjustments.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Implement course equivalency for math, English, Biology 110, and Chem 110 and Chem 114 with Santa Rosa Junior College.	Course mapping has been created in Banner. Pilot evaluation process in Spring 2024.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Implement course equivalency for Nursing prerequisites from Bay Ten institutions to make equivalencies more visible to students.

Course mapping has been created in Banner. More colleges, so more involved. Limited roll out Fall 2024.

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

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
Institutionalize programming and events for multiple identities, including, racial groups, LGBTQ+, parents, students with disabilities, etc.	Mi Familia launched October 9, 2023, supporting Latinx students. MESA for our STEM students started in Spring 2023.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Expand mental health support services and professional learning to meet the unique needs and identities of the students we serve	<ul style="list-style-type: none"> • COM's Second Annual Equity in Mental Symposium was moved to Flex week to increase participation and access to professional learning for faculty and staff • In partnership with the Marin County Suicide Prevention Collaborative, COM hosted an event focused on toxic masculinity and redefining strength. COM faculty, staff, and students were in attendance • COM is hosting the systemwide Mental Health and Wellness Association conference in October 2023 • COM is now a participant in the Equity in Mental Health Campus Initiative through the Steve Fund and will engage in an 18-month journey toward assessment and improvement of mental health services to support students of color • COM will engage in two student listening sessions re: mental health services and experiences of students of color accessing services in Fall 2023 	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Provide Communities of Practices and professional learning opportunities for employees around creating inclusive classrooms and spaces.	Umoja Equity Institute have held Communities of Practice on inclusive classrooms. Also, COM received the Culturally Responsive Pedagogy Grant and created a faculty working group to develop professional learning opportunities around creating inclusive classrooms. Lastly, the Teaching and Learning Center Task Force has been convened.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
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.	Flex week and Classified Professional Learning are offered once every semester and many of the sessions are focused on equity and cultivating responsiveness to student needs.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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.

	Briefly describe your approach/priorities/plans for Year 2 (2023-24): What has been/will be accomplished in Year 2? What are the challenges and opportunities?	Expected progress <u>at the end of Year 2</u> (2023-24):		
		Minimal progress/On hold	Substantial progress	Work completed
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.	Outreach is connecting with CBO's and high schools in Marin City and Canal Alliance. Umoja is working with CBO's in Marin City. Several programs at COM are partnering with Canal Alliance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Identify CBOs where we are not represented and intentionally determine appropriate COM representation.	This is happening at a programmatic level but not on an institutional level. We need to develop an inventory.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach and expand touch points to students of color populations who are traditionally underrepresented in higher education.	COM is part of the Marin Adult Education Program Consortium, where we look for ways to support our adult education students of color, including for ESL and ELL programs.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Research leveraging funds to provide financial incentives for students to enroll, such as stipends, book grants, etc.	We are working with Advancement to develop a Degree Completion scholarship program to bring back students who are close to degree or certificate attainment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

SAS3-3.1.

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

their educational goals.

Objective 3.1 Develop mandatory first-year strategies.

This question was not displayed to the respondent.

SAS4-4.1.

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SAS4: Build awareness in students of educational goal options and paths to achieve these goals.

Objective 4.1 Increase the number of students who have current educational plans that align with their educational goal.

This question was not displayed to the respondent.

SAS5-5.1.

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SAS5: Ensure that all students reach milestones and complete educational goals in a timely manner.

Objective 5.1 Students who are experiencing academic difficulties are provided earlier, effective support.

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		Minimal progress/On hold	Substantial progress	Work completed
Provide professional learning to empower faculty to support students.	The office of Student Activities and Advocacy provides a COM Cares and Basic Needs Flex session each semester. Also, Flex Week sessions are offered each semester about strategies for supporting students.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Encourage faculty to engage in roster management and assign mid-term grades.	Faculty are encouraged to use mid-term grades through the monthly Chairs meeting, the New Faculty Academy, and emails to all faculty.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Implement collaborative student services and programs to engage students and better support them.	There have been many student services and academic program collaborative events and activities, such as It's fall Y'All, Spring Fling, Find Success, Welcome Week, and the Resource Fair. Also, folks from student services meet once a semester. Lastly, the counselors and folks from the Welcome Center hold team meetings once a semester.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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.	• Student Accessibility Services provides a monthly training on supporting SAS students and using principles of Universal Design for the Math and English Instructional Specialists. SAS also provides trainings for faculty during Flex Week. • COM is represented no the CCCCO UDL Task Force engaging in systemwide efforts to expand professional learning and understanding around UDL • COM was awarded the Cultural Responsive Pedagogy grant and UDL principles and modalities will be embedded throughout the development of training resources for faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Explore intentional intervention strategies to connect students with resources, such as Auto Enroll students in Student Support Canvas Shell.	We are working on creating a dashboard to see students in certain categories: no SEP, on probation, etc.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore early alert approaches and communication strategies.	Counselors call students on probation. We are still exploring software for an early alert system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Adjust the Probation and Dismissal Process to include pre-enrollment requirements.	Plans are in the works to look at this AP.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAS5-5.2. Objective 5.2 Increase participation in student support and academic services such as learning communities, EOPS, the Library, and tutoring.

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		Minimal progress/On hold	Substantial progress	Work completed

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.

Counselors visit all introductory courses and are embedded in all HUM 101 courses. In addition, Instructional Specialists for English and Librarians visits courses upon request.

There have been several different events to inform students about student support and academic services, such as the Find Success event, Welcome Week, and the Resource Fair.

There is a Student Success Kit in the Welcome Center and online via Canvas

We still do not have the technology to do this.

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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EQ1-1.1.

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EQ1: 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.

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.

This question was not displayed to the respondent.

EQ1-1.2. Objective 1.2 Data-informed, equity-minded, ongoing professional development expands faculty, staff, and administrator capacity and capability to meet Equity Goal 1.

This question was not displayed to the respondent.

EQ1-1.3. 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.

This question was not displayed to the respondent.

EQ2-2.1.

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EQ2: 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.

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.

This question was not displayed to the respondent.

EQ2: 2.2. Objective 2.2 All new employee services and programs utilize an equity-minded approach to employee support and retention.

This question was not displayed to the respondent.

EQ3-3.1.

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EQ3: 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.

Objective 3.1 Strong, expanded equity-minded partnerships with local governments, nonprofits, and industry. Collaborate with Community Engagement and Responsiveness Goal 5 work teams.

This question was not displayed to the respondent.

CER1-1.1.