



Strategic Plan

2009–2012

COLLEGE OF
MARIN

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COLLEGE OF MARIN

STRATEGIC PLAN 2009-2012

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March 30, 2009

Dear Colleagues:

On behalf of the Marin Community College District, it is with great pleasure that I present this three-year Strategic Plan (2009-2012). Simply put, this document builds upon the foundation outlined in our ten-year Educational Master Plan and further defines where we are going as an organization over the next three years and what measurements we will use to determine our success.

The completion of this document underscores the college's ongoing commitment to student success and overall institutional excellence through the implementation of an integrated and comprehensive planning process.

Appreciation is extended to the numerous individuals whose efforts and thinking contributed to the development of this plan. Completion of this three-year Strategic Plan will ensure the timely completion of and enable our ability to measure progress towards achieving our strategic objectives.

Sincerely,



Frances L. White, Ph.D.
Superintendent/President

TABLE OF CONTENTS

Introduction..... 1

Strategic Plan At-a-Glance..... 5

First Priority 2009-2012: Improve Student Access 7

Second Priority 2009-2012: Improve Student Learning and Success 9

Third Priority 2009-2012: Improve Instructional Technology 11

INTRODUCTION

In 2006 the College of Marin set out to dramatically change the way we operate. While embracing the things we did well in the past, we set out to create new institutional governance procedures, an updated and integrated technology system, and mechanisms for data-driven decision making. As a college community, we have updated our mission statement and our Educational Master Plan and from those recommendations, developed the first of three, three-year strategic plans. These strategic plans guide the college in implementing the recommendations presented in the *Educational Master Plan 2009-2019*.

Pathways

Participants affirmed the mission of the college and used extensive data about our students to rethink the way we organize our programs. We looked at who was being served and what services were being provided and determined that the college serves five student cohorts in distinctly different pathways:

1) Basic Skills

Students on the Basic Skills pathway seek to further develop skills in math, English, and study skills in order to successfully complete college level courses, enhance job performance, and/or enter new careers. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics, English, and study skills.

2) Workforce Development

Students on the Workforce Development pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, the course of study is defined by external professional regulations or licensing criteria.

3) Cultural Enrichment

Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities, including exhibitions, performances, or publishing work.

4) Lifelong Learning Programs

Students on the Lifelong Learning pathway focus on intellectual and physical enrichment; they may have already completed degrees and/or may be in significantly advanced positions in their careers.

5) Transfer

Students on the Transfer pathway seek successful matriculation from the College of Marin to universities or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree. In the process of completing transfer requirements, these students may also earn an associate degree.

Educational Master Plan Recommendations

From this understanding of who we serve, our *Educational Master Plan 2009-2010* identified four broad areas with recommendations for each area:

1) Student Access with five recommendations

Student Access 1

Systematically address the reality and the perception that the college has a culture of conflict and mistrust.

Student Access 2

Assess and make changes as needed in the class scheduling practices of programs, including the consideration of various non-traditional scheduling options, additional distance education offerings, and new career technical education courses and programs designed to meet business and community needs.

Student Access 3

Support distance education offerings by providing:

- the hardware and software needed to offer online courses successfully,
- faculty training in online instruction, and
- evaluation on all aspects of distance education.

Student Access 4

Develop, implement and annually assess plans to improve student access including enrollment at the Indian Valley campus.

Student Access 5

Develop, implement, and assess a plan to expand outreach activities that involve all segments of the college community and that target high schools, under-represented, and growing segments of the county's population.

2) Student Learning and Success with four recommendations**Student Learning and Success 1**

Develop, implement and evaluate a college wide plan for student retention and success.

Student Learning and Success 2

Review and revise the designation of courses into the five student pathways.

Student Learning and Success 3

Develop, implement and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking basic skills, mathematics, English, and ESL courses. Then develop, implement, and evaluate strategies for the use of that information to improve student success.

Student Learning and Success 4

Improve the coordination of basic skills programs and services by implementing needed changes as identified in the college's basic skills self-assessment, such as adjustments in curricular alignment, assessment procedures, scheduling practices, and support services.

3) College Systems with five recommendations**College Systems 1**

Develop, implement, and evaluate a plan that addresses the physical plant, educational use, and district support of the Indian Valley campus.

College Systems 2

Actively pursue all avenues to update facilities; develop processes for accountability related to adherence to timelines; and review and update the College of Marin Facilities Master Plan 2004 as needed.

College Systems 3

Prepare, implement, and evaluate a college technology plan that identifies the policies, hardware, soft-

ware, and training needed to improve student, staff and faculty access to the effective use of technology in instruction.

College Systems 4

Using the college's collaborative processes, develop a research agenda that addresses student learning.

College Systems 5

Fully implement the integrated planning process, with special attention to the development of three 3-year Strategic Plans in support of this Educational Master Plan.

4) Community Responsiveness with five recommendations.**Community Responsiveness 1**

Develop and enhance communication strategies to solicit business and community feedback and ensure that the feedback and business/community assessments are shared and understood campus-wide.

Community Responsiveness 2

Strengthen internal processes to respond quickly and appropriately to business and community needs.

Community Responsiveness 3

Include the assessment of local business/industry needs in the annual research agenda.

Community Responsiveness 4

Conduct ongoing, data-driven, community-based evaluation of new, emerging and revised career technical education programs and services.

Community Responsiveness 5

Assess and make changes as needed in the class scheduling patterns and practices so that the times, days, and methods of delivering instruction match the needs of commuters and working adults.

**Educational Recommendations/
College Priorities**

The Institutional Planning Committee (IPC), with input from the college community, prioritized the educational master plan recommendations that determined the three major areas of our strategic plan for 2009-2012. The IPC will repeat this process of prioritization for the two subsequent strategic plans (2012-2015 and 2015-2019).

First Priority 2009-2012– Improve Student Access

Assess and make changes as needed in the class scheduling practices of programs, including the consideration of various non-traditional scheduling options, additional distance education offerings, and new career technical education courses and programs designed to meet business and community needs. (*EMP Recommendation Student Access 2*)

Assess and make changes as needed in the class scheduling patterns and practices so that the times, days, and methods of delivering instruction match the needs of commuters and working adults. (*EMP Recommendation Community Responsiveness 5*)

Second Priority 2009 -2012– Improve Student Learning and Success

Develop, implement, and evaluate a college-wide plan for student retention and success. (*EMP Recommendation Student Success 1*)

Develop, implement, and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking basic skills, mathematics, English, and ESL courses. Then develop, implement, and evaluate strategies for the use of that information to improve student success. (*EMP Recommendation Student Success 3*)

Third Priority 2009- 2012– Improve Instructional Technology

Prepare, implement, and evaluate a college technology plan that identifies the policies, hardware, software, and training needed to improve student, staff and faculty effectiveness in the use of technology in instruction. (*EMP Recommendation College Systems 3*)

From these college priorities, a number of specific strategic objectives are identified. In turn each strategic objective is operationalized into concrete, measurable action steps to be used to achieve the strategic objectives. Each action step includes a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action.

The Strategic Plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of strategic objectives for college wide

concentration each year. Each year the college produces an annual report of progress on the strategic objectives to reinforce and sustain the college dialogue on the college's long-term and short-term goals.

Mission

Overall, the college mission describes the services the college promises to provide to the community. As such, this statement is the touchstone for the entire planning process.

College of Marin's commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

- preparation for transfer to four-year schools and universities;
- workforce education;
- basic skills improvement;
- intellectual and physical development; and life-long learning; and
- cultural enrichment.

The College of Marin is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

Vision

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

Values

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation

We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.

Sustainability

We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability

We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.

Conclusion

This *College of Marin Strategic Plan 2009 – 2012* will benefit students and the community as a whole by prioritizing the Educational Master Plan recommendations, creating strategic objectives that address these recommendations, and identifying action steps for accomplishing specific objectives. Our goal has been to create reasonable, doable and measurable objectives that focus our community and our resources to improve services to students and insure the success of all students in our five pathways.

Note: Recommendations in the College of Marin Educational Master Plan 2009 - 2019 were prioritized by the Institutional Planning Committee; the first number of each strategic objective and action step in the following refers to the college priority. One or more strategic objectives have been derived from each college priority, such as **Strategic Objective 1.1** and **Strategic Objective 1.2**. For each strategic objective, there are a number of action steps. For example **Action Step 1.2.1** references the first action step related to the second strategic objective derived from the first College Priority.

COLLEGE OF MARIN STRATEGIC PLAN 2009-2012

College Priorities and Strategic Objectives At-a-Glance

College Priorities	Strategic Objectives
<p>College Priority #1 Assess and make changes as needed in the class scheduling practices of programs, including the consideration of</p> <ul style="list-style-type: none"> • various non-traditional scheduling options, • additional distance education offerings, and • new career technical education courses and programs designed to meet business and community needs (EMP Recommendation Student Access 2) <p>Support distance education offerings by providing:</p> <ul style="list-style-type: none"> • the hardware, software and administrative support needed to offer online courses successfully, • faculty training in online instruction, and • evaluation of all aspects of distance education (EMP Recommendation Student Access 3) <p>Assess and make changes as needed in the class scheduling patterns and practices so that the times, days, and methods of delivering instruction {to} match the needs of commuters and working adults. (EMP Recommendation Community Responsiveness 5)</p>	<p>Strategic Objective 1.1 Analyze class scheduling practices and make changes to address identified deficits with special attention to providing access at both campuses and to commuters and working adults.</p> <p>Strategic Objective 1.2 Analyze class scheduling practices and make changes to increase the number of credit hours offered through distance education.</p> <p>Strategic Objective 1.3 Analyze career technical education offerings to verify that business and community needs are being met.</p>
<p>College Priority #2 Develop, implement, and evaluate a college-wide plan for student retention and success. (EMP Recommendation Student Learning and Success 1)</p> <p>Develop, implement, and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking basic skills, mathematics, English, and ESL courses. Then develop, implement, and evaluate strategies for the use of that information to improve student success. (EMP Recommendation Student Learning and Success 3)</p>	<p>Strategic Objective 2.1 Develop a tool to systematically track student retention and success.</p> <p>Strategic Objective 2.2 Implement and evaluate the tool for tracking student retention and success.</p> <p>Strategic Objective 2.3 Establish a college-wide plan to improve student retention and success by annually documenting the results of the discipline-specific strategies to improve student retention and success.</p>
<p>College Priority #3 Prepare, implement, and evaluate a college technology plan that identifies the policies, hardware, software, and training needed to improve student, staff and faculty access to the effective use of technology in instruction. (EMP Recommendation College Systems 3)</p>	<p>Strategic Objective 3.1 Prepare a College of Marin Technology Plan 2010 – 2016 that identifies the current needed improvements in policies, hardware, software, and training.</p>

COLLEGE PRIORITY #1

2009-2012

IMPROVE STUDENT ACCESS

Assess and make changes as needed in the class scheduling practices of programs, including the consideration of

- various non-traditional scheduling options,
- additional distance education offerings, and
- new career technical education courses and programs designed to meet business and community needs (*EMP Recommendation Student Access 2*)

Assess and make changes as needed in the class scheduling patterns and practices so that the times, days, and methods of delivering instruction {to} match the needs of commuters and working adults. (*EMP Recommendation Community Responsiveness 5*)

Strategic Objective 1.1

Analyze class scheduling practices and make changes to address identified deficits with special attention to providing access at both campuses and to commuters and working adults.

Strategic Objective 1.1

Champion: Vice President of Student Learning

Action Step 1.1.1

- A. Use fall 2007 and 2008 to prepare a matrix such as follows for each discipline:

Start time of Classes Number of Credit Hours Offered

	Fall 2007		Fall 2008	
	Kentfield	IVC	Kentfield	IVC
M – TH 7 am to Noon	x	x	x	x
M – TH Noon to 5 pm	x	x	x	x
M – TH 5 pm to 10 pm	x	x	x	x
Friday anytime	x	x	x	x
Saturday anytime	x	x	x	x
Distance Ed - online	x	x	x	x
Distance Ed - televideo	x	x	x	x

- B. Responsible Party: Vice President of Student Learning
C. Timeline: April 2, 2009

Action Step 1.1.2

- A. Analyze the patterns for each discipline to determine if all disciplines provide appropriately equitable student access both at Kentfield and Indian Valley campus. Use the chart prepared in Action Step 1.1.1 as well as current program review data that includes workload and FTES data.
- Establish targets for Spring 2010 and Fall 2010 semester schedules to
 - correct any identified deficits in scheduling patterns
 - specifically address student access for commuters and working adults
- B. Responsible Party: Vice President of Student Learning
C. Timeline: July 1, 2009

Action Step 1.1.3

- A. Repeat Action Step #1 with spring and fall 2010 data to assess changes in class scheduling patterns.
- B. Responsible Party: Vice President of Student Learning
C. Timeline: March 15, 2010

Action Step 1.1.4

- A. Analyze the patterns for each discipline to determine if all disciplines provide appropriately equitable student access at Kentfield and IVC
- Establish targets for fall 2011 and spring 2012 semester schedules to
 - correct any identified deficits in scheduling patterns
 - specifically address student access for working and commuting adults
- B. Responsible Party: Vice President of Student Learning
C. Timeline: March 30, 2010

Appropriately equitable student access means that the college must determine program-specific the targets for the distribution of classes across the scheduling options. For example, nursing will not offer options across all scheduling options, but English will.

Strategic Objective 1.2

Analyze class scheduling practices and make changes to increase the number of credit hours offered through distance education.

Strategic Objective 1.2

Champion: Vice President of Student Learning

Action Step 1.2.1

- A. Create a structure and protocol for distance education courses that includes an advisory committee to plan and assess instructional technology at COM, a supervisor of the program, a teacher-resource person, technical support for staff and students, and a mid to long-term instructional technology plan.
- B. Responsible Party: Vice President of Student Learning
- C. December 1, 2009

Action Step 1.2.2

- A. Based on the data generated in Action Step 1.1.1 and the analysis conducted in Action Step 1.1.2, determine specific targets for distance education course offerings by discipline for fall 2010 semesters. These targets are contingent on progress on providing infrastructure to support distance education offerings.

Note: an increase in the number of distance education courses offered does not necessarily mean a net increase in the number of sections offered by the program or the college as a whole.

- B. Responsible Party: Vice President of Student Learning
- C. Timeline: March 1, 2010

Action Step 1.2.3

- A. Based on the targets set in Action Step 1.2.2 and progress on providing infrastructure support for distance education
 - identify specific faculty members to be trained in distance education pedagogy;
 - identify appropriate local training opportunities;
 - ensure that identified faculty members participate in the training
- B. Responsible Party: Vice President of Student Learning
- C. Timeline: March 10, 2010

Action Step 1.2.4

- A. Based on the data generated in Action Step 1.1.3 and the analysis conducted in Action Step 1.1.4, determine if the specific targets were met
 - for distance education course offerings for fall 2010 semester and
 - for faculty training

- B. Responsible Party: Vice President of Student Learning
- C. Timeline: March 30, 2011

Strategic Objective 1.3

Analyze career technical education offerings to verify that business and community needs are being met.

Strategic Objective 1.3

Champion: Dean of Workforce Development

Action Step 1.3.1

- A. Draw from current community advisory groups and other available workforce projections to prepare a report on the status and the future of career technical education courses for the Academic Senate including
 - Changes in the business/community needs for career technical education, and
 - Opportunities for new career technical education courses.
- B. Responsible Party: Dean of Workforce Development
- C. Timeline: September, 2009

Action Step 1.3.2

- A. Fully implement the transfer pathway at Indian Valley campus as set forth in the San Francisco State University and Conservation Corps partnership agreement. (Refer to equitable access plans to be identified in Action Step 1.1.2)
- B. Responsible Party: Vice President of Student Learning and Dean of Workforce Development
- C. Timeline: May, 2010

COLLEGE PRIORITY #2

2009-2012

IMPROVE STUDENT LEARNING AND SUCCESS

Develop, implement, and evaluate a college-wide plan for student retention and success. (*EMP Recommendation Student Learning and Success 1*)

Develop, implement, and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking basic skills, mathematics, English, and ESL courses. Then develop, implement, and evaluate strategies for the use of that information to improve student success. (*EMP Recommendation Student Learning and Success 3*)

Strategic Objective 2.1

Develop a tool to systematically track student retention and success.

Strategic Objective 2.1

Champion: Director of Planning, Research and Institutional Effectiveness

Action Step 2.1.1

- A. Develop and document the College of Marin protocol for:
 - practical and measurable definitions of *retention* and *success* at the course, program, and pathway levels and
 - accessible data elements that best reflect those definitions.
- B. Responsible Party: Director of Planning, Research and Institutional Effectiveness
- C. Timeline: September 30, 2009

Action Step 2.1.2

- A. Validate the courses to be included in each pathway.
- B. Responsible Party: Vice President of Student Learning
- C. Timeline: September 30, 2009

Action Step 2.1.3

- A. Use the decisions regarding data elements reached in Action Step 2.1.1 to develop an IT-based tracking sys-

tem that evaluates retention and success by section, course, program, pathway, and student demographics.

- B. Responsible Party: Vice President of College Operations
- C. Timeline: January 10, 2010

Strategic Objective 2.2

Implement and evaluate the tool for tracking student retention and success.

Strategic Objective 2.2

Champion: Director of Planning, Research and Institutional Effectiveness

Action Step 2.2.1

- A. Revise the program review reporting requirements to include responses to:
 - The program's strengths and weaknesses as identified in the Student Success and Retention Report (product of Action Step 2.1.3), and
 - At least one specific strategy that will be used in the coming academic year to address identified weaknesses in student success and retention.
- B. Responsible Party: Vice President of Student Learning
- C. Timeline: August, 2010

Action Step 2.2.2

- A. At the conclusion of the program review cycle, survey Deans and Department Chairs regarding the data elements included in and the ease of use of the Student Success and Retention Report.
- B. Responsible Party: Director of Planning, Research and Institutional Effectiveness
- C. Timeline: February, 2011

Strategic Objective 2.3

Establish a college-wide plan to improve student retention and success by annually documenting the results of the discipline-specific strategies to improve student retention and success.

Strategic Objective 2.3**Champion: Director of Planning, Research and Institutional Effectiveness****Action Step 2.3.1**

- A. Prepare a report on both instructional and student services discipline-specific strategies to improve student retention and success for inclusion in the *College of Marin Institutional Effectiveness 2009-2010*.
- B. Responsible Party: Vice President of Student Learning
- C. Timeline: April, 2010

Action Step 2.3.2

- A. Identify specific strategies to promote student retention in student services program reviews.
- B. Responsible Party: Vice President of Student Learning
- C. Timeline: April, 2010

COLLEGE PRIORITY #3

2009-2012

IMPROVE INSTRUCTIONAL TECHNOLOGY

Prepare, implement, and evaluate a college technology plan that identifies the policies, hardware, software, and training needed to improve student, staff and faculty access to the effective use of technology in instruction. (*EMP Recommendation College Systems 3*)

Strategic Objective 3.1

Prepare a *College of Marin Technology Plan 2010 – 2016* that identifies the current needed improvements in policies, hardware, software, and training.

Strategic Objective 3.1

Champion: Vice President of College Operations

Action Step 3.1.1

- A. Analyze the status of the *2004-2007 College of Marin Technology Plan* and other relevant data to identify the remaining unmet needs related to technology policies, hardware, software, and training.
- B. Responsible Party: Vice President of College Operations
- C. Timeline: October, 2009

Action Step 3.1.2

- A. Compile the technology requests from all prior year Program Reviews.
- B. Responsible Party: Vice President of College Operations
- C. Timeline: October, 2009

Action Step 3.1.3

- A. Collaborate with on-campus IT staff to develop a list of needed improvements to hardware and software.
- B. Responsible Party: Vice President of College Operations
- C. Timeline: December, 2009

Action Step 3.1.4

- A. Integrate the lists prepared in Action Steps 3.1.1, 3.1.2, and 3.1.3 and prioritize the needs identified by these

two college resources, with special attention to the hardware and software needed to meet the *College of Marin Educational Master Plan 2009-2019* recommendation related to distance education (*Student Access 3*).

- B. Responsible Party: Vice President of College Operations
- C. Timeline: December, 2009

Action Step 3.1.5

- A. Prepare a *College of Marin Technology Plan 2010 – 2016* that identifies the current needed improvements in policies, hardware, software, and training.
- B. Responsible Party: Vice President of College Operations
- C. Timeline: Draft to be distributed college-wide: March 15, 2010

Completed document: May 1, 2010

COLLEGE OF
MARIN

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ABOUT THE COLLEGE

College of Marin is one of 110 public community colleges in California and is fully accredited by the Western Association of Schools and Colleges. Approximately 9,000 credit and noncredit students enroll each fall and spring semester. Classes also are offered during the summer.

EQUAL OPPORTUNITY STATEMENT

The Marin Community College District is committed by policy not to discriminate on the basis of, or the perception of, race, ethnic group identification, ancestry, color, religion, age, gender, national origin, sexual orientation, disability (mental or physical), marital status, medical condition (cancer, genetic characteristics, or pregnancy), and status as a veteran in any of its educational and employment programs and activities, its policies, practices and procedures.



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