

College of Marin
Integrated Planning Manual 2009

College of Marin
835 College Avenue
Kentfield, CA 94904-2590

Indian Valley Campus
1800 Ignacio Blvd.
Novato, CA 94949

www.marin.edu

Introduction

This manual has been developed to guide integrated, institutional planning at the College of Marin. The processes describe the ways that the college's constituent groups participate in and contribute to college planning.

This document begins with a description of the integrated planning model and the planning documents that are key to that model, and then outlines the following:

- Specific tasks to be accomplished,
- Processes by which decisions/recommendations will be developed,
- Timeline for each task,
- Individuals or groups responsible for completing the tasks, and
- Individuals or groups that will receive the recommendations and render final decisions.

The undersigned faculty, classified staff, and administrative representatives of the College of Marin have agreed upon the planning process structure and procedures described in this manual.

Superintendent/President

Academic Senate President

Associated Students President

Classified Senate President

Co-Chair, Institutional Planning Committee

Co-Chair, Institutional Planning Committee

Co-Chair, Resource Allocation Committee

Co-Chair, Resource Allocation Committee

Table of Contents

Integrated Planning Model Overview.....	4
Mission	7
Educational Master Plan	9
Strategic Plan	12
Program Review.....	14
Resource Allocation	16
Plan Implementation	18
Assessment of Progress on College Priorities & Objectives...	19
Assessment of the Planning Process	21
Annual Research Agenda	24

Integrated Planning

In an integrated planning process, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures, and is dedicated to the improvement of institutional effectiveness. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and based on those assessments, changes are made to improve student learning and success.

The College of Marin's planning policies and practices both direct and demonstrate strategies for institutional effectiveness. Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. These practices and policies are summarized in this planning manual.

To summarize the planning model:

The college's **Mission** describes the college's intended student population and the services the college promises to provide to the community. As such, this statement is the touchstone for the entire planning process.

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The college uses this statement, as well as the goals developed by the Board of Trustees, to assess its current status and anticipate future challenges in a long-term **Educational Master Plan**.

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This long-term plan is then the driver of the college's three-year **Strategic Plans** and its annual **Program Reviews**. The program reviews include a thorough analysis of each academic and student services program and administrative function, as well as programmatic planning at the unit level. The strategic objectives in the Strategic Plan and the unit plans in the Program Reviews also inform the subsequent editions of the Educational Master Plan; the long-term and short-term plans reciprocally inform one another.

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Resources are allocated based on college-wide strategic plans and unit-level plans, thereby ensuring the college's forward movement on the college's strategic objectives that were drawn from the recommendations in the Educational Master Plan and articulated in the Strategic Plan.

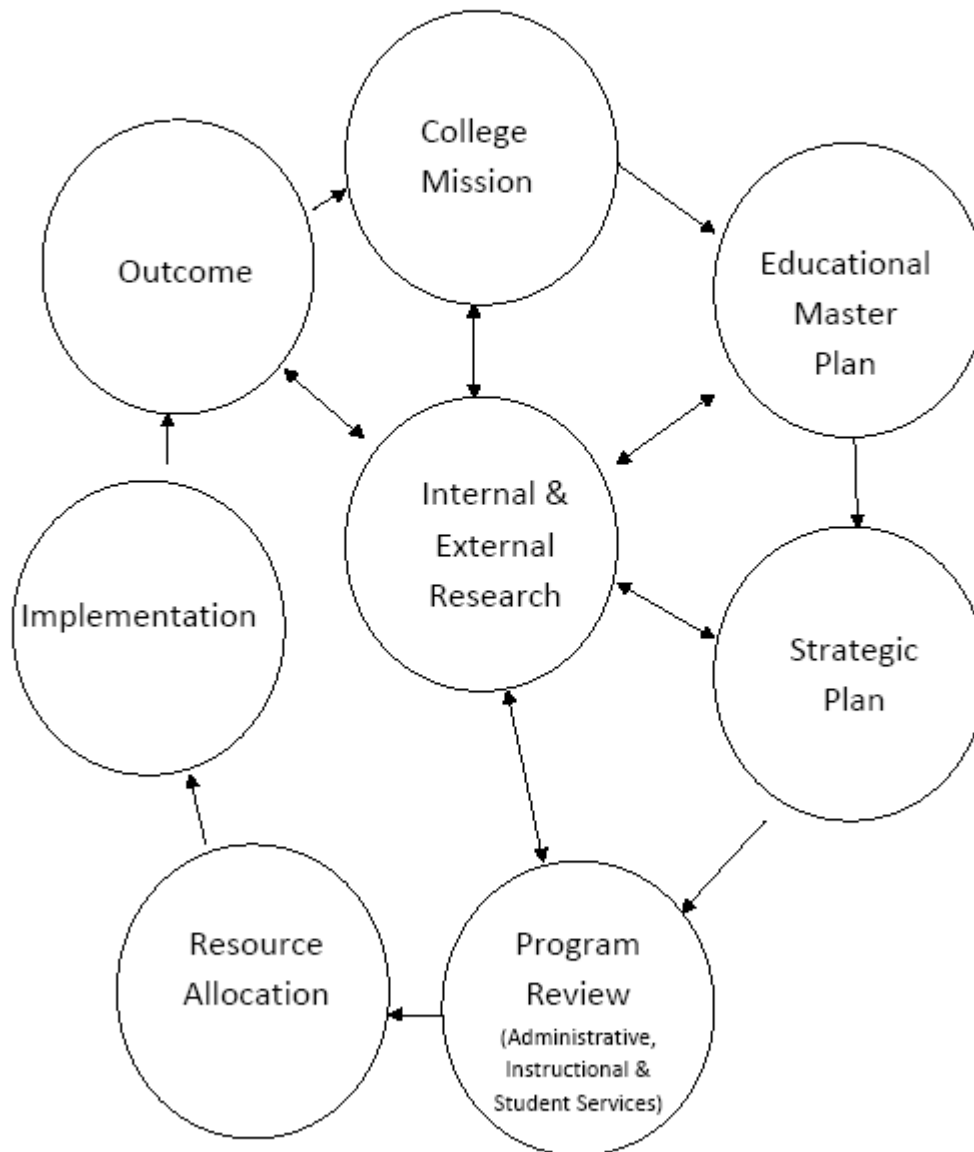
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Following the allocation of resources, the college mobilizes its resources to **implement its plans**.



The college **assesses progress** on the strategic objectives and makes adjustments in action steps as needed to continue the college's forward movement in fulfilling its mission. Assessment of the outcomes as well as assessment of the planning processes itself is embedded throughout the planning efforts.

Marin Community College District Integrated Planning



Mission

The college mission statement is the touchstone for the entire planning process in that it describes the college's intended student population and the services the college promises to provide to the community.

The college's schedule for reviewing the mission statement is every three years in a cycle that sequences this review during the year prior to the development of the next strategic plan. In keeping with the schedule identified later in this *Manual*, the college's mission will be reviewed in 2011, 2014, and 2018.

The current college mission statement is:

The 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 lifelong 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.

(Mission approved by the Marin Community College District Board of Trustees on April 17, 2007)

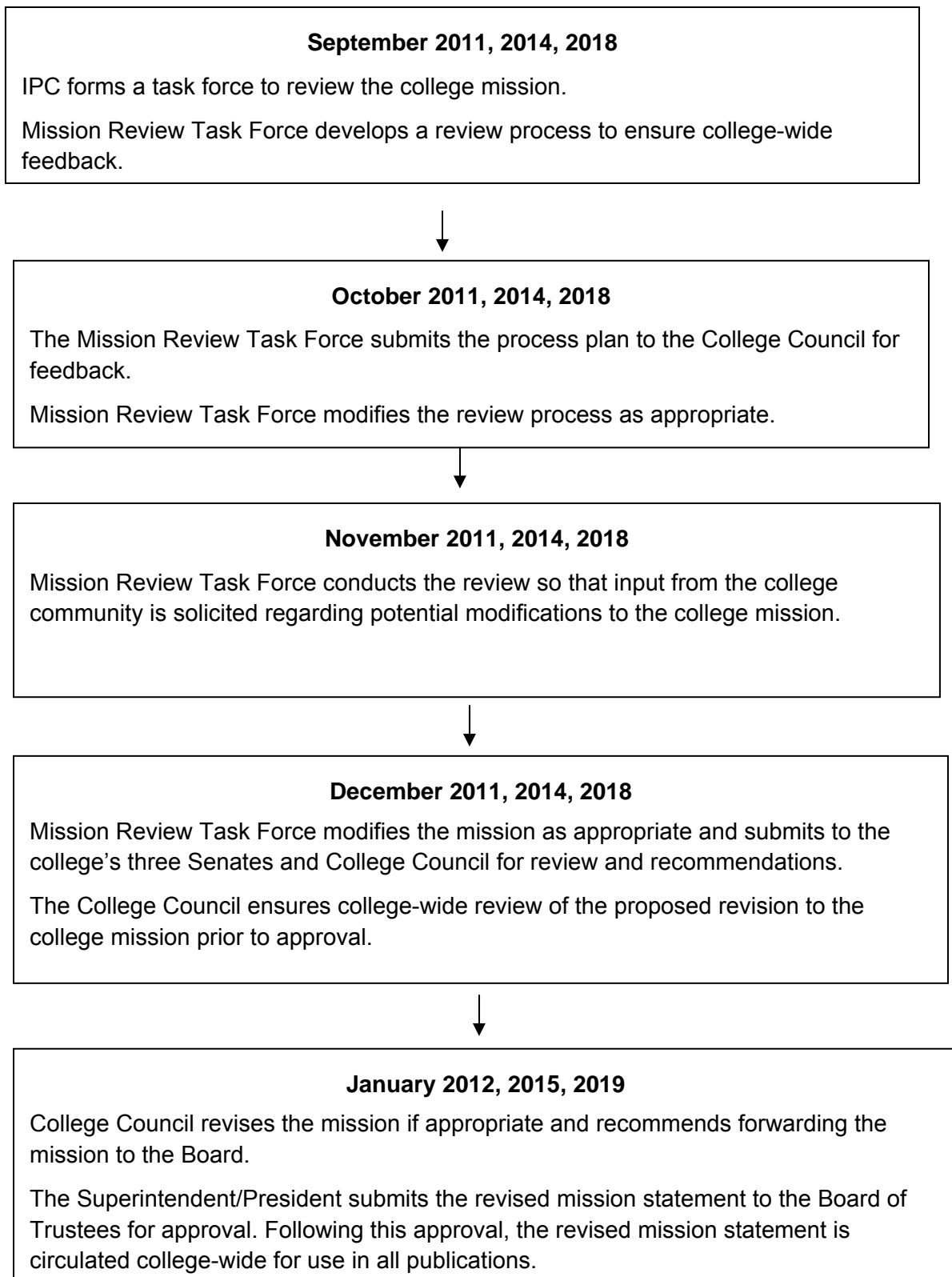
The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and review of college missions is:

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.
2. The mission statement is approved by the governing board and published.
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.
4. The institution's mission is central to institutional planning and decision making.

Timeline and Process for Review of the Mission



Educational Master Plan

The Educational Master Plan projects the future of College of Marin for the coming decade, and makes general recommendations that address current and foreseeable challenges.

The plan's analysis of internal and external data and the resulting recommendations provide a common foundation for the dialogue about the college's effectiveness in fulfilling its mission. These recommendations are intended to serve as the basis for the college's three-year Strategic Plans and to inform annual unit plans. In this manner a direction is established for the college under changing conditions and for the long-term development of programs and services.

The current Education Master Plan spans from 2009 to 2019. Subsequent iterations of the Educational Master Plan will be developed when the term of this plan expires. An update of this Educational Master Plan may be warranted if there is a major change of internal or external conditions.

The Accrediting Commission for Community and Junior Colleges standard most relevant to the development and implementation of the all processes described in the remainder of this *College of Marin Integrated Planning Manual 2009* is:

I. B. Improving Institutional Effectiveness

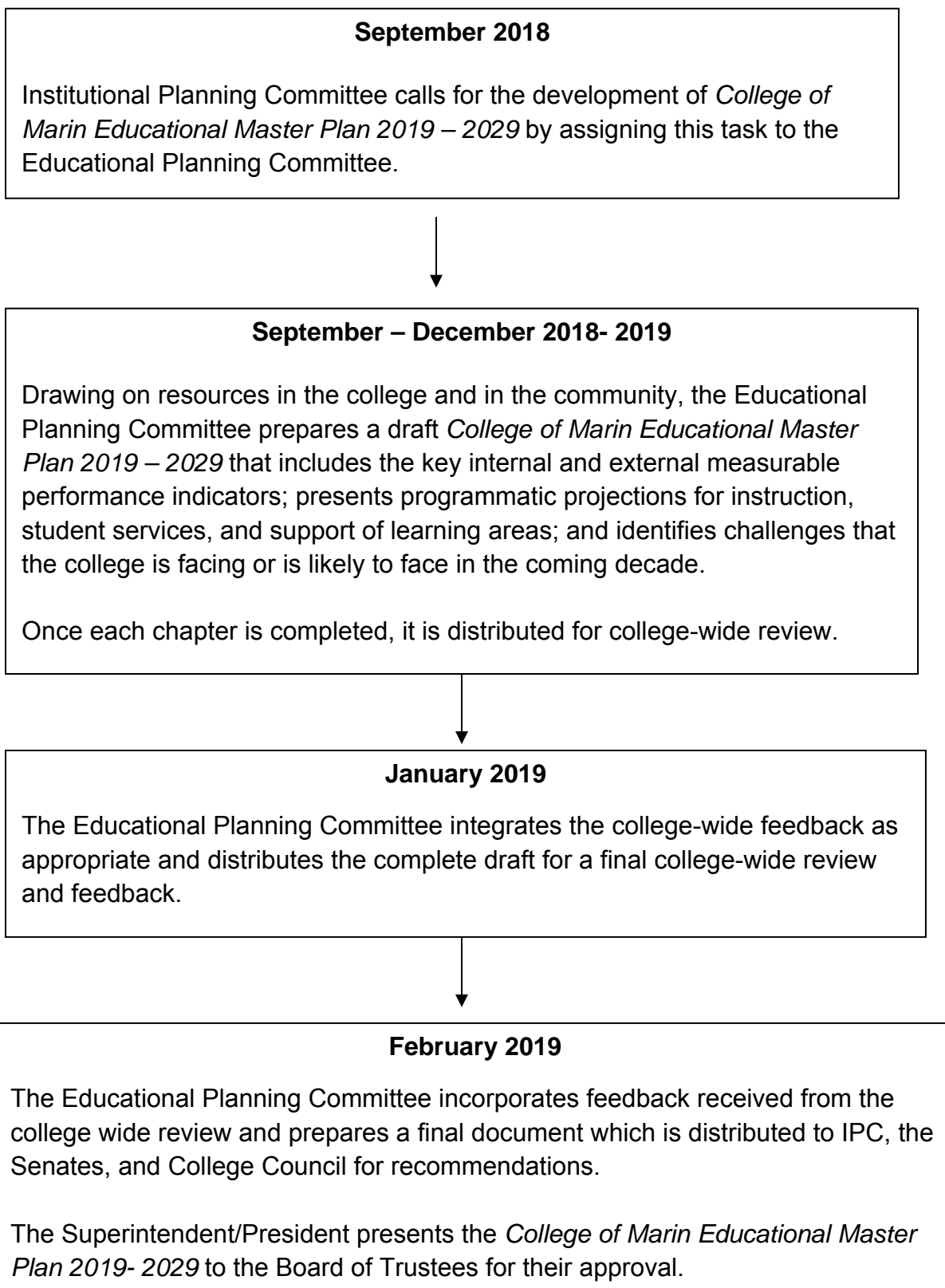
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation,

implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Timeline and Process for the Educational Master Plan



Strategic Plan

The Strategic Plan is the college's short-term plan. This plan identifies the specific actions that the college must take to implement the recommendations identified in the Educational Master Plan.

This planning process is initiated by reviewing the Educational Master Plan recommendations and determining which will serve as the college's top priorities for the next three-four years. From these college priorities, a number of specific strategic objectives are identified. In turn each strategic objective is translated into a number of 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 institutional effectiveness report that documents progress on the strategic objectives to reinforce and sustain the college dialogue on the college's long-term and short-term goals. See the section in this document titled "Timeline and Process for Assessing Progress on College Goals/Plans."

The Institutional Planning Committee calls for the subsequent strategic plan when the term of the current strategic plan expires or when all strategic objectives have been achieved. The schedule for the coming decade is:

Strategic Plan 2009-2012 (spring 2009 through spring 2012)

Annual Institutional Effectiveness Reports in spring 2010 and spring 2011

Final Institutional Effectiveness Report of SP 2009-2012 in spring 2012

Strategic Plan 2012 - 2015 (fall 2012 through spring 2015)

Annual Institutional Effectiveness Reports in spring 2013 and spring 2014

Final Institutional Effectiveness Report of SP 2012-2015 in spring 2015

Strategic Plan 2015 - 2019 (fall 2015 through spring 2019)

Annual Institutional Effectiveness Reports in spring 2016 and spring 2017

Final Institutional Effectiveness Report of SP 2015-2019 in spring 2019 --> these final strategic plan progress reports feed into the Educational Master Plan to be developed in the 2018 – 2019 academic year.

**Timeline and Process for the Developing Strategic Plans
Strategic Plan 2009-2012, 2012 – 2015, and 2015 – 2019**

February 2009, 2012, 2015

The Institutional Planning Committee analyzes the recommendations in the *College of Marin Educational Master Plan 2009- 2019* and sets the college priorities for the next three- four years.



February - March 2009, 2012, 2015

The Institutional Planning Committee develops a draft *Strategic Plan 2009-2012* comprised of a reasonable number of strategic objectives and action steps for each college priority. The action steps identify specific tactics, a timeline for completion, and the party/parties responsible for completing each task.

The draft *Strategic Plan 2009- 2012* is distributed college wide for feedback.



April 2009, 2012, 2015

The Institutional Planning Committee incorporates the feedback from the college wide review and prepares the final strategic plan.

The strategic plan is presented to the Superintendent/President and College Council for review and approval.

Annually in late spring, IPC prepares an Institutional Effectiveness Report which documents and quantifies the progress on each of the college's strategic objectives and the unit plans presented in program reviews. Refer to "Timeline and Process for Assessing Progress on College Goals/Plans" in this manual for details on this annual assessment of progress.

Program Review

Program review is a systematic process involving the collection, analysis, and evaluation of quantitative and qualitative data about an academic program, student service or program, or an administrative work plan. Program review is an essential component of the college's dynamic cycle of planning → evaluation → improvement.

The process is designed to identify strengths and weaknesses as a foundational step in developing plans for improvement. It is a means for determining the effectiveness of the units and the administration of the academic and non-academic functions, including, but not limited to: instruction, student services, and administrative support of learning activities.

As a way to integrate planning, program review queries each component of the college as to its contributions to achieving the strategic objectives identified in the *College of Marin Strategic Plan 2009-2012*. This annual data-driven process includes both qualitative and quantitative outcomes.

The college launched program reviews for instructional programs in 2005 and for student services programs in the following year. In fall 2009, the college will develop and implement program reviews processes for all administrative services.

Timeline and Process for Program Review

August 2009

The Data Advisory Group provides data packets to programs under review.



September 2009

An Academic Senate Committee, the Program Review Committee, sets the template for the program reviews to be completed in 2009.

This group and the Data Advisory Group meet the instructional department/discipline, student service, or administrative service scheduled to complete a program review.



October 2009

Those identified to complete a program review submit all responses electronically to the Program Review Committee.



November 2009

The program reviews are evaluated for completeness and initial assessment; interviews are conducted if further information or clarification is needed. Sections of the completed program reviews are distributed to appropriate committees. Committees make initial assessments and begin ranking the requests in the program reviews according to rubrics.

The Data Advisory Group and the SLO Coordinator assess the data packets and refine the assessment tools as needed.

Resource Allocation

The resource allocation processes link program reviews and strategic planning to the resources needed to accomplish the college goals.

The guiding principles for all resource allocation processes are as follows:

1. Resources include all assets of the college including its fiscal resources, facilities, equipment, and the time and talents of its faculty and staff.
2. The processes for allocating resources are transparent. All members of the college community are informed about the routines and components of planning that lead to resource allocations.
3. The resource allocation processes begin in August of each year with the development of budget assumptions that forecast the available discretionary general fund resources for the coming fiscal year and thereby set the parameters for program reviews and work plans.
4. Priority will be given to resource requests that support
 - achievement of college strategic objectives and
 - health, safety, and accessibility.
5. To the extent that it is fiscally possible, the college will sustain an innovations fund to support faculty/staff ideas through a competitive mini-grant process.

The chart on the accompanying page presents the timeline and processes for allocating general fund resources that are used to directly support the college's strategic planning objectives. These funds include discretionary funds (funds beyond fixed costs) as well as reallocated funds from vacant positions or discontinued programs.

The chart on the accompanying page does not represent the timeline and processes for allocating other resources that will also be contingent on support for the college's strategic objectives, such as staffing, equipment, and facilities. Similar charts are being developed to describe these resource allocation processes and will be included in subsequent editions of this *Integrated Planning Manual*.

Timeline and Process for Resource Allocations for Funds in Support of Strategic Planning Objectives

August, 2009

The VP of College Operations and the Resource Allocation Committee review prior year budget and develop budget assumptions for the coming fiscal year. These assumptions forecast the available discretionary general fund resources for the coming fiscal year and thereby set the parameters for program reviews and work plans.

The VP of College Operations communicates these assumptions college-wide.



September - October, 2009

Program reviews are completed by the units scheduled for program review.



November, 2009

VP of Student Learning + VP of College Operations review the discretionary general fund requests presented in the program reviews.

IPC reviews these requests from the program reviews with consideration of the recommendations of the Vice Presidents' review.

IPC submits recommendations to the Resource Allocation Committee.



March, 2010

Resource Allocation Committee makes recommendations for the tentative budget with special consideration of the IPC and VPs' recommendations.



May- June, 2010

The Resource Allocation Committee forwards the tentative budget to the Superintendent/President for review and changes.

The Superintendent/President approves the recommendations for inclusion in the tentative budgets.

The Board of Trustees approves the tentative budget.

The assessment timeline is on page 22 of the Integrated Planning Manual.

Plan Implementation

Because the institutional plans in this manual include both program review activities and strategic plan action steps, plan implementation will vary significantly. Therefore, no single timeline and process is described here.

The individual(s) responsible for implementing plans are identified in the source documents, and they are charged with:

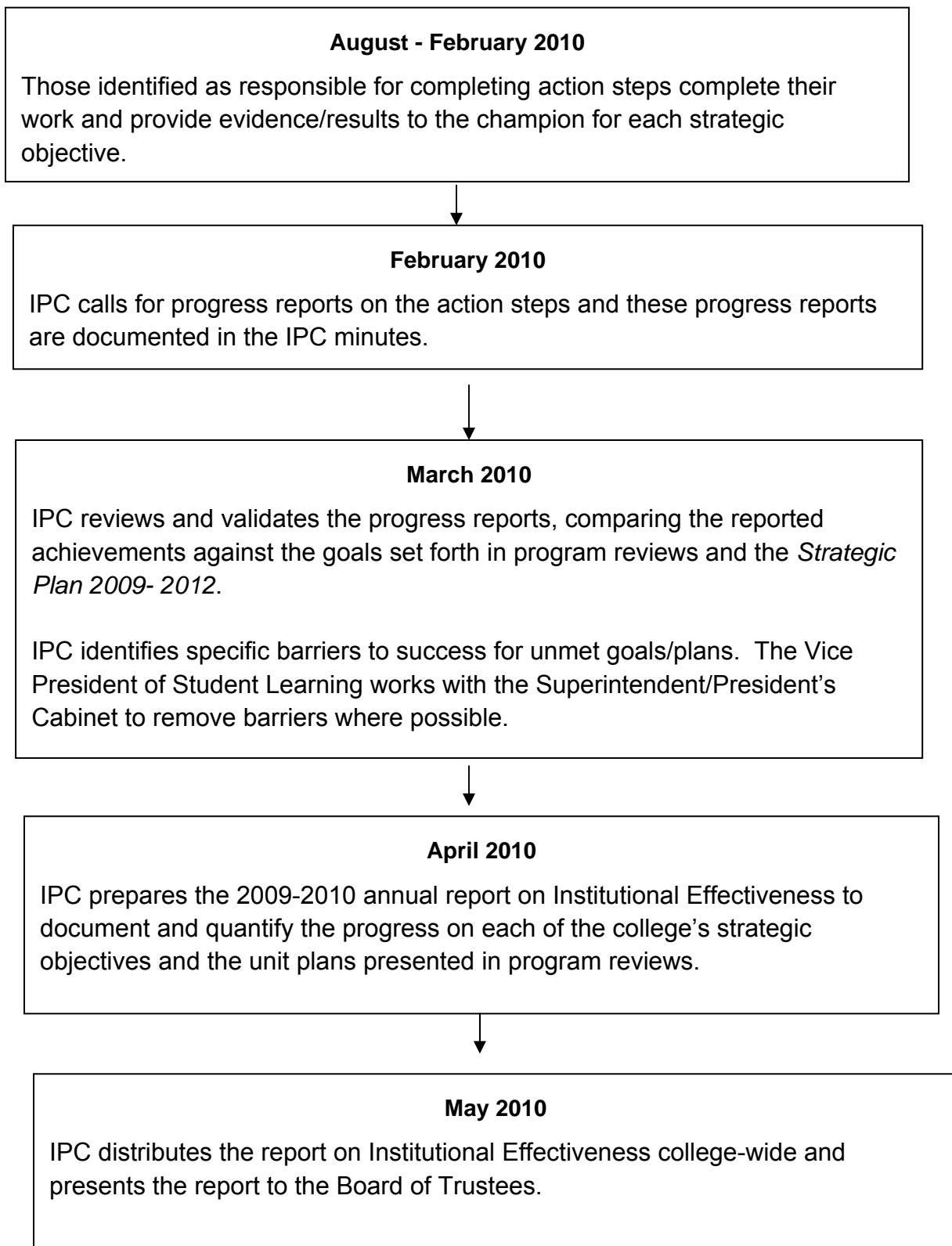
- developing appropriate timelines and processes;
- assessing success after the plans are implemented; and
- reporting the activities and results to IPC each February (refer to “Timeline and Process for Assessment of College Goals/Plans,” the next section in this *Manual*).

The college community has access to information on the progress of plan implementation through TracDat, the college’s intranet tracking system.

Assessment of Progress on College Goals/Plans

The annual Institutional Effectiveness report, a widely distributed report of the college's progress on its goals and plans, is the key benchmark of accountability in this integrated planning process.

Timeline and Process for Assessing Progress on College Priorities & Objectives



Assessment of the Planning Process

In keeping with the accreditation standard on institutional effectiveness (see previously in this *Manual*), the college routinely assesses its planning process.

The Institutional Planning Committee plans to create and publicize an ongoing, informal venue for providing feedback on any aspect of the college's integrated planning process.

In addition, each year the Institutional Planning Committee dedicates one meeting to an informal review of the posted comments and a celebration of the college's planning process. Members of the college community are invited to share comments on any aspect of the process; these comments will result in revisions of processes if appropriate.

A formal review of the components of the integrated planning process will take place during the year prior to the development of the next strategic plan, parallel to the schedule for the review of the college mission. In keeping with the schedule identified earlier in this *Manual*, the college's planning process will be formally reviewed and revised as needed in 2011, 2014, and 2018.

Timeline and Process for Assessing the Planning Process

April 2011, 2014, 2018
IPC creates a venue for dialog among appropriate groups and individuals to provide feedback on the integrated planning process.



May 2011, 2014, 2018
IPC consolidates the feedback on the planning process and distributes this feedback college-wide.



September 2011, 2014, 2018
IPC recommends changes as needed in the planning processes and distributes its recommendations college-wide for comment.



October, 2011, 2014, 2018
IPC updates the *College of Marin Integrated Planning Manual* as needed for use in the planning cycle that begins the following year.

Annual Research Agenda

Research is the centerpiece of the College of Marin Integrated Planning Model. As depicted in the graphic in the first chapter of this *Manual*, data drives the key components of the process: the mission, the educational master plan, the strategic plans, program reviews, and the outcome assessments, both of the progress on the college goals as well as of the planning process itself.

Given this central role, it is essential for the college to establish an annual research agenda that is focused on student learning and supports the various components of integrated planning.

Timeline and Process for Establishing the Research Agenda

August 2009

A Data Advisory Group is established, made up of faculty, administrators, and research staff, and is charged with collecting, evaluating, and prioritizing research requests.

The Data Advisory Group (DAG) begins monthly meetings.



September 2009

In its first meeting the DAG establishes

- Standardized definitions of key terms, such as retention;
- A process for members of the college community to submit research requests; and
- Guidelines for setting research priorities.



September - May 2010

DAG meets monthly to set the priority ranking for requests received, and coordinates the achievement of those requests with ongoing requirements for data reports, such as program review and the basic skills initiative.

DAG prepares a monthly research calendar of the tasks and makes the calendar available college-wide.

As reports are produced, DAG posts these reports online and alerts the college community of the location and content of each report.



May 2010

DAG summarizes the year's work in a report to College Council.