

College of Marin Strategic Planning REFERENCE TOOL II
Priorities, Strategic Objectives and Action Steps
2009-2012

Priority	STRATEGIC OBJECTIVE	ACTION STEPS
1	<p>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. <i>(Champion: VP of Student Learning)</i></p>	<p>1.1.1 Use fall 2007 and 2008 to prepare a matrix such as seen in <i>SAMPLE MATRIX 1</i> (attached document) for each discipline. <i>(Responsible Party: V.P. of Student Learning)</i> <i>(Timeline: April 2, 2009)</i></p> <p>1.1.2. 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</p> <ul style="list-style-type: none"> - correct any identified deficits in scheduling patterns - specifically address student access for commuters and working adults <p><i>(Responsible Party: V.P. of Student Learning in collaboration with the Division Deans, Dept. Chairs and Curriculum Committee)</i> <i>(Timeline: July 1, 2009)</i></p> <p>1.1.3 Repeat Action Step #1 with spring and fall 2010 data to assess changes in class scheduling patterns. <i>(Responsible Party: Vice President of Student Learning)</i> <i>(Timeline: March 15, 2010)</i></p> <p>1.1.4 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</p> <ul style="list-style-type: none"> - correct any identified deficits in scheduling patterns - specifically address student access for working and commuting adults <p><i>(Responsible Party: V.P. of Student Learning)</i> <i>(Timeline: March 30, 2010)</i></p> <p>*Appropriately equitable student access means that the college must determine program-specific targets for the distribution of classes across the scheduling options. For example, nursing will not offer options across all scheduling options, but English will.</p>

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1	<p>1.2 Analyze class scheduling practices and make changes to increase the number of credit hours offered through distance education. <i>(Champion: V.P. Student Learning)</i></p> <p>1.3 Analyze career technical education offerings to verify that business and community needs are being met.</p>	<p>1.2.1 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. <i>(Responsible Party: V.P. of Student Learning)</i> <i>(Timeline: December 1, 2009)</i></p> <p>1.2.2 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.) <i>(Responsible Party: V.P. of Student Learning)</i> <i>(Timeline: March 1, 2010)</i></p> <p>1.2.3 Based on the targets set in Action Step 1.2.2 and progress on providing infrastructure support for distance education</p> <ul style="list-style-type: none"> - 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. <p><i>(Responsible Party: V.P. of Student Learning)</i> <i>(Timeline: March 10, 2010)</i></p> <p>1.2.4 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</p> <ul style="list-style-type: none"> - for distance ed. course offerings for fall 2010 semester and - for faculty training. <p><i>(Responsible Party: V.P. of Student Learning)</i> <i>(Timeline: March 30, 2011)</i></p> <p>1.3.1 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</p> <ul style="list-style-type: none"> - Changes in the business/community needs for career technical education, and
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1	<p><i>(Champion: Dean of Workforce Development)</i></p>	<ul style="list-style-type: none"> - Opportunities for new career technical education courses. <i>(Responsible Party: Dean of Workforce Development)</i> <i>(Timeline: September 2009)</i> 1.3.2 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) <i>(Responsible Party: V.P. of Student Learning and Dean of Workforce Development)</i> <i>(Timeline: May 2010)</i>
2	<p>2.1 Develop a tool to systematically track student retention and success. <i>(Champion: Director of Planning, Research and Institutional Effectiveness)</i></p> <p>2.2 Implement and evaluate the tool for tracking student retention and success. <i>(Champion: Director of Planning, Research and Institutional Effectiveness)</i></p>	<p>2.1.1 Develop and document the College of Marin protocol for:</p> <ul style="list-style-type: none"> - practical and measurable definitions of retention and success at the course, program, and pathway levels and - accessible data elements that best reflect those definitions. <p><i>(Responsible Party: Director of Planning, Research and Institutional Effectiveness)</i> <i>(Timeline: September 30, 2009)</i></p> <p>2.1.2 Validate the courses to be included in each pathway. <i>(Responsible Party: Director of Planning, Research and Institutional Effectiveness)</i> <i>(Timeline: September 30, 2009)</i></p> <p>2.1.3 Use the decisions regarding data elements reached in Action Step 2.1.1 to develop an IT-based tracking system that evaluates retention and success by section, course, program, pathway, and student demographics. <i>(Responsible Party: V.P. of College Operations)</i> <i>(Timeline: January 10, 2010)</i></p> <p>2.2.1 Revise the program review reporting requirements to include responses to:</p> <ul style="list-style-type: none"> - The discipline'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. <p><i>(Responsible Party: V.P. of Student Learning)</i> <i>(Timeline: August 2010)</i></p> <p>2.2.2 At the conclusion of the program review cycle, survey Deans and Dept. Chairs regarding the data elements included in and the ease of use of the Student Success and Retention Report. <i>(Responsible Party: Director of Planning, Research and Institutional Effectiveness)</i> <i>(Timeline: February 2011)</i></p>

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	<p>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. <i>(Champion: Director of Planning, Research & Inst. Development.)</i></p>	<p>2.3.1 Prepare a report on both instructional and student services discipline-specific strategies to improve student retention and success for inclusion in the <i>College of Marin Institutional Effectiveness 2009-2010</i>. <i>(Responsible Party: V.P. of Student Learning)</i> <i>(Timeline: April 2010)</i></p> <p>2.3.2 Identify specific strategies to promote student retention in student services program reviews. <i>(Responsible Party: V.P. of Student Learning)</i> <i>(Timeline: April 2010)</i></p>
<p>3</p>	<p>3.1 Prepare a <i>College of Marin Technology Plan 2010-2016</i> that identifies the current needed improvements in policies, hardware, software, and training. <i>(Champion: V.P. of College Operations)</i></p>	<p>3.1.1 Analyze the status of the 2004-2007 <i>College of Marin Technology Plan</i> and other relevant data to identify the remaining unmet needs related to technology policies, hardware, software, and training. <i>(Responsible Party: V.P. of College Operations)</i> <i>(Timeline: October 2009)</i></p> <p>3.1.2 Compile the technology requests from all prior year Program Reviews. <i>(Responsible Party: V.P. of College Operations)</i> <i>(Timeline: October 2009)</i></p> <p>3.1.3 Collaborate with on-campus IT staff to develop a list of needed improvements to hardware and software. <i>(Responsible Party: V.P. of College Operations)</i> <i>(Timeline: December 2009)</i></p> <p>3.1.4 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. <i>(Responsible Party: V.P. of College Operations)</i> <i>(Timeline: December 2009)</i></p> <p>3.1.5 Prepare a <i>College of Marin Technology Plan 2010-2016</i> that identifies the current needed improvements in policies, hardware, software, and training. <i>(Responsible Party: V.P. of College Operations)</i> <i>(Timeline: Draft to be distributed college-wide: March 15, 2010;</i></p>

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