The Board shall act on posted items and shall not deliberate items that are not on the posted agenda.

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact Bob Balestreri at 485-9414. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

If you wish to speak, complete card available at entrance, give card to recording secretary, get recognition from the Chair. Public comment presentations will be limited to no more than 3 minutes each.

Government Code §54957.5 states that public records which relate to any item on the open session agenda for a regular Board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to all members, or a majority of the members of the Board. The Board has designated the Office of the Superintendent/President at 835 College Avenue, Administrative Center 123, Kentfield for the purpose of making those public records available for inspection.

AGENDA

8:30 a.m. 

CALL TO ORDER, ROLL CALL AND ADOPTION OF AGENDA

COMMENTS FROM THE PUBLIC

NEW BUSINESS

Purpose: To develop goals and priorities for the Superintendent/President and work on the Board Self-Evaluation process.

ADJOURNMENT
College of Marin
Special Board Meeting
Board of Trustees Retreat Agenda
January 28, 2011 (8:30 a.m. to 1:00 p.m.)
AC108 Conference Room
Kentfield Campus

I. Call to Order, Roll Call and Adoption of Agenda (8:30 to 8:35 a.m.)

II. Comments from the Public (8:35 to 8:45 a.m.)

III. Retreat Format Review – Board President Conti (8:45 to 8:50 a.m.)

IV. Development of Goals & Priorities for Superintendent/President (8:50 to 11:30 a.m.)

    Break – 10:30 to 10:45 a.m.

V. Board Self-Evaluation (11:30 a.m. to 1:00 p.m.)

    (with working lunch from 12:00 to 12:30 p.m.)

VI. Wrap-Up and Adjournment- Board President Conti (1:00 p.m.)
BP 2435 EVALUATION OF SUPERINTENDENT/PRESIDENT

Reference:
ACCJC Accreditation Standard IV.B.1

The Board of Trustees shall conduct an evaluation of Superintendent/President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Superintendent/President as well as this policy.

The Board shall evaluate the Superintendent/President using an evaluation process and instrument developed and jointly agreed to by the Board and the Superintendent/President.

The criteria for evaluation shall be based on the Superintendent/President's job description and performance goals and objectives developed in accordance with BP 2430 titled Delegation of Authority to Superintendent/President.

Date Adopted: July 21, 2009
BP 2745  BOARD SELF-EVALUATION

References:
ACCJC Accreditation Standards IV.B.1.e and g

The Board of Trustees is committed to annually assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board of Trustees has established the following processes:

A committee of the Board shall be appointed at the annual organizational meeting in December to determine the instrument or process to be used in Board self-evaluation. Any evaluation instrument shall incorporate criteria contained in these Board Policies regarding Board operations, as well as criteria defining Board effectiveness promulgated by recognized practitioners in the field.

The process and the instrument for evaluation shall be recommended to and approved by the Board of Trustees.

All Board members will be asked to complete the evaluation instrument and submit them to the Board Committee on Self-Evaluation.

A summary of the evaluations will be presented and discussed at a regular meeting of the Board. The results will be used to identify accomplishments in the past year, areas of improvement, and goals and objectives for the following year.

Date Adopted: April 20, 2010
<table>
<thead>
<tr>
<th>Set appropriate financial reserve level:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE</strong></td>
<td><strong>RATING</strong></td>
</tr>
<tr>
<td>1.1 Establish a prudent reserve level range.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Improve coordination and balance of institutional and program needs for proper use of basic aid funds</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE</strong></td>
<td><strong>RATING</strong></td>
</tr>
<tr>
<td>1.2 Review institutional needs, and assess institutional effectiveness, using Program Review; Administrative Planning and Assessment; and the Educational Master Plan.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Establish asset management planning for long-term fiscal health:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE</strong></td>
<td><strong>RATING</strong></td>
</tr>
<tr>
<td>1.3 Identify resource models for consideration and planning</td>
<td></td>
</tr>
</tbody>
</table>
## Improve Student Access and Success in Instruction and Student Services

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 Establish mechanism and process for a review and evaluation of the current EMP:</strong></td>
<td></td>
</tr>
</tbody>
</table>

Create a process by way of the Institutional Planning Committee to review, revise, evaluate, and update the EMP.

## Establish procedures for Program Vitality or Discontinuance:

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.2a Complete a Memorandum of Understanding with the Academic Senate.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Timeline: Begin discussions Spring 2008

## Continue to increase enrollments in credit and non-credit:

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.3 Support of enrollment management and the Enrollment Growth Plan will help accomplish this objective</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Continue to expand efforts in marketing and outreach:

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>RATING</th>
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</thead>
<tbody>
<tr>
<td>2.4 Support for marketing and advertising should be continued. Support for outreach is included in the Enrollment Growth Plan. Support for marketing should be a separate line item in the budget.</td>
<td></td>
</tr>
</tbody>
</table>

### Facilities

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Keep modernization program on track:</td>
<td></td>
</tr>
<tr>
<td>3.1a Comply with timelines, schedules, budgets, and reporting:</td>
<td></td>
</tr>
</tbody>
</table>

### College Development to Open Doors for Academic and Student Success

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Establish infrastructure that supports capital campaigns and on-going support for college programs and student access:</td>
<td></td>
</tr>
<tr>
<td>4.1a Develop Strategic Plan for College Development</td>
<td></td>
</tr>
</tbody>
</table>
Part II

GENERAL COMMENTS AND RECOMMENDATIONS FOR 2008/9 GOALS

Please respond to the following questions regarding the Board's performance in 2007/8. You may wish to consider areas of Board responsibilities such as operating as a unit; representing the public good; linking with the community; contributing to a strong Board/CEO partnership; adhering to policy role (as opposed to administrative); upholding ethical and legal practice; monitoring institutional effectiveness; assuring fiscal strength and setting policy for fair human resource practices.

1. What are the Board's strengths?

2. What were its major accomplishments?

3. What are areas in which the Board could improve?

4. I recommend that the Board has the following goals for the coming year:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
PART III

Board of Trustee Effectiveness Scale

4–Above average
3–Average
2–Below average
1–Not applicable or Not Observed

THIS BOARD (Mission)

1. manifests a primary motive to be of service to people. 1 2 3 4
2. expresses commitment that the College provide the best educational options possible for students. 1 2 3 4
3. makes decisions with the best interest of the college and its students at heart. 1 2 3 4
4. believes the college should provide a quality education for students. 1 2 3 4

THIS BOARD (Educational Advocate)

5. supports the development of students as the most important purpose of the College. 1 2 3 4
6. actively encourages the exploration of effective educational approaches. 1 2 3 4
7. talks about the good things happening at the College. 1 2 3 4
8. is supportive of administrators and faculty in their efforts to improve education at the college. 1 2 3 4

THIS BOARD (Growth Orientation)

9. strives to become increasingly effective as a board. 1 2 3 4
10. reads actively and keeps up to date on college issues. 1 2 3 4
11. attends workshops and conventions to improve as a Board. 1 2 3 4
12. visits other colleges to better understand educational alternatives. 1 2 3 4

THIS BOARD (Relator)

13. actively works to develop and maintain a positive working relationship with faculty and staff. 1 2 3 4
14. desires to have a positive relationship with administrators. 1 2 3 4
15. strives to maintain open communications among board members. 1 2 3 4
16. regularly contributes to building an atmosphere of trust among the people within the college. 1 2 3 4

THIS BOARD (Audience Sensitivity)

17. is responsive to the thoughts and feeling of college employees. 1 2 3 4
18. actively works to know and understand the thoughts and feelings of community members. 1 2 3 4
19. actively seeks staff input in policy formation. 1 2 3 4
20. exhibits high appreciation for the feelings and opinions of students. 1 2 3 4

THIS BOARD (Interactiveness)

21. openly discusses issues and seeks the viewpoints of administrator. 1 2 3 4
22. seriously listens to community people about their differing views. 1 2 3 4
23. make decisions on the basis of objective evidence. 1 2 3 4
24. listens to the viewpoints of faculty and staff. 1 2 3 4

THIS BOARD (Discernment)

25. strives to make important decisions after considering the perceptions of all board members. 1 2 3 4
26. is tactful yet open with my thoughts and feelings in public sessions. 1 2 3 4
27. encourages unity if purpose among board members. 1 2 3 4
28. openly accepts differences of views among board members. 1 2 3 4

THIS BOARD (Objectivity)

29. wants board meetings planned to provide for open expressions of individuals and groups. 1 2 3 4
30. votes to support the employment and development of outstanding staff members. 1 2 3 4
31. supports board agendas which give priority to presentations and discussions of topics relating to student development. 1 2 3 4
32. will take a stand for what it believes is right for students and the college as a whole. 1 2 3 4

THIS BOARD (Performance Orientation)

33. appears to be adequately prepared for board meetings. 1 2 3 4
34. supports the goals and objectives established for the college. 1 2 3 4
35. supports comprehensive staff, student and program evaluation. 1 2 3 4
36. supports systematic and objective ways to evaluate board members and the president 1 2 3 4
with the prior approval of the Board President, attend all regular, special and Closed Session meetings of the Board except for Closed Sessions involving the Superintendent’s evaluation or continued employment.

D. **Accountability:** The Superintendent, as Chief Executive Officer, is accountable to the Board as a body. Only decisions of the Board acting as a body are binding upon the Superintendent except in instances when the Board, acting as a body, delegates appropriate functions to the Board President or committee of the Board.

4. **EVALUATION:** The Board may evaluate and discuss the performance of the Superintendent at any time during the term of this Agreement. [No increase in compensation pursuant to paragraph 2 above shall occur without a prior evaluation of the Superintendent, by the Board.] Written evaluations shall occur at 6 month intervals during the first year of this Agreement; the first evaluation to be conducted approximately 6 months after the December 1, 2010 start date and evaluation to be conducted and concluded no later than June 30, 2011.

Thereafter, annual written evaluations shall be conducted, occurring no later than May of each year of this Agreement. The process for this evaluation will be mutually developed by the Board and the Superintendent. When the Board evaluates the Superintendent in writing, the written evaluation shall be placed in the Superintendent’s personnel file. The Superintendent shall then have ten (10) working days from receipt of the evaluation to respond in writing to the evaluation. The Superintendent’s written comments shall be filed with the evaluation in a sealed envelope in the Superintendent’s personnel file and marked “Confidential: To Be Opened by Authorized Board President Only.” The Board shall meet and discuss the contents of the evaluation with the Superintendent within a reasonable time after the Superintendent has heard or received the evaluation. Evaluations of the Superintendent shall only be discussed in closed session.

A. **Basis of Evaluation:** Annual evaluations shall be based on the Board’s assessment of the Superintendent’s success in achieving objectives pursuant to Paragraph 4(B) of this Agreement, and the duties of the position.

B. **Performance Objectives:** On or before February 1, 2011, the Board will consult with the Superintendent and after such consultation shall establish the Superintendent’s performance objectives for the balance of the college year. On or before June 30, 2011, and on or before each June 30 thereafter under this Agreement, the parties agree to meet so that the Board may establish performance objectives for the succeeding college year. Performance objectives will be in writing and shall be based on the duties and responsibilities of the Superintendent as described herein and Board direction. The performance objectives, duties, and responsibilities shall be the basis for evaluation of the Superintendent. No later than February 1, 2012 the Superintendent shall submit to the Board an outline of his accomplishments since July 1, 2011 including progress made towards attaining the performance objectives and satisfying the duties of the Superintendent’s office. The submission shall also advise the Board of the evaluation provisions of this
agreement. In subsequent years, the outline of accomplishments shall be submitted no later than June 1, and shall cover the prior twelve months.

5. **RENEWAL OR NON-RENEWAL OF CONTRACT**: The following terms and conditions shall apply to the renewal, non-renewal or termination of this contract.

   A. **Mutual Consent**: This Agreement may be terminated at any time by mutual consent of the Board and the Superintendent upon thirty (30) days prior written notice.

   B. **Non-Renewal of Agreement by the District**: The Governing Board may elect not to renew this Agreement for any reason by providing the Superintendent with ninety (90) days written notice prior to the expiration of this Agreement, in accordance with Education Code Section 72411. The Superintendent shall inform each member of the Board in writing of this notice requirement no less than one hundred-twenty (120) days in advance of the expiration of this Agreement.

   C. **Termination as Superintendent for Cause**: The Superintendent's status as Superintendent and all of the Superintendent's rights under this Agreement may be terminated by the Board at any time for, but not limited to (1) breach of contract; (2) any ground enumerated in the Education Code; (3) or the Superintendent's failure to perform his responsibilities as set forth in the Agreement, as defined by law, or as specified in the Superintendent's job description, if any. The Board shall not terminate this Agreement pursuant to this clause 5(C) until a written statement of the grounds of termination has first been served upon the Superintendent and the Superintendent has been given the opportunity for a conference with the Board at which time the Superintendent shall be given a reasonable opportunity to address the Board's concerns. The Superintendent shall have the right to have a representative of his choice at the conference with the Board: The conference with the Board shall be the Superintendent's exclusive right to any hearing otherwise required by law.

   D. **Early Termination**: The Board unilaterally and without cause may terminate this Agreement and the Superintendent’s status as Superintendent and reassign the Superintendent to any available academic position which the Superintendent is qualified to perform by providing the Superintendent a minimum of forty-five (45) days notice of termination and/or reassignment. In consideration of the Board's right to terminate this Agreement without cause, the District shall pay to the Superintendent his then current salary total compensation including benefits not to exceed 18 months, or for a period of time remaining on the contract term, whichever is less. If the Superintendent elects not to accept the position to which the Superintendent has been reassigned, the Superintendent may resign and elect to receive the difference between the Superintendent's then current total compensation and the monthly total compensation for the position to which the Superintendent has been reassigned for the remainder of the term of this Agreement not to exceed 18 months, or for a period of the time remaining on the contract term, whichever is less.
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>
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<tr>
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<th>Page</th>
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</thead>
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<td>Strategic Plan At-a-Glance</td>
<td>5</td>
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<tr>
<td>First Priority 2009-2012: Improve Student Access</td>
<td>7</td>
</tr>
<tr>
<td>Second Priority 2009-2012: Improve Student Learning and Success</td>
<td>9</td>
</tr>
<tr>
<td>Third Priority 2009-2012: Improve Instructional Technology</td>
<td>11</td>
</tr>
</tbody>
</table>
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, underrepresented, 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, software, 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

<table>
<thead>
<tr>
<th>College Priorities</th>
<th>Strategic Objectives</th>
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</table>
| **College Priority #1** 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)  
  Support distance education offerings by providing:  
  - 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)  
  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 1.2** Analyze class scheduling practices and make changes to increase the number of credit hours offered through distance education.  
**Strategic Objective 1.3** Analyze career technical education offerings to verify that business and community needs are being met. |
| **College Priority #2** 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 2.2** Implement and evaluate the tool for tracking student retention and success.  
**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. |
| **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) | **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. |
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 1.1.2
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 in 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 systemati-
cally 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 Recom-
mendation 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 Opera-
tions
C. Timeline: January 10, 2010

Strategic Objective 2.2
Implement and evaluate the tool for tracking student re-
tention 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 identi-
     fied 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 ele-
ments 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
Chancellor's Office Projection Calculation Model

COM Enrollment 1983-2009
COM Projection 2010-2013

- The is the method that the Chancellor's Office currently uses to calculate enrollment projections:
  (a) average of the past 10 years' enrollments;
  (b) ratio between enrollment and WSCH;
  (c) credit and non credit students

- Many community colleges currently use this model.

- There were many factors that impacted enrollment projections which are not controlled in this model:
  - state economic situation/state budget
  - local economic situation/local budget
  - local demographic change (i.e., age, race, social economic status change, etc.)
  - labor change
  - transportation planning
  - legislation change
  - UC/CSU policy changes
  - neighboring community colleges policy changes
  - high school graduation
  - program offered
  - migration
  - external community demand
  - Internal College change
  - tuition change
  - -Etc.
Student Snapshot!

Unduplicated Student Head Count for Fall 2010: 11,232

Student Gender
Fall 2010

Male: 37%
Female: 62%
Unknown: 1%

Student Ethnicity
Fall 2010

White: 50%
Hispanic: 16%
Multi-Racial: 2%
Unknown: 21%
Asian*: 7%
American Indian: 6%

*Asian includes Asian, Pacific Islanders, and American Indian
Course Offering Patterns

CoM Course/Section Offering Patterns Fall 2010
Percentage of Courses/Sections

Courses: 619
Sections: 1070

Transfer: The course is a CSU Elective and/or CSU/UC Elective, and at least one of the following—CSU General Ed Requirement, UC IGETC, and Major Prep course.

Data Source: CoM OIM
Course Retention and Success

Course Retention
College of Marin vs. State

<table>
<thead>
<tr>
<th>Year</th>
<th>COM Course Retention</th>
<th>State Course Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>90.5%</td>
<td>83.7%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>90.1%</td>
<td>83.0%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>90.0%</td>
<td>84.7%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>90.5%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>90.0%</td>
<td>84.2%</td>
</tr>
</tbody>
</table>
Course Retention and Success

Course Success
College of Marin vs. State

<table>
<thead>
<tr>
<th>Semester</th>
<th>CoM Course Success</th>
<th>State Course Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>75.8%</td>
<td>57.0%</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>75.8%</td>
<td>57.3%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>75.0%</td>
<td>67.5%</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>75.5%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td></td>
<td>72.8%</td>
</tr>
</tbody>
</table>

1/24/2011
Degrees and Certificates Awarded

College of Marin
Degrees and Certificates Awarded

<table>
<thead>
<tr>
<th>School Year 2008-2009</th>
<th>School Year 2009-2010</th>
<th>School Year 2010 until present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 296</td>
<td>Total: 261</td>
<td>Total: 104*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Totals not finalized yet!</td>
</tr>
</tbody>
</table>

Numbers of Students

- Summer 2008: 20
- Fall 2008: 52
- Spring 2009: 93
- Summer 2009: 83
- Fall 2009: 17
- Spring 2010: 70
- Summer 2010: 56
- Fall 2010: 30

Legend:
- Career Certificate
- Associate in Science
- Associate in Arts

1/24/2011

College of Marin
Employee Snapshot

Employee Head Count for Spring 2011  668  As of 1/19/2011

College of Marin

Management 4%
Classified Staff 31%
Faculty 65%
Employee Snapshot--Gender

- All Employees (N=668)
  - M: 46%
  - F: 54%

- Part Time Faculty (N=339)
  - M: 50%
  - F: 50%

- Full Time Faculty (N=103)
  - M: 53%
  - F: 47%

- Management (N=25)
  - M: 60%
  - F: 40%

- Classified Staff (N=210)
  - M: 63%
  - F: 37%
Employee Snapshot--Ethnicity