

Educational Master Plan 2019-2025

Strategic Plan 2019-2022

Professional Learning Areas

Focus Areas

1. Student Access and Success
2. **Equity**
3. **Instructional Programs**
4. Indian Valley Campus
5. **Community Engagement and Responsiveness**
6. College Systems

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.

MISSION

College of Marin's commitment to educational excellence is rooted in providing equitable opportunities and fostering success for all members of our diverse community by offering:

- preparation for transfer to four-year colleges and universities
- associate degrees and certificates
- career technical education
- basic skills improvement
- English as a second language
- lifelong learning
- community and cultural enrichment

College of Marin responds to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes social and environmental responsibility.

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 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.

Focus Area: Equity

EQUITY EMP GOAL 1

Decrease toward elimination of existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025.

Champion: Assistant Superintendent/Vice President of Student Learning and Success

Strategic Plan Objective EQ1.2

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

Action Step 2.1

Focus FLEX activities on effective pedagogy, classroom management, and teaching strategies for identified focused/targeted groups to address gaps.

Timeline: 2020-2021

Action Step 2.2

Design future teaching/learning center to meet Equity Goal 1 and collaborate with Instructional Programs Objective 5.1 work team.

Timeline: 2019-2021

Action Step 2.3

Focus classified **professional learning** content on equity-minded strategies.

Timeline: 2019-2020

Action Step 2.4

Pilot effective strategies for addressing equity gaps (e.g., inquiry teams, instructional effectiveness, iterative process).

Timeline: 2019-2020

Progress Indicator EQ1.2

Documented reflection on practice and change of practice in incorporating equity-minded knowledge, skills, and abilities as evidenced in Program Review, SLO assessment documents, or other approved method.

Work Team: Faculty **Professional Learning** Facilitator, COMmunity Hour Committee, **Professional Learning** Committee, Human Resources Department

Timeline: See action steps

EQUITY EMP GOAL 2

Hire, support, and retain equity-minded employees reflective of the diversity of the student body and expect all College employees to approach their work with equity-mindedness.

Champion: Director of Human Resources

Strategic Plan Objective EQ2.3
Evaluation tools and processes are equity minded.

Action Step 3.1

See Equity Objective 1.2 for action steps.

Action Step 3.2

Review employee evaluation tools and processes to ensure the content is equity-minded.

Timeline: 2019-2022 and ongoing

Progress Indicator EQ2.3

The tools and process for employee evaluations allow for reflection on equity-minded practices.

Work Team: Human Resources Department,
Professional Learning Committee, Administrators

Timeline: See action steps

Focus Area: Instructional Programs

INSTRUCTIONAL PROGRAMS EMP GOAL 5

Create opportunities for faculty to collaborate and share effective teaching methodologies.

Champion: Assistant Vice President for Instructional Support

IP Goal 5 Performance Indicator

Faculty participation in professional learning opportunities meets and exceeds FLEX requirements and is reflected in program review. Baseline is participation in 2019-2020 activities.

Strategic Plan Objective IP5.1

The College will have a comprehensive, integrated professional learning program.

Action Step 1.1

Review current College plans and activities, including program review and student learning outcomes assessment, and statewide initiatives, including Guided Pathways, AB 705, and Vision for Success, to identify professional learning needs through a lens of equity-mindedness, in collaboration with the work team for Equity Objectives 1.2 and 2.3.

Action Step 1.2

Offer ongoing opportunities for faculty to incorporate best practices to improve teaching and learning and classroom management.

Action Step 1.3

Review and expand mentoring program to support full-time and part-time faculty.

Progress Indicator IP5.1

The College has a comprehensive professional learning program that integrates FLEX and COMMunity Hour with identifiable themes that emerge from Action Step 1.1.

Work Team: Professional Learning Facilitator, Professional Learning Committee, COMMunity Hour Committee, Academic Departments, Assistant Superintendent/Vice President of Student Learning and Success, Assistant Vice President for Instructional Support

Timeline: Ongoing implementation; annual reporting

Strategic Plan Objective IP5.2

The College will have a clear vision and plan for a teaching and learning center.

Action Step 1.1

Determine values and priorities for the teaching and learning center development, based on the program priorities identified in Instructional Programs Objective 5.1.

Action Step 1.2

Identify and visit notable teaching and learning centers at a variety of two- and four-year institutions.

Action Step 1.3

Submit a formal plan for a teaching and learning center including rationale, programming, and required resources including staffing, physical space, and funding.

Progress Indicator IP5.2

The College has a plan and vision for a teaching and learning center.

Work Team: Professional Learning Facilitator, Professional Learning Committee, Institutional Research, Information Technology Department

Timeline: 2019-2021; annual reporting

INSTRUCTIONAL PROGRAMS EMP GOAL 6

Improve completion of transfer-level math and English courses within a one-year timeframe through changes to curriculum and teaching/learning practices.

Champions: Dean of Educational Success Programs, Dean of Arts and Humanities, Dean of Math and Sciences

IP Goal 6 Performance Indicator

Degree/transfer seeking students completing both transfer-level math and transfer-level English within the first year increases by eight percentage points by 2025. Baseline is 9.6%; target is 17.6%. (Source: SSM Launchboard; completed both transfer-level math and English within the district in the first year; degree/transfer students; average of 2015-16 through 2017-18).

Transfer-level math defined: Math 104 and above (note that Math 104 does not articulate with UC)

Transfer-level English defined: English 150

Strategic Plan Objective IP6.1

Given AB 705 implementation, maintain current success rate in gateway math and English courses with higher numbers of students.

Action Step 1.1

Integrate the Writing Center and English Skills Lab to support student learning.

Action Step 1.2

Implement guided self-placements for English and math, and clarify process for students who cannot be placed by current transcripts, in collaboration with the Student Access and Success Objective 1.3 work team.

Action Step 1.3

Provide special supports to help academically unprepared students to succeed in the program-relevant gateway (first semester, transfer-level) math and English courses by the end of their first year.

Action Step 1.3.1

Evaluate effectiveness of math and English companion courses.

Action Step 1.3.2

Collaborate with Student Accessibility Services to develop curriculum to support student needs in math and English.

Action Steps 1.3.3

Explore offering late start classes in math and English and other support options such as success workshops.

Action Step 1.4

Provide **professional learning** opportunities to share best practices in increasing student success implementing AB 705, in collaboration with the Instructional Programs Objective 5.1 work team.

Action Step 1.5

Provide **professional learning** opportunities for English, ESL, and math faculty to discuss alignment of curriculum with K-12 faculty.

Progress Indicator IP6.1

(See IP Goal 6 Performance Indicator)

*Work Team: Department Chairs and Deans, Counseling Department, **Professional Learning** Facilitator, English and Math Departments, Student Accessibility Services*

Timeline: 2019-2022; annual assessment

Strategic Plan Objective IP6.2

Given AB 705 implementation, maintain current success rates in content courses which utilize English/math skills.

Action Step 2.1

Identify English/math skills that are needed in core content courses and develop responsive strategies.

Action Step 2.2

Develop science, technology, engineering and mathematics (STEM) pathway for students whose previous preparation in math is incomplete.

Action Step 2.3

Research best practices for creating supplemental instruction and scheduling, such as tutoring, workshops, and brush up credit/noncredit courses.

Progress Indicator IP6.2

Institution-set standard of 70% will be maintained in core content courses.

Work Team: Department Chairs and Deans, Counseling Department, Professional Learning Facilitator, English and Math Departments

Timeline: 2019-2022; annual assessment

Focus Area: Community Engagement and Responsiveness

Strategic Plan Objective CER5.3

Strong community partnerships provide expanded equity-minded opportunities for community engagement and cultural enrichment, in collaboration with Equity Goal 3 work teams.

Action Step 3.1

Conduct a survey of K-12 and community-based organizations to measure current scope of partnership work.

Action Step 3.2

Collaborate with community partners who embody equity-minded practices to bring lectures and programs rooted in equity to the College.

Progress Indicator CER5.3

(See Progress Indicator EQ3.1)

Record of equity-minded convenings and activities which demonstrate leadership in promoting equity in the county.

Work Team: Director of School and Community Partnerships, Director of Student Services—Activities and Advocacy, Dean of Educational Success Programs, Institutional Research, Professional Learning Committee

Timeline: 2020-2022