

CHAPTER 1

INTRODUCTION AND BACKGROUND

Purposes of an Educational Master Plan

This College of Marin Educational Master Plan 2009-2019 projects the future of College of Marin for the coming decade and makes general recommendations that address current and foreseeable challenges. This master plan is the foundation for all other institutional planning and decision-making.

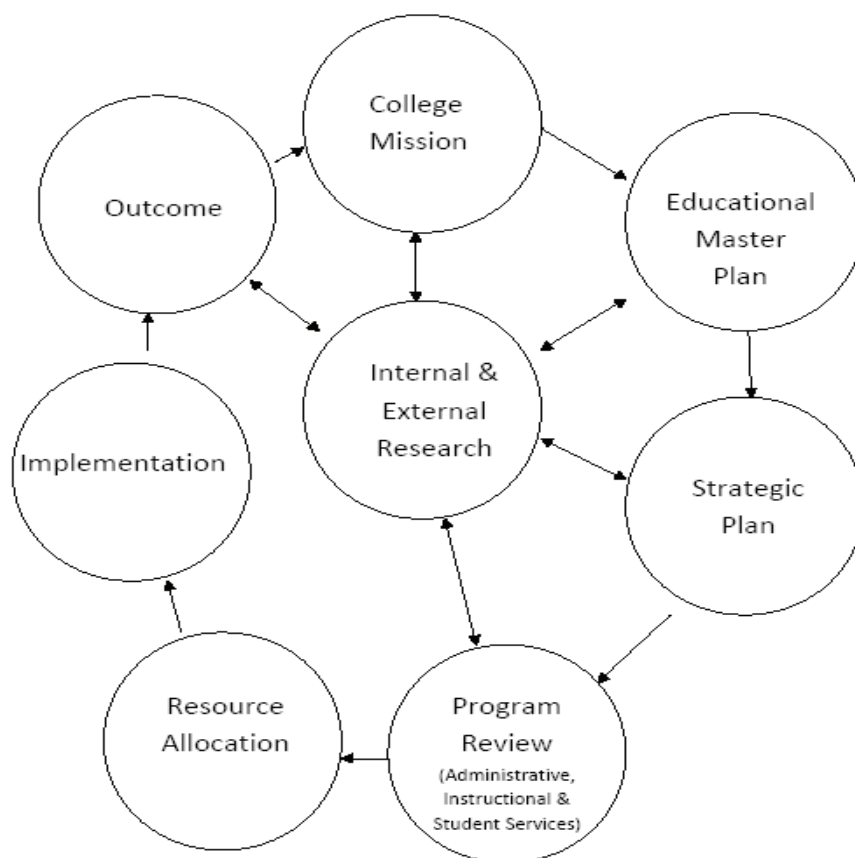
By design this plan is broad, brief, and balanced. This document outlines who is being served and what services are being provided; and also projects growth and change in those areas.

The plan is grounded in an analysis of both internal realities, such as the college's current systems and programs, and external influences, such as demographic trends, and the community's educational interests.

The College of Marin Educational Master Plan 2009-2019 has been developed to:

- establish a direction for the college under changing conditions and for the long-term development of programs and services;
- provide recommendations that serve as the basis for the college's three-year Strategic Plans as well as planning at the unit level;
- provide guidance for the development of the Facilities Master Plan, Technology Plan, and other college plans;
- inform the public of the college's intentions and garner support for the services provided in and to the community;
- provide a common foundation for discussion about college programs and their effectiveness; and
- support accreditation and demonstrate compliance with accreditation standards.

Marin Community College District Integrated Planning



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 the College of Marin Integrated Planning Manual 2009.

Summary of 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.
- 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**.
- This long-term plan is then the driver of the college's shorter-term **Strategic Plan** and **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 development and implementation of strategic objectives in the Strategic Plan and 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.
- **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.
- 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.

The District

A public community college was founded in 1926 to serve the higher education needs of the people of Marin County. Functioning under a variety of names from its inception, this college was officially designated the College of Marin in 1948. The college currently offers lower division university-parallel associate degree courses and programs, as well as a variety of workforce development programs. The college district, titled the Marin Community College District, is governed by a locally elected seven-member Board of Trustees.

The Marin Community College District includes two campuses, one in Kentfield and one in Novato, the latter known as the Indian Valley campus. The College of Marin's Kentfield campus includes approximately 26 buildings, totaling 380,000 square feet, on 77.7 acres. The Indian Valley campus consists of approximately 22 buildings, totaling 150,776 square feet, on 333 acres in Novato. Growth at the Indian Valley campus has not lived up to initial expectations and it remains underutilized. Following intense study of this dilemma in 2002, the decision was made to retain both of the district's campuses and develop partnerships to revitalize the Indian Valley campus.

In fiscal year 2007-2008 the district had a full-time equivalent enrollment of 4,446 students. Today, approximately 1,000 credit courses and 500 noncredit and community education courses are offered each semester providing learning opportunities for over 13,000 students annually.

Facilities at both campuses show signs of age and use. A Facilities Master Plan was developed and distributed in fall 2004. Based on that plan, the voters approved a \$249.5 million bond in November 2004 for facilities construction, maintenance, and safety at both campuses.

An Educational Master Plan was also approved in 2004. This Educational Master Plan 2009-2019 both updates and expands the 2004 plan.

Five Pathways

The Educational Master Plan provides an initial description of the college from the perspective of five educational pathways (see Appendix A), which derive from the College Mission.

1. Basic Skills

Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. 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 and English.

Major student outcome: Students completing the Basic Skills pathway have enhanced life skills and are prepared to pursue further education and training on the Transfer or Workforce Development pathways.