

MIDTERM REPORT 2013





Midterm Report 2013

To

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

Submitted by

College of Marin
835 College Avenue
Kentfield, CA 94904

415.457.8811
www.marin.edu

October 2013

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Midterm Report 2013 – Certification Page

Date: October 10, 2013

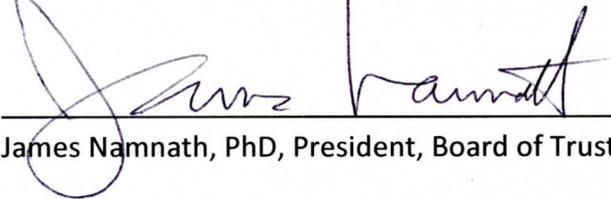
This Midterm Report 2013 is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirement to produce a Midterm Report in the third year after the College's comprehensive evaluation.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

Signed:



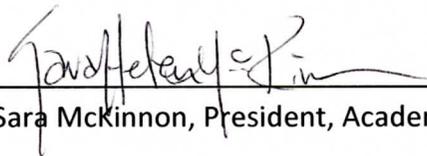
David Wain Coon, EdD, Superintendent/President



James Namnath, PhD, President, Board of Trustees



Chialin Hsieh, EdD, Accreditation Liaison Officer/Director of Planning,
Research and Institutional Effectiveness



Sara McKinnon, President, Academic Senate



Alice Dieli, President, Classified Senate



Scott Blood, Student Trustee

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Report Preparation

Background

College of Marin (COM) submitted its Self Study Report 2010 on October 10, 2010, which was followed by an evaluation team visit on October 26-28, 2010. On January 31, 2011, the Accrediting Commission for Community and Junior Colleges (the Commission) reaffirmed the College's accreditation with the requirement of a Follow-Up Report due October 15, 2011, which would address resolution of recommendations relating to the following specific areas:

- the institutional planning process (Recommendation 1)
- SLOs (Recommendation 2)
- distance education (Recommendation 3)
- research (Recommendation 4)
- student services (Recommendation 5)
- a facilities plan (Recommendation 7)
- a technology plan (Recommendation 8)
- governance and leadership (Recommendation 9)

(Note: Although the Team Evaluation Report for the Self Study 2010 contained Recommendation 6, the Commission did not include it as a requirement for response in the College's Follow-Up Report.)

The College submitted its Follow-Up Report 2011 to the Commission on October 4, 2011, which was followed by an evaluation team visit on October 31, 2011. On February 1, 2012, the Commission issued Warning to the College and required an additional Follow-Up Report describing correction of the deficiencies remaining in Recommendations 1, 2, 3, 5, 7, 8, and 9.

On October 10, 2012, the College submitted its Follow-Up Report 2012 to the Commission, which was followed by an evaluation team visit on November 7-8, 2012. On February 11, 2013, the Commission took action to remove Warning (without any recommendations).

Preparation of the Midterm Report 2013

In March 2013, the College began preparations for this Midterm Report which serve to update the Commission on the College's progress on all recommendations noted above, in addition to the 26 Planning Agenda items from the Institutional Self Study Report 2010.

In order to prepare this report, I led a College wide conversation about the recommendations and the self-identified planning agenda items for improvement, established a timeline for the report's completion, identified responsible parties for each recommendation and planning agenda item, reviewed processes, provided adequate support, and finalized the details of the

preparation plan. The Accreditation Response Team (ART) was established with members serving as liaisons to and providing support for specific committees assigned to address each recommendation and planning agenda item. Further, I emphasized to committee members that both the development of action plans and the completion of the Midterm Report 2013 required broad participation from constituent groups, including participatory governance committees, faculty, staff, and students. [\[Link to ART\]](#)

The Accreditation Response Team and lead faculty and staff coordinated their responses for their recommendations and planning agenda items, followed by each responsible committee's review. The lead of each team then sent their reports to Accreditation Liaison Officer and Director of Planning, Research and Institutional Effectiveness Dr. Chialin Hsieh (ALO), whose office coordinated the editing and formatting of the sections in collaboration with Interim Dean of Instruction Cari Torres, Dean of Arts and Humanities David Snyder, and Academic Senate President Sara McKinnon. After Executive Director of Communications and Community Relations Cathy Summa-Wolfe proofread and edited this draft of the Midterm Report 2013, the ALO's office sent it to the superintendent/president's Cabinet members, ART, and Management Council for their review and feedback. After I reviewed the final draft of the Midterm Report 2013, an electronic link to the draft was emailed to the College community via the President's Weekly Briefing and was posted on the College's Accreditation website for comment. Starting early in the process, I also provided monthly progress updates for the Midterm Report 2013 to the board of trustees, and later, at its July 2013 meeting, provided them with a full working report draft.

(Note: ALO and Director of Planning, Research and Institutional Effectiveness Chialin Hsieh left the College August 15th to accept a similar position at a college closer to her place of residence, but I announced to the College community that Academic Senate President Sara McKinnon would serve as the acting ALO until further notice.)

During the week of August 26, 2013, the final draft of the Midterm Report 2013 was sent for feedback to members of the Academic Senate, the Classified Senate, the Associated Students of College of Marin (ASCOM), Emeritus Students of College of Marin (ESCOM), and the Planning and Resource Allocation Committee (PRAC).

On September 3, 2013, an electronic link to the final version of the Midterm Report 2013 was emailed to both Management Council and College Council for feedback. College Council approved the report at their meeting on September 12, 2013.

Lastly, the Midterm Report 2013 was emailed to the College of Marin Board of Trustees prior to their regular monthly meeting, and the board approved it on September 17, 2013.

The final Midterm Report 2013 was submitted to the Commission by October 15, 2013.

Acknowledgements

I wish to thank all members of the College who have generously contributed to the preparation of this report.

Recommendation 1: Interim Dean of Instruction Cari Torres, Academic Senate President/ESL Professor Sara McKinnon, SLO Facilitator/Social Sciences Professor Yolanda Bellissimo, and all members of the Planning, Resource and Allocation Committee (PRAC)

Recommendation 2: SLO Facilitator/Social Sciences Professor Yolanda Bellissimo, Academic Senate President/ESL Professor Sara McKinnon, EOPS /CARE & CalWORKs Coordinator Becky Reetz, Accreditation Liaison Officer/Director of Planning, Research and Institutional Effectiveness Chialin Hsieh, EdD, and members of both the Student Learning Outcomes Assessment Council (SLOAC) and the Student Services Student Learning Outcomes (SSSLO) Group

Recommendation 3: Accreditation Liaison Officer/Director of Planning, Research and Institutional Effectiveness Chialin Hsieh, EdD, Instructional Technologist/Distance Education Alice Dieli, Distance Education Faculty Facilitator Kathleen Smyth, all members of both the Distance Education Committee (DEC) and the Moodle Production Team (MPT) and online student services leaders

Recommendation 4: Accreditation Liaison Officer/Director of Planning, Research and Institutional Effectiveness Chialin Hsieh, EdD, Research Analyst Melody Creel, and all members of the Research Advisory Group

Recommendation 5: Vice President of Student Services Jonathan Eldridge, Executive Dean of Indian Valley Campus and Workforce and Economic Development Nanda Schorske, Interim Dean of Instruction Cari Torres, and Librarian John Erdmann

Recommendation 6: Vice President of Student Services Jonathan Eldridge, Academic Senate President/ESL Professor Sara McKinnon, and members of the Student Services Team

Recommendation 7: Director of Modernization/Co-Chair of Facilities Planning Committee Laura McCarty, Faculty Co-Chair of Facilities Planning Committee/Physical Sciences Professor Erik Dunmire, Academic Senate President/ESL Professor Sara McKinnon, all members of the Facilities Planning Committee, Vice President of College Operations Al Harrison (retired), Interim Vice President of Finance and College Operations Greg Nelson , and Executive Dean of Indian Valley Campus and Workforce and Economic Development Nanda Schorske

Recommendation 8: Vice President of College Operations Al Harrison (retired), Academic Senate President/ESL Professor Sara McKinnon, Director of Information Technology Marshall Northcott (deceased), Instructional Technology Supervisor Jeff Fleisher, Laboratory Technician Michael Irvine, and all members of the Technology Planning Committee

Recommendation 9: Superintendent/President David Wain Coon, EdD, Board President James Namnath, PhD, Board Members Diana Conti, Barbara Dolan, Philip Kranenburg, Eva Long, PhD, Stephanie O'Brien, Wanden Treanor, JD, and Student Trustee Scott Blood

Self Study Report Planning Agendas:

Academic Senate President/ESL Professor Sara McKinnon,
Vice President of College Operations Al Harrison (retired),
Interim Vice President of Finance and College Operations Greg Nelson,
Vice President of Student Services Jonathan Eldridge,
Interim Dean of Instruction Cari Torres,
Executive Director of Human Resources and Labor Relations Kristina Combs,
Accreditation Liaison Officer/Director of Planning, Research and Institutional Effectiveness Chialin Hsieh, EdD,
Executive Dean of Indian Valley Campus and Workforce and Economic Development Nanda Schorske,
Director of Modernization/Co-Chair of Facilities Planning Committee Laura McCarty,
Director of Information Technology Marshall Northcott (deceased),
SLO Facilitator/Social Sciences Professor Yolanda Bellisimo,
Librarian John Erdmann,
Instructional Technologist/DE Alice Dieli,
Research Analyst Melody Creel

If you have any questions, please feel free to contact me.



David Wain Coon, EdD
Superintendent/President

Response to 2010 Team Recommendations

Recommendation 1: Planning and Resource Allocation

In order to meet standards, the team recommends that the college regularly update all institutional plans and systematically evaluate the effectiveness of all planning and resource allocation processes. The college should communicate to all college stakeholders the results of these assessment activities, and implement identified improvements on a continuous basis to support and improve student learning. Additionally, the team recommends that planning is linked to budgeting for the effective use of its resources.

(I.B.; I.B.6; I.B.7; III.D.1.a; III.D.3)

A. Recommendation 1 Update

1.A.1. Self Study 2010 to Summer 2012

College of Marin has successfully addressed the issues raised in Recommendation 1. All of its institutional plans have been updated in an inclusive and collegial process which engaged over 100 individuals. Procedures are in place to ensure that ongoing planning is evidence-based and reflects the priorities of the College as described in the Educational Master Plan 2009-2019 (Educational Master Plan) and the Strategic Plan 2012-2015 (Strategic Plan). (Prior to 2012 during this reporting period, the College also successfully executed and evaluated progress for its first strategic plan of the three-plan series, Strategic Plan 2009-2012, and announced the progress to the College community.) The College continually evaluates and updates its various planning processes to respond to changing circumstances and to improve the effectiveness of planning generally. Each resource plan includes a self-assessment procedure and each plan clearly links the Strategic Plan to program review.

1.A.2. Summer 2012 to Spring 2013

STRATEGIC PLAN 2012-2015

The second three-year strategic plan was approved in October 2012 with 13 broad objectives as follows:

- Objective 1—Enrollment Management
- Objective 2—Instructional Technology

- Objective 3—Distance Education
- Objective 4—Professional Development for Instructional Technology
- Objective 5—Student Success Initiative
- Objective 6—Teaching and Learning Strategies
- Objective 7—Community Partnership
- Objective 8—Facilities Plan
- Objective 9—Technology Plan
- Objective 10—Assessment, Program Review and Resource Allocation
- Objective 11—Fiscal Stability
- Objective 12—Financial Planning and Budgeting
- Objective 13—Communication with Community

Champions were assigned to each of the objectives and were tasked with completing the Strategic Plan's 57 Action Steps. In order to monitor progress this past year, the Educational Planning Committee (EPC) developed and adopted the Action Step Progress Form in fall 2012, which was used by champions to report progress. The completed Action Step Progress Forms and all supporting evidence for each of the Action Steps were published online in order to inform the EPC and the College community of the continuing progress. EPC has reviewed and evaluated progress to date, and as obstacles to completing the work on time occasionally became evident, EPC asked the champions for explanations. If further resources were needed, EPC reported the issue to the Planning and Resource Allocation Committee (PRAC), which then sent a recommendation to the College's superintendent/president.

2012 FACILITIES PLAN

The progress of the 2012 Facilities Plan (Facilities Plan) has not only been monitored by the Facilities Planning Committee (FPC), but also by the EPC, to ensure the effective development, utilization, and maintenance of quality facilities which support the College's programs and services.

The Facilities Plan is updated on an annual basis by the FPC. In spring 2013, FPC reviewed all new facilities-related data from the 2012-2013 program review process, resulting in the implementation of resolutions to most issues. The Capital Project Plan (p. 40 of the plan) was revisited, and the committee concluded that for the forecasted projects over \$1,000,000, the priorities are supportive of new data. For the projects under \$1,000,000, the FPC revised the priority list and cost estimates.

College of Marin has selected and approved the expanded use of the ONUMA System, which will help the College to determine its maintenance requirements, resources needed and cost of

ownership. Data from two of its buildings (the Science, Math, Nursing Building and the Learning Resource Center) have already been entered into the ONUMA System database.

Data from the rest of the College's buildings will be entered into the ONUMA System by March 2014. Subsequently, the College will use the ONUMA System to finalize its Maintenance and Operations Plan to effectively both protect its current investment in its facilities and support continuous improvement of student access and success.

2012-2017 TECHNOLOGY PLAN

To ensure the effective development, utilization, and maintenance of program quality, the Technology Planning Committee (TPC) and the EPC have been monitoring the progress of the implementation of the 2012-2017 Technology Plan (Technology Plan). This monitoring effort included review of progress achieved thus far on the plan's Technology Initiatives prioritized earlier this year. It was reported that one third of the initiatives were in progress; and the top 10 out of 33 are targeted for completion by June 30, 2014. TPC members agree that the Technology Plan has been an effective tool for the planning and implementation of the technology needs for the College.

The Technology Planning Committee and PRAC set minimum standards for both instructional and non-instructional computer replacement and strongly recommended that a faculty and staff computer replacement process be implemented as soon as possible. The College has committed to a computer replacement plan that will be operationalized beginning fall 2013. The plan may involve leasing computers and the District is committing roughly \$130,000 annually to ensure that every faculty and staff computer is replaced on a four-year cycle. The College has also committed to replacing the District servers and expanding the District wireless service.

2012-2015 DISTANCE EDUCATION PLAN

According to Objective 3 of the Strategic Plan 2012-2015, nine of the 12 total Action Steps in the Distance Education Plan 2012-2015 (Distance Education Plan) were scheduled to start in the first year (2012-2013). All nine Action Steps were accomplished at the expected level (30 percent completion on the three-year plan). The Distance Education Operation Team (DOT) and Educational Planning Committee (EPC) have monitored and evaluated progress on the plan to ensure the effective development, utilization, and maintenance of distance education support services.

STAFFING PLAN

In spring 2013, the College offered a Supplemental Employee Retirement Plan (SERP) to faculty which was accepted by 20 faculty members. Shortly thereafter, another SERP was offered to staff and management, which was accepted by 23 employees. Requests for full-time faculty from program reviews as a result of the first SERP have been processed and forwarded to the superintendent/president. The first phase of full-time faculty hires has been completed and the second phase has been approved and is in process for the fiscal year 2013-2014. PRAC has also reviewed and forwarded staffing requests from this year's program review to the superintendent/president. These requests have been combined with other staffing needs resulting from retirements that occurred after the program review cycle. The College is assessing future staffing needs as a result of projected vacancies from the fiscal year 2013-2014 SERP and others, succession planning needs, and budgetary resources. As the College is developing workforce and organizational strategies to meet both short and long term staffing needs for programs and services, the Office of Human Resources and the Office of the Superintendent/President will update the current Staffing Plan.

RESEARCH PLAN 2013-2016

The College of Marin Research Plan 2013-2016 was created in summer 2013 based upon the following:

- the College of Marin Strategic Plan 2012-2015 (which includes the areas of enrollment management, the Student Success Initiative, etc.)
- the College of Marin Technology Plan 2012-2017
- the College of Marin Distance Education Plan 2012-2015

The action steps in these plans provided the foundation for the development of the College's research priorities for 2013-2015. This plan will guide the research activities of the Office of Planning, Research and Institutional Effectiveness over the next three years.

PROFESSIONAL DEVELOPMENT PLAN 2013-2016

Based on the input from the Professional Development Committee (PDC) and others, the Professional Development Operational Team (PDOT) revised the Professional Development Plan in summer 2013 to include support for the following:

- professional development as outlined in the various College plans developed and implemented since summer 2012
- new faculty and staff orientations due to the large number of recent retirements (per description under preceding section "Staffing Plan")
- mandated training related to job duties and responsibilities

- the State of California Student Success Act
- other ongoing professional development needs

The PDC reviewed the plan, and the Planning and Resource Allocation Committee (PRAC) approved it in August 2013.

ENROLLMENT MANAGEMENT

The College has continued to build upon the initial master schedule work that began in 2010 with an emphasis on updating, refining, and expanding the schedule to prioritize the core missions of basic skills, career technical education, and transfer. In spring 2013, the Intersegmental General Education Transfer Curriculum (IGETC) template was developed to analyze the fall 2012 schedule of classes in order to assess the distribution of IGETC course offerings in the days and evenings. The next phase, to begin in fall 2013, includes building into the template the major preparation for the top 20 majors for the University of California System (UC) and the California State Universities (CSU). The College has developed seven associate in arts/sciences degrees for transfer per the SB 1440 legislation; and the course requirements for the degrees will be prioritized in the College's Master Schedule to ensure that students can earn the degrees and transfer to the CSU with priority admission status. As part of the overall enrollment management effort, analysis of success rates, degree and certificate completion rates, numbers of sections offered, and time to transfer will inform the master schedule work. In July 2013, the College implemented DegreeWorks, a degree audit system, to provide students and counselors with a tool to track progress toward degree and certificate completion.

STUDENT SUCCESS

The College's Strategic Plan, particularly Objective 5, clearly outlines planning and assessment activities relating to student success. The initiatives outlined in Objective 5 tie directly to the Student Success Act of 2012. The College has demonstrated its commitment to aligning resources toward improving student retention, completion, and attainment of other success milestones with its hiring of both a dean of student success and a dean of enrollment services during summer 2013. In addition, the College will be evaluating for the presence of proven practices and incorporating them as needed in the areas of outreach, collaboration with local high schools, educational plan development, multiple-measure assessments, orientation, and early alert/intervention. Assessment of these initiatives will be constructed to gauge efficacy at both the population and specific demographic levels, including ethnic group and others. Governance bodies including the Student Access and Success Committee, the Educational Planning Committee, and the Planning and Resource Allocation Committee have provided feedback and made recommendations for future action and resource allocation.

INTEGRATED PLANNING MANUAL

PRAC reviewed the Integrated Planning Manual (IPM) annually as part of the assessment process. In May 2013, PRAC determined that the College is implementing the process and following the timeline in the IPM; therefore, PRAC made no significant changes.

INTEGRATED PLANNING AND RESOURCE ALLOCATION

As the result of a \$2.9 million structural deficit to the District's operating budget at the end of fiscal year 2011-2012, the College developed a four-year budget plan (starting in 2012-2013) which was designed to gradually mitigate the shortfall while restoring the levels of operating reserves. During *year 1* of the plan, the College reduced expenses by \$1.2 million. Through a collaborative process involving the College's participatory governance system, a combination of reductions to instructional and noninstructional expenses was identified. At the same time, the decision was made to invest in certain key areas of the College to ensure important initiatives were funded. Through the program review process, priorities were identified and requests for funding were forwarded to the superintendent/president for consideration. In total, \$400,000 was committed to a variety of needs associated with teaching and learning.

In the original four-year budget plan, reductions in years 2-4 were projected to be \$1.5 million, \$300,000, and \$200,000, respectively. Because the College successfully managed its budget during fiscal year 2012-2013, the structural deficit was reduced to approximately \$800,000.

PROGRAM REVIEW PROCESS

The program review process has been institutionalized and is working well. Thirty-one academic programs and five student service areas completed mini program reviews to request funding for various items. Eighteen academic programs, five student service areas, and 13 administrative service areas completed full program reviews. Both the full and mini program reviews were evaluated by appropriate committees which made recommendations to PRAC.

After careful review and consideration, PRAC made recommendations to the superintendent/president in February 2013 regarding potential full time faculty and in May 2013 regarding other program review requests.

PROGRAM REVIEW FEEDBACK LOOP

PRAC discussed the draft of the memorandum referenced to "Strategic Plan 10.1 Link between SLOs, Program Review, and Resource Allocation" at its meeting on April 23, 2013. Committee members agreed to survey faculty members who have moved to new buildings regarding student outcomes, and to ask those who have received funding last year, to report back to PRAC. At the final PRAC meeting in May 2013, department heads/representatives of

departments which had received funding last year returned to report the results of their allocations. The following areas reported back: Life and Earth Sciences (museum laboratory technician), Library (enhanced funding, full-time hires and instructional specialist for the Indian Valley Campus), Political Science (Model UN), Physical Education/Athletics (increased funding for assistant coaches), the Math Laboratory (additional funding for math tutors), the Teaching and Learning Center (increased funding for online tutoring). The Automotive Technology Program also reported back concerning its revitalization efforts over the last two years.

PARTICIPATORY GOVERNANCE SYSTEM REVIEW

The College evaluates the participatory governance system (PGS) annually. PGS committee members were surveyed at the end of 2012 and 2013 regarding the quality and efficiency of their committee experiences. The number of PGS survey responses was twice as high in 2013 as it was in 2012. All eight committees were evaluated. If the two top ratings (agree and strongly agree) are added together, all but one question rated in the 90 to 100 percent range. There was some concern that not all members were able to attend regularly especially students. These concerns will be addressed in the 2013-2014 academic year. The one survey question that had a lower percentage for both years concerned a perception about the movement of committees' recommendations and proposals through the participatory governance system and the committees' receipt of responses. Some respondents stated that this issue was not applicable to their committee and some stated that they did not know. The overall level of satisfaction with the participatory governance system has improved significantly, increasing from 70 to 80 percent in 2013.

COMMUNICATION

The College communicates to its staff, faculty, students and the community at large via the President's Weekly Briefings and other announcements using its email distribution list referred to as *COMall*. Other modes of communication include convocations, the President's Monthly Forums at both campuses, and periodic modernization forums as well.

However, the College's website is the primary access point for all information related to the College. A number of direct links from the main navigation bar have been added including: "Ask A Counselor", "Catalog, Credit/Noncredit Class Schedule", "Distance Education", "Course Information" (includes course content and SLOs), "SLOs and Program Review", "Advancement", "Fiscal Services", "Participatory Governance", the "Governance Meetings Web Event Calendar", "Board Policies and Procedures", "Academic Programs" and "A to Z Index".

The following websites and web pages have been created, updated or redesigned over the last year:

- **“Credit/Noncredit Class Schedule” web page**
After clicking on “Class Schedule Online” on this web page, students will now find a new “Search for Classes” feature to help them narrow down their search more effectively. Students using screen readers for ADA accessibility will find a new button, “Skip to Content” on every page so that repetitive navigation links are not read by screen readers.
- **Planning, Research and Institutional Effectiveness (PRIE) website**
To increase user-friendliness and maximize time efficiency for users, this website was recently reorganized. Also, the web page mentioned immediately below this belongs to this website and was updated frequently for monitoring purposes.
- **“Tracking System for Evidence for Strategic Plan 2012-2015 Action Steps” web page**
As the College launched its Strategic Plan 2012-2015, the Office of PRIE tracked the College’s related accomplishments. Reports and evidence of progress made on the 2012-2015 Strategic Plan Action Steps are posted on the “Tracking System for Evidence for Strategic Plan 2012-2015 Action Steps” web page.
- **Student Learning Outcomes and Program Reviews website**
In fall 2012 the College launched a new website dedicated to SLOs and Program Reviews with a direct link from the main navigation bars. All current and past program review reports are posted here. Executive summaries of the 2012-2013 full program reviews are posted, as are the documents regarding funded requests.
- **Fiscal Services website**
The Office of Fiscal Services announced the publication of its new website via a COMall email on May 16, 2013. . This website contains helpful information relating to accounting, payroll, purchasing, and accounts payable. Visitors to the site also now have the ability to view budgets, reports and board of trustees’ presentations, fill-out and print forms, or read “Frequently Asked Questions”. The new Fiscal Services website can be found by visiting the “College of Marin home page” and selecting “Fiscal Services” on the “About the College” drop-down menu. In fall 2013, a survey will be circulated throughout the campus to evaluate the effectiveness of this website.
- **College of Marin Advancement website**
This website was created and designed to promote the College mission, inform prospective donors of opportunities to support the College and its students, and cultivate constituent relations with College of Marin alumni, employees, community members, foundations, corporations, and associations. (The website was launched in the mid-spring 2013 semester.)

- **Transfer and Career Center website**

This website has been reorganized and updated per recommendation of the California State Chancellor's Office to include: new graphic buttons for Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T), a link to the Associate Degree for Transfer website, and a new photo collage.

- **Police Department website**

This website has been updated which now includes the "Emergency Operations Plan" selection, information on parking, the "Campus Security Report" selection, and links to specific policies and laws related to safety at the College.

1.A.3. Future Plan

College of Marin is fully committed to continuing the work outlined above. The 2012-2015 Strategic Plan Action Steps serves as the framework for the fulfillment of its 13 objectives, which include implementation of the Facilities Plan, the Technology Plan, and the Distance Education Plan as well as objectives related to enrollment management, student success, fiscal management, outcomes assessment, professional development and community partnerships. The SLO assessment and program review cycles are well-established and integrated into the planning and budgeting process. Communication both inside and outside the community is robust.

B. Evidence

See [evidence for Recommendation 1](#).

Recommendation 2: Student Learning Outcomes

In order to meet the Commission's fall 2012 deadline, the team recommends that the college accelerate its efforts to identify and assess measurable student learning outcomes for every instructional, library and student support program. The team further recommends that the college incorporate student learning outcomes assessment results into program planning and resource allocation for the improvement of student learning.

(II.A.1.a; II.A.1.c; II.A.2.f; II.A.3.a,b; II.B.4; II.C.2)

A. Recommendation 2 Update

2.A.1. Self Study 2010 to Summer 2012

College of Marin has successfully addressed the issues raised in Recommendation 2. Perhaps the most important document in support of this recommendation is the College of Marin 2012 Assessment Plan for College wide, General Education, Degree/Certificate, Course Level, Non-Instructional Student Learning Outcomes Assessment Plan (2012 Assessment Plan). Much work has been done since October 2011 to ensure that instructional, library, and student services student learning outcomes (SS SLOs) have been thoroughly addressed. Since October 2011 the College community has mobilized to refine all aspects of the student learning outcome (SLO) processes for instruction, the library, and student services. The College has been successful not only in identifying and assessing measurable SLOs but also in incorporating assessment results into program planning and resource allocation for the improvement of student learning.

After the Commission's Follow-Up Report evaluation team visit in October 2011, College of Marin faculty, staff and administration engaged in a College wide accelerated effort to identify and assess measurable SLOs for general education, as well as for every instructional, library, and student support program. The College's 13-member cross-disciplinary Student Learning Outcomes and Assessment Council (SLOAC) coordinated this comprehensive effort. In addition, this committee coordinated the creation of the 2012 Assessment Plan, which serves as the primary evidence document for the response to Recommendation 2. The aforementioned plan was updated and approved by both the College's Planning and Resource Allocation Committee (PRAC) and the College Council in May 2012.

From October 2011 to July 2012, the College engaged in a wide variety of SLO assessment tasks for instructional programs and student services as follows:

- prepared program-level assessment plans for student services

- identified division-level and program-level SLOs for all programs in student services
- added SLOs to all degrees and certificates
- prepared a matrix for mapping degree and certificate SLOs, including the manner and timeline of assessment and the correlation with general education SLOs
- prepared a matrix for each set of general education courses not directly associated with a degree or certificate
- completed all matrices for degree, certificate and general education
- developed the College wide/general education SLO rubrics, including:
 - o Critical Thinking/Problem Solving
 - o Quantitative Reasoning for the physical sciences
 - o Quantitative Reasoning for:
 - life and earth sciences
 - social and behavioral sciences
 - o Oral Communication
 - o Written Communication
 - o Information Literacy
 - o Modern Language Oral Presentation
 - o Modern Language Written Composition
 - o Modern Language Critical Thinking
- used the tracking tool to input findings from the rubrics into a common, College wide database according to the three-semester schedule reported in the matrices
- completed full and mini (annual) program reviews with prompts that addressed SLOs (including how assessment of outcomes influences resource allocations)
- ensured that all credit courses included updated SLOs; deactivated courses without SLOs
- assessed SLOs at the degree, certificate, general education (GE), College wide, and course level, and student services, including the library
- used SLO and other assessment data in making resource allocation decisions
- used SLO and other assessment data to improve student service programs
- completed program-level assessment reports for library and student services
- completed division-level SLO report for library and student services
- assessed the process for both instructional and student services SLO assessment and resource allocation through our governance committees

2.A.2. Summer 2012 to Spring 2013

During department meetings at the outset of the fall 2012 semester, 17 academic departments analyzed SLO assessment data and discussed possible changes they would implement. The Planning, Research and Institutional Effectiveness (PRIE) Office provided training for using the

College's Data Dashboard to extract success and retention data for courses, disciplines and departments.

In 2012-2013, 18 academic programs, five student service areas, and 13 administrative service areas (a total of 36 areas) completed full program reviews. The full program review template includes sections for the following:

- providing comments on SLO assessments and results
- describing points of improvement the program would like to undertake
- commenting on how previous allocations of resources had impacted the program's students success

Mini program review (used for budget requests) justifications include questions about improving student access and success, as well as SLO assessments and evidence for each item requested. In this way, the Instructional Equipment Committee and PRAC consider SLOs as part of the criteria for ranking requests for allocations. In 2012-2013, 31 academic disciplines (including the 18 that did full reviews) and five student service areas completed mini program reviews.

Student service areas that were not on-cycle for program review this year were offered the option of submitting a mini program review for the purposes of requesting resources based on SLO assessments.

The College made an effort to evaluate the linkage and process between SLOs, program reviews, and resource allocation—which is Objective 10.1 of the College of Marin Strategic Plan 2012-2015. At the final PRAC meeting in May 2013, representatives from academic and student service areas which had received funding the previous year returned to report on the results of the allocations. The following areas reported back: Life and Earth Sciences (museum laboratory technician), Library (enhanced funding, full-time hires and instructional specialist for the Indian Valley Campus), Political Science (Model UN), Physical Education/Athletics (increased funding for assistant coaches), the Math Laboratory (additional funding for math tutors), the Teaching and Learning Center (increased funding for online tutoring). The Automotive Technology Program also reported back concerning its revitalization efforts over the last two years. A survey of faculty members who have moved to new buildings was conducted to explore any connections between new facilities and SLOs. Instructional departments assess College wide and general education SLOs in a variety of ways. Some use the common rubrics and turn in tracking spreadsheets, and others, such as math and nursing, use other methods of assessment and tracking. For others, assessments, analysis, and discussion are maintained within the department.

2.A.3. Future Plan

The College will continue to assess SLOs at the course, general education, and degree level. In the student services areas including the library services area, work has already begun to refocus both division- and program-level SLOs through the lens of the State of California Student Success Act (SSA). Under the leadership of the vice president of Student Services and the dean of Student Success, student services SLOs will be closely tied to the implementation and assessments of the various aspects of the SSA. In all areas, SLO assessment results will continue to be integrated into program planning and resource allocation for the improvement of student learning.

PRAC will continue to ask areas that were funded to provide updates the following year regarding data they are gathering about how the interventions are impacting outcomes. The College's Office of Planning, Research and Institutional Effectiveness will report the results of the next round of College wide SLOs (due in July each year) to the faculty and the College community.

B. Evidence

See [evidence for Recommendation 2](#).

Recommendation 3: Distance Education

In order to meet standards, the team recommends that the college allocate resources to create a sustainable infrastructure to support a distance education program that can deliver high quality curricula and support student access and success.

(II.A.1.b; II.A.2.d; II.B.3.a; III.C.1)

A. Recommendation 3 Update

3.A.1. Self Study 2010 to Summer 2012

College of Marin has successfully addressed the issues raised in Recommendation 3 regarding distance education (DE). It has committed both financial and staff resources to support online classes and services. In terms of staffing, the director of Planning, Research and Institutional Effectiveness (PRIE) oversees the program with the assistance of a faculty coordinator (currently a negotiated position for three units of reassigned time per semester) and a full-time classified instructional technologist who assists both faculty and students.

The College has taken action on several fronts to remove the deficiencies noted by the Commission and/or the evaluation team by: (a) adopting a comprehensive learning management system, (b) addressing infrastructure, staff training and faculty development, (c) enhancing its online services, and (d) developing policies and procedures.

The College adopted a new learning management system, Moodle, which was implemented and utilized for instruction starting in summer 2011. A “Distance Education tab” was added to the MyCOM Portal through which DE students must access their classes for authentication purposes. This shift from the previous WebCT/Blackboard platform for DE classes and the Course Studio course sites in Banner for face to face classes required extensive training for faculty. As a result, over 70 COM instructors participated in Moodle or online pedagogy training between the time the 2010 Self Study was completed and summer 2012. Additionally, “Moodle Help” for both faculty and students, *MoodleHelp@marin.edu*, was implemented. Other online services were implemented including “Ask a Counselor” and “Ask the Library”, as well as online tutoring services and the “Online Writing Center (OWC)”. Policies and procedures related to DE were developed and/or revised as needed.

Most significantly, the College has completed the development of the comprehensive College of Marin Distance Education Plan 2012-2015 (DE Plan), which is aligned with the College's integrated planning process. At a retreat on September 8, 2012, the College of Marin Board of

Trustees reviewed the DE Plan and engaged in dialogue about both the policy and resource implications associated with it. At its regular meeting on September 18, 2012, the board of trustees approved the plan. Year one of the plan was fully funded.

3.A.2. Summer 2012 to Spring 2013

The DE Plan is integrated into Strategic Objective 3 (Implementation of DE Plan) of the College of Marin Strategic Plan 2012-2015 (the Strategic Plan). Of the 12 total action steps supporting the implementation of the DE Plan (Objective 3), nine were scheduled to start in the first year (2012-2013).

In spring 2013, the Educational Planning Committee (EPC), which monitors all progress for the Strategic Plan's objectives, requested completed Action Step Progress Reports for the aforementioned nine action steps. The champion and responsible parties for this objective reported that all nine action steps were completed at the expected level (30 percent completion on the three-year plan) and provided supportive evidence to EPC as required (for posting online).

Summary of Accomplishments

The DE Plan and the Strategic Plan Objective 3 outline nine action steps for completion the first year. The accomplishments are as follows:

- A program review was completed to assess the Distance Education program.
- The Distance Education Operational Team was established and (a) guided the program development and ensured compliance with all federal, state, and Commission regulations, (b) monitored student performance, and (c) shared information with leaders of both instructional and student support services to provide dynamic response to student needs.
- Targeted training was provided for students and faculty before and during involvement with online activities.
- In coordination with the IT department, technical support was monitored and available for students and faculty in a timely manner.
- Student service information and support networks were integrated into the student online environment and refreshed continually.
- The College's public [DE web page](#) was maintained and updated with information, schedules, and FAQs for prospective and current students and faculty.
- The program quality has benefited from the administrator's close monitoring and support of its staffing and resources.

(See the Action Step Progress Reports listed for Strategic Objective 3 and related evidence on the College's web page, ["Tracking System for Evidence for the Strategic Plan"](#).)

3.A.3. Future Plan

The DE Plan's action steps in the Strategic Plan 2012-2015 Objective 3 will continue to be implemented.

B. Evidence

See [evidence for Recommendation 3](#).

Recommendation 4: Research

In order to meet standards, the team recommends that the college strengthen the role of research through a broad institutional dialogue and critical analysis of research data, especially in light of the changing student demographics. Institutional efforts should focus on providing information based on statistical data and communicating it widely to all appropriate constituencies in order to improve institutional effectiveness. (I.A.1.; I.B.3)

A. Recommendation 4 Update

4.A.1. Self Study 2010 to Summer 2011

To “strengthen the role of research” (per the Commission’s Recommendation 4 cited in its letter of January 31, 2011), the Office of Planning, Research, and Institutional Effectiveness (PRIE), the superintendent/president’s Cabinet, and the Research Advisory Group (RAG) completed the following three major task areas (which the College cited in its College of Marin Follow-Up Report 2011 as its resolution to address this recommendation):

1. Established the College’s *research priorities* and identified necessary research data (fall 2010)
 - a. Student achievement, including the following :
 - Student retention
 - Student success
 - Student cohort success
 - Program review information
 - Degrees/certificates awarded
 - b. Student demographics (by both campuses and online)
2. Implemented *data delivery methods* to expand data access to all appropriate constituencies (spring 2011)
 - a. “Current Research Reports” feature on the PRIE website
 - b. “College of Marin Fact Book” feature on the PRIE website
 - c. “Monthly Data Nuggets” feature on the PRIE website and circulated to the College community via the COMall distribution list
 - d. College of Marin’s “Data Dashboard” feature on the PRIE website

Background notes for College of Marin Data Dashboard System:

- automated research system/tool developed in response to the Strategic Plan 2009-2012's Objective 2.1, which states "Develop a tool to systematically track student retention and success by section, course, program, pathway, and student demographics".
 - system design completed in spring 2011
 - system fully implemented in fall 2011, including accessibility for all College faculty and staff to extract student achievement data (retention, success, degrees awarded, cohort groups, and more) as well as student enrollment information
 - continued availability of extensive user training provided by PRIE
 - utilization of the system's information strongly recommended for instructional and student services program reviews in fall 2012 and built into the program review templates
 - enhanced efficiency of research and planning functions provided as result of automation of research reports (i.e., freeing the PRIE Office personnel to spend more time on higher level research requests)
3. *Identification and utilization of specific institutional venues to promote broad institutional dialogue and critical analysis of research data. (spring 2011)*
- a. President's Weekly Briefings
 - b. COMall (campus wide email distribution service)
 - c. Participatory governance and senate committees
 - d. President's Monthly Forums
 - e. Convocation
 - f. Superintendent/president's Cabinet

4.A.2. From Fall 2011 to Spring 2013

The College continues to strengthen the role of research by providing information based on statistical data and feedback comments, and by communicating it widely to all appropriate constituencies. The areas of focus remain the same as previously described. The following list of completed and in-progress actions undertaken to fulfill this recommendation and promote higher standards within the College is organized chronologically starting with the most recent actions:

1. Published the Strategic Plan Progress Report and presented to the board of trustees (summer 2013)
2. Published, presented, and facilitated dialogue with appropriate constituencies about the Student Success Scorecard Report 2013 (spring 2013)

3. Designed and supported administrative services program review surveys (spring 2013)
4. Published results of the Participatory Governance System surveys, facilitated dialogue about the results at the superintendent/president's Cabinet meetings (fall 2012), and started dialogue about the PGS Member Survey results in the Governance Review Council and the Educational Planning Committee (May 2013)
5. Published results, coordinated dialogue for improvements regarding the administrative services 2013 program review reports at the superintendent/president's Cabinet meetings, and presented the reports to PRAC (spring 2013)
6. Published, presented, and shared student achievement data with the Educational Planning Committee and various constituencies (Objective 6 of the Strategic Plan) (spring 2013)
7. Published, presented, and facilitated the Student Achievement Report at the superintendent/president's Cabinet meeting and with appropriate constituencies. (spring 2013)

Note: The College sets standards of satisfactory performance for student success and will assesses the appropriateness of the standards. The student success summary, longitudinal data for course/program/certificate completion, licensure pass data, university transfer data, and time to degree report have been made available and studied by the superintendent/president's Cabinet, the instructional team, academic senate, and other committees

8. Incorporated Data Dashboard data into program review templates (fall 2012)
9. Published and shared the first Student Characteristics for Noncredit Students and Student Characteristics for Community Education (fall 2012)
10. Published, presented, and facilitated dialogue with appropriate constituencies about the Accountability Reporting for the Community Colleges (ARCC) Report (spring 2011 and spring 2012)
11. Published student, staff, and faculty surveys (results of which were used to support the development of the Strategic Plan 2012-2015) (spring 2012)
12. Published and distributed The Governance Digest: Governance in Action (publication providing PGS committee actions and updates, including the status of decisions recommended to the superintendent/president) (annually, starting fall 2006, revised in fall 2011)
13. Continued to fine-tune the Data Dashboard (periodically, starting fall 2011)

14. Published the Fact Book (annually, starting spring 2011)
15. Published monthly Data Nuggets (monthly, starting spring 2011)
16. Published, presented, and facilitated dialogue regarding SLO assessment results report (annually, starting fall 2010)
17. Provided and continue to provide Data Dashboard training (one-on-one training—periodically and group training—four times a year starting fall 2011)
18. Published and shared the Student Characteristics for Credit Students (bi-annually)

4.A.3. Future Plan

The College of Marin Research Plan 2013-2016 was created in summer 2013 based upon the following:

- the College of Marin Strategic Plan 2012-2015 (which includes the areas of enrollment management, the Student Success Initiative, etc.)
- the College of Marin Technology Plan 2012-2017
- the College of Marin Distance Education Plan 2012-2015

The action steps in these plans provided the foundation for the development of the College's research priorities for 2013-2015. This plan will guide the research activities of the Office of Planning, Research and Institutional Effectiveness over the next three years.

B. Evidence

See [evidence for Recommendation 4](#).

Recommendation 5: Student Learning Resources and Support Services

In order to meet standards, the team recommends that the college remedy the lack of library services, learning resources and student support services for evening, Indian Valley Campus, and online students.

(II.B.3.a; I.C.1.c, ER 14, ER 16)

A. Recommendation 5 Update

5.A.1. Self-Study 2010 to Summer 2012

STUDENT SUPPORT SERVICES

By mobilizing cross departmental teams and executing numerous resource and support service improvements, College of Marin has successfully addressed the Recommendation 5 issues (raised by the Commission's Evaluation Team) in its Follow-Up Report 2012. The College responded to requests for resources and has developed new protocols for balancing staffing needs between the two campuses. Many programs and departments made changes in schedules to accommodate evening student needs at both campuses. There is now a College wide vision for student support services.

LIBRARY

The College approved and hired two full-time positions (one faculty librarian, one instructional specialist), enhanced library services at both campuses, and established a strong presence at the Kentfield (KTD) campus. Online student support services, Indian Valley Campus (IVC) services, and evening services have been expanded and enhanced as well. The College also pursued membership in MARINet, a library consortium that comprises seventeen public libraries and one academic library in Marin County, to improve library service and expand offerings.

ONLINE SERVICES

In terms of technical innovations, the implementation of the College of Marin Distance Education Plan 2012-2015 (DE Plan) noted in Recommendation 3 of this report is significantly enhancing all online support services.

5.A.2. Summer 2012 to Spring 2013

STUDENT SUPPORT SERVICES

The College is working to enhance technology and cross-train staff to expand student support services at IVC. These enhancements, including optimization of the function of the MyCOM Portal, are priorities for the College in 2013-2014. During 2012-2013 our students, especially our distance education students, benefitted from the Online Writing Center and online tutoring services.

The College has been maintaining expanded hours at both the IVC and Kentfield campuses for key student service areas including Admissions, Records, Financial Aid, Counseling, Disability Services, and others. Feedback on usage to date has been mixed. An assessment of enrollment processes was completed by an outside consultant in spring 2013. With a number of retirements complementing efforts to improve access to electronic student services, planning is now underway for revisions to these expanded services. Implementation of these revisions will include assessment mechanisms to ensure services, hours of operation, and other key indicators are meeting student needs, particularly for students at IVC and those enrolled in evening programs.

LIBRARY

The College has continued to demonstrate its commitment to providing library services at the Indian Valley (IVC) and Kentfield (KTD) campuses in several ways—including expanding the library budget, increasing staffing, library hours and the online reference service, and joining a local library consortium.

In 2012 PRAC recommended and the superintendent/president approved the financial resources to increase the library's institutionalized ongoing budget by \$75,000. The purpose of the increase is to develop robust physical and digital collections both at IVC and KTD libraries.

In addition to the book and periodical collections, the librarians have increased the selection of databases offered to COM's students by negotiating package deals via the Community College Library Consortium. There has been a net increase of eight additional databases accessible via the MyCOM Portal. These databases can now be accessed using a new federated search engine known as the Discovery Portal; this allows the simultaneous search of multiple searchable resources and then aggregates the results. The presentation of the databases within MyCOM also has been improved, using feedback from students, staff, and faculty.

In the area of staffing, two tenure-track faculty have already been hired to replace the two longtime librarians who retired at the end of spring 2013. A full-time, permanent instructional

specialist was hired in spring 2013 to provide student support services at the IVC library. The primary responsibilities of this position are to maintain a full-time presence at the IVC library, to stay current about library services as they develop, and to provide information and support to students, staff and faculty who use the library.

In terms of scheduling, the College has expanded the IVC library services to evening students by adding another evening to its current schedule starting in fall 2013. (The IVC library will then be open both Tuesday and Thursday evenings.)

The usage of COM's online reference service, "Ask the Library" located on the library's "Library Services for Distance Education (DE) Students" web page (as well as the main "College of Marin Library" web page, and on the MyCOM Portal DE Moodle and Library/Learning Resources tabs), has continued to increase since its implementation in 2011. The "Library Forms and Handouts" web page has recently been updated to provide the latest digital copies of all forms, handouts, presentations, and reports that are available to "walk-in" students at the reference desks. The web page now includes handouts tailored to specific class assignments. All documents on this web page are in PDF format.

During spring 2013, the College officially was accepted into MARINet, a library consortium that comprises seventeen public libraries and one academic library in Marin County. The implementation date for MARINet is set for July 1, 2014.

ONLINE SERVICES

"Moodle Help" for both faculty and students, was implemented. Other online services also were implemented, including "Ask a Counselor" and "Ask the Library", as well as online tutoring services and the "Online Writing Center" (OWC).

5.A.3. Future Plan

STUDENT SERVICES

Because feedback on usage to date has been mixed, planning is now underway for revisions to these expanded services. These revisions will include assessment mechanisms to ensure services, hours of operation, and other key indicators are meeting student needs, particularly for students at IVC and those enrolled in evening programs.

The College is working to enhance technology and cross-train staff to expand student support services at IVC. These enhancements, including optimizing the function of the MyCOM Portal, are the priority for the College in 2013-2014.

LIBRARY

The library has welcomed two new full-time librarians and continues to demonstrate its commitment to its library services as it develops robust physical and digital collections and provides adequate student support services both at IVC and KTD libraries. During the 2013-2014 academic year, the library will be preparing the infrastructure for the final implementation of MARINet on July 1, 2014.

ONLINE SERVICES

Online Services continue to be developed in conjunction with the efforts outlined above.

B. Evidence

See [evidence for Recommendation 5](#).

Recommendation 6: Academic Success of Underrepresented Students

In order to increase effectiveness, the team recommends that the college fully implement the self-identified planning agenda from 2003/04 regarding the academic success of underrepresented students; the Student Equity Plan of 2005; and the recommendations of the student climate taskforce of 2008.

(II.B.d)

A. Recommendation 6 Update

6.A.1. Introduction

College of Marin's 2003-04 Self Study planning agenda states, "The College Success Council should set a goal to improve African American and Latino course success rates so they move to within 5 percent of the success rates of White students. All members of the College community should be involved in designing measures to meet this goal." (College of Marin 2003-04 Institutional Self Study in Support of Reaffirmation of Accreditation, Planning Summary, Standard IIA.2)

The 2005 Student Equity Plan further delineates goals relating to academic success of underrepresented students, specifically in the areas of access, course completion, ESL and Basic Skills completion, degree and certificate completion, and transfer rates. (College of Marin Student Equity Plan, 2005)

Note: The College was not asked to respond to this recommendation in the last two Follow-Up Reports.

6.A.2. 2008-2013

Many of the achievements listed below have been facilitated by College of Marin's commitment to inclusion and the creation and expansion of partnerships and programs that support the success of underrepresented students. These include partnerships such as 10,000 Degrees (a nonprofit scholarship organization) as well as institutional programs, including Extended Opportunity Programs and Services (EOPS)/CARE, and Disabled Students Programs and Services (DSPS). [See Evidence 6.1 and 6.2]

The University of California Puente Program was started at the College in 2008 to increase the numbers of underserved Latino transfer students who have made up 80-90 percent of the students over the last five years. The success rates of students in the Puente English and counseling classes have been strong -- in the case of English, much higher than the rates of non-

Puente students. While Puente students are earning degrees and certificates, and earning 60+ units, at higher rates than non-Puente students, the transfer rates are about the same, as is their overall GPA. [See Evidence 6.3]

A number of significant steps have been undertaken and meaningful progress has been made in each of the other areas outlined above. These include the following:

ACCESS

- *2005 Equity Plan 1.1: Achievement of the goal to increase enrollment of ethnic minorities by three to five percent.*
Overall ethnic minority enrollment has increased roughly ten percent since 2005, with the largest increases in Latino and African American students. [See Evidence 6.4]
- *State of California Student Success Initiative Task Force Recommendation: Collection and dissemination of demographic data.*
Starting with the Student Success Scorecard (formerly known as *Accountability Reporting for Community Colleges (ARCC) Report*) and delving deeper into both demographic and achievement data, College of Marin now publishes comprehensive data sets relating to student populations. [See Evidence 6.5]
- *2005 Equity Plan 1.2: Improvement of the physical access of both campuses for disabled students.*
The current bond-funded facilities modernization program for both the Kentfield and Indian Valley campuses has resulted in significant improvements in compliance and physical accessibility for the Americans with Disabilities Act (ADA). [See Evidence 6.6A]

In addition to physical access, the College has also addressed ADA accessibility on its website, including the addition of a “Skip to Content” button on every page so that repetitive navigation links are not read by screen readers. In addition, the Communications and Community Relations Office has provided information and training for faculty and staff on how to create accessible web pages and documents. [See Evidence 6.6B and 6.6C]
- *2005 Equity Plan 1.3: Increase in the access to College information for non-native English speakers.*
The College has increased its numbers of documents, web pages, and orientations/presentations now provided in Spanish. [See Evidence 6.7]

SUCCESS AND RETENTION

- *2005 Equity Plan 2.1: Increase in the course completion rates of ethnic minorities.*
Completion rates campus wide have remained stagnant at roughly 70 percent. However, completion rates for ethnic minorities other than African Americans have risen, in some cases significantly, particularly in the English composition sequence. [See Evidence 6.8]
- *2005 Equity Plan 3.1: Increase in the number of students that move from ESL/Basic Skill courses to degree applicable courses.*
Success rates for ESL (2.5 percent increase), Basic Skill Math (14 percent increase), and Basic Skill English (7 percent increase) courses have all increased measurably between the years 2005 and 2012; and success of students moving from ESL to degree-applicable courses has also improved. [See Evidence 6.8 and 6.9]
- *2005 Equity Plan 3.2: Increase in course retention.*
Again, while overall course retention rates have remained stagnant at roughly 87 percent, with the exception of African Americans, rates among ethnic minority groups have risen, at least marginally. [See Evidence 6.8]

DEGREES, CERTIFICATES AND TRANSFER

- *2005 Equity Plan 4.1-4.3: Evaluation of programs and degree/certificate promotion.*
College of Marin now has in place a comprehensive program review process and all programs—academic, student services, and administrative—conduct regular reviews. Issues of student access are delineated in each program review. [See Evidence 6.10]
- *2005 Equity Plan 5.1 & 5.4: Increase in the awareness of transfer opportunities for underrepresented students and in high schools.*
Much effort has been undertaken to improve communication regarding transfer options through local community organizations, UC Berkeley’s Mentorship Program and Transfer Alliance Project, as well as ongoing services through the College’s Transfer and Career Center. [See Evidence 6.11]
- *2005 Equity Plan 5.2: Increase in the number of articulation agreements.*
The number of articulation agreements with the University of California System, the California State University System, and private institutions continues to grow and provides more transfer options for our students. As course outlines have been updated, the opportunity to develop articulation agreements with four-year institutions has increased. The College is also increasing articulation through participation in the C-ID process and development of AA-T/AS-T degrees. [See Evidence 6.12]

- *2005 Equity Plan 5.3: Creation of a template of transfer courses.*

The Master Schedule template was created in fall 2012 for transfer courses—the IGETC Fall 2012 Document Workbook. [See Evidence 6.13]

COLLEGE POLICIES

2008 President’s Institutional Climate Task Force Recommendations: The 2008 Institutional Climate Task Force later was charged with additionally developing and recommending guidelines for faculty and staff training in cultural competencies and intercultural communications *and* developing and recommending language for a policy that embraces diversity, civility, and professional conduct.

- *Adoption of Board Policy BP 3410 Nondiscrimination*
First adopted in July 2010, the board’s nondiscrimination policy squarely addresses the issues raised by the Climate Task Force. The policy was amended most recently in February 2013. [See Evidence 6.14]
- *Training for employees on sexual harassment and other related topics*
All new employees are required to complete an online sexual harassment/discrimination training course through the Office of Human Resources. [See Evidence 6.15]

6.A.3. Future Plan

The College’s implementation of the State of California Student Success Act of 2012 will pay specific attention to improving retention and completion rates of underrepresented students. Strategies include: proven practices in the areas of outreach, collaboration with local high schools, educational plan development, multiple-measure assessments, orientation, and early alert/intervention. Assessment of these initiatives will be constructed to gauge efficacy at both the population and specific demographic levels, including ethnic group. More efforts need to be undertaken, particularly focusing on the success of African American students as their achievement rates continue to lag behind those of all other student types. Partnerships and programs outlined above will be key in those efforts.

B. Evidence

See [evidence for Recommendation 6](#).

Recommendation 7: Facilities Plan

In order to meet the standard, the team recommends that the college develop a facilities plan to ensure the effective utilization and quality of physical resources which are necessary to support its programs and services.

(III.B.2.b)

A. Recommendation 7 Update

7.A.1. Self Study 2010 to Summer 2012

College of Marin has successfully addressed the issues raised in Recommendation 7. Working within both its Integrated Planning Model and its participatory governance processes, the College created the College of Marin 2012 Facilities Plan (Facilities Plan). This comprehensive, sustainable plan addresses not only the Commission's Follow-Up Report evaluation team's concerns, but also the accreditation standards applicable to facilities and physical resources. The completion of the Facilities Plan ensures the effective development, utilization, and maintenance of quality facilities which support the College's programs and services. College of Marin is committed to the ongoing support, evaluation, and updating of the plan in order to meet its many current and long-term needs.

At a retreat on September 15, 2012, the College of Marin Board of Trustees reviewed the Facilities Plan and engaged in dialogue about both the policy and resource implications associated with the plan. At its regular meeting on September 18, 2012, the board approved the plan.

7.A.2. Summer 2012 to Summer 2013

The 2012 Facilities Master Plan is updated on an annual basis by the Facilities Planning committee (FPC). Between summer 2012 and summer 2013, the committee met 16 times and reviewed all new facilities-related data from the 2012-2013 program review process, resulting in the implementation of resolutions to most issues. The Capital Project Plan (p. 40 of the plan) was revisited, and the committee concluded that for the forecasted projects over \$1,000,000, the priorities are supportive of new data. For the projects under \$1,000,000, the FPC revised the priority list and cost estimates.

The implementation progress of the 2012 Facilities Master Plan has not only been monitored by FPC, but also by the Educational Planning Committee (EPC) to ensure the effective development, utilization, and maintenance of quality facilities which support the College's programs and services.

In February 2013, the vice president of College Operations and the director of Modernization reported progress achieved in implementing the Facilities Plan (Objective 8 of the Strategic Plan 2012-2015) to the EPC (as referenced above), and the committee agreed the progress fully met the 30 percent goal of the three-year plan. The quarterly progress report for the period ending December 31, 2012 of the 2012 Facilities Plan had been completed as had the construction projects scheduled for completion in fall 2012. The preparation for bidding of the spring 2013 quarter projects had begun, and a change in the consulting program management had been completed.

Progress was also made under the sustainability section (p.41) of the Facilities Plan. The ONUMA System pilot project for two facilities has been completed. The available detailed building and system information for the Science/Math/Nursing Building and the Learning Resource Center has been uploaded to ONUMA's asset management system. To further the study, building energy demand and mechanical system maintenance requirements are being analyzed. ONUMA System connects to the State's FUSION network and helps the College to determine maintenance requirements, resources needed, and cost of ownership.

The superintendent/president recommended the use of the ONUMA System for developing the maintenance and operations plan to the board of trustees at their June 8, 2013 retreat.

A Request for Proposals has been issued to complete a full facility assessment and data population of building information into the ONUMA System at both campuses by March 2014 so that a fully-developed maintenance and operations plan can be created.

7.A.3. Future Plan

The College has selected and approved the expanded use of the ONUMA System. The software will be populated with data from each of the College's buildings by March 2014. Using this data, the College will then complete the development of its maintenance and operations plan to protect its current investment in its facilities and promote student access and success.

Compass Energy Solutions (CES) is partnering with Marin Community College District to identify, develop and deliver "state of the art" energy efficient and capital improvement projects for all District facilities. CES will work to evaluate, design and upgrade, identified cost effective energy efficient projects (i.e., interior and exterior lighting, heating/ventilation/air-conditioning [HVAC], Energy Management System [EMS], Solar Photovoltaic, etc.).

B. Evidence

See [evidence for Recommendation 7](#).

Recommendation 8: Technology Plan

In order to meet standards, the team recommends that the college establish and communicate a sustainable technology plan for the acquisition, maintenance and replacement of its infrastructure, equipment, support and training to meet institutional needs. The team further recommends regular evaluation of this plan for its effectiveness in prioritizing and funding current and projected long-term technology needs.

(IIIC.I.a; IIIC.I.b; III.C.I.c; III.C.I.d)

A. Recommendation 8 Update

8.A.1. Self Study 2010 to Summer 2012

College of Marin has successfully addressed the issues raised in Recommendation 8. Working within its Integrated Planning Model and its participatory governance processes, the College has created the College of Marin 2012-2017 Technology Plan (Technology Plan). This comprehensive, sustainable plan addresses not only the Commission's Follow-Up Report Evaluation Team's concerns but each of the accreditation standards applicable to technology. The plan gives appropriate detailed attention to support and training, as well as to infrastructure and equipment. The College is committed to the ongoing support, evaluation, and updating of the plan in order to meet its many current and long-term needs.

At a retreat on September 8, 2012, the College of Marin Board of Trustees reviewed the Technology Plan and engaged in dialogue about both the policy and resource implications associated with the plan. At its regular meeting on September 18, 2012, the board of trustees approved the plan.

8.A.2. Summer 2012 to Summer 2013

All the initiatives identified for 2012-2013 were prioritized by the Technology Planning Committee (TPC). The major emphasis of the academic year 2012-2013 focused on the implementation of DegreeWorks, establishment of a student domain for computer classrooms and labs, and increasing student WiFi access. Additionally, the College completed the initial steps of joining the MARINet Consortium for a July 2014 rollout.

In spring 2013, the Educational Planning Committee (EPC), which monitors all progress for the 2012-2015 Strategic Plan's objectives, requested Action Step Progress Reports for the action steps related to Objective 9. In March 2013, the vice president of College Operations and the director of Information Technology reported to EPC on the progress achieved on

implementation of the Technology Plan (Objective 9 of the Strategic Plan 2012-2015); the progress fully met the 30 percent goal of the three-year plan. A status report of all the initiatives identified for 2012-2013 was developed and distributed, the prioritization and budget requests completed, and the quarterly status report accomplished. While the annual cycle contains additional milestones over the next few months, the College is on track and has now entered the second annual cycle (2013-14)–with Action Steps 1 through 4 already completed.

At a retreat on March 29, 2013, the board of trustees reviewed the Technology Plan’s five-year priorities which included project descriptions and cost estimates for each project for which reasonable cost estimates were feasible. The priorities were developed in consultation with TPC and the Planning, Resource and Allocation Committee (PRAC).

The board reviewed the priorities, asked questions, discussed related aspects (i.e., sustainability of priorities, fundraising, adequate inclusion of priorities, etc.) and made suggestions. With regards to costs, the board indicated it wanted to ensure that the College includes the area of technology in any future bond issuance. Further, the board expressed support for both continued research in distance education and COM’s acceptance to join MARINet.

The Commission’s evaluation team recommended that the College regularly evaluate the Technology Plan for its effectiveness in prioritizing and funding current and projected long-term technology needs. According to the 2012 Technology Plan’s Planning Cycle (p. 65), the TPC reviews the annual progress report on the Technology Plan project phases each fall. For this year, TPC completed this evaluation early at the end of May 2013. The manager in charge of the implementation of these phases reported to TPC that one third of the initiatives are in progress, with the top 10 out of 33 initiatives targeted for completion by June 30, 2014. TPC concluded that the Technology Plan has been an effective tool for the prioritization and implementation of the technology needs for the College.

8.A.3. Future Plan

Future plans are to continue implementing the identified priorities of the Technology Plan. The annual report will be submitted in fall 2013. The College has committed to a computer replacement plan that will be operationalized beginning fall 2013. The plan may involve leasing computers and the District is committing roughly \$130,000 annually to ensure that every faculty and staff computer is replaced on a four-year cycle. The College has also committed to replacing the District servers and expanding the District wireless service.

B. Evidence

See [evidence for Recommendation 8](#).

Recommendation 9: Board of Trustees

In order to meet standards, the team recommends that the board focus on developing policies that support the quality, integrity and effectiveness of student learning programs and services. The board should deliberate with due diligence and make timely decisions that are in the best interests of the institution. The board should act as a whole and adhere to board policy once a decision has been made, and support the superintendent/president's authority in administering board policies and procedures.

(IV.B.1; IV.B.1.a; IV.B.1.f; IV.B.1.j; IV.B.2; IV.B.2.c)

A. Recommendation 9 Update

9.A.1. Self Study 2010 to Summer 2012

College of Marin successfully addressed the issues raised in Recommendation 9. The College of Marin Board of Trustees worked together to effectively improve its decision-making processes in the best interest of the College. The board worked well with the superintendent/president and supported his authority in administering policies and procedures. There were no instances of trustees confusing roles, micro-managing, or acting in any way that could undermine the authority of the superintendent/president.

Decisions made by the board were made in a timely and diligent manner. The board consistently evaluated itself annually by studying the results from the board's self-evaluation and the superintendent/president's evaluation and implemented recommended improvements. Additionally, the board had 100 percent attendance at 92 percent of regularly scheduled meetings and 86 percent of special meetings. Less than two percent of votes culminated in 4-3 or 3-4 votes.

There were no instances of the board not acting as a whole after a decision had been made.

The board completed a 98-percent review and revision of all of the College's board policies and administrative procedures. The board thoroughly reviewed all institutional plans.

The board committed to ongoing training and self-evaluation to continually improve its effectiveness.

9.A.2. Summer 2012 to Summer 2013

The board continued to work together to effectively improve its decision-making processes in the best interest of the College. Trustees continued to work well with the superintendent/president and support his authority in administering policies and procedures. There were no instances of trustees confusing roles, micro-managing, or acting in any way that could undermine the authority of the superintendent/president.

Decisions were made in a timely and diligent manner. The board completed its self evaluation in June 2013 and implemented resulting recommended improvements. The board also completed the evaluation of the superintendent/president in June 2013. The board had 100 percent attendance at 64 percent of regularly scheduled meetings and 56 percent of special meetings. Overall, less than 5 percent of votes were 4-3 or 3-4 votes.

The board held 9 special meetings or retreats and periodic study sessions during regular monthly meetings between June 19, 2012 and July 16, 2013. Topics included: accreditation; board effectiveness, ethics and evaluation; superintendent/president's evaluation and goal setting; institutional planning (educational master, strategic, budget, facilities, technology, enrollment and distance education planning); and student success. While all board members were not able to attend all retreats and all regular meetings, attendance was consistently high with those in attendance being fully engaged.

There were no instances of the board not acting as a whole after a decision had been made.

The board completed its *entire* review and revision project for 100 percent of the College's board policies and administrative procedures. Additionally it thoroughly reviewed all institutional plans.

9.A.3. Future Plan

The board committed to continue its efforts with (a) ongoing training and self-evaluation to continually improve its effectiveness, (b) making decisions in a timely and diligent manner, (c) acting as a whole after a decision has been made, (d) keeping a high attendance rate, (e) supporting the superintendent/president's authority in administering board policies and procedures, and (f) if needed, developing and/or revising policies that support the quality, integrity, and effectiveness of student learning programs and services.

B. Evidence

See [evidence for Recommendation 9](#).

Response to Self-Study Report 2010 Planning Agendas

Standard II.A. Student Learning Programs and Services—Instructional Programs

(II.A.1.a, II.A.1.c, II.A.2.b, II.A.2.f, II.A.2.i, II.A.6)

Planning Agenda 1: (II.A.1.a)

Develop and offer ongoing training for faculty and staff in effective practices for assessing student achievement of SLOs.

Planning Agenda 1 Update:

Since it is important for faculty and staff to first gain training in the area of gathering and understanding the data associated with assessment of student achievement of SLOs, College of Marin provides training to faculty and staff in both the use of the automated course SLO result sheets and the College of Marin Data Dashboard System (Data Dashboard) (a user-friendly tool for extracting research data)—resulting in higher levels of confidence to effectively work with the data and inspiration to both learn more about assessment and engage in meaningful dialogue about effective practices. Curriculum Committee workshops on preparation of course outlines are held which include SLOs; and discipline faculty periodically meet with SLO facilitators to discuss preparation of matrices and their assessments and reporting of findings.

Status: Ongoing

- director of PRIE (Dashboard)
- SLO facilitators
- academic senate president

Evidence:

See [evidence for Planning Agenda 1](#).

Planning Agenda 2: (II.A.1.a)

Develop systematic assessments and regular reports of achievement of SLOs in all Five Pathways at the program-, degree-, certificate-, and college-level.

Planning Agenda 2 Update:

The process and cycle of assessment is outlined in the College of Marin 2012 Assessment Plan for College wide, General Education, Degree/Certificate, Course Level, Non-Instructional Student Learning Outcomes Assessment), tracked on the matrices, and reported in program reviews. The SLO tracking tool captures results from College wide SLOs, including: (a) problem solving/critical thinking; (b) written communication; (c) quantitative reasoning; (d) information literacy; and (e) visual communication. Reports of these five College wide SLOs are disseminated to faculty, department chairs, the Student Learning Outcomes Assessment Council (SLOAC), and deans. Reports are discussed at departmental meetings and faculty use a reporting tool to record the nature and content of the discussions and projected interventions based upon assessment results.

Each semester, faculty members and department chairs submit course SLO results for the five College wide SLOs to the Office of Planning, Research and Institutional Effectiveness (PRIE), which compiles and publishes the results into reports. The College wide SLO reports are regularly reviewed and assessed by SLOAC, which also reviews the specific department reports.

The Data Dashboard includes enrollment data, pass rates, drop-out rates and other data relevant to assessing program outcomes. This information is available to faculty and staff who are preparing program reviews for instructional programs and student services. This data is used to help determine program improvements and allocation of resources.

Student services support programs identified program-level SLOs; and developed two-year assessment plans, collected SLO data, generated and analyzed data results, and completed program-level assessment reports and mini program reviews required for resource allocation. This process repeats annually.

Status: Ongoing

- academic senate president (matrices)
- SLOAC (rubrics)
- SLO facilitators (assessments)
- director of PRIE (tracking tool)
- Student Services SLO facilitator

Evidence:

See [evidence for Planning Agenda 2](#).

Planning Agenda 3: (II.A.1.a)

Develop and implement a formal assessment of student achievement of all of the College Learning Outcomes by 2012.

Planning Agenda 3 Update:

The Assessment Plan outlines the manner in which PRAC and the Senate committees engage in dialogue and take actions resulting from assessment. Program reviews, SLO assessment reports, and the Data Dashboard provide tools for recording and sharing results. Data from these reporting tools helped to inform the Educational Planning Committee's analysis of institutional progress achieved on the College of Marin 2009-2019 Educational Master Plan (Educational Master Plan) and on the 2009-2012 Strategic Plan (Strategic Plan). It also informed the development of the specific action steps for the 2012-2015 Strategic Plan in the areas of enrollment management, the College's student success initiative and improvement of teaching and learning strategies.

Status: Completed

- academic senate president (matrices)
- SLOAC (rubrics)
- SLO facilitators (assessments)
- director of PRIE (tracking tool)
- Student Services SLO facilitator

Evidence:

See [evidence for Planning Agenda 3](#).

Planning Agenda 4: (II.A.1.a)

Continue to assist programs in developing and using assessment tools for both course-level and program-, degree-, and certificate-level SLOs to ensure that all programs use the results of their assessments to make improvements.

Planning Agenda 4 Update:

COM identified measurable SLOs for 100 percent of degrees, General Education (GE) courses and certificates. The College mapped these SLOs to the course-level and College wide SLOs using a matrix as an inventory and tracking tool. Of the 19 Associate in Arts (AA) degrees and 29 Associate in Science (AS) degrees, each has a matrix specific to that program.

Of the approximately 217 GE/degree courses offered each semester, 100 percent are assessed over three semesters using one or more of the College wide rubrics that align course, GE/degree and College wide SLOs. (One hundred percent of the approximately 182 Career Technical Education courses offered each semester are assessed over four semesters.)

The matrix identifies the courses in the program, the College wide SLOs that the courses address, the course level SLOs and the manner in which course level SLOs relate to degree and College wide SLOs. The matrix includes the timeframe for assessing degree/GE or certificate SLOs. We follow the Assessment Plan's three semester cycle for assessing all degree-level SLOs (four semesters for CTE).

Following the schedule, faculty track student performance on one or more of the College wide rubrics related to course and degree SLOs and report results using the Planning, Research and Institutional Effectiveness' (PRIE) tracking tool. Data, once entered by faculty, are submitted to PRIE, compiled and made available through the College website, via flex workshops, and department meetings. Discipline faculty meet to discuss the outcomes of these assessments and report findings in the program's program review. Evidence that the assessment was conducted is a part of the program review process.

Formal dialogue includes College wide and department-level discussions of SLO findings. PRIE, at the end of the academic year, compiles findings from the common tracking tool and prepares reports, which are made available to faculty on the College website. Departments periodically review SLO findings, discuss potential strategies for program improvement and respond to prompts on an SLO form. Informal discussions take place in PGS committees, senate and departmental meetings, and among cross-discipline faculty and staff who are working on specific strategies for improvement.

Student services areas conduct division- and program-level meetings to discuss SLO assessments and findings. Presentations are given to participatory governance system (PGS) committees.

Status: Ongoing

- director of PRIE (tracking tool)
- SLO facilitators (assessments)
- academic senate president/program review facilitator
- Student Services SLO facilitator

Evidence:

See [evidence for Planning Agenda 4](#).

Planning Agenda 5: (II.A.1.c)

Develop and implement a formal assessment of student achievement of all of the College Learning Outcomes by 2012.

Planning Agenda 5 Update:

Please see Planning Agenda 3 above and [Planning Agenda 3 evidence](#).

Planning Agenda 6: (II.A.1.c)

Continue to assist programs in developing and using assessment tools for both course-level and program-, degree-, and certificate-level SLOs to ensure that all programs use the results of their assessments to make improvements.

Planning Agenda 6 Update:

Please see Planning Agenda 4 above and [Planning Agenda 4 evidence](#).

Planning Agenda 7: (II.A.2.b)

Develop and implement a formal assessment of student achievement of all of the College Learning Outcomes by 2012.

Planning Agenda 7 Update:

Please see Planning Agenda 3 above and [Planning Agenda 3 evidence](#).

Planning Agenda 8: (II.A.2.b)

Continue to assist programs in developing and using assessment tools for both course-level and program-, degree-, and certificate-level SLOs to ensure that all programs use the results of their assessments to make improvements.

Planning Agenda 8 Update:

Please see Planning Agenda 4 above and [Planning Agenda 4 evidence](#).

Planning Agenda 9: (II.A.2.f)

Develop systematic assessments and regular reports of achievement of SLOs in all Five Pathways at the program-, degree-, certificate-, and college-level.

Planning Agenda 9 Update:

Please see Planning Agenda 2 above and [Planning Agenda 2 evidence](#).

Planning Agenda 10: (II.A.2.f)

Develop and implement a formal assessment of student achievement of all of the College Learning Outcomes by 2012.

Planning Agenda 10 Update:

Please see Planning Agenda 3 above and [Planning Agenda 3 evidence](#).

Planning Agenda 11: (II.A.2.f)

Continue to assist programs in developing and using assessment tools for both course-level and program-, degree-, and certificate-level SLOs to ensure that all programs use the results of their assessments to make improvements.

Planning Agenda 11 Update:

Please see Planning Agenda 4 above and [Planning Agenda 4 evidence](#).

Planning Agenda 12: (II.A.2.i)

Develop systematic assessments and regular reports of achievement of SLOs in all Five Pathways at the program-, degree-, certificate-, and college-level.

Planning Agenda 12 Update:

Please see Planning Agenda 2 above and [Planning Agenda 2 evidence](#).

Planning Agenda 13: (II.A.6)

Complete identification of SLOs for all courses offered at the College, and ensure that all syllabi reflect the approved course SLOs.

Planning Agenda 13 Update:

All credit and noncredit courses have measurable SLOs, as does the instructional area of the library. Course SLOs are posted on the College's website under "Course Information". Instructors post SLOs for their course in their syllabi which are given out to students and/or posted online on the course's Moodle web page.

(Planning Agenda 13 Update – Cont'd.)

Status: Completed

- curriculum chair
- academic senate president
- SLO facilitators
- Student Services SLO facilitator

Evidence:

See [evidence for Planning Agenda 13](#).

Planning Agenda 14: (II.A.6)

Provide staff and/or technological support to make it easy for faculty to electronically post syllabi for each section.

Planning Agenda 14 Update:

Since August 2011, 20 Moodle workshops for faculty were presented during Flex Week training, throughout the summer, and during the semesters. These workshops included a practical exercise in which faculty learned how to post their syllabus and other documents on their Moodle course pages.

In October 2012, the College hired a full-time instructional technologist/distance education (DE) to provide technological support to faculty, in addition to the hiring of a DE faculty coordinator. The “COM Distance Education (DE) Faculty Support Services” web page includes downloadable instructions for posting a syllabus and other documents on their Moodle course pages. The DE faculty coordinator and the instructional technologist will continue to provide face-to-face group and individual training. Handouts will continue to be updated. Multimedia instructions have been developed. Individual training appointments are available through MoodleHelp@marin.edu.

The College went beyond the expectation of this planning agenda. Training is scheduled and offered for all faculty and staff at the Kentfield and Indian Valley campuses, and online. Training is available for instructional tools, including supplemental online course components available in Moodle, administrative operations software including Office 2010 and the COM Data Dashboard System, and other operational technology including voicemail and email accounts. All training is scheduled on the College’s online Professional Development Calendar, announced to faculty through emails from the academic senate president, and publicized in the

(Planning Agenda 14 Update – Cont’d.)

superintendent/president’s newsletter, along with information and links for registration as appropriate.

Status: Ongoing

- director of PRIE/DE
- faculty DE coordinator
- instructional technologist
- Moodle Production Team

Evidence:

See [evidence for Planning Agenda 14](#).

Standard II.C. Student Learning Programs and Services—Library and Learning Support Services

(II.C.i.c)

Planning Agenda 15: (II.C.1.c)

Implement a plan for staffing and resourcing a new library at IVC, with adequate information resources to support programs on this campus.

Planning Agenda 15 Update:

One full-time librarian was hired in spring 2012 and two full-time librarians have been hired in spring 2013 to replace two recent retirees. The hires demonstrate the College's commitment to support library services for our students at both campuses. In addition, an instructional specialist was hired in spring 2013 to staff the Indian Valley Campus (IVC) library and provide critical support services to students.

The Planning and Resource Allocation Committee (PRAC) recommended increasing the library's annual budget by \$75,000 which is now institutionalized in the library's ongoing budget. (A portion of this increase is dedicated to building a viable collection at the IVC library to support students with a particular emphasis on the workforce development programs, which include court reporting, environmental landscaping, medical assisting, emergency medical technician, dental assisting, auto technology, auto collision repair technology, early childhood education, and multimedia studies.)

The College's participation in the MARINet consortium will expand access to information resources for students at the College as they will have access to the collections and databases at all Marin County public libraries and Dominican University.

Status: In Progress/Ongoing

- interim dean of Instruction/vice president of Student Learning
- FT librarians and Library staff
- IT staff

Evidence:

See [evidence for Planning Agenda 15](#).

Standard III.A. Resources—Human Resources

(III.A.1.b)

Planning Agenda 16: (III.A.1.b)

Develop a more comprehensive evaluation tracking system District wide.

Planning Agenda 16 Update:

Performance evaluations are tracked by the Office of Human Resources. The system currently used provides relevant information such as the employee name, the last date of evaluation completed, the date the next evaluation is due, and the individual responsible for completing the evaluation, as well as identifying any outstanding evaluations.

College of Marin assures the effectiveness of its human resources by evaluating all personnel systematically in compliance with *the California Education Code*, as well as collective bargaining contractual requirements for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their job scope.

Status: In Progress

- HR director and staff

Evidence

See [evidence for Planning Agenda 16](#).

Planning Agenda 17: (III.A.1.b)

Provide regular training opportunities for managers regarding the performance appraisal process.

Planning Agenda 17 Update:

In order to enhance the evaluation process of assessing and documenting the effectiveness of employee performance, the College contracted with School and Legal Services of California to conduct a three-hour workshop for COM managers and supervisors on May 7, 2013 entitled “Evaluations and Documentation of Employee Performance”. Similar workshops related to the performance appraisal process for managers will be conducted in a follow-up workshop during fall semester 2013-2014.

The performance appraisal training module will be integrated with the management and supervisory section of the Professional Development Plan.

Status: Ongoing

- HR director and staff

Evidence

See [evidence for Planning Agenda 17](#).

Planning Agenda 18: (III.A.1.b)

Provide administrative consequences for the responsible parties who do not adhere to the evaluation process and timelines.

Planning Agenda 18 Update:

The College ensures that actions taken by responsible parties following evaluations are formal, timely, and documented. The Office of Human Resources sends notices to the respective vice presidents (copying the superintendent/president) overseeing the responsible parties who do not adhere to the evaluation process and timelines, citing corrective action to be taken or consequence of inaction.

Status: Ongoing

- HR director and staff

Evidence

See [evidence for Planning Agenda 18](#).

Standard III.B. Resources—Physical Resources

(III.B.1, III.B.1.a, III.B.2.a)

Planning Agenda 19: (III.B.1, III.B.1.a)

The College will implement a recommendation made by PRAC in April of 2010 recommending analysis of long-term maintenance costs of building and equipment. The analysis would include but not be limited to the following:

- sustainability and energy efficiency of new systems, with associated cost savings earmarked for standard maintenance and replacement costs.

Planning Agenda 19 Update:

In order to effectively implement this recommendation, the College had to identify a tool capable of providing the data necessary to develop maintenance and operations analysis and plans. The conversation about the process and options for developing the maintenance and operations plan was started in fall 2012. The Science/Math/Nursing Building and the Learning Resource Center have been linked to the State's FUSION network, and available building and system information has been uploaded into an asset management system (the ONUMA System). This system helps the College to determine maintenance requirements, resources needed and cost of ownership.

Presentation of the system has been made to the College's superintendent/president and staff, the College Council, and the Facilities Planning Committee. Presentation and discussion with the College of Marin Board of Trustees occurred at their retreat on June 8, 2013.

A Request for Proposals has been issued to complete a full facility assessment and data population of building information into the ONUMA System at both campuses by March 2014 so that a fully-developed maintenance and operations plan can be created.

Status: In progress - to be completed by March 2014

- vice president of Finance and College Operations
- director of Facilities
- director of Modernization
- Facilities Planning Committee

Evidence:

See [evidence for Planning Agenda 19](#).

Planning Agenda 20: (III.B.1, III.B.1.a)

The College will implement a recommendation made by PRAC in April of 2010 recommending analysis of long-term maintenance costs of building and equipment. The analysis would include but not be limited to the following:

- Standard maintenance requirements as identified in all applicable equipment manuals associated with the project, and other associated resources required such as custodial and site requirements, impact on new skills requirements for staff, and eventual equipment replacement costs.

Planning Agenda 20 Update:

In order to effectively implement this recommendation, the College had to identify a tool capable of providing the data necessary to develop maintenance and operations analysis and plans. The ONUMA System will allow the College to identify standard maintenance requirements in all applicable equipment manuals associated with the project, and other associated resources required such as custodial and site requirements, impact on new skills requirements for staff, and eventual equipment replacement costs.

Presentation of the system has been made to the College's superintendent/president and staff, the College Council, and the Facilities Planning Committee. Presentation and discussion with the College of Marin Board of Trustees occurred at their retreat on June 8, 2013.

A Request for Proposals has been issued to complete a full facility assessment and data population of building information into the ONUMA System at both campuses by March 2014 so that a fully-developed maintenance and operations plan can be created.

Status: In progress - to be completed by March 2014

- vice president of Finance and College Operations
- director of Facilities
- director of Modernization
- Facilities Planning Committee

Evidence:

See [evidence for Planning Agenda 20](#).

Planning Agenda 21: (III.B.2.a)

The College will implement a recommendation made by PRAC in April of 2010 recommending analysis of long-term maintenance costs of building and equipment. The analysis would include

but not be limited to the following: sustainability and energy efficiency of new systems, with associated cost savings earmarked for standard maintenance and replacement costs.

Planning Agenda 21 Update:

Please see Planning Agenda 19 above and [Planning Agenda 19 evidence](#).

Planning Agenda 22: (III.B.2.a)

The College will implement a recommendation made by PRAC in April of 2010 recommending analysis of long-term maintenance costs of building and equipment. The analysis would include but not be limited to the following: Standard maintenance requirements as identified in all applicable equipment manuals associated with the project, and other associated resources required such as custodial and site requirements, impact on new skills requirements for staff, and eventual equipment replacement costs.

Planning Agenda 22 Update:

Please see Planning Agenda 20 above and [Planning Agenda 20 evidence](#).

Standard IV.B. Leadership and Governance—Board and Administrative Organization

(IV.B.1.a, IV.B.1.f, IV.B.2.b.(2))

Planning Agenda 23: (IV.B.1.a)

Board leadership continues to hold board retreats to achieve board consensus.

Planning Agenda 23 Update:

The College of Marin Board of Trustees had 14 special meetings or retreats, in addition to regular monthly meetings. Regular meetings also included periodic study sessions on a variety of topics. Topics included: accreditation; board effectiveness, ethics and evaluation; the superintendent/president's evaluation and goal setting; institutional planning (educational master, strategic, budget, facilities, technology, enrollment and distance education planning); and student success. These additional meetings facilitated greater consensus in decision-making.

While all board members were not able to attend all retreats and all regular meetings, attendance was consistently high with those in attendance being fully engaged.

Status: Ongoing

- board president
- board of trustees
- superintendent/president

Evidence:

See [evidence for Planning Agenda 23](#).

Planning Agenda 24: (IV.B.1.f)

Continue to hold retreats and study sessions and encourage all board members to attend.

Planning Agenda 24 Update:

Please see Planning Agenda 23 above and [Planning Agenda 23 evidence](#).

Planning Agenda 25: (IV.B.1.f)

Investigate board development and training opportunities.

Planning Agenda 25 Update:

Board development and training opportunities are posted each year on the College of Marin Board of Trustees Governance Calendar. For 2012-2013, five opportunities for board development and training were identified including the “Effective Trustees Workshop” sponsored by the Community College League of California, the “New Trustee Academy” sponsored by the Association of Community College Trustees, the “Annual Conference of the American Association of Community Colleges”, the “Annual Trustees Conference” sponsored by the Community College League of California, and the “Annual Conference of the Community College League of California”. While not all board members attend all conferences, those who do attend report back to the others and share resources gained through conference participation.

Status: Ongoing

- board president
- board of trustees
- superintendent/president

Evidence:

See [evidence for Planning Agenda 25](#).

Planning Agenda 26: (IV.B.2.b.(2))

Ensure adequate staffing for the research and planning functions at the college.

Planning Agenda 26 Update:

The College of Marin (COM) implemented three strategies to ensure adequate staffing for its research and planning functions:

1. **Hired the director** of the Office of Planning, Research, and Institutional Effectiveness

In April 2010, the College hired the director of Planning, Research, and Institutional Effectiveness (PRIE). Since then, the Office of PRIE has achieved many accomplishments. (Also see details in Follow-Up Report 2011, Recommendation 4 and Midterm Report 2013, Recommendation 4).

2. **Automated various research reports** to increase the efficiency of research and planning functions

Based upon Objective 2.1 of the Strategic Plan 2009-2012 which states:

Develop a tool to systematically track student retention and success by section, course, program, pathway, and student demographics

the College developed an automated research system/tool, the COM Data Dashboard System (Data Dashboard). The Data Dashboard was completed in spring 2011 and fully implemented in fall 2011. All College faculty and staff have access to this system and are able to extract student achievement data (retention, success, degrees awarded, cohort groups, and more) as well as student enrollment data.

The training for use of the Data Dashboard is ongoing. In fall 2012, the program review instructions strongly encouraged the use of the information from the Data Dashboard for instructional and student services program reviews. The development of the Data Dashboard increased the efficiency of some of the research requests and demands.

This technology and associated training increases the efficiency of the research and planning function. As a result, the Office of PRIE spends more time on higher-level research requests and less time on basic requests.

3. **Reclassified the information technician to research analyst** in spring 2013 in order to satisfy high level research demands

The College recognized the demand for higher level research requests and reclassified PRIE's staff position of *information technician* to *research analyst* in 2013. By expanding the scope of the position, the research analyst can provide the support needed for higher level research demands and requests in order to satisfy the College's research needs.

Status: Completed and then in progress again to replace Dr. Hsieh, former director of PRIE

- Research analyst

Evidence:

See [evidence for Planning Agenda 26](#).

Appendix

Recommendations

- Recommendation 1
- Recommendation 2
- Recommendation 3
- Recommendation 4
- Recommendation 5
- Recommendation 6
- Recommendation 7
- Recommendation 8
- Recommendation 9

Planning Agendas

Standard II.A

- Planning Agenda 1
- Planning Agenda 2
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- Planning Agenda 4-12
- Planning Agenda 13
- Planning Agenda 14

Standard II.C

- Planning Agenda 15
- Planning Agenda 16
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Standard III.B

- Planning Agenda 19
- Planning Agenda 20-22

Standard IV.B

- Planning Agendas 23-24
- Planning Agenda 25
- Planning Agenda 26

ABOUT THE COLLEGE

College of Marin is one of 112 public community colleges in California and is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. Approximately 10,000 credit and noncredit students enroll annually. Classes also are offered during the summer.

EQUAL OPPORTUNITY STATEMENT

The Marin Community College District is committed by policy not to discriminate on the basis of, or the perception of, race, ethnic group identification, ancestry, color, religion, age, gender, national origin, sexual orientation, disability (mental or physical), marital status, medical condition (cancer, genetic characteristics, or pregnancy), and status as a veteran, in any of its educational and employment programs and activities, its policies, practices and procedures. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Executive Director of Human Resources
835 College Avenue, Kentfield, CA, 94904
415.485.9375

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COLLEGE OF

MARIN

Kentfield Campus
835 College Avenue
Kentfield, CA 94904

Indian Valley Campus
1800 Ignacio Blvd.
Novato, CA 94949

www.marin.edu