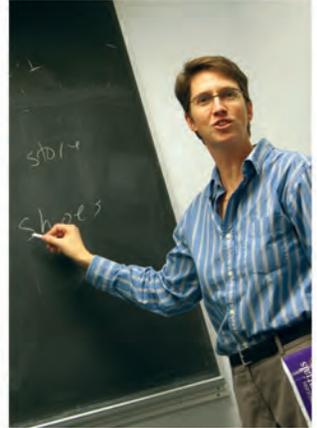


INSTITUTIONAL SELF STUDY REPORT

*in Support of Reaffirmation
of Accreditation*

2010





Institutional Self Study Report

in Support of Reaffirmation of Accreditation

Submitted by:

College of Marin
835 College Avenue
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to

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

August 2010

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Certification of the Institutional Self Study Report

June 22, 2010

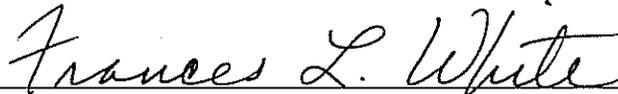
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: College of Marin
835 College Avenue
Kentfield, CA 94904

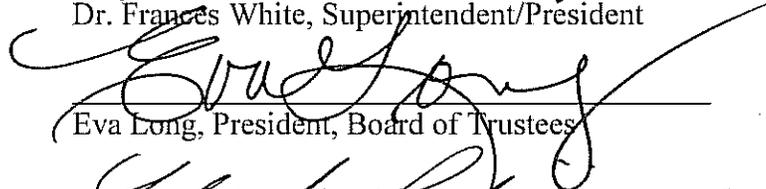
This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

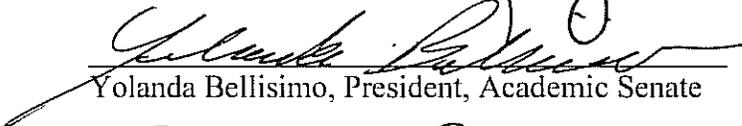
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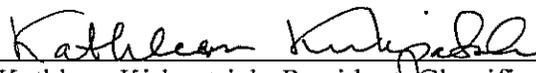
Dr. Frances White, Superintendent/President



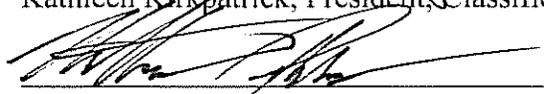
Eva Long, President, Board of Trustees



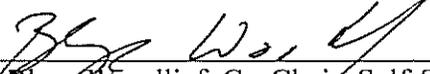
Yolanda Bellisimo, President, Academic Senate



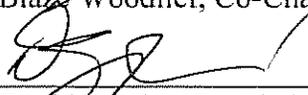
Kathleen Kirkpatrick, President, Classified Senate



Nathaniel Parker, President, Student Senate



Dr. Blaze Woodlief, Co-Chair, Self-Study



Dr. David Snyder, Co-Chair, Self-Study

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Table of Contents

Introduction	9
Brief History	11
Demographic Information	13
Student Achievement Data	21
Progress on Self-Identified Planning Agenda 2003-04	25
External Independent Audit	41
<hr/>	
Integrated Planning and Program Review	45
<hr/>	
Student Learning Outcomes	53
<hr/>	
Abstract of Self Study Report	63
<hr/>	
Organization for the Self Study	71
<hr/>	
Organization of the Institution	81
<hr/>	
Certification of Continued Compliance with Eligibility Requirements	87
<hr/>	
Response to 2004 Evaluation Team’s Recommendations	95
<hr/>	

Standard I: Institutional Mission and Effectiveness	103
A. Mission	103
<i>Endnotes and Evidence</i>	110
B. Improving Institutional Effectiveness	113
<i>Endnotes and Evidence</i>	128
<hr/>	
Standard II: Student Learning Programs and Services	133
A. Instructional Programs	133
<i>Endnotes and Evidence</i>	172
B. Student Support Services	179
<i>Endnotes and Evidence</i>	201
C. Library and Learning Support Services	207
<i>Endnotes and Evidence</i>	224
<hr/>	
Standard III: Resources	229
A. Human Resources	229
<i>Endnotes and Evidence</i>	254
B. Physical Resources	259
<i>Endnotes and Evidence</i>	275
C. Technology Resources	279
<i>Endnotes and Evidence</i>	292
D. Financial Resources	295
<i>Endnotes and Evidence</i>	309
<hr/>	
Standard IV: Leadership and Governance	317
A. Decision-Making Roles and Processes	317
<i>Endnotes and Evidence</i>	329
B. Board and Administrative Organization	333
<i>Endnotes and Evidence</i>	350
<hr/>	
Summary of Self Study Planning Agendas	355
<hr/>	
Glossary	361

Dream · Learn · Achieve

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Introduction

Brief History

Demographic Information

Student Achievement Data

Progress on Self-Identified Planning Agenda 2003-04

External Independent Audit



Kentfield Campus

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Brief History

Funded by a bond issue that passed by a two to one margin, “Marin Union Junior College” was opened in August of 1926, with an enrollment of 87 students. The first student to graduate did so in 1927, thanks in part to credits from Stanford. The founding campus was the thirteen-acre Butler estate in Kentfield, with the Butler home housing the classes and the Butler barn housing the men’s gymnasium. Shortly thereafter the campus was expanded through the purchase of Tamalpais Center, a recreational facility that was converted to house a women’s gymnasium and other programs. Between 1926 and 1931, the number of faculty had almost tripled (from six to thirteen); in that same period the student body grew from 87 full-time students to 452 full-time and 200 part-time students.

The end of World War II in 1945 triggered a long period of growth. Returning veterans supported by the G.I. bill brought enrollment from a low of 121 full-time students in 1943 to over 1,000 by the late 1940s. At the request of the student body, the college was renamed College of Marin in 1948, a change that reflected both a new student body as well the evolving mission of the college. Enrollment growth continued in the 1950s and 1960s, with new waves of veterans returning to school after the Korean conflict and the Viet Nam War. In 1972 enrollment increased 16 percent over the previous year, and for the first time in the college’s history over half of the students were over 21. The college not only needed to accommodate more students but also more curriculum, particularly



Brief History

offerings in vocational programs and math and science courses that addressed the national call for enhanced science and technical education prompted by Sputnik and the ensuing space race. Over the decades the campus in Kentfield grew to its current size of 77.8 acres, and by 1977 was built out to fourteen permanent facilities. But no additional permanent facilities were added or significantly remodeled until the modernization program now underway.

As the population in the county grew, there also grew interest in a strong college presence in the northern Marin. In January of 1962, the Novato Unified School District approved annexation to the college district, and five months later the voters approved ten-year overrides to finance modernization of the Kentfield campus, construction of a new campus in northern Marin County, and funds to cover increased operational costs. Indian Valley College (IVC) opened in surplus military barracks at Hamilton Field in 1971, and moved into its new permanent campus, the former Pacheco Ranch, in 1975. Marin was a multi-college district.

Almost ten years of planning went into the design of IVC. There was a focus on environmental design, as well as more “personalized” education. Twenty-two buildings housed a series of small “cluster colleges” on a beautiful 333-acre wooded site. Great emphasis was placed on close student-faculty contact and a distinctive curriculum. However, the creation of IVC was based in large part on optimistic assumptions about population growth in Marin County. That growth did not occur. On March 12, 1985, the Board of Trustees consolidated the two colleges—College of Marin and Indian Valley Colleges—into one college—Marin Community College. On April 11, 1989, the name for the consolidated two campus college was changed from Marin Community College to College of Marin and the

campuses renamed Indian Valley Campus (IVC) and Kentfield Campus. The district has debated various plans to make more effective use of its north county facility.

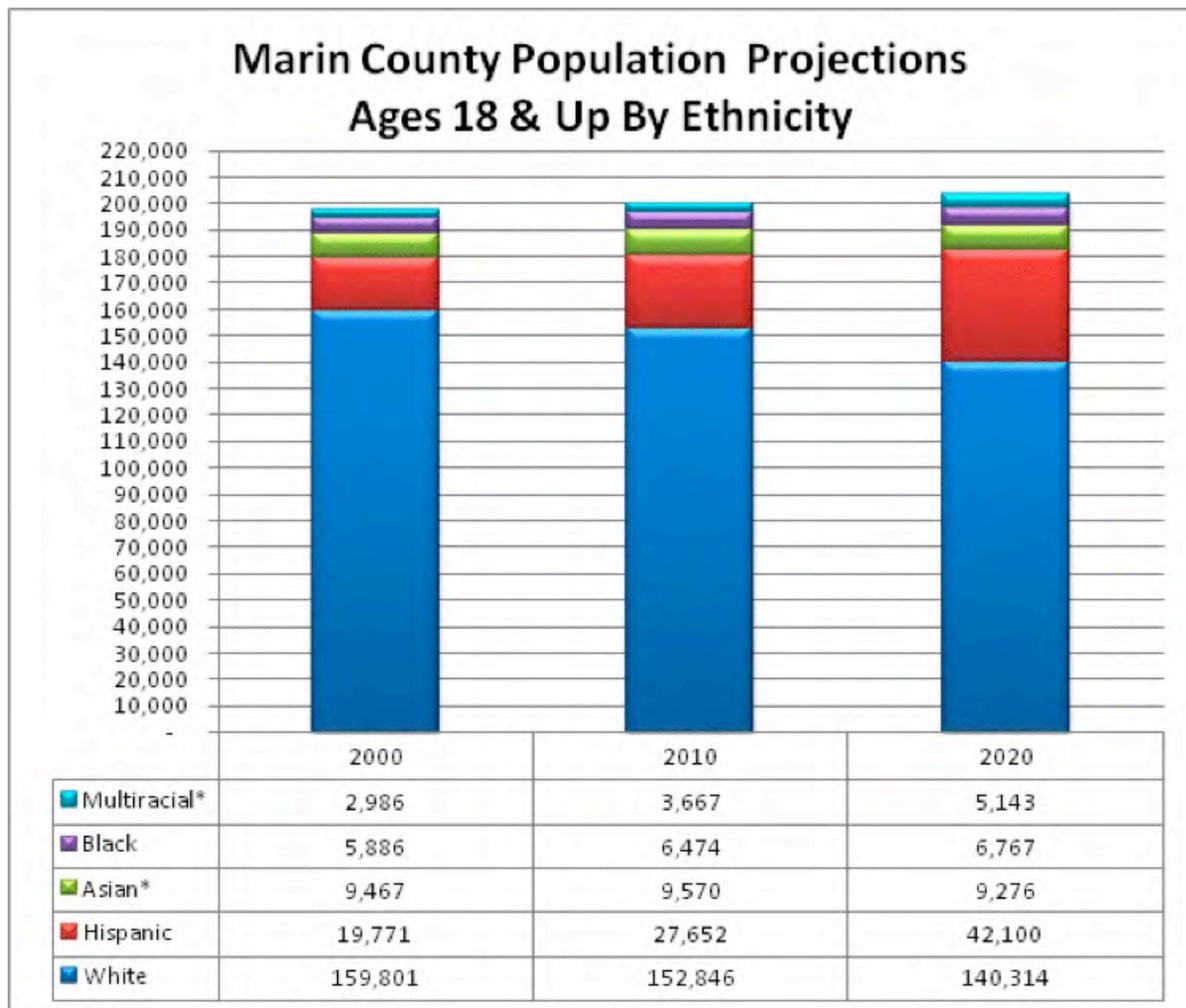
Notwithstanding generally flat enrollments in recent years, College of Marin enjoys great local loyalty and support. This was dramatically demonstrated in the November 2004 election, in which voters came out in significant numbers to support Measure C in the November 2004 election. The \$249.5 million bond passed with more than 60 percent of the vote. Among the major projects being built in the bond modernization plan are the following:

- Complete renovation of the Irwin P. Diamond Physical Education Center (Kentfield)
- Renovation and transformation of the Transportation Technology Complex (Indian Valley)
- Construction of the new Main Building Complex (Indian Valley)
- Construction of the new Fine Arts Building (Kentfield)
- Construction of the new Science, Math, and Central Plant Building (Kentfield)
- Renovation of the current Arts Building into a new Performing Arts Building (Kentfield)
- Construction of a new Academic Center, replacing several older buildings (Kentfield)
- Several infrastructure projects

In 2009-10, College of Marin experienced dramatic enrollment growth and received numerous awards and much recognition for the development of new academic programs and its use of green technology in its modernization program.

Demographic Information

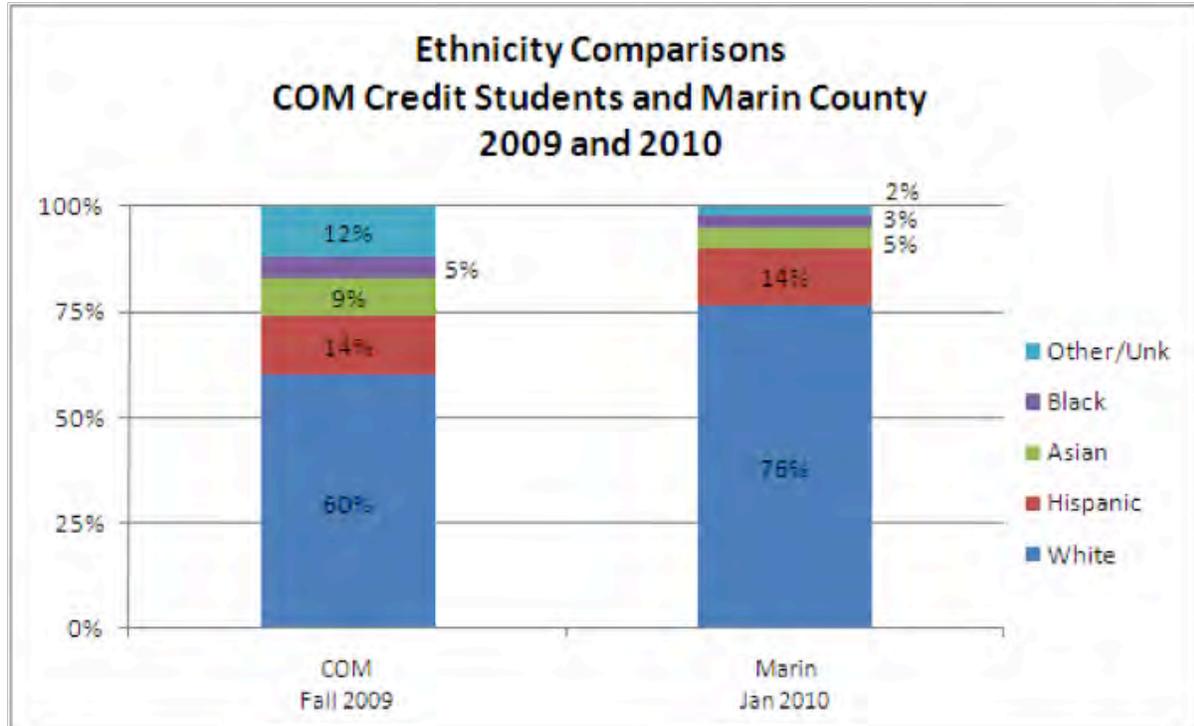
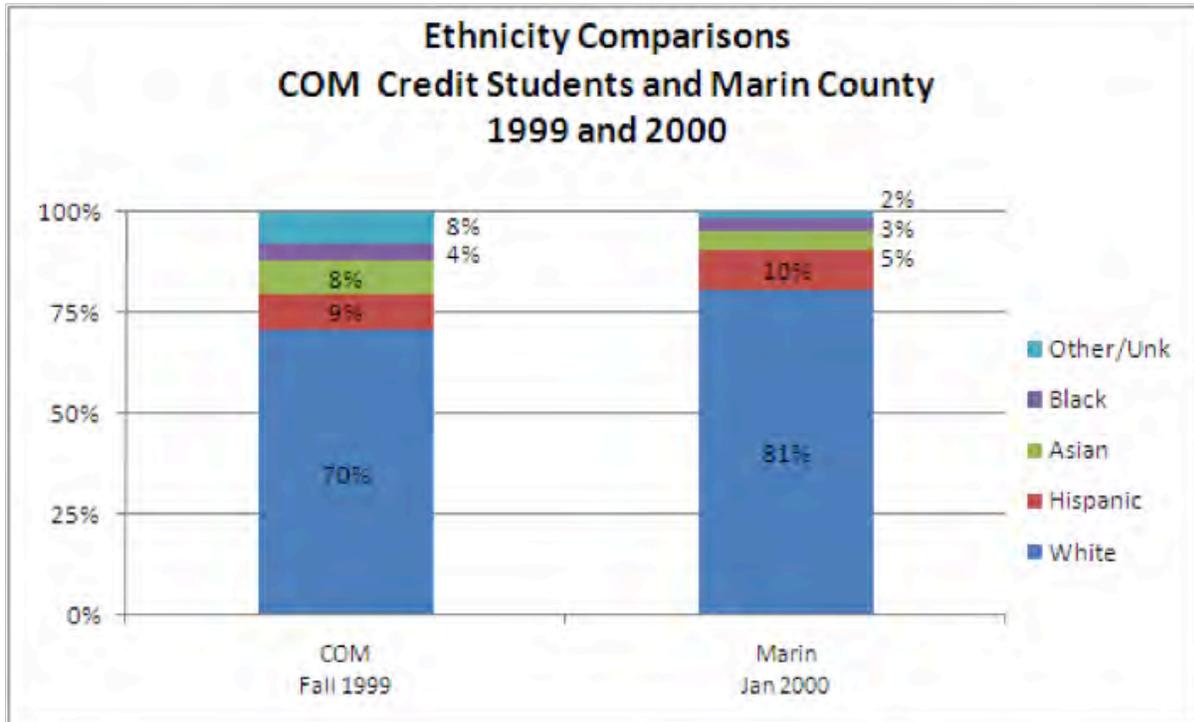
Marin County has become more diverse in ethnicity over the past decade. Whites continue to be in the majority, but the Hispanic population continues to grow. The Hispanic group is projected to grow by 14,448 (52 percent) between 2010 and 2020.



Source: State of California, Department of Finance, July 2007. (www.dof.ca.gov)

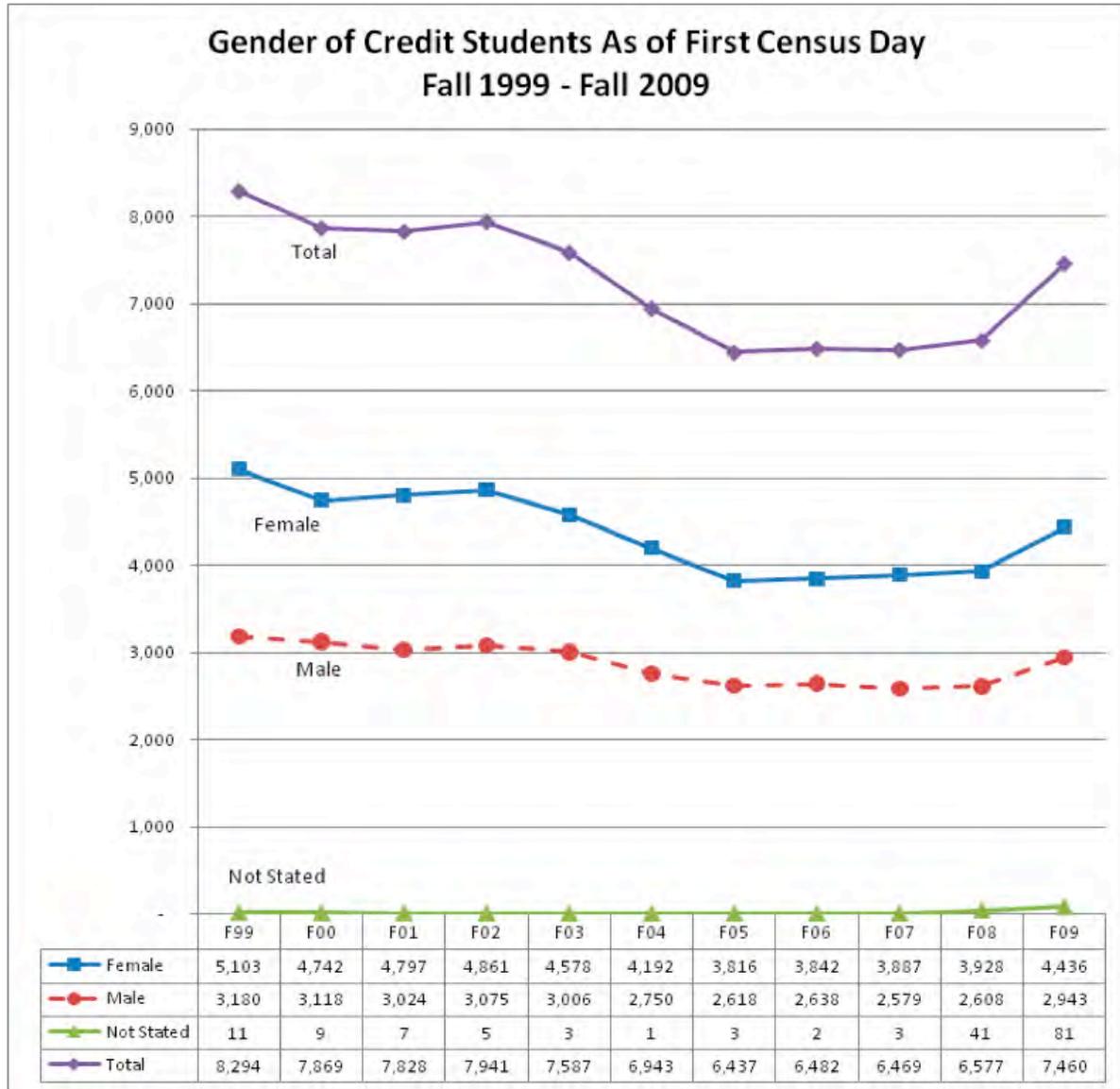
Demographic Information

College of Marin was more diverse than Marin County ten years ago, and the difference in diversity is even greater now.



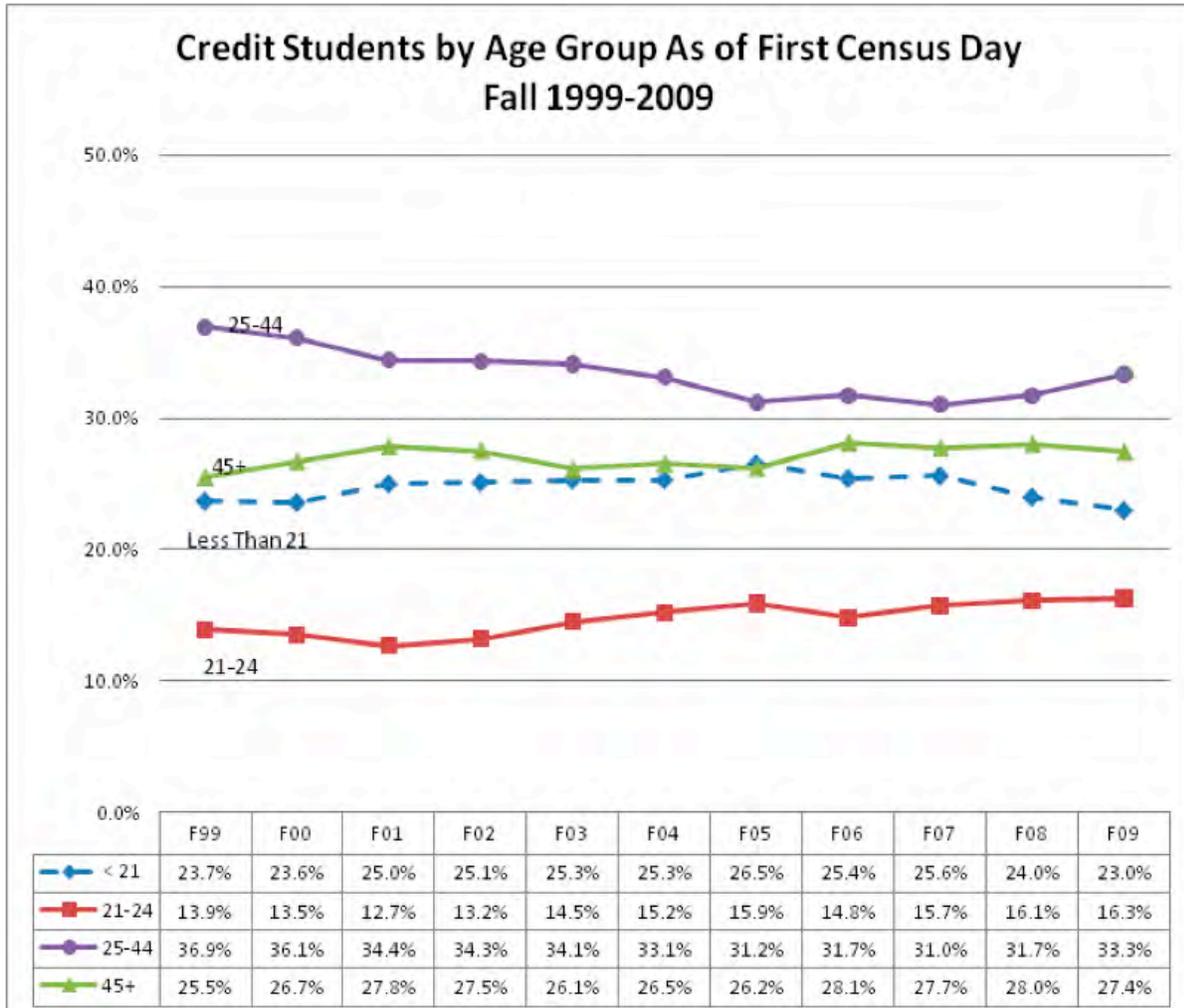
*Marin County ethnic groups include only people 18 and older. COM ethnic groups include all credit students.
Source of Marin County Data: State of California, Department of Finance, July 2007. (www.dof.ca.gov)*

College of Marin has had an upward trend in terms of credit student enrollment for the past three years. Female students represent approximately 60 percent of the credit student population and males represent approximately 40 percent of the credit student population.

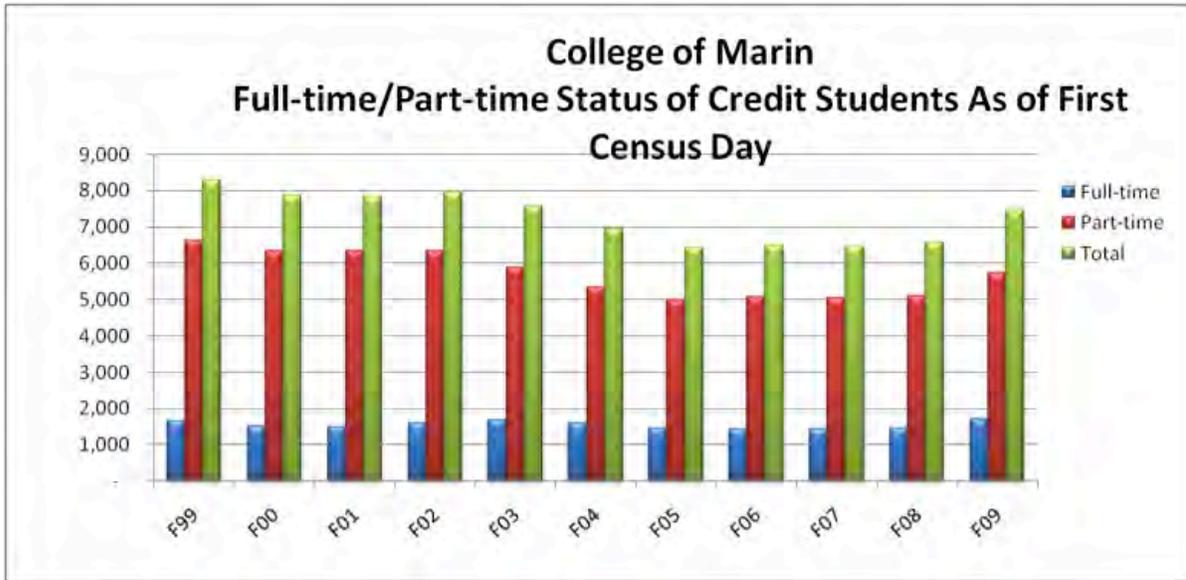


Demographic Information

Approximately 60 percent of College of Marin credit students are 25 years of age or older. Over the past three years there has been a steady increase in the percentage of credit students who are 21 to 24 and 25 to 44.



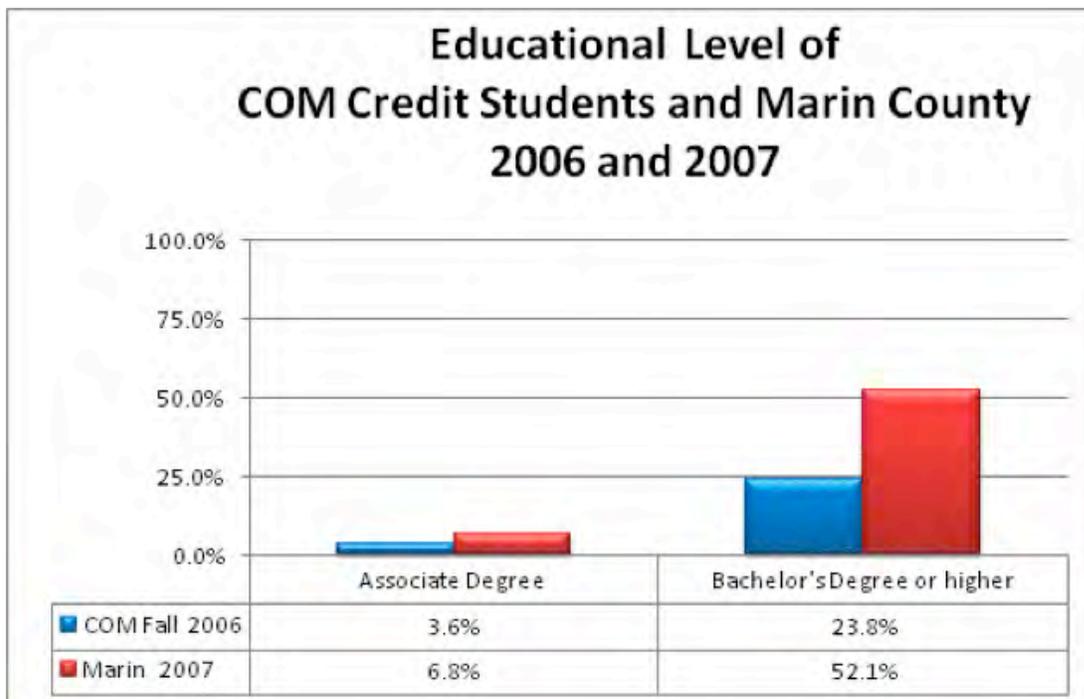
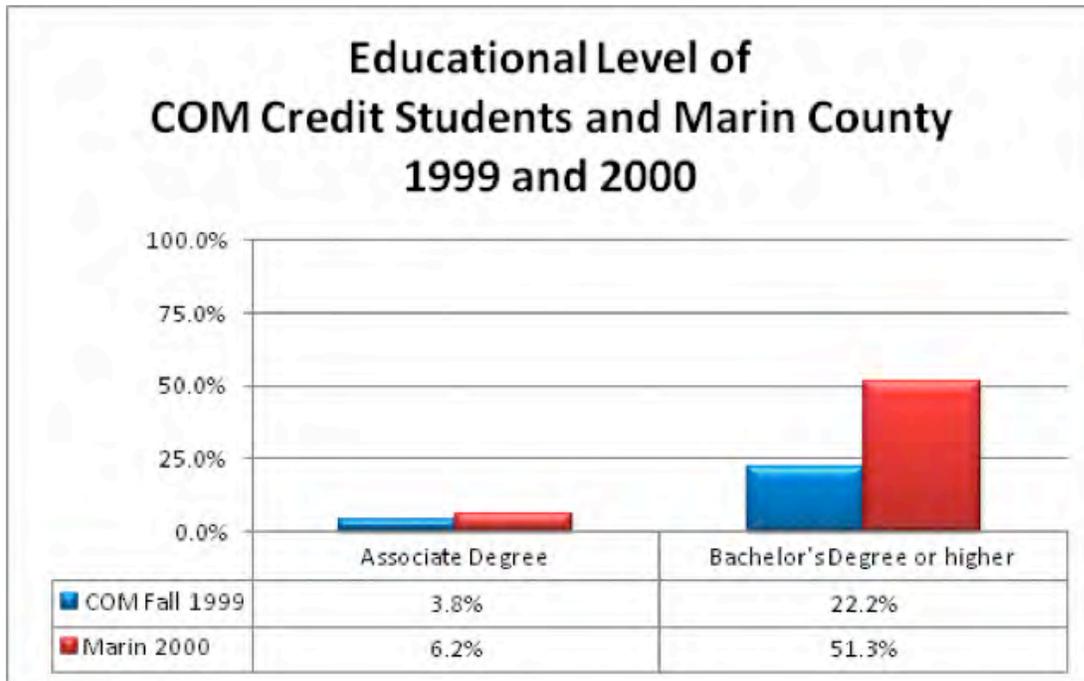
For at least the last ten years, over 75 percent of College of Marin’s credit students enroll on a part-time basis.



A full-time student is defined as taking 12 or more units.

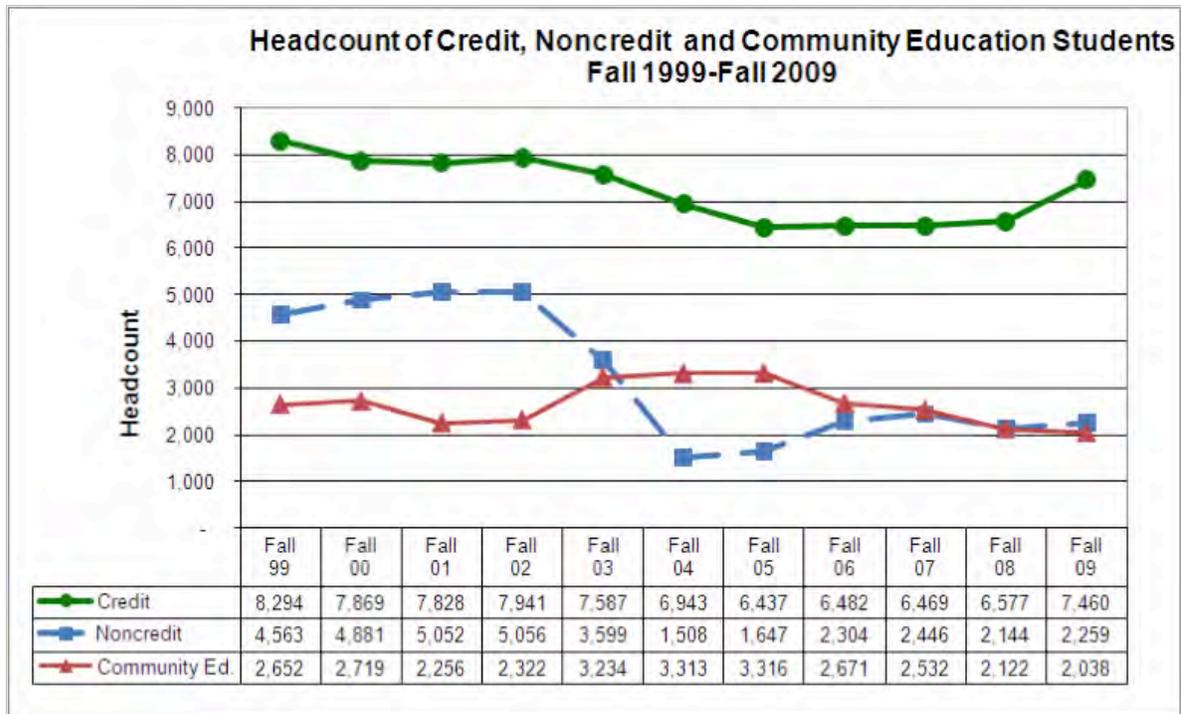
Demographic Information

Marin County is a well-educated community with more than half of the population having at least a bachelor's degree. Over a fifth of College of Marin's credits students possess the bachelor's degree, and over a fourth have an associate degree or higher.



*Marin County groups include only people age 25 and older. COM groups includes all credit students.
Source of Marin County Data: Marin Profile, November 2009.*

College of Marin’s credit student headcount increased for the past three years while the noncredit and community education programs served over 2,000 students each. Noncredit classes offered in senior centers were eliminated in fall 2004.



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Student Achievement Data

College of Marin longitudinal student achievement data includes information on course completion, number of transfers, number of degrees and certificates awarded (student program completion), scores on licensure exams, persistence rates, retention rates, basic skills completion, and success after transfer. Please see the following tables for details.

Table 1: Course Completion-Retention and Success Rate

College of Marin's Retention Rate ranged from 86.3 percent to 90.5 percent, and Success Rate ranged from 71.7 percent to 75.5 percent from fall 2004 to spring 2009.

Term	College of Marin		State	
	Retention Rate	Success Rate	Retention Rate	Success Rate
Fall 2004	87.1%	72.5%	83.5%	67.4%
Fall 2005	87.2%	71.7%	83.2%	66.4%
Fall 2006	87.7%	72.5%	83.5%	66.7%
Fall 2007	86.3%	71.7%	82.8%	66.0%
Fall 2008	90.5%	75.5%	83.5%	66.6%
Spring 2005	87.4%	72.7%	83.0%	67.3%
Spring 2006	88.2%	74.1%	83.1%	66.9%
Spring 2007	87.8%	73.1%	83.3%	67.4%
Spring 2008	88.4%	73.3%	82.9%	66.8%
Spring 2009	89.6%	75.1%	83.7%	66.9%

Success Rate:

The percentage of students who received a passing grade of A, B, C, CR or Pass at the end of the semester. (Grades of A, B, C, CR, P are divided by A, B, C, CR, P, D, F, FW, NC, NP, and W.)

Retention Rate:

The percentage of students retained in a class at the end of the semester.

(Grades of A, B, C, CR, P, D, F, FW, NC, NP, I are divided by A, B, C, CR, P, D, F, FW, NC, NP, W, and I.

In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.)

Student Achievement Data

Table 2: Number of Transfers

Since 1995-96, over 100 students each year who at some point attended College of Marin transferred to either an out-of-state institution (OOS) or an in-state private institution (ISP).

Volume of Transfer* (at least 12 units at CCC) by Segment for College of Marin																	
Segment	Year of Transfer																Total
	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
CSU	151	138	199	199	252	195	202	168	195	175	203	193	181	179	159	150	2,939
UC	15	244	155	123	128	107	130	118	158	123	130	143	113	96	96	84	1,963
Out of State Institutions (OOS)	3	25	72	87	65	60	74	67	86	87	82	77	89	82	78	100	1,134
In-State Private (ISP)		58	29	72	103	62	94	182	122	99	112	105	87	91	85	83	1,384
Total	169	465	455	481	548	424	500	535	561	484	527	518	470	448	418	417	7,420

*Student enrolled in the system at any point after 1996-97.
Source: Chancellor's Office

Table 3: Number of Degrees and Certificates Awarded (Student Program Completion and Graduation Rates)

The number of degrees and certificates awarded has ranged from 290 to 378 during the period from 2004-05 to 2008-09.

Number of College of Marin Degrees and Certificates Awarded			
Year	AA/AS	Certificates	Total
2004-05	320	58	378
2005-06	262	59	321
2006-07	283	45	328
2007-08	276	45	321
2008-09	249	41	290

Source: College of Marin internal records

Table 4: Job Placement

The number of placements through the College of Marin Job Placement Office increased from 310 placements in 2006-07 to 409 placements in 2008-09.

College of Marin Students Who Obtained A Job Through the Job Placement Office	
2006-07	310
2007-08	299
2008-09	409

Source: College of Marin Job Placement Office

Table 5: Scores on Licensure Exams

The pass rates on the National Council Licensure Examination-Registered Nursing (NCLEX-RN) exam ranged from 80.00 percent to 95.45 percent during the period from 2004-05 to 2008-09.

NCLEX (Registered Nursing) Pass Rates - College of Marin		
	# Taken	% Pass
2004-05	40	80.00%
2005-06	50	90.00%
2006-07	36	80.56%
2007-08	22	81.82%
2008-09	44	95.45%

Source: Board of Registered Nursing (<http://www.rn.ca.gov>)

Table 6: Persistence Rate

A higher percentage of students persisted from fall 2008 to spring 2009 compared to previous years.

Persistence Rate			
Semester	Fall Total	Spring Total	Persistence Rate
F03 - S04	7747	4744	61%
F04 - S05	7040	4253	60%
F05 - S06	6541	3995	61%
F06 - S07	6618	3985	60%
F07 - S08	6587	4025	61%
F08 - S09	6449	4159	64%

Definition of Persistence Rate:

Percent of students enrolled in the next term out of students enrolled in the first term

Students must have at least one grade of A, B, C, CR, P, D, F, FW, NC, NP, W or I to be included.

IP and RD grades are excluded.

Table 7: Basic Skills Completion

According to the Accountability Reporting for the California Community Colleges (ARCC) 2010 report, the Annual Successful Course Completion Rate for Basic Skills Courses has increased from 61.6 percent in 2006-07 to 71.2 percent in 2008-09.

ARCC 2010 Report			
Indicator	2006-07	2007-08	2008-09
Annual Successful Course Completion Rate for Basic Skills Courses	61.6%	61.7%	71.2%

Source: Chancellor's Office, ARCC 2010 Report: College Level Indicators, March 2010. (<http://www.cccco.edu>)

Table 8: Success after Transfer

College of Marin students continue to do well when they transfer to CSU. Their average CSU GPA is higher than their average pre-admissions GPA.

California Community College Transfers				
	Pre-Admissions GPA		CSU GPA of Students Who Continued from Fall to Fall Term	
	COM	Systemwide	COM	Systemwide
2003-04	3.08	2.91	3.17	2.93
2004-05	3.15	2.91	3.23	2.94
2005-06	3.17	2.91	3.26	2.92
2006-07	3.14	2.91	3.21	2.92
2007-08	3.07	2.99	3.17	2.93
2008-09	3.17	3.03		

Source: CSU Analytic Studies Web site (<http://www.calstate.edu/AS/>)

Progress on Self-Identified Planning Agenda 2003-04

Standard I

1. *The College's mission statement needs to be revised, incorporating the ideal of providing excellence to approved functions of California Community Colleges as well as serving the educational needs of Marin County. The Board must have a process for reviewing the mission statement that includes broad-based input from the College community. The review and development of this process must be a Board priority. The mission statement should be published in all of the College's major publications and incorporated linking in all planning activities and processes.*
-



Completed

The mission statement has been reviewed every spring since 2005. The Board of Trustees has created and implemented a process for reviewing the mission statement, using the College Council as a vehicle to involve the broader community. The integrated planning process developed in 2008-09 and implemented in 2009-10 formally links the mission, the *Educational Master Plan (EMP)*, the college's strategic plans, and the academic, student services, and administrative support program review processes. The mission statement is published in the college catalog and other major college publications. (<http://www.marin.edu/com/about.htm>).

2. *The College must commit to combining the planning and budgeting processes. These processes must be transparent, inclusive, and accessible to the College community.*
-

Ongoing

The work of the college in the development of integrated planning, including program review, is documented in its reports to the accrediting commission in 2005, 2006, 2007, and 2008. In March of 2009, the college was able to report the successful completion of a new *Educational Master Plan (EMP)*; the completion of the *Strategic Plan 2009-2012*, the first of three such plans to be linked directly to the *EMP*; and the creation of the *Integrated Planning Manual*, describing how institutional planning works, how it should be assessed, and how it should be linked to resource allocation. In the fall of 2007, the Institutional Planning Committee (IPC) began refining the instructional program review process, developing a program review handbook based on the experiences of the pilot review participants, and creating templates and processes that connected program review results to budget planning and to the various committees that recommend resource allocations.

As the instructional program review project continued to expand, more and more thought was

given to the idea of combining the Institutional Planning Committee and the Budget Committee. The integrated planning process developed in 2007-08 made the connection between planning and resource allocation more explicit than ever before. Consequently, in the fall of 2009, IPC and the Budget Committee were merged into the Planning and Resource Allocation Committee (PRAC). As proclaimed in the first sentence of its charge, PRAC provides oversight and makes recommendations for institutional planning and resource allocation, linking program reviews and strategic planning to the resources needed to accomplish college goals.

The planning-budget linkage is further reinforced in the new *Integrated Planning Manual*, which among other things sets forth a timeline and process for allocating funds in support of strategic planning objectives. The college is now implementing the new planning process, and it is clearly more transparent, inclusive, and accessible to the various college constituencies than previous planning schemes.



3. *The College must also commit to creating an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*
-

Completed

The consideration of student learning improvement is an underlying theme for instructional program review, which was implemented in three phases between December of 2007 and May of 2008. While the first two phases included selected instructional programs, the third phase included all instructional programs.

A program review process for student services programs was initiated in the fall of 2007 and is now fully operational. With the implementation of a program review process for administrative support units in fall of 2009, every unit in the college now undergoes a review process that includes planning, assessment, and linkage to the current strategic plan, the *Educational Master Plan*, and the institutional resource allocation processes.

The college's commitment to ongoing, collegial, self-reflective dialogue is also explicit in the integrated planning process, which requires periodic assessment of progress made on key planning components and assessment of the planning process itself. All of this is explained in the *Integrated Planning Manual 2009*.



Standard II A

1. *The creation of a system for assessing student learning outcomes on a campus-wide basis has to begin at the Board level, involve administration and faculty, and be carried out through all disciplines and programs. This process should begin with the creation of uniform, campus-wide expectations, beginning with campus-wide learning goals. A system for gathering data about the learning goals and interpreting that data must also be created and implemented.*
-

Completed

Since the last self study, with strong leadership from the Academic Senate, the college has completed the following activities in support of this planning initiative:

- Developed and implemented a process to support all instructional programs to develop program and course-level Student Learning Outcomes (SLOs) (2005-08)
 - Institutionalized release time for faculty SLO coordinators (increasing from one to two coordinators in 2008-09)
 - Integrated assessment of SLOs in the annual program review process
 - Supported student services programs to develop and assess SLOs
 - Required that all new and revised courses include SLOs on the official course outline, and that all syllabi include these SLOs
 - Provided multiple workshops to train faculty and staff in the development, importance of, and use of SLOs at the program, course, and college level
- Developed and implemented a collegewide wiki for faculty to update and interact online as they develop and assess their SLOs for specific programs; it houses everything that has been written in each discipline on SLOs
 - Developed and adopted General Education/ College Learning Outcomes
 - Developed a plan for assessing the first three General Education/College Learning Outcomes in 2010-11
 - Initiated a process for developing measurable degree- and certificate-level SLOs in 2010-11

The instructional program review template was revised in the summer of 2009 and includes questions on degree and certificate SLOs, General Education SLOs and course-level SLOs in relation to the five College Learning Outcomes. There is discussion presently at the chair and dean level as to how to best approach SLO assessments and the reporting of results. For now, summary results of assessments will be entered annually into the program reviews and will be used as part of the data that justifies budget requests.

-
2. *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.*
-

Ongoing

The College Success Council was incorporated into the Basic Skills Initiative, which conducted an analysis of retention and success rates for different races and ethnicities, with a focus on success in Basic Skills coursework. In addition, a Student Access and Success Committee was created and given the responsibility for the researching and implementing the Student Equity Plan to address any inequalities for these

populations' success rates at the college. In addition, in the fall of 2008 the college began the Puente Program to enhance the success of Latino transfer students, and in the fall of 2009 conducted a feasibility study for an Umoja Program to enhance the success of African American students, which will be implemented in fall 2011.



3. *In order to make sure students understand grading policies and course expectations, the college should create and make available to all instructors a guideline of elements to be included in the syllabus. To the extent possible, all syllabi should be posted on the College's Web site by discipline and course. In addition, the Curriculum Committee should post on the College's Website the dates that disciplines come up for review, the review process, and the results of the review.*
-

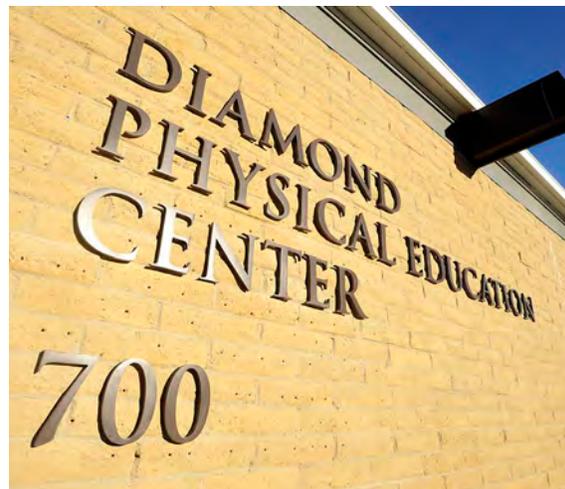
Ongoing

The district Web site continues to improve in both content and access. In addition, the district has implemented a Web-based portal system called Luminis (MyCOM) that makes it easier for students and faculty to use the Web. Faculty can access their class rosters, post syllabi and assignments, communicate with students, submit grades and incorporate Blackboard, an online teaching medium, through their portal. Students can access their academic history, register for class, pay their bills, and communicate with their instructor and classmates through the portal.



The Student Learning Office updated the *Faculty Handbook* to include course syllabi guidelines; it is posted online for easy access. The Curriculum Committee has posted the syllabus guideline that includes SLOs online for faculty to use. The Curriculum Committee currently also posts all of the upcoming dates for discipline review, as well as the agendas and schedules for the current and past semesters, on the college's intranet, which is accessible to all faculty and staff.

In November 2009, the Academic Senate approved a resolution recommending that all faculty provide a syllabus for each course, and developed a basic syllabus template that faculty could use, which includes the main information needed for an effective syllabus.



Standard II B

1. *The most significant need identified within the various student support services is an integrated software system that can both track and report student progress and success. The inefficiencies and inaccuracies of our delivery will be greatly remedied by the introduction of an online, integrated, modern system.*
-



Ongoing

The college began implementing the Banner® IT system in July of 2007, rolling out various components of the system since then. The student and finance modules have been implemented, and the human resources module should be fully implemented in the spring of 2010. The college has encountered the problems and frustrations that typically arise in an adoption of such a system, but with time and experience it is anticipated that it will meet the college's expectations.



Standard II C

- 1. The College needs to make an institutional commitment to establishing permanent budget status for the library in the General Fund to ensure proper planning, development, implementation, and maintenance of print and electronic collection development; the College also needs to develop strategies for obtaining alternative sources of funding to ensure sufficient maintenance and development for the library and learning resources.*
-

Completed

The library has had a permanent, general fund budget since 2005. In addition, in 2006 the Instructional Equipment Committee allocated \$50,000.00 from the state-funded instructional equipment monies for print and electronic collection development. Since 2006, flat budgets have not permitted this to occur, but it is anticipated that the college will renew the process if and when state funding improves. Currently, the college is facing the loss of Telecommunication and Technology Infrastructure Program (TTIP) funds which has led to a reduction in funds for the library.



- 2. In collaboration with their area administrator, the library faculty will develop student learning outcomes for the Library Department and for library information literacy and research instruction.*
-

Completed

Using the outcomes developed by the statewide Academic Senate, the director of learning resources has worked with library faculty to develop, review, and revise student learning outcomes for these areas. The revised SLOs are included in the library's program reviews.



-
3. *The College's new Technology Plan needs to include a schedule for completing the retrospective conversion of library books at the IVC library and a plan to improve and update the technology in the Media Center's student computer lab.*
-

Completed

College plans call for a virtual library to be housed in the Indian Valley Campus Main Building by 2012. In fall 2009 meetings were held with department chairs from those disciplines located at IVC to explore the electronic and print resources needed to support their programs.

The college approved and installed thirteen new student computer stations for the Basic Skills Lab located in the IVC Media Center in 2007. In 2009 the college also contracted through the State Chancellor's Office for a site license for EduStream, an online video distribution system, to improve student access to instructional media from any computer, including those in the Media Center.

Standard III A

1. *As employee/district contracts are negotiated, the evaluation process for all employees needs to be expanded to include assessment of effectiveness in producing progress toward stated student learning outcomes, particularly for faculty and others most directly responsible for helping produce these outcomes. The development of student learning outcomes and methods to measure their effectiveness must also become integral to professional development for employees.*
-

Completed

SLOs have become more significant in the evaluation of faculty as the development and effective use of student learning outcomes has become a major priority of the college and the Academic Senate. Since the last accreditation self study, much work has been done to provide support for faculty who are developing SLOs, including a variety of mandatory and voluntary

Flex day activities and one-on-one professional development sessions provided by two faculty SLO coordinators. As a result of these initiatives, all course outlines now include student learning outcomes, which faculty include in their syllabi for students. Both adherence to course outlines and course syllabi are included in the faculty evaluation (UPM contract, F 7).

Standard III B

1. *The District will formally link the Educational Master Plan to the Facilities Master Plan to link resources to the necessary upgrades and to replace facilities as needed.*
-

In process

The College of Marin's *Facilities Master Plan*, approved by the Board of Trustees in early 2004, was used in conjunction with the *Educational Master Plan* at that period. The Bond Modernization (Measure C) Spending Plan was prepared using this *Facilities Master Plan*. The *Educational Master Plan* has since been updated twice, once in February 2006 and most recently in February 2009. The latest *Educational Master Plan* was developed with the input and recommendations of faculty, staff, students, and administrators. Also developed was the first of three strategic plans addressing the *Educational Master Plan's* goals.

In the fall of 2009 the Institutional Planning Committee and the Budget Committee were combined to form the Planning and Resource

Allocation Committee (PRAC). A primary charge of this committee is to ensure that the integrated planning process works effectively, including especially the links between program needs and resources. (This charge is documented in the *Integrated Planning Manual*.) The director of modernization, whose duties include supervision of bond funded facilities, is also a member of the Facilities Committee. In these ways the college has set in place both formal and informal links between educational planning, bond funded facilities projects, and other facility needs.

It is anticipated that the link between the *Educational Master Plan* and facilities planning will become stronger as the college gains more experience with the integrated planning process.





.....

2. *The District will establish a plan to address increasing staffing in the maintenance and operation areas.*

.....

Not completed

While there has been a slight increase in staffing in the maintenance and operations areas and the Board of Trustees recognizes the needs, staffing in maintenance and operations remains inadequate due to ongoing fiscal constraints.

.....

3. *The District will establish a Planned Preventative Maintenance Program.*

.....

Not completed

It is anticipated that a preventive maintenance plan will be developed in coordination with the build-out of projects funded by District Measure C bonds.



Standard III C

1. *Replacement of outdated software for supporting student services, operational needs, and efficient, effective retrieval of relevant data to inform decision-making must be a high priority for all members of the College governance structure.*
-



Ongoing

The district continues to implement Banner®. The fiscal module went live on July 1, 2007, and as of January 2010, Banner® student, financial aid, finance, and human resources/payroll are live. Strategic and critical reports have been designed for most offices, using ARGOS.



2. *The Board of Trustees should immediately direct College leadership to complete a security audit and to review business processes to implement changes to remedy any security violations and improve the efficiency of business processes.*
-

Not completed

Although all major Banner® systems are in production, a security audit has not been designed or conducted.



-
3. *To secure involvement in technology planning and to provide guidance for major technological decisions, the Board of Trustees must ensure that the district Technology Committee outlined in this report is established as part of the College's shared governance structure.*
-

Completed

The Technology Planning Committee is now an established Participatory Governance Committee and a subcommittee of the Planning and Resource Allocation Committee (PRAC).

4. *The development of a successful technology plan should be adopted as a high priority through all levels of shared governance and with endorsement from the Board.*
-

Completed

See response to #5, below.



-
5. *Technology planning must be done with clear strategies that tie technology recommendations to the College of Marin mission as reflected in an Educational Master Plan.*
-

Completed

In 2009-10 the Technology Planning Committee, after reviewing the *Information Technology Plan 2004-07* and subsequently developing a computer replacement plan, produced a new *Technology Plan* that is consistent with the

college's current planning process and reflects the goals of the *Educational Master Plan* and the *Strategic Plan*. It was approved by PRAC on April 6, 2010, and is being reviewed by key administrators to identify priorities for funding.

Standard IV

1. *The Board of Trustees must approve and support a shared governance process consistent with Standard IV as agreed upon by all college constituencies. This process should be*

- *Transparent,*
- *Self-evaluative,*
- *Equitable,*
- *Participatory, and*
- *Clear.*

The process must include mechanisms that ensure that the various committees and councils conduct annual self-evaluations, the results of which will be used to assess the effectiveness of the governance system and the institution.

Completed

The Board of Trustees approved the *Participatory Governance System (PGS) Plan* in the spring of 2005. Each year the Governance Review Council (GRC), the committee responsible for monitoring and recommending changes to the PGS, conducts a survey of governance committee members to assess whether the system is working effectively and to recommend improvements. The GRC also conducts collegewide surveys every two years to determine overall satisfaction with the system by the college community.

In 2007-08, the GRC conducted an evaluation that resulted in major revisions to the 2005 *PGS Plan*, clarifying operating procedures and committee roles based on survey results and feedback from the committees. The revised *PGS Plan* was approved by College Council in May 2008. In April 2009, the GRC recommended revisions to the May 2008 *PGS Plan* that established a Professional Development

Committee and updated the review process for Board Policies and Administrative Procedures. College Council approved the revised *PGS Plan* on April 9, 2009.

In November 2009, based on survey results and a recommendation from the Institutional Planning Committee, the GRC recommended, and College Council approved, the establishment of a Planning and Resource Allocation Committee (PRAC). The PRAC merges the responsibilities held by the former Institutional Planning and Budget Committees to establish a more effective link between planning and budgeting processes. In May 2010, the GRC recommended and College Council approved a revision in the charge and composition of the GRC.

Information about the governance system, including committee charges and responsibilities, survey results, and the current *PGS Plan*, is posted on the participatory governance Web page.

-
2. *The Board in its annual evaluation of the Superintendent/President ensures that the Superintendent/President includes in his/her annual goals evaluative measures that assess the implementation and effectiveness of the shared governance system as described above.*
-

Completed

The Board of Trustees has an annual review process and instruments to evaluate the superintendent/president. Results of the evaluation are discussed in closed session.

3. *The Board should ensure that a mechanism exists for the annual review of all managers and cabinet members and the documentation of such. Furthermore, these evaluations should be used in assessing the effectiveness of the Institution.*
-

Ongoing

Currently the district uses evaluation instruments developed by the Human Resources Department in 2004 to evaluate all administrators and staff. Evaluations are conducted periodically and the college is moving toward more systematic monitoring of the process



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External Independent Audit

The district's external auditors, Perry-Smith, perform annual audits for each fiscal year. Office of Management and Budget (OMB) Circular A-133 requires a disclosure of the financial activities of all federally funded programs. As part of the annual audit, the auditors select a sample of various federal and state grants to audit. They also provide an Independent Auditor's Report on Supplemental Information which includes a Schedule of Federal Financial Aid Awards, which is the largest Federal grant that the district receives. The report and supplemental financial information can be found in the Supplemental Information section of the Financial Statements with Supplemental Information issued by Perry-Smith.¹

Separately, agencies that issue federal and state grants can send their own independent auditors to validate that funds are being spent in accordance with their purpose.

Endnote and Evidence

- 1 Audits for year ended June 30, 2009 and other years
<http://www.marin.edu/com/financialinfo/>

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Integrated Planning and Program Review



Indian Valley Campus

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Integrated Planning and Program Review

In the six years since the last self-study, the college has made extraordinary progress in integrated planning. Within that time frame the college has had to reinvent, renew and originate institutional planning and organizational processes. At the heart of these processes—and driven by the *Educational Master Plan 2009-2019*—is a focus on using qualitative and quantitative data to determine how well the institution is meeting the needs of students, and a commitment to implement plans to improve programs and services.

The progress has been particularly impressive in the past few years. In fall 2007, the college, under the leadership of the Academic Senate, began in earnest to develop and implement a program review process for all instructional programs and student services. This process culminated in the completion of 61 program reviews in an unprecedented three months. This timeline was necessary so the Institutional Planning Committee and the Budget Committee could consider the program review recommendations in time for the 2008-09 budget. A second full cycle of program reviews was completed in the fall of 2008/early spring 2009, and the third cycle was completed in February 2010. All program review information is available at the program review Web site, <http://programreview.marin.edu>; the *Program Review Handbook* is linked under Resources.¹ The 2010 Instructional Program Reviews can be found at: <http://www.marin.edu/faculty/handbook/ProgramReview2009-2010.htm>.

Immediately on the heels of this accomplishment, in the fall of 2008, the college's Educational

Planning Committee developed a ten-year *Educational Master Plan*. This plan was completed and officially adopted by the Board of Trustees on February 17, 2009,² after being approved by all three senates, the Institutional Planning Committee and the College Council.³

But the work was not complete. Beginning in the fall of 2008, the college also developed and adopted an Integrated Planning Process, beginning with a facilitated collegewide workshop in October 2008. Over the next few months, the model went through the governance review process and was refined and presented on February 6, 2009, to the Board of Trustees.⁴ On March 20, members of the College Council, Management Council, Budget Committee and Institutional Planning Committee attended a workshop on Developing Processes for Completing the Integrated Planning Manual 2009.⁵ Approximately fifteen members of the college community attended. The goal of this dialogue was to define the specific steps, timelines, and responsible parties for each component of the planning process not previously discussed during planning dialogue in fall 2008.

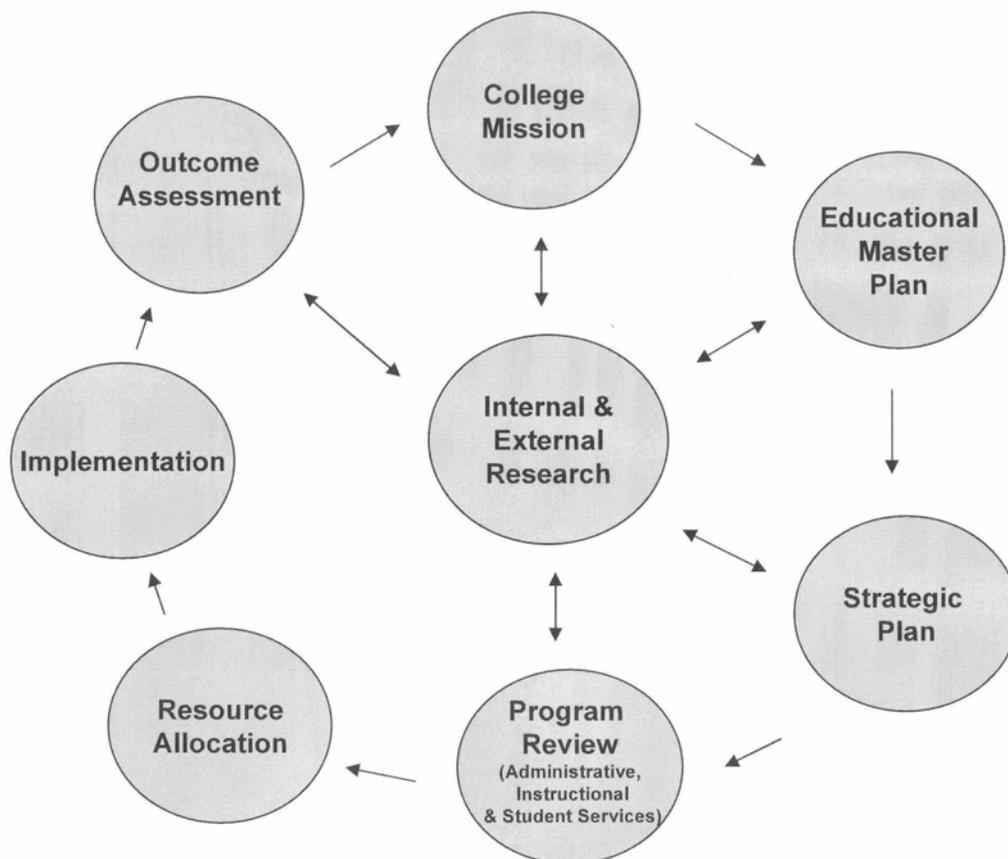
In one month, the manual for integrated planning was written, approved by the Institutional Planning Committee and College Council and by the Board of Trustees at their April 21, 2009, meeting.⁶ This manual identifies, specifically, how, when and by whom integrated planning occurs; it is a core guiding document that shows how all of the college's planning, implementation, and assessment processes work together.

Integrated Planning Process

According to the *Integrated Planning Manual*, “all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures, and is dedicated to the improvement of institutional effectiveness. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and based on those assessments, changes are made to improve student learning and success.” (p. 4).⁷

The following graphic from the *Integrated Planning Manual* (pp. 4-5) shows how the planning cycle works:

Marin Community College District Integrated Planning



To summarize this model:

The college's ***Mission Statement*** describes the college's intended student population and the services the college promises to provide to the community. As such, this statement is the touchstone for the entire planning process.



The college uses this statement, as well as the goals developed by the Board of Trustees, to assess its current status and anticipate future challenges in a long-term ***Educational Master Plan***.



This long-term plan is then the driver of the college's three-year ***strategic plans*** and its annual ***program reviews***. The program reviews include a thorough analysis of each academic and student services program and administrative function, as well as programmatic planning at the unit level. The strategic objectives in the *Strategic Plan* and the unit plans in the Program Reviews also inform the subsequent editions of the *Educational Master Plan*; the long-term and short-term plans reciprocally inform one another.



Resources are allocated based on collegewide strategic plans and unit-level plans, thereby ensuring the college's forward movement on the college's strategic objectives that were drawn from the recommendations in the *Educational Master Plan* and articulated in the *Strategic Plan*.



Following the allocation of resources, the college mobilizes its resources to ***implement its plans***.



The college ***assesses progress*** on the strategic objectives and makes adjustments in action steps as needed to continue the college's forward movement in fulfilling its mission. Assessment of the outcomes as well as assessment of the planning processes itself is embedded throughout the planning efforts.

Integrated Planning and Program Review

At the same that the Integrated Planning Process was being developed, in spring 2009, the college also developed its *Strategic Plan 2009-2012*, which prioritizes and identifies the objectives and action steps that the college must take to implement a set of the recommendations in the *Educational Master Plan 2009-2019*.

That same semester, the college also developed and implemented administrative program review, which is tied directly to the *Strategic Plan 2009-2012* through administrative work plans to implement the action steps of the plan.

Resource Allocation

The *Integrated Planning Process Manual* clearly specifies a resource allocation process to link program and administrative reviews and the *Strategic Plan* to the resources needed to accomplish college priorities and objectives. This manual provides timelines and processes for allocating general fund resources, based on the following guiding principles for resource allocation (see p. 16)⁸:

1. Resources include all assets of the college including its fiscal resources, facilities, equipment, and the time and talents of its faculty and staff.
2. The processes for allocating resources are transparent. All members of the college community are informed about the routines and components of planning that lead to resource allocations.
3. The resource allocation processes begin in August of each year with the development of budget assumptions that forecast the available discretionary general fund resources for the coming fiscal year and thereby set the parameters for program reviews and work plans.

4. Priority will be given to resource requests that support
 - achievement of college strategic objectives and
 - health, safety, and accessibility.
5. To the extent that it is fiscally possible, the college will sustain an innovations fund to support faculty/staff ideas through a competitive mini-grant process.

In April 2009, all departments were required to submit requests for status quo budget allocations as well as requests for discretionary increases tied to college priorities and objectives from the *Strategic Plan 2009-12*⁹. All requests were collected and distributed to the Institutional Planning Committee (IPC) for review. The Institutional Equipment Committee and the Staffing Sub-Committee submitted prioritized requests to the IPC, and IPC officially sent forward a set of prioritized recommendations to the Budget Committee on April 24, 2009¹⁰.

During 2008-09 problems in linkages of functions and communications between the IPC and the Budget Committee led to lapses and failures to connect long-range planning with resource allocation, as well as to adequately address needs assessed through program review. Some accomplishments can be noted—IPC recommendations were acted upon by the college regarding faculty hiring in programs lacking full-time instructors (noncredit ESL, anthropology, physics). In addition, four smart classrooms were added to campus facilities, a high priority in many instructional program reviews. However, other recommendations regarding instructional equipment requests and a new *Technology Replacement Plan*¹¹ were not considered or acted upon by the Budget Committee, and hence were not addressed by

the college¹². Though it is reasonable to surmise that fiscal constraints may very likely have resulted in an inability to fund these proposals, there were general expectations that the Budget Committee should consider these proposals. Although the Budget Committee did not act on the instructional equipment request during the spring 2009 budget allocation process, the district did subsequently authorize the purchase of the items ranked as top priorities by IPC during the fall 2009 semester.

In other areas, program review did affect the college's organization. For example, based on the transfer program review,¹³ together with program reviews for Basic Skills English and English as a Second Language, in spring 2009 the Academic Senate and the Institutional Planning Committee recommended to the vice president of student learning a proposed restructure of the student learning divisions and departments into pathways that would better meet the academic and educational needs of students.¹⁴ These pathways represent key aspects of the college's mission—Transfer, Basic Skills, Career Education, Lifelong Learning, and Cultural Enrichment. The college has created a new College Skills Department and budgets have been reorganized to include the addition of a new department chair for College Skills in fall 2009.

As a result of these failures and a broad sense of dissatisfaction with the link between planning and resource allocation, in September 2009 the Governance Review Committee approved merging of duties and reformulation of the Budget Committee and the Institutional Planning Committee into one committee, the Planning and Resource Allocation Committee (PRAC).¹⁵ On October 23, 2009, a budget workshop and training for PRAC took place, clarifying the process for resource allocation.¹⁶

At the May 11, 2010, PRAC meeting, the committee made 14 recommendations to the superintendent/president for fiscal year 2010-11, based on the committee's review of the 2009-10 program reviews. The recommendations were for:

- program improvements (including staffing and program revitalization recommendations);
- use of restricted funds (including approving the *Technology Plan* and a restricted counseling position, which was posted in May 2010);
- use of unrestricted funds (for instructional equipment and supplies); and
- planning and resource allocation process (for more accessible budget information and revisions to the integrated planning process).

By making these formal recommendations based on program reviews, PRAC has successfully linked the planning and resource allocation processes, per its charge. These recommendations have moved to the district for review and action, based on availability of resources. The district accepted all PRAC recommendations except some for staffing due to budgetary shortfalls.¹⁷

Despite the issues with linking planning to resource allocation in 2008-09, the college has been able to design and effectively implement a full institutional planning process in a short period of time. Significant progress has been made in almost all aspects of the integrated institutional planning cycle and the work continues.

Integrated Planning and Program Review

- 1 Program review template, <http://programreview.marin.edu> (login: com@marin.edu; password: com)
2009-10 program reviews, <http://www.marin.edu/faculty/handbook/ProgramReview2009-2010.htm>
Student services program reviews binders (available on campus)
- 2 Board of Trustees meeting minutes, February 17, 2009
<http://www.marin.edu/WORD-PPT/finalfeb172009bdminutes.pdf>
- 3 Approval of *Educational Master Plan*:
Academic Senate meeting minutes, January 29, 2009, http://www.marin.edu/senate/agenda_min.html
College Council meeting minutes, February 11, 2009; Classified Senate meeting minutes,
January 21, 2009; Student Senate meeting minutes, December 16, 2008 (on flash drive)
- 4 Board of Trustees meeting minutes, February 6, 2009
<http://www.marin.edu/WORD-PPT/finalfeb6BdRetreatMinutes.pdf>
- 5 Summary notes and materials from October 2008 workshop (on flash drive)
- 6 Board of Trustees meeting minutes, April 21, 2009
<http://www.marin.edu/WORD-PPT/finalapril212009bdminutes.pdf>
- 7 *Integrated Planning Manual*, p. 4
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 8 *Integrated Planning Manual*, p. 16
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 9 Resource Allocation Request forms, spring 2009 (on flash drive)
- 10 Memo from IPC to Budget Committee, April 24, 2009 (on flash drive)
- 11 IPC meeting minutes, March 18, 2009 (on flash drive)
- 12 IPC meeting minutes, May 6, 2009, IPC memo to Budget Committee, April 24, 2009
Budget Committee agendas and minutes (on flash drive)
- 13 Transfer program review, special report, http://www.marin.edu/senate/agenda_min.html
- 14 IPC meeting minutes, March 4, 2009 (on flash drive)
- 15 GRC meeting minutes regarding approval of PRAC, October 20, 2009
IPC meeting minutes, October 27, 2009
College Council meeting minutes, November 12, 2009 (on flash drive)
- 16 Agenda and materials from October 23, 2009, budget workshop and training for PRAC (on flash drive)
- 17 Recommendation letter from PRAC to superintendent/president, May 11, 2010
http://www.marin.edu/WORD-PPT/PRAC_RECOMMENDATIONS.pdf

Student Learning Outcomes



2010 Student Commencement Speaker Ghazaleh Vargha will transfer to UCLA in fall 2010

“People [at College of Marin] didn’t care which ethnicity, which country, which language, what belief or which god I am praying to. They just accepted me as a human being and helped me in any way they could.”

— Ghazaleh Vargha

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Student Learning Outcomes

Introduction

During the past six years, College of Marin has gone through a period of significant change and growth. A bond modernization project moved into full swing, and the college has developed and implemented an integrated planning process, from program review to strategic planning. At the same time, the college focused its attention and resources on student learning outcomes (SLOs) at the course, program, degree and college level. As is true with many colleges, implementation of SLOs continues to be a work in progress – though one with much work done and much progress made, due to the high level of institutional commitment to this endeavor.

The college began addressing SLOs in earnest in the spring of 2005, kicking off its SLO effort with a well-attended, faculty-led Flex workshop on January 20, 2005, titled “Student Learning Outcomes: Let the Dialogue Begin!” This workshop included a review of other colleges’ work on SLOs, the rationale for developing SLOs, the definition of SLOs, and good practices for developing them.

In February 2005, four faculty and two administrators participated in a pivotal American Association for Higher Education statewide workshop, “Assuring Improvement in Student Learning.” At this workshop they developed the basic components of a phased-in, three-year plan for supporting all academic disciplines to develop and begin implementing SLOs by spring 2008. The SLO Plan was developed and presented to United Professors of Marin, the Academic Senate and the Board

of Trustees in April 2005. To oversee this three-year process, an SLO committee composed of representatives from participating disciplines was formed, and a faculty SLO Coordinator was selected. Participating faculty and the SLO Coordinator all received release time for their work, a significant indication of the institution’s commitment to providing the resources needed for this important work.

In accordance with WASC standards, the college’s SLO planning has been based from the start on the *9 Principles of Good Practice for Assessing Student Learning* published by the American Association for Higher Education (AAHE). In undertaking the SLO Plan, special consideration was given to ensure that the college met WASC standards by adopting the following principles:

- Assessment plans are developed in a highly participatory fashion, with input from a wide variety of stakeholders
- Assessment tools are multifaceted and include both direct and indirect measures of learning
- Evaluation of learning outcomes helps promote curricular change for continuous quality improvement of programs
- Assessment of student learning is integrated into a system of program offerings and development that remains accountable to key stakeholders

In the fall of 2005, as part of a well-attended Flex day workshop (90 faculty attended), the college began to draft its first common, campuswide

Student Learning Outcomes

SLO. The college selected an overarching skill, critical thinking, as a campuswide institutional SLO in order to allow each academic program and student services area to define and assess how they teach or serve students. Each unit was asked to define how they taught students to think critically using the tools of the discipline or program. All programs, departments, and disciplines developed a response to the following prompt: “In our department we teach students to approach solving problems by...”

As part of this process, each department was instructed to:

- Identify at least one course in each discipline in which their stated critical thinking goal was taught.
- Identify where in lessons, projects, texts, or classroom experience the SLO was addressed.
- Determine the assessment methods and protocols for administering, evaluating, analyzing, and reporting assessment data.
- Identify which group/s of students would be assessed.
- Set an assessment schedule.
- Identify who will interpret or use the results of the assessment.
- Reflect on what the data told the participants and the ways in which the data affected teaching and learning.

Discipline faculty and chairs discussed and refined their Critical Thinking SLOs over the course of the fall 2005 semester.

SLO Plan, 2005-08

The three-year SLO Plan began implementation in spring 2005. This plan cycled all the

disciplines through an SLO training and development process, beginning with five disciplines in spring/summer 2005 (Phase I) and concluding in spring 2008 with the last set of disciplines. Phase I disciplines had participated in the AAHE workshop and/or had already begun the SLO process and so were best poised to be the first implementers. The next five disciplines in Phase II began their work in spring 2006, and the last set of disciplines in Phase III began their work in spring 2007. Disciplines in each phase formed SLO Committees that worked with the assistance of the SLO Coordinator over the course of a year to develop course-level and program-level SLOs and assessment tools. During this time, the Curriculum Committee also developed an initial SLO template to be used by departments and programs during discipline review (a process later replaced by Program Review). Student support programs also participated in this process to develop their own program-level SLOs.

The Phase I and Phase II groups worked with an educational research expert to develop a revised template for tracking course-level SLOs. The template included prompts and samples and could be downloaded from the college intranet. Representatives from departments and disciplines pilot-tested the tool during a faculty Flex workshop and departments participating in Phase I and Phase II used the tool to develop SLOs for courses. A course-level template for assessing SLOs was designed for use by disciplines going through curriculum review, which was piloted by the Phase I group in fall 2005.

In January of 2006, the Phase I group sponsored a faculty Flex workshop to introduce the template for tracking course-level SLOs. Faculty members were trained to use the template and were given an opportunity to pilot-test it and offer suggestions for revisions. The Phase II

participants also took part in the workshop and were introduced to the template. In July 2006, the Phase I and Phase II groups met for two days to review progress and reassess the SLO Plan. The workshop resulted in a review and revision of the SLO Plan, discussion of problems encountered, and revision of the template. Phase III disciplines were able to rely on the Phase I and II faculty, who served as a core of trained instructors to share their experiences and pass forward their knowledge about creating and sustaining SLOs at the course and program level.

As part of the SLO Plan implementation, Phase I faculty drafted a Memorandum of Understanding (MOU) for “How Information Will Be Used”, which was revised and approved by the Academic Senate on October 20, 2005, before being approved by the college president and Board of Trustees. This MOU ensures that the faculty and administration have a clear, shared understanding on what SLOs are, the faculty’s role in conducting and developing outcomes assessments, and the faculty and department’s ownership of the SLO and assessment process. To establish the necessary climate of trust and freedom of inquiry, this MOU also specifies what assessment will not be used for—such as evaluation of individual faculty or as a single mode of assessment for program decisions.

As anticipated in the initial plan, departments and disciplines achieved varying levels of progress in their development of SLOs in the first year. Some licensed programs have a long history of tracking objectives and outcomes, such as Nursing, Medical Assisting, Dental Assisting, Fire Sciences, and Early Childhood Education. The career technical education fields also have a long history of tracking SLOs: Court Reporting, Automotive Collision Repair Technology and Automotive Technology, Machine and Metal Technology, and Electronic Technology, as well as Multimedia Studies. Other programs,

departments and disciplines began at the beginning—by developing learning outcomes, then discussing assessment and implementation plans and deciding which data to collect. Once they had developed SLOs they were asked to discuss data and modify coursework or programs based on their assessment of students’ achievement. This process has unfolded somewhat unevenly across departments.

As the programs began completing the first assessment cycle in 2006-07, the challenge for faculty, administrators, and program heads lay in their ability to evaluate the data and use it in ways that would influence how and what is taught and the ways in which the programs support learning and assist students. The creation of the position of director of organizational development and planning (now, the director of planning, research, and institutional effectiveness) was designed so that the college could make data based decisions at the course-level, the departmental level, the program level, and the institutional level. However, the challenge continues as departments and disciplines have varying levels of facility with interpreting data, and the depth and timeliness of the available data does not always meet the department’s needs.

Student services began work on developing SLOs in the spring of 2005 and have continued this process through the program review process (see Standard II.B.).

Program- and Degree-Level SLOs

From the first round of SLO development, 2005-08, all programs were asked to develop program-level SLOs, which have been integrated into the program review cycle. Most of the first drafts of Program Level SLOs focused on the three following categories: Critical Thinking, Subject Level Expertise, and Reflecting or Responding to others.

Student Learning Outcomes

In April 2010, the vice president of student learning initiated a process to further refine and develop measurable SLOs at the degree and certificate level. First, all departments were asked to decide whether to delete or revise/update their degrees and certificates by May 2010. In the fall 2010, SLO training will be held on how to develop assessable SLOs at this level. Departments will have until spring 2011 to revise/update their degrees and certificates, being sure to include assessable SLOs for each. These degree/certificate SLOs will be published in the college's fall 2011 catalog.

There are a wide variety of methods used across the college to measure the progress and completion of students in programs in the college's five student pathways: Transfer, Basic Skills, Lifelong Learning, Career and Technical Education and Cultural Enrichment. Some of these methods are: tracking job offers for students on data bases, noting student completion and success rates (many in the 90%), reviewing portfolios, pre- and post-testing students in programs, tracking improvement in student skills using rubrics, testing data, and reviewing retention, standardizing examinations from a particular field, preparing students for the next level course and measuring their success rates, and tracking students to see if they meet or exceed entrance level testing for certification. This list begins to develop a picture of the multiple methods for measuring student success.

Integrating SLOs with Program Review and Planning

In 2007, the focus shifted from discipline review to program review. Both the instructional programs and all student services produced program reviews by April 1, 2008. These program reviews included a student learning outcomes report, based on the following prompts:

1. List three to five program-level SLOs,
2. Align program-level SLOs with college goals,
3. Describe assessment measures,
4. Document student success, and
5. Note future improvement.

The Institutional Planning Committee identified as one of its 2007-08 goals, "addressing SLOs at the course-, program-, and college-level more completely, with greater integration and closer linking to the college's mission and values and *Educational Master Plan*." In addition, the Institutional Planning Committee co-chairs, the president of the academic senate and vice president of student learning, began discussing the development and distribution of model course syllabi with specific examples of SLOs.

Collegewide SLOs and College Learning Outcomes

The first collegewide SLO, developed in 2005-06, revolved around critical thinking. As noted earlier, each department/program submitted a statement of the kinds of critical thinking that students are expected to learn in the program. The second collegewide SLO, developed in 2006-07, was "Building Community: create a sense of community where there is none, maintain an existing sense of community, or restore community where it has been disrupted." Twelve instructional programs and ten non-instructional programs completed a seven-step process to develop specific SLOs for their programs related to this second collegewide SLO.) A third collegewide SLO, focusing on student access and success, was modified and incorporated into the Student Access and Success portion of the program review.)

Partly as a result of exploring SLOs for the General Education program, the college shifted from these collegewide SLOs to the development

of College Learning Outcomes. These outcomes are not only measurable, but also reflect both the mission and the outcomes for students pursuing general education, degrees and/or certificates. In January 2009, the Academic Senate approved Five College Learning Outcomes to provide a framework for program-, discipline-, degree- and certificate-, and course-level SLOs. They are listed below and also function as the college's General Education SLOs.

1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. **Information Literacy:** Formulate strategies to locate, evaluate, and apply information from a variety of sources—print and/or electronic.

An assessment plan for these general education (GE)/collegewide SLOs was developed in February 2010, at a WASC training attended by three faculty and an administrator. The plan calls for faculty teams to develop shared rubrics for assessing the first three collegewide SLOs in the fall of 2010, with faculty from these teams piloting and distributing these rubrics in spring

2011. Once the college has familiarity with assessing the first three GE/collegewide SLOs, a similar process will be used to develop shared rubrics to assess the other two outcomes.

Ongoing Training and Support

The faculty who serve as SLO coordinators lead all aspects of the SLO work, including planning and offering workshops for faculty on how to create and measure SLOs. These workshops have occurred regularly since spring 2005, particularly during Flex calendar weeks. The SLO coordinator also individually assists academic and non-academic units in writing outcomes, creating assessment tools, and measuring the effectiveness of their programs. With the support of the administration, the Academic Senate appointed two SLO facilitators in fall 2008 to work with all departments and services to initiate the creation and tracking of SLOs, and to continue dialogue to ensure the SLOs are in place for all courses, programs, degrees and services.

SLO development materials are made available to the college community on the intranet. *The 7 Steps to Writing SLOs*, the *SLO Handbook* for writing and maintaining SLOs at the college, program, and course levels for academic and non-academic programs was developed in fall 2007 and distributed to all department chairs, deans, and coordinators. (It is available on the college's intranet under "Staff Development.")

While work was done to develop an SLO Web site by spring 2008, instead, in fall 2008, the Academic Senate approved the creation of a collegewide SLO wiki through which faculty could contribute to the development of SLOs. (A wiki is a page or collection of Web pages designed to enable anyone who accesses it to contribute or modify content. The college wiki can be found at <http://com-academic-senate-slos.wikispaces.com/>.) In spring 2009, the SLO

coordinators began conducting a thorough assessment of all the course outlines from each discipline in order to determine which course outlines included SLOs and to upload them to the wiki. The wiki is viewable by anyone and editable by members, and interested faculty have been invited to become members. Through the wiki, faculty now have a forum in which to discuss the course-level SLOs in light of the five collegewide outcomes and to discuss ways of assessment. Each page has a discussion tab and a tab that tracks the history of changes to the page.

The SLO wiki includes pages for every discipline that include the following information:

- Five general education/collegewide SLOs (approved by the Academic Senate in January 2009);
- Tables to rate these five SLOs in terms of the discipline and in terms of each course;
- SLOs written by the discipline between 2005 and 2009;
- Spreadsheets that detail what each course counts towards in terms of basic skills,
- Certificates, general education requirements, CSU and UC transfer;
- Space to enter SLOs for every course from the course outlines of record;
- Templates to organize assessment.
- A GE SLO page with information for the fall 2010 GE rubrics project
- Links to further information

Spring 2010 SLO Update

As noted earlier, in spring 2010 the college developed a plan for assessing the first three GE/collegewide SLOs in 2010-11, and initiated a process for developing measurable degree- and certificate-level SLOs. In addition, the Curriculum Committee gave a firm deadline to all departments to update outdated courses, which should lead to 100 percent of courses having SLOs in their Course Outline of Record by September 2010.

During the program review process in 2009-10, 50 disciplines completed program reviews, and 80 percent of them completed the sections related to SLOs. Those areas that offer degrees or certificates began to write the SLOs for each and explained how their programs address each of the five GE/collegewide SLOs. According to the program review, almost all faculty include SLOs on their syllabi. Some disciplines reported assessing SLOs every semester, and others did so annually. Among the activities reported were revising course outlines to include SLOs; adding SLOs to syllabi; using new rubrics or improving existing rubrics; adjusting course textbooks, pacing, assignments, tutorials and homework assignments as needed; adjusting teaching methods to improve student performance; and using SLOs as the framework for end-of-the-semester feedback from students.

According to the 2009 Faculty and Staff Survey, although 40 percent of the respondents agreed that the college “has provided sufficient training in SLOs and assessment,” about a third disagreed. Clearly, even more training and support needs to be offered as faculty and staff continue to develop and implement SLOs.

In sum, developing, implementing and assessing SLOs at the course, program, and college level is well underway at College of Marin; at this point, the college is on track to be proficient in SLOs at all three levels by 2012.

Related Documentation

- RD1 Student Learning Outcomes Assessment at College of Marin, a Status Report, April 1, 2008
(includes SLO Plan 2005-2008 and SLO report, September 2006)
(Binder containing report available on campus)
- RD2 Executive Summary for Student Learning Outcomes, Program Review 2008 by Patricia J. O’Keefe,
SLO Coordinator (on flash drive)
- RD3 Academic Senate MOU with board on SLO Assessment, October 2005
http://com-academic-senate-slos.wikispaces.com/file/view/AS_BoT_SLO_MOU_10_05.pdf
- RD4 College of Marin Academic Senate Student Learning Outcomes wiki
<http://com-academic-senate-slos.wikispaces.com/>
(includes links, such as to “The Seven Steps to SLOs” and January 20, 2005,
Flex workshop “Student Learning Outcomes: Let the Dialogue Begin!”)
- RD5 *Faculty Handbook*, Chapter on Syllabi, Student Learning Outcomes, Rubrics and Assessment
http://www.marin.edu/faculty/handbook/FH_SLOsSyllabi.htm#syllabireq
(includes links to Academic Senate’s syllabus template, links to samples and resources for SLOs,
and a step-by-step process for developing SLOs)
- RD6 Assessment Plan for General Education/Collegewide Learning Outcomes, February 2010
<http://www.marin.edu/WORD-PPT/AssessmentPlanforGeneralEducationApril2010.pdf>
- RD7 College of Marin GE Matrix
http://www.marin.edu/WORD-PPT/GEMatrix_short.pdf
- RD8 April 6, 2010, memo regarding degrees and certificates, student learning outcomes from vice
president of student learning, and three other documents discussed with department chairs
containing:
- List of COM degrees and certificates of achievement for 2004 and 2009 (Excel spreadsheets)
(note: only those disciplines that have degrees and/or certificates of achievement are listed)
 - Degree and certificate attainment data provided by college’s Research Office
(on flash drive)
- RD9 Student Learning Outcomes, Report to WASC and the College of Marin Board of Trustees,
October 15, 2005 (on flash drive)
- RD10 College of Marin *Student Learning Outcomes Assessment Plan* (on flash drive)
(also included in binder containing April 1, 2008 Status Report, see RD1)

Student Learning Outcomes

- RD 11 Academic Senate Call for Applications, SLOs, program review facilitator (on flash drive)
- RD 12 State of SLOs in Official Course Outlines of Record as of March 28, 2009 (on flash drive)
- RD 13 *2010 Annual Report to ACCJC* including SLO section (on flash drive)
(previous years' reports available on campus)

Abstract of Self Study Report



Hank Fearnley, History and Political Science Professor, Fulbright Scholar

“I believe the California community colleges system embodies the very essence of democracy in the field of education...and with its open door policies, gives all of us the chance to go as far as we are able and willing to go.”

— Hank Fearnley

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Abstract of Self Study Report



Since the last accreditation self study, College of Marin has made considerable progress on a number of fronts, modernizing both its campuses and many of its core processes. After the community approved a \$249.5 million bond in 2004, the college embarked on a multi-year modernization program on both campuses; the college mission is now reviewed annually; all the Board policies and academic procedures are being revised and updated to be in full compliance with Title 5; the college has developed and implemented an integrated planning process, based on a ten-year *Educational Master Plan*, approved in 2009, which is linked to three year strategic plans (beginning with 2009-12); the governance

system has been restructured and strengthened to meet the college's needs; program review has been implemented fully for instructional, student support, and administrative units and linked to institutional planning cycles; student learning outcomes have been developed and are being implemented at the course, degree, program, and college level, with ongoing institutional support; a new information technology (IT) system, Banner®, is being implemented. Much of this work is central to ensuring proficiency in the accreditation standards, and while much has been done in the past six years, the work continues, as does the college's commitment to excellence.

Standard I A: Mission

The College of Marin Mission Statement guides the college and is the touchstone of planning. Since the last self study, the college's Board of Trustees has created and implemented a process for reviewing the mission statement, using the College Council as a vehicle to involve the broader community. The integrated planning process, developed in 2008-09 and implemented in 2009-10, formally links the mission, the *Educational Master Plan*, the college's strategic plans, and the academic, student services, and administrative support program review processes.

Standard I B: Improving Institutional Effectiveness

In 2009, the college successfully completed a new *Educational Master Plan (EMP)* and the *Strategic Plan 2009-12*, the first of three such plans to be linked directly to the *EMP*; it

also created an *Integrated Planning Manual*, describing how institutional planning works, how it should be assessed, and how it should be linked to resource allocation. The program review process has been fully implemented and refined, particularly for instructional programs. A program review process for student services programs was initiated in the fall of 2007 and is now fully operational and a program review process for administrative support units was implemented in fall of 2009. Now every unit in the college undergoes a review process that includes planning, assessment, and linkage to the current strategic plan, the *Educational Master Plan*, and the institutional resource allocation processes.

The integrated planning process developed in 2007-08 made the connection between planning and resource allocation more explicit than ever before. Consequently, in the fall of 2009, the Institutional Planning Committee and the Budget Committee were merged into the Planning and Resource Allocation Committee (PRAC) to improve the linkage between planning and resource allocation. The college is now implementing the new planning process, and it is clearly more transparent, inclusive, and accessible to the various college constituencies than previous planning. The college's commitment to ongoing, collegial, self-reflective dialogue is explicit in the integrated planning process, which requires periodic assessment of progress made on key planning components and assessment of the planning process itself.

Standard II A: Instructional Programs

During the past six years, College of Marin has gone through a period of significant change and growth, shifting to a focus on student learning outcomes (SLOs) at the course, program, and college level. As is true with many colleges,

implementation of SLOs continues to be a work in progress – though one with much work done and much progress made, due to the high level of institutional commitment to this endeavor.

Since the last self study, with strong leadership from the Academic Senate, the college has completed the following activities in support of these student learning outcomes:

- Developed and implemented a process to support all instructional programs to develop program and course-level SLOs (2005-08)
- Institutionalized release time for faculty SLO Coordinators (increasing from one to two coordinators in 2008-09)
- Integrated assessment of SLOs in the annual program review process
- Supported student services programs to develop and assess SLOs
- Developed and adopted College Learning Outcomes for all programs, certificates, and degrees
- Required that all new and revised courses include SLOs on the official course outline, and that all syllabi include these SLOs
- Provided multiple workshops to train faculty and staff in the development, importance of, and use of SLOs at the program, course, and college level
- Developed and implemented a collegewide wiki for faculty to update and interact online as they develop and assess their SLOs for specific programs
- Developed a plan for assessing the first three GE/Collegewide SLOs in 2010-11
- Initiated a process for developing measurable degree- and certificate-level SLOs in 2010-11

Standard II B: Student Support Services

Student support services continue to address the needs of the college's diverse student body, providing a supportive environment and contributing to student success through a variety of programs. Students are served by a range of services, including: enrollment and placement services; job placement center; counseling; transfer and career center; tutoring center; financial aid; and the health center. In addition, the college offers several support programs that serve specific student populations, including EOPS, CalWORKs, DSPS, Puente Project, the Children's Centers, and specialized support for international students and athletes. A variety of staff development workshops are regularly presented for faculty and staff covering transfer opportunities, career options with a major, and accommodations for the disabled. Student service programs are annually assessed through the program review process, and regular student surveys provide both evidence of quality and feedback on areas that need improvement.

Standard II C: Library and Learning Support Services

The library and the Learning Resource Center continue to offer important services to students, through access to print, electronic and multi-media resources for classes and projects. Additional support is provided in the form of one-on-one tutoring, self-paced study units, and support for distance education students. While the library at the Indian Valley Campus has been dismantled, modernization on that campus will result in a "virtual" library space that will be completed in 2011. Instructional faculty work closely with librarians and learning center staff to ensure that the resources and support available are closely connected to the needs of instruction.

Standard III A: Human Resources

The college employs highly qualified personnel with standards that ensure candidates are treated equitably in hiring and training. While the faculty evaluation process is working well, the evaluation and tracking of classified and management evaluations have been affected by a high turnover of management in recent years, so needs improvement. Since the last accreditation self study, much work has been done to provide support for faculty who are developing SLOs, including a variety of mandatory and voluntary Flex Day activities and one-on-one professional development sessions provided by two faculty SLO coordinators. The hiring of full-time faculty has come almost to a standstill in the past few years, and with retirements the percentage of units taught by full-time faculty has slipped from 75 percent to 64 percent. Similarly, the number of qualified staff and administrators working at the college has been maintained with an increased workload in correlation to increased enrollment. The college provides significant professional development opportunities for both faculty and staff through various avenues under the direction of the Staff Development unit within the office of Planning, Research and Institutional Effectiveness (PRIE).

Standard III B: Physical Resources

College of Marin has two campuses in Kentfield and Novato, as well as a Marine Laboratory in Bolinas that has been closed since 2007 and is currently being reviewed for restoration or disposition. With a bond modernization project passed in 2004, the college is currently undertaking major reconstruction or renovation of more than half of the buildings on the Kentfield Campus, and a major new building on the Indian Valley Campus (IVC) in Novato. According to a detailed space analysis undertaken for the bond project, the college has an excess of building

space based on the size of its student population (which serves as the basis for determining maintenance funding provided by the state); hence the bond program will reduce overall size on the Kentfield Campus by 70 square feet. A plan for long-term maintenance of buildings is being developed, taking into account reallocation of funds from energy efficiencies and cost savings to be gained from new buildings, together with standard maintenance requirements of all buildings and major equipment.

Standard III C: Technology Resources

The college has made substantial upgrades to its technology resources since the last comprehensive site visit, including a new Banner® Enterprise Resource Program (ERP) affecting virtually all areas of college operations; a redesigned Web site and related services; upgraded servers and added wireless connectivity; a new online testing center; upgrading of the course management system (WebCT/Blackboard); and affiliated online support systems such as Edustream and ARTstor. Smart classrooms and computer labs have increased on campus, and are expected to further substantially increase as construction proceeds with the college's bond modernization project. Technology has been established as one of the three top priorities in the college's *Strategic Plan 2009-2012* and is given special consideration in reviews of planning and resource allocation requests. A comprehensive technology plan was written to cover the period 2004-07; this plan has been recently superseded by a new *Technology Plan* for 2010-16, developed by the college's Technology Planning Committee. The college's chief information officer and vice presidents of college operations and student learning have completed a review of the plan and will send it to Planning and Resource Allocation Committee (PRAC) for further prioritization.

Standard III D: Financial Resources

The fiscal state of the college is sound and the district budget is well managed. Financial planning begins in the Fiscal Services office, which produces tentative and adoption budgets founded on realistic projections and effective fiscal decision-making. The college consistently meets its obligations and maintains a healthy reserve to assure long-range financial stability. Budget documents are made available to all planning bodies and are available to all constituencies upon request. Integration of planning and budget processes has been effectively undertaken through the college's new participatory governance process. This process has been refined and streamlined based on thoughtful assessments, allowing all constituencies within the college appropriate opportunities to participate in development of plans and budgets. The PRAC is now the primary participatory governance body for planning and budget. The finances of the district are audited annually according to state and federal standards.

Standard IV A: Decision-making Roles and Processes

The College of Marin participatory governance system (PGS) has been restructured and strengthened since the last comprehensive site visit. PGS was approved by the Board of Trustees in spring 2005. Each year the Governance Review Council (GRC), the committee responsible for monitoring and recommending changes to the Participatory Governance System, conducts regular surveys to assess whether the system is working effectively and to recommend improvements. All college constituencies participate in the ten governance committees on matters that have institution-wide impact. In 2009, the college made two important revisions to the PGS: it established

a Professional Development Committee and combined the Institutional Planning Committee with the Budget Committee to create the Planning and Resource Allocation Committee (PRAC). The PRAC is designed to establish a more effective link between planning and budgeting processes. The college continues to assess and improve its participatory governance system.

Standard IV B: Board and Administrative Organization

The College of Marin Board of Trustees (BOT) understands its responsibilities to assure quality student learning programs and financial stability, consistent with the college's mission. The BOT has been updating its policies and procedures, under advisement of the Community College League of California (CCLC). Maintaining consistency in decision-making has at times been challenging, though BOT leadership has worked

to achieve a fuller consensus. Opportunities for BOT education and development are offered to all members, and the BOT evaluates its performance regularly. The BOT relies on the college superintendent/president to assure day-to-day leadership, including planning, organizing, budgeting, staffing, and assessment of operations. Since the last comprehensive site visit, the college has made many effective changes in all these areas, while working toward establishing virtually an entirely new team of administrators. Within this ongoing challenge, ensuring adequate staffing for research and planning functions at the college remains a priority. Integration of planning and resource allocation has been taken seriously, and fine-tuning of this process has been done based on periodic reviews. The superintendent/president effectively controls budget and expenditures during a time of fiscal challenges and competing demands.



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Organization for the Self Study



Fusselman Hall, Kentfield Campus

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Organization for the Self Study

Early Planning

Planning for the 2010 accreditation self study began in the fall of 2008. The former Vice President of Student Learning, Anita Martinez, and the former Academic Senate President, Yolanda Bellissimo, developed a list of duties for a faculty co-chair. Dr. Blaze Woodlief, faculty in English Skills and English, was selected and Dr. David Snyder, Dean of Arts and Humanities, was chosen by the administration, because he is the accreditation liaison officer. The co-chairs began work immediately in fall 2008, developing a timeline, deciding on the steering committee and sub-committee structures, identifying materials the committees might need, and working with the institutional research office. They began identifying and recruiting members and co-chairs for the various

committees. The co-chairs also developed a plan for a kickoff meeting in January 2009 for prospective members of the committees and interested campus community members.

A campuswide training titled “Preparing for Institutional Self Study” was presented by ACCJC at the Indian Valley Campus on October 3, 2008, with 21 attendees; all faculty, staff, and administrators who were planning on participating in the process were invited. Key faculty and staff who could not attend participated in a similar workshop on October 17, 2008, in San Jose.



Accreditation Timeline

The following timeline was established and adhered to throughout the self study process, with minor revisions as needed:

Fall 2008	<ol style="list-style-type: none">a. Self study co-chairs appointed (Dr. David Snyder, Dean of Arts and Humanities; Dr. Blaze Woodlief, faculty member appointed by Academic Senate)b. Training from ACCJC provided, October 3, 2008 (on campus); October 17, 2008, in San Josec. Committees created; members recruitedd. Timelines createde. Materials prepared for committees
Spring 2009	<ol style="list-style-type: none">a. Self study kickoff meeting/orientation held, January 28, 2009b. Evidence needed for committees collected and organizedc. Directions to committees given regarding tasks and dutiesd. Committees met, gathered information, drafted responses to standardse. Eligibility report and responses to last self study planning agenda drafted
Summer 2009	<ol style="list-style-type: none">a. Self study co-chairs revised/edited full draft of the reportb. Further data collected as needed
Fall 2009	<ol style="list-style-type: none">a. Committees reviewed/revised draft of relevant standard(s)b. Committees and self study co-chairs made revisionsc. Co-chairs reviewed planning recommendations to determine relationship to other college planning agendasd. Preliminary draft of full report sent to Board of Trustees, November 2009e. First review of complete draft by full campus community, November 2009 to January 2010.
Spring 2010	<ol style="list-style-type: none">a. Second review of complete draft is conducted by Steering Committeeb. Committees and self study co-chairs made revisionsc. Finalize evidence and endnotes preparedd. Final draft sent to Board of Trustees by June 22, 2010, for approvale. <i>Self Study Report</i> published; copies sent to ACCJC, August 2010
Fall 2010	<ol style="list-style-type: none">a. Document/team room preparedb. Team visit in October/November

Formation of Steering Committee and Sub-Committees

A Steering Committee was formed in spring 2009, with participation from key college leaders, such as the superintendent/president, the senate presidents, and the co-chairs of the self study sub-committees. To ensure that the self study was progressing properly and providing feedback on the process and the drafts, the Steering Committee met regularly during the spring 2009 semester, with three meetings in spring 2009 and one meeting in fall 2009. To review and approve the final draft, the Steering Committee met on May 27, 2010, before the final document was sent to the Board of Trustees for approval.

Steering Committee Members

Name	Title
Frances White	Superintendent/President
David Snyder	Accreditation Liaison Officer, Self Study Co-Chair, Dean of Arts and Humanities
Blaze Woodlief	Self Study Co-Chair; Instructor, ESL and English
Ed Buckley	Interim Director of Planning, Research and Institutional Effectiveness
Al Harrison	Vice President of College Operations
Becky Reetz	Classified Senate Secretary, Tutoring and Learning Center Coordinator
Cathy Summa-Wolfe	Director of Communications and Community Relations
Chialin Hsieh	Director of Planning, Research and Institutional Effectiveness
Derek Wilson	Instructor, Multimedia Services
Don Flowers	Maintenance Supervisor
Jim Arnold	Dean of Math and Sciences
Kathleen Kirkpatrick	Staff Development Program Administrator
Kathleen Smyth	Instructor, Physical Education
Linda Beam	Executive Dean of Human Resources and Labor Relations
Nathaniel Parker	Student Trustee
Nick Chang	Vice President of Student Learning
Peggy Isozaki	Director of Fiscal Services
Steve Dodson	Computer Access Specialist
Susan Andrien	Director of Learning Resources
Windee Cottle	Instructor, English
Yolanda Bellisimo	Academic Senate President; Instructor, Social Sciences

Organization for the Self Study

After conversations with the superintendent/president and vice president of student learning, the co-chairs decided to use a sub-committee structure similar to the one used for the previous self study. Sub-committees were co-chaired by individuals representing a balance of faculty, staff, and administration, and included individuals knowledgeable about specific aspects of the standards whenever possible. Committee members were actively recruited by the co-chairs, the administrative leadership, and the Academic and Classified Senates. Student representation was solicited by the student trustee, who also sat on the Standard IV Committee. Nine committees were formed, with one committee for standard I and one for standard IV, and sub-committees for the different major components of Standards II and III. A total of 59 faculty, staff, and administrators were part of the process.



The following chart lists the sub-committees and their membership:

Standards	Members
I. Institutional Mission and Effectiveness	
A. Mission	Cathy Summa-Wolfe (chair, administrator)
B. Improving Institutional Effectiveness	Michael Dougan (faculty) Nicole Cruz (staff) Patricia Torres (staff) Robert Kennedy (faculty, 2009) Tara Flandreau (faculty)
II. Student Learning Programs and Services	
A. Instructional Programs	Jim Arnold (co-chair, administrator) Win Cottle (co-chair, faculty) Alice L. Dieli (staff) Becky Brown (faculty, SLO coordinator) Janice Austin (administrator) Meg Pasquel (faculty) Nanda Schorske (administrator) Sara McKinnon (faculty, SLO coordinator)
B. Student Support Services	Becky Reetz (co-chair, staff) Andrea Hunter (staff) Armond Phillips (administrator) Bob Balestreri (administrator) Emy Bagtas (staff) Nick Chang (administrator) Radica Portello (faculty) Rinetta Early (counseling faculty) Robert Flynn (counseling faculty) Ron Gaiz (faculty)
C. Library and Learning Support Services	Susan Andrien (chair, administrator) Carl Cox (library faculty) Gaylene Urquhart (staff) Joan Risch (library faculty) John Marmysz (faculty) Jon Gudmundsson (staff) Steve Brown (staff)

Standards	Members
III. Resources	
A. Human Resources	Linda Beam (chair, administrator) Blaze Woodlief (faculty) Connie Lehua (staff) Melinda Molloy (staff)
B. Physical Resources	Kathleen Smyth (co-chair, faculty) Don Flowers (co-chair, staff) Andy Haber (staff) Barbara St. John (staff) V-Anne Chernock (administrator)
C. Technology Resources	Steve Dodson (chair, staff) Dong Nguyen (Staff) Ingrid Kelly (faculty) Marshall Northcott (administrator) Michael Irvine (staff)
D. Financial Resources	Al Harrison (administrator) Bonnie Borenstein (faculty, spring 2009) JR Dobbson (staff) Kathy Joyner (staff) Paul Fanta (staff) Peggy Isozaki (administrator)
IV. Leadership and Governance	
A. Decision-Making Roles and Processes	Yolanda Bellisimo (co-chair, faculty) Todd McCleary (co-chair 2009, student)
B. Board and Administrative Organization	Bernie Blackman (administrator, 2009) Kathleen Kirkpatrick (staff) Nathaniel Parker (student, 2010) Peggy Dodge (faculty) Phil Kranenberg (trustee) Rose Jacques (staff)

A self study kickoff meeting was held on January 28, 2009, to formally begin the self study process. All self study committee members and steering committee members were invited, as was anyone else from the college who wanted to attend. The attendees received an orientation to the self study process, including the timeline, list of committees and members, directions for developing their drafts, and ACCJC's *Guide to Evaluating Institutions*. Documents that would assist them—such as meeting minutes, campus studies and reports, as well as copies of self studies by other institutions—were made available both online, through the college's intranet, and in hard copies in a designated area of the library.

Surveys

To ensure that the self study would be informed by recent survey data, the research office implemented two surveys in spring 2009.

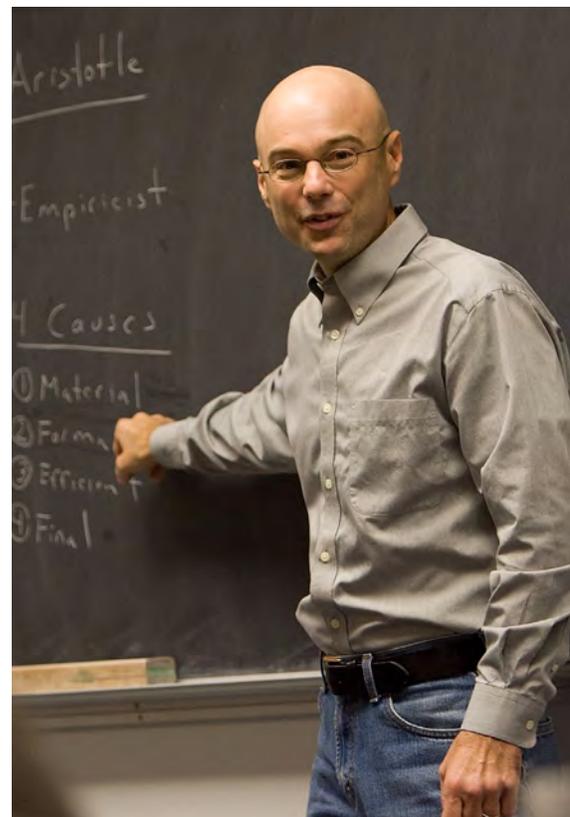
One was a student opinion survey developed by ACT, Inc., which was distributed to students in classes across the various Pathways (Transfer, Career and Technical Education, Basic Skills, Cultural Enrichment, Lifelong Learning). The same survey was given in 2007, so results from the two surveys could be compared. There were 1160 responses from 76 classes to the 2009 survey. The survey was given to 109 classes with 2,646 students (duplicate count). Classes that were cross-listed (multiple classes taught in the same room with the same instructor at the same time such as painting classes) were counted as one class.

In addition, an opinion survey for faculty and staff was also developed and conducted in spring 2009. A draft survey was developed and the self study sub-committee chairs were asked to review the questions and provide feedback on them so that issues related to their standards would be

addressed. There were a total of 170 responses (81 faculty, 69 staff and 20 administrators). An online link to the survey was sent to faculty and staff college e-mail addresses, opening on April 22, 2009, and closing on May 4, 2009, with one reminder sent April 29, 2009. The overall return rate was 16 percent. Faculty had a 16 percent return rate (81 out of 520), staff had a 13 percent return rate (69 out of 544), and management had an 80 percent return rate (20 out of 25). The survey had 42 questions, including four accreditation standards:

- I. Institutional Mission and Effectiveness;
- II. Student Learning Programs and Services;
- III. Resources; and
- IV. Leadership and Governance.

Results of both surveys were distributed in late spring 2009 and were used by the sub-committee co-chairs, and the self study co-chairs, for inclusion in self study drafts.



Writing and Editing the Self Study

The sub-committees began work in earnest after the January 2009 kickoff meeting, with most committees meeting every two weeks. The self study co-chairs met with the committees, or kept in close contact with the committee co-chairs, to ensure that their questions were answered and that they had access to the information they needed to draft their responses to the standards. As they gathered data and evidence, they produced descriptions and evaluations of each aspect of their standards.

The Steering Committee met in March and April of 2009 to discuss updates on the progress of the committee's drafts and ensure that the project stayed on track. All committees completed their drafts by the summer 2009. Over the summer, the self study co-chairs revised, edited, and completed the drafts for all the standards. By the beginning of fall 2009, a great deal of progress had been made. The co-chairs brought the revised drafts back to the committees and co-chairs, who reviewed, revised, and expanded the drafts as necessary.

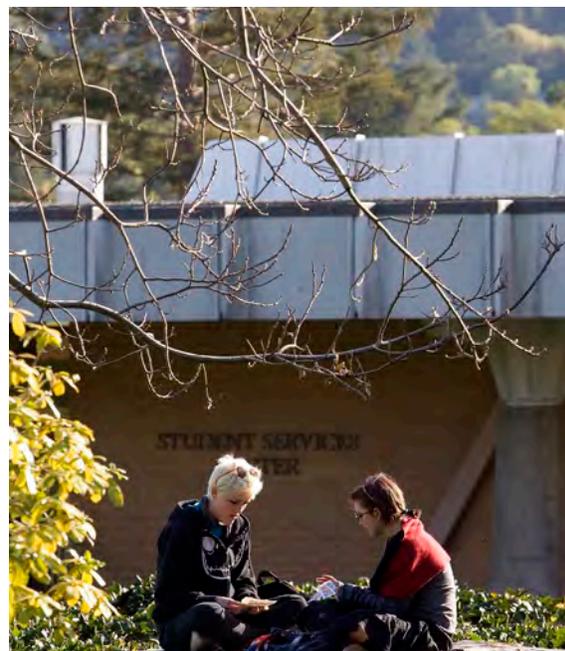
The Steering Committee received an up-to-date draft for review at the end of October 2009, so that their feedback could be incorporated in a full draft that was presented to the Board of Trustees on November 17, 2009. After the presentation to the Board of Trustees, the full draft was made available to the full campus community for feedback in December, with a deadline of February 1, 2010, for responses.

In spring 2010, the committees were asked to complete one last task—to prepare endnotes with links to evidence for their drafts. Whenever possible, the committees included live links to URLs for college documents on the internet, to allow for easy access to the evidence. These endnotes were reviewed by the self study

co-chairs to ensure completeness, accuracy and consistency. Drafts continued to be revised, reviewed and updated through May 2010.

Once the self study co-chairs indicated that the content of the drafts was complete, the documents were edited and proofread by the former Interim Planning, Research and Institutional Effectiveness Director, Ed Buckley, and by the superintendent/president. A formatted, proofread version of the complete draft was then made available to the Steering Committee in time for review before their final meeting on May 27, 2010. After feedback from the Steering Committee, the Self Study team continued to finalize the document and prepare it for presentation to the Board of Trustees on June 8, 2010, with formal adoption by the Board of Trustees on June 22, 2010.

After adoption by the board, the self study document moved into the design and production phase, under the guidance of Cathy Summa-Wolfe (Director of Communications and Community Relations) and Shook Chung (Senior Creative Designer). The final document was sent to ACCJC in August, 2010.



Organization of the Institution



Walter Turner, Ethnic Studies and History Professor

“The goal of teaching is to prepare students for the challenges of leadership, change, and vision.”

— Walter Turner

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Organization of the Institution

The college's organizational charts listed below are contained on the following pages:

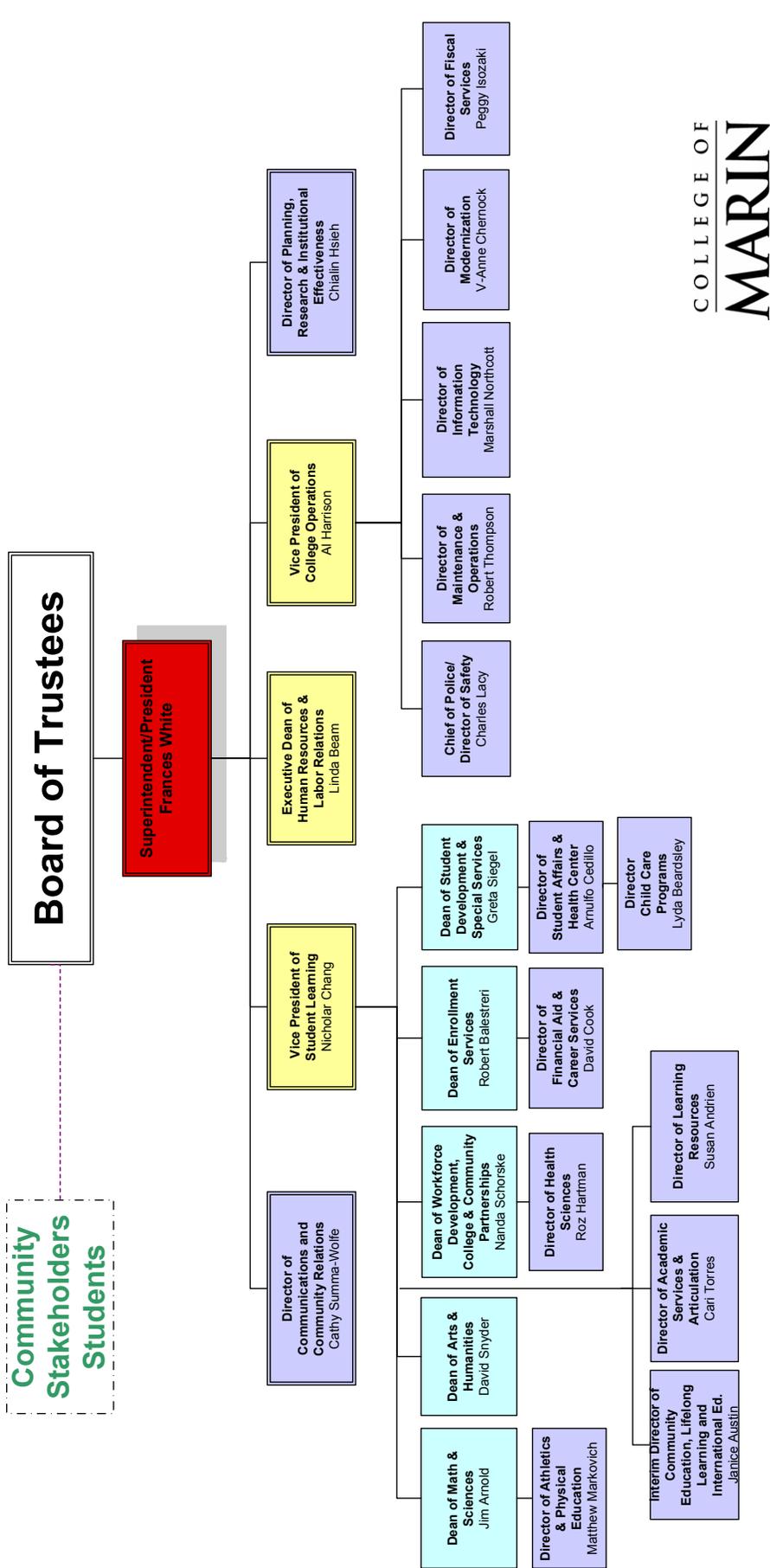
- Management Organizational Structure, updated April 2010, version 3
- Office of Student Learning Organizational Structure, updated May 2010
- Participatory Governance System Committee Structure, updated November 2009

College of Marin has an active Participatory Governance System that consists of nine standing committees and councils composed of faculty, classified staff, administrators and students.

College Council acts as an umbrella committee that makes recommendations to the superintendent/president based on input from the standing committees and the senates. It includes representatives from the Academic, Classified and Student Senates and the President's Cabinet. For more information about the Participatory Governance System see:

<http://www.marin.edu/com/ODP/ParticipatoryGovernancePage.htm>

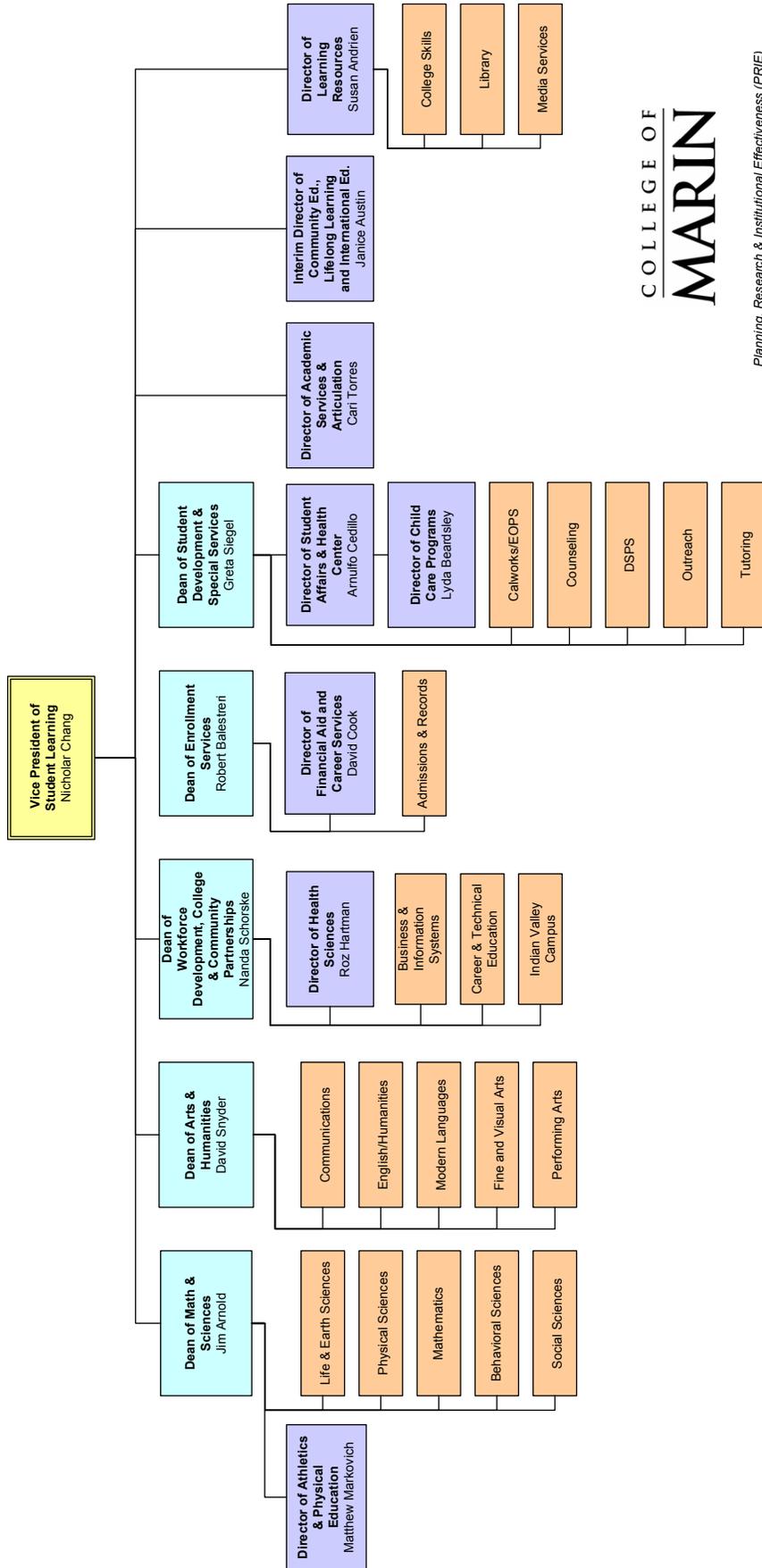




COLLEGE OF
MARIN

Management Organizational Structure
April 2010 v.3
Office of Planning, Research and Institutional
Effectiveness

Office of Student Learning

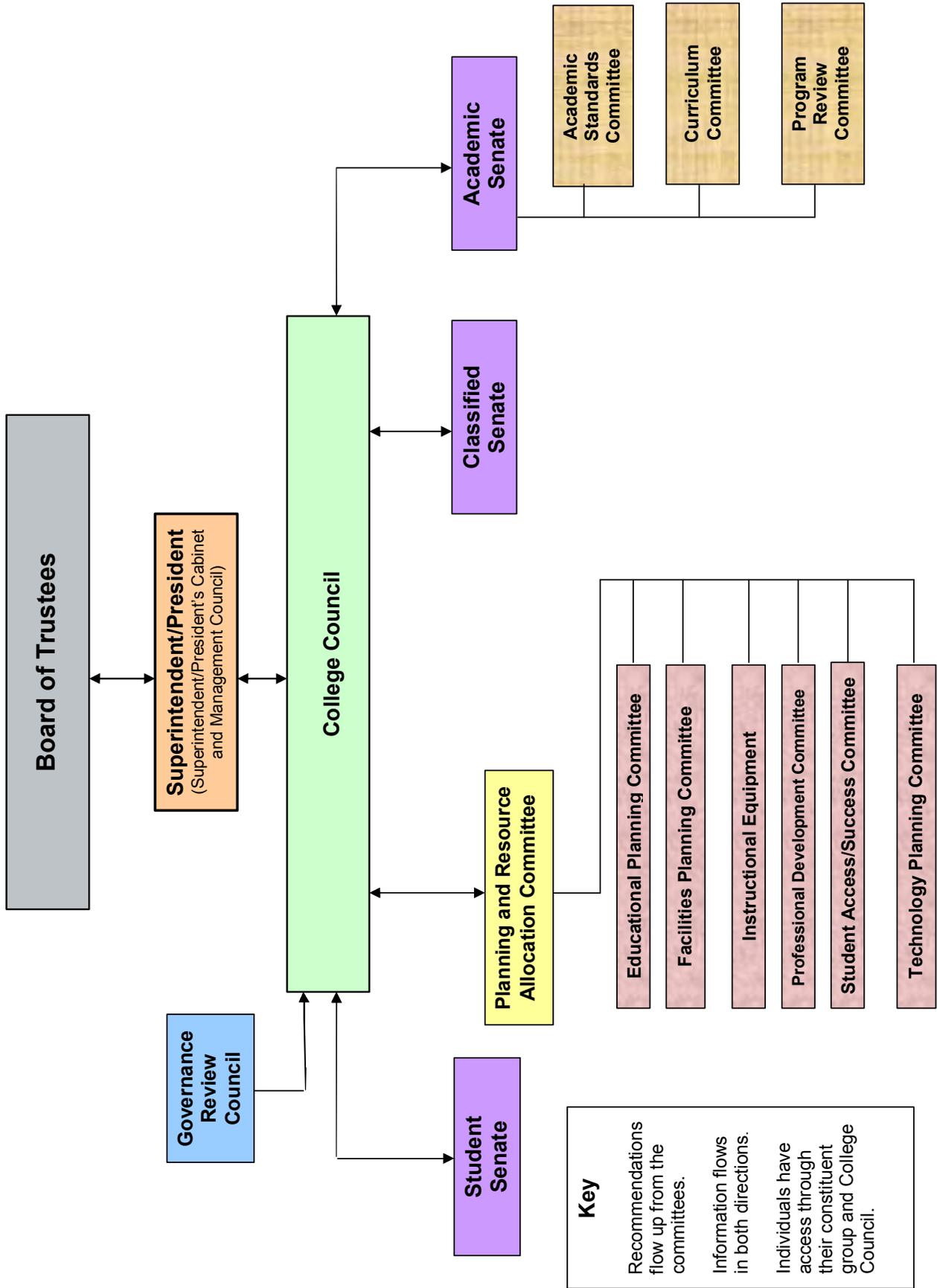


COLLEGE OF
MARIN

Planning, Research & Institutional Effectiveness (PRIE)
May 2010

Organization of the Institution

PGS Committee Organizational Chart
Rev. 11/09



Certification of Continued Compliance with Eligibility Requirements



Student Services Building, Kentfield Campus

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Certification of Continued Compliance with Eligibility Requirements

1. Authority

College of Marin has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission of Recognition of Postsecondary Education and the U.S. Department of Education. This authority is published in the “General Information” section of the *College of Marin Catalog*.

2. Mission

The Mission Statement provides guidance to the college’s planning activities, defines the college’s student population, and makes a clear commitment to educational excellence. It has been reviewed annually by the College Council and the Board of Trustees since 2005; the most recently revised version was approved by the Board of Trustees on April 20, 2010.

3. Governing Board

The governing board of the Marin Community College District consists of seven members who are elected at large, with elections staggered to preserve continuity. In addition, each year a non-voting student member is selected in an election of the student body, in accordance with guidelines in the California Education Code. The function of the board is to authorize official college policy and establish procedures consistent with the goals and operation of the district. The board holds regular monthly meetings open to the public, with notices and agendas widely posted in advance, plus special meetings as the need arises. The board understands its responsibilities to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

4. Chief Executive Officer

The Board of Trustees selects the superintendent/president, who is delegated authority and held responsible for administering district policies and providing leadership to the institution.

-
- 5. Administrative Capacity** The administration is adequate in number, experience, and qualifications to provide appropriate administrative oversight.
-
- 6. Operational Status** College of Marin enrolls over 7,400 students in its credit program and over 2,250 students in its noncredit programs, plus about 2,000 students who take community education offerings.
-
- 7. Degrees** The majority of College of Marin’s offerings are in programs that lead to the associate in arts, associate in science, or university-degree completion. A substantial proportion of students enroll in degree-applicable courses; in 2008-09, COM awarded 249 degrees, as well as 41 career certificates.
-
- 8. Educational Programs** The college provides educational opportunities through a variety of programs: degree and certificate programs in lower division arts and sciences, as well as in career and technical fields; developmental and basic skills instruction; English as a Second Language instruction; adult noncredit education; and community education offerings. Degree content, length, quality, and rigor are subject to review and approval of the Academic Senate and the Board of Trustees and must conform to state guidelines and regulations. All degree programs are of two academic years in length.
-
- 9. Academic Credit** College of Marin policies conform to the appropriate California Education Code sections in its award of college credit. The Course Outline of Record (COR) describes classroom hours and unit credits as well as student learning outcomes. The Curriculum Committee reviews all courses to ensure compliance with the California Education Code and Title 5 of the California Code of Regulations.
-
- 10. Student Learning and Achievement** The institution identifies Student Learning Outcomes for courses, programs, certificates, and degrees. The academic programs utilize student achievement data in the development of their annual program reviews. The college has adopted five General Education/College-level Learning Outcomes in the following areas: written, oral, and visual communication; scientific and quantitative reasoning; critical thinking; problem solving; and information literacy.
-

11. General Education

All degree programs require completion of a general education component of at least 19 units, plus demonstration of math proficiency. The general education course work is in designated courses in nine different areas: math; natural sciences; social and behavioral sciences; humanities; written composition; communication and analytical thinking; American institutions; cross-cultural studies; and physical activity. The commitment to a general education program is reflected in both the institution's "Philosophy of General Education" as outlined in the *College of Marin Catalog* and in Board Policy (BP 4100) relating to Graduation Requirements for Degrees and Certificates.

12. Academic Freedom

The faculty statements on Professional Standards and Academic Freedom, negotiated by the faculty union and published in the United Professors of Marin (UPM)/Marin Community College District (MCCD) Collective Bargaining Agreement, express the need to practice intellectual honesty, promote freedom of inquiry and expression, protect the academic freedom of students, and delineate the limitations of the faculty right to academic freedom. Board policies also support academic freedom.

13. Faculty

The *College of Marin Catalog* lists the academic backgrounds of all regular faculty and academic administrators, and all teaching faculty must meet the minimum standards for their disciplines as established by the statewide Academic Senate. There are 108 tenured or tenure-track faculty members and 343 adjunct faculty members as of spring 2010.

14. Student Services

College of Marin offers a wide variety of student support services designed to assist students in meeting their educational and personal goals. The college's matriculation program provides for orientation, assessment of student needs and learning styles, and counselor interviews. Referrals are made in the context of the mandated Student Educational Plan. Student service programs are annually assessed through the program review process, and regular student surveys provide both evidence of quality and feedback on areas that need improvement.

15. Admissions

The college's admissions policies are consistent with its mission and conform to state law and regulation. These policies are published in the *College of Marin Catalog* and the *Credit/Noncredit Schedule of Classes*.

16. Information and Learning Resources

A number of departments and units of the college offer learning resources to the students. Located at the Kentfield Campus, the library occupies a 16,698 square foot complex housing 70 individual study carrels and 15 small group tables as well as 4 group study rooms. Currently it has over 125,000 volumes and subscribes to 244 print periodicals and 19 proprietary data bases. The Media Center includes an open computer lab, a screening room for group viewing, and a collection of 700 film titles. The Distance Education Support Center (DESC) provides testing services and academic and technical support for distance education students. Media Services provides equipment and technical support for all instructional technologies at both campuses. Learning Support Services has 35 to 45 faculty-recommended tutors assisting students in a variety of subject areas. Assistance is available also in the English Department's Writing Lab, the English Skills Lab, the Online Writing Center, the ESL Lab, and the Math Lab.

17. Financial Resources

As a basic aid institution, College of Marin is funded predominately by local property taxes, with additional funding from student fees and state categorical funds obtained from federal, state, and private sources. The college maintains prudent financial management practices, including a reasonable reserve fund for contingencies.

18. Financial Accountability

An independent accounting firm audits the college on an annual basis. Certification of the audit report is recorded by the Board of Trustees and transmitted to local and state educational authorities. The external audit firm adheres to standard California Community Colleges' regulations.

19. Institutional Planning and Evaluation

The chief components of College of Marin’s integrated planning process are its Mission Statement; its ten year *Educational Master Plan*, which sets forth broad educational priorities; its *Strategic Plan*, which translates the educational priorities into strategic objectives and action steps; and its annual program reviews from both administrative and program units, which include evidence-based self assessment, goals linked to the *Strategic Plan*, and estimates of the resources needed to implement program plans. Student learning outcomes and other outcome data and research inform the institutional cycles of planning, implementation, and assessment. The Planning and Resource Allocation Committee (PRAC) makes use of the *Integrated Planning Manual* to keep the institution on track in its planning activities.

20. Public Information

The *College of Marin Catalog* is published annually and includes the Mission Statement; requirements for admission, degrees, certificates, and transfer; major policies affecting students; listings of all courses and services; and all of the other information required by the accrediting commission. A significant amount of information is also made available to students, staff and the community on the college’s Web site.

21. Relations with the Accrediting Commission

College of Marin is a proudly accredited affiliate of the Western Association of Schools and Colleges (WASC), and provides firm assurance that it adheres to eligibility requirements and the achievement of accreditation standards of the Commission. The college respects the professional peer review process of the Commission, and so agrees to disclose information required by the Commission to carry out its responsibilities; it also agrees to comply with all requests, directives, decisions and policies in a complete, honest and accurate manner. The college acts with integrity in accurately reflecting itself to all accrediting bodies.

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Response to 2004 Evaluation Team's Recommendations



Kentfield Campus in spring

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Response to 2004 Evaluation Team's Recommendations

Recommendation 1:

That the college finalize immediately an effective governance structure that reinforces respectful dialog, defines shared commitment, and outlines the roles and responsibilities of all constituent groups for participation in informed decision-making processes. The processes must be designed to result in action with on-going assessment and evaluation of institutional effectiveness to improve student learning. (Standard IV.A.1, IV.A.2, IV.A.3, IV.A.5)

The accreditation team that visited the college in 2006 concluded that the college had successfully addressed this recommendation through the participatory governance system (PGS) now in effect. PGS was approved by the Board of Trustees in spring 2005. Each year the Governance Review Council (GRC), the committee responsible for monitoring and recommending changes to the participatory governance system, conducts a survey of governance committee members to assess whether the system is working effectively and to recommend improvements. The GRC also conducts collegewide surveys every two years to determine overall satisfaction with the system by the college community.

In 2007-08, the GRC conducted an evaluation that resulted in major revisions to the 2005 PGS Plan, clarifying operating procedures and committee roles based on survey results and feedback from the committees. The revised *PGS Plan* was approved by College Council in May 2008. In April 2009, the GRC recommended revisions to the May 2008 *PGS Plan* that established a Professional Development Committee and updated the review process for Board Policies and Administrative Procedures. College Council approved the revised *PGS Plan* on April 9, 2009.

In November 2009, based on survey results and a recommendation from the Institutional Planning Committee, the GRC recommended, and College Council approved, the establishment of a Planning and Resource Allocation Committee (PRAC). The PRAC merges the responsibilities held by the former Institutional Planning and Budget Committees to establish a more effective link between planning and budgeting processes.

Information about the governance system, including committee charges and responsibilities, survey results, and the current *PGS Plan*, are posted on the Participatory Governance Web page, at <http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>.

Recommendation 2:

That the college complete the reexamination of the college mission statement immediately to ensure it defines the purpose of the institution and addresses the emerging educational needs of the changing and diverse population of the district. The college must establish and adhere to a systematic and regular cycle for reviewing and updating the mission statement. (Standard I.A.1, I.A.3, I.A.4)

This recommendation has been successfully addressed. In 2005 the college established a mission task force, which used an inclusive process including two collegewide workshops to collect input for the mission statement. The revised and updated Mission Statement was developed and adopted by the Board of Trustees on March 8, 2005. The mission is reviewed annually by the Board of Trustees, and published in the *College of Marin Catalog* and other college publications. Additionally, the mission task force developed the college's vision and values statements. The most recent version of the Mission Statement was adopted by the Board of Trustees on April 20, 2010.



Recommendation 3:

.....

That the college implement by January 2006 an institutional planning process based on agreed upon institutional values, a redefined mission, and measurable outcomes, that is strategic, systematic, data-driven, evidence based, focused on student learning and holds responsible parties accountable for actions and timelines. The planning process must integrate institutional effectiveness and program review processes to inform educational master planning, facilities master planning, technology planning, student learning, and services programs development and revision, and resource allocation. To ensure effective and sustainable plans and informed decision-making, the college must assess its current organizational structure and use of resources to create and support a culture of evidence, research, and data. (Standards I.B.1, I.B.2, I.B.3, IB.4, I.B.6, I.B.7, II.A.1a, II.A.2e, II.A.2f, II.A.6b, II.B.4, II.C.2)

.....

This recommendation has been successfully addressed. The work of the college in the development of integrated planning and program review is documented in its reports to the accrediting commission in 2005, 2006, 2007, and 2008. In March of 2009, the college was able to report the successful completion of a new *Educational Master Plan*; the completion of the *Strategic Plan 2009-2012*, the first of three such plans to be linked directly to the *Educational Master Plan*; the creation of an *Integrated Planning Manual*, describing how institutional planning works, how it should be assessed, and how it should be linked to resource allocation; and the development and Board approval of a Program Revitalization and Discontinuance policy. Program review now includes a range of data on program, course and college demographic, enrollment, retention and success trends. Participants evaluate curriculum, staffing needs, student learning outcomes, student success and access challenges, instructional equipment needs, and the relationship between their programs and larger college goals. In addition, offerings are assessed in terms of five pathways: Basic Skills, Transfer, Career and Technical Education, Cultural Enrichment and Lifelong Learning.

As a result of this demonstrated progress, the commission removed the college from probation and reaffirmed accreditation. Since then, the college has developed and implemented an administrative program review process and begun implementing the integrated planning process.

Recommendation 4:

That the college by January 2006 develop and implement a systematic, inclusive, on-going process that addresses student learning outcomes at the course program and discipline level as well as for the general education program. The process must begin with a faculty-driven institutional dialogue that leads to action, assessment and measurement of student learning resulting in institutional improvements. (Standard IIA.1a, IIA.1c, IIA.2a, IIA.2b, IIA.2e, IIA.2f, IIB.4, IIC.2)

This recommendation has been successfully met. A great deal of work has been done to develop, use and assess achievement of Student Learning Outcomes since 2005. The chapter in this self study specifically addressing SLOs describes this progress in detail. To summarize, the college has:

- Developed and implemented a process to support all instructional programs to develop program- and course-level SLOs (2005-08)
- Institutionalized release time for faculty SLO coordinators (increasing from one to two coordinators in 2008-09)
- Integrated assessment of SLOs in the annual program review process
- Supported student services programs to develop and assess SLOs
- Developed and adopted College Learning Outcomes/General Education SLOs
- Required that all new and revised courses include SLOs on the official course outline, and that all syllabi include these SLOs
- Provided multiple workshops to train faculty and staff in the development, importance of, and use of SLOs at the program, course, and college level
- Developed and implemented a collegewide wiki for faculty to update and interact online as they develop and assess their SLOs for specific programs

- Developed a plan for assessing the first three GE/Collegewide SLOs in 2010-11
- Initiated a process for developing measurable degree- and certificate-level SLOs in 2010-11

The college embarked on developing the collegewide SLOs in 2005, with a focus on critical thinking and an exploration of how each department/program enables students to develop their critical thinking skills. Since then, the Academic Senate defined and formally adopted five College Learning Outcomes: written, oral and visual communication; scientific and quantitative reasoning; critical thinking; Problem solving; and information literacy. All instructional programs were expected to assess how their students meet these College Learning Outcomes in their 2009-10 program reviews. A plan for assessing three of these College-Level/General Education SLOs is being implemented and departments are working on developing degree- and certificate-level SLOs.

Since 2005, most instructional programs have identified program level student learning outcomes. These program-level SLOs were detailed in the program reviews completed in 2007-08. To assist programs in the monitoring and development of SLOs, the College of Marin Academic Senate has created an SLO wikispace: <http://com-academic-senate-slos.wikispaces.com>

Course-level student learning outcomes are determined by faculty in each discipline as they write and revise their course outlines, which are required to be revised every five years. As noted in the self study chapter on SLOs, all instructional programs have been trained in and are expected to develop SLOs for all courses. By September 2010, all course outlines of record are expected to include SLOs.

Over time, and with appropriate support, more and more disciplines are assessing specific student learning outcomes through their regular course assessment processes. Some disciplines are more conscientious about doing this than others, while some faculty may need more specific support and training in this area.



Recommendation 5:

.....

That the college completes an actuarial study by June 2005 to determine the college's unfunded retirement liability. Based on the findings, the college then must implement an action plan to fund future liability obligations. (Standard IIID.2c, IIID.2g)

.....

This standard has been successfully addressed. Responding to this recommendation, the college contracted with Total Compensation Systems Inc. to complete an actuarial study of the retiree health liabilities, and reported to the Board of Trustees in June of 2005 that the college's unfunded retirement liability was approximately \$8.5 million. In February of 2007, Total Compensation System Inc. completed a second actuarial study that estimated the unfunded liability at approximately \$7.3 million, and in 2009 a third study estimated the unfunded liability at approximately \$7.6 million, an increase resulting from changes in interest assumptions.

In March of 2007, the Board of Trustees approved participation in the Community College League of California (CCLC) Retiree Health Benefit Program Joint Powers Agency. In the fall of 2007, the Board of Trustees approved a funding plan authorizing the transfer of the \$1 million into the irrevocable trust established by the Community College League of California Retiree Health Benefit Program Joint Powers Agreement, plus additional funds each year from funds budgeted but unspent.

Since then, due to the risks associated with market investments, the college has set aside \$1.5 million into a Board-designed restricted fund rather than the irrevocable trust. Because of the short-term nature of the college's retiree health liabilities, administration is discussing with the Board of Trustees a proposal for the district to create its own irrevocable trust, which would invest in governmental securities rather than the CCLC's Joint Powers Agency.

Standard I

Institutional Mission and Effectiveness



COM 82nd Commencement, 2009

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Standard I

Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

The college's mission statement¹ provides guidance to the college's planning activities, defines the college's student population, and makes a clear commitment to educational excellence. The college has also developed and adopted a vision and a statement of values, which often accompany the mission statement, and which are posted on the college's Web site along with the mission. A link to the mission statement is provided on the college's home page for easy public access. The mission statement is integrated into core planning documents of the college, including the *Educational Master Plan 2009-2019*² and the *Integrated Planning Manual 2009*³. At the recommendation of College Council, the Board of Trustees adopted a revision to the mission statement by revising Board Policy 1200 (Mission Statement) at the April 20, 2010, Board of Trustees meeting. College Council recommended adding the

phrase "English as a Second Language" to the third bullet when they conducted their annual review of the mission statement in March.

Mission Statement

College of Marin's commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

- preparation for transfer to four-year schools and universities;
- workforce education;
- basic skills improvement/English as a Second Language;
- intellectual and physical development; and lifelong learning; and
- cultural enrichment.

College of Marin is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

The College's Vision

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

Statement of Values

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation

We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.

Sustainability

We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability

We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTION

The college's mission statement promises a "supportive, innovative learning environment" and "excellent educational opportunities for all members of our diverse community." The mission statement specifically references the core offerings, which correlate with five educational pathways that attract students to College of Marin (transfer, career and technical education, basic skills improvement, lifelong learning and cultural enrichment).

In addition to offering instruction in these five pathways, the college offers numerous support services that have been developed in response to students' needs. These programs and services are more fully described in Standard II.B., and include Counseling, Transfer and Career Center, Children's Center, Distance Education, Health Center, Tutoring Center, various learning labs, open entry/open exit noncredit courses, CalWORKs, as well as services for disabled students, veterans, student athletes and international students. Recently, in 2008-09, the college also instituted the Puente Project, in part to respond to the needs of the county's growing Latino population; it has also implemented Learning Communities through the Transfer Prep Academy, to support those students who begin their journey to transfer in the Basic Skills English pathway. These learning communities are listed in the English section of the *Spring 2010, Credit/Noncredit Class Schedule*.⁴

Students' needs are determined through an extensive Student Opinion Survey of Credit Students every two years, most recently in spring 2009⁵. Other collegewide planning efforts examine student and community needs as part of the planning process, particularly the second chapter of the *Educational Master Plan 2009-2019*⁶. In 2008-09, the college conducted several studies to analyze whether class schedules are optimal for easy student access to an education in any pathway, as part of the *Strategic Plan 2009-2012*'s objective to "assess and make changes as needed in the class scheduling practices of programs."⁷

EVALUATION

The college has clearly made it a priority to base its institutional plans on a research-driven understanding of student and community needs, as is evident in the data analyzed for the *Educational Master Plan 2009-2019* and in the objectives of the current *Strategic Plan*.⁸ The mission's focus on five educational pathways, and the increasing institutional drive to examine our effectiveness in each of these pathways, provides a powerful approach for responding effectively to students' needs.

By conducting regular student surveys, and asking programs to consider how well they meet students' needs through the annual program review, the college ensures that its programs and services are optimally designed and implemented. The *Strategic Plan 2009-2012*

Standard I A. Mission

establishes the improvement of student access and success as its top two priorities. As part of one objective in the *Strategic Plan*, the college will develop a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking basic skills, mathematics, English and English as a Second Language courses.

In addition to program review, the college conducts institutional research on student success to determine which areas are most successful and which require attention.

The college completed a study of retention rates over 10 semesters (fall 2002 to spring 2007). A similar study measured the 10-semester success rate (defined by passing grades) in each subject. Both studies, and the definitions of the measures used, are linked to the program review template for programs to use.⁹

I.A.1.

The college meets the standard.



I.A.2. The mission statement is approved by the governing board and published.

DESCRIPTION

In response to the Western Association of Schools and Colleges (WASC) Accrediting Team Visit in January 2004, it was decided that the college would update the mission statement that had been adopted in 1991. A shared governance Mission Task Force created a new statement after gathering campuswide and community input. Their recommended statement was approved at the March 8, 2005, Board of Trustees meeting¹⁰. At the May 10, 2005, Board of Trustees meeting, the Board of Trustees approved a Board Policy, 1.7020, regarding College of Marin's Mission Statement¹¹. This policy was reviewed and adopted on December 8, 2008, as BP 1200¹². This policy was last revised on April 20, 2010.

Since spring 2005, the mission statement has been reviewed annually by the Board of Trustees, as well as the College Council, which includes representatives of all constituencies.

The current mission statement was approved by the Board of Trustees at the April 20, 2010, Board of Trustees meeting. The mission statement is widely published in various college documents, including:

- *College Catalog*¹³
- *Spring 2010 Credit/Noncredit Class Schedule*, p. 111
- College of Marin Web site
 - "Mission Statement" link on home page, <http://www.marin.edu>
 - "About the College" link from home page, <http://www.marin.edu/com/about.htm>
 - Board of Trustees Web page¹⁴
 - Planning, Research and Institutional Effectiveness Web page, <http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm>
- *Educational Master Plan 2009-2019*¹⁵
- *Strategic Plan 2009-2012*¹⁶
- *Integrated Planning Process Manual 2009*¹⁷

EVALUATION

The college has a Board of Trustees approved mission statement, which is published and accessible to the campus community and the public in a variety of print and electronic media. It is also a core component of institutional planning documents.

I.A.2.

The college meets the standard.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTION

In 2004-05, based on a recommendation from WASC, the college embarked on a process to revise the mission statement. The process began with an open, collegewide meeting, followed by intensive development by the Mission Task Force, which consisted of representatives of all the principal constituencies of the college. An extensive process involving faculty, administrative staff, classified staff, and students was utilized to prepare this new mission statement. Input was also received from community leaders and stakeholders, members of the College of Marin Foundation Board of Directors, and members of the College of Marin Board of Trustees. The revised, updated College of Marin Mission Statement was adopted by the College of Marin Board of Trustees on March 8, 2005. Documentation of the activities held and public presentations of multiple drafts of the mission statement are attached to the March 15, 2005 progress report.¹⁸

Since then, the mission statement has been annually reviewed and revised as needed by both the College Council (which includes representatives of all campus constituencies) and the Board of Trustees. The mission statement was most recently approved on April 20, 2010.¹⁹ Board Policy 1200 states that “in order to assure that the College of Marin Mission Statement continues to be current and up-to-date, the Board of Trustees will review it annually.”

In addition to annual review by the Board of Trustees, the *Integrated Planning Manual 2009* establishes a process for collegewide dialogue and a deeper review of the mission by all constituencies during the year prior to the development of the next strategic plan (on page 8).²⁰ The process begins with a Mission Review Task Force, formed by the Institutional Planning Committee (now reconfigured as the Planning and Resource Allocation Committee), which then develops a process for gathering and reviewing collegewide feedback to modify the mission as appropriate. These campuswide reviews of the mission will take place in 2011, 2014, and 2018.

EVALUATION

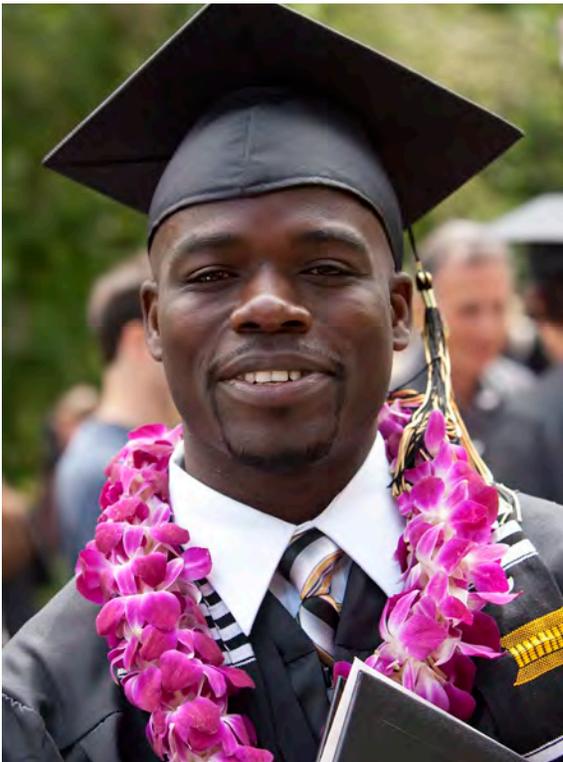
Since the adoption of the mission statement in March 2005, the Board of Trustees and the College Council have reviewed the mission statement annually and made revisions as needed. The addition of a cycle of collegewide review every three years will ensure that the mission is deeply reviewed by all constituencies through the college's governance process, much as was done in 2004-05 with the Mission Task Force.

*I.A.3.
The college meets the standard.*

I.A.4. The institution's mission is central to institutional planning and decision-making.

DESCRIPTION

According to the *Integrated Planning Manual 2009*, “the college mission statement is the touchstone for the entire planning process in that it describes the college’s intended student population and the services the college promises to provide to the community” (p. 7). The mission statement was an important touchstone during the planning process for the *Educational Master Plan 2009-2019*, as well as for the *Strategic Plan 2009-2012*. For analytical purposes, the college is now examining who is being served and what services are provided based on the five educational Pathways, which flow directly from the mission statement.



EVALUATION

The college’s mission is central to institutional planning, specifically in terms of the development of the ten-year *Educational Master Plan* and as a starting point for developing each three-year *Strategic Plan*. The role of the mission in planning, however, is not fully visible to all members of the college community, according to the results of the Faculty and Staff Survey, spring 2009.²¹ A majority (fifty-eight percent) overall agreed that the mission statement “guides institutional planning,” but there was a noticeable difference across constituencies – while eighty-nine percent of managers agreed, only sixty percent of staff and forty-eight percent of faculty agreed with this statement. Given the newness of the college’s institutional planning system, this finding is not surprising; ongoing efforts to communicate both the content and process of all the planning processes will likely lead to an increase in the understanding of how the mission is central to planning efforts.

*I.A.4.
The college meets the standard.*

Standard I.A.

- 1 Mission statement
<http://www.marin.edu/com/ODP/MissionVisionValues.htm>
Board Policy 1200
<http://www.marin.edu/WORD-PPT/BP1200MissionRevisedApril2010.pdf>
- 2 *Educational Master Plan 2009-2019*, p. i
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 3 *Integrated Planning Manual*, p. 7
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 4 *Spring 2010 Credit/Noncredit Class Schedule*, English Department listings
http://mycomssb.marin.edu:9010/PROD/bwckschd.p_disp_listcrse?term_in=201010&subj_in=ENGL&crse_in=&crn_in=
- 5 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 6 *Educational Master Plan 2009-2019*, chapter 2, pp. 5-21
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 7 *Strategic Plan 2009-2012*, p. 4
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 8 *Strategic Plan 2009-2012*
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 9 Program review template, <http://programreview.marin.edu/>
(login: com@marin.edu; password: com); see "Data" link under "Resources" tab.
Links to program reviews 2009-2010
<http://www.marin.edu/faculty/handbook/ProgramReview2009-2010.htm>
- 10 Board of Trustees meeting minutes, March 8, 2005
http://www.marin.edu/com/files/2005/minutes_030805.pdf
- 11 Board of Trustees meeting minutes, May 10, 2005
http://www.marin.edu/com/files/2005/minutes_051005.pdf

- 12 Board of Trustees meeting minutes, December 9, 2008
<http://www.marin.edu/WORD-PPT/FINALDEC9MINUTES.pdf>
 Board Policy 1200
<http://www.marin.edu/WORD-PPT/BP1200Mission.pdf>
- 13 *College of Marin Catalog 2009-2010*, page after Table of Contents
<http://www.marin.edu/PDFs/Catalogs/2009-2010/2009-2010COMCatalog-GeneralInformation.pdf>
- 14 Board Policy 1200
<http://www.marin.edu/WORD-PPT/BP1200MissionRevisedApril2010.pdf>
- 15 *Educational Master Plan 2009-2019*, p. i
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 16 *Strategic Plan 2009-2012*, p. 4
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 17 *Integrated Planning Manual*, p. 7
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 18 WASC progress report, March 15, 2005, Appendix 2:
 Revised College of Marin Mission Statement (on flash drive)
 College of Marin WASC letters and reports
<http://www.marin.edu/com/ODP/Accreditation.htm>
- 19 Board of Trustees meeting minutes, December 9, 2008
<http://www.marin.edu/WORD-PPT/FINALDEC9MINUTES.pdf>
 Board Policy 1200
<http://www.marin.edu/WORD-PPT/BP1200Mission.pdf>
 College Council meeting minutes, March 11, 2010 (on flash drive)
- 20 *Integrated Planning Manual*, p. 8
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 21 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
 (see listing under Reports column)

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Standard I

Institutional Mission and Effectiveness

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

In the six years since the last self study, the college has made considerable progress on this standard, while also creating, reinventing, or renewing major institutional planning and organizational processes. At the heart of these processes—and driven by the *Educational Master Plan 2009-2019* and the *Integrated*

Planning Manual—is a focus on understanding, through qualitative and quantitative data, how well the college is meeting the needs of students, and then implementing plans to improve services. See Chapter 2, “Integrated Planning and Program Review,” for a full description of the college’s current integrated planning process.



I.B.1. The institution maintains an ongoing collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.

DESCRIPTION

Most of the formal dialog about improvement of student learning and institutional processes occurs in the context of the major planning processes (*Educational Master Plan, Strategic Plan* and program review). As the *Integrated Planning Manual* states, “Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation” (p. 4).¹

The intensive efforts in the past several years to develop and implement the elements of a new, effective planning cycle have led to sustained dialog about student learning, and particularly about improving institutional processes. Much of this dialog has taken place in governance committees such as the Educational Planning Committee, the Institutional Planning Committee, the Budget Committee, College Council (and more recently in the Planning and Resource Allocation Committee (PRAC), which replaced the Budget and Institutional Planning Committees). These committees, while taking on such challenging tasks, have done so with sustained effort and professional collegiality, sometimes amid clear expressions of frustration and differing definitions of the issues. The committee members’ ability to move forward in these discussions, despite differences, is stronger than it has been in years. As evidenced by the adoption of numerous new institutional planning processes, the dialogs have been productive. Further evidence comes from the results of the

Spring 2008 Governance Committee Participant Survey; in spring 2008, 98 percent of the respondents agreed that “different opinions and values were respected” on their committees—up from 76 percent in spring 2006. Also, in 2008, 92 percent agreed that “committee members were always respectful of all members”—up from 63 percent in spring 2006.²

Some of the collegial dialog about improving student learning at the department and discipline level is now more formal through the process of completing program reviews. All instructional programs have completed three rounds of program review, in which they are asked to analyze data about student success and access, examine their program’s goals and validate efforts and recommendations to improve service to students. Student services have also completed program reviews, which use a shared template, though it is not online at this point.³ Administrative program reviews were fully implemented in 2009-10.

Defining and reflecting on student learning outcomes have been a part of these program review processes from the beginning. In addition, all instructional and student services programs have been developing Student Learning Outcomes (SLOs) at the course and program level. A survey of all courses offerings has been completed by the Curriculum Committee and many courses have updated SLOs, with the expectation that all course level SLOs will be updated by fall 2010. Most of the newly developed SLOs contain measurement matrixes which can be used for feedback and

course adjustment. All current college, program and course-level SLOs have been entered into the Academic Senate's SLO wiki page for departments and discipline to discuss and update online.⁴

EVALUATION

The college's previous self study "hoped that through the efforts of the recently reconvened Governance Review Committee a clearer route for dialogue, input, and self-evaluation will be established, codified, and broadly communicated." To a large extent, this has indeed occurred; representatives of all the college constituencies now actively participate in collegial dialog on institutional effectiveness and student learning (see discussion of governance in Standard IV).

Dialog takes time. While the college has implemented many formal structures for discussing, planning, and reflecting on college activities, the participation rate could be improved. It can be difficult to find enough faculty willing and able to serve on the various governance committees, given declining number of full-time faculty and the challenges part-time faculty face in finding time for volunteer college service. Yet all programs have found the time to complete their program reviews, and many faculty and staff worked diligently on the various drafts of the *Educational Master Plan*. The commitment to open, collegial dialog is strong and the structures are in place for participation to expand as trust in the process grows.

I.B.1.

The college meets the standard.



I.B.2. *The institution sets goals to improve its effectiveness consistent within its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

DESCRIPTION

As described in the *Integrated Planning Manual*, the college's *Educational Master Plan 2009-2019*, based on the college's mission statement, articulates the college's main goals and recommendations for the next ten years. The specific, measurable objectives that derive from those recommendations are set in the three-year strategic plans that are based on the *Educational Master Plan*.

Strategic Plan

The *Strategic Plan 2009-2012* is the college's short-term plan, which identifies the specific actions that the college must take to implement a set of recommendations identified in the *Educational Master Plan*. The Institutional Planning Committee (since 2009, the Planning and Resource Allocation Committee (PRAC)) develops the strategic plan after reviewing the *Educational Master Plan* recommendations and determining which will serve as the college's top priorities for the next three years. From these college priorities, a number of specific strategic objectives are identified. In turn each strategic objective is translated into a number of concrete, measurable action steps to be used to

achieve the strategic objectives. Each action step includes a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action. The PRAC office has developed several tools to clarify how the *Educational Master Plan* links to the strategic objectives and action steps laid out in the *Strategic Plan*.⁵

The *Strategic Plan* promotes continual improvement over time because the process calls for the prioritization of a reasonable number of strategic objectives for collegewide concentration each year. Each year the college is to produce an annual institutional effectiveness report that documents progress on the strategic objectives to reinforce and sustain the college dialogue on the college's long-term and short-term goals. The first such report will be completed in September 2010.

The PRAC calls for the development of the next strategic plan when the term of the current strategic plan expires or when all strategic objectives have been achieved. The schedule of effectiveness reports, and the timeline for developing the next two strategic plans in the coming decade, is presented in the *Integrated Planning Manual 2009*.⁶

EVALUATION

The college has made strong progress on this standard and now has in place all of the elements needed to set clear objectives, implement and measure its effectiveness in achieving them. The goals and objectives have been clearly set by the *Educational Master Plan 2009-2019* and the *Strategic Plan 2009-2012*, and a timeline for evaluation and effectiveness reports has been set. Once a full year of implementation has been completed, in fall 2010, the college can formally assess its progress on the college priorities and objectives, following the timelines set in the *Integrated Planning Manual*. These priorities and objectives are clearly consistent with the college's mission, are measurable, and will be assessed, with broad dissemination of the assessment results so there can be a full discussion within the college community

In fall 2009, copies of the *Educational Master Plan* and the *Strategic Plan* were disseminated to all faculty and staff.



I.B.2.

The college meets the standard.



I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTION

As described previously, the college has several integrated planning and evaluation processes. The mission is the touchstone, guiding the development of the 10-year *Educational Master Plan*, which sets the direction for three-year strategic plans. Program reviews for all instructional programs, student support services, and administrative areas are conducted annually in order to inform budgeting decisions. In 2007-09, the Institutional Planning Committee played a central role in integrating planning and forwarding prioritized recommendations to the Budget Committee. Since fall 2009, both institutional planning and resource allocation have been combined in the newly formed Planning and Resource Allocation Committee (PRAC). The overall cycle of planning, implementation, and evaluation is guided by the *Integrated Planning Manual*. All elements of the planning cycle make substantial use of both qualitative and quantitative data, both to set goals and objectives and to evaluate progress.

Program review, a core element of the planning process, has been fully implemented college-wide since 2007-08. In addition to completing the reviews and moving recommendations through the relevant governance committees, some program review recommendations have been implemented and funded—specifically instructional equipment requests, the creation of new “smart” classrooms, and the creation of a new academic department, College Skills, to house ESL and developmental English.

While the planning processes prioritize objectives and lead to recommendations, they do not lead directly to resource allocation; rather, they are intended to inform the budget allocation process. Responsibility for assessing how effectively the college links planning to funding now rests with PRAC, which combines the function of the former Institutional Planning Committee and the former Budget Committee.

EVALUATION

The college has a comprehensive, integrated set of processes in place to drive effective planning and guide its efforts at increasing institutional effectiveness. All elements of the planning cycle are in effect and have been implemented in at least one, and in the case of program review, several annual cycles. All phases of the planning cycle—especially the *Educational Master Plan* and the program reviews—rely on both quantitative and qualitative data to identify issues, understand student access and success patterns, and reflect community needs.

However, not all members of the college community perceive that data and research are being used to support institutional planning decisions. According to the Faculty and Staff Survey, spring 2009, only 39 percent of respondents believed that “institutional planning decisions are based on data and research”—and almost a third (27 percent) disagreed. Most of the managers (all of whom are involved in planning

and governance committees) see the use of data in planning (79 percent), while only 27 percent of faculty and 41 percent of staff believe data is used⁷. The college is working to reverse its long-standing history of making decisions without sufficient data, but clearly many are not yet convinced that things have changed. Greater transparency and more effective communication of the data and research used in planning—and particularly in the decision-making process—are needed.

I.B.3.

The college meets the standard.



I.B.4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTION

The planning processes are broad-based because they take place mainly through governance committees, which are open to any member of the campus community and which represent all campus constituencies. Governance committees involved directly in planning include: PRAC, the Educational Planning Committee, the Technology Planning Committee, Facilities Planning Committee, Instructional Equipment Committee, the Professional Development Committee, and the Student Access and Success Committee⁸. The College Council reviews all plans and recommendations before they go to the Board of Trustees. Faculty and Classified Senate representatives give regular updates on governance committee activities during their meetings. The participatory governance system has a total of 22 seats assigned to administrators, 45 seats assigned to faculty, 25 seats assigned to staff, and 22 seats assigned to students. Though not all seats are currently filled, each committee has a quorum and 88 faculty and staff serve on participatory governance committees.

In addition, the college has provided release time for faculty members to conduct collegewide research and to support the research/data functions that are part of program review. This support has ensured significant faculty involvement in key aspects of research and planning, particularly as it relates to programs. For example, the new Liberal Arts Degree review and Transfer program review were both conducted primarily by a faculty member.⁹

Program review ensures that every program, discipline and department participates in the planning for its area. The results of program review also inform the planning at the institutional level, as the planning committees review and summarize trends from the program reviews each year.

Recommendations, including those that would require additional resources, are made at the both the program review and strategic plan levels. As the *Integrated Planning Process Manual* indicates, the resource allocation process is designed to link program reviews (including administrative reviews) and the strategic plan to the resources needed to accomplish the college priorities and objectives. Timelines and processes are clearly delineated for resource allocation.¹⁰ Beginning in April 2009, all departments were required to submit requests for status quo budget allocations as well as requests for discretionary increases tied to college priorities and strategic objectives. All requests were given to the Institutional Planning Committee (IPC), which approved a memo for the Budget Committee with their recommendations. The Budget Committee was expected to make recommendations on resource allocation based on the priorities forwarded by the IPC.

However, in spring 2009 the Budget Committee did not consider most of the resource allocation requests, outside of those made for instructional equipment, instead choosing to recommend a rollover budget for 2009-10. Some recommendations received college support:

creation of a new College Skills Department, some faculty hiring recommendations in programs lacking full time instructors, and the addition of four smart classrooms. However, the process did not reflect a commitment to broad based planning with opportunity for input. In fact, there was a broad-based sense of dissatisfaction, and in September 2009, as noted earlier, the Governance Review Committee approved merging of duties and reformulation of the Budget Committee and the Institutional Planning Committee into one committee, the Planning and Resource Allocation Committee (PRAC).¹¹ Thus far, this committee has been more effective in supporting broad-based planning than the former two-committee system.

At the May 11, 2010, PRAC meeting, the committee made 14 recommendations to the superintendent/president for fiscal year 2010-11, based on the committee's review of the 2009-10 program reviews. The recommendations were for:

- program improvements (including staffing and program revitalization recommendations);
- use of restricted funds (including approving the *Technology Plan* and a restricted counseling position, which was posted in May 2010);
- use of unrestricted funds (for instructional equipment and supplies); and
- planning and resource allocation process (for more accessible budget information and revisions to the integrated planning process).

By making these formal recommendations based on program reviews, PRAC has successfully linked the planning and resource allocation processes, per its charge. These recommendations have moved to the district

for review and action, based on availability of resources. The district accepted all PRAC recommendations except some for staffing due to budgetary shortfalls.¹²

EVALUATION

With several functioning and productive planning committees, and wide dissemination of planning documents for feedback, the planning process at the college is clearly broad based. With major documents like the *Educational Master Plan*, the entire campus community had several opportunities for feedback on drafts of chapters and of the entire document; each Senate and the College Council had an additional opportunity for input before the plan was adopted. The planning process is being used effectively to set priorities and forward them through the proper channels for feedback and approval.

The weakest link in 2008-09 was the connection between the IPC and the Budget Committee, which was not effectively fulfilling its charge to make recommendations based on planning and college priorities. Members of the Budget Committee did not agree completely on their charge or how to fulfill it. Some resources were allocated based on the planning and prioritization process for instructional equipment while other recommendations were not. The fallback was for the college to rely on what was essentially a rollover budget for 2009-10.

This most difficult link in the planning cycle—the connection between planning priorities and resource allocation—is still an area in which the college needs to improve. By combining institutional planning with resource allocation in 2009-10, it is widely hoped that this link will become stronger, even in a time of fiscal uncertainty and declining resources.

Standard I B. Improving Institutional Effectiveness

At the May 11, 2010, PRAC meeting, the committee made 14 recommendations to the superintendent/president for fiscal year 2010-11, based on the committee's review of the 2009-10 program reviews. The recommendations were for:

- program improvements (including staffing and program revitalization recommendations);
- use of restricted funds (including approving the *Technology Plan* and a restricted counseling position, which was posted in May 2010);
- use of unrestricted funds (for instructional equipment and supplies); and
- planning and resource allocation process (for more accessible budget information and revisions to the integrated planning process).

By making these formal recommendations based on program reviews, PRAC has successfully linked the planning and resource allocation processes, per its charge. These recommendations have moved to the district for review and action, based on availability of resources. The district accepted all PRAC recommendations except some for staffing due to budgetary shortfalls.¹³

In fall 2010, the college will develop a plan to clearly communicate to the college community how resources are or have been allocated in support of specific planning priorities.

I.B.4.

The college meets the standard.



I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTION

Visitors to the college Web site, either college personnel or the general public, can click “Institutional Planning” and view the *Educational Master Plan 2009-2019*, the *Strategic Plan 2009-2012*, the *Integrated Planning Manual*, the Assessment for General Education, the 2007 and 2009 student survey results,¹⁴ and several years of student demographic information. The second chapter of the *Educational Master Plan* is devoted to a data-based analysis of the college’s effectiveness, student success and access. The program review process also involves the assessment of results for each academic, administrative and student service program area. Research on student characteristics and student success is provided on the Planning, Research and Institutional Effectiveness (PRIE) Web site, under “Institutional Planning and Research”¹⁵.

Links to updates on facilitates modernization and quarterly modernization progress reports are prominently displayed on the college’s home page (<http://www.marin.edu>), to ensure that the community is aware of the progress of modernization, funded by a \$249.9 million community-backed bond passed in 2004. The text of the bond measure is available online on the Modernization Web page, <http://www.marin.edu/MeasureC/index.htm>.

The *Integrated Planning Manual* calls for the first annual *Institutional Effectiveness Report* to be developed in May 2010 and widely distributed as a report of the college’s progress on its goals and plans. This report is the key benchmark of accountability in the integrated planning process. In order for the newly formed PRAC committee and the new director of PRIE to complete this report effectively, the timeline has been changed; the first *Institutional Effectiveness Report* will be completed in September 2010, with final distribution collegewide and to the Board of Trustees during that semester. The PRIE office is currently developing tools to track progress on all of the action plans set into place to implement the *Strategic Plan 2009-2012*.

EVALUATION

The college documents its assessment results and communicates them clearly to both the campus community and the general public. The information on the Web site is easily accessible.

I.B.5.
The college meets the standard.

I.B.6. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

DESCRIPTION

The process for routinely assessing the college's planning process is fully described in the *Integrated Planning Manual 2009*¹⁶. A formal review of all the components of the integrated planning process will take place during the year prior to the development of the next strategic plan, parallel to the schedule for the review of the college mission. The *Integrated Planning Manual* identifies a timeline and procedure for assessing the planning process itself. The process begins with PRAC, which creates a venue for dialog among appropriate groups to provide feedback on the integrated planning process. The PRAC then consolidates the feedback, distributes it collegewide, and recommends changes to the process; these recommendations are also distributed collegewide for comment. Finally, the *Integrated Planning Manual* is updated as needed for use in the next year's planning cycle. The first full assessment of the process will begin in April 2011 and culminate in the fall of 2011. After that, it will be assessed in 2014 and 2018. All evaluations are based on analyses of both quantitative and qualitative data.

The program review process has been annually assessed and refined. For example, the original template for instructional program review from 2007 has been revised significantly two times by the Academic Senate's Program Review Committee, based on feedback from the committees, faculty and staff involved in the process. As instructional program reviews

continues to evolve, so does the process for student services program review, which has moved to a uniform template that fits the goals and purposes of these programs. Administrative program review was implemented in spring 2009 and the process will be assessed and revised regularly.

EVALUATION

While the current approach to instructional program review has been in place since 2007, the entire integrated planning process is still new to the college, with full implementation of all aspects of the cycle beginning in fall 2009, after the spring 2009 adoption of the *Educational Master Plan 2009-2012*, the *Strategic Plan 2009-2012*, and the *Integrated Planning Manual*. In the fall of 2010 the PRAC will conduct an assessment of the entire cycle, per the guidelines in the *Integrated Planning Manual*. Annual assessment has effectively improved the process for instructional program review and will continue to do so.

Given the relative newness of the college's integrated planning process, and the fact that a full formal assessment of the entire cycle has not yet taken place, it is not surprising that many faculty and staff are not aware of how the planning processes are evaluated and improved. In the Faculty and Staff Survey, spring 2009¹⁷, a slight majority (57 percent) of the respondents indicated that they thought planning processes,

including program review, “are evaluated to identify ways to improve the process.” Most managers (79 percent) agreed, while only half the faculty and 59 percent of the staff agreed. With time, as more faculty and staff both participate in the evaluation process and see the results of these evaluations, the confidence people have in the evaluation of the planning process will grow.

At this point, the evidence indicates that the major components of planning are effective – moving from the mission to the *Educational Master Plan*, through strategic planning and unit-level program reviews. Plans are being developed, based on data and guided by clear sense of the college’s goals and mission; plans have clear objectives and recommendations and are moving through the governance committees, being revised based on feedback, and being adopted and approved by the appropriate committees and the Board of Trustees when necessary. The quality and comprehensiveness of these plans indicate major progress in the college’s ability to plan effectively.

There have been significant issues, however, in the linkage between these planning efforts and resource allocation. In addition to issues related to the Budget Committee described above, the majority of faculty and staff indicated, in the Faculty and Staff Survey, spring 2009, that they do not think that “college budget priorities are determined by systematic planning.” Only 20 percent of faculty and staff overall agreed with this statement, with 42 percent disagreeing and the remainder choosing “neutral.” There are clear differences in perception across constituencies – while a slight majority of managers (56 percent) agreed with this statement, only 14 percent of faculty and 17 percent of staff agreed. Combining institutional planning and resource allocation in one committee, PRAC, is intended to strengthen this linkage for 2009-10.

At the May 11, 2010, PRAC meeting, the committee made 14 recommendations to the superintendent/president for fiscal year 2010-11, based on the committee’s review of the 2009-10 program reviews. The recommendations were for:

- program improvements (including staffing and program revitalization recommendations);
- use of restricted funds (including approving the *Technology Plan* and a restricted counseling position, which was posted in May 2010);
- use of unrestricted funds (for instructional equipment and supplies); and
- planning and resource allocation process (for more accessible budget information and revisions to the integrated planning process).

By making these formal recommendations based on program reviews, PRAC has successfully linked the planning and resource allocation processes, per its charge. These recommendations have moved to the district for review and action, based on availability of resources. The district accepted all PRAC recommendations except some for staffing due to budgetary shortfalls.¹⁸

PRAC conducted an informal assessment of institutional effectiveness in May 2010¹⁹ and will conduct a formal, campuswide assessment of the integrated planning process in 2011.

I.B.6.

The college meets the standard.

I.B.7. *The institution assesses its evaluation mechanisms through systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning services.*

DESCRIPTION

Program review of instruction, administration, and student services is the primary mechanism for gathering evidence about the effectiveness of programs and services. The purpose of program review is to measure each component of the college regarding its overall effectiveness in serving students and its contributions to achieving the strategic objectives identified in the *College of Marin Strategic Plan 2009-2012*.

The annual program review process involves the evaluation of quantitative and qualitative data about each academic program, student service or program, or administrative work plan. As part of the program review process, student access and success data is provided to instructional programs, and when applicable, to student services programs. Programs review and respond to this data as they complete their reviews.

The relevant governance committees then use a rubric to rate program reviews and the requests based upon them (see the *Program Review Handbook*²⁰). Those ratings and reviews are made available to the originators of the program reviews and are given to PRAC, which then makes prioritized recommendations for use in resource allocation.

EVALUATION

Program review is established as the primary method of evaluating programs and services; recommendations that emerge from these program reviews are expected to be based on relevant quantitative and qualitative data. As the program review process evolves, the depth and quality of data provided to the programs has begun to increase, and participants have begun asking for more detailed reports to answer deeper questions about their students' learning and their program's effectiveness. To meet this need, and to more effectively base planning on data, the *Integrated Planning Manual* calls for establishing an annual research agenda focused on student learning. The first full research agenda will be developed in the fall of 2010, with reports posted online beginning in spring 2011.



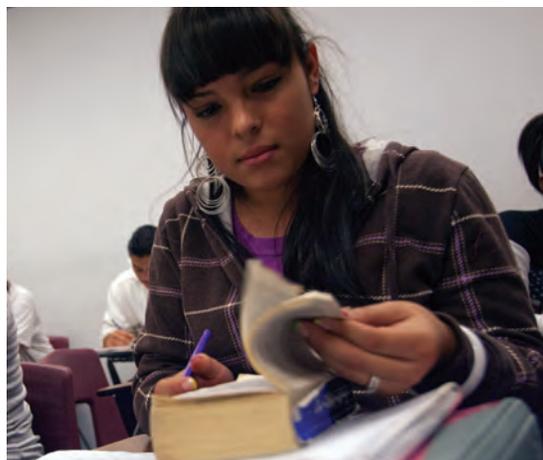
Student surveys are another way the college evaluates how well it meets students' needs. In both the 2007 and 2009, a strong majority of students rated the overall quality of the education at the college as excellent or good (84 percent in 2007 and 80 percent in 2009)²¹. In both surveys, the eight top-ranked aspects of the college were:

- attitude of teaching staff toward students,
- class size relative to the type of course,
- quality of instruction in your major area of study,
- college catalog/admissions publications,
- challenge offered by your program of study,
- course content in your major area of study,
- this college in general, and
- personal security/safety on campus.

The fact that these results are so consistent across time indicates that the overall quality of students' experiences at the college is robust.

I.B.7.

The college meets the standard.



Standard I .B.

- 1 *Integrated Planning Manual*, p. 4
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 2 Governance Committee Participant Survey Results, Spring 2008
<http://www.marin.edu/WORD-PPT/PGS2008MemberSurveyResults.pdf>
Participatory governance system information
<http://www.marin.edu/com/ODP/ParticipatoryGovernancePage.htm>
- 3 Student Services program review template (on flash drive)
- 4 SLOs wiki Web site
<https://com-academic-senate-slos.wikispaces.com>
- 5 *Educational Master Plan* links to Strategic Objectives and Action Steps, see COM Strategic Planning Reference Tools I and II, and the COM Strategic Planning Flow Chart (The Elements of the Work Plan Process) under the Institutional Planning heading at
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm>
- 6 *Integrated Planning Manual*, p. 20
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 7 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 8 See participatory governance committee charges for standing committees under heading Standing Committees at <http://www.marin.edu/com/ODP/ParticipatoryGovernancePage.htm>
- 9 Transfer program review and Liberal Arts Degree review
http://www.marin.edu/senate/agenda_min.html
- 10 *Integrated Planning Manual*, pp. 16-17
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 11 Minutes on creation of PRAC from IPC, Governance Review Committee, College Council, fall 2009 (on flash drive)
- 12 Recommendations to superintendent/president from PRAC document (on flash drive)
- 13 Recommendations to superintendent/president from PRAC document (on flash drive)

- 14 ACT Student Opinion Survey, spring 2007
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2007>
 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
 (see listings under Reports column)

- 15 Online research reports under Institutional Planning and Research
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm>

- 16 *Integrated Planning Manual*
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf

- 17 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
 (see listing under Reports column)

- 18 Recommendations to superintendent/president from PRAC document (on flash drive)

- 19 Initial Assessment of Institutional Effectiveness document, PRAC, May 2010 (on flash drive)

- 20 *Program Review Handbook*, see link under “Resources” tab.
<http://programreview.marin.edu/>

- 21 ACT Student Opinion Survey, spring 2007
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2007>
 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
 (see listings under Reports column)

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Standard II

Student Learning Programs and Services



Becky Reetz, Tutoring and Learning Center Coordinator and Adjunct Faculty Member

“Watching students and tutors experience the learning process together is an inspiration to me every day.”

— Becky Reetz

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Standard II

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

The college provides excellent educational opportunities through a variety of programs: degree and certificate programs in lower division arts and sciences and in vocational and occupational fields; developmental and basic skills instruction; English as a Second Language instruction; adult noncredit education; and community services courses and programs.¹ The scope and appropriateness of the college's programs are reviewed every ten years as part of the development of the *Educational Master Plan*.²

At the macro level, development of the *Educational Master Plan*, based on a thorough review of internal college data and an external scan of community needs and demographics, ensures that the college's programs support the mission and address students' needs.³ At the program level, program review enables each program to reflect on its effectiveness and examine student access and success trends using data.⁴ At the course level, the Curriculum Committee, a subcommittee of the Academic Senate, monitors the currency and completeness of every course outline.⁵

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTION

The institution serves diverse students in a wide variety of credit, noncredit, and continuing education programs. The major collegewide vehicle for determining students' needs, and assessing the changing demographics of the community, is the *Educational Master Plan*. The Educational Planning Committee develops the plan through an intensive analysis of wide-ranging data, from internal data on the college's offerings and student success rates, to external data on high school graduation rates, Marin County's demographics and employment trends (see chapter 2, *Educational Master Plan, 2009-2019*). This research is used to determine the *Educational Master Plan* recommendations for the next ten years. As the executive summary of the current *Educational Master Plan* states, this plan "projects the future of College of Marin for the coming decade and makes general recommendations that address current and foreseeable challenges. The plan's analysis of internal and external data and the resulting recommendations provide a common foundation for discussion about the college's effectiveness in fulfilling its mission."

Another important process for assessing students' needs comes through the annual program review process. Instructional and non-instructional programs all complete program reviews, which require reflection on the following student data: demographics and data on student access, success and retention, when

relevant. For instructional program review in particular, the Office of Planning, Research and Institutional Effectiveness provides the following data specific to each program:

- Enrollment data, by discipline and collegewide (5 years)
- Student retention and success rates, by course, discipline and collegewide (5 years)
- Student demographic data (age, gender, ethnicity), by discipline and collegewide (5 years)

The 2007 program review data for instructional programs also included statewide comparison data for enrollment trends, retention and success rates by discipline, where possible, so participants could examine program trends in the light of statewide trends in their areas. The 2008 program review data included an overview of the Transfer Study⁶ as well as data on certificates and degrees awarded. The 2009 program review data included Pathways Analysis⁷ (an analysis of students in the five educational pathways: Transfer, Basic Skills, Career and Technical Education, Lifelong Learning, and Cultural Enrichment) as well as other success data by demographics.⁸

The "Access and Success" section of the program review asks participants to use these data sets, as well as their own familiarity with their own programs, to evaluate and discuss access and success issues within individual programs. The Student Access and Success Committee reviews

and summarizes the trends collegewide. This summary is then used in collegewide planning efforts, such as in the *Educational Master Plan* and the *Strategic Plan*. Thus information from the program review becomes part of larger institutional planning processes.⁹

For individual students, the matriculation process for new students is designed to match students with the best educational program and courses, based on their needs and interests. New students participate in a four-step registration process starting with a Student Success Workshop that includes English and math placement tests and a meeting with an academic counselor. Based on these initial procedures, students are guided toward classes that meet their academic needs and areas of interests.¹⁰

The college seeks to meet the needs of its students by providing a variety of scheduling options, methods of instruction, and geographic locations. Classes are offered in the daytime, the evening, and on weekends; as full term, short term, late start, or open entry/open exit; at two campuses and at off-campus locations. While the majority of career and technical education programs are offered at the Indian Valley campus, a core of transfer courses are being offered there, as well as a series of community education courses. In addition, the college offers a range of courses in a variety of distance education formats, including televised courses and Web-based courses.¹¹

The variety of certificates and degrees also reflects the college's efforts to meet students' educational goals, which are reflected in the college's five educational pathways (basic skills, career and technical education, cultural enrichment, lifelong learning and transfer).¹² Basic skills programs and courses support students who need to strengthen their academic and language skills for further college

coursework and/or workforce preparation or advancement.¹³ Degrees and certificates are available in a range of career and technical fields, from auto repair to nursing.¹⁴ A wide variety of credit and non-credit courses support students who are pursuing cultural enrichment or lifelong learning through programs in the performing and fine arts and physical education.

Student learning and achievement is measured and tracked through retention and success rates, as well as data on graduation, licensure rates and transfer rates. Since passing courses and completing programs requires meeting or exceeding the stated student learning outcomes, these achievement measures can be seen as a broad measurement of the achievement of those learning outcomes. By those measures, student achievement is high at College of Marin.¹⁵

EVALUATION

The procedures are in place, and are working, so that the college can effectively produce a solid *Educational Master Plan* that assesses how well the college meets students' needs. Program review relies on assessment of student achievement and enrollment data, with the expectation that the data will continue to become more robust and comprehensive over time. A wide variety of instructional and support programs have shown that the college has a well-established track record of meeting students' needs with excellent offerings.

Changes in the class scheduling process is a concrete example of how planning is helping the college identify and meet students' needs. The *Educational Master Plan, 2009-2019* recommended that the college "Assess and make changes as needed in the class scheduling practices of programs" (*EMP recommendation, Student Access 2*). The *Strategic Plan*

developed strategic objectives to implement this recommendation, beginning with an analysis of scheduling practices to establish targets for the fall 2011 and spring 2012 semester schedules.¹⁶ Scheduling changes are also being made at the unit level as a result of program review. In August 2009, the Academic Senate approved an MOU, which the administration later signed, regarding the development of “blueprints” for the course offerings for all departments, disciplines, and programs on a regular basis. This agreement also covers the development of a collegewide master schedule for fall 2011.¹⁷

While great progress has been made, to fully meet this standard, the college needs to institutionalize the assessment of student progress on student learning outcomes (SLOs). At this point, some programs are doing more to assess their students’ achievement of SLOs than others, using a variety of measures. To be fully proficient, more faculty and staff need training and appropriate support in how to measure and analyze achievement of SLOs within their specific disciplines. As noted earlier, the majority of faculty and staff in the spring 2009 accreditation survey indicated that they do not think the college has provided sufficient training in SLOs and assessment. The Office of Planning, Research and Institutional Effectiveness (PRIE) needs to take a more proactive role in supporting this work at both the programmatic and institutional level. More needs to be done to track the progress and success of students, both in the individual programs and in the five pathways. The college also needs to fully implement the assessment of degree-, program-, and college-level/General Education SLOs. Assessing the achievement of SLOs is an ongoing process, to which the institution is strongly committed.

II.A.1.a.

The college partially meets the standard.

PLANNING AGENDA

- Develop and offer ongoing training for faculty and staff in effective practices for assessing student achievement of SLOs.
- Develop systematic assessments and regular reports of achievement of SLOs in all five pathways at the program, degree, certificate, and college level.
- Develop and implement a formal assessment of student achievement of all of the College Learning Outcomes by 2012.
- 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.



II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTION

The college serves students at two campuses and through many online platforms. Instructional delivery methods are tailored to meet the varying needs and goals of diverse students. Regardless of the mode of instruction or the location, all courses meet the same rigorous standards set by the Curriculum Committee, and, when required, by transfer articulation requirements; all sections follow the same course outline and stated student learning outcomes.

Traditional lecture, lecture/discussion, and lecture/lab courses are offered during the day and evening on both campuses. Most programs offer day and evening sections to accommodate different students' schedules. The nursing program, for example, offers a daytime, evening and weekend schedule that includes field, work, and simulation experience.¹⁸ The noncredit ESL program offers a full range of scheduling options for open-entry, open-exit classes that meet the needs of working students, with daytime classes, a large number of evening and Saturday classes, and several classes offered in community locations.¹⁹

Distance education at the college includes televised courses, online (or Web-based) courses, and Web-enhanced courses that meet face-to-face but have an online component.²⁰ The number of online course offerings has changed little over the past five years, with about 25 to 30 courses offered online each semester since fall 2005,²¹ but enrollment has increased by 33 percent. Varieties of online technologies are being used, such as the Blackboard Course Management

System and Course Compass in subjects such as math, English, music, and business. Students have access to courses and their instructors through e-mail, learning modules, discussion forums, Instant Message chats, Web links, assessments and tests, and online grade tools. In addition, all classes are supported on Banner[®], the college's computer platform. Banner[®] has interactive space for faculty and students, storage space for files, spaces to post syllabi and other course documents, and access to external links.

Distance education has continued to evolve and has been the focus of increasing attention collegewide. Between 2006-07, the college funded a program that gave twelve faculty and staff the opportunity to receive training in the Blackboard Course Management System. Through this program, faculty developed online learning tools for their courses, collaborated on technology problems, and continue to support each other. Today, many instructors understand the various methods available to serve online students but are concerned that the college needs a stronger direction and leadership in this area. These issues, along with effective-student teacher contact, the benefits of hybrid courses, student persistence, retention and success rates are being discussed in the Distance Education and Technology Assisted Learning (DETAL) taskforce created in spring 2008. DETAL is examining the results of the formal data on DE courses offered between 2005-08, and is looking for ways to improve and build upon the Distance Education program in order to better support its students. An online faculty resource person

was hired in spring 2010 to provide support for faculty teaching existing Distance Education courses, and to encourage and support other faculty to explore distance education.²²

Relatively recently the college has begun creating Learning Communities. Three sets of linked sections are being offered through the Transfer Prep Academy, which connects transferable courses with specific sections of pre-college level English. This program, which has been well-received, provides a strong pathway for students with developmental English needs to achieve their dreams of transfer. Another example of a learning community is the Puente Project, which links counseling courses with English courses and with mentoring services to prepare under-represented students for transfer.

Academic support on an individualized basis is offered through the Tutoring Program, the Math Lab, the English Skills Lab, the ESL Lab, the Writing Center²³, and Disabled Students Programs and Services (DSPS)²⁴. In each of these popular services, students receive one-on-one instruction with faculty, instructional specialists, and trained peer tutors.



EVALUATION

The college meets the standard. Courses and services are tailored to address the various needs and educational goals the students, and they are provided through a variety of modes and delivery. New programs such as learning communities are providing modes of instruction that meet the needs of students in new and effective ways.

The college's planning efforts, including the *Educational Master Plan 2009-2019*, the *Strategic Plan 2009-2012* and program review, ensure that current and future students' needs will be met. To that end, the college is planning for an increase in students requiring ESL support and for an increase in requests for distance learning classes. Most importantly, the college is implementing its strategic objectives related to improving student access. Objective 1.1 focuses on analyzing and making changes to address identified deficits in class scheduling practices; Objective 1.2 aims to increase the number of distance education offerings to fit students current and future needs; Objective 1.3 focuses on analyzing career technical offerings to verify that community and business needs are being met. These are the highest priority strategic objectives in the *Strategic Plan 2009-2012*.

II.A.1.b.

The college meets the standard.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTION

A great deal of work has been done to develop, use, and assess achievement of student learning outcomes (SLOs) since 2005, as detailed in the introductory chapter on SLOs. To summarize, the college has:

- Developed and implemented a process to support all instructional programs to develop program and course-level SLOs (2005-08)²⁵
- Institutionalized release time for faculty SLO coordinators (increasing from one to two coordinators in 2008-09)²⁶
- Integrated assessment of SLOs in the annual program review process²⁷
- Supported student services programs to develop and assess SLOs²⁸
- Required that all new and revised courses include SLOs on the official course outline, and that all syllabi include these SLOs²⁹
- Provided workshops to train faculty and staff in the development, importance, and use of SLOs at the program, course, and college level³⁰
- Developed and implemented a collegewide wiki for faculty to update and interact online as they develop and assess their SLOs for specific programs³¹
- Developed a process for updating all degrees and certificates, with the goal of including SLOs for each by the end of 2010-11³²
- Developed and adopted General Education/ College Learning Outcomes³³

- Developed a plan for assessing the first three of the GE/Collegewide SLOs, to be completed by the end of 2010-11.³⁴

The progress on SLOs is impressive, given that five years is a relatively short time-span to make such a significant shift in so many areas of the college. While implementing and assessing SLOs remains an ongoing process, the work to date has laid a solid foundation on which to build.

Collegewide and General Education (GE) SLOs

The college embarked on developing collegewide SLOs in 2005 with a focus on critical thinking, exploring how each department/program enables students to develop their critical thinking skills. A similar process was used to focus on “Building Community” for the second collegewide SLO, though fewer departments/programs responded to this effort. As the understanding of effective collegewide SLOs has grown, the college has shifted to consolidate this work and create College Learning Outcomes, which are measurable and also serve as outcomes for the GE requirements.

With that in mind, in spring 2009, the Academic Senate defined and adopted the following five College Learning Outcomes.³⁵ These outcomes are the broad overarching outcomes for all of the college’s programs, certificates and degrees, and also serve as the college’s General Education SLOs.

College Learning Outcomes

1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources—print and/or electronic.

All instructional programs were expected to assess how their students meet these outcomes in their 2009-2010 program reviews. By February 2010, 50 disciplines had completed their program reviews; of those, 80 percent completed the sections related to SLOs, including the five GE/Collegewide SLOs³⁶.

An assessment plan for these General Education/ Collegewide SLOs was developed in February 2010, at a WASC training attended by three faculty and an administrator involved with SLO work on campus³⁷. This plan calls for faculty teams to develop shared rubrics for assessing the first three Collegewide SLOs in the fall of 2010, with faculty from these teams piloting and distributing these rubrics in spring 2010. Once the college has familiarity with assessing the first three Collegewide/GE SLOs, a similar process will be used to develop shared rubrics to assess the final two outcomes.

In addition, there is a long-standing board policy that specifies the capabilities that students need when they receive degrees and certificates (BP 4100³⁸). This policy states that students will develop certain capabilities and insights, such as “the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.”

Program-level SLOs

Since 2005, most instructional programs have identified program-level student learning outcomes. These were detailed in the program reviews completed in 2007-08 and are now posted on the Senate's SLO wikispace: <http://com-academic-senate-slos.wikispaces.com/>. As of spring 2010, all but two programs have developed program-level SLOs.

Most Career-Technical Education disciplines have very clear student learning outcomes that are carefully assessed by the department before awarding degrees or certificates. They also have outside advisory groups with whom they meet twice a year to make sure their curriculum and standards are up to date and in line with workplace requirements.

Student Services programs have also identified program-level SLOs as part of their program review process, which focuses on different areas each year. In 2009-10 the areas reviewed were Outreach, Tutoring, Counseling, and Student Affairs.³⁹

The faculty and staff in most departments have received training in how to develop and use assessments of SLOs as part of the 2005-08 SLO Plan implementation, and many have begun to use SLO assessment to improve their programs. However, others have not. According to the 2009 Faculty-Staff Accreditation Survey, just over half (53 percent) of faculty indicated that their department "uses SLO Assessments to make improvements to programs." Only 22 percent disagreed. This seems to indicate that while further work is needed in this area, the understanding of and use of assessments of SLOs is beginning to take hold.⁴⁰

Course-level SLOs

Course-level student learning outcomes are determined by faculty in the discipline as they write and revise their course outlines, which are required to be revised every five years. All new course outlines and revised course outlines go through extensive review by Curriculum Committee. Course Outlines of Record are housed in the Office of Instructional Management and in department offices; they have been scanned and posted on the college's intranet to make them accessible in an online mode as well. As noted in the introduction, all instructional programs have been trained in and are expected to develop SLOs for all courses. By September 2010, all official course outlines of record should include SLOs, since all outdated courses had to be submitted to the Curriculum Committee by the end of April⁴¹.

Assessment of course-level SLOs has been growing since 2005. Over time, and with appropriate support, more and more disciplines are assessing specific student learning outcomes through their regular course assessment processes. Some disciplines are more conscientious about doing this than others, while some faculty may need more specific support and training in this area. Progress on the assessment of course-level SLOs is noted as part of program review.⁴²

EVALUATION

Significant progress has been made towards being fully proficient in using SLOs at all levels. The evidence shows that the institution identifies student learning outcomes for courses, programs, certificates, and degrees. Disciplines have all participated in the 2005-08 SLO development process, and address SLOs at the program and course level in their course outlines and in their program reviews. The college has adopted measurable College Learning Outcomes, which will be linked to instructional programs and which serve as the General Education outcomes.

While SLOs are assessed in all classes (formally or informally), the systematic reporting of data and using this data to make improvements is still in the development phase. The use of the online wiki continues to increase, as faculty become more aware of the many valuable links and information available there. At the program level, implementation remains uneven in terms of assessing program-level outcomes and using results to make improvements. However, all departments will be developing measurable SLOs for degrees and certificates by the end of 2011. Finally, the college will begin assessing achievement of three of the five College Learning Outcomes, in 2010-11.

To support faculty in developing and using SLOs, the *College of Marin Faculty Handbook*, which is available online, was updated in summer 2009 and includes a chapter with links, resources, and step by step guides for creating and measuring student learning outcomes.⁴³

II.A.1.c.

The college partially meets the standard.

PLANNING AGENDA

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



II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The college offers a broad variety of credit and noncredit courses and programs, all of which are evaluated regularly by departmental faculty, the Curriculum Committee, and the Program Review Committee to assure quality, regardless of the type of credit, delivery mode or location. In addition, the college has begun evaluating the effectiveness of the Five Pathways, beginning with an assessment of Basic Skills instruction as part of the statewide Basic Skills Initiative

in 2007.⁴⁴ The college has also completed its first formal analysis of the Transfer Pathway,⁴⁵ and expects to conduct similar analyses of the effectiveness of the other three pathways.⁴⁶ Results of these analyses, and recommendations, are presented to the Planning and Resource Allocation Committee and linked to the planning cycle to inform strategic planning and educational master planning.



II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTION

All courses and programs are developed and reviewed by program faculty. Procedures established by the Academic Senate and its Curriculum Committee ensure appropriate depth, rigor, currency, sequencing, and transferability of courses. The Curriculum Committee oversees the submission and review of new and revised course outlines of record for both credit and noncredit programs as well as additions or revisions to degrees and certificates programs.⁴⁷

Programs are evaluated through the program review process, with the Academic Senate's Program Review Committee playing a key role. The Program Review Committee oversees the submission and distribution to committees of all program reviews from instructional programs and student services. It is made up of the faculty from each of the participatory governance committee that receives a section of the program reviews. (Two SLO coordinators, the president of the Academic Senate and the faculty chairs of Curriculum, Facilities, Instructional Equipment, Educational Planning, Student Access and Success and a planning subcommittee for staffing requests.) The Program Review Committee checks for completeness and provides feedback to programs and asks for clarification where needed.⁴⁸ It also assesses the program review template and makes recommendations for improvement.⁴⁹

Course Evaluation

Only faculty members develop and revise courses. New and revised course outlines are sent to the Curriculum Committee, which uses an established procedure to review course outlines as follows:

1. Instructors are encouraged to work with others in their discipline to create, revise or delete a course which may be taught by any eligible faculty member. It must include a clear outline of content, student learning outcomes and critical thinking, pre-requisites with a matrix of required skills, etc.
2. The department chair must review the course outline for feasibility and appropriateness to the discipline's curriculum.
3. Faculty members are strongly encouraged to work with their area deans to investigate budgetary concerns, scheduling issues, potential cross-disciplinary conflicts and any relevant state regulations as well as to consider the course in relation to the college's *Educational Master Plan*, mission, values and vision statements.
4. The Curriculum Committee "tech reviews" courses that have been signed off by department chairs. Each outline must be read and signed off by three committee members who have reviewed outlines, to assess

completeness, accuracy, content, student learning outcomes and critical thinking, pre-requisite matrices and regency of textbooks. If corrections need to be made, outlines are returned to the department for revision.

5. Once an outline is approved by the Curriculum Committee, the service hours section goes to the Union-District Workload Committee (UDWC), which examines workload issues.
6. Outlines approved by UDWC come back to the Curriculum Committee for final approval and forwarding to the vice president of student learning and subsequently to the Board of Trustees.

The Curriculum Committee uses the following documents as part of its procedure for approving and evaluating courses, which are available on the Curriculum Committee's Web page as resources for faculty as they develop courses (available on the Curriculum Committee Web page):

- *Program and Course Approval Handbook, 3rd edition*, California Community Colleges Chancellor's Office, March 2009
- *The Course Outline of Record: A Curriculum Reference Guide*, adopted spring 2008, Academic Senate for the California Community Colleges. The ASCCC Web site on curriculum: <http://www.ccccurriculum.info/>
- *COM Course Outline Guide*, revised August 2009
- *Title 5 Education Code*
- *Bloom's Taxonomy* (for critical thinking aspects of the course outline)

Course Student Learning Outcomes

The faculty members who write the course outlines for their departments are responsible for including student learning outcomes. The Curriculum Committee members review all new and revised course outlines as well as certificates and degrees to assure that student learning outcomes are clearly stated in the outlines. Course outlines are required to be revised every 5 years. All new course outlines and revised course outlines go through extensive review by the Curriculum Committee. As of April 2009, after a hand check of 42 binders of course outlines housed in Office of Instructional Management (OIM):⁵⁰

- 72 percent of course outlines include student learning outcomes
- the 28 percent without SLOs, 75 percent have them written as teaching objectives or critical thinking objectives and are in process of revising them into SLOs
- 100 percent of new outlines have student learning outcomes
- 95 percent of Basic Skills/ESL course outlines include SLOs
- 83 percent of courses which count towards a certificate have SLOs
- About 30 percent of GE and Transfer courses are in process of revision to include SLOs

All courses are expected to have SLOs on the Course Outlines of Record by September 2010.

Faculty from each discipline are responsible for assessing whether or not students are achieving the student learning outcomes for their courses, programs, certificates, and degrees. They do this in a variety of ways, from final exams to

portfolios to special projects. Faculty members from each discipline discuss together whether or not students are learning what they expect them to learn and look at ways to improve their offerings. For example, the Math Department recently decided to add a new developmental math course.

Program Evaluation

Discipline faculty, counselors and the Curriculum Committee evaluate proposals for new certificates, majors, and degrees in consultation with the State Chancellor's Office to determine their appropriateness. Once approved, they go to the Academic Senate for approval and to the Board of Trustees.⁵¹

The primary method of assessing programs occurs through program review, which was fully implemented in its current form in 2007-08. Before that time, instructional discipline review took place in a five-year cycle, through the Curriculum Committee. Disciplines evaluate and analyze not only what is offered, but success and retention rates, demographic shifts and the blueprints for each discipline. Discipline offerings are also evaluated in terms of budget, scheduling, and relevance. Program review includes a section on curriculum, where faculty can indicate when and why they will revise or add new courses.⁵²

Program reviews are read by the following committees: Facilities, the Curriculum Committee, the Student Access and Success Committee, the Instructional Equipment and Technology committees, a staffing subcommittee and by the Student Learning Outcomes coordinators and the Educational Planning Committee. Each committee makes recommendations to Planning and Resource Allocation Committee (PRAC) from their section of the program review. Based on

these recommendations, PRAC may forward recommendations to specific disciplines to go through a program revitalization process.⁵³

The college now has a policy and procedure in place to revitalize struggling programs and, if deemed necessary, to discontinue them. In March 2008, the Board of Trustees passed BP 4021 Program Revitalization and Discontinuance.⁵⁴ The Academic Senate subsequently created an Administrative Procedure (AP 4021) which is followed when a program has been struggling.⁵⁵ In 2008-09, based in part on program review findings described by the departments themselves and by other data, the Institutional Planning Committee (IPC) recommended that two programs go through the revitalization/discontinuance process. The Athletics and Physical Education Department voted to discontinue the football team. This decision was ratified by the Academic Senate and subsequently adopted by the Board of Trustees on March 17, 2009.⁵⁶ Computer Science is now going through a revitalization process in which the course offerings are being streamlined, outdated courses deleted or revised, and courses necessary for College of Marin degrees as well as for transfer are offered at optimum times.

In 2007, the college began a comprehensive and extensive revision of all the college's policies and procedures, including all those related to academic procedures. Out of 26 Board Policies related to academic issues, 13 have been adopted by the Board of Trustees and another seven are in various stages of the review/approval process. Out of 33 Administrative Procedures (which are approved internally and do not require adoption by the Board of Trustees), 12 have been approved and another ten are pending approval and should be completed by June 2010. The Board Policy Web page reflects the current status of the college's policies and procedures (<http://www.marin.edu/com/ODP/BoardPolicies.htm>).

EVALUATION

The college has established policies, procedures, and faculty-driven committees that ensure that all courses and programs are uniformly of high quality, regardless of mode of delivery or location. The Curriculum Committee's work in this area has been complimented in the past few years by the work of program review and the Program Review Committee. All relevant policies and procedures have been or are being updated and revised.

II.A.2.a.

The college meets the standard.



II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTION

For all courses, degrees, and certificates, competency levels and measurable SLOs are determined by faculty through the course outline process and validated through completion of a transfer eligibility of courses process. The college has seven UC transfer admission guarantee agreements.⁵⁷ College Learning Outcomes, which also function as General Education outcomes, were developed by the Academic Senate and adopted in January 2009.

In addition, all Career Technical Education programs rely on faculty expertise and the assistance of advisory committees to ensure that their coursework is up to date and relevant to industry standards. Faculty in these areas stay current by attending conferences and renewing relevant certifications regularly. In several career technical programs, students take specialist certification exams, state or national licensing exams.

Progress towards the achievement of student learning outcomes is assessed through program review and through an analysis of licensure or certification rates, when applicable.⁵⁸

EVALUATION

The college clearly relies on faculty expertise and the assistance of advisory committees when appropriate to identify Student Learning Outcomes at the course-, program-, and degree-level. While SLOs are assessed in all classes (formally or informally), the systematic reporting

of data and using this data to make improvements is still in the development phase. At the program level, implementation remains uneven in terms of assessing program-level outcomes and using results to make improvements.

An assessment plan for these General Education/ Collegewide SLOs was developed in February 2010, at a WASC training attended by three faculty and an administrator involved with SLO work on campus. This plan calls for faculty teams to develop shared rubrics for assessing the first three Collegewide SLOs in the fall of 2010, with faculty from these teams piloting and distributing these rubrics in spring 2010. Once the college has familiarity with assessing the first three Collegewide/GE SLOs, a similar process will be used to develop shared rubrics to assess the final two outcomes.⁵⁹

II.A.2.b.

The college partially meets the standard.

PLANNING AGENDA

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

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTION

The Curriculum Committee evaluates and ensures the breadth, depth, rigor, and sequencing of learning, approving only those certificates and majors that meet those criteria. The characteristics of programs differ among vocational certificate programs, noncredit programs, AA majors, and AS majors, but all courses in a major or certificate program must be reviewed every five years. Where course sequences exist, higher level courses build on the skills and knowledge developed in prerequisite courses, as identified in the course outline.⁶⁰ Through the annual program review process, programs also review their course offerings, indicate how, when and why they will update courses, and evaluate the sequence of offerings in their program.

In spring 2010, a scheduling Blueprint and Master Schedule is being developed to ensure that courses in all programs are offered regularly, in patterns that enable students with different schedules to complete their programs in a timely matter. This master schedule will first be implemented in fall 2011.

EVALUATION

College of Marin meets the standard of high quality of instruction through the efforts of all instructors, administrators, and classified staff involved in hiring new faculty members. The Professional Development Program⁶¹ provides faculty with many opportunities to sharpen their teaching skills and update their knowledge of their subject matter and related issues. The flexibility of the program requirements make

it possible for faculty to participate in a wide variety of activities, so that many needs are met.

The Academic Senate and Curriculum Committee has refined the program review and course outline review process, bringing new focus to the necessity of providing clear goals and measurable learning outcomes.

Online services continue to improve, particularly with the implementation of the MyCOM student portal.

Results of students' surveys reveal that students are quite satisfied with the quality of education they receive. Just over 80 percent of the 2009 student survey respondents indicated that the overall quality of the college is "good" or "excellent"—a similar percentage of students (84 percent) supported this assessment of the college in 2007. In both the 2007 and 2009 student surveys, the highest ranked aspect of the college, of 44 items, was the "attitude of the teaching staff towards students." The next two highest ranking items in both surveys have been the "quality of instruction in your major area of study" and the "class size relative to the type of course." Also ranked in the top 10 areas are: the "challenge offered by your program of study," "course content in your major area of study," and "this college in general." Clearly, students think that the college offers top-notch educational opportunities.⁶²

II.A.2.c.

The college meets the standard.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTION

The college's student body is diverse in so many ways—students represent a range of cultures, languages, ages, employment schedules, family responsibilities, learning styles, educational goals, socio-economic, and educational backgrounds. Faculty understand the importance of using a variety of delivery modes and teaching methods to reach their students. The college offers a robust evening schedule, Friday/Saturday classes, and summer sessions, to accommodate students with non-traditional schedules and requirements.

Discussions about students' learning needs occurs in a variety of venues: through department meetings, during program review, through Flex workshops, and through individual faculty use of learning modules on 4faculty.org, to which the college subscribes. The Basic Skills Initiative (BSI) has led to deeper reflection on students' learning styles and needs, through a collegewide assessment, workshops, and the ongoing work of the BSI steering committee.⁶³

One way of meeting students' diverse learning styles is through one-on-one tutoring, which the college offers through a variety of instructional labs, such as the English Skills Lab, the English Writing Lab, the Math Lab, the ESL Lab, and the peer tutoring center. Many classes also have an online component, as explained in IIA.1.b., and open Computer Labs are available to students on both campuses.⁶⁴

EVALUATION

The faculty, instructional specialists, and tutors on campus share a commitment to student learning, and a curiosity about students' diverse learning styles. The college supports their efforts to continually improve their skills and understandings through ongoing professional development and workshops. The college also supports students with different learning styles and educational needs by offering courses in a variety of times, days, and formats, and by sustained support of a variety of learning labs for one-on-one instruction.

*II.A.2.d.
The college meets the standard.*



II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTION

As discussed in standards II.A.2.a. and II.A.2.c., courses and instructional programs are evaluated for quality, relevance, appropriateness, currency, and future needs through the dual processes of program review and Curriculum Committee course review. Program review includes a range of data on program, course and college demographic, enrollment, retention and success trends. As part of program review, participants evaluate: curriculum, staffing needs, student learning outcomes, student success and access challenges, instructional equipment needs, and the relationship between their program and larger college goals and educational pathways.⁶⁵

The Curriculum Committee, the faculty SLO coordinators, and the Office of Instructional Management have done extensive research on the college's nearly 1,200 course outlines and reviewed approval dates and the status of SLOs in these outlines. Disciplines are informed of outdated outlines and are given deadlines for submission of revised outlines or requests to delete or inactivate courses from the catalog.

In the recent *Educational Master Plan 2009-2019*, the college took a new approach to the way it examines its offerings. Rather than only assessing offerings in terms of separate disciplines, programs or departments, it has

considered offerings in terms of five pathways: Basic Skills, Transfer, Career and Technical Education, Cultural Enrichment and Lifelong Learning. The Academic Senate asked faculty member Robert Kennedy to do extensive research over the last year, particularly on the transfer program as well as on the five pathways, and to examine how the offerings of each discipline contribute to each pathway.⁶⁶

Most Career and Technical programs have advisory committees from the community and specific fields with whom they meet twice a year. These committees advise disciplines on new regulations, required skills and/or equipment. For example, the nearly defunct Electronics Technology Department now offers classes in solar installation and Electrical Vehicle Conversion⁶⁷; and environmental landscaping now has classes related to its organic farm⁶⁸. (See College of Marin Strategic Partnership Development and Enrollment Planning Update for more information)⁶⁹. Other disciplines determine relevance of their course offerings through the course outline revision process which optimally occurs every five years.

Most programs have identified program level SLOs and analyzed student achievement in their programs at some level, beginning with the 2007-08 program review. These analyses can be found on the program review Web site.

Results Used in Institutional Planning

Faculty use student success and retention data provided to evaluate student access and success in their programs. The Student Access and Success Committee then analyzed this section of all program reviews and reported the following trends in 2008.

1. ***Under-prepared and underrepresented student populations continue to be less successful academically.*** The strongest factor identified as affecting student enrollment, retention, and success was the availability and student awareness of support services and academic interventions.
2. ***Students continue to have difficulty efficiently progressing towards their academic goals.*** The second most frequent factor was the need to better schedule classes to meet students' needs, including evenings, weekends, distance education, block schedules, condensed courses and sequential classes.
3. ***Enrollments in many programs declined or failed to grow. Retention in some areas is significantly low.*** The third strongest need was for an increased institutional focus on outreach, recruitment, and marketing for attracting and maintaining students. Basic skills and other student services programs also noted that effective retention strategies such as mandatory orientation, early alert for at-risk students and financial aid would positively affect enrollments.

4. ***Decline in the number of full-time faculty has led to inconsistency in course offerings, program operation and curriculum development.*** The fourth strongest need was for full-time faculty because of the negative effect on retention, success and enrollment when faculty are not available on campus. The availability and experience of faculty was cited as the second highest factor affecting student success.

This analysis, along with others such as the BSI assessment and Transfer Study, became incorporated in the *Educational Master Plan's* research, which led to recommendations to address needs in most of these areas.⁷⁰ Several of the access and success recommendations were then prioritized in the *Strategic Plan 2009-2012*, to be implemented.⁷¹

EVALUATION

A remarkable amount of progress has been made on developing, implementing, and refining the program review process in the past several years. The strength of this process, added to the established efficacy of the curriculum review course review process, has enabled the college to more effectively evaluate all courses and programs. The integrated planning process provides the structures and processes to ensure that planning is integrated and that plans can be implemented in a strategic fashion.

II.A.2.e.

The college meets the standard.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTION

College of Marin instituted the current process for program review in 2007. By the end of 2008, after a number of collegewide integrated planning workshops as well as an intensive semester-long revision of the *Education Master Plan* by the Educational Planning Committee, a ten-year *Educational Master Plan* with specific long-term recommendations was adopted. A cyclical Integrated Planning model has been adopted in which the mission will inform the *Educational Master Plan*, which will inform three-year *Strategic Plans*, which program reviews will address. Both program review and *Strategic Plans* will drive resource allocation and the implementation of action plans.⁷²

The Program Review Committee, made up of the faculty from each of the participatory governance committee, oversees the submission and distribution to committees of all program reviews from instructional programs and student services.⁷³

Student Learning Outcomes (SLOs) are and will continue to be an integral part of program review, with programs reporting on plans for assessment as well as the summaries and analyses of the results of assessments will be one part of any justification for resources and staffing. Subsequent program reviews will report on successes and needs for improvement based on SLO assessment.

The Curriculum Committee, at the request of the Academic Senate, developed a process for ensuring that all course outlines that had not been revised in at least five years would either be revised, deleted or deactivated. Outdated course outlines that were not revised or deleted by the faculty by the end of spring 2010 would no longer be listed in the *College of Marin Catalog*, to ensure that students transferring to UC or CSU, which require five year revision cycles, would have valid coursework.⁷⁴

EVALUATION

All the components of an integrated planning process are in place, with annual program review, the development of a ten-year *Educational Master Plan* and a three-year *Strategic Plan*. The governance committees are familiar with their roles in planning, the linkages between committees have been established, and plans are beginning to be implemented.

As described earlier in standard II.A.1.a., II.A.1.c., and II.A.2.a., systematic assessment of SLOs at the college, program, and course level is in process but has not yet become a fully established, formal process, particularly at the program/degree and college level. Though not explicitly linked to student learning outcomes,

the collegewide assessments that have been done on student success—including insights from the Access and Success Committee, the Transfer Study, the Basic Skills Self-Assessment, and the *Educational Master Plan*—have been incorporated into strategic plans for the coming years.

II.A.2.f.

The college partially meets the standard.

PLANNING AGENDA

- Develop systematic assessments and regular reports of achievement of SLOs in all Five Pathways, at the program-, degree-, certificate-, and college-level.
- Develop and implement a formal assessment of student achievement of the College Learning Outcomes by 2012.
- 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.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTION

Some vocational programs culminate in national or state Board exams, but the institution does not create these assessments. Currently, nursing is a program that requires departmental course and/or program examinations here at the college. This program-level examination (Associate Degree Nursing) includes the Assessment Technologies Institute (ATI) test at program completion to predict success on the National Council Licensure Examination-Registered Nursing (NCLEX-RN). The test has been validated by ATI.

EVALUATION

Where departmental course and/or program examinations are used, appropriate procedures are implemented to minimize test bias and validate the examinations' effectiveness in measuring student learning.

II.A.2.g.

The college meets the standard.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTON

The Curriculum Committee and the Office of Instructional Management (OIM) are responsible for ensuring that course outlines are consistent with state guidelines and reflect generally accepted norms or equivalencies in higher education.

The Course Outline of Record for each course states the units for each course and what students need to accomplish in order to achieve the course's learning outcomes and objectives. The units of credit awarded are based on the weekly hours and learning activities that are required for successful completion of the stated learning outcomes.

These standards are based upon state guidelines and accepted practices at transfer institutions. The degree of detail required and the need to accurately represent the rigor of the course through the outcomes, objectives, and assignments are described in the *Curriculum Handbook*. This handbook also provides definitions for units of credit for lecture, lab, and other activity courses.⁷⁵

EVALUATION

College of Marin has made great progress since the last accreditation cycle in standardizing the expectations for course outlines of record and ensuring that outlines comply with state regulations. The *Curriculum Committee Handbook* was revised and expanded, and expectations for content and accuracy of course outlines have been communicated to faculty through the Curriculum Committee, department chairs, and faculty attending Curriculum Review Committee meetings. The Office of Instructional Management and the Curriculum Committee send out regular updates on curriculum trainings, the interpretation of requirements, and curriculum review procedures. The Curriculum Committee keeps in close contact with the Academic Senate so that curriculum issues, including those about the student learning outcomes and the relationship of units and hours, are clarified and addressed.⁷⁶

II.A.2.h.
The college meets the standard.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTION

Degrees and certificates at College of Marin are awarded on the basis of successful completion of a prescribed sequence of courses at a required level of scholarship, with some degrees that also fulfill the California State University-Intersegmental General Education Transfer Curriculum (CSU-IGETC) transfer areas. Because each course has specific outcomes and objectives, the completion of the sequence assures that students completing a certificate or major have acquired a certain body of knowledge and skills.⁷⁷ Some certificates and degree programs include capstone courses, projects, or exams that measured cumulative knowledge, assuring that broader learning goals have been accomplished.⁷⁸

EVALUATION

The college meets the requirement of awarding degrees and certificates according to the norms of higher education in terms of completion of specified sets of courses. Significant progress has been made in identifying program-level SLOs and establishing College Learning Outcomes that all graduates are expected to fulfill. The college is in the process of ensuring that all courses have appropriate student learning outcomes and ensuring that they are measured. In addition, the college is working to assure that course outcomes are mapped or aligned with college and program outcomes. A process has been developed to update all degrees and certificates, with the goal of including SLOs for all degrees and certificates by the end of 2010-11.

II.A.2.i.

The college partially meets the standard.

PLANNING AGENDA

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



II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course

All academic and vocational programs require completion of a general education component. For AA and AS degrees, this consists of a minimum of 19 units, plus demonstration of math proficiency.⁷⁹ General Education (GE) coursework for a College of Marin degree is required in nine different areas: math; natural sciences; social and behavioral sciences; humanities; written composition; communication and analytical thinking; American institutions; cross-cultural studies; and physical activity.⁸⁰ The commitment to a general education program is reflected in both the institution's "Philosophy of General Education"⁸¹ as outlined in the *College Catalog* and in Board Policy (BP 4100) relating to Graduation Requirements for Degrees and Certificates.⁸²

When developing or revising specific content for traditional GE courses, faculty members typically confer with their colleagues and then submit proposals/revisions to the collegewide Curriculum Committee, a subcommittee of the Academic Senate. Faculty members and staff in the Office of Instructional Management participate in curriculum discussions with their colleagues at the University of California (UC), California State University (CSU), private universities, and other California community colleges via the regional articulation groups, and the statewide Intersegmental Major Preparation Articulated Curriculum (IMPAC) project.

Courses in the General Education curriculum are clearly identified in the catalog as to their application for CSU General Education Certification, as well their fit with the Intersegmental General Education Curriculum for transfer to the University of California and California State University systems.⁸³

For a new course to be included in the GE requirements, it must first be approved by the Curriculum Committee. The *Course Outline Guide*⁸⁴, published by the Curriculum Committee, contains the standards and criteria that a course must meet in order to be considered a General Education offering. Additionally, the committee publishes separate guidelines for a course to be included in the college's Cross Cultural Studies General Education requirement. All course outlines must identify Student Learning Outcomes.

Finally, the college has adopted, via action by the Academic Senate, a set of College Learning Outcomes which also reflect the goals of General Education. These outcomes are in the areas of

1. written, oral and visual communication;
2. scientific and quantitative reasoning;
3. critical thinking;
4. problem solving; and
5. information literacy.

Standard II A. Instructional Programs

An assessment plan for these General Education/ Collegewide SLOs was developed in February 2010, at a WASC training attended by three faculty and an administrator involved with SLO work on campus. This plan calls for faculty teams to develop shared rubrics for assessing the first three Collegewide SLOs in the fall of 2010, with faculty from these teams piloting and distributing these rubrics in spring 2010. Once the college has familiarity with assessing the first three GE/Collegewide SLOs, a similar process will be used to develop shared rubrics to assess the final two outcomes.



II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following:

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTION

General Education (GE) coursework for a College of Marin degree is required in several areas including coursework in natural sciences; social and behavioral sciences; and humanities. The program provides students with the opportunity to develop critical thinking skills and an intellectual foundation in each of these major areas of knowledge. All courses are approved by the Curriculum Committee, guided by state and transfer requirements; most College of Marin GE courses also meet CSU and UC GE requirements as well. All GE courses are identified in the *College of Marin Catalog*.⁸⁵

EVALUATION

The college offers a full range of courses in all areas specified by this standard, with a clear indication in the *College Catalog* of which courses fulfill specific General Education requirements. The Curriculum Committee has an effective course review process which includes evaluation of whether a course should be included in the GE curriculum. The College Learning Outcomes also cover specific GE requirements and the college has a plan for assessing students' achievement of those outcomes.

II.A.3.a.
The college meets the standard.

II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including the following:

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTION

The College of Marin Mission Statement⁸⁶, in part, calls for the offering of “excellent educational opportunities... [in] intellectual and physical development and lifelong learning.” The skills that support the capability to be a productive individual and lifelong learner are addressed in a variety of ways. As indicated earlier, College Learning Outcomes have been adopted in the areas of

1. written, oral and visual communication;
2. scientific and quantitative reasoning;
3. critical thinking;
4. problem solving; and
5. information literacy.

Further, the general education requirements for students and the standards by which courses are approved as general education are explicit and assure that students are exposed to the skills of oral and written communication, scientific and quantitative reasoning, and critical thinking/ logical analysis.

EVALUATION

The skills of information competency and the ability to acquire knowledge through a variety of means are implicit in many of the courses that students take, but there is currently no explicit policy to assure that students will develop these skills. The skill of computer literacy, however, is not explicitly covered in the GE curriculum, and there is no systematic way in which student exposure to such courses is assured.

Course descriptions from all academic disciplines (available in the *College Catalog*) indicate that general education courses consistently offer students many and varied opportunities to develop their intellectual skills, creative and effective abilities, positive social attitudes, facility with multicultural perspectives, and information competency.

II.A.3.b.
The college meets the standard.

II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following:

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTION

The college recognizes its responsibility in assuring that its students ask the appropriate questions regarding what it means to be an ethical human being and an effective citizen. For example, the college's General Education requirements include required coursework in cross-cultural studies. These courses provide students with the opportunity to develop a respect for the cultural diversity that is characteristic of Marin County and California today. Additionally, these courses address the need for students to understand their civic, political, social, and ethical responsibilities and how these responsibilities impact those topics covered by Area G. Students are required to complete at least three units of coursework in the area of cross-cultural studies.⁸⁷

With regard to effective citizenship, Area B (Social and Behavioral Sciences) of the college's GE requirements covers such areas as United States history and government and includes coursework in the following disciplines: political science, history, economics, and ethnic studies.⁸⁸ These foundational courses provide students with an appreciation of the history of the United States, not only from a traditional historical perspective, but also from an economic, political, and cross-cultural perspective. As with Area G, students are asked to consider the ethical issues surrounding the topics covered and are required to complete at least three units of coursework in this area.

EVALUATION

Key requirements of the college's GE program address these requirements, as noted above.

II.A.3.c.

The college meets the standard.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTION

All college degree programs have been revised, including art, business administration, ethnic studies, drama, social science, auto technology, biology, and engineering, to conform to Title 5 requirements that at least one area of major concentration or interdisciplinary area of emphasis total a minimum of 18 units, as specified by Title 5 Revision, Section 55063.

In 2008-09, the college also revised the Liberal Arts Degree to include focused study in desirable areas of emphasis which address students' interests: language arts and humanities; communication studies; natural science; social science and behavioral sciences; and visual and performing arts. These degrees were developed with input from the Chancellor's Office liaison, Academic Senate, Curriculum Committee, Counseling Department, and related departments. These new degrees have been approved at the college level and will be listed as "pending" in the *2009-2010 College Catalog*, as they require final approval from the state Chancellor's Office.⁸⁹

EVALUATION

All currently approved programs include focused study in at least one area. The newly revised Liberal Arts Degrees also address this requirement.

*II.A.4.
The college meets the standard.*



II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTION

Consistent with its mission, the college offers a variety of career and technical education programs which lead to degrees and certificates. All academic degrees require completion of a general education component, as described above and many prepare students for external licensure and certification.



Employment competencies are assured by the input of Advisory Boards, employment attainment and retention. Disciplines such as auto technology, nursing, medical assisting, dental assisting, court reporting, auto collision repair technology, machine metals technology, environmental landscape, early childhood education, computer information systems, multimedia and teacher education convene advisory group meetings once each semester to obtain industry feedback to ensure that students are meeting employment standards in the field. Nursing and dental assisting also evaluate professional competencies through employer surveys about program graduates. Through discipline requirements and standards, students are prepared for licensure. These rigorous standards prepare students for certification by external agencies.

When developing or revising specific content for vocational courses, faculty members typically confer with their colleagues and the industry advisory board that provides expertise in the relevant content area. The proposed/revised course outlines are then submitted to the Curriculum Committee for review.

At present, student learning outcomes have been identified for many occupational programs and other programs are in the process of developing student learning outcomes through instructional planning. As the SLOs are developed, they are evaluated for consistency in light of certification and program improvement. Annual program review enables vocational programs to evaluate and improve the program based on student success data.

Vocational and Technical Education Act (VTEA) Core Indicators produced annually for occupational programs, show the numbers and/or percentages of students who complete programs and who are employed in the field.

As the college's data and research system evolves to collect critical data for enrollment of career students, the Workforce Division is collecting data in career classes to help support data collection real-time.

Some of the Workforce Development Departments monitor placement and employment of students in their fields. A priority articulated in the college Master Plans is to outline "the structural requirements, market opportunities, and service priorities that will enable College of Marin to offer serve the business community." To assure ongoing dialogue and relevancy of content competencies in existing career programs and to identify emerging needs, the Workforce Development Division participates in many organizations and partners with many partners to keep the college well integrated with the community and labor demand. Quarterly, a report on partnership development is provided to the Board of Trustees ⁹⁰.

EVALUATION

The data available indicates that the college graduates many highly successful students from its career and technical programs. Many students who complete certificates and degrees enter the workforce equipped with valuable skills and fill vacant slots in much needed areas, especially in allied health fields. Graduates in these areas demonstrate proficiency in their programs and continue on to pass industry or state exams. The programs which prepare students for licensure have high pass rates of their exams.⁹¹

The nursing program sends out a survey six months after graduation to evaluate the students' education at the college and their preparation to take the licensing exam and to determine their current employment in nursing. The dental assisting program also conducts an alumni survey to learn of students' ability to obtain licensure and employment. To further examine the success of graduates, the Workforce Division intends to develop monitoring for success rate over a four- to six-year period for career students. In addition, the Student Learning Outcomes in course outlines should reflect industry standards, if they do not already. When licensure is relevant, the KSAs (knowledge, skills and abilities) of that field should also be reflected in the SLOs.

II.A.5.

The college meets the standard.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

DESCRIPTION

The *College of Marin Catalog* clearly describes all programs, degrees, and certificates, as well as the transferability of all courses. It is available on the Web site and in hard copy.

Counselors and students use this to guide the planning of their college coursework. Schedules, printed and electronically available well before the beginning of each semester, are also used. Every course outline of record approved by the Curriculum Committee must include a detailed description of the course and the expected student learning outcomes. Faculty members then use the course outline of record to create syllabi and/or course materials to provide to every student enrolled in the course. An ongoing 2008-09 project of the Curriculum Committee has identified course outlines in need of revision and enforces the systematic updating of the course outlines. Additionally, the active course outlines have been scanned by the Office of Instructional Management and are available online from the college's intranet to faculty, staff, and administration.

Students are informed by a variety of sources of college program and degree requirements, including those pertaining to transfer into the UC/CSU and other academic institutions to continue their education. Conduits of student information include the catalog, counseling appointments and workshops, Transfer and

Career Center appointments and workshops, and college and departmental handouts that identify program, degree, and certificate of achievement requirements.

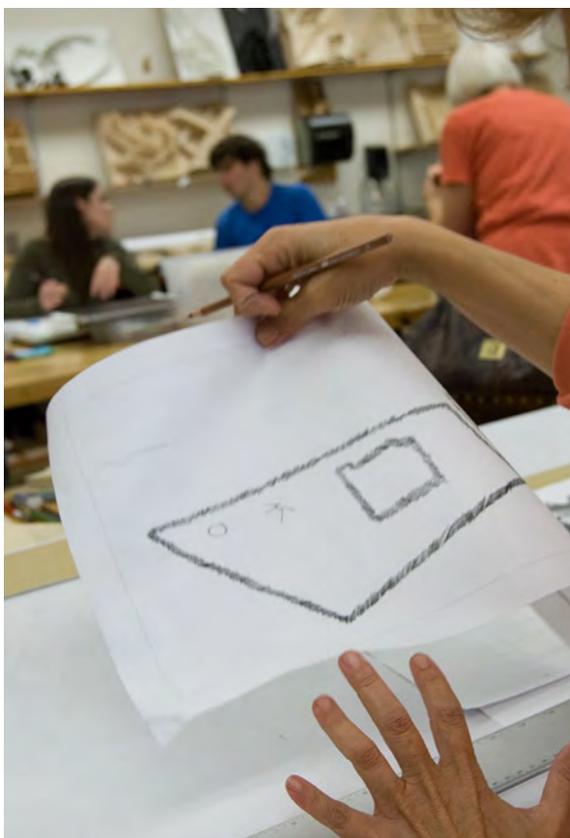
The Articulation Officer oversees currency and relevance of college and university transfer information, through counseling articulation updates, supervision of input for OSCAR, ASSIST, and by identifying changes in UC TCA, CSU, General Education, and college curricular handouts for students distributed by Counseling staff. College curricular changes are also distributed to other state universities and colleges, through California Intersegmental Articulation Council/Northern California Intersegmental Articulation Council lists and conference reporting.

In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline of record, as defined by Title 5 guidelines. Significant progress has been made in this area, with 75 percent of faculty in the 2009 Faculty and Staff Survey indicating that they include SLOs in their course syllabi. Only 10 percent disagreed. In February 2010, faculty who completed the program review indicated that close to 100 percent of faculty include SLOs on their syllabi.

To foster greater consistency and completeness in course syllabi, in fall 2009, the Academic Senate

developed a syllabus template covering key information for each course and recommended that faculty use it for each course. This template is available online in the faculty handbook (and includes course and program level SLOs)⁹². The goal is to eventually have all syllabi available electronically to students, linked to each section.

As part of the institution's faculty evaluation system, faculty members must provide course syllabi in order to be observed by an evaluator. The evaluator reviews the syllabus and may recommend or require that the faculty member revise the syllabus and/or course materials. The institution is a member of several faculty development resources, such as 4faculty.org, which provide examples and suggestions in many instructional areas, including syllabi, in order to promote best practices. The evaluator also may use the syllabus to determine whether the faculty member is teaching the material therein described.



EVALUATION

In the spring 2009 Student Survey, students indicated that the *College of Marin Catalog* effectively presents the information they need. The “*College Catalog/admissions publications*” ranked fourth in terms of student satisfaction, with almost 80 percent of students indicating that they were satisfied or very satisfied with these publications. The ranking was the same in the 2007 survey, which shows the enduring quality of the catalog⁹³.

The *College Catalog* and other publications provide students with clear, accurate information about courses, programs, degrees and transfer policies. Much progress has been made on ensuring that all courses have identified SLOs on the course outline, and that these SLOs are represented in all course syllabi, with almost 100 percent compliance.

II.A.6.

The college partially meets the standard.

PLANNING AGENDA

- Complete identification of SLOs for all courses offered at the college, and ensure that all syllabi reflect the approved course SLOs.
- Provide staff and/or technological support to make it easy for faculty to electronically post syllabi for each section.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTION

The course approval form, by which the Curriculum Committee reviews all credit and noncredit courses, must indicate categories of transferability to UC and CSU systems. This information, which is also available both in the *College Catalog* and schedule of classes, is provided on all Course Outline of Record approval forms. Counselors, along with the Transfer and Career Center staff, provide specific transfer-of-credit information, and arrange for UC, CSU, and independent university representatives to meet with prospective transfer students individually or in groups on the college campus to provide assistance in transfer-of-credit policies. Some universities may offer instant admission to eligible transfer students while on campus, to simplify the transfer process by providing official transcript evaluation on site. Counseling staff is apprised of updated Articulation Agreements and Transfer Agreements and eligible students may request stream-lined transfer admission through General Education and IGETC certification. The Transfer and Career Center provides individual assistance in completing online applications and personal statements, and has received a College of Marin Educational Excellence and Innovation Fund grant,

providing five computers for student use, along with software programs to aid in transfer and determining course equivalency at other academic institutions.

Currently, the Counseling Department oversees the computer input and subsequent accurate evaluation of student transcripts, with supplemental research and assistance provided by the college Transfer and Career Center staff, including incorporation of ASSIST and TES software programs. This broad-based process provides effective, if not streamlined, evaluation of transcripts at present. The Transfer and Career Center also funds a comprehensive software compilation of national college and university catalogs, available for student and faculty use in determining equivalency from a bank of five computers since 2008.

EVALUATION

Policies and procedures for transfer of credit are clear and effective and are revised/updated to maintain currency.

*II.A.6.a.
The college meets the standard.*

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTION

Individual student catalog rights are clearly indicated in the catalog and other college resources, such as the schedule of classes. If a program is eliminated or program requirements are significantly changed, waivers and substitutions of program requirements are granted to affected students by department chairs when the college has failed to offer a required course.

In March 2008, the Board of Trustees passed Board Policy (BP 4021) Program Revitalization and Discontinuance. In collaboration with the vice president of student learning and college superintendent/president, the Academic Senate subsequently created an Administrative Procedure (AP 4021) for the revitalization and discontinuance of programs⁹⁴. Currently, the Computer Science Program is in the process of revitalization, and the football program has been discontinued, a request made by a vote of a majority of the Physical Education Department and approved by the Academic Senate and the Board of Trustees. All students affected by the discontinuance are being counseled and provided with appropriate options for completing their programs, as needed.

EVALUATION

The college continues to ensure appropriate oversight and the timely arrangement of course offerings through the production of a college academic blueprint projecting academic offerings for upcoming semester sequence, thereby aiding enrolled students in attaining program goals.

*II.A.6.b.
The college meets the standard.*



II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTION

The college primarily represents itself to the public, prospective and current students, and college personnel through:

- The *College of Marin Catalog* (annually produced in print and electronic forms).
- The *Credit/Noncredit Class Schedule*, for fall, spring, summer (print and electronic formats).
- *Community Education Class Schedule*, for fall, winter, spring and summer quarters (print and electronic formats).
- Brochures, flyers, and reports on various programs and initiatives at the college.

All college publications are reviewed annually, or more often as required. The Office of Instructional Management oversees the production of the *College Catalog* and credit/noncredit class schedules in collaboration with the Office of Communications and Community Relations. The Community Education department, in collaboration with the Office of Communications and Community Relations, oversees the production of the Community Education class schedules.

The Office of Communications and Community Relations created and maintains the *Guide to Publications Standards*⁹⁵ to ensure that publications are of a uniformly high quality. Using this guide, consistent communication is delivered through media, community and

public relations, creating and placing paid advertisements in local papers, publication production, and promotional collateral for students, prospective students, staff, and the people who influence the decisions of students of all ages (parents, spouses, employers, guidance counselors, etc.). This unit works closely with almost every office, department, and division on campus to develop plans to promote College of Marin news, events, or programs; to generate ideas for reaching a target audience; to gather pertinent and accurate information; and to pursue an avenue to communicate the message through advertisements, publications, events or media releases.

EVALUATION

As noted in standard II.A.6., student surveys indicate a high level of satisfaction with the college's catalog and other admissions publications. The level of satisfaction is also strong for the "accuracy of college information you received before enrolling"—56 percent of students in 2009 were satisfied with the information, 24 percent were neutral, with only about 5 percent expressing dissatisfaction⁹⁶.

The college is in the process of updating existing Board Policies and Administrative Procedures. A College Council Board Policy/Administrative Procedure (BP/AP) Task Force was formed in fall 2007 to review proposed policies and procedures.

The Task Force consists of representatives of all campus constituencies, and has seats for representatives of each union. The project is being coordinated by PRIE staff and facilitated by a representative from the Community College League of California (CCLC). New Board Policies and Administrative Procedures will reflect current laws, codes and regulations, and college practice; and will align our policies and procedures with the Community College League

of California Policy Service. As Board Policies are approved by the Board of Trustees they will be posted on the Board Policy page. Agendas, highlights of the work, and flowcharts for this daunting project are available online⁹⁷.

II.A.6.c.

The college meets the standard.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

DESCRIPTION

The faculty statement on Professional Standards and Academic Freedom, negotiated by the faculty union and published in the UPM/MCCCD Collective Bargaining Agreement (Articles 24 and 17 respectively), expresses the need to practice intellectual honesty, promote freedom of inquiry and expression, protect the academic freedom of students, and delineate the limitations of faculty right to academic freedom⁹⁸.

A Board Policy also supports academic freedom, BP 4030⁹⁹. Student academic honesty and student conduct is covered by BP 5500; student rights and grievances are covered in BP 5530, both of which are presented in the *Student Handbook*, as well as online under “Student Services”, in the *College Catalog*¹⁰⁰, and in the *Faculty Handbook*¹⁰¹. Information about the college’s academic freedom policy is published in the *Faculty Handbook*.¹⁰²

EVALUATION

The college’s policies and faculty contract clearly and unequivocally support academic freedom and academic honesty. These policies are published for the public, current and prospective students, and college faculty and staff. In addition, the 2009 Faculty and Staff Survey clearly shows that a strong majority (70 percent) of faculty and staff believe that the college “supports academic freedom.”¹⁰³

II.A.7.

The college meets the standard.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTION

College of Marin has adopted the Professional Ethics Statement of the American Association of University Professors (AAUP), which speaks to the fair and objective delivery of professionally accepted views, and can be found in Article 24 of the UPM/MCCD Collective Bargaining Agreement.

Matters dealing with objectivity in faculty presentation of information are dealt with through the Academic Senate and in the context of department and discipline dialog, if such issues arise.

EVALUATION

College faculty present information fairly and objectively and adhere to widely accepted professional standards in their area.

*II.A.7.a.
The college meets the standard.*

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTION

As noted previously, the college's 2008-09 Student Handbook (page 35 and 36), the 2008-09 College Catalog (pages 42 and 43), Board Policies (BP 5500 and BP 5530) address students individual rights, as well as academic policies such as academic probation, progress probation, exclusion from classes, plagiarism, and the consequences thereof. These policies are also listed in the online faculty handbook. Faculty policies on the consequences of plagiarism are noted in course syllabi given to students the first week of each semester.

EVALUATION

While concerns regarding student awareness of standards of academic integrity continue to grow, especially as Internet sources of material become more accessible, continue to grow, the college's policies and procedures are clear. Academic deans and department chairs assist faculty when issues of possible academic dishonesty arise.

*II.A.7.b.
The college meets the standard.*

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTION

Since College of Marin is a public, open access community college, there are no additional codes of conduct beyond those common to all public institutions dedicated to academic integrity and the pursuit and dissemination of knowledge, and to ordinary citizens.

EVALUATION

*II.A.7.c.
This standard does not apply to
College of Marin.*

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

*II.A.8.
Not applicable to College of Marin.*

Standard II.A.

- 1 See *College of Marin Catalog, Credit/Noncredit Class Schedule* and *Community Education Class Schedule* for a complete listing of educational programs
<http://www.marin.edu/catalog/index.htm>
<http://www.marin.edu/schedule/index.htm>
<http://www.marin.edu/CommunityEducation/>
- 2 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 3 Mission statement
http://www.marin.edu/com/board_of_trustees.htm#COM_Mission_Statement
- 4 Program reviews are available at
<http://programreview.marin.edu>
<http://programreview.marin.edu/2008>
<http://programreview.marin.edu/2007>
(login: com@marin.edu; password: com)
- 5 Curriculum Committee Web page
<http://www.marin.edu/curriculum/index.html>
- 6 Transfer Study
<http://programreview.marin.edu/2008/comData/Transfer%20Study%20Overview%202.pdf>
- 7 Pathways analysis linked to program review
<http://programreview.marin.edu/Data2009/PR-Pathways.pdf>
- 8 Examples of data from program reviews
<http://programreview.marin.edu/Data2009/Grade-Arts.pdf>
<http://programreview.marin.edu/Data2009/Grade-MATH-ENGL-ESL.pdf>
<http://programreview.marin.edu/Data2009/Grade-SCI.pdf>
<http://programreview.marin.edu/Data2009/Grade-SOCSCI-BEH-HUM-COMM.pdf>
- 9 Access and Success Grid March 30, 2009 (on flash drive)
- 10 Admissions information for new students
<http://www.marin.edu/Admissions/reginfo.htm>
- 11 *Credit/Noncredit Class Schedule*
<http://www.marin.edu/schedule/index.htm>
- 12 *College of Marin Catalog 2009-2010*, p. 52
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>

- 13 *College of Marin Catalog 2009-2010*, p. 114
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 14 *College of Marin Catalog 2009-2010*, p. 52
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 15 *Educational Master Plan 2009-2019*, chapter 2
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
Introduction of this *Institutional Self Study Report*, p. 9
- 16 *Strategic Plan 2009-2012*
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 17 Memorandum of Understanding on the Blueprint and Collegewide Master Schedule (on flash drive)
- 18 Nursing Program class schedule listing
http://mycomssb.marin.edu:9010/PROD/bwckschd.p_disp_listcrse?term_in=201010&subj_in=NE&crse_in=&crn_in=
- 19 Noncredit ESL class schedule listing
http://mycomssb.marin.edu:9010/PROD/bwckschd.p_disp_listcrse?term_in=201010&subj_in=ESLN&crse_in=&crn_in=
- 20 Distance education information
<http://www.marin.edu/distance/index.htm>
- 21 Web-based courses
http://www.marin.edu/distance/web_based_courses.htm
- 22 *DE@COM* newsletter
<http://www.marin.edu/distance/PDFs/DE@COM-02012010.pdf>
Other Distance Education information
<http://www.marin.edu/distance/index.htm>
- 23 Writing Center
<http://www.marin.edu/departments/english/program/wc.html>
- 24 Disabled Students Programs and Services (DSPS)
<http://www.marin.edu/disabled/>
- 25 Memo to UDWC from Yolanda Bellissimo regarding Instructional Support SLOs (on flash drive)
- 26 SLOs Facilitator Call September 2008 (on flash drive)

Endnotes and Evidence Standard II.A.

- 27 *Program Review Handbook* March 31, 2008, p. 14
http://programreview.marin.edu/comData/prHandbook_033108.pdf
- 28 Student Services 2007-08 Program Review Spring 2008 binder (available on campus)
<http://programreview.marin.edu/2008/> (login: com@marin.edu; password: com)
- 29 Standard Syllabi template memo (on flash drive)
- 30 SLO reports 2005-2008 (on flash drive)
- 31 Academic Senate SLO wiki
<http://com-academic-senate-slos.wikispaces.com/>
- 32 Memo on degree/certificate SLOs (on flash drive)
- 33 Academic Senate Minutes, January 29, 2009
http://www.marin.edu/senate/agenda_min.html
- 34 Assessment Plan for College-Level/GE SLOs (on flash drive)
- 35 Academic Senate Minutes, January 29, 2009
http://www.marin.edu/senate/agenda_min.html
- 36 SLO Update, spring 2010 (on flash drive)
- 37 Assessment Plan for College-Level/GE SLOs (on flash drive)
- 38 Board Policy 4100 Graduation Requirements for Degrees and Certificates
<http://www.marin.edu/WORD-PPT/BP4100GraduationRequirementsforDegreesandCertificates.pdf>
- 39 Student Services programs reviews (available on campus)
Student Services program review template (on flash drive)
- 40 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 41 Memo from Curriculum Committee to department chairs, January 4, 2010 (on flash drive)
- 42 Executive Summary Program Review SLO 2007-08 (on flash drive)
- 43 *Faculty Handbook*, SLOs chapter
http://www.marin.edu/faculty/handbook/FH_SLOsSyllabi.htm
- 44 COM Basic Skills Initiative Web site
<http://www.marin.edu/BSI/index.htm>

- 45 Analysis of College of Marin Transfer Students
<http://programreview.marin.edu/2008/comData/Transfer%20Study%20Overview%202.pdf>
- 46 Program Review Pathway Analysis
<http://programreview.marin.edu/Data2009/PR-Pathways.pdf>
- 47 Curriculum Committee Web page
<http://www.marin.edu/curriculum/resources.html>
- 48 Program Review Committee review procedures 2008 (on flash drive)
- 49 Program Review Committee Agenda, October 2, 2009 (on flash drive)
- 50 SLO Report for Senate, April 2, 2009 (on flash drive)
- 51 Course Approval Schedule on Curriculum Web page, under Current Meeting
<http://www.marin.edu/curriculum/index.html>
- 52 Program reviews
<http://programreview.marin.edu>
<http://programreview.marin.edu/2008>
<http://programreview.marin.edu/2007>
 (login: com@marin.edu; password: com)
- 53 *Program Review Handbook March 31, 2008*, p. 14
http://programreview.marin.edu/comData/prHandbook_033108.pdf
- 54 Board Policy 4021 Program Revitalization and Discontinuance Policy
<http://www.marin.edu/WORD-PPT/BP4021ProgramRevitalizationandDiscontinuance.pdf>
- 55 Administrative Procedure 4021 Program Revitalization and Discontinuance
<http://www.marin.edu/WORD-PPT/AP4021ProgramRevitalizationandDiscontinuance.pdf>
- 56 Board of Trustees minutes March 17, 2009 Discontinuance of Football Program
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>
- 57 Transfer Admission Guarantee agreements
http://www.marin.edu/student_services/transfer_center/TAGprogram.htm
- 58 Executive Summary Program Review SLO 2007-08 (on flash drive)
- 59 Assessment Plan for GE/College-level SLOs (on flash drive)
- 60 Course Outline of Record, login and password will be provided.
<http://www.marin.edu/curriculum/index.html>
 (also available on campus)

Endnotes and Evidence Standard II.A.

- 61 Staff Development Web page
<http://www.marin.edu/com/ODP/StaffDevelopment/index.htm>
- 62 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 63 COM Basic Skills Initiative Web site
<http://www.marin.edu/BSI/index.htm>
- 64 Learning Labs
http://www.marin.edu/student_services/learning_resources.htm
- 65 Instructional program reviews
<http://programreview.marin.edu>
<http://programreview.marin.edu/2008>
<http://programreview.marin.edu/2007>
- 66 Program Review Pathways Analysis
<http://programreview.marin.edu/Data2009/PR-Pathways.pdf>
- 67 Electric Vehicle Conversion Program
http://mycomssb.marin.edu:9010/PROD/bwckschd.p_disp_listcrse?term_in=201010&subj_in=ELEC&crse_in=&crn_in=
- 68 COM Organic Farm and Garden, Indian Valley Campus
http://www.marin.edu/News/press_release/020810.htm
- 69 College of Marin Strategic Partnership Development and Enrollment Planning Update, March 2009
(on flash drive)
- 70 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 71 *Strategic Plan 2009-2012*
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 72 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
Strategic Plan 2009-2012
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 73 *Program Review Handbook March 31, 2008*, p. 14
http://programreview.marin.edu/comData/prHandbook_033108.pdf
- 74 Memo from Curriculum Committee to department chairs, January 4, 2010 (on flash drive)

- 75 *Curriculum Handbook*
<http://www.marin.edu/curriculum/resources.html>
- 76 Curriculum Committee Web page
<http://www.marin.edu/curriculum/index.html>
- 77 College of Marin *College Catalogs*
<http://www.marin.edu/catalog/index.htm>
- 78 Executive Summary Program Review SLO 2007-08 (on flash drive)
- 79 *College Catalog 2009-10*, p. 45
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 80 *College Catalog 2009-10*, pp. 45-47
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 81 *College Catalog 2009-10*, p. 45
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 82 Board Policy 4100 Graduation Requirements for Degrees and Certificates
<http://www.marin.edu/WORD-PPT/BP4100GraduationRequirementsforDegreesandCertificates.pdf>
- 83 *College Catalog 2009-10*, pp. 55-64
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 84 Curriculum Committee's Course Outline Guide
http://www.marin.edu/curriculum/Resources/CC_hndbk.pdf
- 85 *College Catalog 2009-10*, pp. 45-47
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 86 *College Catalog 2009-10*, p. 6
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 87 *College Catalog 2009-10*, p. 47
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 88 *College Catalog 2009-10*, p. 46
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 89 *College of Marin College Catalog*
<http://www.marin.edu/catalog/index.htm>
- 90 College of Marin Strategic Partnership Development and Enrollment Planning Update, March 2009 (on flash drive)

Endnotes and Evidence Standard II.A.

- 91 Nursing licensure pass rates
<http://www.rn.ca.gov/schools/passrates.shtml>
EMT and Dental Assisting pass rates (available on campus)
- 92 *Faculty Handbook*, chapter with syllabus template
http://www.marin.edu/faculty/handbook/FH_SLOsSyllabi.htm#samplesyllabi
(also available on campus)
- 93 ACT Student Opinion Survey, spring 2007
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2007>
ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listings under Reports column)
- 94 Board Policy 4021 Program Revitalization and Discontinuance Policy
<http://www.marin.edu/WORD-PPT/BP4021ProgramRevitalizationandDiscontinuance.pdf>
- 95 *Guide to Publications Standards*
http://www.marin.edu/departments/CCR/PDF/Guide2Publications_1108_D.pdf
- 96 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 97 Board Policies and Administrative Procedures Web page
<http://www.marin.edu/com/ODP/BPAPTTaskForcePage.htm>
- 98 United Professors of Marin contract
<http://www.unitedprofessorsofmarin.org/contract.htm>
- 99 Board Policy 4030 Academic Freedom
<http://www.marin.edu/WORD-PPT/BP4030AcademicFreedomAdopted12-8-09.pdf>
- 100 *College Catalog 2009-2010*, Student Conduct Policies, p. 40
<http://www.marin.edu/PDFs/Catalogs/2009-2010/2009-2010COMCatalog-StudentServices.pdf>
- 101 Student conduct policies
<http://www.marin.edu/admissions/policies.html>
- 102 Academic freedom policy, *Faculty Handbook*
http://www.marin.edu/faculty/handbook/FH_ProfOpportunities.htm#academicFreedom
Student conduct policies, *Faculty Handbook*
<http://www.marin.edu/faculty/handbook/ClassroomManagement.htm#SsAcademicconduct>
- 103 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)

Standard II

Student Learning Programs and Services

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTION

College of Marin offers a wide variety of student support services designed to assist students in meeting their educational and personal goals. Students' academic needs and learning styles are assessed through a matrix of instruments (assessments such as the math and English Placement tests, the ESL placement test, the Strong Interest Inventory, Myers Briggs, and others), orientation information, and counselor interviews. Referrals are made in the context of the mandated Student Educational Plan and counseling appointment. A variety of Flex workshops¹ are regularly presented for faculty and staff covering transfer opportunities, career options with a major, and accommodations for the disabled. Student service programs are annually assessed through the program review

process, and regular student surveys provide both evidence of quality and feedback on areas that need improvement.

Enrollment and Placement Services

To assist students with registration and the maintenance of student records, *Admissions and Records*² maintains offices on both campuses during times that accommodate students' various schedules. To provide more access, the college recently implemented a new student online portal³ which allows access via the Internet seven days a week, twenty-four hours a day to admissions information, registration, academic history and account detail; it also provides students with a college e-mail account.

To ensure that new students have the information they need to succeed, all new, non-exempt

students are required to participate in Student Success Workshops⁴ before they can register. These workshops are provided at a variety of days and times, as well as online⁵. At least one Success Workshop per semester is offered at the Indian Valley Campus, with the others offered at Kentfield Campus⁶. Credit English as a Second Language (ESL) Success Workshops are held on the Kentfield Campus, with some workshops scheduled at Indian Valley, primarily for students in the Intensive English Program. Noncredit ESL assessments and orientations are offered several times each semester at the Kentfield Campus. (To be exempt from the Student Success Workshop, students must fall into one of four specific categories outlined in the *College of Marin Catalog*⁷: students with 15 or more semester units; those who have already earned a degree; students who demonstrate an equivalent level of prior learning; and students taking courses that require no reading, writing, or math).

The *Assessment and Testing Office*⁸ offers a wide variety of services for new and continuing students, including placement testing in math, English, and ESL, which are offered at both the Kentfield and Indian Valley Campuses, as well as on-site placement testing at local high schools. The English and math placement tests are adaptive, computer-based, and untimed and are given during scheduled sessions and by appointment on both the Kentfield and Indian Valley Campuses. Practice tests for English and math are available on line⁹ and students receive their placements immediately following their test sessions. New students are then required to meet with a counselor. In addition to placement testing, the Assessment and Testing Office offers General Educational Development Test (GED) testing for students and community members. Ability to Benefit testing is available for students who do not hold a high school diploma or equivalent to determine eligibility for federal

financial aid. Other tests offered include the state mandated nursing exam (Test of Essential Academic Skills (TEAS)) and the Institutional Test of English as a Foreign Language (TOEFL) test. The Assessment and Testing office has a fully bilingual (English/Spanish) staff member.

The *Job Placement Office*¹⁰ maintains and establishes relationships with businesses in the community to provide students, alumni, and the greater Marin community with employment and housing opportunities. The Job Placement Office maintains a free online service for job seekers to view and employers to post job openings. This online service, NACELink¹¹, is accessible 24 hours a day, 7 days a week. NACELink has employment opportunities for local, national and international positions. Other resources available for job and housing seekers are well-maintained reader-boards and binders which contain employment and housing information. Job fairs are held several times a year to provide face-to-face employer/applicant opportunities.

The *Counseling Department*¹² provides essential support services to a diverse student population by offering an array of programs, classes, and counseling assistance on both campuses. The Counseling Office regularly offers evening hours, until 7 p.m., usually once a week, and more often during peak times. Counselors use their training to help students make appropriate and successful educational decisions, set realistic career goals, adjust to one's changing role in society, and resolve personal concerns that may interfere with the ability to succeed in college or personal life.

The counseling faculty and staff make every effort to ensure transfer, assist in career exploration, and provide assistance with personal concerns. Specific career counseling and courses are offered to promote personal vocational development opportunities, and specialized

counseling services are provided for ESL students, athletes, disabled students, students in the EOPS program, Puente Project students, and re-entry students¹³. Transfer students have a variety of workshops and individual sessions available to them. Personal counseling, or brief therapy, is available to students by appointment, with ten personal counseling sessions available before referral is made to off-campus services.

Transfer and Career Center¹⁴: In line with College of Marin's mission statement, the Transfer and Career Center supports educational excellence and opportunities for all members of our diverse community by offering a set of coordinated resources to prospective transfer students to aid in preparation for transfer to baccalaureate institutions; career planning assistance for students and community members seeking workforce education; assistance in using transfer and career informational conduits for all students, including those working on basic skills improvement and ESL; goal-setting and critical thinking skills development and lifelong learning for students planning their futures, regardless of age or skill set; and pursuit of cultural enrichment, including gaining a global perspective and intercultural understanding through study abroad and special interest programs.

Tutoring and Learning Center¹⁵: The Tutoring and Learning Center, which has existed at College of Marin for the past 36 years, provides free academic support to all current College of Marin students, for a wide range of academic courses. The faculty-recommended peer tutors also support study skills development, promote understanding of course concepts, reinforce successful study habits, and encourage independent learning to help students reach their educational goals. Tutors receive training in an initial seminar and in ongoing seminars and workshops, as well as by gaining mastery of the subjects they tutor.

Support Services for Specific Student Populations

The college offers several support programs that serve specific student populations. The college's Extended Opportunity Programs and Services (EOPS)¹⁶, is responsible for identifying and reaching out to students with economic, educational, social and language barriers who may profit from a community college education. Once those students have been identified, they are provided with "over and above" services that include individualized assessment and case-managed counseling, monitoring and extensive support services as well as economic support. In 1977, the legislature created Cooperative Agencies Resources for Education (CARE)¹⁷. This program was created to serve those EOPS students who were also single parents with children under the age of 14 receiving welfare benefits. These students were seen by the legislature as being in need of significantly more economic and social emotion support than other EOPS students. These students also needed advocates to work with the county welfare office, childcare providers and other agencies to help coordinate systems to allow these parents to become successful students. Both EOPS and CARE staff work within the College of Marin community and in the local and state community to be advocates and liaisons for the students at every level of individual and political need.

The ***California Work Opportunities and Responsibility to Kids Program (CalWORKs)***¹⁸ is a partnership between College of Marin and the County of Marin Welfare Office funded through state and federal funds. CalWORKs provides education and support services to eligible students referred from the county welfare office. These students typically come to the college with poor academic skills, and they struggle with the intense pressure put on them to participate in full-time programs while parenting their child/children and working.

CalWORKs provides them with intensive case management counseling and special educational programs and internship opportunities. Both the county and the liaison CalWORKs College of Marin staff review student progress, assess student needs, and provide services that promote retention on an almost daily basis to this high risk population.

The *Disabled Students Program and Services (DSPS)*¹⁹ provides support to students with verifiable disabilities, including accommodations and academic adjustments to enhance students' chances of achieving their educational goals. Services of the program include: counseling, learning disability testing, adaptive physical education, interpretive services, accessibility services, specialized testing, class aids, note-takers, and use of specialized equipments to support students with visual, hearing, mobility, developmental, acquired brain injury, learning and psychological disabilities.

The *Puente Project*, a statewide academic and student support program, was implemented at College of Marin in fall 2008. Its mission is to increase the number of underrepresented students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. After a year of Puente English classes, mentor and counseling support, students receive sustained counseling until they transfer.

The College of Marin *Children's Centers*²⁰, one on each campus, provide high quality early childhood education for the preschool age children of College of Marin students. (Faculty and staff may also use the program as space allows.) As a California State Preschool Program, the Children's Centers offer a play-based curriculum that supports children's cognitive, social-emotional, and

physical development. The children enjoy age-appropriate learning activities and projects that support their developing ideas and interests. The Centers employ a highly skilled and caring bilingual teaching staff, all of whom are credentialed by the California Commission on Teacher Credentialing. The program offers parent education and partners with a variety of community-based agencies, such as the Early Childhood Mental Health Program, whose services support family success and children's healthy development. Low-income student parents have enrollment priority. Parent fees, which are on a sliding scale, are subsidized by the California Department of Education and the Marin Education Fund. Children enjoy a nutritious breakfast, lunch, and snack each day. In addition, the Children's Centers serve as the Demonstration Preschool for the Early Childhood Education program and provide College of Marin students with opportunities for child observation, early childhood curriculum training, student teaching placements, and work study jobs.

All *international students* enrolled at College of Marin receive free student services, including orientation, tutoring, specialized counseling with an individualized educational plan, assistance with preparing to transfer to a four year college or university, and answers to immigration questions. Approximately 200 international students from a wide variety of countries are currently enrolled at College of Marin. International students can also enroll in the noncredit Intensive English Program, at the Indian Valley Campus, to improve their English proficiency to the level required for credit coursework.

*Student athletes*²¹ at the college now have the support of a *Student Athlete Academic Support Program (SAASP)* coordinator to provide them with academic support on multiple levels. This

program provides a study hall equipped with computers, a printer, desks and wireless Internet access. It is open from 9:00 a.m. to 8:00 p.m. Monday through Thursday and 9:00 a.m. to 6:00 p.m. on Friday. The SAASP coordinator, who staffs the study hall 25 hours a week, monitors individual and team attendance in the study hall program and sends detailed weekly reports on each player's participation to every coach. The program requires three grade checks a semester, so that the Athletic Department can provide assistance to students having academic difficulties well before final grades are submitted. The coordinator also serves as a liaison between the player and the tutor, and provides life skills support, facilitating seminars and discussions on topics such as alcohol and drug abuse and time management.

Financial Aid Services and Scholarships

The Financial Aid Department²² offers financial aid assistance to all students who qualify on the basis on financial need. Assistance for school and living expenses is available through a variety of federal and state grants, work-study programs, scholarships, fee waivers, and student loans. Financial aid services are provided at both Kentfield and Indian Valley Campuses to serve both day and evening credit students. In addition, the College of Marin Foundation offers a variety of privately funded scholarships for students.

Health Center

The College of Marin's Health Center²³ provides medical and health education services to all registered students. Medical services include emergency first aid, treatment of acute, non-chronic illnesses, immunizations, testing, mental health counseling, limited low cost medication and over-the-counter medications and referrals to low cost agencies in the community. Health education programs include dissemination of a

variety of health literature along with targeted information on current community health issues, flu vaccinations, and on-going first aid and CPR courses for students participating in an Allied Health Care Program at the college. Through collaborative efforts, Health Services is involved in emergency preparedness, planning and education for the campus community. The students served are typically between the ages of 20-45 years of age, have low-incomes, and are either uninsured or under-insured. Health Services is staffed by one clinical nurse specialist and one support staff.

Assessment of Student Services

The college determines students' needs and assesses its student services programs through annual program review, student surveys, and reports and evaluations required for programs monitored by the Chancellor's Office. These reports and assessments are used for program planning.

Student services programs have participated in collegewide program review, beginning in 2007-08²⁴, when program review became part of the college's ongoing integrated planning cycle. Before this process was initiated, the various student services programs conducted regular reviews and self-assessments for each area. At a minimum, the current Student Services program review looks at program objectives and goals, program descriptions, student demographics, student learning outcomes, and program evaluations. Findings are used to measure progress toward the achievement of established departmental/program objectives and goals, identify student needs, develop solutions to challenges discovered, and to set new departmental/program goals, if needed.

In addition to program review, regular student surveys are used to assess the progress of each

Standard II B. Student Support Services

department/program. The bi-annual collegewide Student Satisfaction Survey²⁵ provides feedback on a variety of student services. Each area also periodically conducts surveys to assess student satisfaction and to assess student needs. There are also several forums for departmental and collegewide discussions regarding how to best support student access, progress, learning, and success at the college.

EVALUATION

The most recent student surveys, in 2007²⁶ and 2009²⁷, indicate an overall satisfaction with student services. The five services most used by students, in both surveys, were the library, computer services, academic advising/course planning, the cafeteria and parking. While the cafeteria and parking ranked the lowest in terms of satisfaction, 76 percent of students indicated satisfaction with the library, 71 percent showed satisfaction with computer services, and 64 percent were satisfied with academic advising. These averages are all lower than the 2007 survey averages by 6 to 13 percent, though the overall ranking of these highly used services is approximately the same as before.

The services with the highest student satisfaction rates are consistently child care services and financial aid. While these services serve relatively few students, those students rated them very highly, as did the students who used the credit by exam services. Student health services consistently ranked in the top ten as well.

In general, faculty and staff have positive perceptions of the quality of student services. In the Faculty and Staff Survey, spring 2009²⁸, a strong majority overall (78 percent) agreed that “student support services make significant contributions to students’ success” in terms of improving retention, success, transfers, etc. This is an area that all constituents agree on—faculty, staff, and administrators alike. Almost half of faculty and staff (46 percent) indicated that they refer students to support services on campus 11 or more times each year.

The results of program review are increasingly being used to improve student services in all areas of the college, including student support services.

II.B.1.

The college meets the standard.



II.B.2. *The institution provides a catalog, for its constituencies with precise, accurate, and current information.*

DESCRIPTION

General Information

The *College of Marin Catalog* is published every year and includes the official name, addresses, telephone numbers and Web site address of the institution. It also includes information on the following:

- Education Mission²⁹
- Course, Program, and Degree Offerings³⁰
- Academic Calendar and Program Length³¹
- Available Student Financial Aid³²
- Available Learning Resources³³
- Names and Degrees of Administrators and Faculty and staff³⁴
- Names of Governing Board Members³⁵



Requirements

The *College of Marin Catalog* includes information on admission requirements, residency requirements, student fees and other financial obligations, degrees, certificates, graduation and transfer.

Major Policies Affecting Students

The following major policies affecting students are included in the *College Catalog*:

- Academic Regulations³⁶, including Academic Honesty³⁷
- Nondiscrimination³⁸
- Acceptance of Transfer Credits³⁹
- Grievance and Complaint Procedures⁴⁰
- Sexual Harassment⁴¹
- Refund of Fees⁴²
- Student Code of Conduct⁴³

Major policies affecting students are also available in the *College of Marin Student Handbook*. The handbook is given to students during the Student Success Workshops. Every new student is required to participate, unless exempt. Students who purchase a student ID card from Associated Students College of Marin (ASCOM) are also given a copy of the handbook. In addition, Policies on Conduct, Grievances, Harassment and Smoking are available through the Student Services Web page, at <http://www.marin.edu/admissions/policies.html>.

Locations of Publications Where Other Policies May be Found

The *College of Marin Catalog* is available in the bookstore, in various offices on campus including counselors, and can be viewed, searched and downloaded from the college Web site. It is divided into seven sections: General Information, Admissions/Registration/Academic information, Student Services, Graduation and Degree Requirements, Transfer information, Course Descriptions, Faculty, Management and Staff. Over the course of the year there will be changes in curriculum, faculty, and other important areas. Revisions and updates are available in the online catalog⁴⁴ and in class schedules distributed for fall and spring semesters, and summer sessions.

The catalog is a “living document,” and changes in text are scrutinized by both the director and editor in the Office of Instructional Management (OIM). When any changes occur in Title 5 regulations, they are reflected in the yearly production of the catalog text. When the University of California, California State Universities, and independent California colleges make changes in transfer requirements, OIM responds and reflects these in the annually produced print/online catalog versions. Program/course offering changes are presented and approved/vetoed/amended through the Academic Senate and/or the Curriculum Committee; subsequently, these are reviewed and approved/vetoed/amended/pulled by the Board. After this review, changes are forwarded to the Chancellor’s Office. All of these changes are reflected in the *College of Marin Catalog* on an annual basis, which keeps the document as current and accurate as possible.

The *Credit/Noncredit Class Schedule*⁴⁵ of classes is published each semester and is available in paper, online, and for free at many locations on campus. The schedule is also

mailed to all Marin County residents. This schedule provides information regarding the college Smoking Policy, Drug and Alcohol Policy, Open Enrollment Policy, Refund Policy, the Equal Opportunity Statement and the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. In addition, the schedule provides information regarding admissions and registration policies and procedures, fees, placement and assessment, and the appeals and grievance procedures.

Community education courses are listed each quarter in the *Community Education Class Schedule*⁴⁶, which is also mailed to all Marin County residents. The *Community Education Class Schedule* is also made available for free at various locations on campus and is available online.

All currently approved Board Policies can be found online, on the college’s Web site from a link on the Board of Trustees page, at <http://www.marin.edu/com/ODP/BoardPolicies.htm>. Hard copies are kept in administrator’s offices and on file with the superintendent/president’s office.

EVALUATION

All existing printed and electronic materials presenting the college's programs, policies and services are reviewed with relevant faculty, staff, and administrators for clarity, accuracy, and currency. Electronic information is continually reviewed and updated by either the college's Web designer or a named representative of each department. All information is reviewed for accuracy and currency prior to publication.

The Office of Instructional Management, which oversees production of the *College of Marin Catalog* and schedule, adheres to publication policies of the college and responds to faculty, administration, staff, and students in regards to making information presented accessible to students, prospective students, and the public. OIM also prepares alternative communications in Spanish and for people who have a disability which may impact accessibility. Additionally, print, Web, phone contacts are provided in publications to provide personal contact and more detailed information and clarification, when needed.



The college conducted a Student Satisfaction Survey in both 2007 and 2009. In both surveys, the college catalog/admissions' publications ranked high in satisfaction, ranking number 4 out of 44 items surveyed. In 2009, 65 percent of students were satisfied with the catalog, down from 79 percent in 2007. (Percentages for satisfaction were generally lower in 2009 than 2007, even when relative rankings remained stable.). In 2009, the accuracy of college information received before enrolling was ranked 15, similar to 2007, with a majority (56 percent) indicating satisfaction and 24 percent neutral on this measure.⁴⁷

According to some students, the catalog can be somewhat difficult to navigate online. To facilitate using the catalog, hard copies are printed and distributed to counselors so they can use them in their sessions with students. The appropriate format for publishing the catalog will be re-examined on a yearly basis to ensure that it continues to meet the needs of students. The college will continue to survey students in order to assess students' satisfaction with its publications.

A review of the availability of various college policies and general information, based in part upon student input, resulted in the publication of a more extensive *Student Handbook* that includes critical student policies. The handbook has been available to students for the past five years. Currently, the college is considering putting the *Student Handbook* online to increase student access.

II.B.2.

The college meets the standard.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The college conducts research and assessments to determine the learning needs of its students. This occurs through the development of the college's *Educational Master Plan*, through annual program review, through the Student Opinion Survey, and through the annual reports required for many student service programs. Detailed descriptions and evaluations are provided in the following sub-standards (3.a-3.e).

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTION

All students are eligible to use all open-access college services, whether they enroll for courses at the Kentfield or Indian Valley Campuses, and regardless of whether their classes are held on- or off-campus.

Students can enroll and register for classes at College of Marin in a variety of ways, providing access to students on both campuses and online. Since the last self study, the college has greatly expanded its online services, increasing access for all students, regardless of their location and schedule. As described previously, the college recently implemented an online student access portal, MyCOM, which students can use 24 hours a day, seven days a week, to register, check their grades, view transcripts, e-mail their instructors, etc. Other online services include: access to the library catalog and online databases⁴⁸; online orientation⁴⁹ for new students; the Online Writing Center⁵⁰, and online textbook ordering⁵¹.

While some services are housed at the Kentfield Campus only (such as Assessment and Testing, Disabled Students and Services, Health Services, and Tutoring, among others), certain essential, high-use services are located on both campuses to ensure student access. Admissions offices are located on both campuses, and hold regular evening hours. Counseling and financial aid also have offices with regular, advertised hours at both campuses. (See the Student Services section of the *Credit/Noncredit Class Schedule*⁵²).

In addition to on-site courses and program, the college offers the following off-site student support services:

College of Marin Orientations at High Schools

During the fall and spring semesters college counselors meet with high school students at the local high schools to present new Student Success Workshops specifically geared for high school seniors. The application process,

placement tests, transfer programs, associate degrees, career development programs and student services are reviewed at the orientation. A special placement test for high school seniors is scheduled for all Marin County high schools (as well as alternative high schools) and a half-hour counseling appointment is made for these students after the placement tests.

On-site Math and English Placement Testing

Math and English placement exams are given at the local high schools during the spring semester.

Communication with Parents of Incoming Freshmen

High school student's parents are always welcome and the department encourages parents to make an appointment with the Counseling Department if there are concerns and questions about College of Marin and their services. College counselors occasionally facilitate individual and group meetings with parents of prospective students. During these meetings they discuss the transfer process to four-year universities, associate degrees and career development programs, in addition to student services. The Counseling Department encourages communication as often as possible.

Presentation at Junior College Nights

A counselor annually gives a presentation regarding the California Community College system and College of Marin specifically at the Marin County High School's Junior College Night.

Luncheon for High School Counselors

Every spring semester, a luncheon at the college is facilitated for the Marin County high school counselors and college/career specialists to

inform them of the programs and services offered at College of Marin. At this time, an update of their students at their respective high schools is given. This luncheon is a good forum for communication between high school and college counselors and staff.

Other Outreach Efforts

The DSPS Program regularly visits every public and alternative high school in the county to explain its program and services offered. A number of on-campus orientations and tours of the campuses are offered to all students seeking DSPS services. Outreach is also provided to the various Marin County Office of Education special programs to support the transition to College of Marin. Members of the DSPS counseling faculty attend and present information at numerous events and agencies in the county and Bay Area.

The ESL Noncredit program staffs a drop-in computer lab for English, GED, and keyboarding at the Marin Conservation Corps in San Rafael, both daytime and in the evening. It also offers noncredit ESL classes at the same site. In addition, off-site noncredit ESL classes are offered at Whistlestop in San Rafael, and at the Margaret Todd Senior Center in Novato.

The college's Outreach Office updates and maintains relationships with all the county high schools, providing multilingual materials to all who need them, especially Spanish-speaking students. The Outreach Office conducts surveys during its events periodically.

The goals and activities of the Outreach Office include:

- Establishing formal and informal contacts with Community Based Organizations (CBOs) serving potential prospective College of Marin students in Marin County.

- Networking with elementary and middle schools in Marin County to develop a pipeline of information and support for future prospective students and their parents.
- Developing and producing events that highlight college programs and opportunities for prospective students.
- Serving as a community public relations agent for the college.
- Assessing needs in community and bring detailed reports on needs back to the college administration for review and possible action (new program development or offerings).
- Facilitating minority student recruitment and retention.
- Providing educational services presentations in the community on issues of: higher education access, financial aid/scholarships, advocacy, immigration, cultural sensitivity, college life, careers, and other.

EVALUATION

Overall, the college provides appropriate, comprehensive and reliable services to students, regardless of the service or delivery method. To ensure that services meet the needs of all students, regular student surveys are conducted, in addition to assessments of student services made as a part of program review.

The college is currently working to improve access for distance education students and students at the Indian Valley Campus. Online services continue to improve, particularly with the implementation of the MyCOM student portal, though there is still room for improvement. Assessing and improving student access is one of the four broad areas of recommendations made in the *Educational Master Plan 2009-2019*⁵³. Specifically, the Student Access recommendations include evaluating all aspects of distance education (Student Access 3⁵⁴) and developing, implementing, and assessing plans to improve student access, including at the Indian Valley Campus (Student Access 4⁵⁵). The *Strategic Plan 2009-2012*⁵⁶ has prioritized an evaluation of all aspects of distance education as part of College Priority #1. Results of this evaluation will better enable the college to determine the student services that distance education students need and how to provide them more effectively.

II.B.3.a.

The college meets the standard.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTION

Through its programs and services, College of Marin provides a learning environment that promotes personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Students have a variety of opportunities to serve on student government, join or create clubs based on social, recreational, or intellectual interests, and participate in other co-curricular activities. Students can participate in the Associated Students College of Marin (ASCOM)⁵⁷ and/or run for the Student Senate⁵⁸, which is an essential conduit for communication between students and the college. There are seats for students on all governance committees. One student club, the Alpha Gamma Sigma Honor Society, requires a certain number of community service hours per semester from its members. The Latino Student Union also emphasizes activities that serve the community, such as holding annual toy and food collection drives.

Student events held annually at the college include Constitutional Club Day, ClubFest, Transfer Day, Latino College Awareness Day, Welcome Week, and the Students for Social Responsibility events, among others. In 2009, the college held its first African American College Awareness week.

The college takes the concept of personal development quite seriously in its program

offerings. In addition to courses in the social sciences and other programs that emphasize personal development and learning about civic responsibility, the college offers courses designed specifically to teach these values and skills. One of these is a student leadership class for members of the Associated Students of College of Marin to learn about parliamentary procedures and leadership skills. Other students enroll in courses in the Political Science Department or Mass Communications to develop their leadership skills while producing the student newspaper and developing their personal skills on civic responsibility.

The college also encourages aesthetic development by offering an annual cycle of performing and fine arts shows. The art gallery holds regular openings and shows featuring the works of faculty and students. Theatrical programs abound; musical opportunities, arts programs, and galleries, as well as many student clubs focused on the arts provide a rich opportunity for aesthetic exploration.

The central learning goal for the college's Student Development and Special Services department is student development, promoting personal growth, civic responsibilities, conscious self-reflection, and an appreciation for diverse cultures, races, and ideas. Individual counseling, counseling courses, and mentorship programs are the formal contexts for personal development and growth.

EVALUATION

The college hosts a variety of events on its student life activity calendar and is known in the community for its fine and performing arts events. The college also holds Student Success meetings to identify areas for improvement, as well as biweekly Student Development Department meetings. The college has facilitated dialogues on issues of diversity, equity, access, campus communication and student life, and the development of learning environments conducive to the development of personal and civic responsibilities.

According to the Student Survey given in 2009, “cultural programs and activities” ranked as the third-highest category in student satisfaction, with almost 70 percent of those students who had participated in them indicating their satisfaction. About 50 percent of students were satisfied with college-sponsored social activities. However, only 24 percent of students were satisfied with the opportunities for personal involvement in college activities. In addition, the level of satisfaction with student government ranked fairly low, 40 out of 44 items.⁵⁹ Most students were not dissatisfied, but many were neutral on these questions, indicating that more could be done to promote, support and communicate the opportunities for student development through campus activities and student government.

II.B.3.b.

The college meets the standard.



II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTION

The college's counseling department offers counseling services to all prospective, new and returning students, supporting students through their academic/transfer, personal, and career decision-making process. All counselors are trained to provide these services to all students, and all counselors are hired based on their experiences in these areas. Counseling services is also a core component of specialized programs, such as EOPS, DSPS and the Puente Project. As part of counseling services, the counselors reviewed and evaluated graduation requirements with students and processed 323 applications for AA, AS or career certificates from summer 2008 through spring 2009. According to the Counseling Department's appointment keeping program, from July 1, 2008, through May 4, 2009, 4,651 students made appointments to meet with a counselor, 4,079 students met with a counselor without appointments (drop-in), 850 e-mails were responded to, and there were 417 telephone appointments.⁶⁰ The Counseling Department completed 36 Transfer Agreement Guarantee Contracts for the various UC campuses that participate in this program in fall semester of 2008.

The Counseling Department continues to develop, implement and evaluate their services to reflect changes in demographics and student needs. In the years since the last self study, the department has enhanced its services in the following ways:

- Added a Puente Project counselor (50 percent position) in 2008-09.
- Added a Transfer Center counselor (60 percent position) in 2007.
- Developed The Accelerated Transfer Program, in collaboration with the Transfer Center and the College of Marin Foundation. The program began in January of 2010.⁶¹
- Sponsors, with the Transfer Center, an annual Transfer Recognition Reception.⁶²
- Developed "major sheets" for students and faculty. Each major sheet suggests transfer preparation courses, career opportunities, possible employers, and list of colleges and universities offering the majors.⁶³
- Updated the Student Success Online Orientation for new students beginning summer 2009.
- Offered a Study Skills class (Counseling 125) in partnership with basic skills level English (English 92) in fall 2009.
- Addressed issues for veterans. There is a page on the college Web site directed to services for veterans, at <http://www.marin.edu/VeteranEducation/index.htm>.
- Participated in the pilot program of the UC Transfer Advisory Board data sharing program for 2007-08 and 2008-09. This program works collaboratively with UC and the college, to improve the yield of California community college transfer applicants to the university.

The Counseling Department regularly surveys students regarding their recent experience either as a “new student at College of Marin” or as a “continuing student.” The new student survey asks about students’ experience with placement testing; orientation; counseling; and ease of finding new student information. The continuing student survey centers on process and outcomes that have enabled students to develop, define and understand their educational purpose at College of Marin.⁶⁴

The Counseling Department sponsors in-service workshops and holds department meetings twice a month to provide an ongoing context for continuous upgrading of skills and awareness of issues that impact counseling services. Counselors also attend professional conferences and workshops off-campus.

EVALUATION

A majority of students (64 percent) indicated in the 2009 Student Opinion Survey that they were satisfied with the “academic advising/course planning services” at the college, and 62 percent were satisfied with the “vocational guidance/career planning services.” Sixty-two percent of students who used “personal counseling” indicated that they were satisfied with the service. Overall, the majority of students were satisfied with the level of service they received for a variety of counseling services.⁶⁵

II.B.3.c.

The college meets the standard.



II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTION

Students from diverse ethnic and language backgrounds attend College of Marin. The college actively conducts outreach and recruitment to bring together people of different ages, races, and ethnic backgrounds, male and female, at different levels of development. The college demonstrates its commitment to diversity through programs, practices, and services designed to enhance student understanding and appreciation of diversity. As part of this effort, the Basic Skills Initiative Steering Committee developed and offered a series of professional development opportunities to raise awareness of diversity and help faculty and staff better support our diverse student body. The workshop leader led off this initiative with a presentation at the spring 2010 convocation, after which faculty and staff signed up to participate in a series of workshops in spring 2010.⁶⁶

College of Marin requires completion of at least one course to satisfy the cross-cultural emphasis as part of its degree requirements (see *College of Marin Catalog*⁶⁷). Courses which fulfill this requirement are clearly marked in the catalog, and include courses such as: American Sign Language, History of African Americans, Native American History, and Intercultural Communication, among others.

College of Marin also makes tremendous efforts to serve students with learning differences and special needs. As noted in standard II.B.1., specialized support service programs such as DSPS, EOPS/CARE, CalWORKs, Puente and Tutoring provide support to students, including

those who are new to the college experience or who are experiencing academic challenges. In fall 2009, for the first time, the college worked with the county to develop a college skills orientation course designed especially for CalWORKs recipients.

Campuswide Practices

The Office of Outreach and School Relations actively recruits students that reflect the full diversity of the county, nurtures contacts with public high schools in and outside of Marin County, establishes contacts with community based organizations serving prospective students, and networks with elementary and middle schools in Marin County to develop a pipeline of information and support for prospective students and their parents.

In addition, the college offers a wide variety of activities, programs, and community-wide events to promote student understanding and appreciation of diversity. It sponsors more than 25 different clubs and student organizations, offering a wide opportunity for affiliation and identification.

To further support campuswide understanding of diversity, the Task Force on Campus Climate⁶⁸ was created in spring 2008. The Task Force made recommendations to the superintendent/president and developed a planning matrix for major activities, including a speaker series.

The Basic Skills Steering Committee⁶⁹ worked with Dr. Juan Carlos Arauz to implement his 21st Century Learning Institute, in which 15 faculty and staff participated during spring 2010.

The Student Access and Success Committee formally reviews the sections of the Academic and Student Services program reviews pertaining to access and student success. This committee also reviews institutional data and institutional plans related to student access and success in order to determine trends and develop recommendations for improvement.

The New Marin Scholars program, sponsored by the College of Marin Foundation, offers full scholarships for up to thirty Marin County high school graduates who are the first in their families to go to college.

EVALUATION

The college demonstrates its commitment to diversity through programs and services designed to promote and enhance student understanding of diversity and provide appropriate support to a diverse student body. Our student and employee satisfaction surveys, student services program reviews, assessment of numerous programs and student services departments and self studies, research, and the ongoing evaluation of programs and services, document that students are provided with effective services.

The Student Services Department provides culturally sensitive services to students on a regular basis. College of Marin has a linguistically and culturally diverse staff who provide services to a diverse student body. Informational materials and resources from different student service departments are made available to students in English, Spanish and Vietnamese.

In addition to the longstanding programs such as EOPS, DSPS, CalWORKs, and Tutoring, which have strong records of success in supporting diversity and promoting understanding, the college has recently implemented the Puente Project and will soon implement an Umoja program. This program is aimed at creating a community of educators and learners committed to the academic success, personal growth, and self-actualization of African American and other students.

Most faculty and staff (60 percent) believe that “the college provides programs and services that enhance understanding and appreciation of diversity on campus,” according to the 2009 Faculty and Staff Survey.⁷⁰ While this is a strong endorsement, it could be stronger. Implementing the recommendations of the Task Force on Campus Climate, 2008, including a full speakers series, could strengthen the college’s efforts in this area.

The Student Opinion Surveys ask students to indicate satisfaction with “racial harmony at this college.” In 2007 and 2009, this was the second-highest rated item for “general college environment,” out of 8 items. In 2007, 66 percent of students were satisfied with racial harmony, while in 2009, 51 percent were satisfied—but only three percent were not satisfied. As noted earlier, the averages for students’ responses are consistently lower in the 2009 survey, even though the rankings remain the same. The stable rankings of these items indicate that overall, students are satisfied with racial harmony at the college, though more visible efforts to acknowledge, educate about and appreciate the diversity of students would be welcome.⁷¹

II.B.3.d.

The college meets the standard.

II.B.3.e. The institution regularly evaluates admission and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTION

The *College of Marin Catalog* adheres to the open admissions policy prescribed in California Education Code and Title 5 of the California Code of Education. The college evaluates the effectiveness of its admissions instruments by conducting student satisfaction surveys, and by maintaining a close working relationship with other California community colleges in implementing best practices. A direct result of this evaluation process was the implementation of CCCApply online admissions processing in the spring of 2009 and the review and revision of the noncredit admissions application.⁷²

Placement tests in English, math and ESL are regularly reviewed with the relevant departments on a six-year cycle, and new tests are validated appropriately and assessed for bias. In the spring of 2007, the college implemented a new placement test for math and English, Accuplacer, following up the next year with validation studies for both subjects to ensure that the placement tests do not create barriers for one or more groups of students based on gender, race, etc.

The college is also investigating ways to more effectively meet the placement needs of students who fall somewhat in between English-language learner and English proficiencies. These students are sometimes referred to as “Generation 1.5 students” and the current English and ESL tests at times do not fully assess their academic needs.

EVALUATION

The Office of Testing and Assessment provides accurate and fair placement testing, ensuring consistency and effectiveness while minimizing cultural and linguistic bias within the placement instruments. Assessment is administered under the same conditions each time, which is the definition of the term standardized.

The results of the 2009 Student Opinion Survey indicate that a majority of students continue to be satisfied with the college’s admissions publications, the general admissions procedures, and the general registration procedures. Satisfaction with the “assistance provided by the college staff when you entered this college,” however, was somewhat less than half (47 percent).⁷³

The Office of Testing and Assessment is working with the National College Testing Association (NCTA) to ensure that the policies and practices are in keeping with national standards. To facilitate the advising and educational planning process and to give students online access to their scores, the Testing Office is looking for ways to upload all test/placement scores in the appropriate online forms.

Members of the ESL Department, in spring 2010, are also evaluating an online placement test offered by Accuplacer for potential use for credit ESL placement, which could provide students a more streamlined placement experience, since Accuplacer is already in use for English course placement. Results of this evaluation are expected in fall 2010.

II.B.3.e.

The college meets the standard.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student record.

DESCRIPTION

Student academic records are maintained in Banner®, the institution’s administrative computing system. The Information Technology (IT) Department has implemented adequate security and has provided for backup recovery in case of emergencies.

The dean of enrollment management is responsible for approving access to student records. Access to levels of student record information is authorized and monitored by an employee’s individual admittance password and computer entry code. As prescribed by law, no more than five staff members within the Office of Admissions and Records are authorized to change student records. The dean of enrollment management approves all corrections made to a student record through appropriate access security levels. An audit trail of all student record transactions is available and reviewed on a scheduled basis. Administrative computing systems are protected by password security, as well as by a high-level layer of network security, and the Banner®/student module is separated by hardware and software filters with system firewalls installed for added security.

The college’s current policy 4.0021,⁷⁴ Students’ Rights of Privacy, is currently being updated and reviewed for approval. The proposed new Board Policy (BP 5040) Student Records and Directory Information, ensures compliance

with the Family Educational Rights and Privacy Act. Students are no longer required to use their social security numbers as their primary student identification number because a computer generated student identification number is now assigned to all students. The student’s social security number continues to be identified on the official academic transcript, since college and universities continue to track transfers by this number. Students may submit a “Request to Withhold Directory Information” form to the Office of Admissions and Records, thereby insuring complete confidentiality from third party requests.

Magnetic tape, microfiche, microfilm and CD-ROM technology are utilized to store students’ academic records in a safe and secure manner. Records that do not require permanent storage are secured in boxes and files and are purged in compliance with federal, state and college policies and procedures. Board Policy 5040 ensures the annual review, classification and appropriate destruction of all student administrative documents, according to provisions of Title 5.

Additionally, the following offices and departments maintain their own student records, which are kept in hard copy and/or database form and stored in boxes, file cabinets, and binders. The records are purged in compliance with federal, state and college policies and procedures.

- Financial Aid
- College of Marin Foundation
- Counseling
- Transfer Center
- Student Health Center
- International Student Services
- Extended Opportunity Programs and Services (EOPS/CARE)
- Disabled Student Programs and Services (DSPS)
- Tutoring and Learning Center
- Office of Student Development
- Job Placement Office
- CalWORKs Office
- Fiscal Services
- Human Resources
- Veterans Affairs/Educational Benefits Program
- Office of Community Education
- Office of Testing and Assessment
- Children's Centers
- Associated Students
- Intercollegiate Athletics
- Puente Program
- Allied Health

College of Marin publishes policies relative to the release of student records that conform to federal and state regulations and standard practices.

EVALUATION

Information regarding academic records is clearly published in the *College of Marin Catalog*⁷⁵ and *Credit/Noncredit Class Schedule* (both print and online versions)⁷⁶. They are as follows:

- Types of Records and Locations.
- Student Rights Related to Academic Records.
- Review, Inspection, and Challenge of Records.
- Directory Information.
- Access to Student Records.
- Record Access.

The college ensures the security, confidentiality, and appropriate storage of student records.

II.B.3.f.

The college meets the standard.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION

The student support services are required to prepare and submit annual program review documents⁷⁷ in accordance with the program review process under the purview of the Planning and Resource Allocation Committee (PRAC) and the Academic Senate. This process is designed to identify strengths and weaknesses in order to develop plans for improvement, and involves the collection, analysis and evaluation of quantitative and qualitative data about student support services. At a minimum, the Student Services program review includes:

- Program Objectives and Goals
- Program Descriptions
- Student Demographics
- Student Learning Outcomes
- Program Evaluations

Some programs such as EOPS, CalWORKs, Matriculation, and DSFS undergo additional program review conducted by the Chancellor's Office through site visits. Financial Aid has an annual audit review and each year conducts an analysis of processes by comparing them with National Association of Student Financial Aid Administrators (NASFAA) "best practices" to see how services can be improved.

When student support services are evaluated, program strengths and weaknesses are clarified and student needs are identified. Findings

from the program review are used to measure progress toward the achievement of established departmental/program objectives and goals, identify student needs, develop solutions to challenges discovered, and to set new departmental/program goals, if needed.

Student support services utilize many other mechanisms for determining student needs and satisfaction with current services such as categorical program reports, student surveys, Student Learning Outcomes, and focused staff meetings and workshops.

EVALUATION

According to the 2009 Faculty and Staff Survey, a clear majority (78 percent) of faculty and staff believe that student support services make "significant contributions to students' success," including improving retention, success, and transfers.⁷⁸ As these survey results show, student support services are widely perceived to effectively support student success. Student surveys in 2007 and 2009 show that a majority of students are satisfied with the counseling services, and financial aid services they receive. In 2009, however, less than half of the student who had used job placement services were satisfied (41 percent), indicating that the college needs to focus more attention on this service.⁷⁹

*II.B.4.
The college meets the standard.*

Standard II.B.

- 1 Staff Development Flex workshop schedule
<http://www.marin.edu/com/ODP/StaffDevelopment/index.htm>
- 2 Admissions and Records Department
<http://www.marin.edu/admissions/index.htm>
- 3 MyCOM Student Portal
<http://mycom.marin.edu>
- 4 Student Success Workshop
http://www.marin.edu/student_services/success_workshop.htm
- 5 Online orientation
<http://www.marin.edu/orientation/2008/index.htm>
- 6 Student Success Workshop schedule
http://www.marin.edu/student_services/success_workshop_schedule.htm
- 7 *College Catalog 2009-2010*, p.19-20
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 8 Assessment and Testing
http://www.marin.edu/student_services/AssessmentAndTesting/index.htm
- 9 Practice placement tests
<http://www.collegeboard.com/student/testing/accuplacer/index.html>
- 10 Job Placement
<http://www.marin.edu/StudentServices/JobPlacement/index.htm>
- 11 Online employment service
<https://marin-csm.symplicity.com>
- 12 Counseling Department
<http://www.marin.edu/StudentServices/Counseling/index.htm>
- 13 *College Catalog 2009-2010*, Specific career and counseling courses, p.124
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 14 Transfer and Career Center
http://www.marin.edu/student_services/transfer_center/index.htm

Endnotes and Evidence Standard II.B.

- 15 Tutoring and Learning Center
http://www.marin.edu/student_services/tutoring.htm
- 16 EOPS Department
http://www.marin.edu/student_services/eops.htm
- 17 CARE Department
http://www.marin.edu/student_services/eops.htm
- 18 CalWORKs Department
<http://www.marin.edu/departments/CalWORKs/index.htm>
- 19 Disabled Students Programs and Services (DSPS)
<http://www.marin.edu/disabled/>
- 20 Children's Centers
http://www.marin.edu/student_services/child_care.htm
- 21 Athletics
<http://www.marin.edu/departments/Athletics/>
- 22 Financial Aid
http://www.marin.edu/financial_aid/index.htm
- 23 Health Center
http://www.marin.edu/student_services/health_center.htm
- 24 Student Services 2008 Program Review binder (available on campus)
Student Services program review template (on flash drive)
- 25 ACT Student Opinion Survey, spring 2007
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2007>
ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listings under Reports column)
- 26 ACT Student Opinion Survey 2007 Report, p. 1
<http://www.marin.edu/WORD-PPT/ACT07SurveyResultsv8S08.pdf>
- 27 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 28 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)

- 29 *College Catalog 2009-2010*, Mission Statement, page after Table of Contents
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 30 *College Catalog 2009-2010*
Section 1: General Information, Course, Program, and Degree Offerings, p. 7
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 31 *College Catalog 2009-2010*
Section 1: General Information, Academic Calendar and Program Length, pp. 8-9
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 32 *College Catalog 2009-2010*, Student Financial Aid, pp. 21-22
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 33 *College Catalog 2009-2010*, Library, p. 38, Tutoring and Learning Center, p. 40
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 34 *College Catalog 2009-2010*, Names and Degrees of Administrators, Faculty, and Staff, pp. 265-273
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 35 *College Catalog 2009-2010*, Names of Governing Board Members, p.3
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 36 *College Catalog 2009-2010*, academic regulations, including academic honesty, pp. 24-32
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 37 *College Catalog 2009-2010*, academic honesty, p. 40
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 38 *College Catalog 2009-2010*, nondiscrimination
Discriminación Positiva, p. 14
Equal Opportunity, p. 23
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 39 *College Catalog 2009-2010*, CLEP, acceptance of transfer credits, p. 29
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 40 *College Catalog 2009-2010*, Policies on Conduct and Grievances, pp. 40-41
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 41 *College Catalog 2009-2010*, sexual harassment, pp. 40-41
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 42 *College Catalog 2009-2010*, refund of fees, p.20
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>

Endnotes and Evidence Standard II.B.

- 43 *College Catalog 2009-2010*, student code of conduct, pp. 40-41
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 44 *College Catalog 2009-2010*, Addendum
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalogAddendum.pdf>
- 45 Credit/Noncredit Class Schedule
<http://www.marin.edu/schedule/index.htm>
- 46 Community Education Class Schedule
<http://www.marin.edu/CommunityEducation/schedule.html>
- 47 ACT Student Opinion Survey, spring 2007
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2007>
ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listings under Reports column)
- 48 Library online catalog and online databases
<http://www.marin.edu/lrc/index.html>
<http://malc.marin.cc.ca.us>
<http://www.marin.edu/lrc/onlinebases.html>
- 49 Online orientation
<http://www.marin.edu/orientation/2008/index.htm>
- 50 Online Writing Center
http://www.marin.edu/student_services/owc.htm
- 51 Online textbook ordering
<http://marin.bncollege.com>
- 52 *Credit/Noncredit Class Schedule, Spring 2010*, Student Services, pp. 99-102
<http://www.marin.edu/PDFs/Catalogs/COMCreditScheduleSpring2010.pdf>
- 53 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 54 *Educational Master Plan 2009-2019*, Student Access 3, p. 35
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 55 *Educational Master Plan 2009-2019*, Student Access 4, p. 35
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>

- 56 *Strategic Plan 2009-2012*
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 57 ASCOM
http://www.marin.edu/student_life/ASCOM/index.htm
- 58 Student Senate Web page
<http://www.marin.edu/sharedgov/studsenate/index.htm>
- 59 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 60 Counseling Department Statistics (on flash drive)
- 61 Accelerated Transfer Program (on flash drive)
- 62 Transfer Recognition Reception flyer (on flash drive)
- 63 Major Sheets from Counseling Department
http://www.marin.edu/student_services/transfer_center/whatcanidowithmymajor.htm
- 64 Counseling Department Surveys (on flash drive)
- 65 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 66 21st Century Teaching Institute, outline (on flash drive)
- 67 *College Catalog 2009-2010*, cross cultural requirement, p. 45
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 68 Campus Climate Taskforce recommendations (on flash drive)
- 69 Basic Skills Initiative Web site
<http://www.marin.edu/BSI/index.htm>
- 70 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 71 ACT Student Opinion Survey, spring 2007
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2007>
ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listings under Reports column)

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- 72 CCCApply
http://www.cccapply.org/applications/CCCApply/apply/College_of_Marin.html
- 73 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 74 Policy 4.0021 Students' Rights of Privacy (on flash drive)
- 75 *College Catalog 2009-2010*, Student Records, p. 30
<http://www.marin.edu/PDFs/Catalogs/2009-2010COMCatalog2MB.pdf>
- 76 *Credit/Noncredit Class Schedule, Spring 2010*, student records and privacy, p.11
<http://www.marin.edu/PDFs/Catalogs/COMCreditScheduleSpring2010.pdf>
- 77 Student Services Program Review Binder (available on campus)
- 78 Survey for Faculty and Staff 2009 Results
Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 79 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)

Standard II

Student Learning Programs and Services

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTION

The library and learning support services are under the direction of the Director of Learning Resources and include the library, Media Services, the Media Center, the Distance Education Support Center (DESC), and the Language and Culture Lab. Since July 1, 2009, the division has also included the College Skills Department, which consists of credit and noncredit English as a Second Language, Basic

Skills English and the Writing Center. Other learning resources at the college are located within the various departments and under the direction of area deans, including a Math Lab staffed by faculty and instructional assistants, and labs for Business, Science, Multimedia Studies, Music, Fine Arts and Computer Information Systems staffed by technical support personnel. The college's Tutoring Center is under the direction of the dean of student services.

Library

The library, located on the Kentfield Campus, occupies a 16,698 square foot complex housing 70 individual study carrels and fifteen small group tables as well as 4 group study rooms. Twenty computers are available for student use in an area adjacent to the reference desk so that students can practice research skills with the assistance of the reference librarians. The library is staffed by 2.75 FTE library faculty, 2 FTE library technicians and 2 FTE library clerks. When college is in session, the staff also includes 2 student workers, each working 13-15 hours a week.

Currently the library has 125,509 volumes, and subscribes to 244 print periodicals and 19 proprietary databases.¹

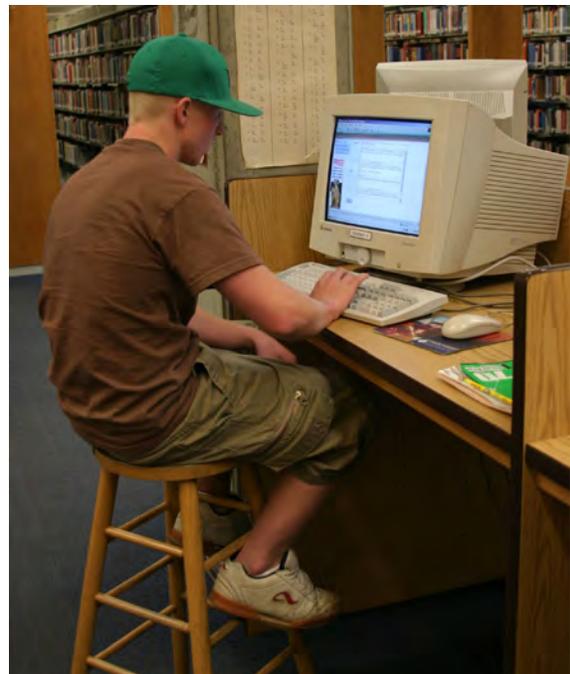
A new library classroom with 22 stations, a printer for student use, and a faculty station with media and projection capability was constructed during winter break 2009. The Information Literacy Lab will be used for the approximately 40 library orientations held on the Kentfield Campus each semester in conjunction with various courses. When not in use for orientations, the Information Literacy Lab will become an open lab for library-related student use.

The library at the Indian Valley Campus was dismantled in 2006; a smaller library focusing primarily on virtual information resources is planned as part of the new IVC main building, with completion anticipated in spring 2011.² To provide services to students and faculty at IVC, the librarians currently travel to that campus on a regular basis to hold library orientations.

To plan for the needs of IVC-based programs and general education courses, a series of planning meetings was held in 2009 and early

2010, and program coordinators identified the electronic databases and other resources that are necessary to support their classes. These requests have been incorporated into the library's 2010 program review.³

The new library/Learning Center at IVC occupies 2,236 square feet and will house 31 computer stations for student use. Recommendations regarding staffing for this facility were part of the library's 2009 and 2010 program reviews.



Media Center

The Media Center in Kentfield includes a 2,535-square foot open computer lab, a screening room for group viewing of media, and a circulation area including storage for the Center's 700 different film titles, both VHS and DVD formats, constituting more than 3500 copies. The Media Center is the college's principal open computer lab for students, housing two Macintosh computers and 18 PCs, where students can access e-mail, Word 2007, PowerPoint and Excel. One computer workstation is designated for students with disabilities. In addition, students have access to 15 monitors with VCR/DVDs and headphones; one laser disc and three viewing machines for slides; and thirteen stations for listening to audiotapes or CDs. The Media Center is staffed by two full-time Media Center staff and three part-time student assistants.

Two laser jet printers are available in the computer lab, and students may print for a per-page fee using cards they purchase in the center or library. The college's pay-for-print and photocopy vendor is Scott's Technology Group,⁴ a local company that has worked with the college to keep student costs low despite the small size of the college. Three high-speed duplicators are available in the center to allow staff to duplicate CDs, DVDs and videotapes for student use when copyright laws allow. Media Center staff also provides ongoing support to students for using equipment and learning technologies. A full-time computer technician is located in the Learning Resource Center to provide oversight and maintenance for all library and Media Center equipment.

The Media Center staff also provides support for distance education courses, conducting orientations, arranging for the local broadcast of

video materials, editing the Distance Education Web page, and providing on-site liaison to distance education instructors.

In a spring 2010 online student satisfaction survey of lab services available on the Kentfield Campus, students identified several areas of concern regarding this support service. Plans have been made to address these concerns through relocation of the Media Center over summer break 2010 and enhanced training for Media Center staff.

Distance Education Support Center (DESC)

DESC, located within the Media Center and containing two computers for student use and one staff computer, provides support for distance education (DE) on campus, including testing services, academic support, and some degree of technical support for DE students. Using an online booking system, DESC administers approximately 265 to 500 DE and make-up tests each semester.⁵ Its procedures require that students document their identity, thus promoting a culture of academic integrity and compliance with statewide authentication standards.⁶ In 2010, its third year of existence, DESC plans to expand its services to include student self-assessment of readiness for DE, online tutoring, and support for faculty online orientations. DESC is currently staffed by one 0.60 FTE staff member.

In spring 2010, DESC was also staffed by a .20 faculty trainer who offers drop-in and by-appointment support for faculty developing or improving online courses. She also publishes a monthly newsletter DE@COM, that is sent electronically to all faculty, staff, and administrators, available through a link on the DE Web page.

Media Services

Media Services provides equipment and technical support for all instructional technologies at both campuses. These services include researching, ordering, and maintaining all instructional media and equipment, delivering and setting up equipment, converting and copying media when copyright law permits,⁷ capturing live lecture and/or cultural events on video, training faculty in the use of instructional equipment and technologies, and troubleshooting the many problems that occur based on hardware/software interactivity or other issues. These services are available on both campuses 60 hours a week during all three semesters. Increasingly, Media Services staff duties also include the design and installation of new smart classrooms at the college—15 since 2006. Media Services is staffed by 3.25 FTE staff and 15 hours of student work-study support.

Learning Support Services

The college also offers a variety of services that support student learning. The Tutoring and Learning Center, which has existed at College of Marin for the past 36 years, provides free academic tutorial support to all current College of Marin credit students, for a wide range of academic courses. With 35 to 45 faculty-recommended tutors in various subject areas, students find academic support to help them successfully complete their courses. Tutors receive training in an initial seminar and additional seminars and workshops, and gain mastery of the subjects they tutor as well.

Tutoring is also available through the English Department in the English Writing Lab on the Kentfield Campus, which provides opportunities for students in developmental and English classes to receive one-to-one assistance. The lab also offers collegewide drop-in tutoring for

students seeking assistance in other disciplines who are writing extended papers. Located in a 1,235-square-foot space in LC 110, the Writing Lab houses 13 PCs and a networked printer. Students enrolled in English 98 and 120 are required to spend an hour each week working in the center in addition to class time. The center is staffed by both instructional specialists and instructors of record. English instructional specialists (who together account for 4.4 FTE in their hours) are also assigned to specific sections of courses in the writing sequence to provide focused support for instruction and students.

Additionally, the English Department offers free online writing tutoring to all currently enrolled College of Marin students. The Online Writing Center (OWC) is staffed with experienced college tutors and allows students to submit their writing questions 24 hours a day, 7 days a week and to receive responses within 24 hours during the week.

The English Skills Lab (located in LC 120) provides further opportunities for students in developmental classes to receive one-on-one assistance from instructors and instructional assistants on both the Kentfield and Indian Valley Campuses. ESL students can receive tutoring in the ESL lab, which is staffed by qualified instructors. Tutoring is also available in the Math Department on a daily basis for all students in the Math Lab. The Math Department also offers an extensive self-paced program with appropriate individual instruction. Business Office Systems supports open labs, staffed by instructors, on both campuses, for individualized and self-paced courses in business skills. Computer Information Systems, Nursing, Multimedia, Music and Fine Arts also have their own labs, with specialized equipment and materials, which are used as part of their respective coursework and class meeting requirements.

In the spring 2010 online student satisfaction survey of lab services available on the Kentfield Campus, students praised the services provided in the English Skills Lab and the English Writing Lab and most respondents said that working in these labs had improved their writing and reading abilities (59 percent for the English Writing Lab and 76 percent for the English Skills Lab). However, students expressed a concern about the limited hours these services are available. The college is exploring ways to increase hours for these valuable student services.

Selection and updating of materials and equipment

The library faculty act as liaisons to specific academic programs and disciplines to solicit active participation by faculty in the acquisition process—both for print material and for electronic resources. Classroom faculty are notified by mail about the procedure for requesting materials,⁸ are contacted personally for follow-up by librarians assigned to their discipline, and are notified when their requested material arrives. Printed request forms⁹ are available for faculty. The dialogue between library and other classroom faculty is positive, and faculty members who wish to initiate and/or continue to recommend acquisition or de-selection of library electronic and print resources to the library faculty have the necessary means to do so (i.e., personal contact, telephone, e-mail, etc.). Additional resources are also requested through program review. Library faculty work collaboratively on a daily basis with classroom faculty to improve the quality, depth, and variety of the resources.

As part of the curriculum approval process, faculty who propose and revise their courses provide the library with the necessary information to direct collection development.¹⁰ This information is reviewed and approved

by the Curriculum Committee and the Union-District Workload Committee (UDWC). Faculty are asked about which library resources (print and electronic) are most needed. Faculty input is then taken into consideration in developing and revising the collection. Based on this information, the Collection Development Plan¹¹ is periodically revised.

The library faculty and staff actively participate in several campuswide committees. This participation in college governance is crucial to the planning and implementing of library programs and policies that support the college's educational mission. This process was greatly enhanced by the participation by one member of the library faculty on the Curriculum Committee, where the review of information literacy and library resources occur; however, since the retirement of this faculty member, this link has been weakened.

Educational materials in the Media Center—audio- and videotapes, CDs, and DVDs—are selected by teaching faculty. The Media Center staff place these materials on reserve, add them to the database, and make them available to the students and faculty who need them. Media Center staff repair and maintain these materials so that they are in good working condition. They are also responsible for the maintenance of the equipment in the Media Center and its labs. Media Center staff are active in several participatory governance committees, where they participate in planning and implementing practices that support the college's educational mission and make the college community aware of concerns that impact the Learning Resources Center.

Media Services polls¹² faculty concerning software and hardware needs to best support classes; however, resources do not always allow for the purchase of the materials requested.

Standard II C. Library and Learning Support Services

The Distance Education Support Center (DESC) collects tests and preparatory materials¹³ from faculty teaching DE courses and disseminates a variety of surveys, questionnaires, and memos soliciting feedback to ensure that learning outcomes are being supported by their services.

The English Writing Center and English Skills Lab Instructional Specialists meet regularly with faculty to ensure that their feedback to students supports the student learning outcomes of the courses and the criteria used by each instructor in evaluating student work. Together, they determine when and how to update the materials in each lab to best meet students' needs.

EVALUATION

A successful academic and vocational program depends on a sufficiently large and current library collection. Institutional commitments to allocate limited funding support have allowed the library faculty to acquire books, periodicals and electronic databases to support the academic programs. In the *2004 Self-Study*, the library recommended that its budget become a regular part of the General Fund, and the college honored

this recommendation. However, allocations have not kept pace with increases in costs, particularly for periodicals and online databases, thus leaving little if any funding to replace lost or stolen books or to update the print collection. To keep pace with growing costs, the library has requested that the institution commit all fines and fees collected by the library to replacing damaged and lost books. Currently, these fees are returned to the General Fund.

Old, worn, and dirty copies of books are weeded from the collection by the library faculty, as time allows. Replacement volumes are added, if appropriate for the current needs of the curriculum, and if allowed by the constraints of the budget. The library faculty evaluate online databases and scholarly Internet links every year (again keeping in mind the restraints of the budget) to assure that student use warrants renewal and/or replacement. The library faculty determine the changing needs of students through interactions at the reference desk and through orientations and instructional presentations. The following chart tracks an important trend in these learning opportunities for our students.

Semester	Library Orientations	Difference
Fall 2005	56	
Spring 2006	77	+38%
Fall 2006	66	-14%
Spring 2007	38	-42%
Fall 2007	60	+58%
Spring 2008	41	-32%
Fall 2008	33	-20%
Spring 2009	28	-15%
Fall 2009	29	-4%

The number of orientations scheduled by the librarians has fluctuated from semester to semester, with a downward trend from a high of 77 in spring 2006 to a low of 28 in spring 2009, a decline of 62 percent during a period when the number of classes and students at the college has greatly increased. Two factors that have contributed to this trend are the loss of a full-time librarian, an open position that was not filled when the faculty member retired in spring 2008, and the temporary loss of the library classroom from spring 2008 until spring 2010. Now that the new library classroom has been built, it is anticipated that more orientations can be scheduled.

Library faculty work very closely with classroom faculty in identifying library materials that support instruction. Faculty surveys¹⁴ and student and orientation surveys¹⁵ supply the necessary feedback.

The college relies on the appropriate expertise of instructional faculty and librarians to select and maintain educational equipment and materials. The college and the Learning Resource staff continually evaluate the needs for equipment and educational materials, yet the level of funding does not currently support acquisition of all the requested materials. When such funds are available, the college will resume soliciting faculty input to its collection development plan.

College of Marin has long been involved in a partnership with Dominican University (DU) that provides some reduction of print and database acquisition costs: both institutions currently share a subscription to Innovative Information Interfaces (III) and a server; both colleges also honor each other's library cards so that students and faculty have borrowing rights in both libraries.¹⁶ Dominican plans to leave the partnership in fall, 2010, in order to join

MARINet, a local consortium of libraries that share electronic and print resources on a broader basis. While membership promises long-term cost savings, the cost of initial membership in MARINet (\$85,000 to \$100,000) is beyond the reach of either college. As a result, Dominican and College of Marin are jointly applying to the Marin Community Foundation to fund a joint membership in the consortium. If this effort is not successful, the college plans to pursue other, lower-cost consortial opportunities such as OCLC, a service that is being launched next year.

The instructional equipment located in the library is in urgent need of replacement, a fact acknowledged by the Instructional Equipment Committee when it awarded the highest score possible to the library's program review request to replace 15 of its 20 student computers. In spring 2010, half of these computers were replaced. Based on the state's current fiscal crisis, the status of the rest of the Instructional Equipment recommendations is unclear. However, the college's Information Literacy Lab, built in spring 2010, houses 22 new student computers, a faculty computer station and a ceiling-mounted projector.

Over the course of 2007-08, one of the three permanent full-time library faculty retired from duty. Although the college has replaced this position with .75 FTE adjunct hours, the loss of this full-time member of the permanent staff is keenly felt. The two remaining full-time librarians spend most of their time covering the reference desk and giving instructional sessions (including preparation time, faculty contact, follow-up, etc.) Other important library responsibilities (planning for the IVC library; database maintenance; Web page maintenance, etc.) cannot be fully addressed with the current staffing level.

In a spring 2010 online student satisfaction survey, 75 percent of students said that their work in the library had improved their ability to use information for academic purposes and 87 percent would recommend library services to others. However, student comments emphasized the need for more library hours, with 78 percent of those surveyed either very likely or somewhat likely to use weekend services if they were available.

The organization of the college, with most media support reporting centrally to one division, allows for cross training and sharing of duties between Media Center, Media Services, and library. This has enabled the small staff to maximize their impact on instruction, although with the recent increase in students and classes, all three areas are showing the signs of strain. The physical layout of the LRC, however, does not easily allow for efficiencies of staffing based on adjacencies. Aging equipment means frequent breakdowns, and the size of both campuses means that staff spend time running from building to building to troubleshoot. The Media Center needs to modernize its storage and cataloging systems, and has plans to digitize its aging analog inventory starting in summer 2010. The four Media Services staff members have taken courses and participated in training opportunities to keep up with technological changes, and these efforts will continue as new technologies emerge.

Use of instructional technology at the college has doubled in the past four years and according to the department's 2010 program review, it increased 30 percent in the first semester of the 2009-10 academic year, while Media Services staff decreased by 40 percent since 2004. The area's budget received a permanent decrease of 10 percent in 2008-09. Fortunately, the Instructional Equipment Committee was able to allocate additional one-time funds to

allow for the creation of four additional smart classrooms during the summer of 2009, which will mitigate to some degree the strain on the staff and equipment. Meanwhile, the staff have been receiving training to provide support in emergent technologies to provide support for the growth of distance education at the college, as well as to keep up with the learning technologies. In addition, in September 2009 the college acquired a license for Edustream, a service available through the state Chancellor's Office that permits participating colleges to store large amounts of digitized video material on a central server. The materials will then be accessible to students and faculty from any computer, whether on- or off-campus, through the MyCOM portal. When implemented on a broad scale, Edustream should cut down considerably on the need to deliver media carts to classrooms.

The English Writing Center, though it also needs equipment upgrades, has been able to offer access to computers as an aid to writing instruction to all students at the college through the diligence of a designated IT technician for instructional technology. Replacement of their 13 aging computers is planned in fall 2010.

The Distance Education Support Center (DESC) was created in 2007 to serve the needs of DE students who need flexible testing arrangements. From its inception, DESC was also seen as an opportunity to provide academic support to students enrolled in DE courses. In May 2009, the college hired a permanent staff member for DESC and this staff member is now offering stable support to our DE students, including tutoring in basic academic success skills and on-site testing. The DESC Instructional Specialist also provided data for 2008 program review of DE offerings¹⁷, in order to help the college make data-based decisions about DE course offerings. One of the findings was that COM's student success rates for DE courses from 2006 to 2009

were considerably lower than success rates statewide (33 percent for spring 2007, more than thirty points below the statewide average). To address this issue, the college launched an initiative emphasizing professional development and both instructional and technical support for distance education faculty. Student success in DE courses has now risen to 52 percent, within five points of the statewide average of 57 percent.

Overall, the facilities and staffing in the Learning Resources Center have been able to meet student and faculty need. This assessment is supported by the student and faculty approval ratings received by the library and learning resources in the 2007 and 2009 surveys.¹⁸ Over 75 percent of students surveyed indicated satisfaction with the library and learning resources center facilities and services in 2009. Just over half of faculty and staff (52 percent) surveyed believe that the “library’s support for instructional programs contributes to student learning outcomes.” While this is a positive result, more direct connections between the library’s offerings and student learning outcomes at the course, degree, and

college level are needed. To this end, Learning Resources faculty and staff conducted a student survey in spring 2010 to provide more specific feedback to inform our planning.

In addition, the ongoing expansion of learning technologies and the *Strategic Plan’s* prioritization of growing distance education at the college suggest the need to expand and enhance our technological resources on an ongoing basis. Thus the college should continue to identify resources to meet the expanding need to support learning technologies at the college.

Currently, there is a pressing need to establish a stable funding source for the library’s electronic databases, now that the state has cut Telecommunication and Technology Infrastructure Program (TTIP) funding for this resource. These databases have become the primary method that students use for their research.

II.C.1.a.
The college meets the standard.



II.C.1.b. The institution provides ongoing instruction for users of Library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTION

In 2002, when it appeared that information literacy would become a requirement for every California community college, the college's Academic Senate sponsored a workshop to ensure that all faculty knew about the various methods of teaching information literacy skills to their students. The Academic Senate voted unanimously to make information literacy a top priority for implementation at College of Marin. Although the statewide initiative was cancelled, information literacy is still a very high priority for the faculty at College of Marin.

Instruction in research skills is the central mission of the library.¹⁹ The instructional program includes a 1-unit credit course, assignment-specific instruction both in the classroom and in the library, one-on-one instruction at the reference desk, and personally designed instruction of students, faculty, staff, and the community by arrangement with individual library faculty. Library 110 is a 1-unit, self-directed and transferable course that incorporates the learning principles advocated by the statewide information literacy task force.²⁰ Library 110 also relies heavily on an electronic tutorial developed at San Francisco State University, ensuring that students transferring to SFSU—and to other four-year colleges—have learned the basics of information literacy. Approximately 100 students enroll in library 110 every year.

The library faculty have identified the need and are currently working on developing Student Learning Outcomes (SLOs) for the library at the department level. (See the library program reviews, 2008, 2009, and 2010²¹). These SLOs reflect the information literacy component of the *Educational Master Plan* so that transfer, workforce development, basic skills, ESL, and lifelong learning students are able to develop information literacy skills in the context of their programs.

In the fall of 2009, one of the library faculty developed an instructional video on Information Literacy, but technical difficulties associated with editing software prevented the project's completion. The librarian is currently looking into other means of completing the project and getting the video posted on the library's Web site.

The primary means for instruction in information literacy occurs during library orientations and individualized instruction at the reference desk. The library has also made available to students and staff a variety of instructional pages through its Web site. Printed handouts and brochures are also available²².

Student mastery of information literacy is assessed through joint post-instruction review by classroom faculty and library faculty. All research skills instruction is project-based and assignment-specific, so the outcomes must be assessed by the both instructor and the librarian.

The library faculty recognize the necessity of keeping current in their own professional development, and take advantage of opportunities to upgrade their skills by attending pertinent conferences and workshops and keeping current in their professional reading. They also partner with other professional librarians, especially those who share membership in the Marin Academic Consortium (Dominican University) and with librarians in the high schools of Marin County. In addition, there has been a special effort to confer regularly with the librarians at San Francisco State University, where many of our students transfer, to ensure our instruction in information literacy keeps pace with the expectations of the transfer institutions.

Resources are dedicated to the special needs of basic skills and ESL students; instructional sessions are designed and implemented with their special requirements in mind. Understanding and supportive interaction with these students at the reference desk is a recognized special responsibility of all library faculty and staff. A grant proposal has been written to the College Basic Skills Initiative to enhance the library's collection of ESL-appropriate books and services, which will be put on the library's home page by fall 2010.

The Media Center is staffed by classified employees who offer orientations for distance education classes and other courses at the college. These orientations instruct the students and teachers in how to use the materials and operate the equipment in the Media Center.

DESC, the English Writing Center, and the English Skills lab provide individualized instruction to students in uses of both print and electronic resources to support academic

literacies, including information literacy and research skills. Increasingly, this instruction has included support for study skills and other habits of mind that underlie student success. The Online Writing Center provides asynchronous support for writing and critical thinking skills. Through the Basic Skills Initiative, the college was able to subscribe to Turnitin.com, a resource for checking the authenticity of student writing, but the college was unable to support continued funding of this resource. When and if funding becomes available, access to this resource should be resumed along with faculty training to ensure that faculty uses the software across the curriculum.

EVALUATION

With approximately 80 annual library research instruction requests confirmed and classes conducted by the library faculty, together with the Library 110 class and the individual support of the librarians, the current status for library research instruction in support of information literacy at the college is positive and productive. The newly-constructed Information Literacy classroom accommodates classes of approximately 22-30 students and will enable the library faculty to teach information literacy skills with updated computers in a room in close proximity to the other important source of information: books. This integration of computers and books is regarded at the college as extremely important in the task of convincing students that good researchers must use both.

II.C.1.b.

The college meets the standard.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTION

The Kentfield library is open Monday through Thursday from 8:00 a.m. to 9:00 p.m. and Friday from 8:00 a.m. to 4:00 p.m. Summer hours are more limited, with reference librarians available from 10:00 a.m. to 1:00 p.m. with one evening added each week. Students have access to all of the college databases and the online catalog of books and periodical titles from off campus, 24 hours a day, 7 days a week. The periodicals can also be remotely accessed through a database. Twenty library computers are available for student use, and wireless access is available throughout the Learning Resource Center. Access to the reference desk is also available by phone and e-mail through the library Web page and is encouraged during the orientations. In fall 2010, the library plans to pilot the use of an embedded librarian in a Web-based course.

The Media Center makes video materials available to distance education students through broadcast by a local public-access cable television station. It is open Monday through Thursday from 8:00 a.m. to 8:45 p.m. and Friday from 8:00 a.m. to 4:00 p.m. The English Writing Center at Kentfield has expanded its hours over the past two years; in response to student requests, the center's hours now include hours on Fridays and more evenings, and there are plans to include Saturday hours when staffing permits. Current hours of this lab are Monday through Thursday, 8:00 a.m. to 7:00 p.m., and Friday 9:00 a.m. to 1:00 p.m.

The ESL lab is open Monday through Thursday from 9:00 a.m. to 2:00 p.m. and 5:00 p.m. to 7:00 p.m.; the English Skills Lab on the Kentfield Campus is open Monday and Wednesday from 9:00 a.m. to 8:30 p.m., Tuesday and Thursday, 9:00 a.m. to 4:00 p.m., and Friday, 9:00 a.m. to 2:00 p.m.; the English Skills lab at IVC, which serves fewer students, is open Thursday and Friday from 11:30 a.m. to 3:30 p.m. The Math Lab is open Monday through Thursday from 10:00 a.m. to 4:00 p.m., and from 6:00 p.m. to 9:00 p.m. on Mondays and Wednesdays, with hours on Friday from 10:00 a.m. to 2:00 p.m. The Tutoring Center is open Monday through Friday from 9:00 a.m. to 4:30 p.m., with one evening a week to be announced.



The Online Writing Center (OWC) provides asynchronous support for students writing in any course on either campus. Except on weekends, students receive feedback from an OWC instructor or tutor within 24 hours.

Media Services are available on both campuses 60 hours a week during all three semesters, to ensure that instructors and students will have access to the instructional equipment needed for their courses.

In the library, the Media Center, and the various learning labs on campus (the ESL Lab, English Skills Lab, Writing Lab, Math Lab, etc.), computers with specialized equipment and software are available for students with disabilities. The DSPS office provides any additional support students need to access the materials in an appropriate manner.

To gauge student use patterns, the library tracks book circulation and foot traffic (please see below).

Fall-to-Fall Analysis

Semester	Gate Count	Circulation Activity
Fall 2005	45,253	24,649
Fall 2006	46,385	10,042
Fall 2007	49,023	8,220
3-year difference	+3,770 (+8%)	-16,429 (-66%)
Fall 2008	49,198	11,321
Fall 2009	50,754	14,731
5-year difference	+5,501 (+12%)	-9,918 (-40%)

Spring-to Spring Analysis

Semester	Gate Count	Circulation Activity
Spring 2006	42,700	12,581
Spring 2007	47,476	10,255
2-year difference	+4,776 (+ 11%)	-2,326 (-8%)
Spring 2008	47,696	10,455
Spring 2009	49,018	12,084
4-year difference	+6,318 (+15%)	-497 (-03%)

Between fall 2005 and fall 2007, the COM library had an increase in visitors of 3,770, or 8 percent. However, 16,429 (66 percent) fewer books were checked out in fall 2007 than in fall 2005. In fall 2008 and fall 2009, the increase in foot traffic continued; however, circulation began to increase. Similarly, from spring 2006 to spring 2007, visitors increased by 4,776 or 11 percent, while 2,326 fewer books were checked out, a decrease of 8 percent. Starting in spring 2008, however, while gate count continued to rise, circulation also rose to nearly the same level as in 2006. This reversal of the downward trend in circulation corresponds to the downturn in the economy and is at least partially due to students' increased use of books on reserve.

This pattern confirms the perception of many faculty who teach library-related courses that students are increasingly using the library databases. Like every other college library, COM's library must maintain both a print collection and an electronic collection, which greatly increases our costs compared to three years ago. Further, the quality databases that must be maintained for a variety of disciplines are more costly year by year.

EVALUATION

The library and other learning support services are scheduled to provide ample access for both day and evening students, with hours reflecting the times of greatest student use. Media Services provides timely and excellent service to faculty and staff for their instructional equipment needs.

While students at the Kentfield Campus have full access to a range of library and learning support services, the services at the Indian Valley Campus are less extensive, in part because that campus serves fewer students in a smaller range of programs. Online access to the library, and to services such as the Online Writing Center and DESC, support all students regardless of location, but the level of services at the Indian Valley Campus has declined since the IVC library was dismantled in 2004. Currently, students need to come to the Kentfield Campus to interact with a librarian and to access the print resources.

To address this issue, a building containing an IVC virtual library is being constructed, with completion anticipated in spring 2011²³. The librarians participated in planning for the IVC library and planning will include ongoing input from the library faculty and faculty from all programs offered at IVC that require library support. A series of meetings was held from fall 2009 through spring 2010 to elicit faculty ideas about the resources needed in the virtual library and their identified needs are incorporated into the spring 2010 library program review.

II.C.1.c.

The college partially meets the standard.

PLANNING AGENDA

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

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION

An alarmed security system (3M) is in place in the library²⁴. The building, Media Center, and Media Services are also alarmed with a keypad system allowing staff access. IT staff members provide on-site support and campus police patrol the areas and respond to emergencies. The library also maintains a service agreement with 3M Library Systems to cover maintenance and repair; the current contract extends until June 30, 2010. The college also has a contract with the Scott Technology Group that covers maintenance and repair of pay-for-print hardware and software²⁵.

EVALUATION

The library and other learning support services are well maintained and secured.

*II.C.1.d.
The college meets the standard.*

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTION

The library has formal contractual agreements with the 3M Company for the library security gates²⁶, with Dominican University for our shared subscription to the Milenium cataloging system²⁷, and with the Scott Technology Group for the pay-for-print and duplicating services used in the Learning Resources Center.²⁸

EVALUATION

All contractual agreements are functioning well and are adequate for the library's needs.

*II.C.1.e.
The college meets the standard.*

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION

The library uses three formal methods in order to evaluate their services: student evaluations of library instruction (both in Orientations and in LC 110 courses), the college's Student Opinion Surveys²⁹, and program review³⁰.

EVALUATION

Based on program review and analysis of student patterns of use, the library has modified its collection development plan to include more emphasis on databases. A request based on these data was made to the Instructional Equipment

Committee to replace the outdated computers in the library. Support for the annual costs of electronic databases, computers and computer maintenance has been included as a line item in the institution's annual budget. However, in fall 2009 the college faced special budget challenges based on budget cuts statewide, so the \$38,000 categorical allocation for TTIP was eliminated from that year's budget. The librarians and the director worked with the vice president to replace these funds so that database subscriptions could be maintained. An ongoing approach to providing stable funding for the library's electronic databases is needed, perhaps by supporting such databases from the general fund of the budget.



According to the 2009 Student Satisfaction Survey, a strong majority of students (76 percent) believe that tutoring services at the college “support the attainment of student learning outcomes.” Surveys in 2007 and 2009 also indicated an overall satisfaction with library services. In the 2009 survey, 76 percent of students were satisfied or very satisfied with library and Learning Resources Center facilities and services received a student satisfaction rating of 76 percent, in the top ten rankings; however, this rating is 7.3 percent lower than in the 2007 survey.

Other learning support services provided to students in the Learning Resources Center have received positive ratings in both the faculty and student Accreditation Self Study surveys, but more specific evaluation tools are needed to ensure that these services are adequate to meet student needs and that they contribute to the achievement of student learning outcomes. The English Writing Center has distributed student and faculty surveys to focus on the effectiveness of various forms of support offered by Instructional Specialists. In addition, Media Services plans to survey faculty about the adequacy of the available support for instructional technologies on an annual basis.

In spring 2010, the college conducted an online survey, measuring student satisfaction with the library, Media Center, tutoring, math center and Writing Center services.³¹ The results are currently being analyzed and will be distributed to all stakeholders so that they can include relevant information in program review for each of the areas surveyed. The college and library will then implement an ongoing assessment/improvement cycle through annual surveys.

II.C.2.

The college meets the standard.



Standard II.C.

- 1 Reference Desk Statistics (on flash drive)
Library program review 2009-10 <http://programreview.marin.edu>
Library program review 2008-09 <http://programreview.marin.edu/2008/>
(login: com@marin.edu; password: com); select library
- 2 Planning documents from Swinerton for the library aspect of IVC main building (on flash drive)
- 3 Library program review 2009-10 <http://programreview.marin.edu>
(login: com@marin.edu; password: com); select library
- 4 Scott Technology Group printing agreement (on flash drive)
- 5 DESC student use report 2007-2009 (on flash drive)
- 6 DESC and Make-up Testing Procedures, revised September 2007 (on flash drive)
- 7 Copyright Policy re video/electronic resources (on flash drive)
- 8 Library new materials request form (on flash drive)
- 9 Library orientation request form (on flash drive)
- 10 COM Course Outline Form (available on campus)
- 11 Collection Development Plan (on flash drive)
- 12 Media Services equipment acquisition request form (on flash drive)
- 13 COM DESC Make-up Test Form (on flash drive)
- 14 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 15 Student and orientation surveys (form on flash drive; file on campus)
- 16 Agreement with Dominican (MAC) Millenium (on flash drive)
- 17 DESC Student Success Rates, 2005-09 (on flash drive)

- 18 ACT Student Opinion Survey, spring 2007
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2007>
 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
 (see listings under Reports column)
- 19 Library program review page (on flash drive)
- 20 Library 110 Course Outline and Library 110 SLOs (on flash drive)
- 21 Library program review 2009-10 <http://programreview.marin.edu>
 Library program review 2008-09 <http://programreview.marin.edu/2008/>
 (login: com@marin.edu; password: com); select library
- 22 Selected library guides <http://www.marin.edu/lrc/comlibguides.html>
- 23 Planning documents from Swinerton on IVC main building/library component (on flash drive)
- 24 3M Agreement document (on flash drive)
- 25 Scott Technology Group Printing Agreement document (on flash drive)
- 26 3M Agreement document (on flash drive)
- 27 Dominican (MAC) Millenium Agreement document (on flash drive)
- 28 Scott Technology Group Printing Agreement document (on flash drive)
- 29 Results from student evaluations of library instruction—both in Orientations and in LC 110 courses
 (available on campus)
 ACT Student Opinion Survey, spring 2007
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2007>
 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
 (see listings under Reports column)
- 30 Library program review 2009-10 <http://programreview.marin.edu>
 Library program review 2008-09 <http://programreview.marin.edu/2008/>
 (login: com@marin.edu; password: com); select library
- 31 Lab Survey reports, spring 2010 (on flash drive)

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Standard III

Resources



College of Marin's newly modernized Irwin P. Diamond Physical Education Center earned LEED Gold and is now generating about 50 percent of its own electricity from a photo voltaic array, using solar thermal power to heat water, and includes other energy saving features in its new mechanical systems.



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Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTION

Hiring of new faculty and staff is governed by Board Policy and the California State Chancellor's Office's standards outlined in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.¹ College of Marin faculty in their respective disciplines must meet the minimum qualifications, be appropriately credentialed, or meet equivalency standards as set by Board Policy and in accordance with statute in the California Education Code.² The district and the Academic Senate have been in the process of working collaboratively to update hiring policies and procedures for filling classroom assignments, further standardizing and clarifying procedures from where they now stand. Those faculty members with vocational instructional assignments must have completed the appropriate professional and academic work required by the chancellor to meet minimum qualifications. All temporary, noncredit instructors who teach classes must meet the minimum qualifications as set by the Chancellor's Office in Title 5 of the Education Code. The faculty in the Children's Centers must meet the California Department of Education Child Development Division's Child Development Permit Matrix.³

Job requirements are specified in job announcements posted for applicants to review. Job announcements are posted online via the college's Web site, as well as targeted advertisements in relevant academic publications and the local press. All job opportunities are posted on College of Marin's Human Resources Web site with instructions regarding the online application process.⁴ Jobs are also advertised in local newspapers (online and print), national educational publications, and appropriate specialized subject/trade/professional outlets. Online advertising recruitment sources include the California Community College Registry,⁵

HigherEdJobs.com,⁶ Northern California Higher Education Recruitment Consortium,⁷ Chronicle of Higher Education,⁸ Craigslist,⁹ and local newspapers.

Applications received are screened by human resources personnel for the stated minimum requirements before review by the Screening Committee for the specific position. The Screening Committee may then set additional criteria to meet program needs as stated in the job announcement under "knowledge and abilities," "special skills required," or "highly desirable" to meet program needs and the college's mission.

Processes are in place to ensure that qualified college personnel are employed. Applicants for faculty positions must submit educational transcripts, certificates, licenses, and/or relevant qualification documentation. Should there be a question about the accreditation of an institution from which an applicant has received a degree, then that institution is researched through the proper accrediting agencies to ensure qualified degrees.

Faculty members have a significant role in the selection process of qualified faculty under current District Board Policies 7120 titled *Employment Recruitment* and 7210 titled *Academic Employees* as well as Administrative Procedures 7210 titled *Academic Employees*, 7211 titled *Faculty Service Areas, Minimum Qualifications and Equivalencies* and 7212 titled *Temporary Employees*.¹⁰ The Screening Committee is composed of a majority of faculty members from the specific and/or a related discipline (as appointed by the Academic Senate), staff, and management. The administrative regulations and UPM contract delineate the hiring process, such as the composition of the hiring committee, the screening and interview process, and the process for recommending qualified candidates.

The college's screening committees carefully review candidates' past experience and education as related to screening criteria, and determine further qualifications through the questions asked during the interview process. Interviews are scheduled to further clarify the candidate's strengths as an instructor, to assess a candidate's understanding of and willingness to embrace diversity, and for the potential for contributing to the larger College of Marin community. Teaching effectiveness is a primary consideration in the selection of faculty, thus demonstrations of teaching are required as part of the selection process to ascertain the candidate's skills. Classified staff and management candidates also undergo a rigorous qualification review process, interview, and evaluation.

The Human Resources Department oversees the hiring process to assure fairness and consistency. A human resources representative works with the committee throughout the screening, interview, and recommendation process to provide both Equal Opportunity Employment (EEO) monitoring and resource services. Before hiring an applicant, confidential reference checks are conducted by the Human Resources Department.

Before a job announcement is published, the need for the position has been determined by the institution via the college's program review and Participatory Governance System, recommended by the superintendent/president and approved by the Board of Trustees.¹¹ During this process, the position is also reviewed for any additional program needs or legal mandates, and the job description is updated to reflect these needs or requirements in the discipline and/or departments. Board Policy delegates the authority for final job description to the college's superintendent/president.¹²

As new faculty are hired, the deans are furnished listings of all permanent and part-time faculty and their qualifications to ensure that individual schedules of instructors' classes are set in accordance with their state or district authorized teaching areas. The Chancellor's Office document Minimum Qualifications for Faculty and Administrators in California Community Colleges and Human Resources Department assistance is available for any questions about qualifications for faculty and administrators.

Additionally, degrees held by faculty and administrators are published in the college catalog for review. Degrees held by the classified staff are published in the *College Catalog* upon request and in this way are available for review.



EVALUATION

The hiring process enables the college to hire qualified faculty and staff. In addition to a significant faculty role on hiring committees, qualified candidates for full-time positions are asked to a final interview with the superintendent/president, vice president, and/or department manager. These steps have ensured that the institution has integrity in hiring qualified personnel to support the institution's mission and goals.

There have also been improvements in recent years to the recruitment and hiring processes. In particular, the recruitment process has been updated to include expanded online recruiting of applicants. An application Web site has also been established to accept online applications. The Web site provides information for the applicant giving information/advice on how to prepare the application, as well as other information about the recruitment process and timeline.

The Human Resources Department and Academic Senate are working together to revise the applicable Board Policy and Administrative Regulations to take into consideration changing online application processes, standardizing a more flexible open and ongoing application avenue for part-time instructors, while also assuring that only qualified candidates are considered for class assignments. The continued expansion of the recently initiated online recruitment process should support the college's effort to maintain a ready resource for qualified and interested part-time faculty. Ensuring appropriate training at the department and division levels should assist with personnel scheduling.

III.A.1.a.

The college meets the standard.



III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTION

Evaluations of classified staff are required by contract for each of the classified collective bargaining units: California School Employees Association (CSEA) and Service Employees International Union (SEIU). Evaluations are an important tool to gauge the effectiveness of an employee, to provide constructive feedback, and to assist in employee professional development. Evaluations can also serve as a basis for establishing a dialogue and rapport between a supervisor and employee about job performance.

CSEA's contract language specifies that an immediate supervisor conduct evaluations and that this person be knowledgeable of the employee's duties, responsibilities, and performance. Probationary employees are to be evaluated at least twice during their probationary period. Permanent employees are to be evaluated once every two years unless circumstances warrant additional evaluations.¹³ This language is mirrored in the contract language for SEIU with one distinction, which is that permanent SEIU employees are to be evaluated at least once per year.¹⁴

As specified in the UPM/district contract, all permanent faculty members are evaluated every three years, excluding leave periods, through student evaluation and alternately through either self-evaluations or the peer performance-observation procedure.

Probationary faculty members are evaluated by their manager through performance observations, professional self-evaluation, and student evaluation during each year of probationary service. The purpose of probationary evaluation is to provide suggestions for improvement, if any, and to determine re-employment. Part-time faculty members are evaluated when first hired and then once every six semesters of active service thereafter by a manager assigned by the vice president of student learning.¹⁵

Confidential and supervisory employees are evaluated twice in a probationary period and once a year thereafter. The evaluation of supervisory personnel has been developed as a stand-alone document separate from those of the classified unions.¹⁶ The evaluation of confidential personnel is based on the form adopted by SEIU.

Beginning in fall 2004, a new evaluation process was implemented in the evaluation of managers. The evaluation process is grounded on ongoing communication during the rating year regarding performance standards, goals, and objectives. Performance evaluation meetings are designed to provide opportunities for structured reviews of past performance relative to established employee and district goals and objectives. Administrative employees at Marin Community College District are evaluated on their overall leadership and administrative skills, as well as on their professional expertise,

communication, collaboration, and team-building abilities. Managers are supposed to complete the evaluation process annually with a comprehensive evaluation every three years.¹⁷

Board Policy 7150 entitles employees of the district to a regular and systematic evaluation. The purpose of the evaluation is to document successes and encourage improvement in the performance of duties.¹⁸

Employees are given a copy of the written evaluation, with one copy being kept by the evaluator and one copy placed on file in the human resources official personnel file. Documentation of employee evaluations are maintained in confidential and secure employee personnel files. Specific procedures established by the district determine who may access the contents of an employee's file.

The superintendent/president has the ultimate responsibility for the evaluation of all personnel in the district. Notice of evaluations is handled through the Human Resources office, which maintains a tracking system and notifies managers when evaluations are due for classified, supervisory, and confidential employees. Human Resources also notifies the vice president of student learning of probationary faculty members to be evaluated. The vice president of student learning maintains a tracking system for permanent and part-time credit faculty and manages the responsibility for notification and tracking of evaluations for probationary, permanent, and part-time faculty. All faculty evaluations are performed following the guidelines of the MCCD/UPM contract.

EVALUATION

The district has taken steps to ensure that classified staff and faculty are evaluated in accordance with their respective collective bargaining agreements. Confidential and supervisory staff are evaluated annually as required. However, the implementation of the evaluation processes is not consistent across employment categories.

The faculty evaluation process appears to work well. The current MCCD/UPM contract delineates the timeline and process for faculty evaluations. Probationary faculty are evaluated by their respective dean or director, with input from peer and/or union advisors. Permanent faculty members are primarily evaluated by a peer system. The district has recommended a modification to the collective bargaining agreement that would modify the current system to provide more opportunity for management feedback and evaluation.

Classified employee evaluations have not been conducted consistently and some have not been done until they were needed in a disciplinary proceeding. Some supervisors cite a high staff-to-supervisor ratio and changes in management personnel as reasons for failing to perform evaluations according to the contract terms.

Not all managers are evaluated annually as required by district policy. While managers reporting directly to the superintendent/president and the vice president of college operations are evaluated annually, the process for managers under the vice president of student learning has not been consistent. One cause for this inconsistency may be the high turnover in the student learning area for the past several years. Thus, for some members of the management team there is no documented evidence that a comprehensive evaluation has been completed.

Clearly, current procedures are inadequate to the task of ensuring consistent compliance with the requirements of the college's employee evaluation regulations. There is no centralized tracking system of the process and no apparent consequences for managers who do not adhere to the evaluation process and timelines.

III.A.1.b.

The college partially meets the standard.

PLANNING AGENDA

- Develop a more comprehensive evaluation tracking system districtwide.
- Provide regular training opportunities for managers regarding the performance appraisal process.
- Provide administrative consequences for the responsible parties who do not adhere to the evaluation process and timelines.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTION

Faculty

An instructional faculty's primary responsibility is teaching and learning, ensuring that students are instructed in ways that facilitate their mastery of course content, as stated in the course outline of record. Course outlines include Student Learning Outcomes, which faculty are expected to include on their syllabi for students. All instructional faculty members are evaluated on a regular cycle, and their evaluations include items that address the instructor's expectations and goals for the course. Specifically, the evaluation for instructional faculty asks students if the requirements of the course have been made clear; if major points of the course were clearly identified in class; and, if the course covered the material described in the catalog.¹⁹ Instructors must provide a copy of their syllabus and an assessment tool as part of their peer or manager-

led evaluation. Tenured faculty alternate self-evaluations with peer evaluations in a three-year cycle; the peer evaluations use the same tools as the evaluations administered by managers. In the self-evaluation, in addition to student evaluations, the faculty member responds to questions about his or her professional objectives in specific courses, and provides evidence of effectiveness in professional work with students.²⁰

Probationary instructors are required to do a Statement of Professional Objectives as part of their annual evaluation toward achieving tenure. In this process, instructors are offered the choice of either examining their instructional course objectives, or broader concerns in their area such as program development. In either option, "Professional Objectives" emphasizes the impact of the instructor's teaching on students. In this regard then course objectives are seen as referring to course SLOs; program

development may or may not be associated with SLOs. In both cases instructors are required to identify objectives; to describe educational or other experiences that will be used to achieve objectives; and then must be formally assessed with supporting evidence.²¹

However in general the focus of SLOs is intended to improve the collective practice of faculty and programs or disciplines; individual faculty are expected to use SLOs to guide their instruction, but they are not individually evaluated on their performance in terms of student learning outcomes, aside from how they are evaluated by students as noted above, in making course requirements known to students, and in guiding instruction and student assessments on this basis. A Memorandum of Understanding between the Academic Senate and the college's administration states that:

“The assessment loop involves both gathering information and using that information to modify and improve teaching and student learning. Outcomes assessment is not for the purpose of evaluating an individual student or a faculty member's performance. Therefore, assessment information will be reported in collective form.”²²

Collectively, all instructional programs have participated and continue to participate in the program review process, even if individual faculty choose not to participate (a contractually protected right, though resources for program development are tied to program reviews, providing an incentive for faculty participation). All instructional and student support programs have participated in the program review process since 2007, a process which includes identifying and evaluating each program's Student Learning Outcomes.²³ By participating in the program review process, participating faculty and staff

assess how well their programs overall are helping students meet the stated SLOs and program goals.²⁴ For further details about the current state of development and use of SLOs, see the introductory chapter on SLOs for a complete description of how faculty in various programs has engaged in discussions of student learning.

Classified Staff

In certain areas, classified staff members are responsible for supporting students to achieve student learning outcomes for instructional programs. Specifically, the classified staff who work in various learning labs – such as Instructional Specialists in the Writing Center, English Skills Lab and Math Labs – have as part of their job duties assisting students to master the skills and learning outcomes of specific courses. Thus, these classified staff members are well versed in the learning expectation of each course and they work closely with faculty as part of their job. In addition, all areas of Student Services take part in a program review process. One aspect of all classified staff members' evaluations is that they are aware of and able to carry out their job duties.²⁵

Professional Development

There has been extensive professional development devoted to developing and implementing SLOs for faculty members and the classified staff who directly support student learning for specific programs. (See the chapter devoted to SLOs for a complete description of work to date.) This work continues to be supported by an institutional commitment to supporting two faculty SLO coordinators, who are each reassigned for 3 units/semester to assist faculty in developing and using SLOs.

EVALUATION

The evaluation of SLOs is being conducted collectively at the program and discipline level, with the assistance of the faculty SLO facilitators, the Academic Senate and the Curriculum Committee. This combination of support and oversight of the process ensures that SLOs are implemented and evaluated at the program level.

III.A.1.c.

The college meets the standard.



III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTION

College of Marin strives for a collegial and professional work environment. The Marin Community College District Governing Code of Ethics is found in board policy and specifically addresses ethical standards for Board trustees.²⁶ The collected Board Policies also contain the following policies applicable to all employees: conflict of interest, anti-nepotism, sexual harassment, non-discrimination, search and selection procedures, and drug/alcohol policies.

In matters not covered in the MCCD/UPM contract, the faculty adheres to the “AAUP Statement on Professional Ethics” which has been made a part of the contract.²⁷ Professional ethics and performance for classified personnel

in CSEA and SEIU are covered in Article 13 of the MCCD/CSEA contract and Article 26 of the MCCD/SEIU contract.²⁸ Management, Confidential and Supervisory personnel are expected to adhere to professional ethics and performance, as outlined in Board Policies, procedures, and job requirements.

EVALUATION

Through its evaluation processes for all personnel, the college sets forth its expectations and upholds written codes of professional ethics.

III.A.1.d.

The college meets the standard.

III.A.2. *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

DESCRIPTION

Faculty staffing

The percentage of units taught by full-time faculty has dropped over the past six years. In 2003-04, and in the five years preceding this academic year, the hours of credit instruction taught by full-time instructors was near or above 75 percent in accordance with recommendations offered in AB 1725, as stipulated in Title 5 California Code of Regulations, Sections 51025, 53310 through 53312. However, several retirements have occurred since 2004 and less than a dozen full-time faculty members have been hired since then. Thus, full-time faculty members now teach 64 percent of the credit units (fall 2008 full-time equivalent faculty (FTEF) obligation report).²⁹ (However three new full-time instructors have been hired for the 2009-10 academic year, which should increase this number slightly.)

Even with changes over recent years, the college presently has a percentage of full-time instructors equivalent to the state average for all California community colleges. According to the *Chancellor's Report on Staffing for Fall 2008* (the most recent year available), the college had a full-time/part-time faculty ratio of 55/45—the same as the statewide average across all California community colleges.³⁰ (The discrepancy between 55 percent full-time instructor staffing and 64 percent of units taught by full-time instructors for fall 2008 is explained

by a comparatively high number of overload units assigned to full-time instructors at the college relative to other institutions.)

Program review and the integrated planning process provide information and recommendations from programs on staffing levels and faculty hiring needs. However the current faculty collective bargaining agreement has a provision that addresses the hiring/replacement of faculty members based on a formula, with some provision exceptions.³¹ The formula does not take into consideration the recently implemented program review and institutional planning systems, hence works outside this planning process.

Before faculty are hired to teach part or full-time, they must undergo a screening process to ensure they are qualified. This process includes a review of minimum qualifications, of past professional experiences, and an interview for a screening committee that must include faculty from the area (or a closely related field) that the interviewee would work in. The degrees held by faculty are listed in the college catalog. The U.S. degrees that are listed are all from accredited institutions. It is the responsibility of a candidate or employee to have degrees from non-U.S. institutions evaluated by a foreign educational document service.

Staff and Administrators

Within departmental funding limitations, the district's administrative services are adequately staffed to support the college's missions and purposes. The staff and administrators have appropriate preparation and experience to support the district's purpose based on Board Policies and procedures regarding screening and hiring, reviewed through the established participatory governance process. Many classified staff members have been at the college for many years.

To ensure that qualified candidates are hired, screening committees carefully review candidates' past experiences and performance, work with defined minimum qualifications, and develop specific questions intended to ascertain an individual's skill in and attitudes toward the position. Job announcements, developed from approved job descriptions, indicate minimum qualifications and desired knowledge, abilities, and skills and are used by the screening committees in the selection of qualified classified and management employees. Degrees held by administrators and classified personnel are listed in *College of Marin's catalog*.

The integrated planning process results in recommendations about staffing levels identified in program reviews. Programs are asked to assess the level of staffing for their programs and if more staffing is necessary, to support that recommendation with data and other evidence.

EVALUATION

According to the 2009 Faculty and Staff Survey, the majority of faculty and staff do not believe that "effective processes are used to determine staffing needs" – only 13 percent agreed with this statement, and 54 percent disagreed overall. Faculty were the most likely to disagree, while about half of the staff and one-third of the

managers disagreed. This relatively high figure among faculty may be attributed to the standstill in hiring for full-time instructors, as the college attempts to move from a contractual formula to a participatory governance process for making these decisions.

Concerned with the drop in the percentage of full-time instructors in recent years, the Academic Senate presented a resolution to the Board of Trustees in February 2008, urging the Board to "achieve and maintain a minimum of 75 percent full-time faculty by department." The Academic Senate resolution noted that students "learn best when there is a strong full-time faculty contingent in each department" and that a 75 percent ratio of full-time faculty in each department provides for stability and growth in all programs. As of fall 2008, only 2 departments of 16 fit with this 75 percent goal. Another 4 departments had full-time faculty members teaching at least 59 percent of the units. In seven more departments, half or more of the units were being taught by part-time faculty, with three departments having less than one-third of the units taught by full-time faculty. While it is generally accepted that a strong foundation of full-time is an admirable goal, among California Community Colleges only one college across the state achieved a total of 75 percent full-time faculty across the college in 2008; none have achieved such a goal across all departments.³²

In order to maintain excellent instructional programs, all departments need full-time faculty members who are willing to conduct ongoing departmental business, such as revising and updating courses, completing program reviews, and providing educational leadership. The college as a whole also needs sufficient numbers of willing full-time faculty members to fill the many positions on governance committees. Currently there are approximately 110 full-time faculty members and approximately

50 positions to fill on governance committees, along with several positions for union committees. However the college places no obligation on individual full-time faculty members to engage in any professional service to the college or their departments, including work on curriculum development, course revision, updating of curricular materials, contribute to program review, and attend governance or other meetings. Article 8.1.2 of the MCCD/UPM contractual agreement does permit faculty to voluntarily perform professional service duties if they wish to do so, in addition to their required duties of teaching and maintaining scheduled office hours.³³

The number of qualified staff and administrators working at the college has generally been maintained with an increased workload in correlation to the increased student enrollment over the last four years. The current statewide

budget crisis has limited the opportunity to fund additional staff and administrative positions to expand upon the services provided to students and instruction.

During the 2009-10 academic year, three new full-time faculty positions were filled (anthropology, physics, and noncredit ESL). Once a new faculty contract is approved, and as resources become available, the college intends to hire additional full-time faculty members. Again as resources are available, the college intends to continue reviewing and improving processes for determining staffing needs, to improve linkages between program planning, program review, and resource allocation.

III.A.2.

The college meets the standard.



III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3. a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION

College of Marin personnel policies are governed by Board Policies and Administrative Procedures. These policies and procedures are currently being updated through a districtwide effort. Current policies are available for review in the institution's campus library and online. Administrators also have copies available in their areas.³⁴

Policies and procedures are initiated, developed, and submitted through the shared governance process, then approved and adopted by the Board of Trustees for compliance with current law and to support the institution's mission and goals. If a policy or procedure has not been updated, current law and applicable existing labor agreements are followed.

College of Marin is committed to the selection of outstanding faculty, managers, and support staff, and adheres to the employment policies and procedures adopted and approved by the Board of Trustees. The recruitment and selection process for permanent faculty, management employees, support staff, and temporary faculty pools is currently described in District Policies 5.0005, 5.0006.1 DP.1, and 5.0006.1 DP.2. However, the Academic Senate and the Human

Resources Department have begun the evaluation and re-writing of current procedures to provide for more streamlining, as well as assurance of appropriate candidate qualifications and legal requirements.

EVALUATION

The institution develops policies and procedures to ensure compliance as laws and/or existing labor agreements change. The district has made a commitment to update all of its policies and procedures, including hiring an experienced consultant to facilitate the ongoing updates to be in conformance with the Community College League of California (CCLC) templates.³⁵ Some procedures are in the midst of revision with the intent of fully integrating best practices within the employment process. The district intends to continue the complete review and revision of all personnel-related Board Policies and procedures through the established governance process, as well as establish applicable trainings upon the approval of the new policies and procedures.

*III.A.3.a.
The college meets the standard.*

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTION

Personnel files are securely stored in the Human Resources office. Board Policy 5.0012. provides for the confidentiality of personnel and applicant records.³⁶ Personnel and recruitment files are kept in separately keyed areas.

Upon request, an employee may review his or her personnel record at the Human Resources office. Copies of records are available upon a written request.



*III.A.3.b.
The college meets the standard.*

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTION

The college's *Educational Master Plan*, and its Institutional Planning Committees take into consideration an increasingly diverse student body, including ESL, non-traditional, disabled, older, and multi-cultural shifts in student populations.³⁷

College of Marin's mission statement includes the core value of respect for a diverse community.³⁸ Board Policies and Administrative Procedures are clear and specific regarding equal employment opportunity in selection and hiring decisions. These processes include the goal of recruiting and retaining faculty and classified staff who are reflective, knowledgeable, and

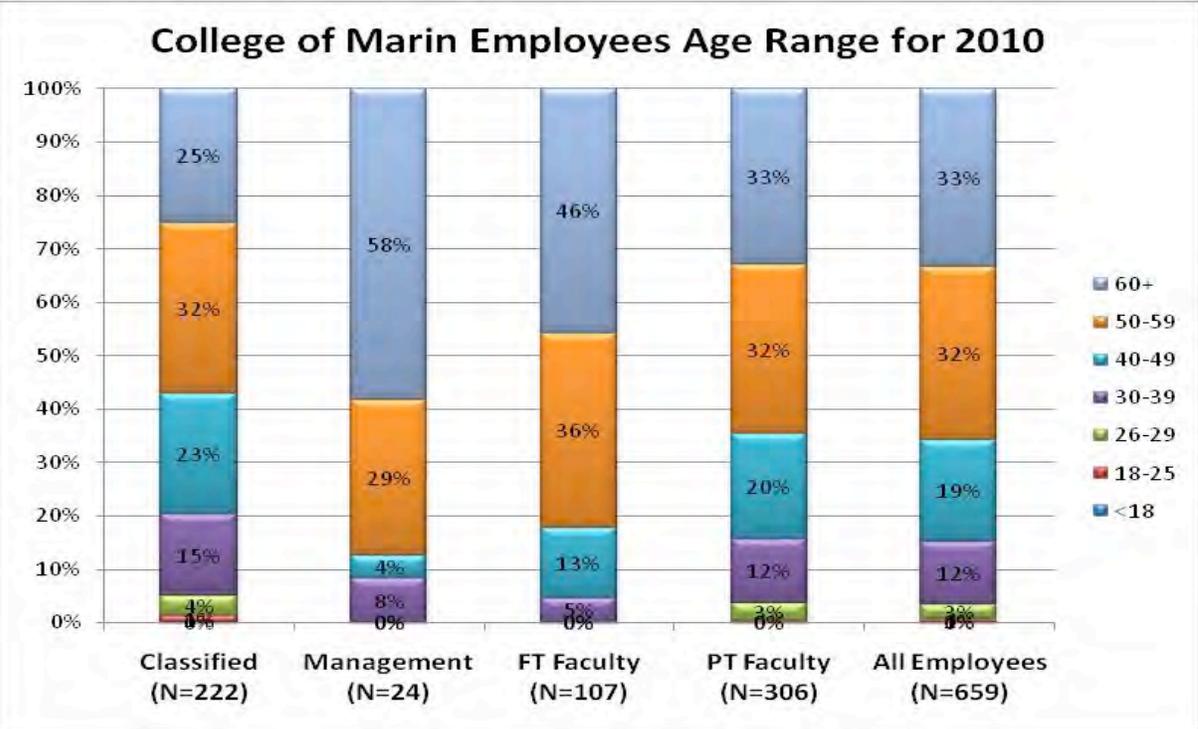
supportive of the ethnic and cultural diversity of the college district. Staffing diversity and equal opportunity are guided by Board Policy 7.0001.³⁹

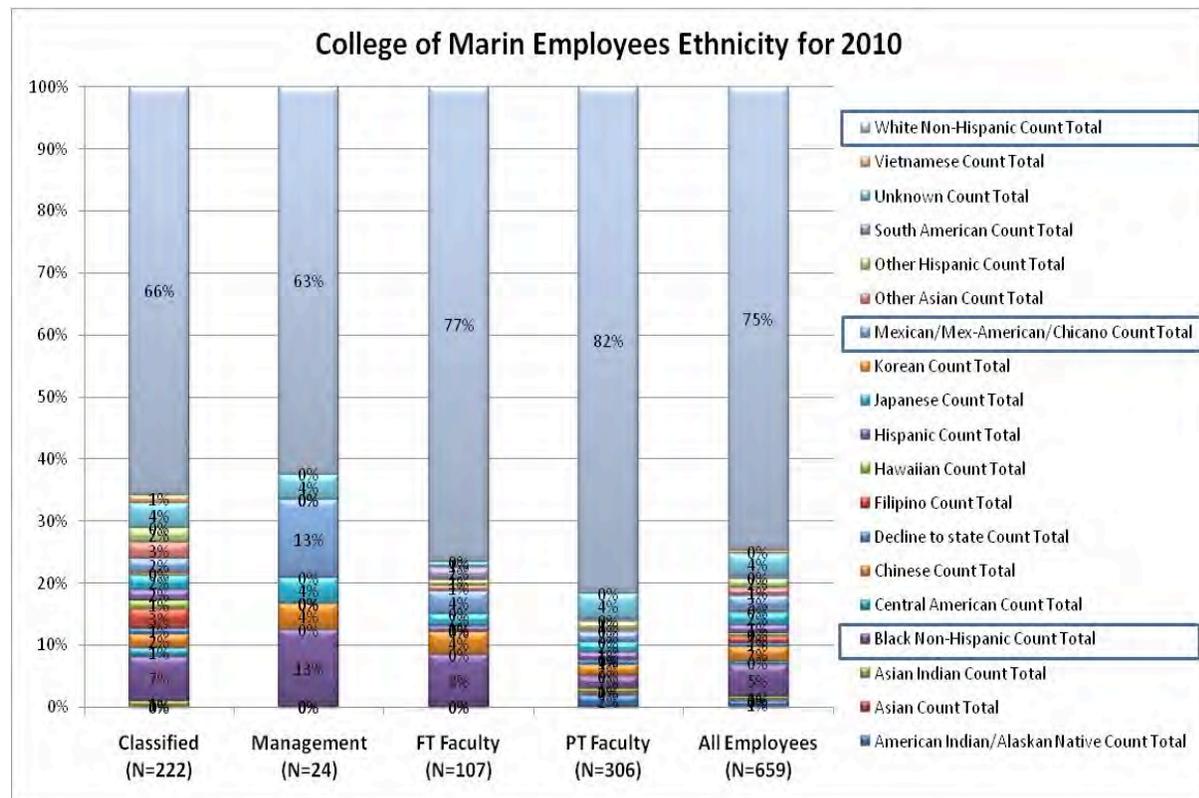
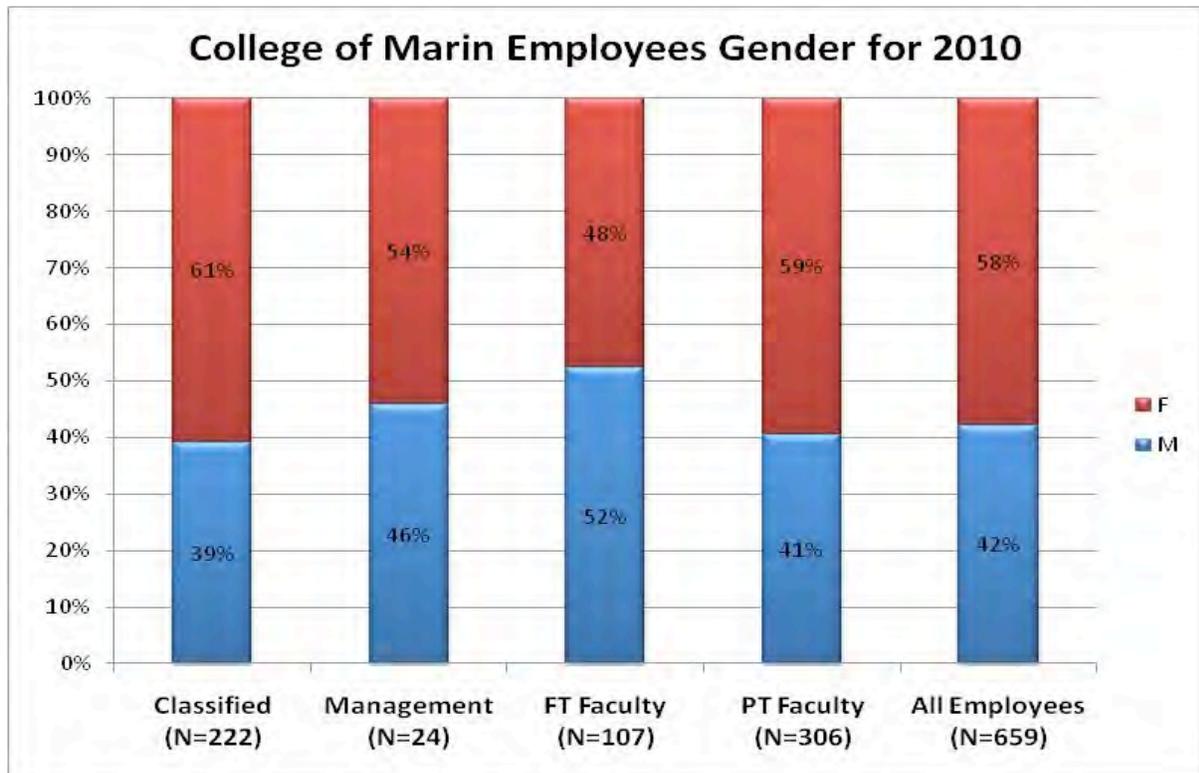
Search and selection procedures include attention to skill sets associated with working in multicultural environments and addressing the needs of a diverse student population. Nondiscrimination policies and procedures for resolution of discrimination allegations

have been adopted and are widely published in human resources recruitment materials, student handbooks, college catalogs, and class schedules.

Please see *student* demographic information in chapter titled Introduction, B. Demographic Information.

Please see the following charts for the college’s *employee* demographic information.





Classified		Management			FT Faculty			PT Faculty			ALL EMPLOYEES			
AGE		AGE			AGE			AGE			AGE			
<18	0	0%	<18	0	0%	<18	0	0%	<18	0	0%	<18	0	0%
18-25	3	1%	18-25	0	0%	18-25	0	0%	18-25	1	0%	18-25	4	1%
26-29	8	4%	26-29	0	0%	26-29	0	0%	26-29	10	3%	26-29	18	3%
30-39	34	15%	30-39	2	8%	30-39	5	5%	30-39	37	12%	30-39	78	12%
40-49	50	23%	40-49	1	4%	40-49	14	13%	40-49	60	20%	40-49	125	19%
50-59	71	32%	50-59	7	29%	50-59	39	36%	50-59	97	32%	50-59	214	32%
60+	56	25%	60+	14	58%	60+	49	46%	60+	101	33%	60+	220	33%
Total	222	100%	Total	24	100%	Total	107	100%	Total	306	100%	Total	659	100%
GENDER		GENDER			GENDER			GENDER			GENDER			
M	87	39%	M	11	46%	M	56	52%	M	124	41%	M	278	42%
F	135	61%	F	13	54%	F	51	48%	F	182	59%	F	381	58%
Total	222	100%	Total	24	100%	Total	107	100%	Total	306	100%	Total	659	100%
ETHNICITY		ETHNICITY			ETHNICITY			ETHNICITY			ETHNICITY			
American Indian/A	0	0%	American Indian/A	0	0%	American Indian/A	0	0%	American Indian/A	6	2%	American Indian/A	6	1%
Asian Count Total	0	0%	Asian Count Total	0	0%	Asian Count Total	0	0%	Asian Count Total	1	0%	Asian Count Total	1	0%
Asian Indian Count	2	1%	Asian Indian Count	0	0%	Asian Indian Count	0	0%	Asian Indian Count	2	1%	Asian Indian Count	4	1%
Black Non-Hispanic	16	7%	Black Non-Hispanic	3	13%	Black Non-Hispanic	9	8%	Black Non-Hispanic	6	2%	Black Non-Hispanic	34	5%
Central American C	3	1%	Central American C	0	0%	Central American C	0	0%	Central American C	0	0%	Central American C	3	0%
Chinese Count Tot	5	2%	Chinese Count Tot	1	4%	Chinese Count Tot	4	4%	Chinese Count Tot	6	2%	Chinese Count Tot	16	2%
Decline to state Co	2	1%	Decline to state Co	0	0%	Decline to state Co	0	0%	Decline to state Co	2	1%	Decline to state Co	4	1%
Filipino Count Tot	7	3%	Filipino Count Tot	0	0%	Filipino Count Tot	0	0%	Filipino Count Tot	0	0%	Filipino Count Tot	7	1%
Hawaiian Count To	3	1%	Hawaiian Count To	0	0%	Hawaiian Count To	0	0%	Hawaiian Count To	0	0%	Hawaiian Count To	3	0%
Hispanic Count Tot	4	2%	Hispanic Count Tot	0	0%	Hispanic Count Tot	1	1%	Hispanic Count Tot	4	1%	Hispanic Count Tot	9	1%
Japanese Count To	5	2%	Japanese Count To	1	4%	Japanese Count To	2	2%	Japanese Count To	5	2%	Japanese Count To	13	2%
Korean Count Total	1	0%	Korean Count Total	0	0%	Korean Count Total	0	0%	Korean Count Total	0	0%	Korean Count Total	1	0%
Mexican/Mex-Am	5	2%	Mexican/Mex-Am	3	13%	Mexican/Mex-Am	4	4%	Mexican/Mex-Am	5	2%	Mexican/Mex-Am	17	3%
Other Asian Count	6	3%	Other Asian Count	0	0%	Other Asian Count	1	1%	Other Asian Count	1	0%	Other Asian Count	8	1%
Other Hispanic Cou	5	2%	Other Hispanic Cou	0	0%	Other Hispanic Cou	1	1%	Other Hispanic Cou	4	1%	Other Hispanic Cou	10	2%
South American Co	0	0%	South American Co	0	0%	South American Co	2	2%	South American Co	1	0%	South American Co	3	0%
Unknown Count To	9	4%	Unknown Count To	1	4%	Unknown Count To	1	1%	Unknown Count To	13	4%	Unknown Count To	24	4%
Vietnamese Count	3	1%	Vietnamese Count	0	0%	Vietnamese Count	0	0%	Vietnamese Count	0	0%	Vietnamese Count	3	0%
White Non-Hispan	146	66%	White Non-Hispan	15	63%	White Non-Hispan	82	77%	White Non-Hispan	250	82%	White Non-Hispan	493	75%
Total	222	100%	Total	24	100%	Total	107	100%	Total	306	100%	Total	659	100%



EVALUATION

The college recognizes and appreciates the increasing cultural and ethnic diversity in the state and local communities, and is committed to the selection of outstanding staff members from a large and diverse applicant pool to reflect the changing student population. Along with its comprehensive updating and revision of all board policies and procedures, the district plans to continue the updates of the Human Resources board policies and administrative procedures regarding EEO-related processes.



College of Marin has initiated a draft of the *Equal Employment Opportunity Plan*, modeled after the Chancellor's Office recommended outline.⁴⁰ However, the Title 5 regulations are currently being revised to acknowledge the limitations and changes as a result of Proposition 209 and the exclusion of affirmative action. Clarification regarding every California community college's plan requirements is expected to be forthcoming by 2010. Upon receipt of the Chancellor's Office clarification of the *EEO Plan*, College of Marin will begin its own update and implementation processes, with the intent to engage campuswide input as the *EEO Plan* is developed, including via the college's participatory governance processes.



The college's draft *EEO Plan* does contain a plan for integrating broader college participation for staffing, access, and cultural competency goals. There is currently no Diversity Committee or ongoing diversity training on campus. However, Flex Week activities typically include workshops that integrate diversity issues into the workshop content.⁴¹

III.A.4.a.

The college meets the standard.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTION

Staff and faculty surveys are conducted on a regular basis by the Office of Planning, Research and Institutional Effectiveness (PRIE) to assess employee satisfaction with the college's cultural and employment climate.⁴² The *Student Characteristics* document, published biannually by PRIE, provides an overview of the college's student demographics.⁴³

The Human Resources office reports the district's ethnic, gender, and other applicable management information system (MIS) information to the Chancellor's office twice per year. During this process, district administration is able to assess the current and changing demographics of faculty, management, and staff personnel.



EVALUATION

College of Marin continuously assesses its achievements in employment equity through internal updates during each recruitment process. Increased efforts to network throughout the state have attracted candidates from underrepresented groups. The college continues efforts to attract and retain a diverse workforce moving toward a profile that is more reflective of student demographics.

Without compromising confidentiality, the college follows the Human Resources Board Policies and Procedures, applying them appropriately to all staff. All are used on a daily basis for the integral operation of Human Resources.

The district has recently implemented a new integrated human resources information system which will provide more immediate access to personnel data. The prior system was more cumbersome for reporting. With the new system the college hopes to be able to monitor and publicize various aspects of the district's demographics, both internally and externally.

*III.A.4.b.
The college meets the standard.*

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

DESCRIPTION

The district strives to apply all policies, procedures, existing labor agreements, and statutes equitably in the treatment of each administrator, faculty member, staff member, and student. Complaints are handled immediately in regard to each specific matter, as outlined by applicable policies and procedures. Appropriate confidentiality is maintained throughout each process.

Both the *Student Equity Plan* and the *Matriculation Plan* focus on increasing access, retention, course completion, and transfer rates for all students.⁴⁴ The college also publishes a *Student Handbook* that outlines the grievance procedure to be followed in order to ensure an equitable and fair resolution to any alleged violation of student rights.⁴⁵



EVALUATION

College of Marin recognizes that as an institution of higher learning, there will inevitably be differences in ideas and perceptions. However, regardless of these differences, the common mission of educating students guides institutional decision-making. In recent years, the college has struggled with the challenges of promoting diversity and equity as a central component of the college's culture. The changing demographics of Marin County will challenge the college to adapt human resources strategies to meet the needs of the district's student populations.

The college is in the midst of a major modernization and construction plan, which includes prominent changes to facilities to improve disability access, technology, and state-of-the-art instructional spaces. These dramatic changes will provide a more robust and accessible campus for all employees and students.

Along with its comprehensive updating and revision of all board policies and procedures, the district is updating all Human Resources related board policies and procedures following guidance offered through the Community College League of California (CCLC).

*III.A.4.c.
The college meets the standard.*

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The Institution plans professional development activities to meet the needs of its personnel.

DESCRIPTION

Professional development opportunities are made available to employees through on-site workshops, online training, professional conferences, outside training, in-house Instructional Research and Development project grants, faculty sabbaticals, and other activities designed to support institutional and professional goals. Needs are identified through analysis of a variety of resources including the *Educational Master Plan*,⁴⁶ *College of Marin Strategic Plan*,⁴⁷ state initiatives such as the Basic Skills Initiative,⁴⁸ surveys, feedback from workshops, focus groups, and changing educational practices and standards that support student learning.



The Staff Development unit is part of the office of Planning Research and Institutional Effectiveness (PRIE). It provides a coordinating function for professional development opportunities for employees at College of Marin. The unit is staffed by the staff development program administrator, who reports to the PRIE director.

The Staff Development unit provides coordination and support for the Flex program, technology training, institutional initiatives, activities that support teaching and learning, workplace safety and disaster preparedness training, mandated training, and activities designed to improve communication and increase collegiality. The Flex program continues to provide the major avenue for professional development activities related to improving teaching and learning. Workshops can be scheduled during the six Flex days as well as throughout the semester.

The Staff Development Web page provides information about staff development opportunities, Flex guidelines and activities, forms, conference information and professional development resources including www.4faculty.org, the @One project and CCCconfer.⁴⁹ 4faculty.org provides College of Marin faculty and staff access to an online network of teaching and learning modules based on identified best practices developed by California community college instructors. The @One project provides

free and low cost technology training and resources. CCCconfer provides resources instructors can use to communicate online with their students, conduct meetings, and attend webinars.

During the last two years a major focus of the staff development unit has been to provide training as the college converted to the Banner® Enterprise Resource System. A trainer was hired to create training materials and provide workshops as each of the modules and the Faculty Portal were launched. The manuals are available for download on either the Staff Development Web page or the college's Intranet. The Staff Development office also coordinated the recent conversion to Office 2007. An online activity calendar that lists staff development workshops is accessible from the college home page.

In addition to the Staff Development unit, several committees are responsible for the planning and evaluation of staff development activities.

Professional Development Committee (PDC)

The newly formed Professional Development Committee was approved in May 2009 to provide an advisory role in the college's Participatory Governance System for collegewide staff development planning and implementation. The PDC operates as a subcommittee of the Planning and Resource Allocation Committee (PRAC). Its charge is to oversee professional development planning, programs and evaluation in support of the college Mission and *Educational Master Plan*.

Union-District Workload Committee (UDWC)

The Union-District Workload Committee oversees approval and funding for Institutional Research and Development project grants and other college-funded grants designed to meet identified institutional needs. Faculty members are encouraged to apply for grant funding and/or reassigned time for projects that meet criteria as outlined in the collective bargaining agreement. The committee is composed of two administrators and two faculty union representatives.⁵⁰

Professional Affairs Committee (PAC)

The Professional Affairs Committee is a union/district committee that recommends and approves funding for conferences, workshops and training for faculty. The committee is composed of two administrators and two faculty union representatives.

Sabbatical Leave Committee

The Sabbatical Leave Committee is a committee that recommends and approves sabbatical requests from faculty using the process outlined in the MCCD/UPM Collective Bargaining Agreement. The committee is composed of one administrator and three faculty union representatives.

EVALUATION

The elimination of state faculty and staff development funds and the state TTIP funds that supported technology training has somewhat limited the college's ability to offer a broad array of professional development opportunities. At the same time, the college maintains a commitment to providing professional development opportunities supported through its General Fund. Over the last several years the Staff Development unit has had to streamline activities to ensure they were meeting the most important institutional priorities. A major focus has been to provide technology training for the collegewide conversion to the Banner® Enterprise Resource System, the software system that integrates Fiscal Services, Student Services, and Human Resources processes, and provides an online portal for faculty to download rosters, post grades and communicate with students. Self-paced guides for the various modules have been developed and are available online. In addition, a series of workshops has been offered as each module has been launched. Evaluations of the training have been consistently positive.

Several statewide initiatives and projects that provide training, resources, and support for professional development have also helped offset the loss of funding and meet professional development needs. Because they offer resources that are not available on campus, the most valuable of these are the @One Project, the Foundation for California Community Colleges (FCCC), 4faculty.org, CCCConfer and California Community College Council for Staff and Organizational Development (4C/SD). The college's Staff Development unit serves as the campus liaison between these projects and the faculty and staff.

Due to lack of state funding, revisions to the MCCD/UPM Collective Bargaining Agreement, and changes to the governance system, two committees previously charged with overseeing staff development were eliminated. These included the College Employee Development Committee (CEDC), which oversaw collegewide staff development and the state faculty and staff development (AB 1725), and the union/district Staff Development Committee, which oversaw the Flex program.

In spring, 2009, the Governance Review Council recommended that a Professional Development Committee (PDC) be established as part of the college's Participatory Governance System to oversee staff development planning and activities and address the responsibilities formerly held by CEDC and the Staff Development Committee. The PDC is charged with developing a professional development plan based on the *Educational Master Plan*, the *College of Marin Strategic Plan* and other identified institutional needs. The committee works closely with the Office of Planning, Research and Institutional Effectiveness, Human Resources, Campus Police and other departments as appropriate.

III.A.5.a.

The college meets the standard.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTION

In spring 2007, the Office of Planning, Research and Institutional Effectiveness acquired a software license that enables the Staff Development unit to conduct online surveys and evaluations. Workshops and training programs are routinely evaluated in this manner. Information and suggestions are used to revise and improve future training. The charge of the newly established Professional Development Committee includes the responsibility to “evaluate the effectiveness of professional development and make recommendations for improvement.” This evaluation process will be implemented as part of the Professional Development Plan the committee is charged with creating.

EVALUATION

According to the survey of faculty and staff conducted in spring 2009, 36 percent of employees believe they are provided with sufficient opportunities for professional development while 45 percent of respondents believe the college provides technology development and training for faculty and staff on a regular basis.⁵¹ These numbers may reflect the decrease in broader staff development opportunities that are the result of a lack of state funding, as well as the more recent focus on technology training as a high priority to meet institutional needs.

Although it is generally accepted that quality professional development leads to greater student and institutional success, it is difficult to measure truly meaningful results. Professional development and training results in ideas and strategies that are often implemented over the course of time, thus making direct outcomes difficult to quantify. New ideas can also germinate over time and learning is often customized by faculty and staff to fit specific needs in the classroom or worksite.

However, the ability to easily gather feedback through the use of online surveys has yielded important information regarding the scheduling, content and quality of workshops presented. This information has been integrated into subsequent training.

It is also important to note that each of the committees involved in various aspects of professional development follows its own process often based on negotiated collective bargaining agreements, thus making a comprehensive system-wide evaluation difficult to achieve.

III.A.5.b.
The college meets the standard.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

In an effort to integrate human resources planning with institutional planning, cabinet members bring items related to the use of human resources to weekly meetings with the superintendent/president for consideration.

At the May 11, 2010, PRAC meeting, the committee made 14 recommendations to the superintendent/president for fiscal year 2010-11, based on the committee's review of the 2009-10 program reviews. The recommendations were for:

- program improvements (including staffing and program revitalization recommendations);
- use of restricted funds (including approving the *Technology Plan* and a restricted counseling position, which was posted in May 2010);
- use of unrestricted funds (for instructional equipment and supplies); and
- planning and resource allocation process (for more accessible budget information and revisions to the integrated planning process).

By making these formal recommendations based on program reviews, PRAC has successfully linked the planning and resource allocation processes, per its charge. These recommendations have moved to the district for review and action, based on availability of resources. The district accepted all PRAC recommendations except some for staffing due to budgetary shortfalls.⁵²

EVALUATION

The utilization of human resources on a collegewide basis is discussed and considered at regular meetings of the cabinet members with the superintendent/president and, if appropriate, the monthly meetings of the Board of Trustees. In 2009, a mechanism for integrating human resources planning with institutional planning was included as part of the overall plan.

The district is in the midst of large facilities expansion and modernization program at both the Kentfield and Indian Valley Campuses. There are widespread concerns about whether there will be funds available to hire additional maintenance/custodial staff for these facilities.

*III.A.6.
The college meets the standard.*

Standard III.A.

- 1 Board Policies related to faculty and staff hiring:
AP 7211 Faculty Service Areas Minimum Qualifications and Equivalencies
<http://www.marin.edu/WORD-PPT/AP7211FacultyServiceAreasMinimumQualsandEquivalenciesApprvd5-18-10.pdf>
AP 7210 Academic Employees
<http://www.marin.edu/WORD-PPT/AP7210AcademicEmployeesApproved5-18-10.pdf>
AP 7212 Temporary Faculty
<http://www.marin.edu/WORD-PPT/AP7212TemporaryFacultyApproved5-18-10.pdf>
CA State Chancellor's Office's "Minimum Qualifications for Faculty and Administrators in CA Community Colleges"
<http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx>
- 2 California Education Code
<http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20>
- 3 California Department of Education, Child Development Division's Child Development Permit Matrix
http://www.childdevelopment.org/cs/cdtd/download/rs/17/Permit%20Matrix%209-07%20SD.pdf?x-r=pcfile_d
- 4 Human Resources Web site
<http://www.marin.edu/humanres/index.htm>
- 5 California Community College Registry
<https://www.ccregistry.org/jobs/index.aspx>
- 6 HigherEdJobs.com
<http://www.higheredjobs.com/default.cfm>
- 7 Northern California Higher Education Recruitment Consortium
<http://www.norcalherc.org/site/730/privacy.cfm>
- 8 Chronicle of Higher Education
<http://chronicle.com/section/Home/5>
- 9 Craigslist
<http://www.craigslist.org>
- 10 Board Policy 7120 Employment Recruitment
Board Policy 7210 Academic Employees
Administrative Procedure 7210 Academic Employees
Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies
Administrative Procedure 7212 Temporary Employees
(on flash drive)

- 11 Participatory Governance System (PGS) Plan, outlining the charge of the Planning, Resource and Allocation Committee, p. 19
<http://www.marin.edu/WORD-PPT/PGSPlanRev11-09.pdf>
- 12 Board Policy 7110 Delegation of Authority and older policy 5.0002 Creating and Abolishing Positions (on flash drive)
- 13 MCCD/CSEA contract, Article 5: Evaluation (on flash drive)
- 14 SEIU/MCCD contract, p. 6 (on flash drive)
- 15 UPM/MCCD contract, pp. 7-16 through 7-18 (on flash drive)
- 16 Form-Supervisory Evaluation (on flash drive)
- 17 Administrative Performance Evaluation (on flash drive)
- 18 Board Policy 7150
<http://www.marin.edu/WORD-PPT/BP7150Evaluation.pdf>
- 19 UPM/MCCD contract, Appendix Form, F 7.0(e) Student Evaluation of Course and Instructor
UPM/MCCD contract, Appendix Form, F 7.0(f) Student Evaluation of Librarian Instruction (on flash drive)
- 20 UPM/MCCD contract, Appendix Form, F 7.0(h) Professional Self-Evaluation Criteria
UPM/MCCD contract, Appendix Form, F 7.0(i) Statement of Professional Objectives (on flash drive)
- 21 UPM/MCCD contract, Appendix Form, F 7.0(h) Professional Self-Evaluation Criteria
UPM/MCCD contract, Appendix Form, F 7.0(i) Statement of Professional Objectives (on flash drive)
- 22 Academic Senate, Student Learning Outcomes Assessment Memorandum of Understanding
http://com-academic-senate-slos.wikispaces.com/file/view/AS_BoT_SLO_MOU_10_05.pdf
- 23 Program review process
http://www.marin.edu/faculty/handbook/FH_ProfOpportunities.htm#curriculum
- 24 Program reviews
<http://www.marin.edu/faculty/handbook/ProgramReview2009-2010.htm>
- 25 MCCD/CSEA contract, Attachment A (on flash drive)

Endnotes and Evidence Standard III.A.

- 26 Board Policy 3050 Institutional Code of Ethics
<http://www.marin.edu/WORD-PPT/BP3050InstitutionalCodeofEthicsAdopted4-20-10.pdf>
Board Policy 2715 Code of Ethics (for Board of Trustees)
<http://www.marin.edu/WORD-PPT/BP2715CodeofEthicsAdopted5-18-10.pdf>
- 27 UPM/MCCD contract, Article 24: Professional Standards (on flash drive)
- 28 MCCD/CSEA contract and SEIU/MCCD contract (on flash drive)
- 29 FTEF Obligation Report fall 2008
http://www.cccco.edu/Portals/4/CFFP/Fiscal/Standards/ft_faculty/FS09-08_2009_and_2010_FON_Memo_and_Form.pdf
- 30 Report on Staffing for fall 2008, Chancellor's Office Data Mart
http://employeeedata.cccco.edu/statewide_summary_08.pdf
- 31 UPM/MCCD contract, Article 16 (on flash drive)
- 32 San Joaquin Delta Community College achieved a full time faculty percentage of 75.25%, according to the FTEF Obligation Report fall 2008, http://www.cccco.edu/Portals/4/CFFP/Fiscal/Standards/ft_faculty/FS09-08_2009_and_2010_FON_Memo_and_Form.pdf
- 33 UPM/MCCD contract, Article 8.1.2 (on flash drive)
- 34 BP/AP Gold Policy Book (available on campus)
- 35 Community College League of California templates
<http://www.ccleague.org/i4a/pages/index.cfm?pageid=3312>
- 36 Policy 5.0012 (on flash drive)
- 37 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 38 College of Marin Mission Statement
<http://www.marin.edu/com/ODP/MissionVisionValues.htm>
- 39 Policy 7.0001 (on flash drive)
- 40 Draft of Equal Employment Opportunity Plan (on flash drive)
- 41 January 2010 Flex Week Workshops documentation (on flash drive)

- 42 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
(Formerly the Organizational Development and Planning (ODP) office)
- 43 Student Characteristics document (PRIE)
<http://www.marin.edu/WORD-PPT/rpinf09StudCharacteristics.pdf>
- 44 Student Equity Plan (available on campus) and Matriculation Plan (on flash drive)
- 45 *Student Handbook* (available on campus)
- 46 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 47 *Strategic Plan 2009-2012*
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 48 Basic Skills Initiative Web site
<http://www.marin.edu/BSI/index.htm>
- 49 Staff Development Web page
<http://www.marin.edu/com/ODP/StaffDevelopment/index.htm>
- 50 UPM/MCCD contract, Article 8-3, Institutional Research and Development information
(on flash drive)
- 51 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 52 Recommendation letter (May 11, 2010) to superintendent/president from PRAC
http://www.marin.edu/WORD-PPT/PRAC_RECOMMENDATIONS.pdf

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Standard III

Resources

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTION

The Marin Community College District has two campuses, one in Kentfield and one in Novato, and a Marine Laboratory in Bolinas. As of April 2010, these sites included the following:

Kentfield

The Kentfield Campus houses 12 permanent buildings and 11 portable/modular buildings (Table 1) totaling 405,000 gross square feet (252,000 assignable square feet). The campus is located on 77.7 acres of land in central Marin County, and includes athletic fields, two swimming pools, orchards and gardens for instructional programs, and fourteen parking lots containing approximately 1,600 spaces. The district is also renting six temporary portables (approved by the Division of the State Architect) for use during current modernization efforts to build and remodel facilities.

Table 1: Buildings Owned by College, Kentfield

Permanent Buildings

Irwin P. Diamond PE Center (3 buildings, recently modernized)
Austin Science Center (slated for demolition – 2013)
Student Services Building
Learning Resources Center
Fusselman Hall
Performing Arts Building (formerly Fine Arts Center) (slated for modernization)
Harlan Center (slated for demolition)
Business Management (slated for demolition)
Olney Hall (slated for demolition)
Administrative Center (slated for demolition)

Portable / Modular Buildings

MS-1 Maintenance Center (3 buildings)
MS-2 Maintenance (2 buildings – includes small storage structure)
MS-3 Temporary Dance Center
TB-1 Police Facility
HS-1 Health Services Center
PE-3 Modernization Portable
PE-5 Modernization Portable
PE-6 Modernization Portable

Indian Valley

The Indian Valley Campus (IVC) houses 25 buildings built in four clusters and a complex (Table 2) on 333.3 acres of land located in the City of Novato, northern Marin County. The campus includes an Olympic swimming pool, tennis courts, an organic horticultural garden, athletic facilities and seven parking lots containing approximately 600 spaces. Much of the campus is open space.

Table 2: Buildings Owned by College, Indian Valley

Pomo 1 - 2	Transportation Technology Complex (currently being modernized)
Pomo 3 - 7	Remainder of Pomo Cluster
Admin 8 - 12	Administrative Cluster
Miwok 13 - 16	Miwok Cluster
Ohlone 17 - 20	Ohlone Cluster and Library Building
Buildings 21 - 25	Pool, locker room, corporation yard, greenhouse and shade structure

According to the district's 2010-11 projections as submitted in the 2010-14 Five-Year Construction Plan, the campuses provide instructional space as follows:¹

	Kentfield Campus	Indian Valley Campus
Lecture	59%	67%
Laboratory	26%	30%
Office	0.2%	0.2%
Library	12%	0% ⁱ
AV/TV	2%	2%

Bolinas

The Bolinas Marine Laboratory consists of two buildings totaling approximately 3,333 gross square feet on 0.5 acres of land adjacent to the Bolinas lagoon in the town of Bolinas, west Marin County. This facility has been closed since 2007 due to the deteriorated condition of the site and the buildings.² The district is actively studying options for the restoration or disposition of this site.³

i The new library space is under construction in the New Main Building, scheduled for completion in spring 2011. Upon completion it will contain 2,236 gross square feet.

Off-Campus Instructional Facilities

According to the Five-Year Capital Plans submitted annually to the State Chancellor's Office, College of Marin offers instructional programs at more than 60 locations within and outside of Marin County, including elementary and high schools, doctors' offices and hospitals, child care centers and retirement homes. Some of this instruction is related to the college's nursing and early childhood education programs; other locations are rented for use during the Measure C bond modernization program.

California community colleges define their facility square foot requirements in terms of a capacity to load ratio ("cap load ratio"), which is a comparison of the square footage a college has in relation to the square footage the college's enrollment indicates it needs. Cap load ratios are measured for different categories of space, including lecture, laboratory, office, library, and audio/visual support spaces. The ratio uses weekly student contact hours (WSCH) instead of headcount for its calculations.ⁱⁱ

Cap load ratio is in turn used by the State Chancellor's Office to determine eligibility for State funding for deferred maintenance and capital construction. A cap load ratio of approximately 100 percent (one seat, one student) is the ideal target; ratios less than 100 percent indicate over-crowding, while ratios more than 100 percent suggest excess space. The state typically awards capital funding only when the cap load ratio is less than approximately 110%.

ii Enrollment does not necessarily translate directly to WSCH. For example, a single student taking four 2-hour classes per week is equivalent to four students taking one two-hour class per week.

CCSGROUP and Steinberg Architects completed a cap load ratio assessment during the detailed development of the Measure C bond program in 2006. According to this assessment, "the existing district facilities are able to accommodate an enrollment of about 20,000 students." Although 2008-09 enrollments increased to almost 8,000 students, projections for 2010-11 as reported in the district's latest Five-Year Capital Plan show a total cap load ratio of 189%. This means not only that the district has plenty of square footage necessary for program offerings, but also that it is ineligible for capital funding from the state. Maintaining facilities without capital funding support creates a significant burden for the college. The preponderance of this excess and unused square footage is located at the college's Indian Valley Campus.

The district relies primarily on program reviews to evaluate how effectively facilities meet the needs of programs and services. This integrated planning approach allows the institution to plan and allocate resources for capital improvement, scheduled maintenance, and routine operations. Ancillary anecdotal evidence of effectiveness comes in the form of work orders for facility repairs, requests for equipment, and periodic satisfaction surveys. In new building construction and remodeling done as part of the college's modernization efforts, user group meetings and planning charettes have been formed to document needs and requests to ensure user input is included in the design.

The college's Facilities Planning Committee is charged with making recommendations to the district's Planning and Resource Allocation Committee on facility planning and deferred maintenance needs.⁴

In the past ten years the district has conducted three written facilities assessments:

2002

Marin Community College District Facilities Assessment Conducted by Conversion Management Associates, Inc.⁵

2004

Facility Condition Assessment⁶ and Facilities Master Plan Prepared by 3D/International⁷

2005

Detailed Facility Assessment for Measure C Bond Program Prepared by consultants⁸

The results of these assessments led to the development of the Measure C bond of November 2004⁹ and the Bond Implementation Spending Plan of 2006, which details how the bond is to be spent.¹⁰

Additionally, the results of the 3D/I assessment, and periodic updates to that assessment, are fed into a state-managed database (FUSION) that integrates space inventory management, facilities assessments, enrollment forecasting, facilities planning and project fiscal management.¹¹ The district uses this information to help determine priorities and allocate resources for ongoing capital and maintenance projects.

The institution has an active Instructional Equipment Committee (IEC), a sub-committee of the Planning and Resource Allocation Committee (PRAC), with broad membership representing constituencies across the campus (faculty, staff, administration, and students). This committee collects and prioritizes instructional equipment needs submitted through program review. Each department is encouraged to submit a request for new and replacement instructional equipment.

With each submission, a series of questions are asked. New instructional equipment requests are then weighed and assessed by IEC using a rubric that includes concerns for health and safety, among other prioritized concerns. As part of the college's integrated planning process, this committee's recommendations are then fed into the larger resource allocation process for review and funding recommendations by PRAC.ⁱⁱⁱ

Upgrading of distance education and classroom technologies is addressed in the same manner. In the college's current three year *Strategic Plan 2009-12*, upgrading of distance education efforts as well as support for technology in face-to-face classes are recognized as a very high priorities for the college, notwithstanding present budget constraints. The college had established five new smart classrooms in existing buildings, and added an additional four in spring 2010; all new classrooms being built via bond modernization efforts will be equipped with smart classroom capabilities, including digital computer projection. A 30-station Internet Café was recently added at the Indian Valley Campus, a 22-station Information Literacy classroom has been created in the IVC library, and a 28-station Language Lab has been added to the Kentfield Learning Resources Center (LRC).¹² This is in addition to previously

iii Prior to 2009-10 the review and funding of instructional equipment requests was channeled from the IEC through a two-step process, an initial review by an Instructional Planning Committee (IPC) which prioritized instructional equipment requests together with other funding requests, then sending recommendations to a Resource Allocation Committee (RAC) to determine funding availability. In fall 2009 this procedure was streamlined to consolidate functions of the IPC and RAC into PRAC.

existing computer lab classrooms and computer labs that together provide 276 student stations in 11 campus locations.¹³

A Computer Replacement Plan was created by the Technology Planning Committee (TPC), and received approval by IPC during spring 2009.¹⁴ However due to fiscal constraints the plan was not acted upon. In the fall of 2009, the TPC began work on a much more comprehensive plan, drawing upon the Replacement Plan as well as the *2004-07 Information Technology Plan*. This latest plan (*Technology Plan 2010-16*) was approved by PRAC in April of 2010. The Plan is intended to be “a tactical initiative coordinated throughout the college to identify critical needs.” The broad scope of the plan includes consideration of policy, equipment, software, and professional development to enhance both programmatic needs and infrastructure support. (p. 5, Tech Plan)

In addition to the college’s program review process, each department, including both instructional and support areas, is provided a budget that can also be used to fund immediate equipment needs. Also, the following administrative service areas provide essential support to college programs:

Media Services

The Media Services Department ensures that program needs are met by assessing whether equipment should be replaced, upgraded or repaired. Repair and/or replacement requests are initiated by voice mail, e-mail or personal contact. Staff responds by evaluating the malfunction and performs minor repairs or substitutes malfunctioning equipment with a loaner. For equipment requiring more extensive

troubleshooting and/or repair, a repair form is filled out and given to the technician. The technician prioritizes equipment service needs to minimize down time in a classroom. Emergency situations are taken care of immediately. Temporary equipment is also put into place when replacement parts are necessary to repair installed equipment.

Information Technology (IT) Department

The IT department responds to service, installation, upgrade, and purchasing requests through an electronic work order system known as “Tech Stream,” which is accessible via the college’s intranet.¹⁵ Once received, a specific request is then assigned to a technician and placed into a queue where the technician responds to the request in the order in which it was received. There is also a help desk number available. Emergency breakdowns are handled immediately. Service and replacement costs are passed on to the department where the equipment is located. Funding for collegewide equipment purchases such as a phone system or infrastructure is obtained from the Bond, Instructional Equipment Committee (IEC), or Fiscal Services.

Maintenance and Operations

Vehicles and infrastructure equipment (HVAC and mechanical) receive routine maintenance and are replaced after they fail or are deemed irreparable. Because much equipment is old and/or worn, after one element of a system fails and is repaired, another component often fails and will also need repair and parts. Sometimes an entire system may be replaced shortly after being serviced, when parts are no longer available.

EVALUATION

According to the student survey conducted in spring 2007, the general conditions of buildings and grounds were rated in the bottom five (of 43 choices) in areas of student satisfaction, with only 21 percent of students satisfied. Classroom facilities also ranked low in this survey with only 24 percent of students satisfied.¹⁶ In the most recent survey (spring 2009), student attitudes were not so bleak. Forty-two and four tenths percent (42.4%) of students were satisfied or very satisfied with the general condition and appearance of the buildings and grounds; only 16.5 percent were dissatisfied or very dissatisfied; the rest of the students were neutral (28%) or stated the question did not apply (4.9%). Similar modest appreciation was shown for classroom facilities, with 48.7 percent satisfied or very satisfied; only 19.1 percent dissatisfied or very dissatisfied; and the remainder either neutral (23.3%) or stating the question did not apply (1.4%). However, the general condition of facilities and grounds was still ranked near the bottom at 37 of 44 items in terms of student satisfaction; classroom facilities ranked 35.¹⁷

Another perspective emerges from program review documents. Program reviews conducted during 2008 and 2009 indicated that the greatest facilities needs are in the category of “smart classrooms.”¹⁸ A Technology Standards document prepared in 2007 defines smart classrooms as having ceiling-mounted projectors, screens and speakers on the teaching wall, and a control panel sufficient to connect a variety of instructional devices (e.g., laptop computers, CD and DVD players, slide projectors).¹⁹ The college currently has a total of nine smart classrooms; the new bond measure will increase this number greatly as all classrooms in new buildings are expected to have these capacities. All projects funded by the bond program will include smart classrooms

following this standard, and remaining buildings will be converted to smart classrooms using the integrated planning process model for planning resource allocations.

The district is addressing facility issues in a number of ways:

- As part of the planning process for the 2004 Measure C bond modernization program, a detailed space analysis was completed. This analysis indicated that the facilities on both campuses, while in need of renovation, are in fact over-built compared to state-measured Weekly Student Contact Hours.²⁰ The bond program is reducing the overall size of the Kentfield Campus slightly but it will still be more than sufficient in square footage.
- The Measure C bond modernization program is reconstructing or renovating more than half of the Kentfield Campus and is completing a major renovation and a new building at IVC.²¹
- The institution’s Accessibility Work Group is coordinating specific efforts to reduce barriers and improve accessibility for all district stakeholders.²²

However, challenges remain. Maintenance and Operations staffing appears to be insufficient to maintain the facilities built or renovated by the bond program. Without additional resources, the institution can expect that the new and renovated facilities will begin to deteriorate. Planning for facilities maintenance can be improved by informing associated participatory governance committees of the state-managed FUSION database system, with limits it imposes in state funding for facilities maintenance, and the costs that must then be handled by the district. These costs should be built into a comprehensive five-year capital and scheduled maintenance plan.

In 2007, a large purchase of instructional and non-instructional equipment funded by the Measure C bond modernization program helped to alleviate what was then considered to be a significant shortage of equipment at hand. The institution's Technology Committee and Instructional Equipment Committee have continued to work diligently to move ongoing equipment needs through the integrated planning process so that sufficient resources may be allocated to meet the institution's needs for equipment.

III.B.1.a.

The college partially meets the standard

PLANNING AGENDA

The college will implement a recommendation made by PRAC in April of 2010. The committee recommended an analysis of long term maintenance costs of current buildings and equipment, as well as major renovation of facilities and new construction and equipment/system upgrade projects, along with budgetary/resource allocations requirements. This analysis will be based on a three to five year budget strategy developed by the Maintenance and Operations Department, then routed the participatory governance process and ultimately forwarded to the college superintendent/president along with other budget recommendations. 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.
- 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.²³

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTION

Safety of Physical Resources

The district places great value on maintaining a safe and healthful working and learning environment. The Board of Trustees directs the district's police department to implement policies that emerge concerning all health and safety issues. These include education of Methicillin-resistant *Staphylococcus aureus* (MRSA), animals on campus, health and safety training for faculty and staff, and integrated pest management. Board Policies related to safety are included in the policy manual, which was updated in its entirety in 2008-09. Safety-related policies include:²⁴ BP 6520 (Security for District Property), BP 6570 (Integrated Pest Management), BP 6800 (Safety) and BP 6580 (Bicycles, Skateboards, Roller Skates, Roller Blades, Scooters and Other Similar Devices on Campus).

For off-campus rented instructional sites, the district relies on the safety protocols mandated by the facility owner, as specified in the district's rental contract.

Safety of equipment and facilities is the joint responsibility of the district's safety officer, and the Health and Safety committee. Under the direction of the safety officer (currently the campus police chief), and in coordination with the maintenance and operations director, the institution conducts regular health and safety inspections mandated

by local regulatory agencies (e.g., fire department, health department) and the district's insurance company. All facilities personnel are trained routinely in various safety programs (e.g. protocols for blood-borne pathogens; respirator; chemical hygiene), and all district personnel are trained in emergency response procedures. Copies of all safety plans and programs are kept in the Campus Police Department offices.²⁵

Additionally, the institution supports a committee representing all college constituents. The Health and Safety Committee's purpose is to eliminate or minimize unhealthy or unsafe conditions on both campuses. It meets at least twice per semester to address and mitigate safety issues. The committee reviews all potential and real health and safety concerns brought to the committee's attention, inspects and assesses district facilities for potential violations of the health and safety code, discusses all safety concerns on campus, reviews student and employee injury reports, and makes recommendations to the police chief and the committee chair. The committee also alerts appropriate management personnel of existing or potential hazardous conditions. It is then the responsibility of district management to appropriately rectify the conditions in a timely manner consistent with existing law and Cal/OSHA guidelines.

Criminal activity on the college's two campuses has been minimal. During the three-year period of 2006-08, there were police reports of 26 burglaries (with 11 of these on the Kentfield Campus and another seven on the Indian Valley

Campus in a single year); four aggravated assaults (all on the Indian Valley Campus); two auto thefts (on the Kentfield Campus); and one arson (on the Kentfield Campus). There were a total of 13 arrests or referrals for alcohol and drug violations (primarily on the Kentfield Campus). There were no arrests or referrals for murder, manslaughter, forcible sex offenses; weapons violations, or hate crimes.²⁶

Accessibility to district facilities is important, and remains a concern, particularly in terms of the institution's older buildings. The college's Accessibility Work Group meets regularly and is responsible for evaluating Americans with Disabilities Act (ADA) compliance issues. The Accessibility Work Group includes the college's director of DSPPS and coordinator of 504/ADA, the ADA compliance officer, and other staff members.²⁷

The college adheres to all local, county, state and federal hazardous materials and waste disposal laws. The college has a Chemical Hygiene and Integrated Pest Management Plan in place for proper disposal of all hazardous waste and adheres to a minimal use of pesticides.²⁸

Facilities and grounds of both campuses are inspected on a periodic basis:

Kentfield Campus

- Annual inspection by Kentfield Fire Department
- Biannual inspection by Keenan and Associates²⁹
- Triennial inspection by Marin County Department of Public Works/Waste Management³⁰
- Ongoing inspections by Maintenance and Operation Department and safety staff

**Indian Valley Campus
(informal, not documented)**

- Annual inspection by Novato Fire Dept.
- Biannual inspection by Keenan and Associates
- Triennial inspection by Marin County Department of Public Works/Waste Management
- Ongoing inspections by Maintenance and Operation Department and safety staff

EVALUATION

According to the faculty and staff surveys conducted in May 2009, 56 percent of respondents said that they felt safe on campus at night; 21 percent disagreed.³¹

The district is addressing safety concerns in several ways:

- Coordinated efforts by the district's safety officer, Health and Safety Committee, Accessibility Work Group, and Maintenance and Operations personnel have begun addressing specific safety concerns, including such items as trip-and-fall hazards and containment of hazardous materials.
- The Bolinas Marine Laboratory, closed in 2007 because of safety concerns, is being evaluated by a district task force for restoration or disposition.³²
- The district has identified and is addressing safety concerns in buildings not being renovated or replaced through the Measure C bond modernization program; including

most older buildings on the Indian Valley Campus and the Learning Resources Center, Student Services Building, Fusselman Hall and the Corporation Yard at Kentfield.

- The district has a commitment to have College of Marin accessible to all students, and the goal of the Disabled Students Program is to accommodate the needs of all students with disabilities and identify areas that are inaccessible. Currently the college has a number of buildings that are not in full compliance. Some of the buildings are old and cannot support the type of access requirements of modern day buildings. The *2004 Facilities Master Plan*, Bond Spending Implementation Plan and the Five-Year Capital Plans include plans to modernize buildings so that they are ADA compliant.

III.B.1.b.

The college meets the standard.



III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

With the passage of the bond in 2004 the college has begun a major facilities modernization project. This effort follows the recommendations of previous assessments/evaluations by 3D/International.^{iv} Adhering to guidelines set forth by the *Facilities Master Plan* and the *Educational Master Plan*, the college has begun or completed nearly two dozen construction projects as outlined in the Bond Spending Plan.³³ As these buildings are constructed, associated equipment is identified for purchase by user groups – faculty, staff and administrators with immediate knowledge of program needs – in consultation with architects, contractors and consultants associated with the building project.³⁴

At the program level, the program review process established in 2008 now includes a section for facility planning, as well as equipment needs. Each year, each program reviews its facilities and equipment needs and forwards its requests to one or more resource committees (e.g. Facilities Planning, Instructional Equipment, Technology Planning, or the superintendent/president’s cabinet in the case of administrative support units).

Finally, on a day-to-day level, work orders (Tech Stream System) that address immediate repair needs for facilities and equipment identified by management, staff and faculty are prioritized and are completed as staff and funds become available.

The following outside agencies evaluate our facilities for safety-related compliance on an annual, biannual, and triennial basis: Kentfield Fire, Novato Fire, Keenan & Associates and Marin County Department of Public Works/Waste Management. The college’s Maintenance and Operations Department and Safety staff also provide ongoing inspections around the campus.

EVALUATION

The college has processes in place for the evaluation of both facilities and equipment to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. However the college is limited by budget constraints to do the necessary repairs or improvements in a timely manner. The *Educational Master Plan* provides the guidance and the Measure C bond provides much of the capital for much improvement of facilities at both campuses.

III.B.2.
The college meets the standard.

iv 3D/I: A professional consulting firm hired through the Foundation for California Community Colleges to assess all of the State’s community colleges. 3D/I completed the assessment and developed a *Facilities Master Plan* for the District in 2004, prior to the passage of the bond.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.

DESCRIPTION

Together with voter approval of the modernization bond Measure C in 2004, and the development of the most current *Educational Master Plan* in 2009, the district implemented a new institutional planning process. The process includes procedures for making capital plans for both facilities and equipment via program review. Instructional programs, student support programs, and administrative programs submit funding requests through the annual program review process; these requests are then considered by the appropriate governance subcommittees (e.g. Facilities, Instructional Equipment, Technology, etc.) populated by representatives from all district constituencies (i.e. faculty, staff, students, administration) using scoring rubrics developed by these subcommittees. Prior to 2009-2010, recommendations from all subcommittees were initially brought to the Institutional Planning Committee (IPC) for prioritization, and then given to the Budget Committee, where available funding was determined. These two committees were combined in fall 2009 into the Planning and Resource Allocation Committee (PRAC). Now, recommendations at all levels are guided by the district's primary institutional planning documents, such as the *Educational Master Plan*, and the current *Strategic Plan*.³⁵

In addition to this standard process for funding requests, extensive planning input from faculty, staff, and other groups has helped shape the design and construction of new bond-funded facilities.³⁶ Early planning charettes³⁷ as well as student/staff/local community forums³⁸

have included a range of district personnel and community members. The faculty and staff who will work in new buildings have done focused planning for new facilities and equipment by working closely together with professional architects so that space and resource allocations do not exceed allocated budgets, meet building and other code requirements, and reflect general data reflecting usage patterns, furniture and equipment needs, etc. The Board of Trustees provides oversight for all building projects.

The district's construction project and procurement practices comply with Title 24, Green Building Council and LEED requirements, and these requirements often tend to emphasize some higher front-end costs, with less emphasis on long-term maintenance costs (which are not provided for in the bond measure). However space allocation for new construction projects has been based on historical usage and projected usage assessments in order to comply with state requirements to procure maintenance funding.

EVALUATION

The Modernization Bond Measure C passed in 2004 has jump started long-range capital planning, significantly enabling the college to achieve facilities that support quality classrooms, labs and studios for instruction. However many decisions made by the district regarding facilities and equipment have focused primarily on initial first time costs, relying on the immediate needs of faculty and staff users, with some consideration for the best product based on expected available

funding and product longevity. The district is aware of the cost for operating and maintaining its facilities (i.e. the “total cost of ownership”). There is currently no long-range amortization for costs of district equipment and facilities, though there have been some initial steps in this direction. For example, in 2009 a Computer Replacement Plan developed through the Technology subcommittee and approved by the Institutional Planning Committee (IPC) failed to gain approval by the Budget Committee. This plan recommended a central purchasing and distribution procedure for most non-instructional computers, software, and associated IT needs. The plan was incorporated into the *2010-2016 Technology Plan*.

In summary, the college has established an active participatory governance process that supports the recently developed integrated planning process, and the Measure “C” Bond has enabled the district to move forward with construction projects. While energy efficiencies will be realized as a result of the design of these projects, the district still needs to develop a “total cost of ownership” analysis for campus facilities so that both new and renovated facilities and associated equipment are adequately maintained.

III.B.2.a.

The college partially meets the standard.

PLANNING AGENDA

The college will implement a recommendation made by PRAC in April of 2010 recommending analysis of long-term maintenance costs of buildings 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.
- Standard maintenance requirements as identified in all applicable equipment manuals associated with the project, together with other associated resources required such as custodial and site requirements, impact on new skills requirements for staff, and eventual equipment replacement costs.³⁹

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

The Marin Community College District has utilized a number a different methods to ensure that physical resource planning is integrated with institutional planning. College of Marin's 3D/International *Facilities Master Plan* was approved by the Board of Trustees and put into place in early 2004. It was used in conjunction with the *Educational Master Plan* at that period, and was developed by the CCS Group, an outside consulting firm. The Bond Modernization (Measure C) Spending Plan was prepared using this *Facilities Master Plan*. The *Educational Master Plan* has since been updated and approved by the Board of Trustees twice, once in February 2006 and most recently in February 2009. The latest *Educational Master Plan* encompasses the vision, mission and goals of the college and was developed by the Educational Planning Committee with the input and recommendations of faculty, staff, students, and administrators. The district's Five Year Capital Plans are also submitted annually to the state.

The *Educational Master Plan* is now linked to three year *Strategic Plans* derived from priorities set forth in the *Educational Master Plan*. The initial (and current) three year *Strategic Plan* was developed by the Institutional Planning Committee, a participatory governance body representing all college constituencies, in spring 2009. Instructional programs, student support programs, and administrative programs submit funding requests through the annual program review process; these requests are then considered by the appropriate governance subcommittees (e.g. Facilities, Instructional Equipment,

Technology, etc.) populated by representatives from all district constituencies (i.e. faculty, staff, students, administration) using scoring rubrics developed by these subcommittees. Recommendations from all subcommittees were initially brought to the Institutional Planning Committee for prioritization, and then given to the Resource Allocation Committee where available funding was determined. In order to streamline the process, these two committees were combined in fall 2009 into the Planning and Resource Allocation Committee. Recommendations at all levels are guided by the district's primary institutional planning documents, the *Educational Master Plan* and its associated three year *Strategic Plans*.

The Instructional Equipment Committee (IEC) addresses instructional equipment funding needs on an annual basis. Those funding decisions follow departmental needs and their program review requests, prioritized according to a scoring rubric developed by the committee. This process has been in effect (with ongoing refinements) for several years, and is well established and accepted by the college community.

Non-instructional (service) needs are a more difficult proposition. Currently, there is no process or mechanism in place to systematically replace physical resources equipment, nor is there a preventative maintenance program for building equipment systems. Generally, maintenance occurs as a result of emergency and mechanical failures of equipment. Funding is usually drawn from departmental budgets on an as-needed basis.

As noted earlier in this standard, the *Technology Plan 2010-2016* was approved in April of 2010, and is designed not only to identify priorities in terms of technology equipment, software, hardware and training, but also, through the Technology Planning Committee, to annually assess the effectiveness of the college's technology planning.

Bond Modernization (Measure C) building and renovation priorities are based on campuswide and community collaboration. Planning charettes during spring 2005 involved both the campus and county communities, and preliminary data was assembled using that information to begin making decisions about bond modernization projects. Individual building projects (i.e. the renovated PE complex, a new Science Building, and Fine Arts building on the Kentfield Campus; and construction on the Indian Valley Campus) have involved user groups from each area (including faculty, staff, administration) working with architects selected by these user groups, in the development of facilities designs, as well as furniture and equipment acquisitions. The *Educational Master Plan* highlights the relatively stable size of the college community projected over the coming years, and new buildings have taken this into consideration. Some new facilities will be built smaller than current facilities being replaced. Hence, deferred maintenance costs will be more easily supported by state funding (which is based on a formula using student enrollment numbers). In addition, sustainability has been a high consideration in construction considerations, which should further reduce maintenance costs.

Physical resource needs are increasingly being evaluated by program review, through a participatory governance process representing all college constituencies. All college departments periodically complete resource allocation requests for the coming fiscal

year via program review. The requests must support at least one of the college's strategic objectives. The Facilities Planning Committee currently forwards its priority recommendations from program reviews to the Planning and Resource Allocation Committee (previously to the Institutional Planning Committee). The Facilities Planning Committee also deals with some district physical resource requirements and priorities that are not addressed by the current Bond program. College of Marin's participatory governance system provides an effective method of addressing physical resource allocation through the Facilities Planning Committee, Educational Planning Committee, Instructional Equipment Committee, and Technology Committee. These committees all make recommendations to the Planning and Resource Allocation Committee (previously the Institutional Planning Committee).

EVALUATION

The college's integrated planning process links program review, the *Educational Master Plan* and the *Facilities Master Plan*. The Facilities Master Plan, which is a living document, will need periodic updating, as substantial changes in the *Educational Master Plan* occur. The ongoing Bond Modernization Program is revitalizing a number of aging buildings on campus and is replacing others. New buildings are being constructed to conform to the present and future projected sizes of the college's academic programs. This, together with a continuous priority being put on program review will enable physical resources to be directed with the appropriate improvements to support institutional learning.

III.B.2.b.

The college meets the standard.

Standard III.B.

- 1 Marin Community College District (MCCD) annual district *Five-Year Construction Plan 2011-15* (on flash drive)
- 2 MCCD technical recommendations regarding Bolinas Laboratory 2006 (on flash drive)
- 3 The Bolinas Field Station Task Force, proposal to COM, December 9, 2008
The Bolinas Field Station, Supporting Health Local Coastal Watersheds (on flash drive)
- 4 MCCD agendas and notes from Facilities Planning Committee, 2006-10 (on flash drive)
- 5 Conversion Management Associates, Inc., MCCD *Facilities Assessment 2002* (on flash drive)
- 6 *Facility Conditions Assessment Reports 2004*, by 3D/International
<http://www.marin.edu/MeasureC/LegalInformation/LegalInformationLibrary.htm#DesStdSpec>
- 7 *Facilities Master Plan 2004*, by 3D/International
<http://www.marin.edu/MeasureC/LegalInformation/LegalInformationLibrary.htm#FacMstrPlan>
- 8 *Facilities Assessments 2005*, by various consultants,
(available at Swinerton Office, Portable Village PE-8, Kentfield Campus)
- 9 Board of Trustees Resolution authorizing the Bond Measure, Resolution 2004-7-20-12a
Ordering an Election, and Establishing Specifications of the Election Order (on flash drive)
- 10 *Bond Spending Implementation Plan 2006*
<http://www.marin.edu/MeasureC/LegalInformation/LegalInformationLibrary.htm#BndSpendPI>
- 11 California Community Colleges Facility Utilization Space Inventory Option Net (FUSION)
<http://fusion.deltacollege.edu> (password-accessible only)
- 12 Technology Response January 14, 2010 (on flash drive)
- 13 Lab location and information grid (on flash drive)
- 14 Information Technology Plan 2004-2007, and
Technology Plan 2010-2016 (on flash drive)
- 15 MCCD Tech Stream request system, password authentication through college intranet
(screen capture on flash drive)

Endnotes and Evidence Standard III.B.

- 16 ACT Student Opinion Survey, spring 2007
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2007>
(see listing under Reports column)
- 17 ACT Student Opinion Survey, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 18 Program review template 2008 and 2009, <http://programreview.marin.edu/>
(login: com@marin.edu; password: com); see "Data" link under "Resources" tab.
Links to program reviews 2009-2010
<http://www.marin.edu/faculty/handbook/ProgramReview2009-2010.htm>
- 19 AlfaTech Cambridge, Information Technology Plan 2007 (for MCCD)
<http://www.marin.edu/MeasureC/LegalInformation/LegalInformationLibrary.htm#FacMstrPlan>
(available at Swinerton Office, Portable Village PE-8, Kentfield Campus)
- 20 *Bond Spending Implementation Plan 2006, Volume 1D - Project Space Planning*
<http://www.marin.edu/MeasureC/LegalInformation/LegalInformationLibrary.htm#BndSpendPI>
- 21 MCCD draft and final Environmental Impact Reports 2007 for Kentfield and Indian Valley Campuses
<http://www.marin.edu/MeasureC/LegalInformation/index.htm>
(available at Swinerton Office, Portable Village PE-8, Kentfield Campus)
- 22 MCCD Accessibility Report 2008, updated throughout 2009
(on flash drive)
- 23 MCCD annual Five-Year Scheduled Maintenance Plans, submitted to State Chancellor's Office
(on flash drive)
- 24 Board Policies 6520, 6570, 6580 and 6800 (on flash drive)
- 25 MCCD Safety Plans and Programs (on flash drive)
- 26 Campus Crime Reports 2006-08
<http://www.marin.edu/police/CrimeAwareness-CleryInfo.htm>
- 27 Accessibility Work Group agendas (on flash drive)
- 28 MCCD Chemical Hygiene and Integrated Pest Management Plans (on flash drive)
- 29 Biannual inspections, by Keenan & Associates (on flash drive)
- 30 Triennial inspections, Marin County Department of Public Works/Waste Management (on flash drive)

- 31 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 32 The Bolinas Field Station Task Force, proposal to COM, November 17, 2008,
The Bolinas Field Station, Supporting Health Local Coastal Watersheds (on flash drive)
- 33 *Bond Spending Implementation Plan and updates 2006-10* (on flash drive)
- 34 Furniture, Fixtures, and Equipment (FF&E) lists for individual projects 2006-10 (on flash drive)
- 35 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
Strategic Plan 2009-2012
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 36 District Modernization Committee 2005-08 agendas and notes (on flash drive)
- 37 Results of charettes discussing future of COM facilities 2006, by Steinberg Architects
http://www.marin.edu/MeasureC/presentations_and_briefings/Archives.htm#BOTPB2006
- 38 Sample presentations from community forums, held biannually on each campus 2006-10
(on flash drive)
- 39 MCCD annual Five-Year Scheduled Maintenance Plans, submitted to State Chancellor's Office
(on flash drive)

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Standard III

Resources

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Since the last self study, College of Marin has made substantial upgrades to its technology resources, with the focus on improving institutional operations, upgrading available services to students, and providing faculty with tools to effectively deliver instructional content. The improvements include the following:

- Replaced its Enterprise Resource Program (ERP) and support programs
- Upgraded its Web site and related services
- Upgraded most servers and many desktop computers
- Added limited wireless connectivity
- Created an Online Testing Center
- Provide funding for a course management system (WebCT/Blackboard)
- Introduced Edustream
- Purchased ARTstor subscription
- Restructured the planning and decision making process by which technology resources are allocated
- Prioritized continued technology development in the college's current three year *Strategic Plan 2009-2012*

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTION

ERP

The college's legacy system dates back to 1981, but is rapidly being replaced by a suite of applications purchased in 2006. The migration of student and financial data was undertaken first, followed by the migration of Human Resources data in summer 2009.

The software, SunGard HE's Banner® along with a suite of supporting programs, automates functions central to the recruitment of students, financial aid processing, registration, grade submission, billing, purchasing, and management of assets.¹

In addition, the MyCOM portal is designed to accommodate students' individual education programs, dramatically increasing the availability and timelines of services to COM students to 24 hours a day, seven days a week. Students can register for classes, view grades, pay tuition/fees, view class schedules and locations, view the college catalog, and request or view transcript information. Faculty can also view their class rosters, assign grades, and readily communicate via e-mail either with individual students or entire classes. There are plans to make pay check data, vacation leave balances, and other personnel data available to employees via individualized staff portals.²

ARGOS

ARGOS was chosen as a campus solution for reporting from Banner® and other databases. The user community, with assistance from IT, designs and builds reports to answer institutional research questions and support daily operations. Examples of some standing reports include student information and course registration data.³

College Web Site

Based on community input, the old Web site was re-designed to give students, faculty, and staff easier access to information. Highlights of the new site include embedded transit schedules and driving directions, a YouTube account for video publishing, a link on every page to the MyCOM portal, easy access to all COM departments, and 100 percent ADA compliance. In addition, Web publishing using Adobe Contribute was instituted to allow licensed faculty and staff to create and edit Web pages in their programs, while still being reviewed and approved via the Communications and Community Relations office.⁴

Testing Center

To improve accuracy, fairness, and efficiency in student placement testing for English and Math courses, a new computer testing lab was opened in spring 2007. All English and math testing in the lab is done using Accuplacer, an online testing service. Because Accuplacer is able to adjust test questions based on student responses, the time students require to complete placement tests has been greatly reduced and placement test results are also immediately available. Placement testing can also be done at remote off campus locations (e.g., area high schools).⁵

Wireless Connectivity

Wireless access points have been installed at various campus locations. Students can now access the Internet in the Learning Resources Center and the Student Services building via COM's wireless public access. For faculty and staff, secure access is available in most meeting room locations.

Course Management System (WebCT/Blackboard)

The college made the decision to host its course management system in late 2005. It was decided that students and faculty would be better served, have less server down time, and superior technical support by self-hosting. The college had previously been using California Virtual Campus (CVC) to host its Course Management System. New servers were purchased in spring 2006 and the system was upgraded from WebCT version 4.1 to WebCT/Blackboard, version 6. The college upgraded to Blackboard version 8 for spring semester 2010.⁶

EduStream

EduStream is a cost-effective, centralized resource for providing the college with video-on-demand capabilities. Envisioned by the San Bernardino Community College District and realized through its strategic partnerships with Sungard Higher Education Managed Services and Seattle Community College Educational Television, EduStream was initially conceptualized as a means of addressing the increasing concerns of academic rigor with traditional television courses. EduStream gives the college the ability to embed educational videos into online content, expand staff and professional development programs, and increase the reach of our workforce and economic development programs.⁷

ARTstor

In spring 2010 the college purchased a subscription to ARTstor, a nonprofit digital library of more than one million images in the arts, architecture, humanities, and social sciences with a suite of software tools to view, present, and manage images for research and pedagogical purposes. The intent is to provide access to ARTstor in both smart classrooms and via MyCOM portals of all faculty and students, providing a bank of images that can be referenced for studies in art, architecture, music, religion, anthropology, literature, world history, American Studies, Asian Studies, Classical Studies, etc.⁸

TracDat

The college purchased and initiated a program entitled TracDat to help standardize and formalize its strategic planning process. TracDat is intended to automate the management of institutional planning and assessment processes by providing a structured framework for continuous quality improvement. Following from the college's strategic goals and initiatives, working objectives at all levels of the institution can be systematically linked and related to each other with minimal effort, while readily noting timelines and responsible parties. Assessment data from all institutional levels can be stored, related, and accessed; reports can be generated to enable users to track and review problems and their respective solutions; goals and objectives can be tied to the institutional mission; and plans of action can be reviewed by objectives and assorted data summaries.⁹

The college first initiated some uses of TracDat in 2008 with training for all managers. However with the departure of a permanent director of planning and research at the college in 2009, these efforts fell by the wayside temporarily. However, the software remains available, and the new permanent director hired in spring 2010 is reinstating use of this software.

Distance Education and Smart Classrooms

A task force on distance education was formed in 2008, and this group conducted program reviews in both 2008 and 2009 of distance education at the college. In response to recommendations from these program reviews the college initiated the following changes:¹⁰

- Face-to-face training in Blackboard and encouragement of @One online training for faculty
- Formation of a working group of administrators and technical staff to regularly discuss distance education needs at the college
- Hiring of a permanent staff member to staff the Distance Education Success Center (DESC).
- Addition of several new online courses, as well as better tracking (and subsequent dramatic improvement) of student success rates in distance education classrooms
- Establishment and hiring of a 20 percent reassigned time faculty position to work with other faculty in support of new and existing distance education classes.

In addition, upgrading of existing campus classrooms has led to improved classroom technology. The number of smart classrooms (with computer Internet and digital projection capacities) has increased from 25 to 29¹¹, and all new classrooms being built on campus via the modernization bond project will include smart classroom capacities. Media Services is also available to offer portable computer, Internet and digital projection capacities on an as-needed basis. A 30-station Internet Café has been added to the Indian Valley Campus, a 22 station Information Literacy classroom has been created in the Kentfield library, and a 28-station Language Lab has been added in the Learning Resources Center (LC 150).¹² The college also supports an Online Writing Center that serves students in all disciplines, staffed by instructional specialists and overseen by a faculty coordinator.¹³

EVALUATION

High-level decisions should rely on data collected throughout the year by the college's office of Planning and Research for Institutional Effectiveness (PRIE). In the past many areas of research and data collection have been left to individuals to undertake or have remained unfulfilled, but it has been recognized for some time that a more formal, collaborative and comprehensive program is needed. After working with an interim director, a new director of PRIE was hired and began service to the college on April 1, 2010; and this new director brings strong research abilities that should help serve this end.

These efforts might be supplemented by the use of TracDat, helping the college make better planning decisions, including deciding if and when to deploy remaining applications purchased in 2006. Additional investment in customizing and broadening general applications in the MyCOM portals serving students, faculty (and someday staff and administrators) will encourage more students and others to visit and get connected to the college. While the college has taken the initiative to deploy Banner®, ARGOS, TracDat, and other products, there are still products that the college purchased in that same time period (2006) that aren't used, though annual maintenance fees are being paid on them. The investment in deploying and learning these applications will show itself in improved services to students, but also needs to be weighed against staff time and effort to implement.

After failing in two recent hiring rounds to find a suitable Information Technology director, and then relying on an interim director, in March 2010 the college finally was able to hire a permanent director of Information Technology who is expected to take leadership in spearheading these initiatives.

Three technology investments deserving consideration for future implementation are noted here:

- Resource 25 integrates with Banner® to assist schools with room management, from scheduling classes and repairs to deferred maintenance and building shutdowns. This application in particular appears easiest to unfold with relatively minimal staff time required for the benefits gained.
- DegreeWorks links closely with Banner® to help students plan their academic program. This program would be of great benefit to students, but would also require substantial staff time to implement. Xtender Solutions is designed to reduce the need for paper files, keeping all student information in one place by attaching scanned documents to students' electronic (Banner®) records.

The college's wireless setup also should be upgraded and expanded to include access points in all campus locations. The current COM Public Access should be replaced with an authentication system that would not be public and available only to registered COM students, faculty, and staff. These and other recommendations are incorporated in the *Technology Plan 2010-2016*.¹⁴

Responding to concern about low retention rates in distance education offerings and the relatively low number of offerings, the district created a 20 percent reassigned time faculty coordinator position in fall 2009. This individual provides support and training for faculty interested in designing and developing distance education courses or online instructional materials. Thanks to the efforts of the coordinator and others, retention rates have significantly improved.

In addition to upgrading our Course Management System hardware and software, the Distance

Education (DE) program would benefit by establishing a help desk for students, faculty and staff involved in DE. This is needed to improve technical support to help students and faculty with issues that they encounter when using technology in classes. A technician could function as a “help desk” person where students, faculty and staff working both in DE and in on-campus classes that use technology can call, e-mail or make appointments to aid in technical

issues that hinder success. The addition of a dedicated technician post could support the new faculty position to host training workshops for faculty, students and staff, and would further enable the offering of orientation sessions for using technology at COM.

III.C.1.a.

The college meets the standard.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTION

As noted above, the college in recent years has purchased a number of new technology systems; however, these systems are only as effective as training of staff allows, and the college has been busy at all levels with these trainings in order to implement these systems. The major information technology focus and therefore the focus of a preponderance of technology training has been the implementation of the Banner® ERP system modules. Staff training for the Banner® ERP system, the MyCOM portal, and other technology functions can be accessed through the college’s Staff Development Web page, including both posted training manuals and a link to the online calendar listing training workshops.¹⁵

As the Banner® and MyCOM portals were being developed, staff members were selected to work directly with developers to acquire training and design and customize the modules for the college’s needs. End-user training and manuals have been provided as each module is launched.

A training consultant was hired to develop materials and deliver training. The fiscal services module was launched first in spring 2007. A self-paced training manual was developed and a series of training workshops were provided to two levels of end users. Fiscal Services staff has provided additional training.¹⁶

Counselors, Student Services staff, administrators, and administrative assistants from the Office of Student Learning then attended training workshops on the Student Development Module in June 2008. The MyCOM portal was launched in June 2008. Instructors are now required to use the MyCOM faculty portal to download class rosters and post grades.

MyCOM includes Course Studio, an additional feature that supports instruction by providing tools to communicate with students and post class announcements, as well as a basic online course management system for each course taught. Twenty MyCOM training workshops attended by over 150 faculty members were

presented from June 2008 through September 2008 to train instructors to use the portal.¹⁷ Three self-paced tutorial guides were also developed and posted on the site to provide instruction on the use of the portal.¹⁸ Internal training has been provided to administrators who have been using the software since spring 2008.

Argos, the report-writing software program mentioned above that works in conjunction with Banner® and other campus databases, was first launched in fall 2008. Workshops were provided on specific features that were part of the first implementation. In spring 2009, a broad-based implementation took place. A series of workshops for different levels of users from the technical administrators to the end users occurred April 2009. Training was provided from Envisions, the developer of the software. This training offered administrators and classified staff information on how to access standardized reports (e.g. student data or course registration information) as well as how to request or create specialized reports based on specific needs. Follow-up sessions will be planned for functional areas.¹⁹

The Staff Development Office funds requests from staff to attend technology training on a first-come, first-served basis. Faculty members have access to Marin Community College District/United Professors of Marin (MCCD/UPM) Professional Affairs Committee (PAC) funds that can be used to attend conferences and some of these may have a technology focus.²⁰

Employees can also take technology-related classes offered by the college, and the Staff Development office offers periodic training classes on Microsoft Office programs on an as needed basis or as these programs are updated. The Office of Organizational Development and Planning has created a Staff Development Web page that lists technology training activities and resources.²¹

Technology training workshops are also offered through the Flex program. @One, the Chancellor's Office funded grant project, provides free and low-cost technology training to California Community College personnel. @One includes desktop seminars on a variety of software programs and online courses to train faculty to teach online including a course on how to use WebCT, the college's licensed online courseware development program.

The link to the @One site is posted on the Staff Development Web page and the Staff Development Program administrator forwards information about upcoming training to appropriate faculty and staff so employees can take advantage of this excellent training resource.²² Media Services staff provides one-on-one training to instructors on the use of smart classrooms and other instructional technology equipment.

The college's *Strategic Plan 2009-2012* that was derived from the *Educational Master Plan* identifies strategic priorities guiding college planning for the next three years. The Student Access strategic priority identifies the development of more distance education offerings and the need for training for instructors. The technology resources priority indicates a need for improving technology resources collegewide.²³

EVALUATION

The elimination of state AB 1725 Faculty and Staff Development funds and state Telecommunications Technology Infrastructure Program (TTIP) funds has reduced the amount of funding available to provide technology training. Fortunately, the Measure C Bond included funds that could be used to provide training for the implementation of the major institutional software programs such as Banner®, Argos and TracDat. However, a plan needs to be developed to provide future training to new employees who will need to learn systems already implemented.

The *Technology Plan 2010-2016* approved in spring 2010 sets priorities for training and urges the college to fund training, as well as for fully staffing IT needs at the college. The college's new *Education Master Plan* indicates a need to improve technology resources, implementation, and training that should help drive technology planning and training. Unfortunately this comes at a time when funding for new initiatives at the college is expected to be very limited for some time to come.

Previously instructors have taken on the task of developing online instruction with very little guidance or support. The 20 percent reassigned faculty position initiated in fall 2009 has allowed the college to continue supporting both new and continuing distance education instructors. This faculty position, together with an ongoing working group of administrators, staff and faculty, has been useful in offering recommendations and spearheading ideas for improving distance education at the college.

When the new participatory governance system was launched in 2005, the college eliminated the College Employee Development Committee (CEDC) and the UPM/District Staff Development Committee. A new Professional Development Committee is being created to become part of the participatory governance system. This committee will report to the Planning and Resource Allocation Committee and have responsibility to develop staff development plans based on needs assessments and make recommendations regarding training identified in college plans such as the *Educational Master Plan* and *Strategic Plan*.

III.C.1.b.

The college meets the standard.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTION

Network

The college's network supports all aspects of day-to-day business operations from Fiscal Services, Student Services, and Maintenance and Operations to serve the educational needs of faculty and students. The network also supports the campus telephone and voice mail system along with energy management. Currently there are over 4,500 network-managed ports and a possible 3,000 connections via wireless connectivity. This build-out is still continuing today under the Bond Modernization Program passed in 2004, with growth of another 1,000+ ports when new buildings go online.

The network is arranged in a star topology, which means a central core switch is connected to each building via a single connection. Fiber cable connects most buildings of speeds up to 1 GB/sec. The connection between campuses is over a point-to-point fiber link called Gigaman. This link runs at 1 GB.

The college's network ensures the separation of information between the college's administrative and academic offices, student labs, and the wireless guest access that the college provides through the use of a firewall and virtual local area networks (VLANs). All inbound and outbound traffic flows through a link provided by the Corporation for Education Network Initiatives in California, (CENIC). The speed of this link is 20MB both upload and download.²⁴

Servers

The deployment of the SCT Banner® system and its suite of supporting systems (Luminis, ODS, Argos, TouchNet, TracDat, AppWorx, WebCT and related test environments) was accomplished with the deployment of 14 new servers. Where appropriate, the college has used Microsoft Virtual Server to deploy virtual instances to maximize the use of the hardware. All new servers are currently supported with hardware maintenance contracts from Hewlett-Packard. While the terms of the hardware support contracts vary, mission critical servers are covered with a four-hour hardware replacement warranty.

All the servers have hardware redundancy, including redundant power supplies, redundant network interface cards, disk mirroring (which allows the server to keep running even if one disk fails) and disk arrays that provide both failover protection and performance enhancements.

The servers that run Banner®, Luminis, TouchNet and WebCT all have separate test environments that are used to stage software updates before the updates are applied in the production environment. In this manner, updates are validated before they are deployed on our production servers to minimize possible outages.

IT-supported servers are completely backed up once a week while files that have changed over the week are backed up every night. In addition, the college also uses a product called

Backup Exec Intelligent Disaster, which allows the college to take snapshots of our servers for restoration of our servers in case of total server failure.²⁵

Clients

The college has over 1,400 PCs and Macintoshes. Most are desktops but there is increasing interest in adding laptops to the mix. Lab managers install and manage student workstations, and lab servers if needed. Central IT staff support staff and faculty workstations.

A computer inventory was completed in March 2009, and then updated in February 2010,²⁶ and from that effort the Technology Committee created a computer replacement plan that was presented to and approved by the Institutional Planning Committee (IPC) in spring 2009; however, this plan was not then considered by the Budget Committee for funding. The intent of the plan is to raise awareness of the investment the college has in desktop technology and to provide an estimate for what it will take to keep it running on an annual basis.²⁷ The plan's recommendation has been incorporated into the new *Technology Plan* approved in the spring of 2010.²⁸

EVALUATION

Network

The college's network infrastructure currently is comprised of 93 managed devices of which 75 are switches and 27 are wireless access points. Of the 75 network switches in use today, 81 percent are over 8 years old and officially have been "end of life" for the last 3 years. Because of HP's quality and lifetime warranty these switches continue to operate, but they cannot support the enhanced features required for security, connectivity, and

manageability required by today's standards. Because the college has no means of tracking or logging network traffic to monitor security of the network, it is impossible to identify or respond to local virus/security threats in real time. Nor can the college predict how the reliability and speed of the network would be impacted by the addition of future services/technology such as streaming video/audio. This problem will become more critical in the future if the college increases online distance education and hybrid course offerings, as called for in the college's *Educational Master Plan*.

With the passing of the Bond initiative in 2004, the college began the process of upgrading its network infrastructure. This includes the installation of new network equipment and fiber cabling capable of 10 Gb/sec. However this affects only buildings being built or remodeled by the bond initiative; it does not address the necessary infrastructure for the college as a whole. Innovative teaching using technology requires that the network be a constantly evolving environment, with adequate funding to maintain its reliability and functionality.

Servers

The server hardware purchased with the bond money is robust and well maintained and upgrade and backup strategies are well defined and appropriate. However, some services that still run on older hardware must be moved to supported hardware so that it continues to be reliable and able to be upgraded. The demand for new products requiring servers, the ever-increasing complexity of server operating systems, and the need to protect these systems from the ever-increasing volume of attempted break-ins and malware is taxing the abilities of the single employee charged with managing these systems.²⁹

Clients

The computer inventory completed in March 2009 and updated in February 2010 indicates that more than a fifth of desktop PCs are over seven years old.³⁰ These systems do not have the capability to run the latest software nor are they capable of upgrades to meet the requirements of this software. This obviously hinders the learning for students in many labs and computer classrooms.

Based on a number of recent events, there is a need for campus standards for installing Windows updates and virus and spyware detection software, for policies on encrypting files that contain personal data, and for Windows group policies and server setup and configuration in the labs.

The college has a purchasing system for new technologies but it is not widely recognized across the campus; at times the college continues to let departments buy new equipment on an individualized basis, and on their own specifications, adding to the burden of support and annual costs of technology. The college should widely disseminate and fully implement a general policy that departments can replace equipment but that any replacements or expansions must be approved and purchased via some centralized route, with a standard array of options. In addition to expenditures of departmentally allocated funds, this should include uses of categorical funds, as well as purchases approved via program reviews (e.g. instructional equipment requests).

Phone Equipment and Services

The phone system and voice mail system have been generally reliable but need to be upgraded or replaced at some point. The replacement of the existing telephone and voice mail system is one of the identified initiatives in the college's *Technology Plan 2010-2016*.³¹

III.C.1.c.

The college meets the standard.



III.C.1.d. The distribution and utilization of technology resources supports the development, maintenance, and enhancement of its programs and services.

DESCRIPTION

Decision-making in this area is largely initiated by IT department or lab staff. A network audit performed in early May 2009 shows that the college's technical infrastructure is neither robust nor secure, with older switches creating bottlenecks and desktops showing both infections and peer-to-peer traffic. Replacing older switches will be addressed as funds are identified for this purpose.

The acquisition of equipment and support of Information Technology is carried out by the IT Department and departmental computer lab technicians. The acquisition and support of audio-visual technologies is the responsibility of Media Services and lab technicians within their specific disciplines. Other discipline-specific technologies are the responsibility of their respective departmental lab technicians.

The college has accommodated distance-learning programs by providing funding for a course management system (WebCT/Blackboard), by offering coordinator units to run the Online Writing Center, and by awarding grants for training faculty and staff. The college supports an Online Writing Center that serves students in all disciplines. In addition, The Banner[®] system provides a platform for faculty to augment classroom-based courses with online access materials.

EVALUATION

The network audit of May 2009 was the first time any kind of network performance testing had been done at College of Marin. The network has reached a point where regular benchmark and performance testing would be of great benefit. Benchmark testing is an important tool in the evaluation of network performance. It can help to identify bottlenecks or potential problem areas and help to plan for the future growth.

Faculty, staff, and students at the college would be better served by developing an ongoing implementation plan for the rollout of new software and upgrades to software that is already in use. At present there is no plan in place and there is often different software configurations running on faculty and staff computers, and the computers for student use in classrooms and labs.

*III.C.1.d.
The college meets the standard.*

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTION

The *Technology Plan of 2004-2007* developed by the Strata Information Group (SIG) addressed the need to replace the college's aging ERP system, ongoing technological needs, and appropriate use of technology within the college environment.³² Development and implementation of a new technology plan that identifies policies, hardware, software and training needs at the college was identified as one of the college's three strategic initiatives in the college's most recent *Strategic Plan 2009-2012*.³³ A new *Technology Plan of 2010-2016* was developed by the Technology Planning Committee, and then approved by the Planning and Resource Allocation Committee on April 6, 2010.³⁴ The chief information officer and the vice presidents of college operations and student learning have subsequently taken this plan under review.

Technology needs and requests are identified by departments and programs via periodic program reviews, as part of the college's participatory governance system.³⁵ Hardware, software, technical support needs and requests identified in program review are sent to the Instructional Equipment and Technology Planning Committees. These committees score requests using a standard rubric and send their prioritized recommendations to the Planning and Resource Allocation Committee that in turn makes recommendations to the superintendent/president and college cabinet. The process is designed to include as many members as

possible in the process, with all committees including members appointed by constituents' representative bodies (faculty, staff, students, and administration).

EVALUATION

While the college has prioritized technology planning in its strategic planning process and in its participatory governance system, the college also recognizes that its needs in these areas have been high, and resources are limited. Still, the college has invested considerable resources in recent years to upgrade outdated technologies, and staff and administration have also devoted considerable time and resources toward implementing these new systems. These efforts remain an ongoing challenge.

III.C.2.
The college meets the standard.

Standard III.C.

- 1 Banner[®], MyCOM Portal
<http://mycom.marin.edu>
(other documentation on flash drive, demonstration will be provided upon request)
- 2 Banner[®], MyCOM Portal
<http://mycom.marin.edu>
- 3 Argos, <http://is-maps:8080/>
- 4 College of Marin home page
<http://www.marin.edu>
- 5 Assessment and Testing office, Student Services Building, room 238
- 6 Blackboard Learning System
<http://webct.marin.edu>
- 7 EduStream
<http://www.edustream.org>
- 8 ARTstor
<http://www.artstor.org>
- 9 TracDat[™] (password accessible only, demonstration will be provided by PRIE staff upon request)
<http://is-tracdat:8081/tracdat/>
- 10 Distance Education program review 2009
http://www.marin.edu/WORD-PPT/DistantEd_2009.pdf
- 11 Advanced Technology Classroom (ATC) or smart classroom locations (on flash drive)
- 12 Technology improvement recommendations (on flash drive)
- 13 Online Writing Center
http://www.marin.edu/student_services/owc.htm
- 14 *Technology Plan 2010-2016* (on flash drive)
- 15 Staff Development Web page
<http://www.marin.edu/com/ODP/StaffDevelopment/index.htm>

- 16 Fiscal Services module training documentation (on flash drive and on campus)
- 17 MyCOM training documentation June - September 2008 (on flash drive)
- 18 Banner[®], MyCOM Portal tutorial guides
<http://mycom.marin.edu>
<http://www.marin.edu/WORD-PPT/MyCOMQuickGuide.pdf>
<http://www.marin.edu/WORD-PPT/HowtoUseMyCOMManualver.2August2008.pdf>
- 19 Argos training documentation (on flash drive)
- 20 PAC form and PAC form waiver (on flash drive)
MCCD/UPM contract, pp. 5-3, 5-4, and 5-5 (on flash drive)
- 21 Faculty and staff development training opportunities
<http://www.marin.edu/com/ODP/StaffDevelopment/>
- 22 Faculty and staff development training opportunities
<http://www.marin.edu/com/ODP/StaffDevelopment/>
- 23 *Strategic Plan 2009-2012*
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 24 E-mail from Jeff Peck to Steve Dodson, March 19, 2010, with technical specifications for network and servers (on flash drive)
- 25 E-mail from Jeff Peck to Steve Dodson, March 19, 2010, with technical specifications for network and servers (on flash drive)
- 26 Computer inventory, February 16, 2010 (on flash drive)
- 27 Computer Replacement Plan (on flash drive)
- 28 *Technology Plan 2010-2016* (on flash drive)
- 29 Server Farm Database
E-mail from Jeff Peck to Steve Dodson, March 19, 2010, with technical specifications for network and servers (on flash drive)
- 30 Computer inventory, February 16, 2010 (on flash drive)

Endnotes and Evidence Standard III.C.

- 31 *Technology Plan 2010-2016* (on flash drive)
- 32 *Information Technology Plan 2004-2007* (on flash drive)
- 33 *Strategic Plan 2009-2012*
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 34 PRAC meeting notes, April 6, 2010 (on flash drive)
Technology Plan 2010-2016 (on flash drive)
- 35 Participatory Governance System (PGS) Plan
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>

Standard III

Resources

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTION

The college's *Educational Master Plan 2009-2019 (EMP)* reflects the mission of the college and sets forth its educational goals. It was approved by the Board of Trustees in spring 2009 after collegewide review, and together with associated three-year *Strategic Plans*, serve as the college's central documents for planning and budgeting resources.¹ ²These overarching plans guide educational decisions, and then resource allocations, helping the college to anticipate the future and plan accordingly. Planning and resource needs at the individual program level are reflected in annual program reviews, which in turn are informed by the college's *EMP* and *Strategic Plans*.³

The nexus between program reviews and budgeting is facilitated through the allocation subcommittees of the Planning and Resource Allocation Committee (PRAC): Instructional Equipment, Staffing, Technology, and Facilities. Program reviews are entered into a database template and, in addition to each published program review, appropriate sections of each review are then extracted and organized for the various subcommittees' deliberations. Each subcommittee has created rating forms and scoring rubrics that are then employed in deliberations.⁴ Recommendations from the subcommittees are forwarded to the PRAC for a determination of how to prioritize and allocate the various funding requests, after which they are forwarded to the college superintendent/president.

The current process is a significant improvement. Prior to fall 2009 when PRAC was created, allocation recommendations went through a more cumbersome two-committee review process, and often there was poor communication between the former Institutional Planning Committee (IPC) and the former Budget Committee. In 2008-09 some problems in communications and clarity of functions between the Institutional Planning Committee and the Budget Committee led to lapses in addressing needs assessed through program review. For example, a new Technology Replacement Plan was not considered or acted upon by the Budget Committee. However, IPC recommendations for hiring new faculty members in four programs were approved by the college, four smart classrooms were added to campus facilities, and other instructional equipment requests were funded.⁵

A report describing how the results of the integrated planning and budget process were incorporated into the 2008-2009 budget was presented to the Board of Trustees at a special session on April 29, 2008.⁶ Program reviews for all administrative units were also undertaken in fall 2009.⁷ On May 4, 2010, PRAC evaluated the governance process used to make recommendations for planning and budgeting in order to further refine its approaches.⁸

EVALUATION

Governance committee deliberations of academic program reviews led directly to instructional equipment allocations in the 2008-09 and 2009-10 budgets, as well as staffing decisions in 2009-10. Systematic and data-driven program review of all instructional areas was integrated with institutional planning and

resource allocation processes in significant budget areas. This procedure is a relatively new step for the college, and the process is being refined as experience dictates.

For the 2009-10 academic year, the college slightly amended its initial process, consolidating two key overlapping governance committees, IPC and Budget Committee, into one overarching committee, PRAC. The college also is now formally tracking strategic initiatives and resource allocation to mission and goals.⁹ The streamlined PRAC now allocates resources based on college *Strategic Plans* and departmental-level plans, following recommendations made by its various subcommittees. Each department is asked to justify their budget requests based on the request being in line with the college's strategic objectives.¹⁰ The objectives are drawn from recommendations contained in the *Educational Master Plan (EMP)*, and further developed into an articulated three-year *Strategic Plan* created by the college's Institutional Planning Committee.

All college governance committees include broad membership from across all college constituencies—faculty, staff, students and administration.¹¹ Having an inclusive and transparent process will be especially important during the current and upcoming years of state budget reductions and possible loss of local property tax revenues. The college's participatory-governance committees should be actively involved in assuring that the limited funds and resources are allocated in a manner keeping with the *Educational Master Plan*, and its three-year *Strategic Plans*.

III.D.1.a.

The college meets the standard.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTION

Budget assumptions historically have been developed by Fiscal Services and the vice president of college operations, with input from the superintendent/president's Cabinet and the Board of Trustees.^{12 13} Annual tentative and adoption budgets have been developed based on Fiscal Services discussions with the Marin County Treasurer's office to determine anticipated property tax revenues for the upcoming year.¹⁴ Based on revenue projections and the Board of Trustees's directed maintenance of a specified reserve level,¹⁵ and accounting for fixed costs such as salary, benefits, and utilities, budget assumptions are developed and forwarded to the respective managers.

The superintendent/president has established the Educational Excellence and Innovation Fund (EEIF), which provides funds to faculty and staff for innovative ideas in four specific areas: 1) leverage for fund development; 2) new programs reflecting business and workforce training; 3) new pedagogies, learning styles, and learning communities; and 4) program revitalization.¹⁶ The superintendent/president holds an annual fund raising breakfast in an effort to strengthen critical bonds with the community and raise funds to help sustain the college's programs and services. The college participates in numerous partnerships that integrate the college into the outside workforce and business community as well as provide opportunities for the community and our students to work together towards common goals.¹⁷

EVALUATION

The former Budget Committee was involved in the approval of some fund allocations upon receipt of recommendations from the IPC, but was not involved in the development of budget assumptions. The charge of PRAC includes the obligation to review and comment on budget assumptions provided by the administration and to engage in ongoing dialogue with the appropriate administrators about various budget issues. As it enters into its second year of operation, the PRAC needs to be conscientious in meeting this important responsibility.

The college should develop a systematic process to evaluate the effectiveness of partnerships, contractual agreements and other special projects.

III.D.1.b.

The college meets the standard.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTION

The college consistently meets its obligations and plans for future obligations. Based on its calculated budget assumptions, the college allocates funds for increases in recurring expenses that the college is obligated to pay such as utilities rates, employee benefits, salaries, and other contractual obligations.¹⁸ The college clearly identifies and plans for payment of liabilities and future obligations. Regular full- and part-time salaries, cost increases for those salaries, and long-term liabilities are considered as designated budget items with funds set aside prior to giving estimates of discretionary funds to PRAC. Included are such expenses as health and welfare benefits, retirement funds, disability insurance, state unemployment insurance, workers' compensation insurance, long-term leases, utility expenses, property and liability insurance, student insurance, Governmental Accounting Standards Board (GASB) unfunded liability,¹⁹ and debt payments.²⁰

The college addresses its insurance and liability exposures through a combination of student insurance,²¹ participation in a joint powers self-

insurance programs,²² and risk management practices. The college's reserve level has been established to be at a minimum of 7.6 percent with a goal to increase to a desired level of 17.5 percent.²³ This relatively high level of fiscal reserves follows from the college's current standing as a Basic Aid district (funded primarily via local property taxes), given recommendations provided by a citizen Grand Jury review of the college's operations, and coinciding with the Board of Trustees directive regarding the reserve.²⁴

EVALUATION

In terms of making short-range financial plans, the college takes into account long-range financial priorities in order to assure the financial stability of the institution. Plans for payment of liabilities and future obligations are clearly identified in annual college budget reports and planning documents.

*III.D.1.c.
The college meets the standard.*

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTION

The college addresses this standard in its participatory governance process as outlined in section III.D.1.a. above. PRAC, the overarching committee responsible for sending budget recommendations to the college's superintendent/president, includes membership appointed from all college constituencies, including faculty, classified staff, students, and administration. Members of subcommittees (Instructional Equipment, Technology, Facilities, etc.) are appointed by PRAC, drawing from its membership.²⁵

Although the college has a clearly defined participatory-governance process, in the 2008-09 academic year there was some lack of clarity and disagreement about the role the Budget Committee, and whether this committee was meeting its responsibilities. As noted above in III.D.1.a., this committee was subsequently merged with the Institutional Planning Committee in order to eliminate perceived functional redundancies between these two committees, following a review by the Governance Review Council.

EVALUATION

The college has developed an Integrated Planning Manual that defines the resource allocation process with timelines and criteria for resource allocation.²⁶ The manual defines the processes and includes the dissemination of information regarding the processes college-wide. The process was implemented at the beginning of the 2009-10 academic year, and was evaluated by PRAC on May 4, 2010.²⁷

The Survey for Faculty and Staff conducted in spring 2009 reflected various perspectives on the question of whether college budget priorities are determined by systematic planning.²⁸ Among faculty, only 14 percent agreed that appropriate and timely budget information is provided regularly to members of the college community; 52 percent disagreed or strongly disagreed with this statement; 34 percent were neutral or did not know. Among classified staff, only 17 percent agreed or strongly agreed that appropriate and timely budget information is provided regularly to members of the college community; 37 percent disagreed or strongly disagreed with this statement; 45 percent were neutral or did not know. Among administrators, 56 percent agreed or strongly agreed that appropriate and timely budget information is provided regularly to members of the college community; 12 percent disagreed with this statement; 31 percent were neutral (with no one surveyed stating they did not know). The survey results helped trigger the decision to refine the planning process as outlined in the *Integrated Planning Manual*.

At the May 11, 2010, PRAC meeting, the committee made 14 recommendations to the superintendent/president for fiscal year 2010-11, based on the committee's review of the 2009-10 program reviews. The recommendations were for:

- program improvements (including staffing and program revitalization recommendations);
- use of restricted funds (including approving the Technology Plan and a restricted counseling position, which was posted in May 2010);
- use of unrestricted funds (for instructional equipment and supplies); and
- planning and resource allocation process (for more accessible budget information and revisions to the integrated planning process).

By making these formal recommendations based on program reviews, PRAC has successfully linked the planning and resource allocation processes, per its charge. These recommendations have moved to the district for review and action, based on availability of resources. The district accepted all PRAC recommendations except some for staffing due to budgetary shortfalls.²⁹

III.D.1.d.

The college meets the standard.



III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTION

College of Marin's Fiscal Services office is responsible for coordinating the development of the college's annual budget. For the last few years the general fund operating budget has been held flat or, in the case of 2009-10, reduced.

The college has now implemented a program review process and bases changes in departmental and program resource allocations on the results of program reviews, in order to ensure that required resources are more effectively allocated to support student learning programs and services.³⁰

Financial documents reflect the annual allocation of funds to the various programs and departments.³¹ Monthly financial information with budget-to-actual comparisons is available online for monitoring at the fund/organization level, and for review by administrators and department chairs.³²

The college engages an external accounting firm to perform its annual audit. Perry-Smith, LLP, stated in its unqualified opinion that the financial statements were found to fairly represent the financial conditions of the college.³³

EVALUATION

All audit exceptions are reviewed, and responses to external audit findings are provided to the auditors for inclusion in the annual report. The final audit report is issued, reviewed by fiscal services, and accepted by the Board of Trustees. Progress on corrective measures is reported in the following year annual audit.

*III.D.2.a.
The college meets the standard.*

III.D.2.b. Appropriate financial information is provided throughout the institution.

DESCRIPTION

The college's tentative and adoption budgets³⁴, financial audits³⁵, and the quarterly financial reports (CCFS-311-Q)³⁶ are public documents, filed with various organizations as required and available to anyone who requests one. In addition, the current and historical tentative and adoption budgets and the annual financial audits are posted on the college website. The tentative and adoption budgets, the annual financial audit, and quarterly financial reports (311-Q) are also forwarded to the Board of Trustees for action or for information as appropriate.

Budget managers have online access to budget, year-to-date actuals, encumbrances, and available balances so they can manage their departmental spending.³⁷ Access to financial information is based on fund/organization security and not given to everyone at the college.

EVALUATION

The college continues to implement Banner®, the fully integrated enterprise system linking fiscal, human resource, student services, and academic functions of the college.

There are different views within the college as to whether access to detailed financial information should be limited to those who are responsible for managing specific budgets, or provided broadly to anyone in the institution, including students. The college has added financial information to its Web site.

As noted in Standard III.D.1.d., the Survey for Faculty and Staff conducted in spring 2009 reflected various perspectives about budget information flow.

III.D.2.b.
The college meets the standard.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTION

The college meets its cash flow needs through a combination of borrowing against future tax revenues,³⁸ collection of property tax receipts, and monthly distribution of federal and state

categorical dollars. The capital program (Measure C Bond) cash flow is the result of a scheduled sale of general obligation bonds. The college issued a second series of bonds for \$75 million in February 2009. (The college issued an initial sale for \$75 million in spring 2005.³⁹)

The college has sufficient cash flow to meet all spending obligations including payment on debt. The College of Marin is a basic aid district, so its cash flow does not follow the typical pattern for public community colleges. Approximately 73 percent of the college's cash flow is from the collection of property taxes, which the college receives in December and April of each year. To maintain stability and a positive cash flow throughout the year, the college participates in a tax revenue anticipation note (TRAN) program that allows short-term borrowing against future tax revenues, to be repaid with the proceeds collected from property taxes prior to the end of the fiscal year. The college receives the remaining 27 percent of its cash from a combination of enrollment fees, state categorical, and local funds, with collection following normal anticipated collection patterns.

State guidelines recommend 5 percent reserves with about 3 percent as the lower limit. The college's reserve has expanded in recent years, from the 3.7 percent in 2003-04 to 11.1 percent in 2008-09. In October 2006, following recommendations from a citizen Grand Jury report providing overview of college operations, the Board of Trustees established a formal reserve policy setting the minimum desired general reserves at 7.6 percent and a goal of 17.5 percent as the desired reserve level.⁴⁰ In addition, the Board of Trustees does not include supplemental property taxes in the budget spending, thereby creating an operating reserve to help offset a potential decline in property tax and other revenues. For any budget year in which there is not a decline in revenues, the supplemental property tax collected shall increase the general reserve toward meeting the 17.5 percent goal established by the Board of Trustees.

The college is a member of the Northern California Community Colleges Self Insurance Authority for property and liability insurance.⁴¹ The college works with the self-insurance administrator to take corrective actions for safety concerns raised at safety inspections and follow-up inspections conducted by the insurance administrator. The college is in contact with the insurance administrator on a regular basis for assistance in managing the college's risk liability with respect to contracts and agreements, field trips, and other liability concerns. The college will be implementing the safe schools training program offered by the insurance administrator that will enable staff to participate in online safety training programs.⁴²

EVALUATION

Efforts should be made to continue to increase the general fund reserve toward the 17.5 percent goal established by the Board of Trustees.

III.D.2.c.

The college meets the standard.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTION

The college follows all applicable state and federal regulations regarding the oversight of externally funded programs. State regulations in Title 5 govern the college’s financial aid activities. The college monitors finance activities and practices effective oversight of finances. The Marin County Treasurer’s Office is responsible for investing the college’s funds.⁴³

An external auditing firm performs annual audits.⁴⁴ The audit report includes the following:

- Report on Supplemental Information
- Report on State Compliance Requirements
- Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Accounting Standards
- Report on Compliance with Requirements Applicable to Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133

The audit report is posted on the college website and copies are filed as required with various external agencies.

The college has online approval queues for requisitions and budget transfers to ensure that the responsible program managers are reviewing and approving them.⁴⁵ Additionally, Fiscal Services has a categorical accountant who reviews and approves the requisitions and budget transfers.

EVALUATION

The college continues to work to improve contract oversight. (See 2.f.)

*III.D.2.d.
The college meets the standard.*

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

DESCRIPTION

Requests for grants with or without matching funds are vetted through the vice president of student learning and the superintendent/president’s Cabinet to insure that the proposed request is aligned with institutional priorities. The college hires external auditors to conduct annual audits to determine if there are any deviations from standard procedures.⁴⁶

A number of grant-funded activities are coordinated and overseen by program managers, directors, and deans with the assistance of the vice presidents. Accounting for such funds is handled at the college and is subject to external audit and compliance standards by the governing agencies.⁴⁷

Spending on major capital improvements that were funded by the issuance of the general obligation bonds is reviewed by a Bond’s Citizens’ Oversight Committee (COC), which consists of community members, and their reports are forwarded to the Board of Trustees.⁴⁸ Purchasing in this area is handled through purchase orders and is overseen by the Director of Modernization.⁴⁹

EVALUATION

Fund raising activities are coordinated through the Fiscal Services office to assure compliance with appropriate policies and procedures and acceptable business practices related to fund raising activities and funds.

*III.D.2.e.
The college meets the standard.*

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTION

Review processes are in place to ensure appropriate state and federal rules and regulations, as well as Board Policies and administrative procedures are adhered to when implementing contracts.⁵⁰ Agreements and contracts, other than standard college business agreements, are reviewed at the superintendent/president’s cabinet level, as well as departmental levels, to determine feasibility and identify problems, concerns, cost factors, and benefit to the college. Agreements are also reviewed by legal counsel and with the college’s property and liability administrator for appropriate legal and insurance protections and requirements.⁵¹

Policies and procedures define approval authority, quote and bid requirements, limits and required code restrictions.⁵² Approval authority is limited to the Board of Trustees, the superintendent/president and the vice president of college operations. The director of Fiscal Services has signature authority in the absence of the vice president of college operations.⁵³

All agreements for services greater than \$1,000 are reported on a monthly basis to the Board of Trustees for information, or may be submitted to the Board of Trustees for approval as a separate action.⁵⁴

EVALUATION

As part of the Board of Trustees approval process, contracts include a detailed cover sheet that explains the nature of the contract, financial implications, review processes and benefit to the college.⁵⁵ The college’s review process includes management and departmental review as well as review by legal counsel and insurance administration. The college would like to further develop the review processes to include a systematic review of on-going contracts to catalog milestones, termination dates, identification of ties to the college mission, and goals and review of benefit to the college.

The college is in the process of updating all policies and procedures. This will further define and clarify the processes and give guidance to the college community about appropriate steps for contracting for services and purchasing.

The college is in the process of reviewing and updating a standard facilities use agreement to assure appropriate protections are in place to protect the liability of the college and to assure compliance as policies and procedures are updated.

III.D.2.f.
The college meets the standard.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTION

Evaluation and improvement occurs in several ways. First, there are the external audits that provide guidance for improvement.⁵⁶ Second, all instructional and administrative areas of the college have undergone recent program reviews.⁵⁷ The program review process includes self-assessment and plans for improvement. On an as-needed basis, management staff in the financial area of Fiscal Services identifies topics to be examined and reviewed. For example, there is currently an asset management process that is being implemented.⁵⁸

To further improve financial management systems, the college has implemented the Finance, Human Resources and Student components of the Banner® enterprise system. The Information Technology (IT) department has a monthly meeting to keep managers abreast of upcoming modifications to this software.⁵⁹ The college has an Institution Reporting Team (IRT) that meets biweekly to discuss the status of financial management and reporting systems in the college.⁶⁰ The college purchased Argos report-writer as a tool for staff to create reports specific to individual needs.

EVALUATION

Appropriate and timely budgetary information is regularly provided to budget managers. As part of the administrative program review process, the college surveyed users to evaluate Financial and College Operations management areas.⁶¹

Ongoing training for college employees would be beneficial. Although employees have been trained, they often don't use the tools on an ongoing basis, so refresher courses would help. Establishing a location on the intranet to make information more widely available would enhance the financial management process.

*III.D.2.g.
The college meets the standard.*

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

The district has an audit performed annually by external auditors. The auditors report the results of their audit to the Board of Trustees. Findings and recommendations on internal control concerns are identified and included in the audit report. The findings and recommendations are reviewed in subsequent years to determine if corrective measures have been implemented and these findings are included in the final audit report.⁶²

Additionally, a list of all budget transfers is included in the monthly Board package to keep the trustees aware of changes from the adoption budget.⁶³ A list of contracts greater than \$1,000 is also included in the monthly Board of Trustees package to keep board members aware of how resources are being used.⁶⁴

EVALUATION

There is a tremendous amount of information provided through various sources to assess the effectiveness of how financial resources are being used: the audit report⁶⁵, Board of Trustee packages⁶⁶, the quarterly 311-Q financial report⁶⁷, the adoption budget⁶⁸, online access to year-to-date activities.⁶⁹ The resource allocation process is based on program reviews⁷⁰ linked to the college's strategic initiatives.⁷¹ Participatory governance committees review program reviews to recommend effective resource allocations.⁷²

College faculty may also apply for funds to perform projects via in-house college grants such as Institutional Research & Development (IR&D) funds, District Directed funds, and the superintendent/president's Educational Excellence Innovation Fund (EEIF). These awards are granted for completion of an end product, with a summary report delivered to the Office of Instructional Management (OIM). The end product report is evaluated by the awarding committee, the Union-District Workload Committee (UDWC), to determine whether funds were used effectively and as anticipated, based on the original request for funds.⁷³

The college is striving to continually improve the effective management of its assets, and is undergoing an Asset Management Program to ensure its assets are being properly managed and returns maximized.⁷⁴

(See also the discussion of the integrated planning process in Standard III.D.1.c.)

III.D.3.

The college meets the standard.

Standard III.D.

- 1 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 2 *Strategic Plan*, March 2008
<http://www.marin.edu/PDFs/StrategicPlan3-4-08.pdf>
Strategic Plan 2009-2012
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 3 Academic program reviews
<http://programreview.marin.edu>
Program Review Handbook
http://programreview.marin.edu/comData/prHandbook_033108.pdf
- 4 Committee rating forms and scoring rubrics; extracted versions of program reviews
<http://www.marin.edu/faculty/handbook/ProgramReview2009-2010.htm>
Rubrics
http://programreview.marin.edu/2008/comData/IE_rating_Rubric0308v3.pdf
- 5 IPC and Budget Committee meeting minutes, spring 2009 (on flash drive)
- 6 Integrated Planning and Budget Process Board Report, April 29, 2008
Board Meeting minutes regarding Planning/Budget Process, April 29, 2008
(on flash drive)
- 7 Administrative program reviews (on flash drive)
- 8 PRAC meeting minutes, May 4, 2010 (on flash drive)
- 9 TracDat™ (password accessible only, demonstration will be provided by PRIE staff upon request)
<http://is-tracdat:8081/tracdat/>
- 10 *Strategic Plan*, March 2008
<http://www.marin.edu/PDFs/StrategicPlan3-4-08.pdf>
- 11 Participatory Governance System (PGS) Plan
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>
- 12 Budget and financial updates
<http://www.marin.edu/com/financialinfo/>
- 13 Board of Trustees priorities (on flash drive)

Endnotes and Evidence Standard III.D.

- 14 Tentative and adoption budgets
<http://www.marin.edu/com/financialinfo/>
- 15 Board of Trustees meeting minutes, Reserve Operating Principles and Guidelines, October 9, 2007
(on flash drive)
- 16 Educational Excellence Innovation Fund (EEIF) sample documents (on flash drive)
- 17 COM Strategic Partnership Development and Enrollment Planning Update (on flash drive)
- 18 Budget and financial updates
<http://www.marin.edu/com/financialinfo/>
Collective Bargaining Agreements (on flash drive)
- 19 Board of Trustees resolutions, unfunded liability documents (on flash drive)
- 20 Audited Financial Statements, Long Term Debt footnote
<http://www.marin.edu/com/financialinfo/>
June 30, 2009 audit, pp. 27-29
<http://www.marin.edu/WORD-PPT/DistrictFinancialAuditJune302009.pdf>
June 30, 2008 audit, pp. 26-28
<http://www.marin.edu/WORD-PPT/DistrictFinancialAuditJune302008.pdf>
June 30, 2007 audit, pp. 27-29
<http://www.marin.edu/WORD-PPT/DistrictFinancialAuditJune302007.pdf>
- 21 Student insurance levels (on flash drive)
- 22 Statewide Association of Community Colleges (SWACC) Self-Insurance Authority (SIA) property and liability limits (on flash drive)
- 23 Board of Trustees meeting, Reserve Operating Principles and Guidelines, October 19, 2007
(on flash drive)
- 24 Marin Grand Jury Report, April 10, 2007
<http://www.co.marin.ca.us/depts/GJ/main/cvgrjr/2006gj/college.pdf>
- 25 Participatory Governance System (PGS) Plan
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>
- 26 *Integrated Planning Manual*
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 27 PRAC meeting minutes, May 4, 2010 (on flash drive)

- 28 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 29 PRAC recommendation letter to superintendent/president (on flash drive)
- 30 *Program Review Handbook*
http://programreview.marin.edu/comData/prHandbook_033108.pdf
- 31 Adoption budgets, CCFS 311 reports
<http://www.marin.edu/com/financialinfo/>
- 32 Self service Banner® budget review (screen capture on flash drive)
- 33 Audited Financial Statements
<http://www.marin.edu/com/financialinfo/>
- 34 Tentative budgets and adoption budgets
<http://www.marin.edu/com/financialinfo/>
- 35 Audited Financial Statements
<http://www.marin.edu/com/financialinfo/>
- 36 CCFS 311-Q reports
<http://www.marin.edu/com/financialinfo/>
- 37 Self service Banner® budget review (screen capture on flash drive)
- 38 TRANs Board items (on flash drive)
Rating letters for 2009-10 and 2010-11 (on flash drive)
Prospectus for 2009-10 (available on campus)
- 39 Measure C bond series A and series B (Board items) (on flash drive)
Prospectus for each Bond Series (available on campus)
- 40 Board of Trusting meeting, October 9, 2007, Reserve Operating Principles and Guidelines
(on flash drive)
- 41 SWACC SIA property and liability limits, Risk Margin Funds, SWAC MOC (on flash drive)
- 42 Keenan SafeColleges Training Planner, by Keenan & Associates (on flash drive)
- 43 County of Marin investment reports (on flash drive)

Endnotes and Evidence Standard III.D.

- 44 Audited Financial Statements
<http://www.marin.edu/com/financialinfo/>
- 45 Self service Banner® budget review (screen capture on flash drive)
- 46 Audited Financial Statements
<http://www.marin.edu/com/financialinfo/>
COM Foundation Audits (on flash drive)
- 47 Samples of grant reports (on flash drive)
- 48 Citizen’s Oversight Committee (COC) bylaws
<http://www.marin.edu/WORD-PPT/COCBylaws.pdf>
COC agendas and meeting minutes
<http://www.marin.edu/MeasureC/coc/index.htm>
COC quarterly progress reports
<http://www.marin.edu/measureC/coc/index.htm>
Semiannual bond audit reviews (on flash drive)
- 49 Board Policy 6330 Purchasing
<http://www.marin.edu/WORD-PPT/BP6330PurchasingAdopted5-12-09.pdf>
- 50 Board Policy 6430 Contracts
<http://www.marin.edu/WORD-PPT/BP6340Contracts.pdf>
Administrative Procedure 6340 Contracts–Goods
<http://www.marin.edu/WORD-PPT/AP6340Contracts--Goods.pdf>
Administrative Procedure 6345 Contracts–Professional Services
<http://www.marin.edu/WORD-PPT/AP6345Contracts-ProfessionalServices.pdf>
Administrative Procedure 6350 Contracts–Construction
<http://www.marin.edu/WORD-PPT/AP6350Contracts-Construction.pdf>
Administrative Procedure 6360 Contracts–Electronic Systems and Materials
<http://www.marin.edu/WORD-PPT/AP6360Contracts--ElectronicSystemsandMaterialsApproved4-21-09.pdf>
Administrative Procedure 6365 Contracts–Accessibility of Information Technology
<http://www.marin.edu/WORD-PPT/AP6365Contracts--AccessibilityofInformationTechnologyApproved4-21-09.pdf>
Administrative Procedure 6370 Contracts–Personal Services
<http://www.marin.edu/WORD-PPT/AP6370Contracts--PersonalServicesApproved4-21-09.pdf>
- 51 Examples of Board of Trustees’ items for contract approval and copies of legal bills–showing review of contracts (on flash drive)

- 52 Board Policy 6430 Contracts
<http://www.marin.edu/WORD-PPT/BP6340Contracts.pdf>
 Administrative Procedure 6340 Contracts–Goods
<http://www.marin.edu/WORD-PPT/AP6340Contracts--Goods.pdf>
 Administrative Procedure 6345 Contracts–Professional Services
<http://www.marin.edu/WORD-PPT/AP6345Contracts-ProfessionalServices.pdf>
 Administrative Procedure 6350 Contracts–Construction
<http://www.marin.edu/WORD-PPT/AP6350Contracts-Construction.pdf>
 Administrative Procedure 6360 Contracts–Electronic Systems and Materials
<http://www.marin.edu/WORD-PPT/AP6360Contracts--ElectronicSystemsandMaterialsApproved4-21-09.pdf>
 Administrative Procedure 6365 Contracts–Accessibility of Information Technology
<http://www.marin.edu/WORD-PPT/AP6365Contracts--AccessibilityofInformationTechnologyApproved4-21-09.pdf>
 Administrative Procedure 6370 Contracts–Personal Services
<http://www.marin.edu/WORD-PPT/AP6370Contracts--PersonalServicesApproved4-21-09.pdf>
- 53 Board Policy 6100 Delegation of Authority
<http://www.marin.edu/WORD-PPT/BP6100DelegationofAuthority.pdf>
 Board Policy 6150 Designation of Authorized Signatures
<http://www.marin.edu/WORD-PPT/BP6150DesignationofAuthorizedSignatures.pdf>
 Administrative Procedure 6100 Delegation of Authority
<http://www.marin.edu/WORD-PPT/AP6100DelegationofAuthority.pdf>
 Administrative Procedure 6150 Designation of Authorized Signatures
<http://www.marin.edu/WORD-PPT/AP6150DesignationofAuthorizedSignatures.pdf>
 Designation of Authorized Signatures Resolution (Board item) (on flash drive)
- 54 Board of Trustees’ items, contract and agreement examples (on flash drive)
- 55 Board of Trustees’ items, contract approval examples (on flash drive)
- 56 Audited Financial Statements
<http://www.marin.edu/com/financialinfo/>
- 57 Academic program reviews
<http://programreview.marin.edu/>
 Administrative program reviews (on flash drive)
- 58 Asset management documents, Board priorities (Board item) (on flash drive)
- 59 Information Technology monthly meeting minutes (on flash drive)
- 60 Institutional Reporting Team (IRT) meeting minutes and notes (available on campus)
- 61 Fiscal Services and College Operations Administrative Review survey results (on flash drive)

Endnotes and Evidence Standard III.D.

- 62 Audited Financial Statements
<http://www.marin.edu/com/financialinfo/>
- 63 Board of Trustees' items, budget transfer examples (on flash drive)
- 64 Board of Trustees' items, contract and agreement examples (see flash drive)
- 65 Audited Financial Statements
<http://www.marin.edu/com/financialinfo/>
- 66 Budget and financial updates
<http://www.marin.edu/com/financialinfo/>
- 67 CCSF 311 quarterly reports
<http://www.marin.edu/com/financialinfo/>
- 68 Adoption budgets
<http://www.marin.edu/com/financialinfo/>
- 69 Self service Banner[®] budget review (screen capture on flash drive)
- 70 Academic program reviews
<http://programreview.marin.edu>
(login: com@marin.edu; password: com)
Administrative program reviews (on flash drive)
- 71 *Strategic Plan*, March 4, 2008
<http://www.marin.edu/PDFs/StrategicPlan3-4-08.pdf>
Strategic Plan 2009-2012
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
Strategic objectives
<http://www.marin.edu/PDFs/StrategicPlan3-4-08.pdf>
- 72 Budget Committee recommendations
Institutional Planning Committee (IPC) recommendation to Budget Committee memo, April 24, 2009
IPC meeting summaries
Planning and Resource Allocation Committee (PRAC) meeting summaries
PRAC recommendations
(on flash drive)
- 73 Union-District Workload Committee (UDWC) documents supporting Institutional Research and Development (IR&D), externally funded grants and Educational Excellence and Innovation Fund (EEIF) sample documents (on flash drive)
- 74 Asset management documents, Board priorities (Board item) (on flash drive)

Standard IV

Leadership and Governance



Yolanda Bellisimo, History and Political Science Professor; Past President of the Academic Senate

“My goal as a teacher is to build a learning environment suited to the aptitudes, learning styles, and interests of all students.”

— Yolanda Bellisimo

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Standard IV

Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

College of Marin's Mission and vision statements are the framework for the administration and governing board's tasks and roles. The college's mission puts student-centered sensitivities, programs and services at its core. According to the vision statement, the interconnectedness of local, national, and global communities and the institution's values guide our course of action.



- ***Student and Community Centered Education.*** Promotes student success by providing programs and services that are learner-centered and reflect the changing needs of our students and surrounding community.
- ***Academic Excellence and Innovation.*** Dedicates us to academic excellence and encourages innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.
- ***Collaboration and Open Communication.*** Creates a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff, and the communities we serve.
- ***Diversity.*** Cherishes a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.
- ***Sustainability.*** Applies environmentally sustainable and green principles in our college community to ensure the future of our planet.
- ***Accountability.*** Brings accountability for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.¹
- Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

DESCRIPTION

College of Marin's governance system, guided by the California Education Code, was modified and implemented in May 2005, revised May 2008, April 2009 and then slightly revised again in November 2009 (to eliminate the Budget Committee, merging its functions with the Institutional Planning Committee to create the Planning and Resource Allocation Committee (PRAC)) and most recently in May 2010 (to update the Governance Review Council (GRC) charge and composition).² According to COM's *Participatory Governance System Plan*, the plan is meant to "ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and ensure that these opinions are given every reasonable consideration, and the right of academic senates to assure primary responsibility for making recommendations in the areas of curriculum and academic standards as well as other academic and professional matters as are mutually agreed upon between the governing board and the academic senate."³ Board Policies and Procedures

In fall 2007, College Council established the Board Policy/Administrative Procedure Task Force (BP/AP Task Force) to review and update the existing policies and procedures. The task force is comprised of representatives from all major stakeholder groups: staff, faculty, administrators, and students.⁴ The project is coordinated by Planning, Research and Institutional Effectiveness (PRIE) staff and facilitated by a representative from the Community College League of California (CCLC). The taskforce is charged with reviewing

all proposals and making recommendations to College Council. Information about the process and progress of the project are updated on the Web site and in the *President's Monday Briefings*.⁵ All newly approved Board Policies and Administrative Procedures are posted on the Board of Trustee Web page.⁶

The *College of Marin Participatory Governance System Plan (2005/2009)* defines, outlines, and briefly describes the facets of the entire process. The process and procedures are outlined below

Principles for Effective Governance Plan⁷

Good principles ensure that “All constituencies work together for the good of the institution” and that there is “clarity of roles and decision-making processes.” The plan requires that discussions and decisions are based on data, and outlines appropriate professional conduct expected of all of those who choose to participate in the governance process.

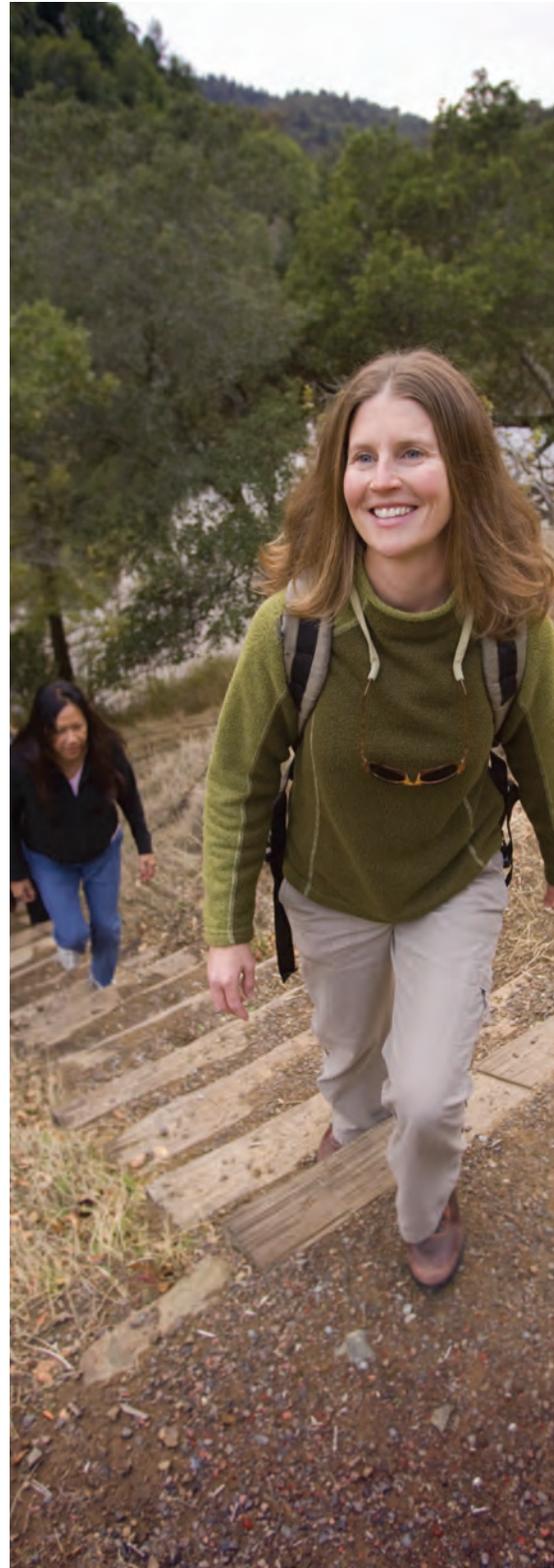
Constituent Groups⁸

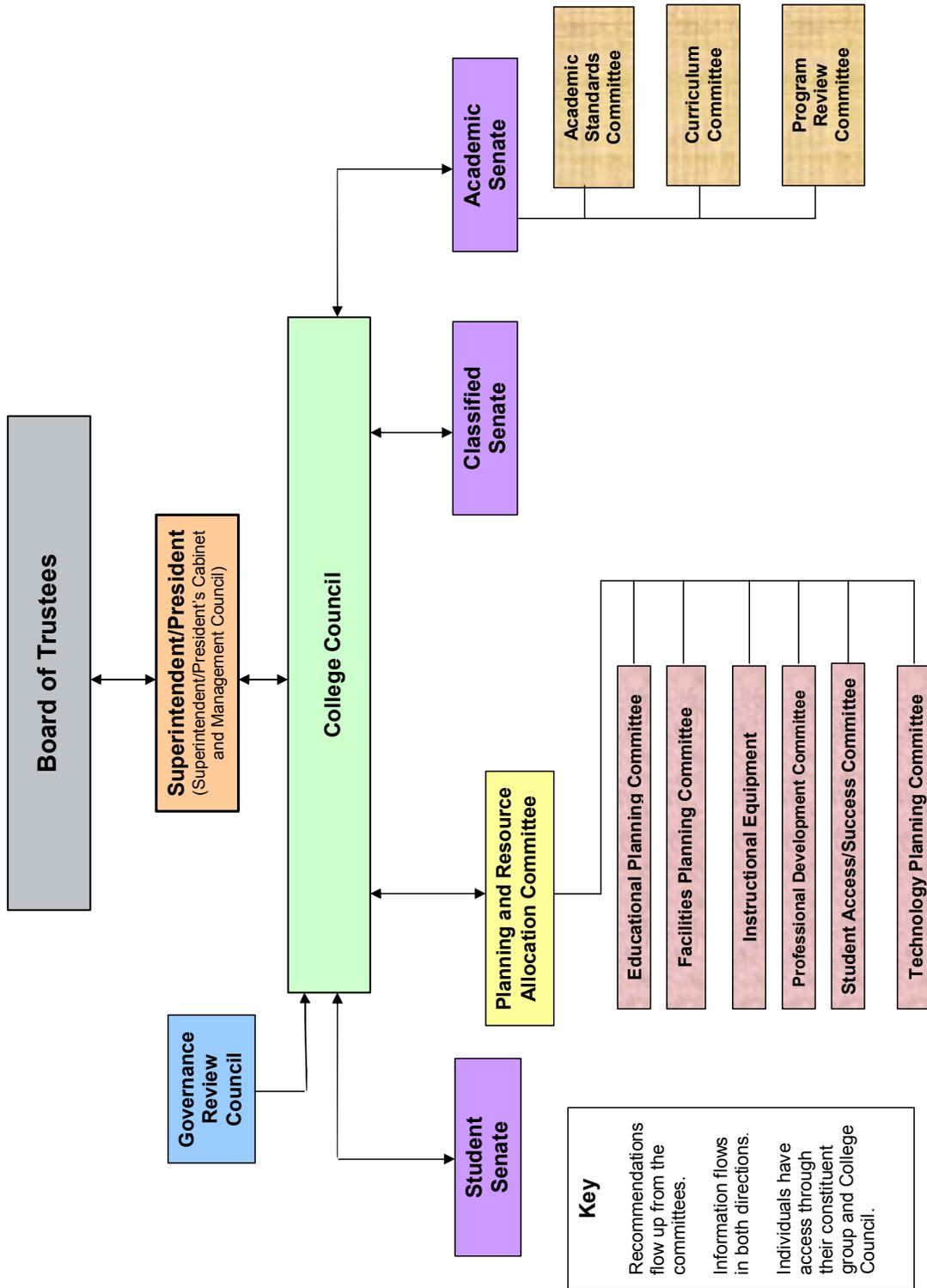
- Board of Trustees
- Superintendent/President’s Cabinet
- Management Council
- Academic Senate
- Classified Senate
- Student Senate

The *Participatory Governance System Plan* also provides operating guidelines (for committee work and meetings), the process for proposing policies and procedures, and a description of all governance committees.

IV.A.1.

The college meets the standard.





Note:

In fall 2009 the Budget Committee and Institutional Planning Committee were conjoined into the Planning and Resource Allocation Committee.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTION

The College of Marin Participatory Governance System (PGS) is guided by the California Educational Code as specified in Section 70901(b)(1)(E) which states that governing boards of community college districts will “ensure faculty, staff and students with the right to participate effectively in district governance, and the opportunity to express their opinions at the campus level and ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards as well as other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.” Further, the College of Marin governance system aspires to practice transparency in decision making.⁹ The college governance system is codified in Board Policy 3260 titled Participation in Local Decision Making which was adopted May 2005 (formerly numbered 7.0007).

See PGS Committee Organizational Chart on page 320.

Roles and responsibilities for participatory governance committees are outlined in the *Participatory Governance System Plan*.¹⁰ Committees may suggest changes in committee structure and/or responsibilities to the Governance Review Council (GRC) who then evaluates the proposal and makes a recommendation to College Council for approval.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTION

The faculty role in making recommendations about student learning programs and services is defined in Board Policy 4020 and Administrative Procedure 4020 titled Program and Curriculum Development.¹¹ The college refers to state regulations under AB 1725 for guidance on the role of senates, and the responsibility of the Board of Trustees to rely primarily upon the senate, in all academic and professional matters under 10 + 1.

Student learning programs and services are driven by both the faculty and academic administrators at College of Marin. Faculty members individually, as members of departments and working closely with each department's chair, are responsible for creating, implementing and evaluating student learning outcomes within their departments. A key role of the Academic Senate in college governance is the appointment of faculty representatives to all participatory governance bodies, as specified in the college's Participatory Governance System Plan.¹²

The Academic Senate's leadership in guiding the college's transition to a learning model based on Student Learning Outcomes (SLOs) is only a recent example of its central role in making the key decisions on academic matters. The Senate has been critical in deliberating, informing, and implementing the college's broad movement toward this outcomes-based goal, including a dialogue leading to development of the five General Education/collegewide SLOs, and

oversight of the development of the SLO wiki for department postings and record keeping. The idea behind the SLO wiki is to create one single place where all SLOs and their assessments can be posted and reviewed in order to develop a clear and open procedure for dealing with assessment on a campuswide basis.¹³

The Academic Senate's most important subcommittee, the Curriculum Committee, is responsible for making recommendations regarding academic matters. This key committee meets weekly during the academic year and is composed of faculty and nonvoting administrators from all parts of the instructional component. It reviews and maintains course outlines, as well as degree and certificate requirements for all credit and noncredit programs. It not only reviews and approves substantive curriculum content but also many technical aspects of curriculum writing.¹⁴

At the administrative level, the vice president of student learning directs all curriculum activities, planning, and development for instructional programs and services.

EVALUATION

Each spring the office of Planning Research and Institutional Effectiveness (PRIE) conducts a Governance Committee participant survey under auspices of the Governance Review Council to assess committee member's perceptions of and satisfaction with the governance system.¹⁵ Results of the survey are used to revise and improve the system. In 200-08 the GRC recommended a major revision to the governance system based on the results of the surveys and input from the various committees. The revised May 2008 PGS plan clarified the language regarding meeting processes and updated the charge and responsibilities of several committees. In spring 2009 the GRC recommended the establishment of a Professional Development Committee to support recommendations included in the *Educational Master Plan*, and updated the language regarding the process for Board Policy and procedure revisions.¹⁶

During 2008-09, problems in communications and the working relationships between the Institutional Planning Committee (IPC) and the Budget Committee led to lapses and failures to conduct long-range planning and address program review proposals for allocations. However, there were accomplishments: IPC recommendations were acted upon by the college regarding needs for faculty hiring in programs lacking full time instructors (noncredit ESL, Anthropology, Physics). In addition,

Instructional Equipment recommendations were acted upon, and four additional smart classrooms were added to campus facilities, a high priority in many instructional program reviews. In October 2009 the GRC recommended merging of duties and reformulation of the Budget Committee and the Institutional Planning Committee into the Planning and Resource Allocation Committee (PRAC).¹⁷ The proposal was accepted by College Council in November 2009 and PRAC was established.

In other significant areas, program review affected the college's organization. For example, based on the Transfer program review, together with program reviews for Basic Skills English and ESL, in spring 2009 the Academic Senate and the Institutional Planning Committee recommended to the vice president of student learning a proposed restructure of the student learning divisions and departments into pathways that would better meet the academic and educational needs of students. These pathways represent key aspects of the college's mission—Transfer, Basic Skills, Career and Technical Education, Lifelong Learning, and Cultural Enrichment. The college created a new Basic Skills Department and budgets have been reorganized to include the addition of a new department chair.¹⁸

IV.A.2.

The college meets the standard.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTION

The *Participatory Governance System Plan* addresses student, administration, staff and faculty participation on college governance committees. Representatives from constituent groups are accorded seats on all governance committees. All committees have at least one position designated for a student. Student participation is always problematic because of the demands of school work and other activities. However, the committees make every effort to rearrange meeting times to accommodate student participation.

Committee chairs are selected by committee members, except for the Planning and Resource Allocation Committee (PRAC), which has the president of the Academic Senate and the vice president of student learning serving as co-chairs. Committee recommendations for instructional equipment, facilities planning, program development, staffing, and technology planning are forwarded to PRAC in order to prioritize funding and prepare long-range plans. Issues regarding policies and procedures are addressed by College Council. Revisions to the governance structure are addressed by the Governance Review Council (GRC) and forwarded to College Council.

Ultimately, recommendations from College Council and the PRAC are forwarded to the college superintendent/president, who makes recommendations to the Board of Trustees.

Other college committees such as the Curriculum Committee, and Academic Standards provide input and offer direction in their respective areas. When warranted, the Board of Trustees will invite expert advice from specific constituent groups during Board of Trustees retreats. Leaders of various constituent groups, including the senates, meet individually with the college superintendent/president about once a month to facilitate communication and informal problem solving. The senate presidents have a standing item on the Board of Trustees agenda in order to address senate-related issues at all regular Board of Trustees meetings. Students are represented on the Board of Trustees in accordance with Education Code (sections 72023.5 to 72023.7). The student trustee position is an elected, one-year position.

EVALUATION

There is a clear governance structure in place, as defined in the *Participatory Governance System Plan*, involving faculty, staff, administration, and students. In addition to broad representation through the committee system, the faculty's interests are represented through the Academic Senate, elected department chairs (including monthly chairs' meetings with the vice president of student learning), and UPM (the faculty union body). The staff is represented through CSEA and SEIU (the two classified unions) and the Classified Senate. All administrators

are members of the Management Council; administrators who report to the superintendent/president serve on the president's cabinet; and instructional administrators attend chairs' meetings. Students are involved in all levels of college governance including the Student Senate, governance committees, the Board of Trustees, and the Associated Students (ASCOM).¹⁹

The eight participatory governance committees and the College Council include a total of 38 faculty positions, 21 classified staff positions, 20 administrator positions, and 19 student positions. This is in addition to voluntary membership in modernization activities, senate committees, ad hoc groups, student advisory positions, and the unions. The college is small, and is dependent on staff, faculty and students willing to participate in operating the college. As a result, the college is becoming increasingly reliant upon collegewide communication tools, including the college's Web pages and common calendar system, to keep college constituents involved and informed. Committee meetings are open and are calendared on the college Web page. Academic senate agendas and minutes are available on line as are all Board of Trustees meeting agendas and minutes.²⁰ The college has worked hard the past three years to increase involvement and communication in participatory governance and to make it easy for everyone to keep abreast of these activities.

In spite of the high number of constituents involved in the governance process and the availability of information about governance committee activities, the faculty/staff survey indicates that there is still a disconnect between the work of the participatory governance groups and the awareness of the college community as a whole. According to the survey, 41 percent of the faculty respondents did not agree with the statement that the college's governance process was an effective channel for faculty

ideas regarding institutional decision-making. (Twenty five percent agreed with the statement). In contrast, 41 percent of staff and the majority of managers agreed with the statement that the governance process is an effective channel for channeling ideas regarding institutional decision-making, which suggests that the faculty reality/perception needs to be addressed. As for the governance process as an effective channel for staff ideas, 45 percent of staff agreed that it was while 23 percent disagreed.²¹

This survey was administered prior to the merger of Budget Committee with the Institutional Planning Committee (IPC) into the single Planning and Resource Allocation Committee (PRAC) in October 2009, so it is possible that the problems between those two committees affected the perceptions of the survey respondents.

According to the survey, participation in governance is high among respondents. Overall, 32 percent indicated that they spent 1 hour a week on participatory governance activities (including reading minutes, memos, newsletters, attending meetings, etc.), 23 percent indicated 2 hours, while 13 percent indicated they said they spent no hours on participatory governance activities. At the other end of the spectrum 13 percent of staff spent over 4 hours a week on participatory governance activities. This is a high number, but given the number of committees and work to be done and the small size of the college, it is not surprising that a significant number of people are doing an inordinate amount of work to maintain the participatory governance system.²²

IV.A.3.

The college meets the standard.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTION

College of Marin works with several accrediting and licensing bodies in addition to WASC. The college maintains state accreditation standards in nursing, court reporting, and dental assisting and has consistently complied with the standards, policies, and guidelines of each of these agencies. For example, the college completes requirements, adheres to standards and submits reports to the Commission on Dental Accreditation, National League for Nursing Accrediting Commission, Board of Registered Nursing, and the California Institute of Nursing and Health Care. The college conducts itself honestly with both integrity and timeliness in all external reporting.

During the last self study prepared for ACCJC in 2004, the college had five recommendations to improve adherence to ACCJC standards. Since then, the college has been persistent and tireless in efforts to comply with accreditation standards, requirements, and guidelines. All progress reports were submitted on time, and were candid and straightforward in demonstrating the commitment and energy of the college in addressing the recommendations and related institutional challenges. The college complied with all requests of the WASC visiting teams, communicated with the public and public agencies honestly and with integrity, and met all legal requirements for public disclosure.²³

*IV.A.4.
The college meets the standard.*



IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTION

The college implemented a new governance system in May 2005 that provides a clear path for faculty, staff, student, and administrative participation in college decision-making and mechanisms for evaluation and improvement. Faculty, staff, students, and administrators are appointed to serve on governance committees by their respective constituent groups. College governance committees report up to College Council, which is composed of the leadership of the four constituencies and is chaired by the college superintendent/president. The Governance Review Council (GRC), which reports to College Council, is charged with overseeing the governance system to ensure that it functions effectively. Its responsibilities are clearly outlined in the *Participatory Governance System (PGS) Plan* and include conducting “an evaluation of the governance system annually or more frequently when deemed necessary by two of the senates or the Board of Trustees” and recommending “changes and revisions to the governance system that are based on the outcome of the evaluation process and consistent with current laws and regulations.”²⁴

To meet this responsibility, the GRC develops and conducts an annual Governance Participant Survey, with results published on the Participatory Governance Web page. The GRC analyzes the survey results and makes recommendations for improvement. The GRC also reviews recommendations received from

committees and constituent groups throughout the year to change and improve the governance system.

During its May 4, 2010, meeting the Planning and Resource Allocation Committee (PRAC) assessed its own role and the role of other groups involved with the college's integrated planning process, and arrived at a series of recommendations for improving future effectiveness. These recommendations include approaches for adjusting procedural timelines to better coordinate and streamline the planning cycle; more frequent monitoring and communication of the planning process to college constituencies; more thorough response to “close the loop” on conclusions reached in the resource allocation process so individuals can more clearly ascertain strengths and weaknesses of program review requests; more thorough involvement of administration in providing input and carrying through with college goals; and strengthening data gathering and research functions.²⁵

EVALUATION

When the new *Participatory Governance System Plan* was launched in 2005, there was collegewide agreement that it would be a “living document” so that changes and improvements could be made whenever necessary to ensure its integrity and effectiveness. In 2007-08, after three years with the new governance system, the GRC conducted a major analysis to identify areas that needed clarification or revision. Based on data received from the Governance Participant Surveys, college governance committees and the Senates, the GRC clarified and improved operational procedures and revised the charge and responsibilities of several committees. Two existing committees, the Student Services Planning Committee and the Equity and Diversity Committee, were merged into a new committee, the Student Access and Success Committee in order to better meet institutional and student needs.

The GRC consistently monitors institutional plans and initiatives to ensure the governance system reflects and supports current priorities. To support priorities established in the new *Educational Master Plan*, for example, the GRC recommended the establishment of the Professional Development Committee in April 2009.²⁶ In addition, the GRC presented to College Council a recommendation to change language in the May 2008 *PGS Plan* so that the process to propose policies and procedures would be consistent with college practice. (The most recent *PGS Plan* is posted on the Office of Planning, Research and Institutional Effectiveness Participatory Governance Web page.)²⁷ In September 2009, it was the GRC that acted to recommend the merge of the IPC and the Budget Committee into the Planning and Resource Allocation Committee.

Each spring the college research office conducts the Governance Participant Survey with advice from the GRC. The GRC reviews and analyzes survey results in the fall and makes recommendations for improvement. If the changes are minor or within the purview of the GRC, they are implemented after they are approved at the GRC level. Major changes to the system are presented to College Council as recommendations for approval. Depending on the nature of the recommendation, College Council either takes action or sends the recommendation to constituent groups for further review before and College Council then takes action on the recommendation.²⁸

IV.A.5.

The college meets the standard.



Standard IV.A.

- 1 Mission statement and vision
<http://www.marin.edu/com/ODP/MissionVisionValues.htm>
- 2 Institutional Planning Committee (IPC) minutes recommending the merging of IPC and Budget Committees into Planning Resource Allocation Committee (PRAC), September 2009
GRC minutes formally creating PRAC, October and November 2009
(on flash drive)
- 3 Education Code section 70901(b)(1)(E) as cited in Participatory Governance System (PGS) Plan, May 2010, p. 4
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>
- 4 Board Policy/Administrative Procedure Revision Task Force Web site
<http://www.marin.edu/com/ODP/BPAPTaskForcePage.htm>
- 5 President's Monday Briefings
<http://www.marin.edu/president/MondayBriefing/2010/index.htm>
- 6 Marin Community College District (MCCD) Board Policies and Administrative Procedures Web page
<http://www.marin.edu/com/ODP/BoardPolicies.htm>
- 7 Participatory Governance System (PGS) Plan, p. 7
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>
- 8 Participatory Governance System (PGS) Plan, pp. 7-8
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>
- 9 Participatory Governance System (PGS) Plan, pp. 4-5
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>
- 10 Participatory Governance System (PGS) Plan
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>
- 11 Board Policy 4020 Program and Curriculum Development
<http://www.marin.edu/WORD-PPT/BP4020ProgramandCurriculumDevelopmentAdopted7-27-10.pdf>
Administrative Procedure 4020 Program and Curriculum Development
<http://www.marin.edu/WORD-PPT/AP4020ProgramandCurriculumDevelopmentApproved6-22-2010.pdf>
- 12 Participatory Governance System (PGS) Plan
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>

Endnotes and Evidence Standard IV.A.

- 13 SLOs wiki
<http://com-academic-senate-slos.wikispaces.com/>
- 14 Curriculum Committee Web page
<http://www.marin.edu/curriculum/index.html>
- 15 Governance Committee Participatory Surveys 2006-2009 (on flash drive)
- 16 Governance Review Council (GRC) meeting minutes (on flash drive)
- 17 Governance Review Council meeting minutes, October 2009 (on flash drive)
- 18 Academic Senate newsletters, May 2009 and February 2010
<http://www.marin.edu/senate/news.htm>
Institutional Planning Committee (IPC) meeting minutes, March 2009,
recommending creation of new department (on flash drive)
- 19 Participatory Governance System (PGS) Web page
<http://www.marin.edu/com/ODP/ParticipatoryGovernancePage.htm>
- 20 Board of Trustees agendas and minutes
<http://www.marin.edu/com/2010BoardofTrusteesMeetingSchedule.htm>
College Council Web page
<http://www.marin.edu/sharedgov/committee/CC/index.htm>
College Council agendas and minutes (on flash drive)
Academic Senate Web site
<http://www.marin.edu/senate/index.html>
Associated Students College of Marin (ASCOM)
http://www.marin.edu/student_life/ASCOM/index.htm
Student Senate
<http://www.marin.edu/sharedgov/studsenate/index.htm>
- 21 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 22 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 23 Accreditation Web page
<http://www.marin.edu/com/ODP/Accreditation.htm>
- 24 Participatory Governance System (PGS) Plan
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>

- 25 Initial Assessment of Institutional Effectiveness Report, May 2010 (on flash drive)
- 26 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
- 27 Participatory Governance System (PGS) Web page
<http://www.marin.edu/com/ODP/ParticipatoryGovernancePage.htm>
- 28 College Council meeting minutes (on flash drive)

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Standard IV

Leadership and Governance

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a closely defined policy for selecting and evaluating the chief administrator for the college or the district/system.

DESCRIPTION

The governing board of the Marin Community College District consists of seven members who are elected at large in odd and even years and is defined in BP 2010 and 2100. The governing board understands its responsibilities to assure the quality, integrity and effectiveness of the student learning programs services, and financial stability. Periodic updates are provided to the board regarding program review, Student Learning Outcomes, institutional student data, financial data and integrated planning.¹ The governing board has a clearly defined policy for selecting and evaluating the chief administrator.²

EVALUATION

Three new board members joined the board since the last self study. Two members joined the board in 2007, one elected and the other appointed to fill a vacated seat. The appointed member lost the seat in the 2009 election, bringing the third new face to the board.

The board works to provide excellence and integrity in the college's programs and services. The board receives monthly reports on the facilities bond modernization program, institutional data on student success, program review, SLOs, financial data, planning, and other relevant operational matters.

IV.B.1.

The college meets the standard.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTION

The governing board is an independent policy-making body. BP 2200 defines the duties and responsibilities of the governing board. The board establishes policies consistent with the mission of the college and publishes its bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures. Over the past two years, the board has been in the process of updating its policies and procedures.³

In the last two years the board has experienced difficulty acting as a whole in its decision making. For example, following disagreements about the elimination of the football program in March 2009, the board became divided. Although the football program was discontinued after a program review process had been completed, some trustees questioned the data presented and did not accept the recommendation of the Academic Senate, which caused a conflict with the Academic Senate and BP 4021 policy and procedures. Similar acrimony arose in debates about modernization, when plans approved years before and already partially implemented were challenged. These debates have been the subject of negative publicity in the local press. Also, apparent frustration with externally-imposed regulation can sometimes lead to attempts to override administrative policies and procedures, including those that guarantee certain rights to the faculty through their senate. Again, this has resulted in negative publicity for the board and the district.⁴

EVALUATION

The Board of Trustees has had difficulty recently in fully meeting this standard. Board leadership has worked to mend differences. The board decided to hold two retreats for board development in the spring of 2009, in addition to their usual retreats.⁵ However, efforts to unify the board at these retreats were hampered by poor attendance by some board members. Some members came late, left early, and or missed the sessions entirely.

Nevertheless, the board leadership has worked to mend difference. Three retreats were held in the first six months of 2010, with the hope that all board members will act with mutual respect, take personal responsibility fulfilling their roles, and remain well-informed about policies, procedures and the accreditation standards.

IV.B.1.a.

The college partially meets this standard.

PLANNING AGENDA

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

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTION

The College of Marin's Mission Statement reads as follows:

College of Marin's commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

- *preparation for transfer to four-year schools and universities;*
- *workforce education;*
- *basic skills improvement/English as a Second Language;*
- *intellectual and physical development and lifelong learning; and*
- *cultural enrichment.*

The College of Marin is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.⁶

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.⁷ The governing board supports institutional goals, quality, integrity and improvement through its policies, the college's mission statement, institutional planning and resource allocation.

EVALUATION

As of 2010, the governing board continues to update its policies to ensure institutional quality, integrity and improvement of student learning programs and services. Specifically, the board has updated its policies regarding academic program review,⁸ program discontinuance,⁹ and curriculum development, among a number of other areas.

In the 2009 Survey for Faculty and Staff all administrators agreed that Board policies support the quality, integrity, and effectiveness of student learning programs; 47 percent of staff agreed with this statement, with only 12 percent disagreeing; however only 23 percent of faculty agreed, while 44 percent disagreed.¹⁰ As policies and procedures are updated, revised versions will be available online.¹¹

IV.B.1.b.
The college meets the standard.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTION

The governing board's authority and responsibility is clearly defined in BP 2000. The governing board is independent and its actions are final.

EVALUATION

BP 2000 has been updated and reflects the duties and responsibility of the governing board. The governing board operates in compliance with its board policies.

***IV.B.1.c.**
The college meets the standard.*

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTION

The governing board publishes its policies and bylaws electronically and in hard copy. These documents describe the board's size, duties, responsibilities, structure, and operating procedures.¹²

EVALUATION

Beginning in 2007, board policies and bylaws have been under a comprehensive process of review and update. Many policies had become outdated and required updating to bring the institution in compliance with current laws and statutes. Some policies are still under review. The college has been working closely with the Community College League of California for advisement on statutory obligations and standard language in this review process.

***IV.B.1.d.**
The college meets the standard.*

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTION

The Board of Trustees acts in a manner that is consistent with its policies and bylaws. Board actions, minutes and resolutions are consistent with the policies and bylaws of the board.¹³

EVALUATION

Beginning in the fall of 2007, board policies and bylaws were reviewed and updated where appropriate.¹⁴ The board has worked consistently to hold itself accountable to its policies and bylaws.

*IV.B.1.e.
The college meets the standard.*

IV.B.1.f. The governing board has a program for board development and a new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTION

The governing board is a seven member board elected in staggered terms following county-wide elections.¹⁵ A new member orientation is provided to each member as they join the board.¹⁶ There is ongoing trustee education and training provided in local annual retreats, as well as opportunities to attend statewide conferences and workshops.

EVALUATION

Each member of the governing board has opportunities for continual trustee education and development. Annual and semiannual board retreats are scheduled at the annual organization meeting. Conferences and trustee workshops are also available for continual training opportunities. Some trustees have participated in the trustee workshops, serving on panels and discussing trustee leadership.

As noted in Standard IV.B.1., above, although most trustees make a special effort to attend and participate fully in scheduled retreats, others do not. The lack of full participation creates the appearance that not everyone takes their responsibilities seriously, or that the issues facing the board and the institution are not important. The board leadership is addressing these issues.

Accreditation standards and expectations are discussed frequently, as there is a standing agenda item for each regularly scheduled board meeting.¹⁷

IV.B.1.f.

The college partially meets the standard.

PLANNING AGENDA

- Continue to hold retreats and study sessions and encourage all board members to attend.
- Investigate board development and training opportunities.

IV.B.1.g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTION

The governing board has a self evaluation process that is defined in BP 2745 that calls for regular self evaluation on an annual basis.¹⁸ In addition, the governing board conducts an informal evaluation at the end of each board meeting.¹⁹

EVALUATION

The governing board evaluates its performance each year in a formal process defined in BP 2745. An informal evaluation is conducted at the end of each regular meeting to determine what went well and what can be improved. Although there have been times when the board disagreed openly and conflict arose, the board has used the self evaluation to better understand each other and to mitigate conflict through individual outreach, trustee training and by updating its values statement.

*IV.B.1.g.
The college meets the standard.*

IV.B.1.h. The board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTION

In the fall of 2009 the governing board began the process of adopting BP 2715, which defines the board's code of ethics and policy dealing with behavior that is in violation of its code.²⁰

Lack of sustained participation and discord has led to a prolonged policy approval process. The Ethics Policy was reviewed by College Council in September 2008 and appeared on the board agenda for the first time November 17, 2008, but was pulled and not discussed. The policy was to be addressed at the January 2009 retreat but was again pulled from that agenda. The Board Policy

Committee planned a meeting for February 24, 2010, to address the ethics policy, a year and a half after its first introduction. On May 18, 2010, the board approved an ethics policy, BP 2715.²¹

EVALUATION

While Board division and conflict had prevented an opportunity for consensus regarding this policy, the board was able to resolve the issues in order to approve a policy on May 18, 2010.

*IV.B.1.h.
The college meets the standard.*

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTION

The governing board is provided training on the accreditation process at board retreats, during special board study sessions and during regular board meetings. There is a standing agenda item on each board agenda with information and updates pertaining to WASC standards, and Commission actions and recommendations.²²

EVALUATION

The governing board is knowledgeable about the accreditation standards and uses the standards to evaluate its performance and set policies.²³

In 2009, the college updated its *Educational Master Plan* and *Strategic Plan*. The governing board has shown support of the institutional objectives and priorities identified in the plans by supporting resource allocations for faculty and staff positions, as well in the purchase of new instructional equipment.²⁴ The board has received periodic reports and updates on SLOs, program review, program discontinuance and integrated planning outcomes.²⁵

*IV.B.1.i.
The college meets the standard.*

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief executive administrator. The governing board delegates responsibility and authority to him/her to implement and administer board policies without board interference and holds her accountable for the operation of the district or college.

DESCRIPTION

The selection process for the superintendent/president is defined in BP 2431.²⁶ The board policy for selection of the superintendent/president has been revised since her appointment in July 2004.

The delegation of authority is defined in BP 2430 and outlines the authority of the chief administrator.²⁷ The board operates at the policy level and holds the district's superintendent/president accountable for day-to-day operations of the college district.

The evaluation of the chief administrator is defined in the superintendent/president's contract with the governing board and is further defined in BP 2435.²⁸ There is a formal evaluation process undertaken each year.²⁹ The superintendent/president provides information at each regular meeting of the governing board to inform the board about relevant institutional matters and updates.³⁰ Reports are also provided to the governing board on a regular basis related to institutional performance, academic and educational quality and financial integrity.³¹

EVALUATION

The current CEO began in July 2004. At that time, the college faced many challenges including a dysfunctional governance system, an unrecognized and poorly organized *Educational Master Plan*, no strategic plan, and no data driven decision making, no program review or integrated planning. In addition, the district had been on the state chancellor's watch list for falling below the state minimum of 5 percent in fiscal reserves for two consecutive years. On top of this, the governing board had made a decision to go out for a facilities bond measure of \$249.5 million. The superintendent/president was required to divide her time between focusing on campus challenges, while at the same time leading a successful bond measure. Since Dr. White's arrival, the institution has turned the corner in its accreditation status, educational and facilities planning, governance and financial stability.

The governing board uses a formal evaluation instrument to evaluate the performance of the CEO.³² The process is defined in the contract between the board and the CEO, as well as in BP 2435. The superintendent/president is evaluated by the entire board annually on mutually established criteria related to institutional needs, objectives and planning. The evaluation results have been very favorable over the past five years.

IV.B.1.j.
The college meets the standard.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTION

Board Policy 2430 defines the role and authority of the superintendent/president at College of Marin.³³ The current superintendent/president was hired six years ago during a time of great turmoil at the institution. The college had been on a state fiscal watch list for two consecutive years with no formalized governance system; no program review; no adopted *Education Master Plan or Strategic Plan*; no integrated system for planning and resource allocation; and, no systematic processes for ongoing evaluation and assessment of institutional effectiveness. At the same time, the superintendent/president was faced with working to pass a 249.5 million facilities bond, which passed in November 2004. In addition, the last comprehensive visit was in November 2004, after which time the institution was put on warning for three years and then probation. The superintendent/president worked with the board of trustees, faculty, and staff to address the deficiencies cited by the commission, and subsequently the college's accreditation was fully restored.

The college district currently has twenty three managers. Eighteen of the twenty-three managers have been at the college for less than six years. The administrative organization chart was last revised in 2010.³⁴

EVALUATION

Since the last comprehensive visit, the college has been successful under the leadership of the current superintendent/president. The

college was successful in getting off the state fiscal watch list and remaining off the watch list by ensuring reserves above the state minimum. The college has adopted a formal Participatory Governance System with roles, responsibilities and committee memberships for nine college governance committees.³⁵ The college has a program review process and templates for instruction, student services, and administration.³⁶ In conjunction with program review, the college also has a policy for Program Revitalization and Discontinuance.³⁷ In 2009, the college adopted a ten year *Educational Master Plan* and a rolling three year *Strategic Plan* that prescribes college goals, objectives and priorities. In spring 2009, the college adopted its first *Integrated Planning Manual* which outlines the process and timelines for integrated planning and resource allocation.³⁸

The college continues to take seriously the importance of achieving student success and student learning outcomes. Consequently, an assessment tracking system called TracDat has been implemented to track progress on achieving college goals, objectives and priorities.³⁹ The TracDat system, in addition to program review and regular administrative evaluations, serves as the primary mechanism to determine institutional effectiveness. The superintendent/president reviews the evaluations with the board of trustees on an annual basis.

IV.B.2.
The college meets the standard.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTION

The role and authority of the superintendent/president is provided in Board Policy 2430.⁴⁰ The superintendent/president assesses the administrative structure to ensure institutional effectiveness and assigns authority to her administrative team consistent with their responsibilities as appropriate. In addition to weekly one-on-one meetings with the executive team members, the superintendent/president holds weekly meetings with her cabinet which is composed of the institution's executive leadership. She meets monthly with her entire management team and holds annual management retreats.

EVALUATION

Under the leadership of the superintendent/president, the first administrative reorganization was completed in spring 2005. Some administrative positions were restructured in 2005 and 2006 to ensure efficiency and effectiveness in student services and community education. Since the last visit in 2004, the administration has gone from twenty-five administrators to twenty-three administrators.⁴¹ In part because there have been a large number of interim administrators since 2004, the college has made a strong effort to attract qualified applicants. In spring 2009, the college obtained the largest number of applicants in several years and the vice president of student learning was filled due to an earlier resignation. Also, the dean of student services and special programs was filled, which had been filled with two interim

deans over a two year period. In fall 2009, the director of fiscal services was filled with a permanent hire. Two additional administrative positions were filled in spring 2010, the director of information technology and the director of planning, research and institutional effectiveness, after previous unsuccessful hiring attempts. The dean of enrollment Services position remains unfilled, though the college has advertised the position several times.

There is a generally recognized shortage of administrators across the California Community College system, which explains in part difficulties the college has had in attracting qualified applicants for permanent positions. Compounding this challenge, administrative salaries at the college are well below state averages for virtually every administrative position, typically 20 percent below the mean average for other single college districts.⁴²

All administrators are supposed to be assigned to college governance committees and other college committees as needed. A management council of all administrators meets once every month to discuss matters pertaining to their assignments and the college as a whole. All administrators are expected to assist the college in achieving institutional goals, objectives and priorities by way of administrative program review.⁴³

IV.B.2.a.

The college meets the standard.

IV.B.2.b. (1) The president guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals and priorities.

DESCRIPTION

The last comprehensive team visit in 2004 led to a report to the accrediting commission that required the college to establish formal governance processes, policies and procedures. In 2005, and under the leadership of the superintendent/president, Academic Senate, Classified Senate, Student Senate and the Board of Trustees, the college adopted policies and procedures for participatory governance at College of Marin.⁴⁴

EVALUATION

The participatory governance system outlines the philosophy, values, roles, responsibilities, and composition of college governance committees. The Governance Review Council (GRC) monitors all governance committees and is responsible for the annual evaluation. When changes are proposed, the GRC reviews the requests and makes recommendations to the superintendent/president and the college council for adoption.⁴⁵

Since its adoption, the participatory system and processes have been evaluated annually trending solid participation by all governance groups. The participatory governance system has received positive annual evaluations.⁴⁶

***IV.B.2.b. (1)**
The college meets the standard.*

IV.B.2.b. (2) The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

DESCRIPTION

For the past several years, the office of Organizational Development and Planning has been responsible for the planning and research function at the college. In spring 2010 the title was changed to director of planning, research and institutional effectiveness (PRIE), and a full-time director was hired. The director reports to the superintendent/president and the position has a seat on the cabinet.

As the demands and needs for institutional data increase at the college, the college will need to address the lack of adequate staffing in the office of PRIE, and particularly if the college is to keep up with all of the accreditation requirements for planning, research, and the ongoing assessment and evaluation of Student Learning Outcomes, program review and institutional effectiveness.

*IV.B.2.b. (2)
The college partially meets the standard.*

EVALUATION

The college is heavily engaged in research and planning activities. In 2009, the college adopted a ten-year *Educational Master Plan* and a rolling three year *Strategic Plan*.⁴⁷ The office of Planning, Research and Institutional Effectiveness (PRIE) is responsible for assisting in data collection at the college, as well as designing institutional questionnaires and surveys. The office consists of one director, one staff development program administrator, an information technician and an administrative assistant. The director assists the college in implementing an administrative program review process and system; monitoring attainment of the *Strategic Plan* priorities and objectives; and assisting in the implementation of the Integrated Planning Process and the work of the Planning and Resource Allocation Committee. The office of PRIE also assists the Accreditation Liaison Officer (ALO) in the self study and other accreditation requirements.

PLANNING AGENDA

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

IV.B.2.b. (3) The president guides institutional improvement of the teaching and learning environment by ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.

DESCRIPTION

In the Participatory Governance System, the college operated under an Institutional Planning Committee and a Budget Committee separately. In fall 2009, the college decided to combine the two committees into the Planning and Resource Allocation Committee (PRAC). The change was formalized by the Governance Review Council and the College Council.⁴⁸

As a result, the PRAC is responsible for the integration of planning and resource allocation. The committee operates under the *Integrated Planning Manual* to achieve full integration of planning and resource allocation.⁴⁹

EVALUATION

The integration of planning and resource allocation has been taken seriously at College of Marin in the past year, resulting in the adoption of the *Educational Master Plan*, the *Strategic Plan*, and the *Integrated Planning Process (IPP) Manual* to guide planning and resource allocation. The implementation of the IPP began fall 2009, with the superintendent/president organizing an all day budget workshop for the PRAC and Management Council.⁵⁰ The most recent round of academic program reviews as well as administrative program reviews were completed in early 2010, in time for the review of results in early spring. The resource allocation process is contingent on results and reviews of the program reviews along with allocation requests from managers. In May 2010 the PRAC submitted funding recommendations to the superintendent/president for consideration in developing the tentative budget, and the superintendent/president responded to these requests based on availability of funding.⁵¹ For a full description of the integrated planning process, see Chapter 2, Integrated Planning and Program Review.

IV.B.2.b. (3)
The college meets the standard.

IV.B.2.b. (4) The president guides institutional improvement of the teaching and learning environment by establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTION

Following the adoption of the *Educational Master Plan 2009-2019 (EMP)* and *Strategic Plan 2009-2012* in spring 2009, the college implemented a tool for tracking progress on the *Strategic Plan* priorities and objectives. The tool known as TracDat is an administrative assessment tool that, in addition to administrative program review, will help the college evaluate overall institutional planning and implementation efforts.⁵²

EVALUATION

Now that the college has adopted the *EMP* and the *Strategic Plan*, it is prepared to track, monitor and evaluate implementation efforts of institutional goals, objectives and priorities. The TracDat tool in combination with administrative program review will provide data on institutional progress, and benchmarks for establishing goals for continuous improvement and institutional effectiveness.

At the end of the 2009/10 academic year, a year end assessment will be completed to determine overall institutional planning and implementation efforts. This Institutional Effectiveness Report will be completed in September 2010.

*IV.B.2.b. (4)
The college meets the standard.*

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTION

The superintendent/president assures that all statutes and regulations pertaining to California community colleges are practiced at College of Marin. Board policies are updated as needed and most recently, the superintendent/president initiated a two year undertaking to update all Board Policies. The superintendent/president ensures that institutional practices are consistent with the mission of the college district.

EVALUATION

The college has updated its Board Policies to reflect new regulations and statutes.⁵³ The college has a defined mission that is practiced and published on the college’s Web site.

*IV.B.2.c.
The college meets this standard.*

IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTION

Previous to the arrival of the superintendent/president in July 2004, the college had been on the state fiscal watch list for two consecutive years. Since her arrival, the college district’s reserves have remained above the five percent state minimum.⁵⁴ Working with the Board of Trustees and campus leadership, the superintendent/president has sought to better balance revenues and expenditures to ensure that expenditures do not exceed revenues.

EVALUATION

The superintendent/president effectively controls budget and expenditures. Under the leadership of the superintendent/president, budget reserves have been as high as twelve percent. However, given economic realities and the district’s

reliance on local property taxes, many needs go wanting. For example, the current budget for deferred maintenance of aging facilities is not sufficiently funded because the need far exceeds available resources. With the completion of new and modernized facilities as a result of the \$249.5 million bond, the college will require more staff and regular upkeep if the facilities are to be adequately maintained over time. As a result, the superintendent/president and the Board of Trustees are developing an Asset Management Plan that includes community partnerships to acquire additional revenue to create more resources for college needs, and for the maintenance and upkeep of college facilities.⁵⁵

*IV.B.2.d.
The college meets the standard.*

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTION

The superintendent/president has worked hard to be active in the community. She is a member of a local Rotary, and serves as board member on the local Chamber of Commerce and the North Bay Leadership Council that represents Marin and Sonoma counties. In addition, she reaches out to the community in ways that provide support for the college and is considered a leader amongst her peers in education and throughout the county of Marin. Under the leadership of the superintendent/president, College of Marin has established ongoing partnerships with the Marin Community Foundation, San Francisco State University, Sonoma State University, and Dominican University. Numerous community partnerships and educational training partnerships have contributed to the growth and revitalization of the Indian Valley Campus and the college district as a whole.

EVALUATION

The superintendent/president has established ways to communicate with the communities served by the institution. The superintendent/president is a member of several community organizations that are located in Marin County and Sonoma County. She is frequently asked to be a keynote speaker at various community events. An annual report to the community is sent out every fall semester to approximately 250,000 households in Marin County.⁵⁶ In June 2009, the superintendent/president was named Business Woman Leader of the Year in Education by the North Bay Business Journal. Dr. White works closely with the Marin County Superintendents on issues pertaining to education and articulation. Shortly after her arrival to the college, the superintendent/president established the President's Circle consisting of a group of community leaders and business people. The President's Circle raise funds to support the college's Education Excellence Innovation Fund to support innovation in teaching and learning at College of Marin.

*IV.B.2.e.
The college meets the standard.*

Standard IV.B.

- 1 Board of Trustees meeting minutes
<http://www.marin.edu/com/2010BoardofTrusteesMeetingSchedule.htm>
- 2 Board Policy 2431 Superintendent/President Selection
<http://www.marin.edu/WORD-PPT/BP2431Supt-PresSelectionapproved12.8.2009.pdf>
Board Policy 2435 Evaluation of Superintendent/President
<http://www.marin.edu/WORD-PPT/BP2435EvalofSupt-PresApproved7.21.2009.pdf>
- 3 Board Policy 2200 Board Duties and Responsibilities
<http://www.marin.edu/WORD-PPT/BP2200BoardDutiesandRespon.Approved7.21.2009.pdf>
- 4 Newspaper articles regarding negative publicity (available on campus)
- 5 Board of Trustees Retreat minutes, February 6, 2009, and June 2009
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>
- 6 COM Mission Statement
<http://www.marin.edu/com/about.htm>
- 7 Board Policy 1200 Mission
<http://www.marin.edu/WORD-PPT/BP1200MissionRevisedApril2010.pdf>
- 8 Board Policy 4020 Program, Curriculum, and Course Development
<http://www.marin.edu/WORD-PPT/BP4020ProgramandCurriculumDevelopmentAdopted7-27-10.pdf>
- 9 Board Policy 4021 Program Revitalization and Discontinuance
<http://www.marin.edu/WORD-PPT/BP4021ProgramRevitalizationandDiscontinuance.pdf>
- 10 Faculty and Staff Survey Report, spring 2009
<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm#2008>
(see listing under Reports column)
- 11 Board Policies and Administrative Procedures
<http://www.marin.edu/com/ODP/BoardPolicies.htm>
- 12 Board Policies and bylaws
<http://www.marin.edu/com/ODP/BoardPolicies.htm>
Board Policy 2010 Board Membership
<http://www.marin.edu/WORD-PPT/BP2010BoardMembershipAdopted4-21-09.pdf>
Board Policy 2200 Board Duties and Responsibilities
<http://www.marin.edu/WORD-PPT/BP2200BoardDutiesandRespon.Approved7.21.2009.pdf>

- 13 Board Policy 2745 Board Self-Evaluation
<http://www.marin.edu/WORD-PPT/BP2745BoardSelfEvaluationAdopted3.16.2010.pdf>
- 14 Board of Trustees meeting minutes, April 17, 2007 (Year One)
http://www.marin.edu/PDFs/BOT/BOT_RGR_MRG_MIN041707.pdf
Board of Trustees meeting minutes, April 15, 2008 (Year Two)
<http://www.marin.edu/WORD-PPT/finalapril15bdminutes.pdf>
Board of Trustees meeting minutes, April 21, 2009 (Year Three)
<http://www.marin.edu/WORD-PPT/finalapril212009bdminutes.pdf>
- 15 Board Policy 2100 Board Elections
<http://www.marin.edu/WORD-PPT/BP2100BoardElectionsAdopted4-20-10.pdf>
- 16 Board Policy 2740 Board Education
<http://www.marin.edu/WORD-PPT/BP2740BoardEducationAdopted3.16.10.pdf>
- 17 Board of Trustees meeting agenda, November 17, 2009 (example)
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>
- 18 Board Policy 2745 Board Self-Evaluation
<http://www.marin.edu/WORD-PPT/BP2745BoardSelfEvaluationAdopted3.16.2010.pdf>
- 19 Board of Trustees meeting agenda and minutes, September 22, 2009 (example)
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>
- 20 Board Policy 2715 Code of Ethics
<http://www.marin.edu/WORD-PPT/BP2715CodeofEthicsAdopted5-18-10.pdf>
- 21 Board of Trustees meeting minutes, May 18, 2010
<http://www.marin.edu/WORD-PPT/finalmay182010bdminutes.pdf>
- 22 Board of Trustees meeting agenda, November 17, 2009 (example)
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>
- 23 Board of Trustees meeting minutes, September 22, 2009 (example)
<http://www.marin.edu/WORD-PPT/SEPT222009BDMINUTES.pdf>
- 24 Adoption Budget 2009-2010
http://contribute.marin.edu/WORD-PPT/AdoptionBudget2009-10_000.pdf
- 25 Board of Trustees meeting agenda, April 21, 2009
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>

Endnotes and Evidence Standard IV.B.

- 26 Board Policy 2431 Superintendent/President Selection
<http://www.marin.edu/WORD-PPT/BP2431Supt-PresSelectionapproved12.8.2009.pdf>
- 27 Board Policy 2430 Delegation of Authority to Superintendent/President
<http://www.marin.edu/WORD-PPT/BP2430DelegationofAuthtoPres.Approved7.21.2009.pdf>
- 28 Board Policy 2435 Evaluation of Superintendent/President
<http://www.marin.edu/WORD-PPT/BP2435EvalofSupt-PresApproved7.21.2009.pdf>
- 29 Board of Trustees meeting agenda, June 23, 2009
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>
- 30 Board of Trustees meeting agenda and minutes, April 21, 2009
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>
- 31 Board of Trustees meeting agendas, June 23, 2009, and August 25, 2009
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>
- 32 Evaluation instrument, three versions for three years (on flash drive)
- 33 Board Policy 2430 Delegation of Authority to Superintendent/President
<http://www.marin.edu/WORD-PPT/BP2430DelegationofAuthtoPres.Approved7.21.2009.pdf>
- 34 See Management Organizational Structure (April 2010, v.3) chart,
Organization of the Institution chapter of this *Self Study Report*, p. 82
- 35 Participatory Governance System (PGS) Plan
<http://www.marin.edu/WORD-PPT/PGSPlanRev05-10.pdf>
- 36 Program reviews 2009-10
<http://www.marin.edu/faculty/handbook/ProgramReview2009-2010.htm>
- 37 Board Policy 4021 Program Revitalization and Discontinuance
<http://www.marin.edu/WORD-PPT/BP4021ProgramRevitalizationandDiscontinuance.pdf>
- 38 *Integrated Planning Manual 2009*
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 39 TracDat™ (password accessible only, demonstration will be provided by PRIE staff upon request)
<http://is-tracdat:8081/tracdat/>
- 40 Board Policy 2430 Delegation of Authority to Superintendent/President
<http://www.marin.edu/WORD-PPT/BP2430DelegationofAuthtoPres.Approved7.21.2009.pdf>
- 41 See Management Organizational Structure (April 2010, v.3) chart,
Organization of the Institution chapter of this *Self Study Report*, p. 82

- 42 2010 ACCCA Benchmark Survey for Single College Districts (on flash drive)
- 43 Administrative program reviews (on flash drive)
- 44 Board Policy 3260 Participation in Local Decision Making
<http://www.marin.edu/WORD-PPT/BP3260ParticipationinLocalDecisionMakingAdopted5-10-05.pdf>
- 45 College Council agenda and minutes, inception of PRAC, November 2009 (on flash drive)
- 46 Participatory Governance System (PGS) evaluation data, Committee Participant Surveys
<http://www.marin.edu/com/ODP/ParticipatoryGovernancePage.htm>
- 47 *Educational Master Plan 2009-2019*
<http://www.marin.edu/WORD-PPT/MarinEMPFinal3-25-09.pdf>
Strategic Plan 2009-2012
http://www.marin.edu/WORD-PPT/COM_Strategic_Plan_2009March30-09.pdf
- 48 College Council agenda and minutes, inception of PRAC, November 2009 (on flash drive)
- 49 *Integrated Planning Manual 2009*
http://www.marin.edu/WORD-PPT/Integrated_Planning_Manual_2009_final.pdf
- 50 Budget workshop agenda, fall 2009 (on flash drive)
- 51 Recommendations from Planning Resource Allocation Committee (PRAC) to superintendent/president
http://www.marin.edu/WORD-PPT/PRAC_RECOMMENDATIONS.pdf
 Response from Superintendent/President to PRAC
<http://www.marin.edu/WORD-PPT/PRACResponse.pdf>
- 52 TracDat™ (password accessible only, demonstration will be provided by PRIE staff upon request)
<http://is-tracdat:8081/tracdat/>
- 53 Board Policies
<http://www.marin.edu/com/ODP/BoardPolicies.htm>
- 54 Adoption Budgets
<http://www.marin.edu/com/financialinfo/>
- 55 Board of Trustees meeting agendas, June, September, and October, 2009
<http://www.marin.edu/com/2009BoardofTrusteesMeetingSchedule.htm>
- 56 Community Report 2007
<http://www.marin.edu/PDFs/CommReport/CommunityReport2007.pdf>
 Community Report 2008
<http://www.marin.edu/PDFs/CommReport/CommunityReport2008.pdf>
 Community Report 2009
<http://www.marin.edu/PDFs/CommReport/CommunityReport2009.pdf>

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Summary of Self Study Planning Agendas

Standard II.A.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

The college partially meets the standard.

PLANNING AGENDA

- Develop and offer ongoing training for faculty and staff in effective practices for assessing student achievement of SLOs.
- Develop systematic assessments and regular reports of achievement of SLOs in all Five Pathways at the program-, degree-, certificate-, and college-level.
- Develop and implement a formal assessment of student achievement of all of the College Learning Outcomes by 2012.
- 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.

.....

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

The college partially meets the standard.

PLANNING AGENDA

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

Summary of Self Study Planning Agendas

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

The college partially meets the standard.

PLANNING AGENDA

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

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

The college partially meets the standard.

PLANNING AGENDA

- Develop systematic assessments and regular reports of achievement of SLOs in all Five Pathways, at the program-, degree-, certificate-, and college-level.
- Develop and implement a formal assessment of student achievement of the College Learning Outcomes by 2012.
- 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.

II.A.2.i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

The college partially meets the standard.

PLANNING AGENDA

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

II.A.6. *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

The college partially meets the standard.

PLANNING AGENDA

- Complete identification of SLOs for all courses offered at the college, and ensure that all syllabi reflect the approved course SLOs.
- Provide staff and/or technological support to make it easy for faculty to electronically post syllabi for each section.

Standard II.C.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

The college partially meets the standard.

PLANNING AGENDA

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

Standard III.A.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

The college partially meets the standard.

PLANNING AGENDA

- Develop a more comprehensive evaluation tracking system districtwide.
 - Provide regular training opportunities for managers regarding the performance appraisal process.
 - Provide administrative consequences for the responsible parties who do not adhere to the evaluation process and timelines.
-

Standard III.B.

III.B.1. *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

III.B.1.a. *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

The college partially meets the standard.

PLANNING AGENDA

The college will implement a recommendation made by PRAC in April of 2010 recommending analysis of long-term maintenance costs of buildings 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.
- 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.

.....

III.B.2.a. *Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.*

The college does not meet the standard.

PLANNING AGENDA

The college will implement a recommendation made by PRAC in April of 2010 recommending analysis of long-term maintenance costs of buildings 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.
- 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.

Standard IV.B.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

The college partially meets the standard.

PLANNING AGENDA

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

IV.B.1.f. The governing board has a program for board development and a new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

The college partially meets the standard.

PLANNING AGENDA

- Continue to hold retreats and study sessions and encourage all board members to attend.
 - Investigate board development and training opportunities.
-

IV.B.2.b.(2) The president guides institutional improvement of the teaching and learning environment by ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.

The college partially meets the standard.

PLANNING AGENDA

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

Glossary

AAHE	American Association for Higher Education
AAUP	American Association of University Professors
AB	Assembly Bill
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Americans with Disabilities Act
AP	Administrative Procedure
ASCCC	Academic Senate for the California Community Colleges
ASCOM	Associated Students College of Marin
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
ATI	Assessment Technologies Institute
BOT	Board of Trustees
BP	Board Policy
BSI	Basic Skills Initiative
CalWORKs	California Work Opportunities and Responsibility to Kids
CARE	Cooperative for Assistance and Relief Everywhere
CBO	Community Based Organization
CCLC	Community College League of California
CEDC	College Employee Development Committee
CENIC	Corporation for Education Network Initiatives in California
CEO	chief executive officer
COC	Citizens' Oversight Committee

Glossary

COM	College of Marin
COR	Course Outline of Record
CSEA	California School Employees Association
CSU	California State University
CSU-IGETC	California State University-Intersegmental General Education Transfer Curriculum
CVC	California Virtual Campus
DESC	Distance Education Support Center
DETAL	Distance Education and Technology Assisted Learning
DSPS	Disabled Students Programs and Services
EEIF	Educational Excellence and Innovation Fund
EEO	Equal Opportunity Employment
EMP	Educational Master Plan
EOPS	Extended Opportunity Programs and Services
ERP	Enterprise Resource Program
ESL	English as a Second Language
FCCC	Foundation for California Community Colleges
FF&E	Furniture, Fixtures, and Equipment
FTE	full-time equivalent
FTEF	full-time equivalent faculty
FUSION	Facility Utilization Space Inventory Option Net
GASB	Governmental Accounting Standards Board
GE	General Education
GED	General Educational Development Test
GPA	grade point average

GRC	Governance Review Council
HVAC	Heating, Ventilation, & Air Conditioning
IEC	Instructional Equipment Committee
III	Innovative Information Interfaces
IMP	Integrated Planning Manual
IMPAC	Intersegmental Major Preparation Articulated Curriculum project
IPC	Institutional Planning Committee
IPP	Integrated Planning Process
IR&D	Institutional Research & Development
IRT	Institutional Reporting Team
ISP	in-state private institution
IT	Information Technology
IVC	Indian Valley Campus
KSA	knowledge skills and abilities
KTD	Kentfield
LC	Learning Center
LEED	Leadership in Energy and Environmental Design
LRC	Learning Resources Center
MCCCD	Marin Community College District
MIS	management information system
MOU	memorandum of understanding
MRSA	Methicillin-resistant Staphylococcus aureus
NASFAA	National Association of Student Financial Aid Administrators
NCLEX-RN	National Council Licensure Examination-Registered Nursing

Glossary

NCTA	National College Testing Association
OCLC	Online Computer Library Center
OIM	Office of Instructional Management
OMB	Office of Management and Budget
OOS	out-of-state institution
OSCAR	Online Services for Curriculum Articulation Review
OSHA	Occupational Health and Safety Administration
OWC	Online Writing Center
PDC	Professional Development Committee
PGS	Participatory Governance System
PRAC	Planning and Resource Allocation Committee
PRIE	Planning Research and Institutional Effectiveness
SAASP	Student Athlete Academic Support Program
SEIU	Service Employees international Union
SLOs	Student Learning Outcomes
TBA	to be announced
TCA	Transferable Course Agreement
TEAS	Test of Essential Academic Skills
TES	The Employment Solution
TOEFL	Test of English as a Foreign Language
TPC	Technology Planning Committee
TRAN	tax revenue anticipation note
TTIP	Telecommunication and Technology Infrastructure Program
UC	University of California

UDWC	Union-District Workload Committee
UPM	United Professors of Marin
URL	Uniform Resource Locator
VLAN	virtual local area networks
VTEA	Vocational and Technical Education Act
WASC	Western Association of Schools and Colleges
WSCH	weekly student contact hours

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ABOUT THE COLLEGE

College of Marin is one of 112 public community colleges in California and is fully accredited by the Western Association of Schools and Colleges. Approximately 10,000 credit and noncredit students enroll each fall and spring semester. Classes also are offered during the summer. (March 2010)

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. (March 2010)

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