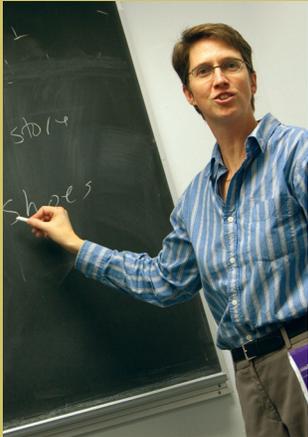


FOLLOW-UP REPORT 2012

*In Response to ACCJC /
WASC Recommendations
for the College of Marin
Follow-Up Report 2011*



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Follow-Up Report 2012

To

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

Submitted by

College of Marin
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October 2012

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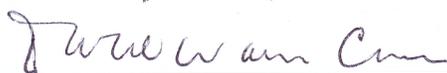
Follow-Up Report 2012 – Certification Page

Date: October 12, 2012

This Follow-Up Report 2012 is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirements in connection with its action to reaffirm the institution's accreditation status.

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

Signed:



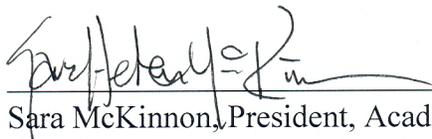
David Wain Coon, Ed.D, Superintendent/President



Diana Conti, President, Board of Trustees



Chialin Hsieh, Ed.D, Accreditation Liaison Officer/Director of Planning,
Research and Institutional Effectiveness



Sara McKinnon, President, Academic Senate



Alice Dieli, President, Classified Senate



Scott Blood, Student Trustee

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Report Preparation

College of Marin (COM) began its preparations for its Follow-Up Report 2012 in early February 2012 addressing the recommendations of the Accrediting Commission for Community and Junior Colleges (the Commission) cited in their letter of February 1, 2012, that imposed a sanction of Warning.

In order to prepare a response, I led a college wide conversation about the recommendations, established a timeline for the completion of the Follow-Up Report, identified responsible parties for each recommendation, reviewed processes, and provided adequate support, and finalized the details of the preparation plan. The Accreditation Response Team (ART) was established with members serving as liaisons to and providing support for specific committees that were assigned to address each recommendation, emphasizing that the development of action plans and the completion of the Follow-Up Report 2012 required broad participation from constituent groups, including participatory governance committees, faculty, staff, and students. [[Link to ART](#)]

The Accreditation Response Team and lead faculty coordinated their recommendation responses, followed by each responsible committee's review. The lead of each team then sent their reports to Accreditation Liaison Officer and Director of Planning, Research and Institutional Effectiveness Dr. Chialin Hsieh (ALO), whose office coordinated the editing and formatting of the sections in collaboration with Interim Vice President of Student Learning (VPSL) Dr. Rebecca Kenney and Academic Senate President Sara McKinnon before submitting the single draft Follow-Up Report to me. After I reviewed and edited the report, the ALO's office sent it to Cabinet members, the Accreditation Response Team, and Management Council for their review and feedback.

In August 2012, Executive Director of Communications and Community Relations Cathy Summa-Wolfe proofread and edited the draft of the Follow-Up Report 2012, and an electronic link to the draft was emailed to the College community via the *President's Weekly Briefing* and was posted on the College website for comment. During the week of September 3, 2012, the revised Follow-Up Report 2012 was sent to members of the Academic Senate, the Classified Senate, the Associated Students of College of Marin (ASCOM), the College Council, and the Planning and Resource Allocation Committee for final review.

On September 10, 2012, an electronic link to the final version of the Follow-Up Report 2012 was sent by email to College Council for approval and the members unanimously approved the report at their September 13, 2012, meeting.

Lastly, the Follow-Up Report 2012 was provided to the Board of Trustees for review prior to the formal presentation at the October 9, 2012, Board of Trustees meeting. At this meeting, the Board of Trustees approved the Follow-Up Report 2012.

The final Follow-Up Report 2012 was submitted to the Commission on October 12, 2012.

Please note that the current titles of certain management team members in this report may differ from those titles appearing in the current [Management Organizational Chart](#) (October 2012) due to the College's recent reorganization of its management organizational structure. The most substantial change made to the structure involves the reallocation of all the responsibilities of the former vice president of Student Learning between two vice presidents – one for Student Services and one for Student Learning. (The 2012-2013 District Management Organizational Structure chart as of October 9, 2012 is posted on the College's Planning, Research and Institutional Effectiveness website.)

Acknowledgements

I wish to thank all members of the College listed as responsible parties within this report and all those who have contributed to its preparation.

Recommendation 1: Academic Senate President Sara McKinnon, Social Sciences Professor Yolanda Bellisimo, and all members of the Planning, Resource and Allocation Committee (PRAC)

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

Recommendation 3: Accreditation Liaison Officer/Director of Planning, Research and Institutional Effectiveness Chialin Hsieh, Director of Information Technology Marshall Northcott, Director of Athletics and Physical Education Matthew Markovich, Dean of Arts and Humanities David Snyder, English Professor Alisa Klinger, all members of both the Distance Education Committee (DEC) and the Moodle Production Team (MPT) and online student services leaders

Recommendation 5: Executive Dean of Indian Valley Campus and Workforce and Economic Development Nanda Schorske, Director of Learning Resources Susan Andrien, Interim Vice President of Student Services Angelina Duarte, Librarian John Erdman and English Professor Ali Klinger

Recommendation 7: Director of Modernization/Co-Chair of Facilities Planning Committee Laura McCarty, Faculty Co-Chair of Facilities Planning Committee Erik Dunmire, Academic Senate President Sara McKinnon, all members of the Facilities Planning Committee, Vice President of College Operations Al Harrison, and Executive Dean of Indian Valley Campus and Workforce and Economic Development Nanda Schorske

Recommendation 8: Vice President of College Operations Al Harrison, Academic Senate President Sara McKinnon, Director of Information Technology Marshall Northcott, Laboratory Technician Michael Irvine and all members of the Technology Planning Committee

Recommendation 9: Superintendent/President David Wain Coon, Board President Diana Conti, Board Members Barbara Dolan, Philip Kranenburg, James Namnath, Ph.D., Eva Long, Ph.D., Stephanie O'Brien, Wanden Treanor, Student Trustee Scott Blood, and lastly, Staff Development Program Administrator Kathleen Kirkpatrick

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



David Wain Coon, Ed.D.
Superintendent/President

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Recommendation 1: Planning and Resource Allocation

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

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

A. Response to the Recommendation

After the October 2011 visit by the Commission's Follow-Up Team, College of Marin reviewed all of its plans and planning processes within the context of its Integrated Planning Model. The model was developed in 2010 to communicate the function of each major institutional plan and the role each plan plays in a dynamic, well-integrated cyclical planning system. Fundamental to the model is a systematic assessment of the College's institutional plans, its resource allocation processes, and the planning process itself.

College of Marin's Integrated Planning Model and *Integrated Planning Manual* have been adopted and adapted by several colleges across California including Sierra College and Shasta College.

A.1. Integrated Planning Model



College of Marin Integrated Planning Model

(Revised in 2012)

The College's response to this recommendation begins with a brief description of its Integrated Planning Model. The model was developed to provide a framework to communicate the function of each major institutional plan and the role that each plan plays in the College's dynamic, well-integrated cyclical planning system. Fundamental to the model is its systematic assessment of the College's institutional plans, its resource allocation processes, and the planning process itself.

The College's Integrated Planning Model begins with the *College Mission* at the top of its diagram since the mission informs the development of the *Educational Master Plan*. The *Educational Master Plan* endeavors to broadly assess the College's current status and makes general recommendations addressing current and anticipated challenges over a ten-year period. Three-year *Strategic Plans* establish important objectives to be implemented by detailed action steps.

Program Reviews provide thorough analysis of each academic and student services program and administrative function. *Resource Allocation* decisions reflect institution-level strategic objectives and program-level *Action Plans for Program Improvement*, thereby enabling *Implementation* and allowing the College to mobilize its resources and implement its plans. *Outcomes* are analyzed and shared with the College at-large and a *Feedback Loop* is built into the model allowing for *Process Assessment* and *Content Assessment*. *Internal and External Research*, located at the center of the model, provides data, data analysis, and staff resources supporting decision making for the planning process. The model also identifies the committees that are responsible for ensuring that planning is dynamic and effective.

The College has taken the following actions to strengthen the integrity and improve the effectiveness of its integrated planning model by developing or updating virtually all of its institutional plans while reviewing and revising its key planning processes.

[see [Evidence A. Response to the Recommendation](#) for a complete list of committees that worked on the following plans and processes with links to their websites.]

A.2. Major Institutional Plans and Processes Developed, Updated, or Completed in 2011-2012

Educational Master Plan 2009-2019	Reviewed and revised
Strategic Plan 2009-2012	Reviewed and assessed
Strategic Plan 2012-2015	In progress, completion date anticipated fall 2012
2012-2017 Technology Plan	Completed
2012 Facilities Plan	Completed
Distance Education Plan 2012-2015	Completed
Student Learning Outcomes Assessment Plan	Reviewed and revised

Faculty Professional Development Plan	Reviewed and revised
Comprehensive Board Policies and Procedures Update	Completed
Staffing Plan	Completed
Integrated Planning Manual & Model	Reviewed and revised
Program Review Procedures	Reviewed and revised
Enrollment Management	Reviewed, revision in progress
Student Access and Success Initiative	Reviewed, revision in progress
Degree & Certificate Review	Reviewed and revised
General Education Program	Reviewed and revised

B. Analysis and Resolution of Deficiencies

The Commission's team acknowledged the substantial progress that the College has made on this recommendation, but raised concerns about the effectiveness of the planning process, noting that some plans needed to be updated. The team expressed concern that several 2010-11 program reviews had not been completed and full implementation of program review was not expected until 2012-2013.

College of Marin has mobilized and resolved these concerns. The response to the recommendation is divided into two parts:

- An analysis of the *various institution-level plans* that are the key drivers of integrated planning
- An analysis of the *effectiveness of the institutional planning process* as a whole, with particular attention to the concerns about Program Review

B.1. Status of Institutional Plans

B.1.1. Educational Master Plan (EMP) (2009-2019)

In 2011-2012, the Educational Planning Committee met 11 times to assess and evaluate the progress of the Strategic Plan 2009-2012. Those in charge of specific steps were invited to meetings to report on their progress.

In the original Educational Master Plan, there were 19 recommendations of which seven were prioritized in the first three-year Strategic Plan. Over the course of the 2011-2012 academic year the Educational Planning Committee reviewed all 19 original

recommendations, evaluating the progress on the first seven that had been included in the first Strategic Plan. Taking into consideration changes that have occurred since 2009, the committee incorporated revised language into the *Updated Educational Master Plan Recommendations in February 2012*. Twelve new recommendations were forwarded to a Strategic Plan Task Force charged with developing the next Strategic Plan.

As a result of the work of the EPC and the Strategic Plan Task Force, the Educational Master Plan and the next iteration of the Strategic Plan are better aligned in this second cycle of master planning than they were in the first cycle. [see [Evidence B.1.1. Educational Master Plan \(EMP\) 2009-2019](#)]

B.1.2. Strategic Plan 2009-2012 and Action Steps

The Strategic Plan 2009-2012 had 22 defined Action Steps and all of them were completed. Seven additional Action Steps related to Technology were created after these original steps were completed. As of July 2012, two of the seven additional Action Steps were fully completed, two are near completion, and three are in the beginning stages of implementation. [see [Evidence B.1.2. Strategic Plan 2009-2012 and Action Steps](#)]

B.1.3. Strategic Plan 2012-2015

In spring 2012 a Strategic Plan Task Force was convened to select and refine the recommendations and define the strategic objectives for the next three-year Strategic Plan. The Task Force gathered input from several internal and external surveys, Accreditation Recommendations, President's Goals, Educational Master Plan, Strategic Plan 2009-2012, and focus groups (student, staff, faculty, student services, administrators, and IVC). During summer 2012, managers began the task of developing Action Steps for strategic objectives. College Council recommended the final Strategic Plan to the superintendent/president and the Board of Trustees for their meeting on October 16, 2012. [see [Evidence B.1.3. Strategic Plan 2012-2015](#)]

B.1.4. 2012-2017 Technology Plan

In spring 2012, the College created a sustainable Technology Plan. The plan is firmly linked to Educational Master Plan Priorities, Strategic Plan Objectives, and Accreditation Standards. It details completed projects as well as projects being developed and early in the planning phase. The plan includes clear timelines for implementation and cost projections as available. See Recommendation 8. [see [Evidence B.1.4. 2012-2017 Technology Plan](#)]

B.1.5. 2012 Facilities Plan

The College completed the development of the *2012 Facilities Plan*. The Plan is designed to ensure the effective utilization and quality of physical resources necessary to support College programs and services. It demonstrates a clear connection to the four priorities of the Educational Master Plan: student access, student learning and success, college systems, and

community responsiveness. The plan also illustrates the integrated planning process that defined these projects and priorities. See Recommendation #7. [see [Evidence B.1.5. 2012 Facilities Plan](#)]

B.1.6. Distance Education Plan 2012-2015

The College's Distance Education Plan focuses on four key areas: 1) sustainable allocations of resources for the DE Program, 2) strategies that have been implemented to enhance the DE infrastructure and ensure its sustainability, 3) efforts to improve the quality of the DE curricula, and 4) the alignment of the plan with both the *College of Marin Strategic Plan 2009-2012* and the *College of Marin Educational Master Plan 2009-2019*. See Recommendation 3. [see [Evidence B.1.6. Distance Education Plan](#)]

B.1.7. Student Learning Outcomes Assessment Plan

The Student Learning Outcomes Assessment Plan was revised and adopted in spring 2012. The plan includes student learning outcomes assessment of instructional programs (College wide/General Education level, degree and certificate level and course level), and non-instructional areas, including the library and 17 student services support programs. See Recommendation #2. [see [Evidence B.1.7. Student Learning Outcomes Assessment Plan](#)]

B.1.8. New Full-time Faculty Professional Development Plan

Since October 2011, in response to the hiring of new full-time faculty members over the past two years, the Professional Development Committee implemented a “New Full Time Faculty Academy” for spring 2012. Sixteen faculty members hired for spring or fall 2012, or in the past two years, participated. In addition to presentations about various facets of the College, the participants were each asked to present a ten-minute teaching demonstration for the group. [see [Evidence B.1.8 New Full-time Faculty Professional Development Plan](#)]

B.1.9. Board Policies and Administrative Procedures

Over the last five years, the College worked with the Community College League of California to revise all of its Board Policies and Administrative Procedures. By early fall of 2012, all 184 Board Policies and 177 Administrative Procedures were approved. [[Policies and Procedures](#)] [see [Evidence B.1.9 Board Policies and Administrative Procedures](#)]

B.1.10. Staffing Plan

The College of Marin Staffing Plan outlines strategies and processes for identifying, analyzing, and retaining personnel levels necessary to effectively support current and future College activities. The Plan includes an inventory of current staffing and outlines the governance processes used for determining staffing needs for the classified, instructional, and managerial areas.

The Plan documents a process for prioritizing requests for full-time faculty and staff, including the role played by program review. Also outlined is the process for acclimating new full-time faculty hires.

The preparation of the Staffing Plan provided the Planning and Resource Allocation Committee (PRAC) with an opportunity to examine its organizational structures, personnel functions, hiring priorities, training, and orientation. Periodic re-examination of the Plan will give the College the opportunity to make improvements in staffing processes when necessary.

[see [Evidence B.1.10. Staffing Plan](#)]

B.2. Quality and Effectiveness of Institutional Planning

B.2.1. The system for regular updates and evaluation of institutional plans

A defined system for the regular evaluation and updating of all institution-level plans is an integral part of all of the integrated planning process. The College has been very deliberate in ensuring that these plans have been developed through the participatory governance committees of the College and that all updates and evaluations have taken place within the participatory governance structure. Descriptions of the timelines and evaluation procedures for each of these plans are noted below in sections B.2.1.1. – B.2.1.6.

B.2.1.1. Educational Master Plan (EMP) Update (2009-2019)

While the Integrated Planning Manual calls for a review of the EMP in 2018, the Educational Planning Committee revisited the EMP in academic year 2011-2012 to inform the second three-year Strategic Plan currently being developed. The original EMP recommendations were updated and reorganized, using status reports from responsible parties, updated demographic information, and the data from the recent internal and external surveys and focus groups. [see [Evidence B.2.1.1 Educational Master Plan Update \(2009-2019\)](#)]

B.2.1.2. Strategic Plan 2009-2012 and its Action Steps

The Action Steps related to the recommendations from this plan were tracked throughout the three-year period. Responsible parties provided updates to the Planning and Resource Allocation Committee (PRAC) and College Council at the end of each semester. The Educational Planning Committee reviewed the Strategic Plan 2009-2012 Recommendations and Action Steps extensively over the 2011-2012 academic year. [see [Evidence B.2.1.2 Strategic Plan 2009-2012 and its Action Steps](#)]

B.2.1.3. Strategic Plan 2012-2015

Action Steps will be tracked on an ongoing basis. Periodic reports will be made to PRAC and College Council. At the end of the cycle, the Education Planning Committee will again review and evaluate progress as it begins to develop the third strategic plan. [see [Evidence B.2.1.3 Strategic Plan 2012-2015](#)]

B.2.1.4. 2012-2017 Technology Plan

The 2012-2017 Technology Plan sets forth the College's technology vision and priorities, which are supported by a number of initiatives and project phases. These initiatives and related project phases will be reviewed, assessed and updated on an annual basis, as summarized in the tables below.

Annual Technology Planning Cycle		
Time Line	Responsible Persons	Activity
Summer	Director of Information Technology	Assess the past year's technology plan project phases and draft an annual progress report.
Early Fall	Technology Planning Committee	Review the annual progress report on technology plan project phases.
Mid Fall	Director of Information Technology and Technology Planning Committee Chair	Present the annual progress report to the Planning and Resource Allocation Committee, the Program Review Committee, and other campus groups, and get feedback from these groups.
Early Spring	Technology Planning Committee	Review feedback received from committees and campus constituents. Update project phases based on progress made and feedback received.
Mid Spring	Director of Information Technology and Technology Planning Committee Chair	Present the revised project phases to the Planning and Resource Allocation Committee and request resources.

To ensure the College's technology planning is continuous and initiatives are refined or expanded as technologies evolve and College requirements change, the College will implement the following technology planning cycle, which includes a comprehensive review of the Technology Plan every three years.

Ongoing Technology Planning Cycle		
Year	Type of Review	Activity
2011-2012	Comprehensive	Comprehensive IT assessment and development of 2012-2017 Technology Plan
2012-2013	Annual	Review and update project phases
2013-2014	Annual	Review and update project phases
2014-2015	Annual	Review and update Project phases Complete the Accreditation Self-Study Report
2015-2016	Annual	Accreditation Comprehensive Site Visit Review and update Project phases
2016-2017	Comprehensive	Comprehensive review and revision of Technology Plan
2017-2018	Annual	Implement Technology Plan 2017-2020 Review and update Project phases
2018-2019	Annual	Review and update Project phases

Ongoing Technology Planning Cycle		
Year	Type of Review	Activity
2019-2020	Comprehensive	Comprehensive review and revision of Technology Plan
2020-2021	Annual	Implement Technology Plan 2020-2023 Review and update Project phases Complete the Accreditation Self-Study Report
2021-2022	Annual	Accreditation Comprehensive Site Visit Review and update Project phases

[see [Evidence B.2.1.4 Technology Plan](#)]

B.2.1.5. 2012 Facilities Plan

The 2012 Facilities Plan will continue to evolve with new projects being added and implementation adjusted to reflect available funding and academic needs. Each project will be reviewed and updated on an annual basis. See table below.

Annual Facilities Planning Cycle		
Time Line	Responsible Persons	Activity
Early Fall	Facilities Planning Committee	Review the current status of projects and available funding. Review any new “Program Review” data Review annual data including utilization information, condition assessments, operational costs and maintenance requirements. Review current facilities maintenance budget information.
Mid Fall	Facilities Planning Committee Chair	Report to the Planning and Resource Allocation Committee, the Program Review Committee, and other campus groups, and get feedback from these groups. See Integrated Planning diagram, next page.
Early Spring	Facilities Planning Committee	Review feedback received from committees and campus constituents. Update projects based on progress made and feedback received. Document and update the FP list of projects and year of implementation.
October	Director of Modernization	Submit the annual update of the “Five Year Construction Plan” as prescribed by the chancellor’s office

[see [Evidence B.2.1.5 2012-2019 Facilities Plan](#)]

B.2.1.6 Distance Education (DE) Plan

To ensure the College’s DE planning is continuous and its initiatives are refined or expanded as technologies evolve and the College’s requirements change, the College will implement the following Distance Education planning cycle. This cycle includes a full program review every three years and an annual mini program review, in addition to the development of a DE Plan every three years.

Ongoing Distance Education Planning Cycle		
Year	Type of Review	Activity
2011-2012	DE Mini Program Review	Developed the <i>College of Marin Distance Education Plan 2012-2015</i>
2012-2013	DE Full Program Review	Review and update DE initiatives
2013-2014	DE Mini Program Review	Review and update DE initiatives
2014-2015	DE Mini Program Review	Review and update DE initiatives Develop the <i>College of Marin Distance Education Plan 2015-2018</i> Complete the Accreditation Self-Study Report

[see [Evidence B.2.1.5 2012-2019 Facilities Plan](#)]

B.2.2. The following *planning processes* have been developed, reviewed, evaluated and/or revised:

As the Planning and Resource Allocation Committee (PRAC) completes its work each year, the processes and procedures are evaluated on an ongoing basis. At the end of the year, PRAC and its constituent subcommittees make recommendations for improvements to the procedures for the following year. Outlined below are some of the modifications proposed this year in the following areas:

- Integrated Planning Manual and Model
- Program Review and Related Processes
- Enrollment Management

B.2.2.1 Integrated Planning

Integrated Planning Manual: The Integrated Planning Manual was revised in the summer of 2012, based on feedback received over the last year. The most significant change has been some shifts in the responsibilities of three major committees. Responsibility for assessing progress on College priorities and objectives has been transferred from PRAC to the Educational Planning Committee. Also, PRAC has relinquished to the College Council the responsibility for reviewing data from the Educational Planning Committee and other demographic and survey data in order to create the subsequent Strategic Plans. These changes should allow sufficient time for PRAC to focus on the resource allocation process.

Finally various timelines have been adjusted. In particular, the timeline and process for assessing the planning process has been made much less cumbersome, as has the timeline and process for establishing research support. These changes should make research and planning more effective.

Integrated Planning Model: As the College developed each major plan, the Integrated Planning Model was used to provide the structure to integrate the new plan into the planning process. Each plan is informed by the Education Master Plan, the Strategic Plans and internal and external research, and each, in turn, informs Program Review.

[see [Evidence B.2.2.1 Integrated Planning](#)]

B.2.2.2 Program Review

Commission Standard I.B.6 requires that an 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." Program review has undergone such a process.

From 2007-2009/10, academic and CTE programs conducted "full" program reviews annually. Over time, it became clear that the annual cycle made it difficult to link the reviews to resource allocation in an effective manner. In terms of the nexus of program reviews and budgeting, for instance, the College expected that outcomes predicted in one program review would be evaluated and reported in subsequent program reviews. However, neither the typical budget proposal/allocation cycle nor the program-level planning/implementation/assessment cycle can be completed within a single academic year. After implementation, it takes a semester or two to receive allocations or before a project's efficacy can be assessed. Likewise, implementing a strategy for improvement based on SLOs or other research requires time to see results. In addition, a tremendous amount of time is required for committees to vet information and requests from every program each year.

The College has addressed these problems by modifying its program review cycle. In the new cycle academic and service areas do a full program review every three years and CTE programs do a full program review every two years. In addition, the full program review template has been revised to include a section called "Point of Improvement," so that a program can propose an improvement plan, explain how it will be implemented, and assess and report on the project at the time of the next full program review. This revised process was phased in during 2010-11. See also B.2.3, Program Review and Resource Allocation. [see [Evidence B.2.2.2 Program Review](#)]

B.2.2.3 Enrollment Management

In spring 2012 the Academic Senate and the College approved a revised Enrollment Management Memorandum of Understanding, which details a process of development of schedule of offerings based on student pathways. It includes the following guiding principles:

- A focus on student access, student success and the quality of programs and services; a holistic approach.
- A recognition of the multiple missions of the College system and a commitment to the local balance as determined through participatory governance.

- A commitment to using qualitative and quantitative data to inform decisions.
- A recognition of fiscal and facilities realities.
- Compliance with regulations.
- A recognition that student retention, student persistence, and student success are linked measures that can be used to evaluate enrollment management plans.

Faculty and administrative leadership have engaged in an effort to describe the characteristics of individuals likely to derive the most benefit from the instruction and services that the College provides, given the current limits on human and fiscal resources. The College began the project by revising curricula and degree and certificate programs to ensure that accurate student pathways can be developed, and by developing a user-friendly, dynamic Data Dashboard, where those making decisions can access real-time data on success and retention rates, enrollment trends, demographic shifts, and achievement for individual programs/disciplines or for the College as a whole. Division Chairs were also provided with an academic tool that can prioritize course offerings by a myriad of characteristics including whether courses meet requirements for IGETC, CSU GE, Major, Degree or Certificate. [see [Evidence B.2.2.3 Enrollment Management](#)]

B.2.2.4 Curriculum-related areas that have been evaluated and revised

General Education Review and Revision: The Academic Senate's General Education Committee, formed in fall 2011, revised the General Education Statement of Philosophy and presented it to the Academic Senate for approval in May 2012. The committee also analyzed general education enrollment patterns over three years and found that a significant number were rarely offered or not offered all. As a result, the 2012-2013 Catalog lists GE courses in a new format, showing both course numbers and titles and showing which courses are offered each semester and which are offered periodically. Courses that have not been offered in four years have been put on a watch list for the coming year to determine if they should remain or be deleted from the next catalog.

Degree and Certificate Review and Revision: By the end of spring 2012, all of the College's degrees and certificates were reviewed and revised for quality improvement and alignment with the College's mission and College wide Student Learning Outcomes. The majority of disciplines with multiple degrees worked to consolidate to a singular degree offering to better provide greater efficiency for students' academic pathways and achievement. All disciplines have updated coursework, deleted courses no longer offered, and added new courses as demand dictates. Programs and disciplines for which there are available Transfer Model Curricula are developing the degrees for transfer in the fall. The reduction and consolidation of degrees in recent years has resulted in a total of 51 degrees, down from a previous total of 91 degrees offered five years ago. This includes four newly approved AA-T Transfer Model Curriculum (TMC) degrees: Communication Studies, Psychology, Sociology, and Political Science. Approximately eight more TMC degrees are

expected to be completed this academic year 2012-2013. All degrees and certificates have SLOs and disciplines have completed SLO assessment matrices.

[see [Evidence B.2.2.4 Curriculum and Student Access and Success Areas that have been evaluated and revised](#)].

B.2.2.5 Student Access and Success Areas that have been evaluated and revised

The Educational Master Plan and the first Strategic Plan outlined recommendations related to Student Access and Success.

- Student Access #5 stated: *Develop, implement, and assess a plan to expand outreach activities that involve all segments of the college community and that target high school students, under-represented groups, and growing segments of the county's population.*
- Student Learning and Success #1 stated: *“Develop, implement and evaluate a college wide plan for student retention and success.”*
- Student Learning and Success #1 stated: *“Develop, implement and evaluate a plan for systematically tracking progress and success of students ... with particular attention to students taking basic skills, mathematics, English and ESL courses. Then develop, implement and evaluate strategies for the use of that information to improve student success.*

After the completion of the Data Dashboard, the vice president of Student Services conducted a thorough review of the matriculation services and equity issues at the College, concluding that many pieces of the pipeline had become disconnected. The vice president took action to revitalize services, forming and convening a Matriculation Advisory Committee, re-deploying matriculation funds to align them with expenses, and reinstating face-to-face orientations for new students. By the end of April 2012, 180 graduating seniors and 102 parents participated in “College Success Saturday,” attending orientations, developing education plans, and taking placement tests in preparation to register for classes.

In addition, the vice president studied the profiles of incoming students and found that a significant percentage of new students who were tested placed below college level in both English and Math. With the state's Student Success Task Force recommendations as back up, College of Marin's own student success plans include a proposal that all new students be required to take placement tests, with those who place below college level be required to take English and Math together with counseling courses immediately. Representatives of the College have met with high school counselors, principals, and faculty to discuss these issues.

Funding was requested and approved through program review in 2010-2011 for face-to-face orientations. Funding for additional testing modules and for practice test booklets to be made

available in the Libraries of both campuses was requested by the Assessment Office and recommended by PRAC in spring 2012.

The Student Access and Success Committee (SAS), a subcommittee of PRAC, reconvened at the end of spring. This committee will monitor the progress of the plans outlined above as well as other issues surrounding student access and success.

[See [Evidence B.2.2.5 Student Access and Success Committee \(SAS\)](#)]

B.2.3 Program Review and Resource Allocation

The links between Program Review and the processes for allocating resources are clear and transparent. Below is summary review of allocation decisions made in the recent past.

B.2.3.1 Full-time Faculty Allocation Procedure

The College's administration and the Academic Senate implemented this procedure in spring 2011, and recommendations for 22 full-time positions were forwarded to the superintendent/president of which 21 were approved. Most were conversions of part-time units to full-time units. Nine new faculty members joined the full-time ranks in spring 2012 and an additional 11 began in fall 2012. In the 2011-2012 program reviews for budget requests, there were additional requests from other programs. These were processed and six more full-time faculty positions were sent forward, one has been approved. Program Review data was critical to the determination of which disciplines received new full time positions. [see [Evidence B.2.3.1. Full-time Faculty Allocation Procedure](#)]

B.2.3.2 Instructional Equipment

All requests for instructional equipment, hardware, software, supplies budget increases, and other instructional requests have gone through the program review process since 2007-2008. [see [Evidence B.2.3.2. Instructional Equipment](#)]

B.2.3.3 Computer Replacement Strategy

In 2012, a decision was made to pilot eUnisol, a thin-client system, which would save costs on energy and create virtual desktops. The summer 2012 pilot replaced 100 computers in specified labs on each campus with the provision that workable computers be allocated to faculty and staff in need of more recent computers. [see [Evidence B.2.3.3. Computer Replacement Strategy](#)]

B.2.3.4 Instructional Budget Requests Related to SLOs

- A request to fund student participation in the Mock United Nations was approved largely because of the Course Outline of Record Student Learning Outcomes.
- The Nursing Department request for units for their skills lab was supported by solid SLO evidence based on thorough assessment. It was recommended by PRAC and has received grant funding.

[see [Evidence B.2.3.4. Instructional Budget Requests related to SLOs](#)]

B.2.3.5 Student Services

Student Service areas submitted Student Services Program Reviews for Budget Requests detailing needs based on assessment. Items that were recommended for funding include:

- Additional Testing units to cover increased needs due to Student Success Task Force (SSTF) requirements that all students be assessed upon entry.
- Practice Tests to be put on reserve in the Kentfield and IVC Libraries.
- Additional hours for the Tutoring and Learning Center to provide tutoring for IVC and online students.

[see [Evidence B.2.3.5. Student Services](#)]

B.2.3.6 Basic Skills Initiative (BSI)--Dedicated Tutor Project

This project is a good example of the institutionalization of a successful BSI pilot. In spring 2011 a pilot project embedded a professional tutor in an ESL class and gave her several hours a week to dedicate to the specific needs of students targeted based on their at-risk status. The project was expanded in fall 2011, again with BSI funding, to include three sections of courses in the pre-college English skills sequence and several additional dedicated tutors and faculty members. The project was improved based on SLO analysis, and by spring 2012 it was expanded to cover all three levels of developmental English and funded almost entirely with ongoing department resources.

[see [Evidence B.2.3.6. Basic Skills Initiative \(BSI\) - Dedicated Tutor Project](#)]

B.3 Evidence of Communication to Stakeholders

Communication to and among stakeholders in processes outlined above occurs primarily through email, postings on the College website, the President's Weekly Briefings sent out to the entire College community by email, and monthly President's Forums at both the Kentfield and Indian Valley campuses. Occasionally special meetings are held to inform the College community of matters of importance, such as the budget meeting held at the end of June 2012. Each of the governance committees has a Web page on which it can post agendas and minutes of their proceedings. A governance digest is published once a year, detailing the accomplishments of the various committees.

Information is also disseminated through meetings of the division deans and monthly meetings of the department chairs. In addition, the Academic Senate publishes the *AS NEWS* several times each year with pertinent information for faculty. The Senate also sends out informative emails to all faculty when needed, explaining or reminding them about training opportunities, approaching deadlines, and other matters affecting faculty.

The online *Faculty Handbook* is updated on a regular basis and serves as a resource for the entire College community, including regularly posting prior year program reviews, for example. The

College website features special sections allowing students ready access to course-level SLOs and course descriptions and faculty access to information about SLOs and SLO matrices and assessment tools. PRAC regularly informs programs about resource allocation actions taken in response to their program review requests.

The College has created an extensive SLO wikispace and several of the committees used wikis to post information and hold discussions.

[see [Evidence B.3. Evidence of Communication to Stakeholders](#)]

C. Sustainability Agenda

C.1. Integrated Planning Process

The first section of College of Marin's Integrated Planning Manual begins with this paragraph:

In an integrated planning process, all college planning is part of a functional system unified by *a common set of assumptions* and *well-defined procedures*, and is dedicated to *the improvement of institutional effectiveness*. The driving force for all college efforts is *student learning*. *Assessments* focus on how well students are learning and based on those assessments, changes are made to improve student learning and success (emphasis added).

In addressing Commission Recommendation 1, the College has also renewed and strengthened its commitment to sustain the principles highlighted in the Manual:

1. A common set of assumptions

The College articulates its assumptions about planning in all of its plans as well as throughout the Integrated Planning Manual. All of the committees with responsibilities for planning have documented procedures, and undergo annual evaluations by the Participatory Governance Committee. The culture of the College encourages transparency and the use of technology in its internal communications. In the course of mobilizing to address the Commission concerns and create this report, the superintendent/president and other key leaders and stakeholders repeatedly emphasized adherence to good planning principles and well-organized processes. The culture of the College was strengthened by the experience.

2. Well defined procedures

The College has developed standardized program review tools, processes, and linkages to resource allocation committees. There is widespread understanding of the role and function of committees and councils. A review and revision of all Board Policies and Administrative procedures has been completed.

3. A culture and a faculty and staff dedicated to improving institutional effectiveness

Faculty leadership in the Academic Senate has fully embraced the Commission's rubrics for Program Review, Planning, and SLOs, and the superintendent/president's goal is to exceed the Commission's expectations. The Educational Planning Committee has adapted a rubric to assess its effectiveness and teamwork. The Governance Review Committee will consider adopting this rubric for all committees to use. The recent influx of new faculty provides the College with an opportunity to accelerate the acceptance of a "culture of evidence" throughout the institution.

4. Assessment of Student Learning

The College is confident that its *College Status Report on Student Learning Outcomes Implementation*, due October 12, 2012, will meet the Commission's standards.

5. A commitment to on-going assessment, supported by research

The Commission visiting team noted in its Follow-up Report that the Office of Planning, Research, and Institutional Effectiveness (PRIE) "has done a commendable job in a short time frame in designing, developing and providing methods for statistical data to be widely communicated for dialogue and analysis." PRIE has continued to incorporate data analysis into integrated planning, thereby reinforcing the College's culture of evidence.

[see [Evidence C.1. Sustainability Agenda](#)]

C.2. Program Review

In the conclusion of Recommendation 1, the team stated that "*not all programs completed either a mini or full program review in 2010-11 based on the [list of] completed ones available on the research website. Per the planning manual, complete implementation of the annual program review process (full or mini) will not occur until 2012-13.*" This section C.2. documents the record of program reviews since 2007.

College of Marin had completed full program reviews by selected programs (phase 1 and 2) by December 2007. All programs completed full program reviews by April 1st 2008. Subsequently ALL programs completed full program reviews again in fall 2008 and fall 2009. In fall 2010, during the WASC team's visit, the College was given confirmation that moving to a three-year cycle of review was acceptable. Mini program review refers to a program review centered on budget requests and justified by student access and success, and SLO data. These are done annually or as needed.

Instructional Program Reviews

In fall 2007 – ten FULL instructional program reviews were completed.

In the 2007-2008 academic year – 39 FULL instructional program reviews were completed.

In the 2008-2009 academic year – 39 FULL instructional program reviews were completed.
 In the 2009-2010 academic year – 38 FULL instructional program reviews were completed.
 In the 2010-2011 academic year – 28 programs completed a mini-review.
 In the 2011-2012 academic year – 36 programs completed a mini-review and ten CTE programs completed FULL instructional program reviews.

Student Services Program Reviews

In fall 2007 – two student service areas completed reviews.
 In the 2007-2008 academic year – 15 student service areas completed reviews.
 In the 2008-2009 academic year – six student service areas completed reviews, but the other services areas prepared and went through a California Community Colleges Categorical Programs Site Visit in March 2009.
 In the 2009-2010 academic year – five student service areas completed reviews.
 In the 2010-2011 academic year – six student service areas completed reviews
 In the 2011-2012 academic year – 18 student services areas completed mini reviews.

Administrative Reviews: Administrative reviews are scheduled to be done in three-year cycles. In 2009-2010, 16 administrative areas completed full program reviews. In 2012-2013, all 12 areas will conduct full program reviews. Academic divisions are evaluated through the instructional reviews.

2011-2014 Staggered Schedule of Full Program Review Cycles: This schedule includes 15 career technical education (CTE) areas (on two-year cycles), 33 academic areas (on three-year cycles), 18 student service areas (on three-year cycles) and 16 administrative areas (on three-year cycles).

In fall 2011, 10 CTE programs (1), and all 18 student service areas completed full program reviews. Administrative service areas made budget requests through the budget build-up process. (20 academic programs and four additional CTE areas completed mini-reviews.)

1. In fall 2012, five CTE programs (group 2), 17 academic disciplines/programs (group 1), and eight student service areas (1). All administrative service areas (1) will complete full program reviews.
2. In fall 2013, 10 CTE programs (group 1), eleven academic disciplines/programs (group 2), five student service areas (group 2). Administrative service areas will make budget requests through the budget build-up process.
3. In fall 2014, five CTE programs (group 2), five academic disciplines/programs (group 3), five student service areas (3). All administrative service areas will make budget requests through the budget build-up process.

4. In fall 2015, the cycle begins anew: five CTE programs (group 1), 17 academic disciplines/programs (group 1), and five student service areas (group 1) complete full program reviews. Administrative service areas will complete full program reviews.

[see [Evidence: C.2. Program Review Documentation](#)].

D. Conclusion

College of Marin has successfully addressed the issues raised in Recommendation 1. All of its institutional plans have been updated in an inclusive and collegial process that engaged over 100 individuals. Procedures are in place to ensure that ongoing planning is evidence-based and reflects the priorities of the College as described in the Educational Master Plan and the Strategic Plan. The College continually evaluates and updates its various planning processes to respond to changing circumstances and to improve the effectiveness of planning generally. Each resource plan includes a self-assessment procedure, and each plan clearly links the Strategic Plan to Program Review.

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Recommendation 2: Student Learning Outcomes

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

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

A. Response to the Recommendation

Since the Commission’s Follow-Up Team Visit in October 2011, College of Marin faculty, staff and administration have been engaged in college wide accelerated effort to identify and assess measurable student outcomes for general education as well for every instructional, library, and student support program. A thirteen-member cross-disciplinary Student Learning Outcomes and Assessment Committee coordinated this comprehensive effort. In addition this group coordinated the creation of the *Assessment Plan for College wide General Education, Degree/Certificate, Course Level, and Non-Instructional Student Learning Outcomes*, which serves as a primary evidence document for the response to Recommendation 2. The plan was updated and approved by the College’s Planning and Resource Allocation Committee (PRAC) and the College Council in May 2012.

Since October 2011 the College engaged in a wide variety of student learning outcomes assessment tasks for instructional programs and student services, including the following:

- Updated and approved the Student Learning Outcomes Assessment Plan for instructional programs and student services
- Prepared Student Services Program-Level Assessment Plans
- Identified division-level and program-level SLOs for all Student Service programs
- Added SLOs to all degrees and certificates
- Prepared a matrix for mapping degree and certificate SLOs, including the manner and timeline of assessment and the correlation with general education SLOs
- Prepared a matrix for each set of general education courses not directly associated with a degree or certificate
- Completed all matrices for degree, certificate and general education (with the exception of MEDA noted on pages 4-5)
- Completed the College wide/General Education SLO rubrics, including:

- Critical Thinking/Problem Solving
- Quantitative Reasoning for the physical sciences
- Quantitative Reasoning for Life & Earth, and Social Sciences
- Oral Communication
- Written Communication
- Information Literacy
- Used the tracking tool to input findings from the rubrics into a common, college wide database according to the three semester schedule reported in the matrices
- Completed full and mini (annual) program reviews with prompts that addressed student learning outcomes including how outcomes assessment influences resource allocations
- Added SLOs to all credit courses; deactivated courses without SLOs
- Assessed SLOs at the degree, certificate, GE, College wide, and course level, and student services, including the library
- Used SLO and other assessment data in making resource allocation decisions
- Used SLO and other assessment data to improve student service programs
- Completed library and student services Program-Level Assessment Reports
- Completed library and student services division-level SLO report
- Assessed the process for both instructional and student services SLO assessment and resource allocation through our governance committees.

Overall, the College has incorporated student learning outcome assessment results into program planning and resource allocation for the improvement of student learning.

[see [Evidence A. Assessment Plan for College wide General Education, Degree/Certificate, Course Level, and Non-Instructional Student Learning Outcomes](#)]

B. Analysis and Resolution of Deficiencies

College of Marin has completed the process of identifying and assessing measurable student learning outcomes for general education and for every instructional, library, and student support program. The College has incorporated the assessment results into program planning and resource allocation for the improvement of student learning.

The analysis and resolution of deficiencies will be presented in a point-by-point process, showing how the College of Marin has

- 1) Identified measurable student learning outcomes for general education and for every instructional, library, and student support program, as well as for all credit and noncredit courses;
- 2) Assessed measurable student learning outcomes for general education and for every instructional, library, and student support program;

- 3) Incorporated student learning outcome assessment results into program planning;
- 4) Incorporated student learning outcome assessment results into resource allocation; and
- 5) Used assessment outcomes to improve student learning and services.

Throughout section B, analyses and resolutions are presented in the order of Instruction, Library, and Student Services (student support programs).

B.1. Identification of Measurable Student Learning Outcomes

Recommendation: “...the team recommends that the college accelerate its efforts to **identify ... student learning outcomes for every instructional, library and student support program.**”

B.1.1. Identification of Outcomes – Instruction

B.1.1.1. General Education, Degrees, and Certificates

The College has identified measurable student learning program outcomes for general education and for all discipline-specific degrees, interdisciplinary liberal arts degrees, and certificates of achievement. The College has mapped these program outcomes using a matrix as an inventory and tracking tool. All degrees and certificates that did not have program SLOs and a completed matrix were deactivated. Currently the College has a total of 48 active degrees, 19 A.A. degrees and 29 A.S. degrees. All the degrees have SLOs and all but two have a completed matrix. The remaining two degrees are in the program of Medical Assisting. This program brought on a new full-time faculty member in fall 2011; there is no other full time position in the discipline. The program, under the new faculty member, has been completely overhauled. All the course outlines have been rewritten and SLOs included within them. The two degrees have been revised and submitted for approval. The matrices for the two degrees will be completed in the fall. (Courses in programs without SLOs were not included in the class schedule.

Currently the College has a total of 30 active certificates of achievement, all of which have program SLOs identical to the degree SLOs in the same area.

[see [Evidence B.1.1.1. Identification of Outcomes – General Education, Degrees and Certificates](#)]

B.1.1.2. Courses

The College has identified measurable student learning outcomes for all credit and noncredit courses, including all core general education courses that are not part of a degree program. All credit courses were required to have SLOs and every Course Outline of Record (COR) was required to be up to date. The Curriculum Committee, with the consent of the Academic Senate, mandated that courses without SLOs or without an updated Course Outline of Record

not be included in class schedules as of spring semester 2013. An inventory of courses was prepared at the beginning of spring semester 2012. By June 2012 all credit and noncredit courses had SLOs. To ensure that this was communicated to students and faculty, the College created two links on its website: one link leading students to course descriptions and SLOs for each course, and the other link leading faculty to the detail information on SLOs and program review.

[see [Evidence B.1.1.2. Identification of Outcomes – Courses](#)]

B.1.2. Identification of Outcomes -- Library

Measurable student learning outcomes have been identified in two key yet distinct areas of the library at College of Marin: library student services and information literacy instruction.

B.1.2.1. Library Services

The College has included the service area of the library as part of the student service SLO process. The library faculty and staff identified division and program-level SLOs in spring 2012. These SLOs and the outcomes from the assessment were reported in the library Annual Program-Level Assessment Plan and the library Annual Program-Level Assessment Report.

[see [Evidence B.1.2.1. Identification of Outcomes – Library Services](#)]

B.1.2.2. Information Literacy Instruction

Although the College of Marin library currently does not offer credit or non-credit courses, librarians regularly provide information literacy instruction to individuals, small groups, and whole classes. Therefore, a separate model for SLOs has been tailored to the unique teaching situation of the faculty librarian.

In January 2012, a third full-time librarian was added to the faculty. Shortly thereafter, these librarians met regularly to identify student learning outcomes associated with information literacy instruction in a library environment. In order to achieve their goal, the librarians started by formally defining the concept of information literacy. This definition connected with the College of Marin's general educational student learning outcome on information literacy. The librarians developed three distinct, yet interrelated student learning outcomes that correspond and flow logically from the concept.

Further details on the library's definition of information literacy, the instructional programs, and the corresponding student learning outcomes may be found at <http://www.marin.edu/lrc/InformationLiteracy.htm>.

Library personnel met over spring semester 2012 and integrated the SLOs from library student services and information literacy. This integration is reflected in the library program

review for 2011/2012 and will continue to be reviewed by the department and reflected in subsequent program reviews.

[see [Evidence B.1.2.2. Identification of Outcomes – Information Literacy Instruction](#)]

B.1.3. Identification of Outcomes – Student Services

In spring 2011, a student services SLO facilitator was identified to lead the process of developing both division and program-level student service SLOs, to establish a process for continuous assessment and analysis, and to ensure that this work was directly tied to program review and the College planning and resource allocation process.

Division-level: In the spring and summer of 2011, the student services programs came to consensus on four division-level SLOs. In this context, the term *Division* refers to all student services areas.

Division-level SLOs are:

1. Identify and use college resources that support student success
2. Identify and commit to educational goals
3. Develop effective planning skills that support educational goals and lifelong success
4. Demonstrate self-advocacy/self-initiative

Each program identified two of the division-level SLOs that were relevant to their specific program. Each program measured the first division-level SLO in the 2011-2012 year and will measure the second division-level SLO in the 2012-2013 year. The schedule and the division-level SLOs chosen by each program are reported in the Student Services Division-Level 2-Year SLO Cycle 2011-2013.

[see [Evidence B.1.3 Identification of Outcomes -- Student Services](#)]

Program-level: In the summer of 2011 members of each student service program identified one program-level SLO to be assessed beginning fall 2011. Programs aligned their program-level SLO with the division-level SLO they had chosen for that year.

Seventeen student service programs identified both division and program-level SLOs for the 2011-2012 academic year:

- Admissions and Records
- CalWORKs
- Child Development Program
- Community Education
- Counseling
- EOPS
- DSPS
- Financial Aid

- Health Center
- Library Services
- Matriculation
- Outreach
- Student Affairs
- Testing
- Tutoring
- Transfer Center
- Veterans

In the 2011/2012 year, thirteen program-level SLOs focused on division-level SLO 1 “identifying and using college resources”; two program-level SLOs focused on division-level SLO 2 “identifying and committing to educational goals”; one program-level SLO focused on division-level SLO 3 “developing planning skills”; and one program-level SLO focused on division-level SLO 4 “demonstrating self-advocacy/initiative”. The following details each program-level SLO in relation to the division-level SLO.

Division-level SLO 1: identifying and using College resources

- CalWORKs program-level SLO: CalWORKs’ students will demonstrate an understanding of the program eligibility requirements.
- Community Education program-level SLO: Students will demonstrate knowledge of the registration process, benefits and support services and the diversified course offerings by attending a Preview Day event.
- Counseling program-level SLO: Students will demonstrate an understanding of why and how students use counseling services
- EOPS program-level SLO: New students demonstrate knowledge of the over and above services they are eligible for as EOPS program participants.
- Financial Aid program-level SLO: Students will demonstrate their understanding of the importance of completing their FAFSA by the March 2nd priority filing deadline.
- Health Center program-level SLO: Students will demonstrate knowledge of free or low cost health services available in the community.
- Library Services program-level SLO: Students will demonstrate knowledge of the availability of textbooks on reserve in the library.
- Matriculation program-level SLO: Students will demonstrate an increased level of knowledge about the college as a result of participating in the orientation.
- Outreach program-level SLO: Students will demonstrate knowledge of the benefits and support services offered at COM by attending pre-orientation sessions.
- Student Affairs program-level SLO: Demonstrate knowledge of ASCOM and/or college clubs.

- Transfer Center program-level SLO: Demonstrate a deeper understanding of transfer resources and transfer decision-making process.
- Tutoring program-level SLO 1: Demonstrate a deeper understanding of course materials. Tutoring program-level SLO 2: Apply new knowledge to improve course grades.
- Veterans Office program-level SLO: New students who are Veteran's will demonstrate knowledge of the steps necessary to become certified for veteran educational benefits.

Division-level SLO 2: identifying and committing to educational goals

- Admission & Records program-level SLO: Students will identify their educational goals during the registration process.
- Child Development program-level SLO: Students who receive state subsidized childcare will demonstrate academic progress towards their educational goal.

Division-level SLO 3: developing planning skills

- Testing program-level SLO: Students demonstrate readiness to take placement test exam.

Division-level SLO 4: demonstrating self-advocacy/initiative

- DSPS program-level SLO: Students that participate in the Disabled Students Program will become more effective self- advocates for their own educational needs.

The same process continued for the 2012-2013 school year. The Student Services SLO Division and Program-Level SLOs 2011-2012 document has a summary of all of the division and program-level SLOs for each program. Specific program-level SLOs are also reported in the Annual Program-Level Plans.

[see [Evidence B.1.3 Identification of Outcomes -- Student Services](#)]

B.2. Assessment of Student Learning Outcomes

Recommendation: "...the team recommends that the college accelerate its efforts to ... *assess student learning outcomes for every instructional, library and student support program.*"

College of Marin now continually assesses measurable student learning outcomes for every instructional, library, and student support program, using a specific process for each program. The main document supporting this statement is the [College of Marin Assessment Plan for College wide General Education, Degree/Certificate, Course Level, and Non-Instructional Student Learning Outcomes](#).

The instructional programs' rotation cycle is defined in the matrices. General education, all discipline-specific and interdisciplinary degrees, and all certificates of achievement have their own matrix identifying SLOs, the time line for assessing each SLO, and the assessment tools. The current assessment rotation cycle began in spring 2012 and will be completed in spring 2013

for all SLOs identified in all the matrices. New rotation cycles begin every three years, except for the current three-semester cycle (explained below in section B.2.1).

The library assesses its library services outcomes on a continuous and collaborative basis. During the course of the 2011-2012 academic year, members of the library faculty and staff met to discuss the progress of their assessments, to share information gained from data, and to discuss how library service data related to other programs. Library staff and administration conduct assessments of the library's service area SLOs within the student service SLO process. The library staff and administration assessed program-level outcomes in spring 2012. Assessments of library service area SLOs are tracked in the library program review and the library SLO Annual Plan and Assessment Report.

The instructional area of the library assesses instructional SLOs as well, using both direct and indirect metrics. Data is regularly gathered and analyzed by the library faculty during their weekly meetings. Periodic revision of the program is based on data analysis and implemented using program review.

The student services assessment process is identified in the student services portion of the SLO Assessment Plan and the Student Services SLO Assessment Process document, which shows a complete assessment cycle over the course of a year. Starting last fall 2011, all student service programs assessed a division-level and program-level SLO. SLO assessment will occur every fall semester going forward.

Completing student learning outcomes assessment in both instructional and non-instructional areas required faculty and staff across the spectrum of disciplines and programs to come together and have broad-based dialogues around their course-level student learning outcomes in relation to degree and College wide outcomes and how they assess them, and around their division and program-level SLOs related to their programs. Many areas held several meetings to work on it together or collaborated by email or using wiki technology. Student service areas also met together and individually to discuss their outcomes, how they interrelated with each other, and shared their strategies for improvement.

Programs are held accountable for their time line and assessments through the program review process.

B.2.1. Assessment of Outcomes – Instruction

B.2.1.1. Assessment of Outcomes for General Education, Degrees, and Certificates

The College tracks assessment for general education learning outcomes and outcomes for all discipline-specific degrees, interdisciplinary liberal arts degrees, and certificates of achievement using matrices. Each matrix identifies the courses in the program, the College wide SLOs that the courses address, the course-level SLOs and the manner in which course-

level SLOs relate to College wide SLOs, and the time-frame for assessing SLOs at the general education, degree, and certificate level.

General education, degree, and certificate SLOs are assessed every three years, according to the Assessment Plan. The present cycle began in spring semester of 2012; it would typically run for three years, according to the plan. However, all programs currently follow a three-semester cycle in this round of assessment so that all programs will have completed the full cycle by the end of spring semester 2013, at which point all general education, degree, and certificate courses will have been assessed using the College wide rubrics at least once. This will make it possible for the College to synchronize each program's SLO cycle with its program review cycle for each subsequent round of assessment. The matrix for general education and for each degree and certificate program indicates the semester in which the specific SLO is assessed in specific courses. Some assessment dates fall outside the three-semester timeframe because the courses will not be offered until or after fall 2013. These are noted on the matrices.

[see [Evidence B.2.1.1. Assessment of Outcomes for General Education, Degrees, and Certificates](#)]

B.2.1.2. Assessment of Outcomes – Courses

The College follows the schedule the SLO course assessment reported on each matrix. Following the schedule, faculty track student performance on one or more of the College wide rubrics and report results using a tracking tool developed by the College's Planning, Research, and Institutional Effectiveness (PRIE) office. Data, once entered by faculty, are submitted to PRIE by the end of July. All core courses for each degree, as well as core general education courses that may not be a part of a degree program, all liberal arts degree courses that are interdisciplinary, and core certificate courses are assessed. In 2012 instructors completed their data submission to PRIE by the end of July. Instructors used rubrics related to the core general education outcomes, including Written, Oral and Visual Communication; Scientific and Quantitative Reasoning; Critical Thinking and Problem Solving; and Information Literacy

Credit courses not accounted for on the matrices (those that are not core courses or are not part of the core for a degree or certificate or GE program) are assessed by faculty from the discipline using discipline-level assessment tools. Discipline faculty meet to discuss the outcomes from these assessments and report findings in the program's program review. Evidence that the assessment was conducted is a part of the program review process.

[see [Evidence B.2.1.2. Assessment of Outcomes – Courses](#)]

B.2.2. Assessment of Outcomes – Library

Measurable student learning outcomes are assessed for two areas of the library: Library Services and Information Literacy Instruction.

B.2.2.1. Library Services

The service area of the library gathered and analyzed data related to their SLOs in spring 2012. The library staff and faculty, along with the director of Planning, Research and Institutional Effectiveness and the student services SLO facilitator, met to discuss outcomes, implementation of program changes, and the manner in which the library student service SLO assessment findings would be reflected in both the library services mini program review and the library instructional program review. In addition to full program and mini program review, assessment results were also included in the library services area SLO Annual Report. All reports, assessment data, and the mini-program review are posted on the student services SLO Web page.

[see [Evidence B.2.2.1. Library Services](#)]

B.2.2.2. Information Literacy Instruction

As mentioned in B.1.2.2., the librarians defined information literacy, connected the definition with the corresponding general education SLO, and crafted three specific yet interrelated SLOs that were tailored to their instructional program. In order to achieve practical metrics for assessing them, the librarians crafted and submitted a College wide rubric for assessing information literacy at College of Marin. The rubric was approved by the Student Learning Outcomes Assessment Council (SLOAC) and is now the standard for assessing information literacy at College of Marin.

With an information literacy rubric in place to guide them, the librarians developed indicators for assessing outcomes. Library faculty members now meet weekly during the school year to analyze SLO assessment data with the goal of improving student success. Periodic revision and enhancement of the program is conducted via the program review process.

[see [Evidence B.2.2.2. Information Literacy Instruction](#)]

B.2.3. Assessment of Outcomes – Student Services

Each individual program completes an Annual Program-Level Assessment Plan for their area that lists which division and program-level SLOs they assess, and the methods they use to assess them. The Office of Planning, Research and Institutional Effectiveness provides electronic survey methods using ExpertScan software when requested.

Although the College of Marin Follow-Up Report 2011 stated “each department identified two or three Division-level SLOs they would measure in *fall 2011*,” (pg.29) it should have been

written, “*In fall 2011*, each department identified two or three Division-level SLOs they would measure.” This sentence more accurately reflects our intentions and what we actually did. Each student service program had always planned to assess one program-level SLO and one division-level SLO each academic year.

Initially each student service program intended to do a three-year assessment plan to project the SLOs they would assess each successive year. In spring 2012, the student services SLO group decided it would be more effective and accurate to plan their SLOs and SLO assessments only one year in advance. Therefore, the programs now complete the 2-Year Program-Level Assessment Plan that includes the one program and one division-level SLO they are currently assessing, and the one program and one division-level SLO they intend to assess the following academic year.

To summarize:

- Each academic year, every program completes an **Annual Program-Level Assessment Plan** for their area in summer (May/June).
- Every program completes the **Annual Program-Level Assessment Report** for their area in spring (March).
- Every program completes the **2-Year Program-Level Assessment Plan** which summarizes the program-level SLOs the program will measure for the current and following academic year (April).
- The **SS Division-Level 2-Year SLO Cycle 2011-2013** document summarizes the division-level SLOs that all of the programs will be assessing for the current and following year. Because each program chooses a different division-level SLO each year, the goal is for all four division-level SLOs to get assessed each year by one or more programs.
- The **SS SLO Assessment Process** document shows how the entire student services SLO process unfolds during a calendar year including; SLO identification, assessment, analysis, planning, resource allocation, implementation of program changes, and evaluation.

During the course of the 2011-2012 academic year, members of the student services division met multiple times to discuss the progress of their assessments, to share information gained from data, and to discuss how individual program data related to other programs and to the division as a whole. Programs met with area administrators and/or with their departments to discuss outcomes, implementation of program changes related to data analysis, plans for assessment of the efficacy of program changes, and to design the SLO assessment for the new program-level SLO for 2012/2013.

During late spring 2012, student services faculty and staff reflected on the entire student services SLO assessment process including reviewing the planning, reporting and program review templates, reviewing the overall timeline of the SLO assessment process, and discussing the process for revising division-level SLOs in fall 2012. The division also assessed the student

services SLO process as well as SLO proficiency by having the SLO group complete two surveys in late spring 2012. The SS SLO process survey questions were directly related to SS SLO Assessment Process. The SS SLO proficiency survey was generated directly from the ACCJC proficiency rubric.

The results from the SS SLO process survey showed about 90 percent of the participants were satisfied with the process. The results from the SS SLO proficiency survey showed about 78 percent to 89 percent of participants indicated they agree or strongly agree that (a) SLOs are in place for programs, (b) results of assessment are being used for improvement, (c) there is a widespread institutional dialogue about the results, (d) assessment reports exist and are completed on a regular basis, (e) program-level SLOs are aligned with division-level SLOs, and (f) students demonstrate awareness of goals and purposes of programs they are using. The lowest mark is related to “appropriate resources continue to be allocated and fine-tuned” (only one participant agreed). Many of them did not know the answer to this statement because at the time of the survey, the Program and Resource Allocation Committee (PRAC) had not yet allocated resources based on their program reviews. In interpreting all SS group survey data, it is important to note that even though the College has 17 student services programs, many SS SLO leaders are responsible for more than one program and a few leaders did not respond to the surveys.

[see [Evidence B.2.3 - Assessment of Outcomes – Student Services](#)]

B.3. Incorporation of Student Learning Outcomes Assessments into Program Planning

Recommendation: “...that the college incorporate student learning outcome assessment results into program planning ... for the improvement of student learning.”

College of Marin incorporates student learning outcome assessment results into program planning for its instructional programs, the library, and student services. In this process the College uses program review, the College participatory governance process, and its yearly PRAC recommendations. Assessing whether allocations and program revisions based upon outcomes assessment led to the improvement of student learning is an integral part of the program review process and is reviewed yearly by PRAC. In addition, an informal dialogue among program and discipline faculty and staff is generated by making assessment findings available on the website. These conversations take place at chairs’ meetings, department and program meetings, at the Academic Senate, in student services division meetings, and in non-structured settings among faculty and staff working across disciplines. The manner in which the College incorporates student learning outcomes assessment into program planning is described in the College wide Assessment Plan.

B.3.1. Incorporation of Outcome Assessments into Planning – Instruction

To incorporate instructional student learning outcome assessment results into program planning, discipline faculty reviewed the assessments of the general education outcomes and

the outcomes for all degrees, certificates of achievement, and courses. Starting with a pilot in spring 2010 and fall 2011, the faculty entered the findings from the College wide rubrics into the common tracking tool and forwarded the files to the office of Planning, Research and Institutional Effectiveness (PRIE). This process has been institutionalized since spring 2012. At the end of each semester, according to the time line recorded in the degree matrices, instructors assess and use the tracking tool to input results. PRIE, at the end of the academic year, compiled findings from the common tracking tool and prepared reports. These reports were available to faculty starting in fall 2012 on the College website. Flex presentations have been offered virtually every semester since 2005. The most recent incarnation has centered on the use of the matrices and the tracking tool. PRIE and the SLO facilitators conducted a Flex week presentation of the findings at the beginning of the fall 2012 semester. The Program Review Chair prepared a response sheet so that department chairs, at their first meeting of the semester, could review and respond to the College wide findings. The completed forms are compiled and made available on the SLO website. This process will continue to be used by each department when reviewing the SLO data at its first meeting of each semester.

Even before the process described above was institutionalized, faculty used the findings to inform pedagogy and make requests through program review for the in-class and out-of-class support necessary to meet student needs. Departments considered SLO assessment results when planning course offerings, discussing changes or modifications to the manner in which a course is taught, or consideration of alternative teaching strategies. Examples of departments following this process include a curricular alignment project in the College Skills Department, a partnership between the Tutoring Center and the Social Science Department, and the Health Science Departments' ongoing complete assessment of their SLOs and review of their curricula.

Faculty members completing full program reviews responded to prompts about SLO assessment and findings from these assessments in the program review template, and all disciplines responded to similar prompts as they filled out their SLO matrices in spring 2012. In summer 2012 and prior to the 2012/2013 program review cycle, the SLO facilitators provided feedback and assistance to programs regarding the SLO portion of their program review. Plans for improvement based upon SLO assessments are detailed in the Point of Improvement section of the full program review template.

At the end of the academic year, in May 2012, PRAC reviewed SLO evidence pulled from justifications for requests in the program reviews. PRAC reviewed the process for routing SLO assessment data to PRAC and Instructional Equipment Committee (IEC) and made recommendations for improving the process.

[see [Evidence B.3.1. Incorporation of Outcome Assessments into Planning – Instruction](#)]

B.3.2. Incorporation of Outcome Assessments into Planning – Library

The library faculty and staff in 2011-12 demonstrated how incorporating the assessment of a key SLO into program planning can improve service to students.

During 2011-2012, the library faculty and staff focused on its prime SLO involving student use of instructor-reserved materials. They assessed the use of instructor-reserved materials by measuring circulation statistics over the past several semesters. Staff at the circulation desk observed an increased student demand for instructor reserve textbooks; anecdotal evidence from staff at the Circulation Desk also suggested that students requesting reserve texts have been asked to wait for longer periods of time. Some waiting lists were so long that students were unable to wait and were increasingly turned away without being served. Data gathered by the library staff and faculty supported these observations, showing reserve as an ever-increasing percentage of total circulation. Further, these data demonstrated that gifts designated to offset this need were not sufficient to meet increased demand.

These assessment results led library faculty and staff to seek a source of library funding for expanding reserve course materials needed by the College of Marin students. Supporting data and SLO assessment outcomes were included in the SLO Annual Assessment Report and the mini-program review. The library faculty and staff also recommended a comprehensive campaign to get the news out to the students that these materials are available to them in the library. By following the assessment and planning process, the library used its SLO assessment data to determine an increased student need and to incorporate this need into program planning.

In weekly meetings librarians discussed ways to improve information literacy skills among students. As a result of indirect assessment measures, such as student observation, anecdotal evidence, and discussion with instructors, librarians produced a list of tips for designing effective research assignments (see <https://www.marin.edu/lrc/files/TipsforDesigningLibraryResearchAssignments.htm>).

Another result of the librarians' weekly analysis was the creation of a chart that elucidates the shared responsibility between instructor and librarian to ensure that students are gaining information literacy skills (see <https://www.marin.edu/WORD-PPT/3.ResponsibilitySharing.pdf>). Both of these resources were the direct result of identifying, implementing, and assessing data based on new information literacy indicators.

[see [Evidence B.3.2. Incorporation of Outcome Assessments into Planning – Library](#)]

B.3.3. Incorporation of Outcome Assessments into Planning – Student Services

At the student services program level, outcome assessments are integrated into planning through analysis and reporting. In early spring of 2012, members of specific student services programs

met with the student services SLO facilitator and the PRIE director to prepare findings for their Annual Program-Level Assessment Reports and to begin work on mini-program reviews.

Faculty and staff from each program completed their Annual Program-Level Assessment Reports and met as a division to consider the assessment outcomes, analyze and discuss results, implement methods for improving outcomes based upon the data, and discuss how SLOs connect to program review and resource allocation requests. Additional meetings took place within departments and programs, and with area administrators.

Additionally, student services programs met to share outcomes to determine how findings might be connected programmatically. Group conversations resulted in the sharing of both ideas and resources among programs. To cite one example, in a collaborative program-level meeting between EOPS and the library, conversations about the library SLOs resulted in the EOPS program starting their own textbook lending library. Not only did this sharing of ideas result in a new service for EOPS students, it also represented a renewed spirit of collaboration among departments.

An overview of the SS SLO process and the strategies programs developed based on their assessment outcomes were shared with various constituency groups including the Educational Planning Committee (EPC), PRAC, the Academic Senate, and the Classified Senate.

The Student Services Division SLO Assessment Plan provides an overview of the division assessment plan and how it incorporates into the planning process. This SS SLO Assessment Plan is a part of the larger, college-wide SLO Assessment Plan which outlines the process for both the instructional and non-instructional areas. The college-wide SLO Assessment Plan was updated and approved in May 2012.

[see [Evidence B.3.3. Incorporation of Outcome Assessments into Planning – Student Services](#)]

B.4. Incorporation of Student Learning Outcomes Assessment into Resource Allocation

Recommendation: “...that the college *incorporate student learning outcome assessment results into ... resource allocation for the improvement of student learning.*”

College of Marin incorporates student learning outcome assessment results into resource allocation for its instructional programs, the library, and student services. In this process the College uses program review, the College’s participatory governance process, and its yearly Planning and Resource Allocation Committee (PRAC) recommendations.

B.4.1. Incorporation of Outcomes Assessment into Resource Allocations — Instruction

Within College of Marin’s cycle of instructional assessment, planning, and resource allocation is a specific component focusing on allocation of resources. In filling out the program review template, faculty members respond to these questions: “*What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have*

learned? (Or what have you already changed?) Will these changes require new resources or a reallocation of resources? If so, explain using data.” This prompt requires faculty completing the form to consider whether changes based upon SLO assessment data will require new resources.

In determining their requests for resource allocations, faculty members used SLO assessment data to identify the challenges for students, the instructional interventions, and the expected outcomes. The faculty then described how they would track changes in performance resulting from the interventions.

Requests for funds, based upon SLO assessments reported in program reviews in 2011-2012, were reviewed by the Program Review Committee Chair and the SLO facilitators and then routed to the appropriate sub-committees of the Program Resource and Allocation Committee (PRAC). PRAC members read and discussed the SLO-based justifications for the budget requests in the program reviews. Only programs that completed their program reviews and made requests by addressing SLOs had their requests considered and later recommended for funding.

Examples of resource requests tied to SLOs and then funded over the last five years were seen across the curriculum. The following are representative samples:

- **Auto Collision Repair’s Request for a System Scanner**
A critical thinking and problem solving SLO was addressed. Students used the newly purchased system scanner to learn the proper method and most environmentally correct procedures for auto repair. Both written and manipulative tests are used to assess knowledge, understanding, and correct methods. (May 2008).
- **Emergency Medical Tech’s Request for an Airway Mannequin**
The EMT SLO requires skills competency in the treatment of airway and breathing emergencies, which are taught using the airway mannequin and assessed through scenario responses and demonstrations. (April 2010).
- **Photography’s Request for a Projector**
The SLOs expect students to identify and classify photographic resources and differentiate styles and discuss the works of other photographers. To do this students require access to online artists and the digital slide library. The projector enabled students to fulfill their required assignments. Written evaluation of photographic exhibits and skill demonstration are used to assess performance. (April 2010).
- **Counseling’s Request for a Dry-Erase Board**
One counseling course SLO directs that students, “Demonstrate effective communication and technological awareness through the use of technologies...” The new white board is

used in the resource lab for lecture and student discussions to present examples of technological awareness. (April 2010).

- **Environmental Landscaping’s Request for Two PH meters**
The SLOs call for students to recognize, describe, and conduct research about soil properties, which requires the use of pH meters. Assessment is made through written assignments and demonstrations. (April 2010).
- **Speech Communication’s Request for Subject-Matter DVDs**
The SLO addressed expects students to develop a contextualized and comprehensive understanding of abstract concepts presented in class. Using subject-matter DVD documentaries that illustrate theories covered in the courses offers alternative strategies for integrating and assimilating contextualized information. Assessment includes written work and class presentations. (April 2010).
- **Credit ESL Reading Library**
Credit ESL Reading classes require several hundred pages of outside reading at each level. A library of books at each level has been created. This request was for additional books to fill out this library. Assessment results were provided in June 2012. (May 2011).
- **Social Science’s Request for \$1,100 to Participate in University of California Berkeley’s Model United Nations**
This resource allocation allows international relations students to participate in the yearly Model UN conference that simulates UN committees and teaches the role of diplomats, negotiation skills, strategizing and problem solving, all of which are identified SLOs for the course. (May 2012).

The Planning and Resource Allocation Committee and the SLO facilitators required programs receiving funding based on SLOs to track changes in student learning outcomes to determine if the funded intervention achieved the intended results. Programs track these results in their annual program reviews.

In addition to funding requests through the governance process, faculty may also take advantage of funds through Individual Research and Development (IR&D) grants, the president’s Educational Excellence and Innovation Fund (EEIF) grants or the Basic Skills Initiative (BSI) to research and develop alternative teaching and learning strategies prompted by SLO assessment findings. For example, the Social Sciences Department, in reviewing the findings from the written competency rubric for its degree and general education courses, discussed the difficulty students have in taking notes and writing essays specific to the social sciences. Faculty in this department applied for and received an IR&D research grant that provides funding for faculty to mentor peer tutors from the Tutoring and Learning Center. Faculty will guide the tutors in learning the most effective ways to support the social science

students on essay development and note-taking. Social Science faculty members are required to research the impact of this intervention using SLO assessments. Another example of this is a BSI-funded dedicated tutor project in which professional tutors are embedded in ESL or English Skills classes to address specific needs of at-risk students. The project was improved based on SLO analysis, and by spring 2012 it expanded to cover all three levels of developmental English and funded almost entirely with ongoing department resources.

[see [Evidence B.4.1. Incorporation of Outcomes Assessment into Resource Allocations - Instruction](#)]

B.4.2. Incorporation of Outcomes Assessment into Resource Allocations – Library

As a result of SLO assessment findings for instructor-reserved materials, the library staff and faculty requested a permanent source of funding for the purchase of reserve course materials in the library program review. The request was reviewed by the Program Review Committee and the SLO facilitators and routed to the Planning and Resource Allocation Committee (PRAC). PRAC ultimately recommend financial support based upon the assessment data provided by the library.

[see [Evidence B.4.2. Incorporation of Outcomes Assessment into Resource Allocations – Library](#)]

B.4.3. Incorporation of Outcomes Assessment into Resource Allocations – Student Support Programs

Student services mini-program reviews describe any needs, including requests based on SLO outcomes or SLO related activities/dialogues, which require resource allocation requests. They are done on an annual basis after student service SLOs have been assessed and outcomes have been analyzed. Programs making resource allocation requests complete a mini-program review (or full program review, depending on the year) and submit their requests to PRAC. In spring 2012, the student services programs that completed a mini-program review requesting resource allocations based on assessments of student learning outcomes included the following:

- **Child Development Program:** Based on assessment results, the director and staff of the Child Development Program needed better data regarding students' mid-term progress. With this data they could quickly identify students not making progress and encourage them to seek assistance from counselors, the Tutoring Center, and other academic or community resources. The director and staff requested and received resources so that Information Technology could help them create a report to generate data at multiple points each semester regarding students' academic progress.
- **Testing Center:** Based on assessment results, students demonstrated a lack of readiness to take their placement tests. To encourage students to take advantage of all possible

preparation resources, the Testing Center requested and received funding to purchase Accuplacer practice test books and made them available at the reference desk of both campus libraries.

- **Tutoring:** A review of assessments by the Tutoring Center’s staff resulted in identifying the need for additional tutoring hours to cover the needs of online, evening, and Indian Valley Campus students. These additional hours were requested and resources were allocated to fund them.

[see [Evidence B.4.3. Incorporation of Outcomes Assessment into Resource Allocation – Student Support Programs](#)]

B.5. Improvement of Student Learning

Recommendation: “...that the college incorporate student learning outcome assessment results into program planning and resource allocation *for the improvement of student learning.*”

College of Marin considers the accountability for improved student learning to be the most crucial feature of the assessment process. Using assessment for improved student learning requires a dialogue within and among disciplines and programs. It requires both formal and informal means for studying outcomes, considering alternative strategies for improved performance, instituting innovation, testing the impact of interventions, and making adjustments as indicated by research findings. In order to encourage and accommodate the dialogue, the Planning, Research, and Institutional Effectiveness Office provides research data to faculty and staff through the [SLO webpages for faculty and staff](#). The PRIE office provides research expertise and support.

Formal assessment tools and access to research data provide groups of faculty and staff, whether by discipline, department, division or program, the opportunity to engage in dialogue about findings, consider alternative strategies, and implement and test those strategies in a continual effort to improve student learning.

B.5.1. Improvement of Student Learning – Instruction

The use of SLO assessment results to improve student learning is presented in program review reports. Programs note the impact of interventions in response to specific prompts. This applies to programs not making resource allocation requests through program review as well as those that do. The instructional program review prompt specifically asks: “What improvements have you made or do you plan to make in the future based on the results of your SLO assessment? How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.”

To cite one pertinent example, an Early Childhood Education faculty member used a student self-evaluation at the end of the semester asking students to self-report achievement of

specific course SLOs. Those evaluations are reviewed and analyzed, particularly in regard to which SLO students indicated achievement was not met, partially met or unsure. In 2011, based on the previous semester's in-class video analysis results and student assessment of their achievement on course SLOs, the instructor changed the choice of videos for the in-class video analysis exercise. Although student success with the in-class exercise improved in both spring 2011 sections, student evaluation of the achievement on the SLO still was ranked "not sure" or "partially met" by about one-third of the students.

The instructor then examined the course outline and content and topics, which revealed that this SLO is not a top priority achievement in relation to the content of the course. The instructor determined from this that the intervention needed to be further refined. In spring 2012 the instructor used the same video selections which had been used in spring 2011 but framed the presentation differently by introducing the task clearly as related to the SLO and by focusing student attention on the purpose of the activity and its relationship to a specific SLO. The instructor will continue to assess whether this approach improves students' ability to recognize and report greater achievement for that SLO.

Programs also report in department meetings how they use SLO assessment results to improve pedagogy. In addition, efforts to improve learning in specific courses or groups of courses are a part of the ongoing dialogue at the department level.

To cite a representative example, the Dance Department Chair found that the Dance faculty members were fearful and uncertain about who might look at faculty assessments and SLOs. The department created a safe place to put all information related to assessment, SLOs and WASC requirements. These materials are kept in a large plastic box called the "WASC Box" and kept in the department office.

The bin contains the following:

- All email conversations relating to SLOs
- Notes from faculty meetings regarding SLOs
- All rubrics past and present
- Articles regarding SLOs and assessment in the field of Dance
- DVD's of performances
- DVD's of class assessments
- Photos of Dance performances

During department meetings, faculty members routinely draw from the WASC Box and discuss shared findings from evidence held in the bin. This has led to full faculty participation in assessment and discussion, something the department did not have until they created the WASC Box.

[see [Evidence B.5.1. Improvement of Student Learning – Instruction](#)]

B.5.2. Library

When resource allocation requests are recommended by PRAC and then funded, a section of the mini-program review discusses the potential impact of the program changes. For example, with the funding to increase the number of instructor textbooks on reserve, students have better access to the materials and shorter wait times at the Circulation Desk. The outcome strategies are also summarized in the student services SLO Strategy summary document.

[see [Evidence B.5.2. Improvement of Student Learning – Library](#)]

B.5.3. Improvement of Student Learning – Student Services

The use of SLO assessment results to improve student learning is reported in the Annual Program-Level Assessment Reports.

Examples of improvements in student learning (based on the cycle of SLO assessment and improvement) are found in the following student service program-level mini reviews:

- **Counseling:** Counselors were given more training on consistency of information provided to students. A script of operational procedure standards was created and shared, so all counselors could provide the standard information to students. In addition, a student survey was revised to make it more student-centered and a translation of the survey was developed for Spanish-speaking students.
- **Disabled Students Programs and Services (DSPS):** DSPS faculty and staff revised the DSPS Handbook to emphasize the value of self-advocacy. The faculty and staff also improved office procedures to make it easier for students to make arrangements for accommodations.
- **Health Center:** The resource allocations coming from assessment evaluations have enabled Health Services to become more visible both through posters and brochures and an improved on-line presence.
- **Veterans Services:** The result of outcomes assessment and proposed improvement strategies has enabled Veterans' Services to establish an office space in the Student Services Building, Room 112 on the Kentfield campus so that veteran students feel they now have their own "place" where they can get referrals and answers to their questions. Communications regarding the redesigned office, its location, and its services have also improved.

Changes in programs based on SLO assessments continue to be discussed in both program and division-level meetings, and reported to the broader college community.

[see [Evidence B.5.3. Improvement of Student Learning – Student Services](#)]

C. Sustainability Agenda

The continuous quality improvement student learning outcomes cycle is presented in section B above and reported in the SLO Assessment Plan. The College regularly identifies and assesses outcomes, and incorporates assessment results into program planning and resource allocation for the improvement of student learning. Following the implementation of innovative teaching and learning strategies, the College reassesses, continuing the cycle of innovation, assessment and quality improvement.

[see [Evidence C. Sustainability Agenda](#)]

D. Conclusion

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

Recommendation 3: Distance Education

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

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

A. Response to the Recommendation

In spring 2012, the vice president of Student Learning met with the Distance Education Accreditation Response Team (DEART), the Distance Education Committee (DEC), the Moodle Production Team (MPT), and online student services' leaders to develop a response to this recommendation. Later in the spring semester, the director of Planning, Research, and Institutional Effectiveness assumed coordinating responsibility for the project and oversaw the drafting of the report.

[see [Evidence A. Response to the Recommendation](#)]

A.1. Status of "Additional Plans" from the College's Follow-Up Report 2011

The Commission Follow-Up Team of 2011 noted in the conclusion of this recommendation that "critical aspects that led to the recommendation" were missing. It appeared to the team that there was no distance education plan aligned with the College's strategic plan and educational master plan, and plans for staffing a faculty support position and budget line items dedicated to distance education initiatives appeared to be inadequate.

In responding to both the recommendation and to these concluding observations, the College has conducted a review of the twelve tasks it initially identified in its *Follow-Up Report of 2011* to be sure that they have indeed been completed (*Additional Plans Developed*, Recommendation #3, section D, pp. 37-40). This effort involved a number of faculty, staff, and managers working across the administrative units of the College. The tasks are listed in summary form in the table below, and include budget, training, infrastructure technology, faculty support, staffing, counseling, student support, and curriculum/instruction projects.

Task	Start Date	Projected Completion Date	Task Category	Actual Completion Date
1. Develop DE Tab in the MyCOM Portal	May, 2011	June 1, 2011	Infrastructure technology	Completed summer 2011
2. Provide faculty and staff (23 total) Moodle training	ongoing	August 18, 2011	Training	Completed summer 2011
3. Pilot three Moodle courses	June 20, 2011	July 29, 2011	Curriculum Instruction	Completed summer 2011
4. Pilot online tutoring.	June 20, 2011	July 29, 2011	Student support	Completed spring 2012
5. Migrate all current Blackboard courses to Moodle	ongoing	August 18, 2011	Infrastructure technology	Completed fall 2011
6. Develop and post the ASK DE@COM site, with email addresses, answering protocols, FAQs and staff assignments for each of the following areas: <ul style="list-style-type: none"> • Online Writing Center (Ask OWC@COM) • DESC (Ask DESC@COM) • Library • Admissions and Registration • DSPS • EOPS International • Veterans • Athletes • Tutoring • Financial Aid 	ongoing	August 1, 2011	Infrastructure technology, Student support	Completed <ul style="list-style-type: none"> • Counseling Services: <i>Ask a Counselor</i> (spring 2012) • Online Library Services: AskTheLibrary@marin.edu (fall 2011, spring 2012) • Online Tutoring Services: AskTutoring@marin.edu (spring 2012) • Online Writing Center: self-registration option in Moodle; moodlehelp@marin.edu (fall 2011, spring 2012) • Moodle Help: moodlehelp@marin.edu (fall 2011).

Task	Start Date	Projected Completion Date	Task Category	Actual Completion Date
				<ul style="list-style-type: none"> Distance Education Support Center(DESC): AskDESC@marin.edu (summer 2011)
7. Fund Online Learning Faculty Resource Instructor, posted for fall 2011	ongoing	August 20, 2011	Faculty support, Staffing	Completed College allocated .53 faculty FTE to support DE for summer 2011, fall 2011, and spring 2012. Three Moodle Trainers funded in summer 2012.
8. Develop Online Counseling Services a) develop two portals for student questions (MyCOM portal and Counseling Web page) b) Develop Live Chat capability and post availability of a live counselor 4 hours/day in 2-hour blocks	ongoing	September 1, 2011	Infrastructure technology, Student support	Completed Began <i>Ask a Counselor</i> (spring 2012); Developed accessible online counseling services through the MyCOM portal and Counseling Web page (spring 2012)
9. Migrate Online Writing Center to Moodle.	June 15, 2011	August 18, 2011	Infrastructure support	Completed summer 2011 Students could access OWC in Moodle.
10. Establish process for recruiting and hiring faculty who are qualified to teach new DE courses.	ongoing	December 15, 2011	Policy	Completed fall 2011 Developed Job description and interview questions
11. Implement and analyze results of Student survey on DE needs.	August 2011	November 15, 2011	Research	Completed fall 2011
12. DEC to recommend process	August	December	Policy	Completed

Task	Start Date	Projected Completion Date	Task Category	Actual Completion Date
for targeting specific courses for offering in DE modality and reviewed by college community and Academic Senate.	20, 2011	15, 2011		spring 2012 AS Recommendations for DE are incorporated into DE Plan 2012-2015

[see [Evidence A.1. Status of “Additional Plans” from the College’s Follow-Up Report 2011](#)]

A.2. Status of New Actions in Support of a High-Quality Distance Education Program

Thirty-nine new tasks were identified and implemented to address the Commission's concerns. In many instances these evolved from the initial tasks, and they represent a comparable, wide variety of activity. They are the building blocks of the biggest task--the development of the *College of Marin Distance Education Plan 2012-2015*.

Task	Task Category	Status
1. Establish Moodle Migration Team	Faculty support	Completed summer 2011
2. Establish a DE web presence by adding student and faculty support tabs on public and password-protected pages, which are updated and maintained	Student support Faculty support	Completed summer 2011
3. Complete the Online Writing Center’s final reports	Assessment	Completed summer 2011 and fall 2011
4. Complete Technology Accessibility Study	Research	Completed fall 2011
5. Develop the standing baseline DE budget	Budget	Completed fall 2011
6. Complete DE Program Review for 2011	Planning	Completed fall 2011
7. Implement tracking system for Moodlehelp@Marin.edu	Infrastructure technology	Completed fall 2011
8. Publish DE information in the <i>College of Marin Faculty Handbook</i>	Training	Completed fall 2011

Task	Task Category	Status
9. Revise the printed and online DE sections of the <i>College of Marin Schedule of Classes</i>	Student support	Completed fall 2011
10. Implement Fall 2011 Flex (staff development) Programs: <i>Getting Started with Moodle Hands-on Workshop</i> and <i>Tools and Tips for Teaching with Moodle: An Introduction to COM's New Learning Management System</i> (fall 2011)	Training	Completed fall 2011
11. Publish <i>DE@COM</i> (fall 2011) (DE newsletter)	Training	Completed fall 2011
12. Implement <i>@ONE Moodle Training</i>	Training	Completed December 1-2, 2011
13. Implement DE Course Welcome Letters (summer 2011, fall 2011, spring 2012, summer 2012)	Student support	Completed summer 2011 - Present
14. Implement project in which faculty-nominated "Moodle Poster Students" provide students with an online greeting, including an inspiring story of online success at College of Marin	Student support	Completed summer 2011 - Present
15. Establish Moodle Production Team	Organization	Completed fall 2011 and spring 2012
16. Complete Moodle upgrade (January 2012)	Organization	Completed January 2012
17. Complete learning management system (LMS) synchronization	Infrastructure technology	Completed April 2012
18. Complete the OWC migration and upgrade project (funded by the Educational Excellence and Innovation Fund)	Budget, Infrastructure support	Completed summer 2011- spring 2012
19. Create the OWC self-registration for all College of Marin (COM) students	Infrastructure technology, student support	Completed spring 2012
20. Implement the new Moodle OWC	Infrastructure support	Completed spring 2012

Task	Task Category	Status
21. Complete development/design, administration, and collection/analysis of results for the 2012 Technology Survey for students and faculty (including DE questions)	Research	Completed spring 2012
22. Complete development/design, administration, and collection/analysis of results for the faculty survey about DE from the Academic Senate (AS)	Research	Completed spring 2012
23. Complete DE student characteristics and success Report (Office Planning, Research, and Institutional Effectiveness Chialin Hsieh)	Research	Completed spring 2012
24. Publish <i>The COM Academic Senate Recommendations regarding Distance Education.</i>	Planning	Completed spring 2012
25. Publish Moodle/OWC article in <i>Echo Times</i> student newspaper	Student support	Completed spring 2012
26. Publish President's Circle film about DE and the Online Writing Center (OWC)	Student support	Completed spring 2012
27. Implement spring 2012 Flex Program offering <i>Discover Online Writing Support for All COM Students in the New Moodle OWC.</i>	Training	Completed spring 2012
28. Implement <i>@ONE Moodle Training</i>	Training	Completed January 18, 2012
29. Implement <i>@ONE Pedagogy Training</i>	Training	Completed April 2012 and June 2012
30. Implement and completed Moodle training over four terms	Training	Completed summer 2011, fall 2011, spring 2012, summer 2012
31. Schedule and organize DEC Meetings	Planning	Completed fall 2011 and spring 2012
32. Complete the revision of Administrative Procedure	Policy	Completed

Task	Task Category	Status
(AP) 4105 Distance Education (4-19-2012)		spring 2012
33. Complete the DE course listing project with Banner so students can view DE course including number of students enrolled in the course and other details	Student support	Completed fall 2012
34. Present OWC and Moodle activities to the COM New Faculty Academy	Training	Completed spring 2012
35. Develop criteria for targeting specific courses to offer in DE modality (an Academic Senate recommendation incorporated into the DE plan)	Curriculum Instruction	Completed spring 2012
36. Develop the <i>College of Marin Distance Education Plan 2012-2015</i> .	Planning	Completed spring 2012

[see [Evidence A.2. Status of New Actions in Support of a High Quality Distance Education Program](#)]

B. Analysis and Resolution of Deficiencies

Beginning in October of 2011, College of Marin addressed this recommendation by 1) allocating resources to the DE program, 2) enhancing the DE infrastructure and its sustainability, 3) improving the quality of the DE curricula, and 4) developing the *College of Marin Distance Education Plan 2012-2015*

B.1. Allocation of Resources for the DE Program

Recommendation: “... the team recommends that **the college allocate resources...to support a distance education program...**”

A major milestone for the support of Distance Education was the College's decision in summer 2011 to initiate the migration from the Blackboard learning management system to Moodle, an effort that has improved learning management support for all of its courses, both face-to face and online. Subsequently, the College allocated \$257,851 in financial resources during the year 2011-12 for distance education and related instructional technology, and budgeted \$183,990 for 2012-13, including \$16,984 in ongoing funds. These funds included allocations for both technical infrastructure and staffing. The decrease in total funding in 2012-2013 from 2011-2012 was due to a stabilization effect since more funds were needed initially for the startup process.

In the table below the categories of funding of these areas is summarized. A few of the staffing and funding line items (as designated) include online support for other functions, in addition to DE.

2011-2012 Academic Year

Staffing or Funding for College's DE Program	Total	Notes
1 FTE IT support (includes general online support)	\$70,072	
1 FTE Lab technician (includes general online support)	46,473	
.4 administrators	46,499	
.2 Website	14,623	
1 FTE Online Student Services (including general online support)		Including .1 FTE OWC
.53 Faculty Coordinator fall 2011	24,000	
.53 Faculty Coordinator spring 2012	24,000	
Moodle Technical Support (24/7 hosting)	11,000	Ongoing
Operating expenses and supplies	5,984	Ongoing
Initial faculty training	12,000	One-time 2011/2012
Course conversions (up to 80 @ \$40/course)	3,200	One-time 2011/2012
Total	\$257,851	

2012-2013 Academic Year

Staffing or Funding for College's DE Program	Total	Notes
.5 FTE IT support (including general online support)	\$35,036	
1 FTE Instructional Technologist, DE (including general online support)	\$57,299	Hired in fall 2012
.3 administrators	\$34,874	
.2 Website	\$14,623	
1 FTE Online Student Services (including general online support)		Including .1 FTE OWC
.2 Faculty Facilitator fall 2012	\$9,000	
.2 Faculty Facilitator spring 2013	\$9,000	
Moodle Technical Support (24/7 hosting)	\$11,000	Ongoing
Operating expenses and supplies	\$5,984	Ongoing
Total	\$176,816	

At the Kentfield Campus, the DE office is located in Learning Resource Center Room 126 for students and faculty.

B.1.1. Moodle Migration

In fall 2010, the Academic Senate's Distance Education Committee recommended that the College adopt Moodle as its sole learning management system by June 2011, provided that sufficient resources were allocated for IT support and faculty training during the transition and for continued maintenance of the new system later. The recommendation was accepted and the Moodle migration was launched with a Moodle summer (2011) pilot of three sections, followed by Phase One in fall 2011, in which all previous Blackboard courses were migrated to Moodle. During Phase Two in spring 2012, the College migrated all online and hybrid courses to Moodle and equipped all credit courses with a Moodle course shell. By the fall of 2012, Moodle will be supporting all fully online, hybrid, and web-enhanced instruction, both for credit and non-credit courses. The implementation was fully supported by adequate resources for IT support, faculty training, and continuous ongoing maintenance.

The College has funded other Moodle-based enhancements. The Moodle site was branded to provide a familiar interface for all of its students. (Access to Moodle is provided through the MyCOM Portal, where student authentication is performed.) The DE tab, located in the MyCOM Portal, provides a direct link to Moodle and to all online student support services, the online student success tips, and FAQs. A faculty-nominated "Moodle Poster Student" provides students an online greeting, and shares their story of online success. Both the DE and Moodle home pages are updated regularly.

DE@COM, a monthly online newsletter, provides information about the Moodle migration, training opportunities, news and policy, calls for papers and conferences, links to online learning objects, and best practices.

B.1.2. Moodle Production Team

Along with the Moodle Migration Team (MMT), the Moodle Production Team (MPT) successfully provided DE support for COM students as follows:

- Established Moodlehelp@Marin.edu in fall 2011 to help respond to technology questions from faculty and students, to track the performance of the newly implemented Moodle platform
- Assisted in transferring (exporting/importing) content from existing Blackboard shells to Moodle for the summer 2011 and fall 2011 terms.
- Linked DE course listings and student registration with Banner in fall 2011.
- Applied several patches and upgrades to the Moodle 2.0 platform to address known issues, enhance functionality, and maintain currency
- Developed custom synchronization scripts to replicate SIS data (course definitions, faculty assignments, and student enrollments) from Banner (the College's enterprise system) during summer 2011, fall 2011, and spring 2012

- Improved synchronization by implementing the Luminis Message Broker plug-in, which replicates faculty assignments and student enrollments from the Banner student information system to Moodle.
- Accommodated single-sign-on (SSO) from MyCOM portal to Moodle using central authentication service (CAS) technology so the student does not need a second set of credentials to access Moodle

The MPT continues to work to improve the configuration (grade reporting, statistics, etc.) of the Moodle platform and to address issues as they arise.

[see [Evidence B.1. Allocated Resources for the DE Program](#)]

B.2. Enhancement of DE Infrastructure and Sustainability

Recommendation: “...the team recommends that the college...create a sustainable infrastructure to support a distance education program...”

The College’s commitment to maintaining a viable DE Program is reflected in improvements implemented since 2010. Numerous enhancements were added to the DE infrastructure, including the development of a robust faculty training program and the implementation of online student services and instructional support services. The key areas are detailed in the following sections.

B.2.1. Faculty Training

The College offers training in Moodle and online pedagogy through Remote-Learner, @ONE, or COM’s in-house Moodle Training Program to instructors with fully online and hybrid courses. Additionally, the College has offered to all faculty numerous FLEX workshops related to Moodle, ADA compliance, and online pedagogy each academic year since fall 2010. During the period from June 2011 to April 2012, over 70 COM instructors (online, hybrid, and face-to-face) took Moodle or online pedagogy training. The College provides one-on-one training sessions to any instructor who requests it. Many instructors pursue training on their own by attending the *Moodle Course Builder’s Workshop* by MoodleRooms, taking @ONE trainings, or attending trainings at other colleges.

B.2.2. Online Student Services

Over the course of the 2011-2012 academic year, the College improved a number of its online student services and created new services to better serve both its DE and non-DE students.

B.2.2.1. Distance Education Support Center (DESC)

In fall 2011, COM established AskDESC@marin.edu enabling students to learn about success strategies for online courses. The DESC also provides testing and tutoring services

for online students (fall 2011 & spring 2012). Online students can access this link to sign up for professional tutoring in student success skills such as reading, time management, and test preparation. Students enrolled in DE courses can schedule test-taking appointments online.

B.2.2.2. Online Counseling

In November 2011, the College launched its redesigned Counseling website <http://www.marin.edu/counseling/>, which includes a list of FAQs and an online intake form. COM also established *Ask a Counselor* so students can contact counselors directly through the MyCOM portal, the Counseling Web page, or the COM home page. Links for *Ask a Counselor* are available from the College home page using the drop down menus for new and continuing students and also on the Web pages for Student Services and Distance Education.

B.2.2.3. Online Tutoring

In spring 2012, the Tutoring and Learning Center (TLC) piloted online tutoring via CCC Confer and made some changes to the interface based on student feedback. A new tutoring website was launched http://www.marin.edu/student_services/TLC/TLCOnline.html, with links to the TLC and Learning Resource pages, the DE tab in MyCOM, and the Moodle home page. The project also involved creating marketing materials, training tutors in new technology, and publicizing tutoring schedules.

B.2.2.4. Library

In spring 2012 the College hired a third full-time librarian, who has regularly scheduled hours at the Indian Valley campus. The librarian provides library and research support to DE students and has enabled the library to make significant improvements to its web presence. Three new Web pages linked to the library's home page (<http://www.marin.edu/lrc/>) now provide information about the library's services and instructional support material:

- Distance Education: <http://www.marin.edu/lrc/DistanceEducation.htm>
Resources on this page include AskTheLibrary@marin.edu, a dedicated email account for DE students to contact a reference librarian with research questions. Other access points for this service are located on the Distance Education Student Support Services Web page, <http://www.marin.edu/DE/student.html>, and via the MyCOM portal. The library's Distance Education page also provides links to digital resources (research databases and the library catalog), library handouts in PDF format, and other services that support DE students taking distance education coursework at College of Marin.
- Library Forms: <http://www.marin.edu/lrc/LibraryHandouts1.htm>
This page provides digital copies of all the forms, handouts, presentations, and reports that are available to *walk-in* students at the reference desk. All documents on this page are in PDF format.

- Information Literacy Instruction: <http://www.marin.edu/lrc/InformationLiteracy.htm> This page identifies the library's mission statement, provides a comprehensive section on information literacy, identifies the library's instructional programs, and lists specific learning outcomes for students using the library. This page also includes tips for instructors to design more effective research assignments.

In 2011 the College implemented a service that allows students to access library databases through the MyCOM portal. Prior to this implementation, library staff had to maintain a separate account for each student for each of sixteen databases. Students can now access any of the library databases through the portal.

See also [Response to Recommendation 5, section A.1](#)

B.2.2.5. Online Writing Center (OWC)

The OWC provides a necessary, vital service to COM's online and face-to-face students, assisting them with writing across the disciplines and with transfer and scholarship applications. During the migration to Moodle in fall 2011, a \$9,000 Educational Excellence and Innovation Fund (EEIF) project, *Redesign and Update of the Moodle Online Writing Center to Support Writing Across the Disciplines for All COM Students*, was approved for two English instructors to create a Moodle version of the Blackboard OWC, and make it available to all students.

With the EEIF project completed the College made the OWC available to all online and web-enhanced courses, with expansion to all COM students, and OWC self-registration was implemented in spring 2012. More than 350 students self-enrolled in the OWC and many sought repeated online assistance from the Instructional Specialists in Writing (ISWs) in the OWC.

B.2.2.6. Office of Admissions and Records and Campus Bookstore

Over the past two years, the Office of Admissions and Records has established the provision of the following services in the online mode:

- Registration for classes (summer 2008)
- Application to the College (fall 2008)
- Purchasing of parking permits (fall 2011),
- Updating students educational goals (spring 2012)
- Viewing unofficial transcripts online (fall 2012)
- Ordering textbooks online.
- Payment of fees and services in partnership with NELNET (payment plan services) fall 2011).

Additionally, COM students can also order textbooks online.

[see [Evidence B.2. Enhanced the DE Infrastructure and Its Sustainability](#)]

B.3. Improved Quality of the DE Curricula

Recommendation: “...the team recommends that the college... support a distance education program that can *deliver high quality curriculum* and support student access and success”

The College has taken several actions to ensure that its DE offerings maintain the same standards and quality as face-to-face offerings. Among them are the updating of the curriculum approval process and course outlines of record for DE courses; the revision of DE policies and procedures; the development of a DE faculty observation form and a student DE course and instructor evaluation form; and revisions to the *College of Marin Credit/Noncredit Schedule of Classes* and the *Faculty Handbook* in September 2011. Key actions are described below in more detail.

B.3.1. Academic Senate and Distance Education Committee (DEC)

In fall 2010, a year before the Follow-Up Report, the Academic Senate formed the Distance Education Committee (DEC) to oversee the development and implementation of DE offerings at College of Marin. (Appendix: DE charge) The committee, consisting of 10 members from nine disciplines, worked over the next year and a half on a number of issues related to quality assurance.

B.3.2. Quality Assurance

In spring 2011, DEC developed forms for a "Student Evaluation of Distance Education Course and Instructors" and an "Instructional Performance Distance Education Observations." In addition, the DEC and the Academic Senate reviewed and revised the Curriculum Committee Course Outline of Record DE Approval Form (the Distance Education Course Outline Addendum). The DEC also developed the *Best Practices for Distance Education* document for the Curriculum Committee. More actions followed:

- The Course Outline of Record (COR) addendum for DE outlines was added to the online template over the summer of 2011.
- The *Best Practices for Distance Education* document was added to the COR *Faculty Handbook* in fall of 2011.
- The Office of Instructional Management revised the printed and online DE sections of the *College of Marin Credit/Noncredit Schedule of Classes* (fall 2011).
- DEC and the Academic Senate revised Administrative Procedure (AP) 4105 Distance Education, including definitions for hybrid and online courses and *regular and effective contact*, and promoted it through the governance process for approval (June 2011).
- College surveyed current online students about course offerings (fall 2011). Results were used by the Academic Senate to form their recommendations.

- DEC made recommendations in the fall of 2011 to the Academic Senate for DE course developments.

In 2012, as part of the College's response to this recommendation, the Academic Senate examined the growth of Distance Education over the last six to seven years and utilized the Data Dashboard to analyze DE success and retention rates. After dialogue and consultation with the Distance Education Committee, the Senate sent out a survey to the entire faculty regarding faculty's perception of online courses. The success and retention rates and the survey helped shape a document, *COM Academic Senate's Recommendations Regarding Distance Education*, published in spring 2012. The recommendations included the following:

1. *The Academic Senate strongly recommends and encourages:*
 - a. *Training, both for faculty in pedagogy, design and ADA compliance*
 - b. *Training or instruction for students in how to use Moodle*
 - c. *Ongoing technical support is vital as well, both in the design and implementation of a course and for the technical glitches that occur.*
 - d. *DE skills self-evaluation*
 - e. *Online counseling*
2. *We also encourage disciplines offering distance education courses to analyze their success and retention rates and when these rates are more than ten percent below comparable face-to-face courses, departments should find solutions for improvement or consider not offering it.*
3. *Student Success is paramount in all that we do. Having well-designed courses takes time and training. Therefore, the senate recommends that faculty is well-prepared technically and pedagogically in the use of the Learning Management System.*

The Senate recommendations had a significant impact on the development of the *College of Marin Distance Education Plan 2012-2015*. (See [B.4.](#))

B.3.3. Policies

Language regarding the online learning environment was added to *Board Policy (BP) 3720 Information Technology Use* and *Administrative Procedure 3720 Information Technology* and was adopted by the Board (7/19/2011). Language regarding the online learning environment was added to *BP 5500 Standards of Conduct* and was adopted by the Board (5/17/2011).

In spring 2012, the DEC and the Academic Senate revised *Administrative Procedure 4105 - Distance Education*. It was approved by the College's governance system in April 2012, and addresses course approval, certification, course quality standards, course quality determinations, instructor contact, ADA compliance, and instructor learning management system (LMS) training.

[see [Evidence B.3. Improved the Quality of the DE Curricula](#)]

B.4. Developed the College of Marin Distance Education Plan 2012-2015

The Team's Evaluation Report, under the Conclusion section: "...The first is **the development of a distance education plan that aligns with the college's strategic plan and educational master plan.**" "...The College still needs to develop **a plan and dedicate sustainable and adequate resources** to support student access and success online."

In order to meet this recommendation, in 2012 the College developed the *College of Marin Distance Education Plan 2012-2015*, which addresses the following areas:

- The DE program's mission/vision
- The DE integrated planning process
- Alignment with the *College of Marin Educational Master Plan 2009-2019*
- Alignment with the *College of Marin Strategic Plan 2012-2015*
- The completed 2010-2012 DE Initiatives
- The 2012-2015 DE Initiatives, which describe the implementation of action steps and the allocation of adequate resources in support of DE

a. Distance Education Mission

In support of the mission and vision of College of Marin, the Distance Education Program offers students access to quality instruction and support in online, hybrid, and web-enhanced environments.

[ACCJC Standard: IA]

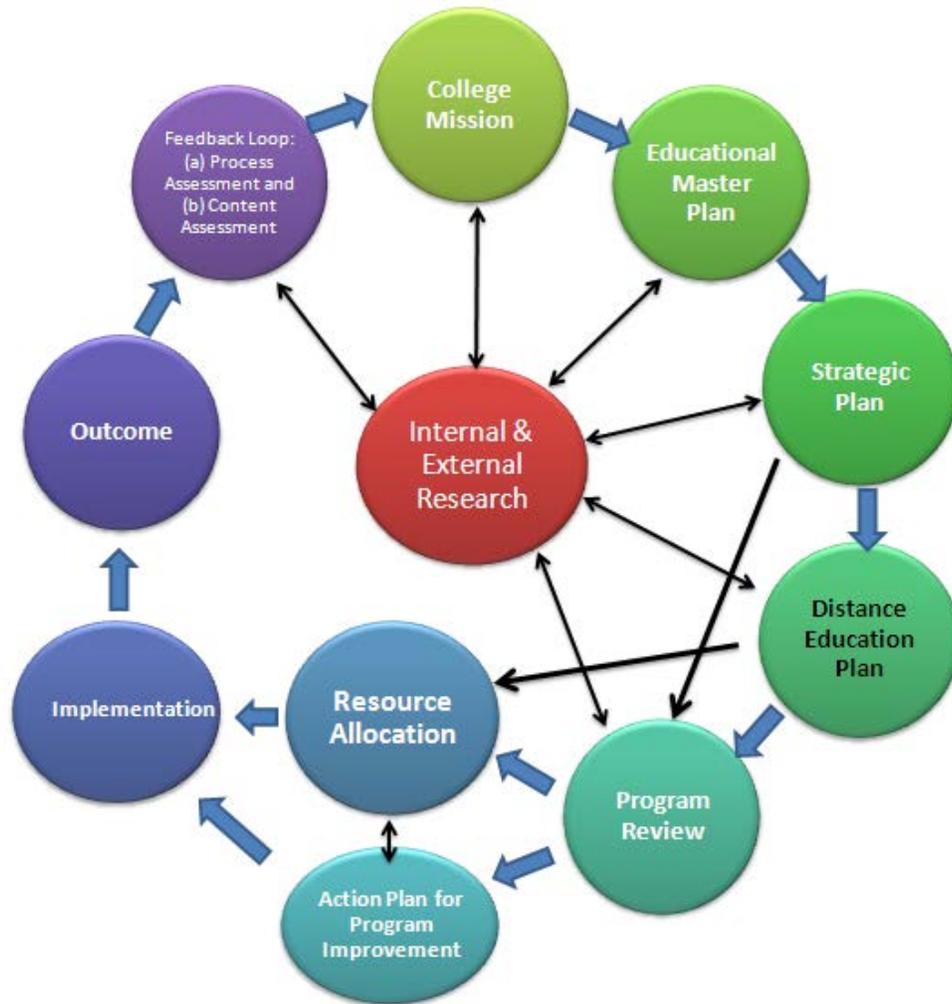
b. Distance Education Vision

College of Marin provides an integrated and sustainable Distance Education Program that supports the College's mission and its *Educational Master Plan 2009-2019* to enhance instruction, improve learning, and increase student success.

[ACCJC Standard: IA]

c. DE Integrated Planning Process

College of Marin's integrated planning process envisions a continuous cycle of improvement, grounded in research, in which there are well-defined operational relationships linking the College's mission to the major institutional plans. In the model below, the Distance Education plan has been inserted to illustrate that it is consistent with the priorities in the *Educational Master Plan 2009-2019* and helps drive the objectives and action steps of the Strategic Plan.



[ACCJC Standard: IB]

c. Alignment with College of Marin Educational Master Plan 2009-2010 Priorities

The College defined and developed its DE priorities (see page 10, the *College of Marin Distance Education Plan 2012-2015*) based on the focus in the *College of Marin Educational Master Plan 2009-2019* on: 1) student access, 2) student learning and success, 3) college systems, and 4) community responsiveness.

College DE Priority #1: Student Access

1. Maintain learning management system (Moodle).
2. Provide Moodle training to DE faculty and DE students to facilitate access to College Moodle instruction, resources, and services.
3. Evaluate course offerings to meet students' needs.
4. Provide online student support.

College DE Priority #2: *Student Learning and Success*

1. Maintain a single College wide learning management system (Moodle).
2. Assure the quality of the DE Program by analyzing retention and success rates.
3. Assure the quality of the DE Program by developing and continuously monitoring online student academic and support services.
4. Assure the quality of the program by developing DE skills self-evaluation for faculty.
5. Assure the quality of the program by implementing online suitability self-assessment for students.
6. Assure the effectiveness of instruction by recommending a method for certifying instructors for teaching online, as well as guidelines for deans to evaluate online courses.

College DE Priority #3: *College Systems*

1. Provide appropriate funding for hosting Moodle.
2. Maintain adequate staffing.
3. Provide appropriate and sustainable technology that supports faculty and students in the online working environment.
 - 3.1. Provide faculty training in online pedagogy, design, and ADA compliance.
 - 3.2. Provide Moodle training for students.
 - 3.3. Assess ADA compliance and monitor verification of student identity.
 - 3.4. Provide ongoing technical support for the customization and implementation of the LMS.
4. Enhance services and operational efficiency through improvements to student support, instructional support, and technological support.
 - 4.1. Integrate and enhance IT and instructional maintenance calendars for online technology and instruction.

College DE Priority #4: *Community Responsiveness*

1. Continue to evaluate/survey and respond to current and prospective students' needs.
2. Publicize information about the College's DE Program to the College of Marin community and to the general public to increase awareness.

d. Alignment with *College of Marin Strategic Plan 2012-2015*

The *College of Marin Distance Education Plan 2012-2015* is aligned with both the recently developed *College of Marin Strategic Plan 2012-2015* and the *Updated Educational Master Plan 2009-2019 Recommendations* (Student Access 3) (updated February 2012).

The Distance Education Plan is aligned with the key institutional plans as follows. The Educational Master Plan 2009-2019 recommends that the College *Implement, evaluate, and*

institutionalize the COM Distance Education Plan. The Strategic Plan includes the objective to **support** distance education and effective use of instructional technology by providing:

- *the hardware and software needed to offer online courses successfully;*
- *expansion of faculty and student training in online environment and;*
- *evaluation of all aspects of distance education and other instructional technology, including assessment of our ADA compliance.*

The function of the Distance Education Plan is to guide the College's implementation of these objectives.

e. 2010-2012 Completed Distance Education Initiatives

The College's commitment to maintaining a viable DE Program is reflected in improvements implemented since 2010. During this time period, the College focused on eight areas: (1) curriculum; (2) learning management system; (3) faculty training and support; (4) student support; (5) online student services; (6) ADA compliance; (7) staffing; and (8) DE research. The DE infrastructure underwent a period of substantial change with numerous enhancements, including the selection of a sustainable learning management system; the migration from Blackboard to Moodle; the development of a robust faculty training program; the implementation of online student services and instructional support services; the updating of the curriculum approval process and course outlines of record for DE courses; the revision of DE policies and procedures; the development of a DE faculty observation form and a student DE course and instructor evaluation form; the redesign of the DE public Web page and password-protected DE website; the development of the Course Welcome Letter and Moodle Poster Student projects; the revision to the Credit/Noncredit Schedule of Classes, College Catalog, and *Faculty Handbook*; the development of the DE tab in the MyCOM portal; and the establishment of DE staffing.

[see [Evidence B.4. Developed the College of Marin Distance Education Plan 2012-2015](#)]

C. Sustainability Agenda

The *College of Marin Distance Education Plan 2012-2015* is a strategic plan supporting the College's DE priorities and detailing the College's DE vision with specific attainable initiatives to promote it. These initiatives will be reviewed, evaluated, and updated periodically. In addition to identifying/assessing the potential market/need for the students, the plan also outlines the framework as well as the implementation processes. The initiatives are listed below.

- Monitoring/evaluating compatibility with institutional mission
- Monitoring/evaluating DE students' characteristics and seeking students' feedback in order to meet students' needs, as well as to assist the development of the College's enrollment strategies

- Enhancing/evaluating online student services and developing strategies to improve the services
- Providing and evaluating faculty training and developing strategies to improve the training
- Providing and evaluating student training and developing strategies to improve the training
- Evaluating DE student achievement and developing strategies to improve DE student achievement
- Evaluating DE student learning outcomes and developing strategies to improve DE student learning outcomes
- Monitoring DE Integrity
- Monitoring sufficient staffing and funding

To ensure the College's DE planning is continuous and its initiatives are refined or expanded as both technologies evolve and the College's requirements change, the College will implement the following Distance Education planning cycle. This cycle includes a full program review (every three years) and an annual mini program review, in addition to the development of a DE Plan every three years.

Ongoing Distance Education Planning Cycle		
Year	Type of Review	Activity
2011-2012	DE Mini Program Review	Developed the <i>College of Marin Distance Education Plan 2012-2015</i>
2012-2013	DE Full Program Review	Review and update DE initiatives
2013-2014	DE Mini Program Review	Review and update DE initiatives
2014-2015	DE Mini Program Review	Review and update DE initiatives Develop the <i>College of Marin Distance Education Plan 2015-2018</i> Complete the Accreditation Self-Study Report

[see [Evidence C. Sustainability Agenda](#)]

D. Conclusion

College of Marin has successfully addressed the issues raised in Recommendation 3. It has taken action on several fronts to remove the deficiencies noted by the Commission team, addressing infrastructure, staff training and faculty development, the adoption of a comprehensive learning management system, enhancement of online services, and the development of policies and

procedures. It has committed both financial and staff resources in support of online classes and services. Most significantly, it has completed a comprehensive Distance Education Plan that is aligned with the College's integrated planning process.

At a retreat on September 8, 2012, the Board of Trustees reviewed the Distance Education Plan and engaged in dialogue about the policy implications and resource implications associated with the plan. At its regular meeting on September 18, 2012, the Board of Trustees approved the plan. Year one of the plan is fully funded.

Recommendation 5: Student Learning Resources and Support Services

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

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

A. Response to the Recommendation

In March 2012, the superintendent/president appointed the dean of Workforce Development, College and Community Partnerships at IVC (the title for this position has since been changed to *Executive Dean of Indian Valley Campus and Workforce and Economic Development*) to lead the Recommendation 5 team, whose other members were the dean of Enrollment Management, the director of Learning Resources, and the newly appointed librarian assigned to the Indian Valley Campus (IVC). In addition, a full-time counselor and the coordinator of EOPS/CARE/CalWORKs and the Tutoring and Learning Center (TLC) served as advisory members. Later, the newly appointed interim vice president of Student Services joined this response team.

The team met regularly over the course of the spring 2012 semester. Each member of the team also met regularly with his/her own departments and with interdepartmental groups, and the team leader organized electronic online communication through email that resulted in the broad participation of support services staff, students, and faculty at both campuses. The focus of the meetings was to develop strategies to improve services for three cohorts: evening students, IVC students, and online students. In addition, the team surveyed 659 students across both campuses to assess the extent to they were aware of the variety of services offered and the extent to they took advantage of the services.

Below is a more detailed summary of the efforts made to address this recommendation.

[see [Evidence A Response to the Recommendation](#)]

A.1. Library Services

The library director, librarians and staff developed an action plan listing a timeline and critical steps to be taken to ensure that robust, high quality library services are available to all COM students, both day and evening, on both campuses and online. The action plan and a list of required resources were routed through the College's governance and planning processes. Ultimately, resources were found to address the most critical actions.

[see [Evidence A.1 Library Services](#)]

A.1.1. Enhanced Library Services, Indian Valley Campus

In spring 2012, to ensure that students receive a full range of library services at IVC, the College hired a full-time librarian and two part time employees who share the equivalent of a full-time classified position (Instructional Specialist/Library and Learning Resources). Services are scheduled from 8:30 a.m. until 4:30 p.m. four days a week and from 8:30 a.m. until 7:00 p.m. one evening a week. In addition, the College has purchased and installed a reference desk, a secure book drop, and permanent signage to help students access the facility. Intra-library loan procedures are in place for fall 2012.

To ensure that books and other course-related materials are available for students, the new IVC librarian contacted faculty from all IVC programs and requested that they identify the books and databases that the library should order and make available to students. The College approved An Institutional Research and Development grant submitted by the librarians to cull the over 500 boxes of books that were removed from the original IVC library in 2005. All books deemed appropriate for the IVC library were returned and re-shelved at the IVC library. These books were supplemented by an additional \$10,000 worth of additional materials for the baseline IVC library collection. In addition, IVC students were surveyed about IVC library services and the results analyzed to improve library operations in fall 2012 and provide useful data for library's future program review requests.

A.1.2. Enhanced Library Services, Online

On the **Library Distance Education** site, **AskTheLibrary** (askthelibrary@marin.edu) now provides online reference services through a designated email address. Answers to student questions are provided within 24 hours during the week and by Monday on weekends. The online reference service has been advertised and linked on the DE and library Web pages and on the MyCOM portal and links have been sent to DE instructors. The Library Distance Education page is also linked to digital resources (research databases and the library catalog), and PDF library handouts.

Library Forms provides digital copies of all the forms, handouts, presentations, and reports that are available to “walk-in” students at the reference desks. All documents on this page are in PDF format.

Information Literacy Instruction includes the library’s mission statement, a comprehensive section on Information Literacy, the library’s instructional programs, target learning outcomes for students using the library, and tips for instructors to design more effective research assignments.

A.2. Learning Resources

In spring 2012 the director of Learning Resources met with staff from the Media Center, the Tutoring and Learning Center (TLC), and the writing centers to analyze their current operations and develop strategies to make more resources available online and at each campus. This effort was coordinated with a group led by the dean of Workforce Development, College and Community Partnerships (see also section A.3, below).

[see [Evidence A.2.Learning Resources](#)]

A.2.1. Enhanced Schedule of Evening Learning Resources, Indian Valley Campus

Media Center: In fall 2011 there were 10.5 weekly hours of Media Center services available at IVC. In spring 2012, Media Center duties were added to the job description of the new position of Instructional Specialist/Library and Learning Resources. Currently, Media Center services at IVC are available from 8:30 a.m. until 4:30 p.m. four days a week and from 8:30 a.m. until 7:00 p.m. one evening a week.

[see [Evidence A.2.Learning Resources](#)]

A.2.2. Enhanced Online Learning Resources

In fall 2011, the Online Writing Center (OWC) migrated to Moodle, the College's new learning management system (LMS). In spring 2012, staffing for the OWC was increased by ten hours a week to keep pace with the increasing student demand for online response to written assignments. Through the OWC, students can submit written assignments at any time during the week for an online response within 24 hours.

In spring 2012, additional online services were created, including a dedicated email account for questions about tutoring (AskTutoring@marin.edu), online peer tutoring (piloted in four courses), online scheduling for on-site tutoring, and AskDESC@marin.edu, a dedicated email account for questions about DE courses. Distance Education Support Center (DESC) also has an online page that allows students to schedule on-site testing and on-site tutoring in online study skills from any computer.

A.3. Student Support Services

The dean of Workforce Development, College and Community Partnerships for IVC led meetings about the College's student support services, with broad participation by student services staff and faculty and administrators from both campuses. In these meetings, participants analyzed the schedule of available student support services at campuses, day and evening, as well as online services, and recommended expansion or addition of services as deemed necessary. In addition, the dean of Enrollment Services met with the department chair of the Counseling Department, the director of Student Affairs, and staff and faculty to develop new or expand existing services for evening, IVC and online students.

The Recommendation 5 Team reviewed the recommendation of the student support services group and created a template of hours when support service offices would be open throughout the district. They also worked with the Office of Communications and Community Relations on a campaign utilizing a variety of media, as well as promotional visits to classes by staff and "student ambassadors," to inform students about the support services. This plan was implemented in fall 2012 and promoted in the College's annual "Road to Success" event.

[see [Evidence A.3. Student Services](#)]

A.3.1. Enhanced Student Support Services, Indian Valley Campus

IVC has Bookstore hours one day and four afternoon/evenings a week for the first two weeks of the semester, and Assessment and Testing will provide regularly scheduled services the 1st and 3rd Fridays and some Saturdays during peak times at IVC. The College Bookstore also allows students to buy their textbooks online and now offers eTextbook options. The CalWORKs Academic Counseling service is open two days per month during the late afternoon/evening until 7:00 p.m., and the Puente program has added hours one day and one evening a week. By fall 2012 many other student support services at IVC have expanded their hours until 7:00 p.m. at least one evening a week, including Student Affairs and Activities, Financial Aid, DSPS, Counseling, CalWORKs Academic Counseling, and Admissions and Records. Transfer/Career Center has hours one evening a week until 6:00 p.m.

A.3.2. Enhanced Online Student Support Services

To serve DE students and provide greater access to services for all COM students, Admissions and Records added an online payment plan, Counseling added *AskACounselor* which provides online responses to counseling questions (AskACounselor@marin.edu), and the Distance Education website now includes links to online course listings and student success strategies (See also A.2b, above.).

A.4. Services at the Kentfield Campus

The focus of Recommendation 5 is the support services for students primarily 1) taking online classes, 2) attending in the evening (anywhere in the district), and/or 3) attending at IVC. However, the College has acted to improve its services throughout the entire district, including the Kentfield campus. The efforts to improve services at Kentfield are summarized below.

[see [Evidence A.4. Services at the Kentfield Campus](#)]

A.4.1. Enhanced Evening Learning Resources, Kentfield Campus

The Distance Education Support Center (DESC) provides on-site testing for both DE students several evenings per week and for students in classroom-based courses. Since fall 2011, the DESC also has been providing tutoring-related study skills for online courses.

In spring 2011 the Tutoring and Learning Center (TLC) extended its evening hours for peer tutoring at the Kentfield Campus on Monday & Wednesday from 9:00 a.m. until 8:30 p.m. Also in spring 2011, the English Writing Center extended its hours at the Kentfield campus on Mondays from 6:00 p.m. until 7:00 p.m.

A.4.2. Enhanced Evening Student Support Services, Kentfield Campus

Because so many evening classes at the Kentfield campus start at 7:10 p.m., the team that analyzed the adequacy of existing services recommended that all academic support and student services be extended until 7:00 p.m., to allow students access to these services before their classes. (Evening services for some Kentfield campus student services areas were already in place in fall 2011, including the Bookstore.) In fall 2012, student support services hours were expanded, and now Admissions and Records, Financial Aid, and Counseling are open until 7:00 p.m. two days a week, and Tutoring, CalWORKs, EOPS/CARE, and DSPS are open until 7:00 p.m. one day a week.

In spring 2012 a new "Single Stop" program was implemented during the day at the Kentfield campus. Offering benefits screening, financial advising, legal advice and tax preparation with the goal of helping students who are in financial need to access additional resources that will help keep them in school. All services are free and are available to COM students, immediate family members of students and COM staff. A full-time coordinator was hired and conducted outreach to identify and contact students who might benefit from these services. After establishing the first year of services at Kentfield, services will be expanded to IVC at least one evening per week the following year.

B. Analysis and Resolution of Deficiencies

This section is organized by three major components of the recommendation: 1) library services at IVC; 2) academic and student support services: district wide, IVC, and evening and 3) academic and student support services offered online.

B.1. Library Services at the Indian Valley Campus

In its October 2011 report, the Commission noted "particular confusion regarding library services; administration identified a media center/library at IVC, but the staff working in the media center were unaware that library services were offered there; in addition, there was no signage identifying a library area." The Recommendation 5 Team confirmed the validity of these

concerns, and others as well, and realized that there was a need for the College to address organizational and staffing deficiencies.

[see [Evidence B.1. Library Services at the Indian Valley campus](#)]

B.1.1. Increased Library Staffing, Indian Valley

The team working on Recommendation 5 in spring 2011 strongly urged the hiring of a full-time librarian with major responsibility to provide leadership at the IVC library to develop and implement online reference services district wide. In consultation with the librarians, the director of Learning Resources developed a job description for this position and the vice president of Student Learning approved it in summer 2011. The position was filled in January 2012. An office for the librarian was identified, and contact information and office hours are prominently posted for faculty and students. The librarian provides reference services three days per week for four hours per day and one evening from 4:30 until 7:00 p.m. per week. He also coordinates online reference services, and conducts library orientations for classes upon request.

As noted earlier, the College also created a full-time permanent classified position, instructional specialist, Library/Learning Resources. The position will be permanently filled in late fall 2012. Services are scheduled from 8:30 a.m. until 4:30 p.m. four days a week and from 8:30 a.m. until 7:00 p.m. one evening a week. The primary responsibilities of this position are to maintain a full-time presence at the IVC library, to stay current about library services as they develop, and to provide information and support to students, staff and faculty who use the library.

B.1.2. Improved Signage, Indian Valley

In spring 2012 a committee of library faculty and staff, area administrators, and Modernization staff identified specific signage changes to remove erroneous references to the library in other areas of the IVC and to add signage clearly identifying the library, including correction of all campus maps and the addition of new signage. The new signage was installed in the summer of 2012.

B.1.3. Improved Library Collection, Indian Valley

An underlying concern regarding the viability of the IVC library has been the lack of an updated collection that meets the needs of students enrolled in courses at IVC. To address this need, several steps were taken:

- A College of Marin Institutional Research and Development (IR &D) grant funded the work of librarians in culling the approximately 500 boxes of books that were removed from the old IVC Library in 2005. By July 2012 they had identified the books to be restored, as well as the books to be disposed of in accordance with Board Policy.

- An additional \$10,000 in funds was provided by the College to update and provide additional materials to the basic collection culled from the boxes.
- In May 2011, the superintendent/president directed the director of Learning Resources to pursue the District's application to join MARINet.COM. The initial \$94,000 cost of joining this consortium is high but membership will keep the District's print and online collections updated and relevant in the long term. Meetings with Innovative Interfaces to work out details of the migration were conducted in April 2012. The superintendent/president, the Library director and the librarians met with MARINet on May 17, 2012, to begin the application process for the District to join the consortium.

B.1.4. Improved Web Presence

To better serve all College of Marin students, the library faculty made significant improvements to the library's web presence, providing online access to library services and instructional support material. The Library home page is linked to three separate online resources:

- The Distance Education Web page includes AskTheLibrary@marin.edu, a dedicated email account for all students to contact a reference librarian with research questions (answered within 24 hours weekdays and on weekends by Monday), links to digital resources (research databases and the library catalog), and library handouts in PDF format. This service is also linked on the Distance Education Student Support Services page, and via the MyCOM portal.
- Library Forms are available on-line providing digital copies of all the forms, handouts, presentations, and reports that are available to "walk-in" students at the reference desks. All documents on this page are in PDF format.
- Information Literacy Instruction includes the library's mission statement, a comprehensive section on Information Literacy, the library's instructional programs, target learning outcomes for students using the library, and tips for instructors to design more effective research assignments.

B.1.5. Improved Access to Databases

In 2011 the College implemented EZProxy, a service that allows students to access library databases through the MyCOM portal. A variety of online databases and other resources are provided, including Britannica Online, CQ Researcher, Expanded Academic ASAP - Infotrac, History Study Center, Oxford Art Online, ProQuest Research Library (National News 5) Newspapers, and Science Full Text Select.

The new Library/Learning Resources Tab includes links to the Online Writing Center, Distance Education resources, and the Tutoring and Learning Center; a listing of the hours and locations of the various computer labs available to students; and the ARTstor – Digital image database. Prior to EZProxy, library staff had to maintain a separate account for each student for each of sixteen databases, but now students can access any of the library databases through the MyCOM portal.

[see [Evidence B.1. Library Services at the Indian Valley campus](#)]

B.2. Academic and Student Support Services

During the month of April 2012, weekly meetings of student support service staff were held on each campus to capture their suggestions for improving services. Additionally, there was significant communication and coordination with the group working on improvement of library services.

[see [Evidence B.2. Academic and Student Support Services](#)]

B.2.1. College wide Vision

The meetings helped develop a clear understanding of the standards for student services, academic support services, and library services to “support student learning and enhance achievement of the mission of the institution...regardless of location or means of delivery” (*ACCJC Accreditation Reference Handbook*, 14). Suggestions and recommendations from participants were incorporated in the expanded schedule of service hours. The consensus developed at these meetings was that the College should:

- Provide adequate access to all students in the district by expanding service wherever and whenever gaps in service occur
- Publicize the expanded services by developing brochures, posters and online postings.
- Assure that students are aware of the expanded service hours schedule by identifying staff and students to visit classrooms at the beginning of each semester
- Survey students to assess their level of awareness of the services, and
- Develop a continuous improvement cycle for assessing both the adequacy of services throughout the district and the degree to which students are aware of the services.

B.2.2. Support Services for Indian Valley and Evening Students

Student Services stakeholders agreed that service hours at IVC needed to be expanded, particularly into the evening. The superintendent/president’s Cabinet agreed on a plan for calculating a range between the percentage of students enrolled only at IVC classes and the percentage of students enrolled at both campuses. Preliminary estimates based on such a formula suggested that services for students at IVC would be offered at a range of hours beginning at about four to five hours a week. This procedure will be refined in fall 2012.

Although IVC has implemented various schedules and staffing hours as its student population has grown, there is concern that students do not take full advantage of the services that are provided. To get the word out, student services staff and managers have agreed to visit classes and promote the newly expanded hours of access. Also planned is strategic promotion through continued announcements on the MyCOM Portal, distribution of newly printed service brochures throughout the campus, and the posting of complete and accurate listings of new hours and service locations. To track the success of these strategies, all staff will maintain records of student use of services, and a follow-up survey will be conducted in spring 2013 across the district and at IVC.

B.2.3. Evening Academic Support and Student Services, Kentfield Campus

As noted in section A.4.2, because so many evening classes at Kentfield start at 7:10 p.m., academic support and student services have been extended until 7:00 p.m. to allow students to access to these services before class in the evenings. Admissions & Records, Assessment and Testing (AD), CalWORKs Academic Counseling, Counseling, DSPS, English Writing Center, Financial Aid, International Student Admissions, Outreach/School Relations, Transfer/Career Center, Tutoring and Veterans Admissions all have increased their evening hours.

B.2.4. Support Services for Online Students (see also section B.1d)

- **Online Peer Tutoring:** Providing online peer tutoring in order to improve student access has long been a goal at COM. The spring 2012 pilot was the result of several semesters' research and staff training. TLC staff asked faculty teaching the targeted courses to agree to encourage their students to participate in online tutoring and in one section, grading incentives were offered. Despite these steps, not many students participated in the program in spring 2012 (of the 37 hours of tutoring offered, only nine were attended). Nonetheless, the College is committed to continuing to improve and sustain online peer tutoring. The College plans to implement it more broadly in fall 2012 and spring 2013, after which the results of the experience will be evaluated to determine whether it should be continued.
- **Online Writing Center (OWC):** During the migration to Moodle in fall 2011, a \$10,000 Educational Excellence and Innovation Fund (EEIF) grant from the College was approved for two writing faculty to create a Moodle version of the OWC and make it available to all courses and all COM students. Moodle provides easy access to online writing services and by some measures use of the OWC has risen among students enrolled in traditional courses. The number of Instructional Specialist in Writing (ISW) hours assigned to the OWC was increased in spring 2012 from seven to 17. In fall 2012, an additional 5.5 hours a week were funded for a total of 22.5 hours a week.

- Admissions and Records: Additional online services have also been developed in the Office of Admissions and Records. In addition to the online application that has been available for several years, students can now purchase parking permits, change their educational goals, and view unofficial transcripts online. The College has also partnered with NELNET to allow students to pay for services online through a payment plan.

[see [Evidence B.2. Academic and Student Support Services](#)]

C. Sustainability Agenda

The creation of a guideline (referenced in B.2.2.) based on enrollment to fund student services at the two campuses is evidence that the College's leadership recognizes the need for stable resources to sustain the improvements documented here. In addition, the College has already committed ongoing resources to support change, including the creation of a full-time librarian position and a full-time library instructional specialist position. Also, the previous dean of Workforce Development, College and Community Partnerships' position was changed to "Executive Dean of the Indian Valley Campus, Workforce and Economic Development". The person in this position is responsible for coordinating with the vice president of Student Services and the vice president of Student Learning to support instruction and services on-site at IVC. (This position serves on the superintendent/president's Cabinet with the executive team.)

The College is also pursuing alternative strategies such as membership in MARINet.COM to improve library service. In terms of technical innovations, the implementation of the Distance Education Plan noted in Recommendation 3 in this report will significantly enhance all support services.

The task of addressing this recommendation encouraged individuals from both campuses and several administrative units to mobilize and work together on complicated problems. As a result, the participants developed a collective understanding of issues confronting the College as it seeks to provide adequate high-quality student services to both campuses. This reduction of the "silo" effect will help prevent a return of the problems that the Commission's report observed. The College wide vision summarized in section B.2.3. signals a strong commitment to a College wide perspective on the part of important stakeholders.

D. Conclusion

College of Marin has successfully addressed the issues raised in Recommendation 5. Cross departmental teams mobilized to address the issues raised by the Commission team. The College approved two full-time positions (one faculty librarian, one support staff), enhanced library services district wide and established a strong presence at the Kentfield campus. Online student support services, IVC services, and evening services have been expanded and enhanced as well.

The College has responded to requests for resources and is developing new protocols for balancing staffing needs between the two campuses. Many programs and departments made changes in schedules to accommodate evening student needs at both campuses. There is now a district wide vision for student support services.

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Recommendation 7: Facilities Plan

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

(III.B.2.b)

A. Response to the Recommendation

Background

The Commission's 2011 Follow-Up Team verified in its recommendation that the College had laid the groundwork for its five-year facilities plan, had commenced plan development in fall 2010, and had achieved subsequent progress. The Facilities Plan Development Activities table provides a list of all planning-related actions, including those undertaken by the Facilities Planning Committee prior to this time.

Facilities Plan Completion

The Facilities Planning Committee (FPC) reviewed best practices in facilities planning and clarified the intended purpose, scope, and process for development of the College's Facilities Plan. The committee then conducted a screening and interview process culminating in selection of the consulting firm VBN Architecture (VBN) to assist in creating the plan. The College of Marin Board of Trustees approved the superintendent/president's recommendation to hire VBN as the Facilities Plan consultant on November 15, 2011.

On November 30, 2011, the FPC and VBN activated their immediate course of action in their kick-off meeting by doing the following:

- reconfirmed their goal to create a sustainable plan and planning process for the development and maintenance of facilities to support the College's programs and services, including total cost of ownership, at both the Kentfield and Indian Valley Campuses
- agreed to produce a document that clearly describes the development of this plan
- Reiterated the importance of clearly linking facilities planning processes and priorities to those embodied in the College's Integrated Planning Model, in particular to the Educational Master Plan. ("Educational Master Plan" refers to the Educational Master Plan 2009-2019 and the Updated Educational Master Plan Recommendations.

Together VBN and the FPC developed a process timeline. As documented in the Facilities Plan Development Activities, early steps included interviews with key personnel and stakeholder groups to gather data and input that would support analysis and decision-making during the planning process.

As the Facilities Plan began to take shape, the Facilities Planning Committee reviewed the California Community College Chancellor's Office Planning Manual, the language of the Commission's accreditation standards, and examples of facilities plans from other community colleges. All of these sources helped to inform the committee's approach to planning.

To enhance and promote communication for the plan's responsible parties, the College created a website to house the evidence and drafts of the plan as it evolved.

Subsequent meetings of the Facilities Planning Committee emphasized data analysis (including survey results) and review, identification and evaluation of unmet facilities needs, development of criteria for prioritizing projects, ranking of identified projects, and finally creation of an estimated timeline for project implementation.

Because the College is still in the midst of a major bond-funded modernization program, at both the Kentfield and Indian Valley Campuses, which commenced in 2005 and will conclude in approximately 2017, the committee felt that it was appropriate and necessary to fully document this bond-related work (completed and in progress) as part of the Facilities Plan document. Although most of the planning for these projects took place prior to 2011, these modernization-related activities not only set the stage for future facilities planning, but also led to the evolution of facilities priorities, processes, and tools that are embodied in the College's current planning efforts. Lists of completed and in-progress projects, as well as case studies describing key planning examples, are provided in the Facilities Plan and later in this response document.

All parts of the plan were vetted and edited by the Facilities Planning Committee. The final version of the College of Marin 2012 Facilities Plan was approved by the College's Planning and Resource Allocation Committee (PRAC) on July 24th, 2012, by the College Council on September 12, 2012, and by the Board of Trustees on September 18, 2012.

[see [Evidence A. Response to the Recommendation](#)]

B. Analysis and Resolution of Deficiencies

College of Marin, working within its participatory governance system and within the framework of its Integrated Planning Model, completed the College of Marin 2012 Facilities Plan, approved by the Board of Trustees on September 18, 2012, a plan which ensures the effective utilization and quality of physical resources necessary to support its programs and services at its two sites, the Kentfield and Indian Valley Campuses.

The completion of this plan also fulfills the recommendation in the College’s Educational Master Plan 2009-2019 College Systems 2:

“Actively pursue all avenues to update facilities, develop processes for accountability related to adherence to timelines and review and update the College of Marin Facilities Master Plan 2004 as needed.”

Additionally, it fulfills the College’s Educational Master Plan, Updated February 2012 under “College Systems” which states,

“Develop, complete and implement the COM Facilities Master Plan 2012 that addresses the physical plant, educational use, and district support of both the Kentfield and the Indian Valley Campuses.”

[see Evidence B. Analysis and Resolution of Deficiencies]

B.1. A Sustainable Facilities Plan within an Integrated Planning Model

As described above, the College has created a Facilities Plan designed to ensure the effective utilization and quality of physical resources necessary to support its programs and services. The variety of programs and services can be found in the table “fall 2011 FTES and FTEF by Discipline.” Working within its Integrated Planning Model, the College correlated the 2012 Facilities Plan with the College’s current Educational Master Plan.

The 2009-19 Educational Master Plan articulates four areas of priority--student access, student learning and success, college systems, and community responsiveness. The 2012 Facilities Plan, especially in chapter 4, presents a clear connection between these priorities and Facilities Plan, including completed as well as planned projects. This correlation between projects described in the 2012 Facilities Plan and the 2009-19 Educational Master Plan can be seen in the tables of “Completed, In-Progress, and Planned Facilities Projects,” presented on the evidence page for this response to Recommendation 7.

Although the 2012 Facilities Plan represents a snapshot in time, it is actually a “living plan” that includes a framework of goals, priorities, processes, and tools that will enable the College to ensure the quality and effective utilization of its facilities on a sustainable basis. These goals, priorities, processes and tools have themselves significantly evolved during the course of the bond-funded modernization program and will continue to evolve in response to future changes in institutional strategic priorities, participatory governance processes, and technological improvements. The plan is part of the College’s continuous planning process and will be regularly reviewed, evaluated, and updated, as noted in the Annual Facilities Planning and Review Cycle noted later in this document in section C.

[see Evidence B.1 A Sustainable Facilities Plan within an Integrated Planning Model]

B.2. Outline of the 2012 Facilities Plan

After an executive summary in section one, the College of Marin 2012 Facilities Plan presents the College's planning team, mission, vision and values in section two, "An Introduction to the College of Marin Planning: Processes and People." An overview of each campus is provided, followed by an outline of the people (faculty, staff, administrators and students) and governance structures and processes involved with facilities planning.

Section three, "A History of Facilities Plans (1924 through Measure C)," provides background to the historical planning and construction undertaken at College of Marin since its inception in 1924, at both its Kentfield and Indian Valley Campuses. Most recently, the district is in the final planning, design and construction phases afforded by the 2004 Measure C Capital Facilities Program, funded largely by a locally supported facilities bond. Completed construction and projects still in progress are highlighted with greater detail.

Section four of the 2012 Facilities Plan links planning to the College's Educational Master Plan, to state standards, and to WASC standards. Related space requirements and justifications as well as future capital planning are discussed there.

Section five, "Sustainability of College of Marin's Facilities," details the maintenance and operations processes and procedures and provides a description of a new software database system that aims to integrate facilities data collection, analysis, and reporting, in order to improve efficiencies in planning and operations.

Appendices of additional data and graphics can be found in section six. As the district continues its development of facilities in support of its Educational Master Plan, this document will be a guide for continued institutional effectiveness and collaboration in planning facilities, maintenance, and day-to-day operations.

[see [Evidence B.2 Outline of the 2012 Facilities Plan](#)]

B.3. Addressing the Standards

This section will show the attention the College gave to creating a facilities plan that specifically addresses those accreditation standards related to physical resources, specifically Standard III.B. Chapter 4 of the Facilities Plan notes the relation of the projects in the plan to accreditation standards, which can also be seen in the tables of "Completed, In-Progress, and Planned Facilities Projects)" on the evidence page for this response to Recommendation 7.

[See [Evidence B.3 Addressing the Standards](#)]

B.3.1. Standard 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's commitment to maintaining effective utilization and quality of its facilities is reflected in the planned projects as well as those that have been recently completed or are currently in progress. These include the following projects:

- Regular ongoing maintenance and repairs of existing facilities that ensure quality working and learning environments (roof repairs, ADA upgrades, HVAC replacements, etc.).
- Infrastructure projects that improve resource efficiency (geothermal fields at both the Kentfield and Indian Valley Campuses), a photovoltaic system, waterless urinals, etc.) and modernize or upgrade systems (in the Data Center, the Central Plant, utility systems, etc.).
- New and replacement buildings, and upgrades to existing buildings, which provide high quality environments that support modern teaching approaches. Some of these projects have already been completed (new Fine Arts Building, renovation of the Diamond PE Center and track, new Indian Valley Campus Main Building, updated TransTech Complex); others are currently in progress (Science Math Central Plant facility, Child Development Center, New Academic Center); and still others are planned for future modernization (Fusselman Hall, Learning Resource Center, Student Services Center).

All detailed project planning, as noted in section six of the 2012 Facilities Plan, has involved careful analyses of data regarding room utilization, program needs, class size distributions, and scheduling constraints in order to ensure effective utilization of modernized facilities. The planning process has also included extensive input by program faculty, staff, and students in order to ensure high quality learning environments.

[See [Evidence B.3.1 Standard III.B.1.a.](#)]

B.3.2. Standard 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.

Many of the planned and completed facilities projects are directly related to access, security and health and safety issues, including these:

- The planned IVC Pool Building renovation reflects a commitment to improve access as do numerous ADA compliance upgrades.
- The planned and completed roof replacements, the College Ave. Utility Conduit Crossing, and the IVC Utility Extension show a desire to create healthy learning and working environments.

- The IVC Fire Mitigation, the IVC Gas Main Replacement, Storm Drain Repairs and Tree Removal projects at both campuses point to a commitment to a safe environment.
- The KTD Parking Lot 10 Paving Project reflects the need for safer access.
- The KTD Track renovation improved access and safety.
- The ADA restrooms installed at the IVC administration building improved accessibility.

Moreover, the bond-funded modernization and replacement of buildings on both the Kentfield and Indian Valley Campuses have resulted in major upgrades to safety, accessibility, and health standards in order to comply with modern more stringent building codes. This has been enhanced via the goal to obtain LEED Certification for the projects, which encouraged the achievement of a high-quality indoor environment for building occupants, as noted on pages 31-33 of the 2012 Facilities Plan.

[See [Evidence B.3.2 Standard III.B.1.b.](#)]

B.3.3. Standard III.B.2.a.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

As outlined in more detail in the next section, the College's planning process documented in the 2012 Facilities Plan reflects a dialogue involving internal and external stakeholders, which is based upon extensive data and analysis regarding facility assessments, programmatic needs, and institutional priorities.

The Facilities Plan, in section five, includes the beginning of a facilities database, which contains information on the status and cost of maintaining facilities at a very detailed level, employing a total cost of ownership perspective. This database can be used as a decision making tool for the plan going forward. With the database, information will be readily available for assessing the cost of specific space assigned to a program. Based upon that type of data, a maintenance schedule can be created which is within budget constraints. For the 2012 Facilities Plan, databases were created for two sample buildings; one new (Science and Math Central Plant) and one pre-existing (Learning Resource Center). Future buildings will be added to the database in subsequent phases.

[See [Evidence B.3.3 Standard III.B.2.a](#)]

B.3.4. Standard 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.

Section three of the 2012 Facilities Plan goes into historical detail regarding the planning of the completed and in-progress projects. Section four describes the planning of future facilities work. Although the College of Marin’s institutional planning process has been substantially refined over the past decade, all of the completed, in-progress, and future planned projects followed a process which included the following:

- Opportunity for participation by a broad range of stakeholder groups including College trustees, administration, faculty, staff, and students, as well as external community members.
- Extensive data and analysis regarding facility condition assessments, projected costs, programmatic needs, anticipated utilization levels, and projections of future trends.
- Prioritization and decision-making that reflected institutional goals and priorities, which followed directly from the College’s mission, vision, and values and were elaborated in the priorities listed in the College’s current Educational Master Plan and current Strategic Plan.

The integration of physical resource planning with institutional planning can be seen in the correlation between the College’s 2012 Facilities Plan priorities and the priorities of the College’s updated 2009-19 Educational Master Plan, as shown in the following table:

Facilities Plan Priority	Educational Master Plan Priority
Provide appropriate facilities to enable student access to College resources and services	Student Access (SA)
Improve student-learning environments on a continuous basis	Student Learning and Success (SS)
Provide facilities that support faculty and staff work requirements, enhance services and operational efficiency through improvements to student support, instructional, and administrative systems and to maintain reliable facilities	College Systems (CS)
Promote communication with the community, encourage community involvement, and facilitate community access to information about the College and its educational programs	Community Responsiveness (CR)

After incorporating stakeholder input, data analysis, and future projections, these priorities were further refined to produce the following objectives that have guided the College's facilities planning (with the Educational Master Plan priorities abbreviated in parentheses):

1. Provide facilities with adequate condition and capacity to accommodate current programs and distribution of class offerings (SA, SS, CR)
2. Maintain sufficient classrooms to meet scheduling needs of critical pathways and evening programs (SA, SS)
3. Provide lab and lecture classrooms that support modern educational best practices (SS)
4. Provide state-of-the-art equipment and technology for students and instructors (SS, CS)
5. Within constraints above, reduce overall space capacity to improve utilization and efficiency (CS)
6. Wherever feasible, upgrade systems, facilities, and landscape to improve access, safety, security, and health (SA, CS)
7. Incorporate sustainability considerations when making facilities improvements (CS, CR)
8. Ensure that facilities can be maintained at high quality level in future by considering total cost of ownership (CS, CR)

Accordingly, the College has documented completed, in-progress, and future projects with reference to their connection to these Educational Master Planning priorities, as noted in the Tables of Completed, In-Progress, and Planned Facilities Projects.

The College has kept a list of noteworthy examples, or case studies, which demonstrate how the College's facilities planning has used an integrated process incorporating evaluation of resource effectiveness and addressing institutional priorities derived from the educational master planning. These case studies are briefly summarized here:

- Visioning retreats in 2005 and 2006 engaged a broad range of internal and external stakeholders to establish prioritized initiatives aimed at improving utilization of the Indian Valley Campus. In response to one of these initiatives, a long-range master schedule of Indian Valley Campus general education course offerings was developed to serve target student populations.
- Planning of the new Science Math Central Plant complex (which is scheduled to be completed and occupied in spring 2013) represents a successful balancing of the goal to provide the quality needed to support the College's STEM programs with the desire to achieve effective space utilization.

- Planning of the New Academic Center project, which is scheduled to begin construction in 2013, provides an excellent example of the integration of facilities planning with other aspects of institutional planning.

[See [Evidence B.3.4 Standard III.B.2.b](#)]

C. Sustainability Agenda

C.1. Sustainability of the Plan

One of the major goals of College of Marin's Modernization Program was to improve energy efficiency and sustainability. To that end the College has completed a number of projects through its Bond Program, which have been acknowledged in the 2012 Facilities Plan.

Over the course of the past year the College has received advances on rebates available from Pacific Gas & Electric which have improved the lighting energy efficiency in a number of the College's old buildings as much as 44 percent to 52 percent and to realize cost savings per year ranging from \$6,002 in building #3 on the Indian Valley Campus to \$18,400 in the Performance Arts building on the Kentfield Campus. In addition, based on other proposed upgrades at the Indian Valley Campus, the College will save at least \$38,000 more per year.

The Energy Saving by Design Program, another PG&E rebate program, has provided over \$400,000 which has been earmarked to be used for maintaining the College's new construction and renovated facilities. The College is currently anticipating \$315,975 in rebates from the Science Math Central Plant Project.

Another significant improvement with respect to energy efficiency and sustainability was the installation of the Geothermal Field at the Indian Valley Campus, which completely eliminated one of the conventional power plants.

[see [Evidence C-1 Sustainability of the Plan](#)]

C.2. New Software to Help Sustainability

As noted in section five of the 2012 Facilities Plan, the College will be implementing Onuma, a software program integral to achieving the greatest possible efficiencies in planning and operations. Through direct linkage with the California Community College Chancellor's Office FUSION database, the campus facilities can be assured of alignment with current facilities information and annual submittal requirements. Additionally, building and site information will be recorded and accessible for timely maintenance requirements. As a first step, the College is implementing a greater level of detail on two pilot projects. The system is scalable and future buildings will likely be added to this database.

[see [Evidence C-2 New Software to Help Sustainability](#)]

C.3. Sustainability of the Planning Process

The 2012 Facilities Plan update is a living document. The College anticipates that the plan will continue to evolve with new projects being added and implementation adjusted to reflect available funding and academic needs. These projects will be reviewed and updated on an annual basis. The following is a description of the College’s annual facilities planning cycle:

Annual Facilities Planning and Review Cycle		
Time Line	Responsible Persons	Activity
Early Fall	Facilities Planning Committee	<p>Review the current status of projects and available funding.</p> <p>Review any new “Program Review” data</p> <p>Review Onuma data including utilization information, condition assessments, operational costs and maintenance requirements.</p> <p>Review current facilities maintenance budget information.</p>
Mid Fall	Facilities Planning Committee Chair	Report to the Planning and Resource Allocation Committee, the Program Review Committee, and other campus groups, and get feedback from these groups.
Early Spring	Facilities Planning Committee	<p>Review feedback received from committees and campus constituents.</p> <p>Update projects based on progress made and feedback received.</p> <p>Document and update the FP list of projects and year of implementation.</p>
October	Director of Modernization	Submit the annual update of the “Five Year Construction Plan” as prescribed by the chancellor’s office

[see [Evidence C-3 Sustainability of the Planning Process](#)]

D. Conclusion

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

At a retreat on September 15, 2012, the Board of Trustees reviewed the Facilities Plan and engaged in dialogue about the policy implications and resource implications associated with the plan. At its regular meeting on September 18, 2012, the Board of Trustees approved the plan. Year one of the plan is fully funded.

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Recommendation 8: Technology Plan

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

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

A. Response to the Recommendation

In November 2011, soon after the Commission's Follow-Up Team visit to College of Marin, the College superintendent/president appointed a group to immediately begin working on Recommendation 8. The Accreditation Response Team for Recommendation 8 included the vice president of College Operations, the president of the Academic Senate, the director of Information Technology and the chair of the Technology Committee, which is a subcommittee of the Planning and Resource Allocation Committee (PRAC).

Concurrently, the Technology Planning Committee set as its goal the creation of a new sustainable technology plan that would both exceed all attributes of the previous technology plan developed in 2010 and fulfill all the accreditation requirements for the College. This plan development was performed in conjunction with the work of the recommendation 8 Accreditation Response Team.

To assist the Technology Planning Committee to both assess the old 2010 Technology Plan, and prepare a new, improved, and sustainable technology plan effective in meeting the institution's technologic needs, the College hired, after a screening process, WTC Consulting, Inc.

The WTC consultant met with the committee and many segments of the College community in February and March 2012. Working with 25 focus groups, this consultant interviewed a wide range of College of Marin employees, including these:

- the superintendent/president's Cabinet and the Technology Planning Committee
- Information Technology groups and staff
- The Educational Planning Committee and persons in Academic Services serving as staff to the committee
- department chairs
- distance education staff and Media Services staff

- student government representatives
- faculty and staff at the Indian Valley Campus
- faculty in the Writing Center and Basic Skills Lab
- staff in Communications and Community Relations
- Community Education staff
- the dean of Arts and Humanities
- the director of Student Development
- the dean of Math and Sciences
- Library faculty and staff
- the director of Fiscal Services
- the dean of Workforce Development
- other faculty and staff focus groups

Additionally, the Technology Planning Committee, in collaboration with WTC Consulting, created two online technology surveys, one for faculty and staff and one for students. Survey results from the 309 participants were analyzed and woven into the new plan's initiatives.

Based upon the examination of other technology plans, the Technology Planning Committee selected an overall framework for the plan and later vetted and edited all parts of it (35 drafts). The process is detailed in a table of Technology Plan Development Steps. To maximize the ability for collaboration, a Wikispace was created to house the plan's documents and drafts.

The final version of the 2012-17 College of Marin Technology Plan was approved by the College's Planning and Resource Allocation Committee and the College Council in May 2012. It was sent to the College's Board of Trustees in July 2012. At its regular meeting on September 18, 2012, the Board of Trustees approved the plan.

[see [Evidence A. Response to the Recommendation](#)]

B. Analysis and Resolution of Deficiencies

With the completion of its 2012-2017 Technology Plan, College of Marin established a sustainable technology plan for the acquisition, maintenance and replacement of its infrastructure, equipment, support and training to meet its institutional needs. The plan, completed in May 2012, has been communicated College wide through various methods and media. Within the plan is a clearly delineated process and timetable of regular evaluation for its effectiveness in prioritizing and funding current and projected long-term technology needs.

B.1. Completion and Communication of a New Technology Plan

Recommendation: "In order to meet standards, the team recommends that **the college establish and communicate a sustainable technology plan ...**"

College of Marin created the comprehensive 2012-2017 Technology Plan to meet institutional needs and has communicated the plan through various means to the College community.

The College has shared the plan through participatory governance committees, the senates, the superintendent/president’s Cabinet and the College as a whole. The plan has been presented at group meetings, and circulated through emails to the entire College community and a posting to the Planning, Research, and Institutional Effectiveness (PRIE) website.

In creating the 2012-17 Technology Plan, the College worked within its Integrated Planning Model and correlated the Technology Plan with the College’s 2009-19 Educational Master Plan and the College’s Strategic Plan 2009-12. The College also ensured that the Technology Plan addressed and fulfilled applicable accreditation standards.

[see [Evidence B.1. Completion and Communication of a New Technology Plan](#)]

B.2. Technology Plan’s Support of the Strategic Plan 2009-2012 and the 2009-2019 Educational Master Plan

The development and completion of the new technology plan directly supports Strategic Objective 3.1 of the College’s 2009-2012 Strategic Plan, specifically “Prepare a College of Marin Technology Plan that identifies the current needed improvements in policies, hardware, software, and training.”

Furthermore, all completed initiatives and future initiatives of the 2012-2017 Technology Plan were sorted by their connection to the four areas of the 2009-2019 Educational Master Plan: Student Access, Student Success, College Systems, and Community Responsiveness, as seen in the following table:

Technology Plan Priority	Educational Master Plan Priority
Provide technology and training to faculty, staff, and students to facilitate access to College resources and services.	Student Access
Integrate new technologies and applications to improve student learning environments on a continuous basis.	Student Learning and Success
Provide appropriate and sustainable technology that supports faculty and staff work requirements. Enhance services and operational efficiency through improvements to student support, instructional, and administrative systems. Maintain reliable server, storage, network, and	College Systems

telecommunications infrastructures.	
Use technology to promote communication with the community, encourage community involvement, and facilitate community access to information about the College and its educational programs.	Community Responsiveness

[see [Evidence B.2. Technology Plan's Support of the Strategic Plan 2009-2012 and the 2009-2019 Educational Master Plan](#)]

B.3. The Technology Plan's Fulfillment of Accreditation Standards

The following four sections explain how the completed and planned initiatives detailed in the Technology Plan address the four standards listed in the Commission's recommendation (Standards IIC.1.a; IIC.1.b; III.C.I.c; III.C.I.d). These sections will focus on the initiatives within the 2012-17 Technology Plan, but will also include related technological improvements implemented since 2004 in order to show past improvements created a basis for future developments. A detailed chart showing how specific planned technological initiatives address specific accreditation standards is included at the end of section B.3.

B.3.1. Enhancing the Operation and Effectiveness of the Institution

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

The following 2012-2017 Technology Plan's initiatives will enhance, and in some cases, are already enhancing, the operation and effectiveness of the institution:

Computer Replacement: The process for defining standards and replacing computers, detailed in the 2012-17 Technology Plan, has already been implemented. Thin client systems that access virtual desktops hosted on a central server have replaced 100 existing computers in designated student labs this last summer. These systems require just 10 percent of the power used by a typical lab desktop system and provide students access to technology that can be updated without replacing the thin-client lab system. Additionally, the College will receive PG&E rebates based on actuarial calculations of energy savings associated with replacing older equipment with thin-client systems. These systems will be evaluated to ensure that lab computers are able to support the required course software. Additionally, a complete inventory of computer lab software in use across the campus is being updated.

Instruction: The new Technology Plan identifies Moodle as the learning management system for distance education courses, hybrid courses, and web-enhanced courses. Implemented in 2011, Moodle has already been made available to all credit and noncredit courses. Classroom technology continues to be upgraded according to the standards within

the 2012-2017 Technology Plan as new buildings are completed and new classrooms become available. With more classrooms available, the media services workers will be able to respond more quickly to faculty during their classes.

Students: Four initiatives which affect students directly, identified in the 2012-2017 Technology Plan, are already in process now:

- Implementing and testing DegreeWorks, which will assist counselors and students in analyzing completed coursework and determining what is needed to graduate.
- Submitted application to MARINet, a consortium of 18 member libraries in Marin County, which will enhance the effectiveness of our library by providing student access to all the library resources in Marin County.
- Upgrading the MyCOM portal, to increase student accessibility and user friendliness.
- Establishing a campus-wide print system, to improve student access to document printing.

Overall Operational Effectiveness: The following initiatives, included in the 2012-2017 Technology Plan, will have direct effects on the efficiency and effectiveness of College operations:

- Banner Document Management System
- Banner Enterprise Data Warehouse
- Banner Faculty Load and Automated Compensation (FLAC) module
- College Website Content Management System
- Employee Self-Service Portal
- Maintain student computer lab inventory
- Student Computer Lab Management Software
- Student Computer Labs – Student Domain
- Opt-Out Emergency Response System

A more detailed explanation of these and related initiatives can be found in the documents listed under “Initiatives to Enhance the Operation and Effectiveness of the Institution.”

[see [Evidence B.3.1 Enhancing the Operation and Effectiveness of the Institution](#)]

B.3.2. Providing Quality Training

Recommendation: “In order to meet standards, the team recommends that the college establish and communicate a sustainable technology plan for the..., **support and training** to meet institutional needs.”

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

B.3.2.1. Technology Training Initiatives Completed between 2007-2012

The following projects, completed *before the 2012-17 Technology Plan was approved*, served as the foundation for further technology training initiatives identified in the plan. These projects, as part of the College's previous technology plan, were implemented to better serve students and the College community as a whole.

Banner: As part of the implementation process for the Banner administrative systems, the College provided extensive training to staff users of the system and developed training manuals and online tutorials. Additionally, the College provided training for faculty on the MyCOM portal. Between 2007 and 2011, 53 Banner Training Sessions were offered covering Banner Self Service Finance Module, Banner Student, and the MyCOM Portal. (See Technology Plan, Appendix 4 for a summary of these workshops, manuals, and tutorials.)

Moodle and Online Pedagogy: Throughout the migration from Blackboard to Moodle since summer 2011, there have been 28 Moodle Training Workshops and two Online Pedagogy trainings offered. (See Technology Plan, Appendix 5.)

Office 2007: Between 2009 and 2010, 46 Office 2007 workshops have been offered, with 226 attendees in 2009 alone. While attendees participated in the workshops, IT staff upgraded their systems. (See Technology Plan, Appendix 6.)

Data Dashboard: With the introduction of the Data Dashboard, the Planning, Research and Institutional Effectiveness (PRIE) Office provided training workshops initially for targeted audiences in July, August, and October 2011, but then followed by general training sessions for administrators, faculty and staff during the fall 2011 and spring 2012 semesters. The PRIE Office continues to provide training in this area to individuals upon request or to new employees. (See Technology Plan, Appendix 7.)

ADA Compliance: In January 2011, a representative of the High Tech Center Training Unit gave a presentation entitled *Making Online Learning Accessible to All Students*. This workshop covered ADA compliance issues for faculty offering distance education courses, or providing Web pages or online/media materials developed for traditional classroom courses.

Other Trainings: Through the Flex Program, the College regularly offers workshops for faculty and staff addressing technology-related topics. During 2009-2011, workshops were offered for the following: MyCOM Portal, MyCOM email, online resources for teaching and learning, MS Office, PowerPoint, EduStream, Getting Started with Moodle, Teaching with Moodle, Using the Data Dashboard, Using the Course Outline, Degree/Certificate, and Program Review databases.

B.3.2.2. Technology Training Initiatives Scheduled between 2012 and 2017

The following are initiatives that are either *in progress or slated to be completed during the duration of the 2012-2017 Technology Plan*.

Campus Migration to MS Office 2010 and MAC Office 2011

Over the summer 2012, the College began the migration to MS Office 2010 and MAC Office 2011 by conducting formal training workshops and installing system upgrades to faculty and staff's computers during workshop attendance.

Introduction to College Technology for Faculty and Staff

The College is scheduled to provide an introduction to College of Marin's technology resources and services at its Faculty Academy workshops and other Flex Training Programs. This will ensure faculty and staff know what technology resources and services are available and how to access them.

Research and Pilot Assistive Technology

Implement process for researching and piloting new assistive technologies to ensure accessibility for all of its constituents and compliance with Web Accessibility Initiative (WAI) guidelines and 508 standards through the use of appropriate assistive technology on the district website and in the production of all instructional and communicative materials and media within the College.

Other Training Workshops

Training workshops and other forms of training have been incorporated into the project phases for the following initiatives:

- DegreeWorks
- Employee Self-Service Portal
- Banner Enterprise Data Warehouse
- Banner Document Management System
- Banner Faculty Load and Automated Compensation (FLAC) module
- Web Content Management System
- Classroom Technology

[see [Evidence B.3.2 Providing Quality Training](#)]

B.3.3 Systematic Planning, Acquisition, Maintenance and Upgrades

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Over the last six years, the College has systematically planned, acquired, maintained and upgraded or replaced a number of major technological systems including: the wireless network, servers, classroom and student laboratory technology, and the telephone system.

These served as the foundation for new and updated systems within the new technology plan. Many more updates and additions will be completed during the timeframe of the 2012-2017 Technology Plan and are the result of systematic research and planning. These include

- an upgrade to a campus-wide wireless network
- a computer replacement plan for both instructional and non-instructional equipment including virtual desktop technology for faculty and student computers
- upgrades to telephone/voice mail and teleconferencing systems, server, cable and network infrastructure, and to the MyCOM portal
- continued upgrades to classroom technology
- the development of a campus-wide print-management system
- the implementation of a college content management system

A more detailed list and explanation of technological initiatives related to section B.3.3. can be found in the documents listed under “Systematic Planning, Acquisition, Maintenance and Upgrades.”

[see [Evidence B.3.3 Systematic Planning, Acquisition, Maintenance and Upgrades](#)]

B.3.4. Supporting the Development, Maintenance and Enhancement of College Programs and Services

III.C.1.d. The distribution and utilization of technology resources supports the development, maintenance, and enhancement of its programs and services.

Over the last four years, the College has distributed and utilized a number of major technological resources, including improvements recommended in its 2010 Technology Plan, which support the development, maintenance and enhancement of its programs and services. These include the development of the *Data Dashboard* to track student and program success (among other functions), the addition of a proxy server for the library connected to the MyCOM portal, the implementation of a classroom and event management system called *Resource 25*, the transfer of the College’s online learning management system from Blackboard to Moodle, the adoption of EduStream for video streaming, and the continued upgrading of classroom and lab technology.

Other initiatives scheduled to be completed during the timeframe of the 2012-2017 Technology Plan include these:

- implementation of a computer replacement plan for student lab computers as well as non-instructional technology
- maintenance of a complete inventory of software and hardware needs and usage across the campus
- participation in MARINet, a consortium of 18 member libraries in Marin County

- expansion of the integration of the Moodle Learning Management system
- use of a single College wide ID
- implementation of an employee self-service portal, a web content management system, a student domain and virtual desktop technology.

A more detailed list and explanation of technological initiatives related to section B.3.4 can be found in a documents listed under “Supporting the Development, Maintenance and Enhancement of College Programs and Services.”

[see [Evidence B.3.4. Supporting the Development, Maintenance and Enhancement of College Programs and Services](#)]

The following table summarizing initiatives within the 2012-2017 Technology Plan shows the correlation of each initiative with one or more accreditation standards.

Summary of Initiatives		
Administrative Computing and Communications		
ID	Description	Time Line
II.A.1	Implement DegreeWorks ACCJC/WASC Standards: III.C.1.a, III.C.1.b;	2012-2013
II.A.2	Implement Employee Self-Service Portal ACCJC/WASC Standards: III.C.1.a, III.C.1.b, III.C.1.d;	2012-2013
II.A.3	Implement Banner Enterprise Data Warehouse ACCJC/WASC Standards: III.C.1.a, III.C.1.b;	2012-2013
II.A.4	Implement Banner Document Management system ACCJC/WASC Standards: III.C.1.a, III.C.1.b;	2013-2014
II.A.5	Implement Banner Faculty Load and Automated Compensation (FLAC) ACCJC/WASC Standards: III.C.1.a, III.C.1.b;	2013-2014
II.A.6	Join MARINet, a consortium of eighteen member libraries in Marin Co. ACCJC/WASC Standards: III.C.1.a, III.C.1.d;	2012-2013
II.A.7	Implement web content management system ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d;	2013-2015

Summary of Initiatives		
Administrative Computing and Communications		
ID	Description	Time Line
II.A.8	Migrate to single campus identification Card ACCJC/WASC Standards: III.C.1.a, III.C.1.d;	2014-2015
II.A.9	Update the MyCOM portal ACCJC/WASC Standards: III.C.1.a, III.C.1.c;	2012-2014
II.A.10	Research feasibility of an “opt out” emergency response system ACCJC/WASC Standards: III.C.1.a;	2012-2013
Summary of Initiatives		
Instructional Technology		
ID	Description	Time Line
II.B.1	Increase integration of Moodle learning management system ACCJC/WASC Standards: III.C.1.a, III.C.1.d;	2012-2017
II.B.2	Complete student domain for computer classrooms and labs ACCJC/WASC Standards: III.C.1.a, III.C.1.d;	2012-2013
II.B.3	Implement virtual desktop technology for student access ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d;	2012-2013
II.B.4	Define standards and implement replacement plan for student lab computers. ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d;	2012-2013
II.B.5	Maintain student computer lab software inventory ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d;	2012-2017
II.B.6	Implement student computer lab management software ACCJC/WASC Standards: III.C.1.a, III.C.1.d;	2013-2014
II.B.7	Implement a campus wide, web based print management system for student computer labs ACCJC/WASC Standards: III.C.1.a, III.C.1.c, III.C.d;	2013-2014

Summary of Initiatives		
Administrative Computing and Communications		
ID	Description	Time Line
II.B.8	Equip additional classrooms with technology. ACCJC/WASC Standards: III.C.1.a, III.C.1.c;	2013-2014
II.B.9	Implement quick response processes for classroom technology problems. ACCJC/WASC Standard: III.C.1.a;	2013-2014
II.B.10	Create virtual desktops for classroom instruction. ACCJC/WASC Standards: III.C.1.a, III.C.1.d;	2013-2014
II.B.11	Establish process for replacement of non-computer instructional technology. ACCJC/WASC Standards: III.C.1.c, III.C.1.d;	2012-2013
II.B.12	Research and pilot new classroom technologies ACCJC/WASC Standards: III.C.1.a, III.C.1.d;	2012-2017

C. Sustainability Agenda

A sustainable technology plan is a well-coordinated plan applying environmentally sustainable and green principles to technology choices for systems of applications, equipment, and services. For a plan to be effective and sustainable, it must include out-comes that can be measured and evaluated for effectiveness.

Further, a plan must remain current through periodic modifications and updates as time and circumstances dictate. To help achieve this challenge, the 2012-2017 Technology Plan was designed to be strategic in nature, with strategy detailing the College's technology vision and technological priorities. To promote this vision and support these priorities, the plan includes specific initiatives and project phases. These initiatives and related project phases will be reviewed and updated on an annual basis. The review will also include an annual cycle of evaluation of the plan's effectiveness in prioritizing and funding current and projected long-term technology needs. This review will be done first by the Technology Planning Committee and then further reviewed by the College's Planning and Resource Allocation Committee (PRAC). In addition, PRAC will base its resource allocation recommendations related to technology upon the resource allocation requests which adhere to the plan.

To ensure sustainability, the College will establish a structured process for replacement of student lab, faculty, and administrative technology to ensure that technology can support course, teaching, and administrative software. This structured process will include system standards for Windows and Macintosh computers, prioritization for the replacement of systems, maintaining an up-to-date inventory with details of each system, replacement of standard desktop systems with thin-client systems accessing virtual desktops as appropriate, and an annual allocation and replacement process.

In addition to an annual technology planning cycle, in order to ensure the College’s technology planning is continuous and initiatives are refined or expanded as technologies evolve and requirements change, the College will implement an ongoing technology planning cycle (below), which includes a comprehensive review of the Technology Plan in 2016-2017 and thereafter every three years.

While the College has not identified long-term funding for implementation of the full five-year plan due to the difficult economic climate, full funding has been identified for the first year of the plan. A sustainable funding source is being explored.

[see [Evidence C. Sustainability Agenda](#)]

Annual Technology Planning Cycle		
Time Line	Responsible Persons	Activity
Summer	Director of Information Technology	Assess the past year’s technology plan project phases and draft an annual progress report.
Early Fall	Technology Planning Committee	Review the annual progress report on technology plan project phases.
Mid Fall	Director of Information Technology and Technology Planning Committee Chair	Present the annual progress report to the Planning and Resource Allocation Committee, the Program Review Committee, and other campus groups, and get feedback from these groups.
Early Spring	Technology Planning Committee	Review feedback received from committees and campus constituents. Update project phases based on progress made and feedback received.
Mid Spring	Director of Information Technology & Technology Planning Committee Chair	Present the revised project phases to the Planning and Resource Allocation Committee and request resources.

Ongoing Technology Planning Cycle		
Year	Type of Review	Activity
2011-2012	Comprehensive	Comprehensive IT assessment and development of 2012-2017 Technology Plan
2012-2013	Annual	Review and update project phases
2013-2014	Annual	Review and update project phases
2014-2015	Annual	Review and update Project phases Complete the Accreditation Self-Study Report
2015-2016	Annual	Accreditation Comprehensive Site Visit Review and update Project phases
2016-2017	Comprehensive	Comprehensive review and revision of Technology Plan
2017-2018	Annual	Implement Technology Plan 2017-2020 Review and update Project phases
2018-2019	Annual	Review and update Project phases
2019-2020	Comprehensive	Comprehensive review and revision of Technology Plan
2020-2021	Annual	Implement Technology Plan 2020-2023 Review and update Project phases Complete the Accreditation Self-Study Report
2021-2022	Annual	Accreditation Comprehensive Site Visit Review and update Project phases

D. Conclusion

College of Marin has successfully addressed the issues raised in Recommendation 8. Working within its Integrated Planning Model and its participatory governance processes, the College has created the 2012-17 Technology Plan. This comprehensive, sustainable plan addresses not only the Commission's Follow-Up Visiting Team's concerns but each of the accreditation standards applicable to technology. The plan gives appropriate detailed attention to support and training, as well as to infrastructure and equipment. The College is committed to the ongoing support, evaluation, and updating of the plan in order to meet its many current and long-term needs. At a retreat on September 8, 2012, the Board of Trustees reviewed the Technology Plan and engaged in dialogue about the policy implications and resource implications associated with the plan. At its regular meeting on September 18, 2012, the Board of Trustees approved the plan. Year one of the plan is fully funded.

Recommendation 9: Board of Trustees

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

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

A. Response to the Recommendation

Following its visit in October 2011, the visiting team ascertained that the Board of Trustees (the Board) and the superintendent/president had approached this recommendation in a serious and deliberate manner. It was further noted that many of the challenges identified in the comprehensive visit in October 2010 were being addressed. The team recommended that evidence of continued progress in meeting this recommendation be included in the College's mid-term report.

In the intervening two years, the Board has collectively worked with the superintendent/president to address each of the elements of this recommendation and collaborated in the preparation of the progress report. The College has made significant accomplishments at all levels and Board governance is now efficient and effective. The most overarching measure of the Board's effectiveness is the general improved health of the College, an outcome of many developments such as the following:

- The Board hired a new superintendent/president, who started in December 2010.
- In a recent survey of students, an overwhelming majority of those responding rated their experience at the College as good to excellent, and a vast majority indicated they would recommend it to others.
- Morale on campus has improved measurably. In a survey of all employees, a majority expressed confidence in the leadership and direction of the College. Longstanding labor disputes have been resolved. Twenty-three new full-time faculty have been hired, bringing in new energy and expertise, as many long-term faculty have retired.

- The modernization project funded by a \$249.5 million bond measure in 2004 is in its final stages, and the physical transformation of the campuses has created state-of-the-art teaching and learning facilities.
- The Board has worked very effectively with the community surrounding each campus, as well as with each other, to make timely decisions and find effective compromises when needed. In March 2011, the Board adopted a spending plan for all remaining bond-funded projects. It was necessary to prioritize the projects in order to fit into the budget, and hard choices had to be made. The Board worked hard to find compromises and make sound decisions that would bring the highest benefit to the District. The spending plan passed with a 6-1 vote.
- The Board has also been very effective in working with the superintendent/president in the development of a four-year budget that addresses a \$2.9 million structural deficit. A plan was implemented to incrementally reduce the structural deficit over a four-year period, preserving adequate reserves.
- Plans are underway to develop an internal advancement office to raise funds for the College; and the College is soon to receive a \$50,000 gift from a new major donor.
- To date, the Board has completed 98 percent of its policy updates, and the remaining two percent will be completed by the end of the fall semester 2012.
- The Board has received in-depth presentations and has become well-versed on student learning programs, outcomes, and initiatives.
- The Board has worked diligently to improve its decision-making processes, devoting substantial time at several retreats to identify ways to improve its decision-making. In the past two years, several improvements have been implemented. Agendas are more efficient and strategically focused, and staff reports also are more focused on clearly framing issues for consideration and providing thorough and concise information upon which to base decisions. For more complex issues, the Board often schedules study sessions to provide background, frame issues and options, and identify further information that may be needed. In those cases, action may be taken later in the meeting, or at the following meeting if the issue is not time-sensitive. As a result of these actions, all decisions have been made on a timely basis.
- The Board has made a very thorough effort this year to have a more pro-active role in the College's integrated planning processes. It has reviewed all of the institutional plans and identified the policy and resource implications of each, including the *Technology Plan 2012-2017*, the *Distance Education Plan 2012-2015*, the *Educational Master Plan 2009-2019*, the *Strategic Plan 2012-2015*, and the *2012 Facilities Master Plan*. The Board has

also developed the College of Marin Board Governance Calendar to use for annual planning and setting agenda priorities. These steps should assure better integration of all planning processes and improve the effectiveness of College operations.

- An analysis of voting patterns since January 2011 indicates a positive change from the voting pattern in previous years of divided (4-3) votes on certain key issues. Less than two percent of votes have been 4-3 or 3-4.
- Board attendance at meetings is high, with 100 percent attendance at 92 percent of regular meetings and 86 percent at special meetings. Retreats and special meetings have been scheduled to assure Board member's attendance as often as possible. Participation on Board committees and work groups has been active and effective.
- The Board has worked very well with the superintendent/president. The Board is clear about their respective roles and is careful not to micromanage. The Board works with the superintendent/president to set his annual goals, which form the basis of his evaluation, and to align the Board's goals with the those of the superintendent/president's.
- The composition of the seven-member Board has changed since 2009, with one new Board member elected in 2009, and another new Board member elected in 2011. The new members have brought additional expertise and experience to the Board, and have assimilated well into its composition.
- Since October 2011, in addition to its 11 regular monthly meetings, the Board has convened two special meetings and five retreats. Three retreats specifically addressed WASC standards and a fourth addressed the Board Self-Evaluation. Reports and discussion of accreditation needs, issues, and progress occurred at many of the regular monthly meetings.

[See [Evidence A. Response to the Recommendation](#)]

Board Self-Evaluation

The Board Policy for Self-Evaluation is BP 2745.

The Board began discussion of its annual self-evaluation process at its March 13, 2012, meeting. It was originally proposed, for the sake of consistency, to use the same instrument as the prior year. However, several members were concerned that additional areas needed to be addressed, and the instrument was sent back to the Board's Self-Evaluation Committee for further development.

Consistent with Board Policy 2745, the Board of Trustees' Self-Evaluation Committee, consisting of three elected trustees with the involvement of the student trustee, met on April 3,

2012, and developed language for an evaluation instrument, drawing on several models. The instrument included a three-point rating scale, and also provided the opportunity for comments and feedback. The full Board met on April 6, 2012, to discuss the instrument and after considerable discussion, approved it unanimously (7-0).

The April 6, 2012, meeting minutes reflect the following:

The Board reviewed the talking points and the draft Self-Evaluation document as reviewed and modified by the committee in response to the concerns expressed at the last Board meeting. There was significant discussion about the pros and cons of the document. It is important that we respond to WASC's recommendations and address the items they have called out.

Board members completed an on-line survey version of the instrument.

On May 18, 2012, the Board met for a retreat, to discuss the results of the self-evaluation and identify ways to improve Board effectiveness.

The Board identified several areas that would enhance its work. A top priority was to implement a more pro-active role for the Board in all aspects of the integrated planning process, institutional plans, fiscal oversight, and quality of student learning. A comprehensive list of topic areas for Board retreats and workshops was also identified. As mentioned in section A. above, identified improvements have been made and are ongoing.

The Board also identified the need to develop three- to five-year budget projections to address structural deficits, and the need to examine several areas related to all aspects of student learning. A budget was passed on August 21, 2012, that included a four-year plan to address the structural deficit.

In addition, the Board identified methods to improve the effectiveness of its meetings and provide ongoing support to the superintendent/president, including the continued evaluation of each Board meeting prior to adjournment which has been a long standing practice of the Board. They also discussed methods to assure clear, effective, and collegial communication among Board members. It was noted that communication among Board members, the College community, and members of the public improved during the last two years and has become very effective.

In response to priorities identified through the self-evaluation process, the Board has made numerous efforts to be more pro-active and strategic. As already noted, additional study sessions and Board retreats have been implemented. The Board developed the College of Marin Board Governance Calendar to aid in annual planning and agenda setting. All institutional plans have been thoroughly reviewed and policy and resource implications identified. Necessary further

actions will be developed and established as agenda items in a timely fashion. The Mission Statement and Ethics Policy have been reviewed and revisions are being developed.

[see [Evidence A. Response to the Recommendation](#)]

B. Analysis and Resolution of Deficiencies

This section is organized by four major components of the recommendation: 1) Developing policies that support the quality, integrity, and effectiveness of student learning programs and services; 2) Deliberating with due diligence and making timely decisions that are in the best interests of the institution; 3) Acting as a whole and adhering to Board policy once a decision has been made; and 4) Supporting the superintendent/president's authority in administering policies and procedures.

B.1. Developing policies that support the quality, integrity and effectiveness of student learning programs and services

The visiting team noted in its October 2011 report that the Board acted as a whole on its project to revise and update all Board policies and administrative procedures with assistance from the Community College League of California (CCLC).

As reported in the October 2011 progress report, the Board approved a contract with the CCLC to update the District's Board policies and administrative procedures. This Board Policy/Administrative Procedure Revision Project was announced to the College community on September 10, 2007. Following former Superintendent/President Dr. Frances L. White's recommendation the District worked with a professional representative from CCLC to assist in the revision of the District's Board policies and procedures and align them with CCLC-recommended language (which has been vetted by the law firm of Liebert, Cassidy, and Whitmore) to ensure they reflect current laws and legal codes.

During the summer of 2007, the Office of Organizational Development and Planning (now renamed the Office of Planning, Research, and Institutional Effectiveness) worked to establish a review process, flow charts, and a schedule of chapter review meetings for the ensuing year.

Dr. Jane B. Wright, the CCLC representative appointed to assist the District through the review process, reviewed all of the District's current Board policies and procedures, integrated the College's existing language into CCLC's recommended language templates, and included current legal citations for legal codes, laws, and regulations.

At a Board Study Session held May 13, 2008, Dr. Wright and Mary Dowell, Senior Partner of the law firm of Liebert, Cassidy, and Whitmore, provided additional information on the Board Policy/Procedure Revision Project and clarified legal issues and the approval process.

[See [Evidence B.1. Developing Policies](#)]

Project Status Summary

As the District finalizes its work in reviewing and revising COM's Board policies and administrative procedures, it has completed the revision of 182 Board policies (98 percent complete) and 176 administrative procedures (97 percent complete).

With regard to the revised Board policies which specifically "...support the quality, integrity and effectiveness of student learning programs and services," all 25 of the policies categorized under the *Academic Affairs*' chapter have been revised, approved by the Academic Senate, sent through the governance review process, adopted by the Board and posted on the Board of Trustees' website. Additionally, all 30 of the policies categorized under the *Student Services*' chapter have gone through the governance review process, been approved by the Academic Senate when necessary, adopted by the Board and posted on the Board of Trustees' website.

It is anticipated that the Board Policy/Administrative Procedure Revision Project will be completed by the end of fall semester 2012. The District acknowledges that once this initial revision is complete, the Board policies and administrative procedures will need to be maintained and updated in accordance with the legal updates provided as part of CCLC's Policy and Procedure Service and in accordance with the recommendations of local legal counsel.

As current Board policies are revised and new Board policies are written, they are presented to the Board for review, consideration and approval. Once approved, they are posted to the Marin Community College District Board Policies and Administrative Procedures website (<http://www.marin.edu/com/ODP/BoardPolicies.htm>). (Administrative procedures are sent to the Board as *information items* and posted to the website after Board review.)

The Board recognizes the need to periodically review policies to ensure they comply with changes in legislation or local referendums.

[See [Evidence B.1. Developing Policies](#)]

B.2. Deliberating with due diligence and making timely decisions that are in the best interest of the institution

The visiting team further noted in the October 2011 visit, the progress that the superintendent/president and Board of Trustees had made in deliberating with due diligence and timely decision-making. Improvement in the development of Board agendas was also noted.

As noted in previous sections and revealed in voting patterns and meeting records, Board decision-making has been improved and all decisions have been made in a timely fashion. Previous patterns of schisms in voting are no longer evident. The Board is working well together, respecting differences, and finding compromises when necessary.

Board meeting minutes reflect that the Board continues to act upon items presented at meetings and do not reflect carrying over items to another meeting.

[See [Evidence B.2. Deliberating with due diligence and making timely decisions](#)]

B.3. Acting as a whole and adherence to board policy once a decision has been made

Following its October 2011 visit, the visiting team noted that the Board is coalescing and supporting the new superintendent/president. The team further noted that the superintendent/president continues to work with Board members toward creating a unified, effective Board. While the Board represents the diversity of viewpoints reflective of the community and the District's various stakeholders, there continues to be focus on coalescing and acting in the best interest of the College.

The Board has consistently acted as a whole once decisions have been made. Many efforts have been made to assure timely, respectful, and thorough decision-making, as noted in previous sections, and evidenced by voting patterns. As referenced in previous sections, less than two percent of all votes since January 2011 have been either 4-3 or 3-4 votes. Of the remaining votes, the vast majority have been unanimous (7-0) or nearly unanimous (6-1, 6-0).

The Board has had several discussions about the need to respect all points of view at the same time as it abides by the majority decision. Following is an excerpt from the Power Point overview, prepared by the Board President, and discussed at the Self-Evaluation Retreat.

“All Trustees have a responsibility to consider all points of view respectfully. Each Trustee is 1/7 of the decision-making body, and all must work together in good faith to make the best decisions for COM. We all want what is best for COM, even if we disagree about how to make it happen. When we focus on current and future issues, the decision-making process is more effective than when we have issues that involve past history. There are several areas relating to past decisions in which there is a pronounced difference in perspectives. It is necessary to 'agree to disagree' in these areas and move on. It is also important to be mindful of past reactions that color current perceptions and be willing to keep an open mind. Elected Trustees are required to represent communities they serve. Different Trustees focus on different constituencies, reflecting differing priorities. Our job is to collectively consider all points of view in our decision-making.”

As the Board president's remarks reveal, in the past year the Board generally has worked well together and worked hard to synthesize various perspectives. When there has been contention, it has generally been when perceptions about the past have been involved, particularly regarding the 2010 Self-Study Report. There are widely differing perspectives about how the Board functioned at that time. Some members perceive that the previous report was one-sided, and unfairly targeted them as deficient in their duties as trustees. Other members agree with the previous recommendation as written. The composition of the Board has changed since that time

with two new Board members—one elected in the fall of 2009, and one elected in the fall of 2011.

It does not appear to be possible to reconcile these perspectives about the past. However, and more importantly, the trustees have consistently been able to stay focused on current and future decisions, and there have also been good-faith efforts resulting in thorough and reasoned decision-making.

The 2011 and the 2012 Self-Evaluation Retreats identified various ways to improve decision-making that have been implemented, as noted in previous sections.

[See [Evidence B.3. Acting as a whole and adhere to board policy](#)]

B.4. Supporting the superintendent/president's authority in administering policies and procedures

The Board and the superintendent/president have worked positively and effectively since the superintendent/president joined the District in December 2010. Trustees have a high level of confidence in the leadership of the superintendent/president. His follow-through is timely and productive and he is both responsive and pro-active in addressing trustee questions, concerns, comments, and ideas. Trustees delegate appropriate authority to the superintendent/president.

The Board is mindful of the importance of understanding and respecting the roles of the Board and the superintendent/president. The Board appropriately delegates authority to the superintendent/president and supports his decisions. The Board is also mindful to avoid micromanaging and there have been no instances of micromanaging or confusing the respective roles.

The Board has shared resources concerning the role of the Board in working with the superintendent/president, specifically in approaching responses to Standard IV recommendations. At the May 15, 2012, Board meeting, a trustee shared her Community College League of California Trustees Conference presentation entitled, "*How to Breathe Life into Standard IV Recommendations*". The presentation addressed how to embrace institutional work in responding to Leadership and Governance Standards and the CCLC Board Focus on avoiding micro-management.

At a Board retreat on September 8, 2012, another trustee shared an article entitled "Accreditation and Governing Board Roles and Responsibilities" from the *ACCJC News* summer 2012 edition. As a follow-up to the September 8, 2012, discussion on Board roles, ACCJC's draft *Guide to Accreditation for Governing Boards* was distributed to all trustees for review and future discussion.

The Board has implemented timely evaluation of the superintendent/president. The Board approves the superintendent/president's goals and objectives and bases his evaluation on them. The Board has also integrated its own goals with the superintendent/president's goals.

[See [Evidence B.4. Supporting the superintendent/president's authority](#)]

C. Sustainability Agenda

The Board will continue to review its performance on an ongoing basis. Recognizing a need for consistency in tracking various reports and evaluations, as well as for planning and strategic visioning, the Board developed the College of Marin Board Governance Calendar.

The Board is committed to ongoing training and continuing education as well as self-evaluation to continually improve its effectiveness.

The Board will continue to review and evaluate performance indicators to monitor and oversee institutional effectiveness and student success.

The Board recognizes the need to periodically review policies to ensure they comply with changes responding to legislation or local referendums and changes to mission and strategic directions.

In recent retreats, the Board identified several areas that would enhance its work. A top priority was to implement a more pro-active role for the Board in all aspects of the integrated planning process, institutional plans, fiscal oversight, and quality of student learning. A comprehensive list of topic areas for Board retreats and study sessions was also identified.

New Board goals and objectives have been approved and integrated with the goals of the superintendent/president.

In the near future, the Board will:

- Complete an in-depth review of the College's mission statement and revise as needed
- Complete an in-depth review of the new Strategic Plan 2012-2015 when it is completed
- Complete an in-depth review of WASC Standard IV
- Complete an in-depth review of the Board Ethics Policy and revise as needed
- Develop a continuing education program for experienced trustees
- Improve the orientation program for new trustees to make it more thorough and comprehensive

- Continue to support the superintendent/president
- Continue to work together as a whole to maintain excellence at the College

[See [Evidence C. Sustainability Agenda](#)]

D. Conclusion

In spite of budget cuts, the College is thriving. Morale is improved, labor disputes have been settled, and students have new state-of-the-art teaching and learning facilities. Integrated planning has been improved, and an overwhelming majority of students ranked their experience at the College as good to excellent. Employee surveys indicated a majority of employees have confidence in the leadership and direction of the College.

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

Decisions are made in a timely and diligent manner. The Board consistently evaluates itself and implements recommended improvements. The Board has had 100 percent attendance at 92 percent of regularly scheduled meetings and 86 percent of special meetings. Less than two percent of votes have been 4-3 or 3-4 votes.

There are no instances of the Board not acting as a whole after a decision has been made.

The Board has nearly completed (98 percent complete to date, with the remainder to be adopted by the end of the fall 2012 semester) a review and revision of all of the College's Board policies and administrative procedures. The Board has thoroughly reviewed all institutional plans.

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

The College meets this Standard.

Appendix

Recommendation 1

<http://www.marin.edu/accreditation/2012/evidence/rec1/>

Recommendation 2

<http://www.marin.edu/accreditation/2012/evidence/rec2/>

Recommendation 3

<http://www.marin.edu/accreditation/2012/evidence/rec3/>

Recommendation 5

<http://www.marin.edu/accreditation/2012/evidence/rec5/>

Recommendation 7

<http://www.marin.edu/accreditation/2012/evidence/rec7/>

Recommendation 8

<http://www.marin.edu/accreditation/2012/evidence/rec8/>

Recommendation 9

<http://www.marin.edu/accreditation/2012/evidence/rec9/>

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ABOUT THE COLLEGE

College of Marin is one of 112 public community colleges in California and is accredited by the Western Association of Schools and Colleges. Approximately 10,400 credit and noncredit students enroll each fall and spring semester. Classes also are offered during the summer. (August 2012)

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. (August 2012)

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