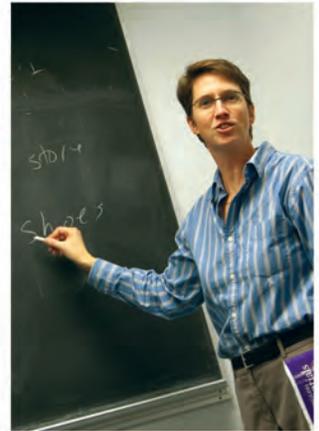


FOLLOW-UP REPORT 2011

*in Response to 2010
Self Study Recommendations*





Follow-Up Report

Submitted by:

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To:

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

October 2011

Follow-Up Report – Certification Page

Date: October 14, 2011

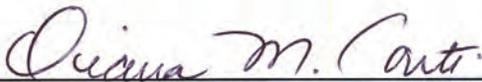
This Follow-Up Report is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirement in connection with its action to reaffirm the institution's accreditation status.

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



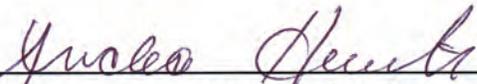
Diana Conti, President, Board of Trustees



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



Sara McKinnon, President, Academic Senate



Andrea Hunter, President, Classified Senate



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Report Preparation

College of Marin (COM) began its preparations for the Follow-Up Report in early February 2011 to respond to the recommendations cited in the letter reaffirming accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) dated January 31, 2011. I, President Coon, led the conversation about the timeline, responsible parties, review process and adequate resource support, and then finalized the details of the preparation plan.

As part of this preparation, I assigned my Cabinet members to serve as liaisons and provide support to specific committees to address each recommendation, emphasizing that the development of action plans and the completion of the Follow-Up Report required broad participation from constituent groups, including participatory governance committees, faculty, staff, and students.

Cabinet members and lead faculty prepared their assigned recommendation responses, followed by each responsible committee's review. The Cabinet liaisons then sent their reports to Accreditation Liaison Officer and Director of Planning, Research and Institutional Effectiveness Dr. Chialin Hsieh (ALO), whose office combined, edited, formatted, and collaborated with Interim Vice President of Student Learning (VPSL) Angelina Duarte 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 the Cabinet members and responsible committees, followed by the Management Council for their review and feedback.

In August 2011, the electronic link to the draft Follow-Up Report was emailed to the College community via the *President's Weekly Briefing* as well as posted on the website for comment. The week of September 5th, the revised Follow-Up Report was sent to the members of the Academic Senate, the Classified Senate, the College Council, and the Planning and Resource Allocation Committee for final review.

On September 12, 2011, the electronic link to the Follow-Up Report was again provided to College Council members for their final review and the Council unanimously approved the report at their September 15, 2011 meeting.

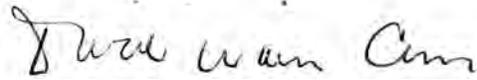
Lastly, the Follow-Up Report was submitted to the Board of Trustees on September 16, 2011 for review prior to the formal presentation to the Board of Trustees on September 20, 2011.

The final Follow-Up Report was submitted to the Commission on October 14, 2011.

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.

If you have any questions, do not hesitate to contact Dr. Hsieh or me.

A handwritten signature in black ink that reads "David Wain Coon". The signature is written in a cursive style and is positioned above a horizontal line.

David Wain Coon, Ed.D.
Superintendent/President

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 the college ensure 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. Preparations to Address Recommendation

Recommendation #1 involves planning and action steps covering a wide range of College processes. Therefore, the Planning and Resource Allocation Committee (PRAC) and its various subcommittees, in addition to the Academic Senate and its subcommittees, gathered and analyzed evidence to address the concerns of the Accrediting Commission for Community and Junior Colleges (the Commission).

Superintendent/President Dr. David Wain Coon appointed Interim Vice President of Student Learning (VPSL) Angelina Duarte, and Academic Senate President Sara McKinnon, (co-chairs of the Planning and Resource Allocation Committee (PRAC), in addition to Director of Planning, Research and Institutional Effectiveness Dr. Chialin Hsieh, as the liaisons to work with PRAC, the Academic Senate, and their subcommittees on this first recommendation. ([Appendix 1.A.1.](#))

The PRAC subcommittees identified to work on Recommendation #1 included the Instructional Equipment Committee (IEC), the Technology Planning Committee (TPC), the Facilities Planning Committee (FPC) and the Professional Development Committee (PDC); in addition to two ad hoc committees: the Full-Time Faculty Allocation Committee (FTFAC), and the Student Access and Success Initiative Workgroup.

The Academic Senate subcommittees identified to work on this recommendation included the Student Learning Outcome Assessment Council (SLOAC), the Distance Education Committee (DEC) and the Program Review Committee (PRC). Department chairs, deans and directors played a role in several of these processes. ([Appendix 1.A.2.](#))

B. Resolution

1. Institutional Planning

a. Strategic Plan Action Steps

In creating the College of Marin's *Strategic Plan 2009-2012*, the former Institutional Planning Committee (which later combined with the Budget Committee to form PRAC) first specified priorities and objectives and then developed specific *action steps* to achieve them.

Administrators responsible for implementing these action steps present a Strategic Plan progress report twice a year to PRAC. (These progress reports are also posted on the PRIE website.) At the PRAC meeting of January 25th, 2011, responsible parties reported the completion of 50-100 percent of the 11 remaining (original) action steps. Additionally, nine new action steps have been added since July 2010. At this time, 25-50 percent of these new action steps have been completed. At the May 10th, 2011 PRAC meeting, 90-100 percent of all but one of the original action steps have been completed. ([Appendix 1.B.1.a.](#))

b. *The Integrated Planning Manual (Program Review Templates/Timelines)*

Based on evaluation of the planning process in May 2010, PRAC revised the *Integrated Planning Manual* in fall 2010. The timeline for completing program review was amended to include:

- i. A Mini-Program Review to justify annual program budget requests available to everyone annually as needed, and
- ii. A Full Program Review that includes analyses of program integrity and vitality, curriculum review, student learning outcomes, and progress on continuous quality improvement of the teaching and learning process. Starting in 2011-2012, full program reviews will be completed on a three-year cycle for academic disciplines, student services areas, and administrative areas and on a two-year cycle for CTE programs.

The online program review template was revised accordingly for fall 2010. ([Appendix 1.B.1.b.](#))

c. *The Integrated Planning Manual (Planning Process Timelines)*

PRAC revised this manual again in spring 2011. Because of a decision to reduce COM's summer program by 50 percent without much input, the scheduling process was

investigated more deeply. It became apparent that there was a disconnect between the budget development timeline and the academic planning and scheduling timeline. After analyzing the timelines, the manual was revised to clarify information and data requirements, deadlines, appropriate approving parties, and semesters that would be affected by recommendations. ([Appendix 1.B.1.c.](#))

d. Facilities Master Plan

PRAC co-chairs met with the Facilities Planning Committee (FPC) in December 2010 to request that they work on the creation of a Facilities Master Plan. The charge of the FPC was revised and approved through the participatory governance process. The committee researched other plans in spring 2011, and discussed the scope of work statement for hiring a master plan consultant to assist with the process. (See Recommendation # 7- Facilities for more information)

e. Technology Plan 2010-2016

A number of the action steps outlined in *The Technology Plan 2010-2016* (approved by PRAC in March of 2010 and by the Board of Trustees on October 21, 2010) have been implemented including:

- Migration from Blackboard® to Moodle®, a new learning management system that will be used for all distance education online, hybrid, and web-enhanced classes. This system will create a consistent platform that will be more user-friendly and will address the need for student authentication. Within a year every course will be provided routinely with a shell for the new learning management system. (See *Recommendation #3 – Distance Education.*)
- Resource 25 – Room Management System (implemented)
- Updating of two computer labs (completed)
- E-911 phone system (in progress)

([Appendix 1.B.1.e.](#))

f. Computer Replacement Plan

Although a provision for a computer replacement plan was included in *The Technology Plan 2010-2016*, the Technology Planning Committee (TPC) revised it again in March 2011. Although it still remains unfunded, PRAC proposed a strategy for resource reallocation. PRAC requested that the IEC identify existing emergency computer replacement needs and match them with available repurposed computers. This process has been completed, and faculty and staff with emergency needs are getting newer computers. ([Appendix 1.B.1.f.](#))

g. Technology Plan Part 2

In response to ACCJC recommendation #8, PRAC requested that the TPC work on a revised, updated and more comprehensive technology plan. (See Recommendation #8 – Technology)

h. Professional Development Plan

The Professional Development Committee (PDC) created its 2011-2012 Professional Development Plan with the following three priorities:

- i. Institutional Needs:
 - SLO Implementation Support and Training
 - Distance Education Training, including Moodle®
 - Planning and Research: Data Dashboard training
 - Disaster Preparedness Training
- ii. Results of Individual Professional Development Needs Assessment (spring 2011)
- iii. Other Needs including:
 - Mandated Employee Safety Training
 - Employee Orientations
 - Board Policies and Procedures
 - Resource 25
 - Management Training

[\(Appendix 1.B.1.h.\)](#)

2. Program Review Requests, Processes, Evaluation and Revisions**a. Program Review Instructional Equipment Requests**

The IEC decided that chairs, directors, and deans should have more input into the planning and program review process, and in particular, into the prioritization of equipment requests. Once the process was completed in May 2011, the IEC was asked to evaluate the process for prioritizing instructional equipment and technology requests in program review and make recommendations for revision. [\(Appendix 1.B.2.a.\)](#)

b. Staffing Requests

Upon ratification of the Marin Community College District United Professors of Marin (MCCD/UPM) faculty contract, a new procedure for determining full-time faculty needs was

needed. Using the questionnaire from the program review template, the Academic Senate created a **Full-time Faculty Allocation Procedure**, which was approved and implemented in April and May of 2011. The procedure was presented to the faculty at large at an open forum in the end of April 2011. ([Appendix 1.B.2.b.](#))

As part of the procedure, PRAC appointed five of its members to a **Full-Time Faculty Allocation Committee (FTFAC)**. This committee looked at the stated needs for full-time faculty from the last three years of program reviews. Disciplines were identified using answers from the program review template's full-time faculty needs questionnaire and data from the Office of Instructional Management. The Interim VPSL presented the recommendations to the department chairs, directors and deans for input. PRAC then submitted the final recommendations to the superintendent/president. ([Appendix 1.B.2.b.](#))

3. Academic Senate Subcommittees

a. Distance Education Committee (DEC)

This committee met regularly all year researching and developing a Course Outline addendum for distance education (DE) courses, providing input into the Moodle® migration process, and revising student and faculty evaluation forms to be used for DE classes (which were given to the Academic Senate to approve and pass on to the faculty union for negotiation). ([Appendix 1.B.3.a.](#))

b. Student Learning Outcome Assessment Council (SLOAC)

This group has created common rubrics, currently being piloted, to assess the College wide outcomes in general education classes. PRIE created a tool for tracking pre- and post-test results. In addition, a new facilitator position was created in April 2011 to assist the student services areas in developing and assessing student learning outcomes. The three SLO facilitators developed a College wide SLO assessment plan. (See Recommendation #2 – Student Learning Outcomes).

Two members of this committee from the College Skills Department added six pages to the Academic Senate SLO Wikispace to provide an online resource of best practices that basic skills teachers at COM, as well as others in the field, are using in order to lay the foundation for success as students move through basic skills classes (ESL and English Skills) and into general education classes. The activities and resources are organized according to the College's SLOs, and the rubrics that are being currently piloted in general education classes. ([Appendix 1.B.3.b.](#))

c. Program Review Committee

The Academic Senate revised the Program Review Committee's charge in October 2010 by clarifying its role and establishing procedures for communication between the committee and the reviewers. Committee members read through the reviews in February 2011 and prepared comments to send back to the reviewers and provide to the committees evaluating the requests. ([Appendix 1.B.3.c.](#))

4. Other Plans**a. Basic Skills Initiative Action Plan**

The College's Basic Skills Initiative Steering Committee created a five-year plan in 2007. On June 1, 2011, they submitted a five-year report detailing the work that the committee has done to implement its plan since 2007 and offered the following recommendations:

- i. Improve student support services
 - Make student success in the English and math sequences a top institutional priority.
 - Increase meaningful outreach to high school students and faculty.
 - Emphasize and provide easy access to full matriculation services for our basic skills students.
- ii. Improve the institutional climate for basic skills students
 - Offer sufficient sections of basic skills courses to meet the demand.
 - Implement priority enrollment for COM students, not out-of-county students.
 - Embark on a serious study of our basic skills students' aspirations.
 - Update and implement the Student Equity Plan (SEP) and the recommendations of the Task Force on Campus Climate.
- iii. Embark on a College wide effort to research and collaborate on Latino student trends and issues.

([Appendix 1.B.4.a.](#))

b. Enrollment Management Planning

The enrollment management plan referred to by the ACCJC team was actually an outreach plan. While the recruitment of students is an important part of an enrollment plan, there are many more aspects to managing enrollment. Class offerings and scheduling are at the core of enrollment management, but even before that, is a deliberate and thoughtful

definition of the students that the College intends to serve, given the financial and human resources and facility capacity available. It has been recently said that “All curriculum is, at bottom, a statement a college makes about what it thinks is important” (J. Patton). The more clear and explicit the College’s priorities are, the more fully this statement will hold true. Ultimately the curriculum is the purview of the faculty; and the responsibility for providing them with accurate data, planning tools and other support is the responsibility of the administration.

The Interim VPSL has been working with the instructional deans to implement and continue refining the Master Schedule that departments use in scheduling. The Office of Instructional Management (OIM) has codified all courses by core mission (Transfer, CTE, Basic Skills) indicating whether they meet Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU) and local major requirements, as well as those which only meet elective requirements or none of the above. ([Appendix 1.B.4.b.](#)) Department chairs can prioritize their curriculum by any of these attributes to assist them in their planning. (Recent trends indicate a slight decrease in elective offerings.) Longitudinal enrollment history has also been made available via the ARGOS Reports and the new College of Marin Data Dashboard, which, with proper training, should be very useful tools. Use of student success rates and waiting list information by courses/sections has been promoted and used.

There has been an attempt to develop departmental blueprints. However, more work needs to be done to arrive at a standard definition of what these entail, and a standard strategy for their development and how they fit into the larger context of an enrollment management plan.

The intent is to develop an enrollment management plan that includes an academic planning tool kit that instructional deans can use in supporting faculty to plan and schedule curriculum. It is important to have a means to contract or expand curricular offerings based on student needs, or in some cases, financial exigencies. Although COM is in the beginning stages of developing a comprehensive enrollment management plan, it has taken several important first steps.

c. Student Access and Success Initiative

A work group was formed in January 2011 to develop an integrated plan combining the Matriculation, Basic Skills Initiative, and the Student Equity Plans to create a Student Access and Success Initiative. Since student success is a partnership between the instructional area and the student services area with critical support from the Informational Technology (IT)

area, the group includes representatives from these areas, with student representatives also included. A work plan focused upon the basic components of matriculation has been drafted and will be finalized in 2011-12. Student equity indicators will be included to measure student success; and recommendations from the 2011 COM Basic Skills Report will be integrated. Initial budget requests to support the various aspects of the Student Access and Success Initiative have been submitted to PRAC, all of which the committee has endorsed and recommended for funding. In the future, this work group will inform the Student Access and Success Committee, the formal governance committee reporting to PRAC. ([Appendix 1.B.4.c.](#))

5. Communication Strategies

The following is a list of communication strategies in support of integrated planning and student success and achievement:

- Monthly open forums with the superintendent/president (at both the Kentfield and Indian Valley Campus)
- Open forum on the Full-Time Faculty Allocation Procedure
- *President's Weekly Briefings* (emailed to entire College community, posted on COM Website, and paper copies made available upon request)
- Participatory Governance Committee (PGS) reports provided at meetings
- PGS committee minutes posted in Outlook Public Folders
- Monthly Data Nuggets (as explained in Recommendation #4 chapter)
- COM Website
- PRIE Website
- Faculty Handbook
- DE newsletters and Website
- Basic Skills Website
- Curriculum web pages with links to the COR and Degree Databases, as well as to agendas, minutes and schedules
- Program review reports linked to the *Faculty Handbook*
- Academic Senate SLO Wikispace
- Annual governance committee report: *Governance in Action* publication
- Academic Senate Newsletter
- Academic Senate agendas and minutes posted on the Academic Senate Website

6. Evaluation of Planning, Program Review and SLO Processes

a. *The Integrated Planning Manual*

PRAC revised the Integrated Planning Model diagram included in the Integrated Planning Manual in April 2011 to reflect adjustments to the timeline and process. Changes included identifying responsible committees, adding a second outcome for *Program Review* entitled *Action Plans for Program Improvement*, defining the *Outcome after Implementation* as the outcome for the College at large, and adding *Feedback Loop Process Assessment and Content Assessment*. ([Appendix 1.B.6.a.](#))

b. PRIE Surveys

PRIE sent out three surveys about processes in May 2011 to faculty, staff and managers regarding ACCJC's three primary requirements: Planning, Program Review and Student Learning Outcomes. PRAC members were asked to evaluate and make recommendations to improve institutional effectiveness based on the survey results. ([Appendix 1.B.6.b.](#))

c. Program Review Committee

This committee met in May 2011 to evaluate the program review template and assess whether parts of COM's old discipline review template should be incorporated into the program review template. Committee members also discussed methods to document SLO assessment results and strategies for improvement that could be linked to resource allocation. The template has been revised for fall 2011. ([Appendix 1.B.6.c.](#))

C. *Analysis of the Results Achieved to Date*

The most important achievements of this year included the administration's commitment to finally rectify the full-time/part-time faculty ratio by agreeing to hire new faculty, and the shift in philosophy regarding resource allocation whereby new needs are considered at the same time the overall budget and deficits are worked out. Even more importantly, both of these achievements were firmly driven by data generated by program review.

Full-time Faculty: After seven long years of almost no full-time faculty hiring, during which time 35 faculty members retired or passed away, this year PRAC proposed that the administration find funding for a total of 22 full-time positions. A proposal was made to fund 18 of the full-time faculty requests by converting part-time units to full-time positions. A DE Coordinator will be combined with one of these full-time positions. In this way, resources will be **reallocated** and the College will benefit from having a stable, reinvigorated certificated

workforce. In addition, two counselors, a librarian, and a director of Extended Opportunity Programs and Services (EOPS) also have been requested (to be funded through current open positions). ([Appendix 1.C.](#))

Resource Allocation Shift: Since the last Self Study evaluation team visit, with a new superintendent/president and an interim vice president of Student Learning, COM has made a significant shift in its philosophy of resource allocation. Just as all of the state's colleges are experiencing cuts to services and offerings, COM has had to face cuts as well. In past years, this was dealt with by using budget rollovers. For the first time, during this spring 2011, PRAC looked at all of the requests from Program Review, took into consideration the existing deficit, added the costs for new requests and then looked for ways to fund them and to deal with the deficit. ([Appendix 1.C.](#))

The Integrated Planning Manual Timeline was adjusted to take into account the disconnect between budget development and academic scheduling. There also has been a shift in how the department chairs provide input into the process. While individual department chairs generally took responsibility to write program reviews over the last five years, department chairs and division deans as a collective body were left out of the evaluation process. This year, input from the chairs and deans was solicited for both instructional equipment ratings and the full-time faculty recommendations. ([Appendix 1.C.](#))

Enrollment Management: Chairs also have been assigned to closely examine and evaluate their course offerings and Master Schedule in efforts to ensure the classes offered are the ones that students really need. This is a first step towards an enrollment management plan. ([Appendix 1.C.](#))

Institutional Effectiveness: The assessments of institutional effectiveness were conducted using surveys administered by PRIE in May 2011. The survey results revealed the following:

- **Planning Process:** The College community recognizes the participatory governance process and committees and believes that the College uses quantitative and qualitative data for planning. Challenges identified included ensuring that institutional plans, program review and SLO assessments are used for planning and resource allocation.
- **Program Review:** The College community recognizes that there is a program review process in place, it is done regularly, and the Academic Senate and administration have developed a framework for this process. Challenges identified included having the resources to produce meaningful program reviews, having discussions within programs about program review results, and establishing the belief that the College is effectively using program review results.

- **Student Learning Outcomes:** Respondents indicated an awareness of the five College wide SLOs, that they believed the Academic Senate and the Curriculum Committee were supporting the development of course-level and degree-level SLOs and that they put SLOs in their syllabi. Challenges primarily concerned SLOs in the student services areas which have just embarked on the process of creating SLOs and developing assessments for their areas.

[\(Appendix 1.C.\)](#)

The Program Review Template has been divided into two separate templates starting in 2010-2011: a Mini-Program Review for budget requests only (which can be done as needed on an annual basis); and a Full Program Review including curriculum, student access and success, and SLOs. In addition, a new section has been added for programs to identify a “Point of Improvement” on which they would like to focus their efforts, based on SLO assessment. They then have two to three years until their next review to plan, implement and assess their success at improving student learning. [\(Appendix 1.C.\)](#)

This idea also was reflected in the Integrated Planning Model Diagram as Action Plan for Program Improvement. [\(Appendix 1.C.\)](#)

Strategic Plan Action Steps: The administration and managers have closely monitored the progress of the implementation of COM’s Strategic Plan Action Steps. With nearly 100 percent of these action steps completed, the College is also starting to develop its strategic plan for 2012-2015 based on its ten-year educational master plan. [\(Appendix 1.C.\)](#)

Other major plans: Major improvements and changes are being implemented in the areas of distance education and student learning outcomes assessment. Please see Recommendations #2 (SLOs) and #3 (Distance Education).

A facilities plan is in the works and our Technology Plan is being revised and expanded. (See chapters on recommendations #7 (Facilities) and #8 (Technology)).

D. Additional Plans Developed

PLAN	COMMITTEE/RESPONSIBLE PERSON
Under PRAC:	
Strategic Plan Action Steps	VPSL, VP of College Operations, Dean of Workforce Development, Director of PRIE, Director of Information Technology, Director of Learning Resources
Integrated Planning Manual	PRAC
Facilities Master Plan	Facilities Planning Committee (see Rec. #7)
Technology Plan	Technology Committee (See Rec. #8)
Computer Replacement Plan	Technology Committee + PRAC
Professional Development Plan	Professional Development Committee
Under the ACADEMIC SENATE:	
Distance Education (DE)	Academic Senate – DE Committee
Student Learning Outcome Assessment Plan	Academic Senate’s SLO Assessment Council
Program Review Template	Academic Senate’s Program Review Committee
Fulltime Faculty Allocation Procedure	Academic Senate
Other Plans:	
Basic Skills Initiative Action Plan	Basic Skills Initiative Steering Committee
Enrollment Management Plan	VPSL with Department Chairs and Deans
Student Equity Plan and the Matriculation Plan were combined to create <i>the Student Access and Success Initiative</i>	The Student Access and Success Initiative Workgroup which will inform the Student Access and Success Committee
Recommendations for 2011-2012:	
Staffing Plan	Human Resources/Staffing Committee

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 outcome assessment results into program planning and resource allocation for the improvement of student learning. (II.A.1.a; RR.A.1.c; II.A.2.f; II.A.3.a,b; II.B.4; II.C.2)

A. Preparations to Address Recommendation

Superintendent/President Dr. David Wain Coon appointed Planning, Research, and Institutional Effectiveness Director Dr. Chialin Hsieh as the Cabinet liaison to work with the Student Learning Outcomes Assessment Council (SLOAC) and the Academic Senate on this recommendation.

Meetings were held between the PRIE director and members of SLOAC to develop and coordinate a process to implement SLOs. Email communication was the main method to communicate the progress of the response to this recommendation, along with several meetings. ([Appendix 2.A.](#))

B. Resolution

College of Marin (COM) began planning its student learning outcomes (SLOs) with the launch of a College wide critical thinking SLO in the fall of 2005. Also beginning in 2005, all departments began preparing course level SLOs, which were included in all courses prior to approval by the Curriculum Committee. Work on various levels of SLOs – course, College wide, degree/certificate – showed uneven development and great variance by program until the 2009-2010 school year when the Program Review Committee oversaw the creation of a common timeline and a College wide assessment plan for all facets of SLO work.

At the same time, the College hired a director of Planning, Research, and Institutional Effectiveness (PRIE) who was assigned to support the creation and implementation of the College wide assessment plan. Also in 2010, the Academic Senate, working with the former vice president of Student Learning (VPSL), created the Student Learning Outcomes Assessment Council (SLOAC) to prepare the assessment plan and oversee the ongoing assessment process.

This assessment plan sets out a formal process that all College constituents agree to follow in assessing College wide/general education, degree/certificate, course level, and non-instructional SLOs. Further, the plan includes a timeline with benchmarks for the period from spring 2011 to fall 2012. ([Appendix 2.B.](#))

1. College wide/General Education SLOs

In January 2009, COM formally adopted the following five College wide/General Education SLOs (College wide/GE SLOs):

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

These College wide GE SLOs reflect the core competencies required for students who complete the General Education (GE) Program. As a result of the broad scope of the five SLOs, they have been incorporated in the degree/certificate SLOs and in many of the course-level SLOs as well.

Spring/Fall 2010

In spring 2010, the SLO Facilitator compiled a list of core GE courses for each required area. Using enrollment data, it was determined which courses are offered regularly and have sufficient student enrollment to participate in regular periodic assessment. ([Appendix 2.B.1.](#))

The administration completed a call for applications and used district-directed funds to support faculty teams to develop rubrics for the College wide/GE Learning Outcomes.

The College hosted Dr. Swarup Wood, an expert on assessment of GE outcomes, to speak at the fall convocation and then to return to campus on November 19, 2010 to assist faculty and staff to design the assessment process, review the rubrics and provide feedback to the teams who

wrote the rubrics. Special effort was made to ensure the rubrics were both *broad enough* to assess students' abilities for the SLO in a variety of courses and specific enough to enable faculty to assess individual students' level of mastery. Dr. Wood also addressed methods for using SLO assessment data to inform budget decisions.

Eight faculty members from the pool of applicants were interviewed and selected. These faculty members formed teams to design seven rubrics for four of the College wide/GE SLOs, excluding information literacy. The teams represented a range of GE areas in which the SLOs are relevant. Four two-member teams developed separate rubrics for:

- a. Written Communication (College SLO #1)
- b. Oral Communication (College SLO #1)
- c. Visual Communication (College SLO #1)
- d. Scientific Reasoning (College SLO #2)
- e. Quantitative Reasoning (College SLO #2)
- f. Critical Thinking (College SLO #3)
- g. Problem Solving (College SLO #4)

Faculty members received stipend pay for 15 hours of work during the fall 2010 semester and 15 hours of work during the spring 2011 semester.

Rubrics were completed under the guidance and leadership of SLOAC. All seven rubric drafts were ready to pilot by spring 2011. Rubrics for each of the seven outcomes can be found on the COM web site. ([Appendix 2.B.1.](#))

Spring 2011

At the beginning of the spring semester 2011, the faculty team members presented their rubrics to the faculty and staff during the January 2011 Flex Week. Rubrics were made available to all faculty teaching the relevant GE courses with the recommendation that they discuss using the rubrics during department/discipline meetings. ([Appendix 2.B.1.](#))

Faculty members who teach the GE courses identified in the assessment schedule were eligible to volunteer (whether full-time or part-time) for training and piloting of the rubrics. During the January 2011 Flex Week training, faculty member volunteers indicated their selection of the SLO rubric and class(es) they intended to pilot. Materials, training and support were provided during the Flex training, and SLO facilitators were available throughout the spring semester to assist faculty in the piloting task.

Faculty team members piloted the rubrics in their own classes at least twice during the semester as they assessed students. A rubric was used for a pretest at the beginning of the semester and for a post-test at the end of the semester. Over the course of the spring semester, the Planning, Research and Institutional Effectiveness (PRIE) office communicated with the faculty members involved in the pilot, monitored their progress on the PRIE web page, and periodically inquired about rubric usage while soliciting feedback about the process. As faculty involved in the pilot completed assignments for pretests or post-tests, they entered student scores from the rubric into the common reporting tool and submitted the findings to the PRIE office. ([Appendix 2.B.1.](#))

Following the completion of the pilot, the GE SLO team members solicited feedback from faculty who used the rubrics. The GE SLO teams met with SLOAC to revise the rubrics and the reporting tool so the first set of GE course instructors could begin pre and post testing in fall 2011. ([Appendix 2.B.1.](#))

At the end of spring 2011, the SLO facilitators, working with department chairs, completed a schedule for assessing SLOs for the identified courses over a three-year period. Instructors teaching these courses and working with the department chairs will determine which of the College wide/GE SLOs will be assessed in each course. Instructors will be encouraged to assess more than one SLO if appropriate.

College wide/GE Learning Outcomes are printed in the *Student Handbook* as well as in the 2011-2012 Academic Calendar in order to disseminate them to the College community. ([Appendix 2.B.1.](#))

2. Degree and Certificate SLOs

Degree and certificate SLOs, developed by faculty through collaboration within their respective programs or disciplines, represent the desired overarching learning outcomes for all students pursuing degrees or certificates in the program or discipline. These SLOs are formally assessed by the program or discipline faculty responsible for awarding the degree and/or certificate, and are reported in the program review process.

For degrees and/or certificates where more than one department contributes courses to fulfill the requirements, SLOs are established through collaboration among representatives from the various programs or departments. Once developed, degree and certificate SLOs are submitted to the Curriculum Committee as part of a degree or certificate revision for review and approval.

Whenever possible, degree and/or certificate SLOs are mapped to course-level SLOs as well as to College wide/GE SLOs to provide for the assessment of higher order SLOs in the degree/certificate coursework. ([Appendix 2.B.2.](#))

Spring 2010 – Spring 2011

During this time a new database was created into which staff from the Office of Instructional Management (OIM) entered existing degree and certificate requirements. In fall 2010, disciplines began reviewing these degrees and certificates in order to revise requirements as needed and to add SLOs for each one. About 70 percent were completed by the end of spring 2011. ([Appendix 2.B.2.](#))

3. Course Level SLOs

SLOs are included as a mandatory component of the Course Outline of Record. Faculty within each department develop course-level SLOs and determine the appropriate methods of assessing them, with the PRIE office assisting with the development of assessment tools and analysis of data.

SLOs common to all courses or several courses within a department, or a sequence of courses, may be assessed using a common rubric designed by faculty. The rubrics articulate specific standards and criteria established by faculty responsible for teaching these courses.

A certain percentage of course-level SLOs are assessed each semester as determined by the faculty within the department. The expectation is that each course will be assessed at least once within a three-year period. Each department keeps a schedule for determining when assessment will take place (within the three-year cycle) and tracks which SLOs were assessed, what rubric or assessment tool was used, the results or outcomes from the assessment, and the interventions, if appropriate, which the departments intend to employ as a result of assessment findings.

Each semester, faculty evaluate the results of the assessment activities, noting what student needs and issues were revealed and how the assignments or teaching activities could be altered, if necessary, to improve and/or maintain student learning. Faculty members, as a group, address these findings in department/program meetings and report this work in their Program Review. Funding requirements, identified as a result of SLO assessment and presented in the department/program's Program Review, are addressed by PRAC through the formal annual budget development cycle.

Course-level SLOs are mapped to College wide/GE SLOs and degree and certificate SLOs, as appropriate. The integrated maps for each discipline or program are kept on the Academic Senate's Wiki. ([Appendix 2.B.3.](#))

Spring/Fall 2010

After preparing an inventory of all courses, the Curriculum Committee alerted all departments/programs of courses that needed updating and then tracked updates and reported on their current status. This process will be ongoing. The Curriculum Committee reviews and approves Course Outline of Record SLOs as submitted.

Spring 2011

Some department/program faculty began developing assessment rubrics for outcomes that are common to all or several courses within the department/program, or a sequence of courses. This process will continue as course-level SLOs and rubrics are used, reevaluated, and rewritten as needed.

Department/program faculty have begun developing assessment tools for course-level SLOs not included with the degree and certificate SLOs. Faculty members teaching these courses will identify both assessment tools and assignments currently in use that can be applied to specific outcomes.

Department/program faculty worked with the SLO facilitators and/or the PRIE office to finalize the course level rubrics. Course SLOs are mapped to College wide /GE SLOs and Degree/Certificate SLOs, as appropriate, to provide for the assessment of those higher-order SLOs. ([Appendix 2.B.3.](#))

4. Non-Instructional Programs

Non-instructional programs that offer courses will follow the instructional process outlined for course level SLOs in the assessment plan. All other non-instructional program SLOs are developed collaboratively by each department working with the director and/or dean, the staff, and/or faculty within departments at the department level. Non-instructional program SLOs represent the desired outcomes of student support activities that are directly assessed each academic year, and reported in the three-year cycle of the program review process. ([Appendix 2.B.4.](#))

College of Marin formally adopted four Student Services Division-level SLOS as follows:

- i. Identify and use College resources that support student success.
- ii. Identify and commit to educational goals.
- iii. Develop effective planning skills that support educational goals and lifelong success.
- iv. Demonstrate self-advocacy.

Spring 2011

Student Services SLO Coordinator (SS SLO Coordinator) and the director of PRIE met with the student services SLO team to determine four Division-level SLOs. Each department identified two or three Division-level SLOs they would measure in fall 2011.

Summer 2011

The SS SLO Coordinator and the director of PRIE met with representatives from each department to develop assessment for Division-level SLOs. The SS SLO Coordinator and the director of PRIE then met with each department individually to identify department-level SLOs, align them with Division-level SLOs, and develop a department assessment plan. The 2011-2012 Division-level Assessment Plan is in the process of development. ([Appendix 2.B.4.](#))

C. Analysis of the Results Achieved to Date

The process outlined above for assessing SLOs in GE classes will be followed each semester with all GE courses identified in the schedule conducting an SLO review every three years. Data from these assessments, including non-instructional programs, will be used to improve pedagogy, curriculum, and student support services. PRAC will review assessment and program review reports as an integral element of the budget development and allocation process. The SLOAC and Program Review Committee will be responsible for oversight of rubrics and the reporting tool and will conduct periodic surveys of faculty to determine if improvements to the process are warranted.

Findings from the GE SLO assessment will be used to validate GE course offerings, improve courses when appropriate, and serve as substantive data when making budget request in the program review process.

For Course-level SLOs, department/program faculty will launch the second and subsequent rounds of course-level assessments. Department/program faculty will implement course and program-level interventions or adjustments for improving outcomes if warranted.

It is also our expectation that department/program faculty and staff will discuss changes to rubrics, assessment tools, and assignments and review the SLO process as needed – and that

they will use program review as an opportunity to request funding for interventions or improvements based upon SLO assessment findings.

D. Additional Plans Developed

1. College wide/GE SLOs

Fall 2011

The Program Review template for instructional programs has been revised to include questions for programs that address the first four College wide/GE Learning Outcomes. These questions will be:

- a. What did you learn from using the shared rubrics? (Report your findings.)
- b. 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?)
- c. Will these changes require new resources or a reallocation of resources? If so, explain, using data, how this change is justified.
- d. How have changes (previously made) affected student learning?

All GE courses identified in the schedule will use the rubrics to assess student performance, according to the schedule and will report their findings using the common recording tool.

[\(Appendix 2.B.1.\)](#)

2. Degree and Certificate SLOs

Fall 2011

SLO facilitators will work with disciplines to identify methods to assess these SLOs to determine whether students are meeting degree and certificate SLOs.

3. Course Level SLOs

Fall 2011

Department/program faculty will utilize the assessment tools and rubrics in designated classes (those determined in the schedule for assessing SLOs in specific courses). Department/program faculty working with the PRIE office will gather and analyze results.

Department/program faculty will meet to consider the assessment outcomes:

College of Marin

- To analyze and discuss results
- To improve the design of the assessment tools and rubrics
- To determine methods for improving outcomes
- To review the schedule for the next round of courses for SLO study
- To prepare findings for reporting in the department/program Program Review
- To determine if the findings from the outcomes study will require requests for resources that will be included in the Program Review.

4. Non-Instructional Programs (Student Services Division SLOs)

Fall 2011

All Student Services' departments will measure Division and department-level SLOs. A three-year Department-level Assessment Plan will be developed, as well as a three-year Division-level Assessment Plan.

Spring 2012

Departments, working with the PRIE office, will gather and analyze results.

Departments will meet to:

- Consider the assessment outcomes;
- Analyze and discuss results;
- Improve the design of the assessment tools;
- Implement methods for improving outcomes;
- Identify Division and department-level SLOs to be measured the following semester; Prepare findings for the Student Services Annual SLO Report and Program Review; and
- Determine if the findings from the outcomes study will require requests for resources that will be included in the Program Reviews.

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. Preparations to Address Recommendation

Superintendent/President Dr. David Wain Coon appointed Interim Vice President of Student Learning (Interim VPSL) Angelina Duarte, and Director of Learning Resources Susan Andrien, as the administrative liaisons to work with the Distance Education Committee and the Moodle® Migration Team. Dr. Alisa Klinger serves as online learning faculty resource instructor and Moodle® migration team leader. Her work has been strategic in addressing Recommendation #3 and has contributed to the work involved with this recommendation. ([Appendix 3.A.](#))

Meetings were held throughout spring 2011 between the Interim VPSL, the online learning faculty resource instructor, and the director of Learning Resources to coordinate development and implementation of strengthened institutional capacity in distance education and the web-based learning management system (LMS). All contributors were asked to summarize the progress in their areas on April 12, 2011 and met to review the draft report on May 16, 2011. ([Appendix 3.A.](#))

B. Resolution

The College has engaged in the following major activities to address this recommendation (listed in chronological order):

- Through a faculty-driven process, selected Moodle® as COM's single LMS
- Hired .5 distance education (DE) instructor to lead the Moodle® Migration Team
- Established a workgroup to address ADA compliance for online access
- Provided resources to support Remote Learner web hosting services (24/7)
- Allocated resources to pilot DE classes in the summer
- Identified specific classified staff to provide DE service to faculty and staff
- Funded a full-time permanent faculty position that includes DE responsibilities upon recommendation of PRAC and with approval of the superintendent/president

- Received approval for ongoing support through Remote Learner, additional training funds, and an operational budget.
- Drafted a DE faculty evaluation process
- Developed the DE Tab on College of Marin (COM) Website
- Established an on-line counseling option for DE students

1. Allocated Resources

a. Online Resource Instructor

In fall 2010, the College hired a 0.27 online learning faculty resource instructor who conducted training sessions (six series) for faculty and staff in course design, learning management systems navigation, and online pedagogy and gave additional ongoing online and telephone support to individuals. This instructor also made presentations to the Curriculum Committee and the Academic Senate regarding best practices in DE, and advised the Academic Senate regarding Title 5 and ACCJC requirements for DE. In spring 2011, this online faculty resource instructor was rehired at .53 FTE and continued to chair the Distance Education Committee (DEC) and provide training for faculty (including a multi-media presentation April 1, 2011 led by a team from Santa Barbara Community College on their successful Moodle® migration attended by 26 faculty and staff, followed by a working lunch with the Moodle® Migration Team and the SBCC team). The position of Online Learning Faculty Resource Instructor has been extended for fall 2011 as a 0.53 position, and a permanent full-time faculty position with DE responsibilities has been approved by PRAC and the superintendent/president. ([Appendix 3.B.1.a.](#))

b. Moodle® Migration

In fall 2010, the newly formed DEC reviewed a variety of learning management systems (LMS) and recommended the adoption of Moodle® as the single LMS to be used at COM. The Academic Senate passed a resolution supporting this recommendation. A Moodle® Migration Team was formed in spring 2011 to plan for the migration. Three faculty members completed Moodle® training in fall 2010 or spring 2011 to prepare to pilot Moodle® in summer 2011.

In spring 2011, a .53 FTE instructor was hired to head the Moodle® Migration Project. A total of 29 faculty and staff completed Moodle® training in spring and summer 2011. Training was conducted formally through *Remote Learner*. The online learning faculty resource instructor provided and will continue to provide follow-up training for faculty who have completed the online training in Moodle® or @ONE to assist them in migrating their

courses. The goal is to migrate all courses that were in Blackboard® to Moodle® for fall 2011, and then to migrate all courses using other LMS for spring 2012. To apprise students of the coming migration, Dr. Alisa Klinger collaborated with a COM student on a Moodle® migration article that was featured in the *Echo Times* on April 7, 2011. ([Appendix 3.B.1.b.](#))

An *Educational Excellence and Innovation Fund* grant was awarded to Dr. Alisa Klinger and Professor Ingrid Kelly to fund the migration of the Online Writing Center to Moodle® in fall 2011 and spring 2012. A Moodle® version of Turnitin, a web-based system for managing writing assignments through multiple phases of feedback and revisions, is being considered by the Basic Skills Initiative Steering Committee for implementation in 2012, when Moodle® will be available to many basic skills students. A demonstration was held on May 18, 2011 and attended by 23 COM faculty and staff.

2. Created Sustainable Infrastructure

a. ADA Compliance

Meetings involving the former VPSL, the vice president of College Operations (VPCO), the director of Information Technology (IT), the coordinator of Disabled Students Programs and Services (DSPS), and the faculty resource instructor, were held in fall 2010 to address the recommendation of the *Technology Plan 2010-2016* to evaluate the accessibility of technology at COM to comply with Section 508. In fall 2010 and spring 2011, the alternate media specialist reviewed six of our online courses *for Americans with Disabilities Act* (ADA) compliance. A Flex presentation regarding ADA compliance was provided on January 20, 2011 by Jayme Johnson of the High Tech Center Training Unit and was attended by 12 faculty and staff. As COM migrated to Moodle® in summer 2011, its hosting site, Remote Learner, provided additional ongoing services in ensuring ADA compliance. ([Appendix 3.B.2.a.](#))

b. Library

An online librarian was piloted in fall 2010 and in spring 2011 to provide direct online access to reference desk services to COM students. In December 2010 PRAC recommended the position of digital services and instructional librarian with specific responsibility for development, maintenance, and organization of electronic information sources throughout the library, regardless of location, including the library's interface with online courses. The position was funded and hiring is planned for spring 2012. ([Appendix 3.B.2.b.](#))

c. Webpage Infrastructure

In fall 2010, COM's DE Homepage was updated to standardize welcome letters and provide more student and faculty support content, with links to issues of *DE@COM*, a monthly newsletter providing technological and pedagogical resources and announcements for instructors. The College's DE page was also revised to provide greater access to services. The online registration pathway to DE courses was revised for users' greater ease and accessibility. In spring 2011, the *College of Marin Schedule of Classes* and *College of Marin Catalog* for DE were streamlined and updated. ([Appendix 3.B.2.c.](#))

d. Spring 2011 Actions

- Developed procedures for ensuring that faculty updates to their online course information occur in a timely manner.
- Implemented a new DE tab on the MyCOM portal that includes links to student services that support student success: Welcome, announcements/*what's new* section, counseling, Online Writing Center, tutorials, Library, tech support/help desk contact information, the Distance Education Support Center (DESC), and a link to the DE webpage.
- Revised Board Policy (BP) and Administrative Procedure (AP) 3720 titled Information Technology Use to include a reference to learning management systems.
- Created a new DE Administrative Procedure (AP) 4105 titled Distance Education (June 28, 2011), that was approved through the participatory governance system.
- Revised Board Policy 5500 titled Standards of Conduct to include: submitting an academic assignment purchased from a research/term paper service, or written by another individual; or work obtained electronically (e.g. via the internet) and representing it as one's own work.
- Streamlined and updated the DE section of the COM Schedule of Classes.

([Appendix 3.B.2.d.](#))

e. Student Services

In spring 2011, COM established DE counseling services. Also, an *Institutional Research and Development* (IR&D) grant was awarded to Counseling faculty member, Luz Moreno, to develop online counseling to be available to DE students during designated times in fall 2011. An *Online Tutoring Request Application* was developed, and the Tutoring Schedule will be posted online starting fall 2011. An online tutoring platform will be piloted this fall. Library reference services have been available by phone and email since 2009. ([Appendix 3.B.2.e.](#))

3. Delivered High Quality Curricula

a. Academic Senate Distance Education Committee

In fall 2010, the Academic Senate formed the Academic Senate Distance Education Committee (DEC), a committee to advise the College concerning academic matters affecting Distance Education. In spring 2011, this committee and the Academic Senate reviewed and revised the Curriculum Committee Course Outline of Record DE Approval Form (*the Distance Education Course Outline Addendum*). The Academic Senate reviewed the process and made comments for the union negotiators regarding the forms for *Instructional Performance Distance Education (DE) Observations*, and the form for *Student Evaluation of Distance Education Course and Instructors. A Best Practices for Distance Education* document was also developed for the Curriculum Committee. ([Appendix 3.B.3.a.](#))

b. Student Success

The rate of student success in DE courses continued to improve from spring 2009 (52 percent) to fall 2010 (54 percent). This reflects an upward trend from 33 percent in fall 2007 ([Appendix 3.B.3.b.](#))

c. Curriculum Delivery

As part of the Moodle® migration launch, the College offered three pilot DE classes in summer 2011 and 30 DE classes in the fall. The focus of the pilot classes was to test the new learning management system and to ensure that the mechanism to deliver high quality curriculum was provided to faculty. The quality of the curricula itself will be evaluated at the end of the fall semester. The strengthening of the infrastructure will contribute to the delivery of high quality curricula.

C. Analysis of the Results Achieved to Date

COM has made significant progress toward creating a sustainable infrastructure for DE in a short period of time. Our rate of student success and retention in DE courses has improved. Academic policy and procedures have been reviewed and amended in collaboration with DEC, the Academic Senate, and the administration. A single LMS has been identified and piloted, enabling students to transfer their ability to use the LMS from semester to semester, and all DE faculty who wish to be trained in Moodle® either have completed training or are scheduled for training. This progress has been enabled by tremendous financial and policy support identified by Superintendent/President Coon, Interim Vice President Duarte, and Vice President Harrison, as well as by the Union-District Workload Committee, PRAC, and the Academic Senate.

Online access to support services for DE students has also made substantial progress at COM. In response to this recommendation, we have been able to develop and begin implementation of a plan for providing tutoring, counseling, reference librarian services, and more ready access to online admissions, registration, financial aid and other matriculation services for online students. We believe that the changes we have made to provide these services will also improve access to support services for all students at COM.

There is a clear pattern of evidence that COM is making significant progress toward meeting both of the following strategic objectives:

- Strategic Objective 1.2.1: to create a structure and protocol for distance education courses that includes an advisory committee to plan and assess instructional technology at COM, a supervisor of the program, a teacher-resource person, technical support for staff and students, and a mid to long-term instructional technology plan.
- Strategic Objective 1.2.2: to determine specific targets for distance education course offerings by discipline for the fall 2010 semester.

[\(Appendix 3.C.\)](#)

The College will provide a Moodle® shell for all classes by fall 2012. DE course offerings and student services will expand dramatically over the next four years with appropriate high standards, best practices in accessibility, and credible student authentication techniques.

D. Additional Plans Developed

Task	Person Responsible	Start Date	Completion Date	Assessment
1. Develop DE Tab	Cathy Summa-Wolfe Director, Communication and Community Relations; Ali Klinger, Online Learning Faculty; Shook Chung Senior Creative Designer	May, 2011	June 1, 2011	DE tab goes live.
2. Twenty-three faculty and staff complete Moodle®	Faculty and staff; Ali Klinger, Online Learning Faculty	ongoing	August 18, 2011	Moodle® training is completed.

Task	Person Responsible	Start Date	Completion Date	Assessment
training module.				
3. Pilot three Moodle® courses,	Ali Klinger, Online Learning Faculty Resource and English; Ingrid Kelly, English; Kathleen Smyth, Health Education	June 20, 2011	July 29, 2011	Successful completion of three summer semester Moodle® courses
4. Pilot online tutoring in fall 2011	Becky Reetz, Interim EOPS Director and Tutoring Coordinator; Susan Andrien, Director of Learning Resources	Fall 2011	ongoing	Online students enrolled in fall 2011 will access tutoring services.
5. Migrate all current Blackboard courses to Moodle®	Susan Andrien, Director of Learning Resources; Ali Klinger, Online Learning Faculty Resource; Angelina Duarte, Interim VPSL; Marshall Northcott, Director of IT	Spring 2011	Aug. 18, 2011	Faculty and students can effectively access courses in Moodle®
6. ASK DE@COM will be developed and posted appropriately for student access including: email addresses, answering protocols, FAQs and staff assignments for each of the following	Luz Moreno, DE Counselor; Greta Siegel, Dean of Student Development; Ali Klinger, Online Learning Faculty Resource; Susan Andrien, Director of Learning Resources; (academic support areas); Marshall Northcott, Director of IT	ongoing	August 1, 2011	a) Email address is available, activated and responded to by counseling staff. b) Students access answers to common questions through Counseling FAQ page

Task	Person Responsible	Start Date	Completion Date	Assessment
areas: DE (Ask DE@COM) DESC (Ask DESC @COM) Library Tutoring				
7. Online Learning Faculty Resource Instructor is funded for fall 2011	Angelina Duarte, Interim VPSL Susan Andrien, Director of Learning Resources Linda Beam, Executive Dean of HR	ongoing	August 20, 2011	Faculty member position is being extended for fall 2011. Funding is identified.
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	Luz Moreno, DE Counselor Greta Siegel, Dean of Student Development and Special Services Cathy Summa-Wolfe, Director of Communications and College Relations Marshall Northcott, Director of Information Technology	ongoing	ongoing	a) Students can access counseling services through MyCOM portal and Counseling web page (linked to DE page). b) Students can access counseling through Live Chat 4 hours per week.
9. Migrate Online Writing Center to Moodle®.	Ingrid Kelly, English DE instructor; Ali Klinger, Online Learning Faculty Resource; Marshall Northcott, Director of IT	June 15, 2011	August 18, 2011	Students can access OWC in Moodle®.

Task	Person Responsible	Start Date	Completion Date	Assessment
10. Establish process for recruiting and hiring faculty who are qualified to teach new DE courses. Language has been developed for recruiting and hiring DE-capable faculty	DEC; Linda Beam, Executive Dean of HR	ongoing	December 15, 2011	Process for determining qualifications of new faculty for DE is in place. DE-qualification Language is incorporated into faculty recruitment and hiring materials
11. Student survey on DE needs is implemented and results analyzed.	Susan Andrien, Director of Learning Resources; Faye Mueller, DESC Instructional Specialist; DEC Committee; Chialin Hsieh, Director of PRIE	August 2011	November 15, 2011	Data on student needs for DE will be gathered and analyzed.
12. Process for targeting specific courses to offer in DE modality will be recommended by DEC, reviewed by College community and approved by the Academic Senate.	Susan Andrien, Director of Learning Resources; Online Learning Faculty Resource Instructor; DEC Committee; Academic Senate; Interim VPSL; President David Wain Coon; Director of PRIE Chialin Hsieh	August 20, 2011	December 15, 2011	Process has been reviewed by all stakeholder groups and incorporated into revised Strategic Plan

Recommendation # 4 Research

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

A. Preparations to Address Recommendation

Superintendent/President Dr. David Wain Coon appointed Director of Planning, Research, and Institutional Effectiveness Dr. Chialin Hsieh to be the liaison for the president's Cabinet, the Research Advisory Group (RAG) and the Office of Planning, Research, and Institutional Effectiveness (PRIE office) for this recommendation.

Superintendent/President Dr. Coon, as COM's new superintendent/president, clearly defined the importance of strengthening the role of research and data-driven decision making with his PowerPoint presentation titled *College of Marin 2011: Who We Are Today* at the January 2011 Convocation. The presentation provided numerous, clear, data-based charts and graphs (provided by the PRIE office) depicting both student and employee demographics and student retention and success outcomes. Additionally, Dr. Coon also announced the creation of a new menu-driven software system (*COM's Data Dashboard*, explained below) designed to provide the College community with widespread access to timely and accurate data (projected to become available in fall 2011). ([Appendix 4.A.](#))

B. Resolution

To strengthen the role of research as described in Recommendation #4, the PRIE office, the president's Cabinet, and Research Advisory Group (RAG) completed actions categorized under the following three areas:

- The establishment of the College's research priorities and identification of necessary research data;
- The implementation of data delivery methods to expand data access to all appropriate constituencies; and

- The identification and utilization of specific institutional venues to promote broad institutional dialogue and critical analysis of research data.

1. Establishment of Research Priorities and Identification of Research Data

a. Background: Established Priorities

In May 2010, the director of PRIE initiated a series of interviews with deans, department chairs and Academic Senate members to explore their definitions of student success and determine what research tools and data templates would be most useful in improving and documenting student academic achievement at the College. ([Appendix 4.B.1.a.](#))

In August 2010 the director of PRIE interviewed key stakeholders and identified the recurring components from the definitions of student success collected from the interviews and incorporated them into a draft research agenda which she presented to RAG and requested their feedback. The results were prioritized and reconciled with the *Educational Master Plan 2009-2019* priorities and the *Strategic Plan 2009-2012* objectives. RAG then set the research priorities for the College as follows:

- i. Student Achievement, including:
 - student retention
 - student success
 - student cohort success
 - program review information
 - degrees/certificates awarded;
- ii. Student Demographics (by both campuses)
([Appendix 4.B.1.a.](#))

b. Identified Statistical Data and Reports

Following the establishment of the research priorities, the PRIE office identified an array of statistical data and institutional reports that could be used as reference material for critical analysis. These were grouped under three categories: student access, student success, and institutional effectiveness.

A complete list of reports is available on the PRIE website under the Institutional Research section and includes the following:

- Student Enrollment
- Student Characteristics

- Student Demographics
- Campus Enrollment
- Day and Evening Enrollment by Campuses
- Student Success by Department
- Student Success by Discipline
- Degrees/Certificates Awarded
- Transfer to CSU or UC
- Course Offering Patterns
- Adults with College Degrees in Marin County
- ARCC 2011 PowerPoint and Notes
- Puente Project 2011
- Strategic Plan Progress Reports
- Various Survey Results Reports

[\(Appendix 4.B.1.b.\)](#)

2. Implementation of Data Delivery Methods to Expand Data Access

PRIE, in collaboration with the Office of Student Learning, is committed to “...communicating [statistical data] widely to all appropriate constituencies...” as indicated in Recommendation #4. This office evaluates its delivery methods on a continuous basis and has enhanced its website and implemented three new communication modalities:

a. Institutional Research section on the PRIE Web site (enhanced)

The PRIE office has escalated its efforts to make data more accessible and comprehensive by publishing both internal and external reports on its website.

The link for PRIE’s Institutional Planning and Research page has been promoted to the College community in numerous *President’s Weekly Briefings*, and the name of the page is communicated frequently in Participatory Governance System (PGS) meetings. Further, PRIE staff performed demonstrations how to access the PRIE Institutional Research section of the PRIE homepage at the College Council meeting of May 12, 2011, the PRAC meeting of May 10, 2011, the Academic Senate meeting of May 19, 2011, and the Classified Senate meeting of June 1, 2011. [\(Appendix 4.B.2.a.\)](#)

b. The College of Marin Fact Book (new)

College of Marin is publishing its first Fact Book containing institutional overview data for: student enrollment; student demographics; student academic characteristics; faculty, staff,

and administration-related demographic characteristics; enrollment trend; student success; institutional effectiveness; transfer; and degrees/certificates awarded. ([Appendix 4.B.2.b.](#))

c. Ongoing Monthly Data Nugget Distribution Procedure (new)

RAG and the Cabinet provided feedback to the PRIE office regarding data relevant to the College community. Beginning in April 2011, PRIE created and disseminated simple targeted briefings, or Monthly Data Nuggets, in order to promote a broad institutional dialogue and critical analysis of research data (per Recommendation #4), and to increase data literacy, focus on student outcomes assessment, and support College planning efforts. ([Appendix 4.B.2.c.](#))

Below are the Monthly Data Nuggets which the College has distributed to date:

<u>Month</u>	<u>Name of Monthly Data Nugget</u>
April 2011	2011 ARCC Report
May 2011	Fall 2009 to fall 2010 College of Marin Success Rates and Comparison with the State Average Report
August 2011	Placement Test Results
September 2011	Transfers to Four-Year Universities Report

Additionally, the first Monthly Data Nugget, the 2011 ARCC Report, was presented to the Classified Senate on April 20, 2011, the College Council on May 12, 2011, the Board of Trustees on May 17, 2011, and to the Academic Senate on May 19, 2011. ([Appendix 4.B.2.c.](#))

d. The Data Dashboard System (new)

During his convocation address in January 2011, Dr. Coon presented screenshots of the new *College of Marin Data Dashboard System* to be deployed in fall 2011. As part of the College's commitment to expand data access to College constituents, the superintendent/president explained that the system was developed to provide faculty, department chairs, deans, administrators and others with accessible enrollment and student success information to use in their discussions, planning and decision-making.

RAG members assisted in identifying the functions of the COM Data Dashboard System and performed the initial pilot testing. In spring 2011, administrators, classified staff and faculty were invited to conduct pilot testing and to provide feedback on the efficacy of the system.

The PRIE office implemented customized system improvements based on user feedback whenever possible. Full-scale deployment and training of the COM Data Dashboard System will occur during the fall 2011 semester. ([Appendix 4.B.2.d.](#))

3. Utilization of Institutional Venues for Broad Institutional Dialogue

To promote broad institutional dialogue and critical analysis of research data as Recommendation #4 cites, PRIE, with support from the president's Cabinet and RAG, utilized the following institutional venues to comply with the recommendation:

- Public Forums with the president at both campuses
- College Council
- Governance Committees
- Academic Senate
- Classified Senate
- Board of Trustees
- *President's Weekly Briefing*
- Numerous multi-party emails containing dialogues about data relevant to the College community and stakeholders and its utility for planning. (Math Department retreat, PRAC Processes Evaluation, PGS Evaluation)

PRIE is planning to consult with student leaders in fall 2011 about methods to present data to students.

PRIE has laid the groundwork for institutional data-driven dialogue by providing survey design, content consultation, and results delivery to relevant administrative groups including the president's Cabinet, the Office of Student Learning, College Operations, Human Resources, and Communications and Community Relations. PRIE was also proactive in implementing the Participatory Governance System Survey, the Modernization Survey, three Planning-related (Planning, Program Review and Student Learning Outcomes) surveys, the Graduating Student Survey, and the Student Services' Survey. Results of the surveys were used in a variety of ways and are listed in [Appendix 4.B.3.](#) To further improve its ability to gather data and feedback in an effective and efficient manner, the PRIE office conducted an administrative mini program review to request the purchase of the AutoData System in April 2011 (which the president's Cabinet later approved). ([Appendix 4.B.3.](#))

The director of PRIE continues to provide numerous research-based reports using a variety of charts, graphs and attention-getting symbols to highlight data highs, lows or anomalies. Reports and presentations were given to various administrative and participatory governance meetings to promote critical analysis and to provide a deeper nuanced view of the College. In addition to providing statistical, research-related planning guidance, PRIE also provides custom-designed data tracking tools to faculty for completing their student learning outcome assessment requirements. Supporting faculty and staff outcomes assessment activities is a continuous commitment for PRIE staff.

Substantial progress has been made in this area in a relatively short time since the recommendation was issued. Promotion of broad institutional dialogue and critical analysis of research data remains as one of the top ongoing priorities for the College. The College's leaders will continue to emphasize the importance of expanding efforts in this area at all levels to achieve meaningful, future collaboration to establish a strong foundation for well-made decisions in the future to guarantee the future success of its students.

C. Analysis of the Results Achieved to Date

Substantial efforts and actions (including the development of the Data Dashboard System) undertaken and completed by various individuals and groups, as described in this response, demonstrate the College's commitment to strengthen the role of institutional research.

The recent increased availability of reports (often with pertinent data highlighted in presentations, such as the 2011 ARCC Report), along with the dissemination of monthly Data Nuggets, have promoted critical analysis and data-based decision-making for planning and continuous quality improvement. Feedback from various data dialogues has been received by PRIE and other Cabinet-level administrators and brought to weekly president's Cabinet meetings for further discussion and actions. The president's Cabinet plans to continue to refine and develop a more systematic process for using data analysis to inform and drive decision-making.

The data-based dialog at a recent math retreat exemplifies a milestone data-based collaboration. Numerous examples of decisions made based on data can be found in the "Resulting Actions" column on page 4 of the Chronology of Specific Resolutions. ([Appendix 4.B.3.](#))

Clearly, there is room for improvement, but substantial progress has been accomplished in the few short months since the College received the recommendation in February 2011.

D. Additional Plans Developed

The following activities/plans have been or will be implemented and monitored in order to close the Integrated Planning Model's "Feedback Loop" process.

- A new Fact Book
- Monthly Data Nuggets
- An SLO training module using "Camtasia" software to help faculty input data to the Excel tracking tool
- Fall Flex Workshop: College of Marin Data Dashboard System training
- Additional workshops on College of Marin Data Dashboard System (to be scheduled during the fall semester)
- Administrative training in the College of Marin Data Dashboard System and SLO implementation (summer 2011 and fall 2011)
- Scott Lay (President/CEO, Community College League of California) served as fall Convocation guest speaker regarding the Vision 2020 Student Success Report published by CCLC.
- Administrative Surveys
 - PGS Surveys
 - Student, Staff, Faculty Surveys
- Planning processes and communication strategies
 - PRAC will develop actions from the governance sub-committees' recommendations;
 - Based on survey feedback, the PRIE office will implement the following suggestions:
 - Post survey results online;
 - Recommend that PRAC provide regular monthly updates regarding data-based decisions in *President's Weekly Briefings* from September through May (to address a perception that the program review process is not linked to resource allocation);
 - Actively collect information for, and continue to produce and distribute *Governance in Action* (a publication providing PGS committee actions and updates, including the status of decisions recommended to the superintendent/president).

Recommendation #5 Student Learning 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. Preparations to Address Recommendation

Superintendent/President Dr. David Wain Coon appointed Interim Vice President of Student Learning Angelina Duarte (VPSL), and Dean of Student Development and Special Services Greta Siegel, as the contact persons to work on Recommendation #5.

The deans in Student Services are collaborating with the director of Learning Resources and the dean of Workforce Development and College-Community Partnerships to extend library, learning resources and student services to IVC students, evening students, and online students. A team of student services, Information Technology (IT) and marketing staff is focusing on the implementation of online counseling to all students, including Distance Education (DE) students. The primary challenge is to provide the resources necessary to expand hours and delivery modes of service.

Discussions regarding the expansion of service hours occurred in individual meetings among the student services deans, as well as in one-on-one meetings with the interim VPSL. On May 5, 2011, a meeting was held which included the Interim VPSL, the dean of Workforce Development and College-Community Partnerships, the director of Learning Resources, the Tutoring coordinator, the director of IT, an instructional specialist for the Distance Education Support Center (DESC), a Library faculty member, and the faculty member committed to the online counseling project. After the meeting, a summary of recommendations was sent to all invitees for their review and additions. ([Appendix 5.A.](#))

Information for this report was gathered throughout spring 2011. The Interim VPSL met with the dean of Student Development and Special Services to develop plans for implementation in fall 2011. The final draft of this report was reviewed by the Interim VPSL before being sent to the superintendent/president for final approval on June 30, 2011.

B. Resolution

To address Recommendation #5, the College increased service hours in the following major service areas:

1. Library Services

a. Kentfield Evening Students

Library services including a reference librarian and a library learning resources assistant have been available until 9:00 p.m. for decades.

b. IVC Day and Evening Students

Since 2006, reference librarian services have been provided via telephone for students at the Indian Valley Campus (IVC). In fall 2010, the librarians located at the Kentfield Campus (KTD) traveled to IVC on six occasions to conduct library orientations at the request of faculty. In December 2010, a full-time librarian position, including day and evening hours to be located at IVC, was submitted to PRAC and has been recommended by PRAC to be hired for spring 2012. This position will have primary responsibility for providing online library services to all students including DE students.

In January 2011, a new library was completed and opened for use in the new building at the IVC campus. The College's short-term staffing solution for classified library staff was to assign library staff (learning resource assistants) to work at IVC eight hours a week starting on Friday, April 6, 2011. The hours have increased to 10.5 per week at the beginning of the fall semester. There are plans to add additional hours as the fall semester progress.

In June 2011, the dean of Workforce Development and College-Community Partnerships, the director of IT, and the director of Learning Resources met and developed recommendations for long-term staffing of the IVC library, including provisions for the new full-time librarian's office space. These recommendations were forwarded to the interim VPSL and vice president of College Operations on June 20, 2011. In summer 2011 supervision of Media Services was reorganized and moved to the Information Technology (IT) Department. Plans to provide evening library services are under development by the director of Information Technology. The assignments of two Media Services coordinators currently located 100 percent at KTD to regular hours at IVC has been proposed. They would provide both library and media services support. A learning resources assistant (LRA) is being reassigned from KTD to IVC for 10.5 hours a week during fall 2011 for additional

student support. (The revision of the original staffing plan is in development.) ([Appendix 5.B.1.b.](#))

The ProQuest database requested through Program Review by health programs located at IVC and KTD was recommended by the Instructional Equipment Committee and PRAC and approved by the superintendent/president. It will be ordered and installed for fall 2011.

c. Online Students

Until fall 2010 reference librarian services were available to online students only by telephone. In fall 2010 and spring 2011, an online reference librarian was specifically assigned to serve online students by creating a Web presence and contacting the online instructors with contact information. The full-time librarian position requested in 2010 and approved for hire in spring 2012 includes primary responsibility for the library's interface with online courses. Online databases, reference works, and periodicals requested by the various IVC programs have been identified and will be ordered for fall 2011.

2. Academic Support Services

a. Kentfield (KTD) Evening Students

The Media Center is a student computer lab providing access to computers and instructor-assigned software, and staffed until 9:00 p.m. by full-time staff assigned to assist students for the purpose of complementing classroom instruction. Evening peer tutoring in all subjects is available one evening a week on the KTD Campus in Room LC 160. In fall 2011 evening peer tutoring will also be available at IVC one evening a week in Building 17. Writing faculty and instructional specialists in writing (ISWs) provide on-site tutoring in writing until 7:00 p.m. Mondays through Thursdays during fall and spring semesters; and starting in summer 2011, writing center services are available two evenings a week until 7:00 p.m. In addition, the English Skills Lab that provides assistance with basic skills English is open two evenings a week and is staffed by faculty until 6:30 p.m. four days a week. Professional tutoring services are available at the Math Lab on both campuses day and evening. Evening Math Lab services staffed by a faculty member and instructional specialist in Math (ISM) are available at KTD on Mondays and Wednesdays from 6:00 p.m. until 9:00 p.m. and on the IVC campus Tuesdays and Thursdays 5:00 p.m. until 9:00 p.m.

b. IVC Day and Evening Students

Since 2007 the Internet Café at the IVC campus has been open until 7:30 p.m., providing access to computers and staff support for students using educational technology. In spring 2011, instructional specialists in writing (ISWs) were assigned to the IVC campus for two

hours a week; and starting in fall 2011, seven hours per week of ISW time is being assigned to support students on the IVC campus. In fall 2011, the ISWs and peer tutors are scheduled to visit IVC classes and advertise the new services. Math Lab services are also available at the IVC campus.

c. Online Students

The Online Writing Center (OWC) staffed by an online writing instructor, has been available to all students, including online and IVC students, since 2005. In fall 2010, five hours of ISW time was assigned to serve students through the OWC. To better serve online students, the OWC migrated to Moodle® in summer 2011 and plans for faculty to develop interactive video and other student-friendly resources for the OWC have been approved through an educational excellence innovative fund grant (EEIF). An Online Tutoring Request Application is now posted on the website for fall 2011, and the Tutoring Schedule will be online in fall 2011. An online tutoring platform is being piloted in fall 2011 funded by the Basic Skills Initiative (BSI).

[\(Appendix 5.B.2.\)](#)

3. Student Support Services

a. Kentfield (KTD) Evening Students and IVC Day and Evening Students

i. Location of Services

On the Kentfield (KTD) campus most of the student support services are located in the Student Services building and in the Learning Resources Building.

At the IVC campus, Assessment and Testing, Counseling, Admissions and Records, and Financial Aid offices have been relocated to the new facility, Building 27. In spring 2011, the dean of Workforce Development and College-Community Partnerships worked with the dean of Student Development and Special Services to develop a plan for fall 2011 to locate day and evening student services in Building 17 in the large glassed-in secure multiple-office space inside the Career Study Center. EOPS, DSPS, Tutoring and Student Affairs were given a permanent location here where both day and evening IVC students will be served on a regular basis. Co-locating student services and academic support in this informal and easy access environment is intended to improve access for day and evening IVC students.

ii. Hours of Services:

- **Assessment and Testing:** Assessment and testing at KTD is available for day and evening hours. Assessment and Testing's service hours will be expanded at the IVC

campus in fall 2011. The testing office is now giving math and English placement tests at IVC two full days per month. Prior to this, there had been no regular testing presence at IVC. Since Assessment and Testing does not have dedicated facilities at the IVC campus, it is necessary to utilize a computer lab, which is also used by students for certain credit classes. Starting in fall 2011, the Testing Office at IVC will be open from 9:00 a.m. to 1:00 p.m. on Tuesdays and from 3:00 p.m. to 5:00 p.m. on Fridays.

- **Counseling:** Evening counseling is available until 6:00 p.m. two days per week (Wednesday and Thursday) which mirrors the service hours of Admissions and Records on the KTD campus. It will be scheduled until 7:00 p.m. in fall 2011 during peak times. Counseling is offered at the IVC campus on Mondays and Tuesdays from 9:30 a.m. to 6 p.m. and from 9:30 a.m. to 3:30 p.m. on Wednesdays, Thursdays and Fridays.
- **Offices of Admissions and Records:** The Offices of Admissions and Records on the KTD and IVC campuses are open from 8:00 a.m. to 7:00 p.m. the first three weeks of instruction for each school term. After the first three weeks of instruction, both offices are open from 8:00 a.m. to 4:30 p.m. two days a week and from 8:00 a.m. to 6:00 p.m. two days a week. Both offices offer services from 8:00 a.m. to 4:30 p.m. on Fridays.
- **Offices of Financial Aid:** The Office of Financial Aid for the KTD campus offers services from 9:00 a.m. to 4:00 p.m. Monday through Thursday, and from 9:00 a.m. to 12:00 p.m. on Fridays. The Office of Financial Aid on the IVC campus offers services from 9:30 a.m. to 3:00 p.m. Monday through Thursday. The office is closed on Fridays. As a result of the current economic situation and the increase in enrollment and nonresident tuition, the College has realized a 100 percent increase in the amount of federal and state financial aid applications. However, the College's staffing resources have not kept up with this need; as a result, staffing resources are currently strained and expanding hours of service at this time would compromise the processing and awarding of federal and state financial aid.
- **Media Services:** Media Services are available to provide media and equipment to evening classes until 8:00 p.m. Monday through Thursday at the KTD campus. Plans were developed to change the assignment of two Media Services coordinators currently located 100 percent at KTD to offer regular hours at IVC. In summer 2011 supervision of Media Services was reorganized and moved to the Information

Technology Department. An LRA is being reassigned from KTD to IVC for 10.5 hours a week during fall 2011. (The revision of the original staffing plan is in development.)

iii. Other Student Services:

The new multi-departmental office in Building 17 at the IVC campus will also include offices for the Bookstore, the Job Placement Center, EOPS, DSPS, Tutoring, Student Affairs, and Transfer.

- **Bookstore:** The KTD bookstore is open until 7:00 p.m. four days a week and until 4:00 p.m. on Fridays. It is open on one Saturday each semester. The new location at the IVC campus in Building 17 will support a secure area for books and supplies that can be sold on a regular schedule. Bookstore hours will flex to meet day and evening student demand. For example, during the high-demand weeks just before and just after each semester begins, the Book Depot will be open to sell books to students for courses at IVC. In addition, regular hours will be established throughout the semester when students will be able to purchase basic school supplies such as Scantron forms, blue books, pencils, paper, pens and other items as requested by students to support studies throughout the year.
- **DSPS and EOPS/CalWORKs:** While DSPS and EOPS/CalWORKs have historically offered services on the KTD campus, starting in spring 2011, a DSPS counselor has been available on a regularly scheduled basis at IVC. In spring 2011, EOPS at IVC is transitioning from counseling services by appointment only to a model that allows drop-in counseling. It is hoped that this change will increase access to counseling for EOPS students located at IVC.
- **Transfer Center:** The Transfer Center on the KTD campus is open from 8:30 to 4:30 five days a week. At IVC in the new multi-departmental office in Building 17, "Transfer Central," a computer station will be available that will automatically connect students to such websites as "Assist" and a direct line for phone, online counseling and regular transfer information sessions for students inquiring about or planning for transfer to four-year university programs or academic programs at other colleges.
- **Student Organizations:** In spring 2011, the IVC student organization ASIVC (The Associated Students of Indian Valley Campus) merged with ASCOM (Associated Students of College of Marin). ASCOM hosts events for students on both the KTD and IVC campus. In fall 2011, Student Affairs will invite IVC students to form new clubs. Guidance and support for organizing new clubs will be available on both

campuses. Information racks with forms for starting new clubs, listing of existing clubs, forms to request funds for student-related functions, etc., will be available at both campuses. Equipment will be purchased so that student ID pictures may be taken at IVC at the beginning of each semester. A centrally located bulletin board will post student affairs-related information (i.e., ASCOM meeting information, club meetings information, and other pertinent information).

- **Outreach:** While the primary Outreach and School Relations Office for COM is located on the KTD campus, starting in spring 2011, Outreach and School Relations will hold office hours at IVC in order to partner with faculty and visit with high schools. In fall 2011, the Student Ambassador team will schedule tours of the IVC campus as well as the KTD campus.

iv. Saturday Services:

The Office of Admissions and Records offers services on the Saturday prior to the opening of instruction for each school term from 8:00 a.m. to 1:00 p.m. In spring 2011, Student Support Services began offering Saturday services at IVC, in the same format as on the KTD campus, on the Saturday before the first class day for each semester.

[\(Appendix 5.B.3.\)](#)

b. Online Students

In summer 2011, COM migrated to a single Learning Management System (LMS) in an effort to increase the student success rate in online courses. To assist with this learning process, Media Services coordinators were trained in Moodle® during summer 2011 so that they can provide additional support for online students and faculty in using media in their courses.

Since spring 2010, online book ordering has been available through the COM bookstore.

In fall 2010, counseling faculty member Luz Moreno received an individual research and development (IR&D) grant to research and implement online counseling services. In spring 2011, the DE tab on the COM Website was reorganized to provide easy access to online services from the DE home page. Phone counseling was made available and the phone number for students to reach a counselor is listed on the DE tab of students' MyCOM portal. Online counseling is scheduled to go live on October 1, 2011.

An "Ask @ COM" feature is being developed for online students. In addition to online students, this service will increase access and service for all students at both campuses who are interested in accessing support online. Student services and academic support staff,

with the help of Information Technology and Communications and Community Relations staff, are working to develop protocols for these web pages in summer 2011 and fall 2011 (including FAQs and the capacity for students to leave questions for a counselor, who will respond within two academic days). A team of Student Services, Information Technology, Marketing and Web personnel is also working to design and implement a period of *Live Chat* which will be available at scheduled times to all students including DE students. When *Live Chat* is off-line, the system will revert to the *FAQ/Leave a Question Mode*.

In fall 2010, the Distance Education Support Center (DESC) streamlined and updated student support and assessment procedures. Changes were made to the web page for DESC including adding steps for success in online courses and greater access to DESC services through telephone support. (See Recommendation #3)

C. Analysis of the Results Achieved to Date

COM has made progress toward providing *library services, learning resources and student support services for evening, Indian Valley Campus, and online students*. However, as the institution moves forward, there are some overarching challenges to address. Long-time CSEA and UPM staff who have been located at KTD for years are being reassigned to the IVC campus, and others are being asked to work online when they have always worked face-to-face. Successful transition will require training, flexibility and careful organization in order to provide seamless services by fall 2011. In some cases, job duties for staff must be redeveloped to accommodate their new duties of supporting online learning and/or working in multi-purpose roles at IVC.

While the responsible parties for Recommendation #5 are pleased with the progress achieved so far in planning, in this time of limited resources the institution is challenged to build sustainability into these student services. The Assessment and Testing Office does not have dedicated facilities at the IVC campus. Finally, no supervisory staff from the Office of Admissions and Records is assigned to the IVC campus, and this must be addressed on a long-term basis. A reorganization plan that will address this is being developed.

Online services could provide the greatest flexibility for students, faculty and staff; however, we need to provide instruction and support for students to be able to access these services. While many students come to COM with basic computer skills, this may not be consistently true for older students and students from diverse economic, linguistic, and social backgrounds. The College needs to learn more about the computer abilities of its students and provide support for ongoing learning in 21st century skills – the same skills that COM's instructors increasingly

expect of students in many of their courses. The PRIE office currently is considering the implementation of a survey to learn about COM students' computer abilities. ([Appendix 5.C.](#))

D. Additional Plans Developed

TASK	PERSON RESPONSIBLE	START DATE	COMPLETION DATE	ASSESSMENT
Develop DE Tab	Greta Siegel, Dean of Student Development and Special Services (student services areas) Cathy Summa-Wolfe, Director of Communications and College Relations Ali Klinger, Online Learning Faculty Resource Instructor	May 2011	June 1, 2011 and ongoing	DE tab, in development in spring 2011, is live. FAQs have been written and posted based on student questions received in summer 2011 during pilot telephone counseling. Protocols have been developed for automatic responses to student questions and to Assign counselors to answer student questions.
ASK @COM will be developed and posted appropriately for student access including: email addresses,	Luz Moreno, DE Counselor Greta Siegel, Dean of Student Development and Special Services (student services	ongoing	August 1 and ongoing	a) Email address is available, activated and responded to by counseling staff. b) Students access answers to common questions

TASK	PERSON RESPONSIBLE	START DATE	COMPLETION DATE	ASSESSMENT
answering protocols, FAQs and staff assignments for each of the following areas: Admissions and Records DSPS EOPS International Veterans Athletes Financial Aid Library	areas) Robert Balestreri, Dean of Enrollment Services. Chris Schultz, DSPS Coordinator Jason Lau, Director of Community Education, Lifelong Learning and International Education Arnulfo Cedillo, Director of Student Affairs & Health Center Matt Markovich, Director of Athletics and Physical Education David Cook, Director of Financial Aid Susan Andrien, Director of Learning Resources	ongoing		through Counseling FAQ page. Continue to implement on-line services

TASK	PERSON RESPONSIBLE	START DATE	COMPLETION DATE	ASSESSMENT
<p>Online Writing Center (Ask OWC@COM)</p> <p>DESC (Ask DESC@COM)</p> <p>Library</p> <p>Tutoring</p>	<p>Marshall Northcott, Director of Information Technology</p> <p>Ali Klinger, Online Learning Faculty Resource</p> <p>Ingrid Kelly, OWC Coordinator</p> <p>Faye Mueller, Instructional Specialist in DE</p> <p>Becky Reetz, Tutoring Coordinator</p>	ongoing	August 2011 and ongoing	<p>a) Email address is available, activated and responded to by counseling staff.</p> <p>b) Students access answers to common questions through Counseling FAQ page.</p>
<p>Develop Online Counseling Services</p> <p>a) develop two portals for student questions (MyCOM portal and Counseling web page)</p> <p>b) Develop Live Chat capability and post availability of a live counselor 4 hours/day in 2-hour blocks</p>	<p>Luz Moreno, DE Counselor</p> <p>Greta Siegel, Dean of Student Development</p> <p>Cathy Summa-Wolfe, Director of Communications and College Relations</p> <p>Marshall Northcott, Director of Information Technology</p>	ongoing	Fall 2011	<p>a) Students can access counseling services through MyCOM portal and Counseling web page (linked to DE page).</p> <p>b) Students can access counseling through Live Chat 4 hours per week.</p>

TASK	PERSON RESPONSIBLE	START DATE	COMPLETION DATE	ASSESSMENT
Migrate Online Writing Center to Moodle®.	<p>Susan Andrien, Director of Learning Resources</p> <p>Ingrid Kelly, DE English faculty and OWC Coordinator</p> <p>Ali Klinger, Online Learning Faculty Resource Instructor</p> <p>Marshall Northcott, Director of Information Technology</p>	June 2011	August 2011	Students can access OWC in Moodle®.
<p>Establish process for recruiting and hiring faculty who are qualified to teach new DE courses.</p> <p>Language has been developed for recruiting and hiring DE-capable faculty</p>	<p>DEC</p> <p>Linda Beam, Executive Dean of HR</p> <p>Area Deans and Directors</p>	ongoing		<p>Boilerplate language for recruitment and hiring</p> <p>Process for determining qualifications of new faculty for DE is in place.</p> <p>DE-qualification Language is incorporated into faculty recruitment and hiring materials</p>
Develop regular schedule for IVC student services	Greta Siegel, Dean of Student Development and Special Services	July 2011	August 2011 and ongoing	Survey students during fall 2011 semester for

TASK	PERSON RESPONSIBLE	START DATE	COMPLETION DATE	ASSESSMENT
	(student services areas) Susan Andrien, Director of Learning Resources Nanda Schorske, Dean of Workforce Development & College-Community Partnerships and IVC			assessment and feedback regarding adequacy and quality of services
Develop flyer of regularly scheduled student services for IVC students	Greta Siegel, Dean of Student Development and Special Services (student services areas) Susan Andrien, Director of Learning Resources Nanda Schorske, Dean of Workforce Development & College-Community Partnerships and IVC Cathy Summa-Wolfe, Director of Communications and Community Relations	July 2011	August 2011 and ongoing	Distribute flyer to students during fall 2011 semester for assessment and feedback regarding adequacy and quality of services
Continuously improve student services at IVC in	Greta Siegel, Dean of Student Development and Special Services	September 2011	November 2011 and ongoing	Distribute flyer revised for the spring 2012 that

TASK	PERSON RESPONSIBLE	START DATE	COMPLETION DATE	ASSESSMENT
response to student feedback and within constraints of resources	(student services areas) Susan Andrien, Director of Learning Resources Nanda Schorske, Dean of Workforce Development & College-Community Partnerships and IVC Cathy Summa-Wolfe, Director of Communications and Community Relations			reflects student feedback regarding adequacy and quality of services

Follow-Up Report

Recommendation # 6

The College confirmed with ACCJC Vice President Jack Pond that Recommendation #6 from the Evaluation Report received on December 10, 2010 did not need to be addressed in this Follow-Up Report.

As noted in the Commission's letter dated January 31, 2011, (<http://www.marin.edu/WORD-PPT/1-31-11ACCJCAccreditationLtr.pdf>), the College was asked and has addressed the recommendations listed below.

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

Recommendation #7 Facilities Plan

In order to meet standard, the team recommends that the college develop a facilities master 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. Preparations to Address Recommendation

Superintendent/President Dr. David Wain Coon appointed Director of Modernization Laura McCarty, as the liaison between the president's Cabinet and the Facilities Planning Committee (FPC) for Recommendation #7.

The FPC, co-chaired by faculty member Dr. Erik Dunmire and Laura McCarty, convened November 1, 2010 and established plans to meet and communicate on a regular basis to work on this project.

Other faculty members, in addition to Faculty Lead and FPC Co-Chair Dr. Erik Dunmire, were invited to supplement this effort and review drafts and the final report, given the project's direct impact on student learning and the quality of institutional life. ([Appendix 7.A.](#))

The FPC members developed and agreed to use the following steps to develop the facilities master plan for the College:

1. Research "best practices" by looking for models of effective facilities master plans completed by other California Community Colleges.
2. Identify existing College of Marin (COM) reference documents such as the *Educational Master Plan 2009-2019*, *Strategic Plan 2009-2012*, and other campus data/information.
3. Identify additional information to collect.
4. Create the Facilities Master Plan: Using the assistance of a consultant when necessary, analyze the data and draft the plan, including all supportive information.

B. Resolution

1. Background – Revision of Facilities Planning Committee Charge

In his email of October 27, 2010 to FPC Co-Chair and Director of Modernization Laura McCarty, former Vice President of Student Learning Nick Chang, indicated that both he and Academic Senate President Sara McKinnon, wanted to discuss with FPC "how to reconnect FPC to the

larger planning group PRAC” (Planning, Resource Allocation Committee) and “to incorporate its plan(s) with the long term plans of the College...”. Chang further indicated the need to integrate the College’s program review facility comments into the FPC’s planning process. ([Appendix 7.B.1.](#))

In fall 2010, the FPC and PRAC sent the Governance Review Council (GRC) a recommendation to revise the FPC’s charge to *include the creation of a five year facilities master plan*. This recommendation also included other language to clarify FPC’s responsibilities, including “Deliberate and make recommendations in support of the Planning and Resource Allocation Committee timeline”, and also emphasized the relationship between student success and classroom facilities. GRC members agreed in February 2011 to recommend the revised FPC charge to the College Council, also further recommending that FPC base their facilities-related decisions on student learning needs. The College Council approved the recommendation at its March 10, 2011 meeting. ([Appendix 7.B.1.](#))

2. Committee Action

The FPC co-chairs reconvened their committee on November 1, 2010 and met monthly thereafter to complete their four previously cited action steps (listed in Section A above) to address the development of the facilities master plan.

The committee:

- Defined its charge, including its relationship to the College’s master plan process (See previous section, *Background – Revision of Facilities Planning Committee Charge.*);
- Discussed best practices for facilities master plans and reviewed plans from Evergreen Valley College, Peralta Community College District, Coastline Community College and Allan Hancock Community College;
- Met with two faculty resources and discussed the importance of including the needs and data supplied in the program review process;
- Defined and evaluated pros and cons of using consultants for the plan development;
- Identified *Educational Master Plan 2009-2019* recommendations relating to the development of a COM facilities master plan (See Brief Chronology of Specific Resolutions, 3/14/11 later in this chapter for bulleted recommendations.);
- Finalized the scope of work statement for hiring a master plan consultant, including discussion relating to: requirement for a maintenance schedule in addition to total cost of ownership, ADA accessibility requirements, and development of priorities (See Facilities Master Plan Scope of Work Statement below.);
- Presented timeline for work completion (listed in section D below.);

- Scheduled the consultant procurement process for June 2011 (See Timeline for Completion of the Facilities Master Plan in section D of this chapter.)

After the group performed a thorough analysis of components to be included in the plan, it then created the following *Facilities Master Plan Scope of Work Statement* to be included in a Request for Proposal as follows:

Facilities Master Plan Scope of Work Statement

Background:

The District desires to create a facilities master plan for the effective utilization and quality of physical resources at both campuses: Kentfield (KTD) and Indian Valley Campus (IVC). The plan must directly support the District's programs and services.

The plan must meet the following objectives:

1. Satisfy accreditation requirements;
2. Update the District's five-year construction plan in accordance with State standards;
3. Define a master planning process which can be updated in response to new data;
4. Develop a preventative maintenance plan including total cost of ownership of buildings.

Direction for creating the plan shall come from the District's Facilities Planning Committee. The plan shall be guided by the objectives and recommendations set forth in the District's *Educational Master Plan 2009-2019*, the *Strategic Plan 2009-2012*, and program review documentation. ([Appendix 7.B.2.](#)) The process shall follow a rational planning process and shall be data-driven.

Elements to be included:

1. A quantitative evaluation of existing space – including updates reflecting recently completed Measure C bond projects;
2. Classroom/lab utilization data, enrollment projections, WSCH calculations, facilities maintenance requirements and other data needed to meet the objectives above;
3. A list of current educational programs (that is, degree, certificate and transfer programs), student services and other activities (library, etc.);
4. The current and projected enrollment (FTES), faculty (FTEF), and staff by educational program;
5. For student support services programs, the list of programs and other activities should include all functions both on and off campus. Every function that uses space, equipment, or systems should be on the list – food service, library, distance learning

programs, facilities maintenance, etc. The programs and activities should be described quantitatively in terms of their current and projected life span, weekly student contact hours (WSCH), full-time employees, location, and hours of operation;

6. The learning goal created by each program;
7. The learning environment needed for that experience;
8. All space, equipment, or systems required for each program and other activity;
9. Solution options including utilization strategies of existing facilities, and new/modernization projects. For IVC in particular, include opportunities and restrictions such as zoning, environmental, and legal;
10. Preparation of a campus design;
11. Prioritization, cost and phasing projections;
12. Development of a preventative maintenance schedule including total cost of ownership.

Chronology of Actions Taken to Address this Recommendation:

- 10/27/10 Former Vice President Nick Chang, and Academic Senate President Sara McKinnon indicated they would like to discuss how to reconnect the FPC to the larger planning group, and to incorporate its plans with the long-term plans of the College (such as the Educational Master Plan 2009-2019 and the Strategic Plan 2009-2012 with its strategic objectives). Additionally, they wanted to make sure that Program Review facility comments get integrated into the planning process. (Laura McCarty, Nick Chang, Sara McKinnon, e-mail discussion of 10/27/10). ([Appendix 7.B.2.](#))
- 11/1/10 FPC met and began to define the group's charge and the master plan process. (Laura McCarty, Nick Chang, Dr. Erik Dunmire, Sara McKinnon, Don Flowers, Heather Holiday). ([Appendix 7.B.2.](#))
- 12/15/10 FPC met and discussed best practice for facilities master plans. (Meeting attended by Laura McCarty, Dr. Erik Dunmire, Don Flowers, and Robert Thompson). ([Appendix 7.B.2.](#))
- 2/14/11 FPC met and discussed timeline for development of facilities master plan and getting information from Program Review. (Laura McCarty, Dr. Erik Dunmire, Dr. Fernando Agudelo-Silva, Robert Thompson, Don Flowers, Leigh Sata, and Maridel Barr) ([Appendix 7.B.2.](#))
- 3/14/11 FPC met with faculty resources Peggy Dodge and Dr. Blaze Woodlief. They discussed the importance of integrating needs/data from Program Review. FPC

reviewed several examples of facilities master plans (Evergreen Valley College, Peralta Community College District, Coastline Community College, and Allan Hancock Community College.) They discussed the pros and cons of using consultants. The group identified recommendations from the Educational Master Plan 2009-2019 that relate to the development of a COM facilities master plan:

- **College Systems (page 36)**

The Challenge: Some college systems are under-developed and have not been fully adapted to changing times and current practices. Several systemic issues have been identified in previous planning efforts. Facilities are one such issue. Although major renovations of facilities are funded through Measure C Bond modernization program, all facilities in need of updating are not currently funded. The Indian Valley campus is underutilized and needs extensive rehabilitation and recent increases in enrollment have strained this campus's existing staffing and internal systems.

- **Student Access 3 (page 35)**

Support Distance education offerings by providing:

The hardware and software needed to offer on line courses successfully

Faculty training in online instruction, and;

Evaluation of all aspects of distance education

- **College Systems 1 (page 36)**

Develop, implement, and evaluate a plan that addresses the physical plant, educational use, and District support of the Indian Valley campus.

- **College Systems 2 (page 36)**

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. ([Appendix 7.B.2.](#))

- 4/25/11 FPC met and further discussed the scope of work statement for hiring a master plan consultant. Main points included the requirement for a maintenance *schedule*, in addition to total cost of ownership, ADA accessibility requirements, and the defining of priorities. A timeline for completing the work was presented. (See Section D below, Timeline for Completion of the Facilities Master Plan.)
- 5/9/11 FPC met and finalized scope of work statement and reviewed timeline (See section E below). The consultant procurement process was scheduled for June 2011. ([Appendix 7.B.2.](#))

- 6/28/11 Board of Trustees approved authorization to request proposals for the Facilities Master Plan consultant. Proposals were requested from seven firms. ([Appendix 7.B.2.](#))
- 7/22/11 Proposals reviewed by FPC to develop a short list for interviews.

C. Analysis of the Results Achieved to Date

The College has completed three of the four action steps in its plan to address the development of the facilities master plan:

1. The FPC has researched and studied best practice by examining models of effective facilities master plans completed by other California Community Colleges, preparing itself to work with the selected consultant.
2. The FPC has identified existing COM reference documents containing necessary information for consideration or integration into the plan's development (the *Educational Master Plan 2009-2019*, *Strategic Plan 2009-2012*, and program review documentation.
3. The FPC has identified other additional information to collect. (Note: However, upon working with the selected consultant, additional information may be identified.)

Having laid the groundwork with its completed preparations (including securing Board of Trustee approval and securing proposals from seven firms), the College is positioned to proceed with the final step:

4. Facilities Master Plan Development: Using the assistance of a consultant when necessary, analyze the data and draft the plan, including all supportive information, and communicate the results widely across the district and within the community.

D. Additional Plans Developed

The responsible parties will continue to be the Facilities Planning Committee (as defined in section 1 of this chapter), in addition to the master plan consultant to be hired in the procurement process (see timeline below).

1. Timeline for Completion of the Facilities Master Plan

Procurement of Consultant

- | | |
|---------------------------------|--------------------|
| 1. Draft RFQ | 4/18/11 - 05/13/11 |
| 2. Bid Documentation | 5/16/11 - 06/10/11 |
| 3. BOT approval for procurement | 6/28/11 - 06/28/11 |
| 4. Receive proposals | 6/29/11 - 07/19/11 |
| 5. RFQ review and selection | 7/20/11 - 08/30/11 |

Development of Facilities Master Plan

- | | |
|---|---------------------|
| 6. Strategic review | 08/31/11 - 10/25/11 |
| 7. Educational Plan coordination and analysis | 10/12/11 - 01/03/12 |
| 8. Site and Facilities analysis | 12/28/11 - 03/20/12 |
| 9. Option Development | 03/21/12 - 06/12/12 |
| 10. Solution Development | 06/13/12 - 09/04/12 |
| 11. Document and Approvals | 09/05/12 - 09/25/12 |
| 12. Deadline for Completion | 10/15/12 |

2. Proposed Action Steps

The FPC will continue to meet and collaborate, guide the work of the consultant, and develop the plan (per the timeline and tasks above).

Additionally, the committee will identify key findings from the results of the recent “Measure C Bond Modernization Program Survey” relevant to campus master planning and work to implement solutions for any cited problematic areas, which could be addressed during the development of the facilities master plan. ([Appendix 7.D.2.](#))

Further, should the consultant require additional surveys, the FPC will initiate survey development with the PRIE office and provide results and analysis as needed to the consultant.

3. Methods for Evaluation

The co-chair of the FPC will provide the president’s Cabinet with progress updates for their review on a monthly basis, in addition to other participatory governance system committees (i.e., the College Council).

Recommendations #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 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.1a; III.C.1.b; III.C.1.c; III.C.1.d)

A. Preparations to Address Recommendation

Superintendent/President Dr. David Wain Coon appointed Vice President of College Operations (VPCO) Al Harrison as the liaison between the president's Cabinet and the Technology Planning Committee to respond to Recommendation #8. The Board, administration, faculty and staff understand the critical importance of establishing and communicating a sustainable technology plan for the College. To assure extensive faculty involvement in the technology planning, Academic Senate President Sara McKinnon was appointed as faculty lead in responding to this recommendation. ([Appendix 8.A.](#))

B. Resolution

The Technology Planning Committee (TPC), consisting of managers, faculty, staff, and student representation, met on the dates listed at the end of this section to:

- Discuss and develop strategies to complete the recommendation in a timely manner.
- Consider the most efficient way to resolve the issues and identify needed resources (including consultant services), if any.
- Create a revised Technology Plan with the assistance of a consultant selected with a "Request for Qualifications" (RFQ) process. (The VPCO presented a draft of the RFQ for committee review and recommendations for changes as appropriate.)

In spring 2011, the committee reviewed the final RFQ and a list of potential consultants. From the list, the committee will select a number of consultants to whom the College will send the RFQ. ([Appendix 8.B.](#))

During summer 2011 the VPCO was scheduled to receive the proposals, which he will bring to the TPC's first fall 2011 meeting for review and selection of a limited number of the consultants for issuance of invitations for interviews.

From the interview process, the committee will select one consultant for recommendation to the College superintendent/president.

* * *

Brief Chronology:

- 3/24/11 The VPCO met with the Technology Planning Committee (TPC) and reported that the president's Cabinet had asked that the TPC work with an individual consultant or firm to produce a technology plan which would provide the College with a more appropriate planning document than prior ones, and one that would satisfy ACCJC's accreditation requirements. ([Appendix 8.B.](#))
- 4/21/11 The VPCO provided the TPC with a draft Request for Qualification (RFQ) proposal for the committee to use to solicit consultants to assist with the project. After considerable discussion, the committee members were asked to review the RFQ and submit suggestions and changes to the VPCO for incorporation into the final document. ([Appendix 8.B.](#))
- 5/5/11 TPC met and agreed on the RFQ after including some minor changes. The committee suggested the proposals be available by the first week of classes in fall 2011. RFQ was forwarded to the VPCO. ([Appendix 8.B.](#))
- 5/17/11 The Board of Trustees approved the superintendent/president's recommendation to authorize staff to request proposals for an outside consultant who would, in conjunction with the College's TPC, assist the College in developing a sustainable technology plan. The Board of Trustees also authorized staff to negotiate a contract with the selected consultant. ([Appendix 8.B.](#))
- 5/31/11 The consultant procurement process is scheduled for June 2011. ([Appendix 8.B.](#))

C. Analysis of the Results Achieved to Date

The group performed a thorough analysis of the necessary components of the RFQ and also created the following scope of work statement to be included in a *Request for Proposal*:

Scope of Work Statement

Background:

College of Marin is interested in consultant services to work with its Technology Planning Committee and its College staff to develop a sustainable technology plan for the acquisition, maintenance and replacement of the College's technology infrastructure and equipment, as well as for the support and training required to meet the institution's needs.

Elements to be included:

This project will consist of a technology audit and planning effort to:

1. Investigate existing technology master plans, standards, infrastructures, enterprise services, and organizational structure.
2. Evaluate viability of existing technology resources to support the College's mission, vision, business objectives, and growth objectives.
3. Recommend and plan upgrade, replacement, and migration strategies for technology resources to sustainably support future demands.
4. Recommend methodology to attain secure student access, including registration coursework and social interaction.
5. Recommend methodology to promote collaboration between faculty and staff with respect to administrative systems both on campus and remotely.
6. Evaluate current web-based technologies and staffing levels.
7. Evaluate current course management software used by faculty and levels of utilization both in online teaching and traditional classroom settings.
8. Recommend methodologies to provide measurable outcomes to assist in the ability to report on improvements and success.
9. Assist in building a methodology for the introduction of new technologies that provides for the evaluation, testing, implementation, and utilization of future technological change.
10. Establish maintenance schedule including total cost of ownership.

D. Additional Plan Developed

1. Timeline

The responsible parties will continue to be the TPC as listed in section 1, in addition to the technology plan consultant to be hired in the procurement process (see timeline below).

Tentative Project Schedule

Phase	Start Date	Completion Date
Assessment	October 1, 2011	December 1, 2011
Draft Report		February 1, 2012
Final Report		April 20, 2012

2. Proposed Action Steps

Throughout the above listed tasks (2011-2012), the TPC will continue to meet, guide the work of the consultant, and develop the plan.

3. Methods for Evaluation

Methods for evaluation will include monthly progress reviews with the president's Cabinet and other shared participatory governance system groups such as the College Council.

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. Preparations to Address Recommendation

This section was prepared by the superintendent/president and his staff.

B. Resolution

1. Board Policy/Administrative Procedure Revision Project

Background

At its April 2007 meeting, the Board of Trustees approved a contract with The Community College League of California (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. ([Appendix 9.B.1.](#))

(CCLC offers a policy and procedure service, to which the Marin Community College District of Marin subscribes, to provide support to California Community Colleges to keep their Board policies and procedures up-to-date as laws and regulations change.)

Approval of the contract was based on the recommendation of former Superintendent/President Dr. Frances L. White that the District work with a professional representative from CCLC to assist in the revision of the District's Board policies and procedures and align them with League-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 (now renamed to 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.

[\(Appendix 9.B.1.\)](#)

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.

Project Status Summary

As the District enters the fifth year working with Dr. Wright and CCLC to review and revise College of Marin's (COM's) Board policies and administrative procedures, it has completed the revision of 154 Board policies (83 percent complete) and 143 administrative procedures (79 percent complete). [\(Appendix 9.B.1.\)](#)

With regards to the revised Board policies which specifically "...support the quality, integrity and effectiveness of student learning programs and services", 24 (of the 27 total) policies categorized under the *Academic Affairs'* chapter have been revised, approved by the Academic Senate, sent through the governance process, adopted by the Board and posted on the Board of Trustees' website. Additionally, 26 (of the 29 total) 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. [\(Appendix 9.B.1.\)](#)

It is anticipated that the Board Policy/Administrative Procedure Revision Project will be completed by the end of the 2011-2012 academic year. The District acknowledges that once this initial revision is complete, 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 of Trustees for consideration; 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.

2. Actions Taken to Address Other Issues (deliberation with due diligence, timely decisions and acting as a whole)

Retreats and Board of Trustees Self-Evaluation

The Board and the superintendent/president participated in two successful retreats in the first part of 2011. The first retreat, held on January 28th, primarily focused on establishing priorities for the superintendent/president's first six months. ([Appendix 9.B.2.](#))

The secondary purpose of the January 28th retreat was to discuss the Board of Trustees Annual Self-Evaluation, results of which are described in the meeting minutes as follows:

The Trustees reviewed the evaluation tool and results from the 2008-2009 Board of Trustees Self-Evaluation. Trustees Conti, Hayashino, and Treanor will serve on this year's Board of Trustee Self-Evaluation Committee and develop and recommend a self-evaluation tool and process to the full Board.

The Board's Policy on Self-Evaluation is BP 2745 ([Appendix 9.B.2.](#))

Consistent with Board Policy 2745 (above), the Board of Trustees Self-Evaluation Committee met and reviewed several model documents. ([Appendix 9.B.2.](#))

The Board of Trustee Self-Evaluation Committee developed language for an evaluation instrument that included 50 questions, with a rating scale of *unsatisfactory*, *satisfactory* and *excellent*; and also provided the opportunity for comments/feedback. ([Appendix 9.B.2.](#))

COM's Office of Planning, Research and Institutional Effectiveness assisted the committee with the set up and deployment of the survey tool using Zoomerang® survey software. ([Appendix 9.B.2.](#))

Five of the seven trustees completed the electronic survey. One survey question (*Do Board members respect the majority decision after honoring members' right to express opposing viewpoints?*) specifically focused on the matter of the Board *acting as a whole*. Of the five board members who responded, two responded with *Unsatisfactory*, two with *Satisfactory* and one with *Excellent*. ([Appendix 9.B.2.](#))

On March 26th the Board president facilitated a follow up retreat to discuss the results of the Board of Trustees' Self Evaluation, with six of the seven Board members attending. ([Appendix 9.B.2.](#))

The following five recurring themes from the results of the Board of Trustees' Self Evaluation were presented as reflected in the minutes of the retreat:

1. Decision making
2. Staying informed on policy and current trends
3. Developing strategic direction
4. Fundraising
5. Topics for future board meetings

Board members then discussed the following concepts related to effective decision-making that emerged from the Board of Trustees' Self Evaluation survey results:

- All perspectives heard and respected
- Ability to synthesize perspective, compromise, and create shared direction
- Assure adequate information
- Structure meetings to allow for thorough, yet timely, decision making
- Effectively assimilate community input
- Thorough, timely staff work
- Acting as a whole and adhere to Board policy once a decision is made

The Board's evaluation of the retreat was overwhelmingly positive.

With regard to the recommendation that the Board should act as a whole once a decision has been made, the majority of the Board acknowledged its responsibility to do so.

([Appendix 9.B.2.](#))

Regarding the recommendation that the Board deliberate with due diligence and make timely decisions that are in the best interest of the institution, the Board meeting minutes reflect an improvement in acting upon items when presented at a meeting and do not reflect carrying over items to another meeting. ([Appendix 9.B.2.](#))

With regard to the Evaluation Team Report commenting on the inconsistency of Board member attendance at special retreats (IV.B.1.a), the participation at retreats has improved and the Board continues to work toward full board participation in all matters. The Board has a scheduled retreat for October 7, 2011 and full Board participation is anticipated.

C. Analysis of the Results Achieved to Date

With regards to the aspect of Recommendation #4 for the Board to “...*focus on developing policies that support the quality, integrity and effectiveness of student learning programs and services,*” substantial progress has been accomplished as part of the Board Policy/Administrative Procedure Revision Project as follows:

- 24 (of 27 total) Board policies listed under *Academic Affairs* were updated;
- 26 (of 29 total) Board policies listed under *Student Services* were updated.

Overall, 154 Board policies (83 percent of the total) have been updated; along with 143 administrative procedures (79 percent of the total).

In terms of development of *new* Board policies, the CCLC’s Policy and Procedure Service provided review for all legally required Board policies and administrative procedures. During this review and revision process, several *new* Board policies were also developed, reviewed and approved by appropriate parties, sent through the governance process and adopted by the Board of Trustees.

As for other components of Recommendation #4, the Board also has achieved progress in these areas. Under the leadership of the Board president and in collaboration with the superintendent/president, the Board has been working in a collegial and effective manner. The two retreats and the Board’s Self Evaluation process promoted reflection, collaboration and team-building – the necessary components of an effective, unified leadership team. The Board is continuing to work on collaboration and team building, as evidenced by the planned October 7, 2011 retreat that will include a time for Board members to interact.

The Board has improved its agenda development, allowing for Board deliberation in advance of difficult action items so that the superintendent/president and his staff are better able to respond to Trustee concerns, resulting in more timely decision making by the Board. The superintendent/president also maintains regular communications with all Trustees which further facilitates this process.

D. Additional Plan Developed

Superintendent/President Dr. Coon will continue to work with individual board members and the Board as a whole to ensure it fulfills the expectations of this standard.

Appendix

For Follow-Up Report evidence, please go to:

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

ABOUT THE COLLEGE

College of Marin is one of 112 public community colleges in California and is fully accredited by the Western Association of Schools and Colleges. Approximately 10,000 credit and noncredit students enroll each fall and spring semester. Classes also are offered during the summer. (March 2010)

EQUAL OPPORTUNITY STATEMENT

The Marin Community College District is committed by policy not to discriminate on the basis of, or the perception of, race, ethnic group identification, ancestry, color, religion, age, gender, national origin, sexual orientation, disability (mental or physical), marital status, medical condition (cancer, genetic characteristics, or pregnancy), and status as a veteran in any of its educational and employment programs and activities, its policies, practices, and procedures. (March 2010)

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