



December 6, 2007

Dr. Barbara Beno, President
Accrediting Commission for Community and Junior Colleges
10 Commercial Blvd., Suite 204
Novato, California 94949

Dear Dr. Beno:

On behalf of the Marin Community College District, an Addendum to the Focused Midterm Report is enclosed. Included are several items of importance: Information regarding the current status of Recommendation #3 as it pertains to Program Review, its Implementation Timeline, the status of College Goals and Program Discontinuance; and the (revised) Self-Identified Planning Agenda from the 2003-2004 Self Study.

Program Review

In 2005, the Marin Community College District did not have a Program Review process. Indeed, the faculty was not agreed that they were responsible to do program review, or that program review was required for accreditation. Nonetheless, the District began defining a Program Review process in the fall of 2005 at the same time the Education Master Plan (EMP) was being completed. The EMP was completed in spring 2006. But, the Program Review process was still in a developmental stage. During the November 2006 site visit, the Team Chair specifically admonished the college district to stop talking, debating and get started.

The District heeded the team's advice to get started and established a three-part phased-in pilot process that was submitted as an addendum to the Commission in December 2006. At the Commission's regularly scheduled meeting in January 2007, the report was accepted. Until this past visit, in November 2007, the District was operating under the belief that the phased-in Program Review Pilots were acceptable in responding to the requirement. However, and as a consequence of the most recent visit, it is very clear that because the District is 15 years behind in its implementation of Program Review, pilots and phase-ins must be fast forwarded to completion. Consequently, the District is moving forward to complete all Program Reviews, with a base line year for all programs to be completed by April 30, 2008.

During the most recent visit, the team indicated their awareness of a vocal minority opposing change at the college. Some of these individuals were once a part of the vocal majority responsible, in 2003, for a vote of no confidence against the previous president. This group also comprised the faculty leadership for three years following the departure

of the previous president. Not until fall 2006 has there been a group of elected faculty who embrace the WASC Standards and Previous Team Recommendations, some of which have been resolved. As a consequence of the new faculty leadership, the administration, and staff working together, the college will achieve completion of the program reviews as you will see in the Addendum to Recommendation#3. In addition to the program reviews being required by WASC, Title V of the California Community Colleges designates significant authority and role to faculty (10+1) in the Program Review (#9) process. The current faculty leadership has stepped up to the plate and taken its responsibility seriously. As a consequence, significant progress will continue.

While the District is making up for the lost years that program review was not implemented, we are taking the opportunity to include program reviews in the next budget development process for 2008/2009. For example, the fifteen program reviews begun in fall 2007 will be completed and presented to the Institutional Planning and Budget Committees in February 2008. This is a dramatic and definitive cultural shift at College of Marin and will enunciate the institution's compliance with WASC Standards that require the use of Program Review data as a mechanism for effective college planning and budgeting.

Goals and Program Discontinuance

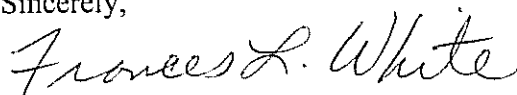
During the most recent visit, the team was unclear about college goals and remarked that one set of goals should be used in college planning. We agree with the team and have provided information that clarifies our goals and how they are used for institutional planning. The team reviewed materials related to Program Discontinuance. An update and documentation describing our status with a policy for Program Discontinuance is provided as well.

Self Identified Planning Agenda from the 2003-2004 Self Study

An earlier version of the Self Identified Planning Agenda was submitted to the Commission prior to the November 2007 visit, but lacked sufficient detail about the progress the college has made in the implementation of the planning agenda. A revised Self Identified Planning Agenda is being submitted as part of the Addendum to the Focused Midterm Report.

The Marin Community College District appreciates your review and consideration of our Addendum to the Focused Midterm Report.

Sincerely,



Frances L. White, Ph.D.
Superintendent/President



FOCUSED MIDTERM REPORT

ADDENDUM

Submitted to the
**Accrediting Commission for Community and
Junior Colleges on**


December 11, 2007

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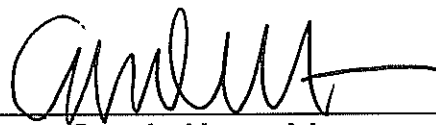
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COLLEGE OF MARIN
FOCUSED MIDTERM REPORT
ADDENDUM
DECEMBER 11, 2007

SIGNATURE PAGE



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President, Board of Trustees



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Academic Senate President



Becky Reetz
Classified Senate Vice President



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Statement on Report Preparation

The process for preparation of the Addendum to the Focused Midterm Report, submitted October 15, 2007, began immediately after the Team Visit on November 8, 2007. Superintendent/President Dr. White asked Dr. Blackman, the Director of Organizational Development and Planning and ALO, to form a small Taskforce to address issues learned from the Team Visit.

The Taskforce was composed of faculty, staff, and administrators who prepared a draft of responses to Recommendation #3 and to the Self-Identified Issues from the 2003-2004 Self Study Planning Agenda. The draft was reviewed by the President's Cabinet and appropriate faculty, staff, and administrators.

The report was distributed to College Council for review on Thursday, December 6, 2007, with instructions to members to share it with their constituents and provide feedback to Dr. Blackman.

Finally, the Board of Trustees was provided an update and a copy of the report on December 11, 2007.

Acknowledgements

The following members of the College of Marin have contributed to the Addendum:

Yolanda Bellisimo, Faculty, History, Academic Senate President
Blaze Woodlief, Faculty, ESL
Ron Gaiz, Faculty, Communication
Patrick Kelly, Chemistry, Academic Senate Vice President

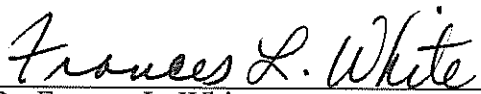
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If you have any questions, do not hesitate to contact Dr. Blackman or myself.


Dr. Frances L. White
Superintendent/President

Addendum

Focused Response to Recommendation #3

On October 15, 2007 The College of Marin submitted a Focused Midterm Report to the Accrediting Commission for Community and Junior Colleges. The team visit occurred on November 8, 2007, after which the team submitted their report to the Commission.

This Addendum is being sent to the Commission to both clarify several issues and provide an update on the steps that College of Marin has taken since the visit.

In the past month, College of Marin's Academic Senate, Institutional Planning Committee, Budget Committee, administration, and faculty at large have geared up to refine the program review process and ensure all program reviews will be completed by May 2008. To this end, we have focused on Program Review, Program Discontinuance, and Strategic Planning.

Program Review

The Academic Senate at its November 29, 2007 meeting voted to create a permanent **Program Review Committee** that took effect immediately. The committee is charged with monitoring and overseeing academic programs as they complete their program reviews. The committee is responsible for reviewing and critiquing the reviews, supporting the reviewers, and ensuring that reviews are delivered to the Institutional Planning Committee and the Budget Committee as scheduled. The complete charge and responsibilities are in Appendix 1.

The **Program Review Process Flow Charts** were designed by the Institutional Planning Committee. The process is articulated in the **Program Review Handbook**, which was mentioned in the Focused Midterm Report and which is currently being revised, with a new version due in January 2008. The current Process is shown in Appendix 2.

Under the supervision of the Academic Senate president and the Institutional Planning Committee, a work group of faculty members have completed a **Program Review Template**. The Template describes the organization and scope of program reviews as well as the documentation required. This Template will be presented to all faculty and staff at the January 2008 Convocation to ensure that everyone understands the process. The template forms will also be available on-line in January. The Template is in Appendix 3.

Prior to the January Convocation, on Flex days, the Program Review Committee is going to host a two-day **Boot Camp on Program Review** to help faculty who will be conducting program reviews in their planning, organizing, scheduling and completing of reviews.

According to the program review process, each program review will identify resource needs by certain categories; these needs will then be forwarded to the relevant committees, such as the Facilities Planning Committee, Technology Committee, Instructional Equipment Comment, and the Academic Senate's proposed Full Time Faculty Committee. Some of the committees, such as Instructional Equipment, have been a part of the resource allocation process for years and have established guidelines and procedures for establishing priorities. Other committees, such as the Curriculum Committee and the Technology Planning Committee, are in the process of developing rubrics and procedures for ranking the needs that program reviews will identify.

In order to support the program review process on such a tight timeline, the College has committed faculty units/time and staff time for spring 2008. First, units will provide for a **Program Review Coordinator** who will oversee the programs going through review, assist in the preparation of materials for the review, edit the template as necessary, serve as a liaison with the committees and the review participants, and keep participants to the time line for completion of the reviews. Units are also being provided through the Academic Senate for a faculty member to assist program review participants in interpreting data, forming effective research questions and requests specific to their areas, and designing brief surveys as needed. In addition, units have been allocated by Union-District Workload Committee (UDWC), based upon the list of programs established by IPC, to support each program that will be undergoing review in the spring.

The Institutional Planning Committee and Program Review Committee have also created a **Program Review Schedule for 2007 to 2012**. This Schedule can be found in Appendix 4. The schedule provides a Base Line of Reviews for 2007-2008 which includes: (1) the 15 programs that began 2007 and will be completed in February 2008; and (2) the 23 programs that will complete their reviews by May 2008. These programs were identified by the IPC, which then prepared a call for participants and submitted the call to the Union-District Workload Committee. UDWC identified units for each program, approved and circulated the call to all faculty from the programs that will begin review in January. The **Call for Applications for Program Review** went out December 3. See Appendix 5.

While no faculty member is required to participate in program review, programs that do not complete a program review will have no needs assessments or measures for justification of resource needs. Every program will need a program review in order to receive additional funds for technology, equipment, units, staffing, facilities and program promotion. Furthermore, if necessary, the Program Review Committee can conduct a program review to insure that all program reviews are completed on schedule.

The IPC and the Budget Committee met and created a coordinated **Annual Budget and Program Review Calendar**. The calendar in Appendix 6 shows the how program reviews will be coordinated and integrated with planning priorities and with the annual budget cycle Program Reviews completed by February 2008 will be used in resource

allocation in the 2008-2009 budget. Program Reviews completed by May 2008 will go into the resource allocation planning for the 2009-2010 budget year.

In the program review process, the Budget Committee will provide inventoried budget data that the program reviewers will need to complete the template by February 2008. The fiscal services office will also provide examples of past and present budget data to determine what could be provided for programs and what to help the reviewers examine their budgets and formulate budget requests.

Program Discontinuance

The visiting team stated the college did not have a **Program Discontinuance Policy** at the time of the visit. However, the College of Marin has and continues to have a Board Policy on program discontinuance, which can be found in College of Marin Policy 2.0001, titled Curriculum Development. The Academic Senate did appoint an Ad Hoc Program Discontinuance Committee and planned to have an MOU developed by November 1, 2007. However, since all of the Board policies since went into a thorough review process as described below, this process has temporarily been put on hold, pending the results of this review.

To update all of the Board Policies, the Board of Trustees, in April 2007, signed an agreement with the Community College League of California to obtain its services in updating the College of Marin Board Policy and Administration Procedures to conform to current law and best practices. Since then the college has worked with the League's consultant. The College Council approved a process and timeline for each chapter of the **Board Policies and Administrative Procedures** and has made continual progress on the timeline. This project was described in the Focused Midterm Report.

Since the Academic Senate leadership approved this review process, which includes all senates and is open to all unions, the Academic Senate put the MOU on Program Discontinuance on hold until the current Board Policies come forward for review. The **Policy/Procedure Review and Update Process** is in Appendix 7. Chapter 4, Academic Affairs, which includes discontinuance, is scheduled for review by the Board Policy and Administrative Procedure Taskforce in February 2008. Once that review is completed, the Ad Hoc Program Discontinuance Committee of the Academic Senate will complete its review of this board policy. The current and proposed policy and procedures are in Appendix 8.

Goals

The visiting team indicated confusion over college goals. The lack of certainty the team perceived surrounding COM's current Educational Master Plan (EMP) goals reflects the stage in our planning cycle when the visit occurred.

The EMP was completed in 2006. There is one set of goals the Institutional Planning Committee (IPC) approved in March 2006 and the Board of Trustees approved in April 2006. These goals are used in administrative planning and assessment, program review, and by some governance committees in planning their activities. (Appendix 9) In 2007, the Educational Planning Committee was charged with the process of rewriting the entire EMP. The committee created revised goals, but these goals have not gone through a review and approval process through the governance system thus the existing goals, approved in 2006, are the ones that will be used until any revised goals are approved.

We agree with the observation of the team that a long-term strategic plan will simplify annual planning and assessment of progress at the college. It will also help to align departmental and divisional objectives with EMP goals and with the long-term goals set for the college by the Board. That being said, we know what to do to correct the situation and have charged the Educational Planning Committee to develop a 5-year strategic planning process for 2008-2112 in the spring 2008. This plan will include timelines and outcomes, and will be completed by December 15, 2007. This plan will include workshops during spring 2008 flex day activities to prepare the college, faculty, and staff for the plan. The five-year strategic plan for COM will be completed by May 1, 2008.

College of Marin

FOCUSED MIDTERM REPORT

Response to Self Identified Planning Agenda 2003-2004

Current Status

Revised December 11, 2007

Standard I

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

Completed. The mission statement has been reviewed every spring since 2005. The Board has created and implemented a process for reviewing the mission statement, using the College Council as a vehicle to involve the broader community. Since the co-chairs of the Institutional Planning Committee, the Vice President of Student Learning and the President of the Academic Senate, are official members of the College Council, they bring discussion of the mission statement to the IPC. In addition, the Education Planning Committee, a subcommittee of IPC, is currently reviewing the College goals, including a discussion of how those goals fit with the mission statement.

In terms of planning, the mission statement is used by the Educational Master Plan and the Institutional Planning Committee as they plan goals for the College. In addition, the current Program Review process includes questions that ask departments to indicate how their activities (both ongoing and proposed) specifically address the College's Mission and goals.

Currently, the mission statement is published in major publications, including the Catalog and Education Master Plan. It is also posted on the College's website, under "About the College" (<http://www.marin.cc.ca.us/com/about.htm>). We are examining other publications, such as the class schedule and the Participatory Governance Manual, to determine if we should include the Mission Statement in those documents as well.

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

Ongoing. The Budget Committee and the Institutional Planning Committee each meet twice a month and are committed towards combining planning and budgeting processes, starting with building planning and administrative schedules that are compatible. This past spring, the two committees met jointly three times to discuss the budgeting calendar and to integrate IPC planning processes into that timeframe. This fall, the focus in IPC has been on: refining the Program Review process, developing a Program Review handbook based on the experiences of the pilot review participants, and creating templates/processes that will connect Program Review results to budget planning and to the various committees that relate to budgeting (such as Facilities, etc.)

The Program Review pilot, under the direction of the IPC, is already resulting in data and plans to support budget recommendations for the next three years. Twelve programs will have completed their reviews by January, 2008, including program-specific plans, recommendations, expected outcomes and budget requests for the next three years. These reviews and outcomes will be considered in the 2008-2009 budget year. The remaining 24 college programs identified by the Institutional Planning Committee will be reviewed by May, 2008, and used in budget planning for the 2009-2010 budget year.

We anticipate that as Program Review matures and as the two committees continue to meet, the two committees will develop a process for merging into one committee in time for planning for the 2009-2010 budget cycle. We are being very deliberate and inclusive as we move in this direction so that the various College constituencies are assured that the outcome is both understood and welcomed by the College community.

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

Completed. The consideration of student learning improvement is an underlying theme for program review. Program Review has been implemented with the first phase having been completed by seven of the eight nominated programs (the eighth will complete on December 5, 2007), the second phase in completion, and a third phase just initiated and expected to complete in May 2008. In addition to the pilot reviews, a manual has been developed and refined for use in future program reviews. The IPC is putting together a list of programs that should be reviewed and the cycle for the reviews.

Program Review implementation has caused discussion of Discipline Review (currently under the Curriculum Committee) and a draft white paper has been developed by the Academic Senate on the future of Discipline Review vis-à-vis Program Review. It appears that Discipline Review will be subsumed under Program Review. Program Review is designed to review both academic and student services programs. It is anticipated that the continuing work on incorporating student learning outcomes into course outlines and syllabi, in reviewing programs and services in program review to ensure its inclusion, and in defining institution-wide student learning outcomes will engender ongoing dialogue and consideration of student learning at all levels.

Administrative Review is also being done, with a formal review of an administrative work plans. In the pilot of new administrative and assessment software (TracDat) implemented in the summer 2007, all managers submitted unit objectives and activities tied to college goals. A TracDat upgrade is scheduled for January 2008 and all managers will be trained to enter their unit work plans into TracDat. Moreover, the Administrative Review and the work plan itself are serving as models for future reviews of institutional processes of an administrative nature. For example, the system is being considered for tracking SLO outcomes.

Further, the GRC committee actively works to review and evaluate the responsibilities and work of the various parts of the participatory governance system, refining and redefining them as necessary. For example, this semester, the GRC is reviewing and working with committees to review the charges of the Student Services Committee and the Equity and Diversity Committee. It recommended that the two committees be combined into a single Student Access and Success committee. The GRC also considered and approved a request to form a Distance Education and Technology-Assisted Learning (DETAL) committee.

Standard IIA

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

On-going. This fall the Academic Senate has recommended creating a Program Review Committee to oversee program review, validate the Program Review Reports, and monitor progress on and inclusion of SLOs in the planning process. In addition, the Institutional Planning Committee has identified work goals for this academic year that include the incorporation of student learning outcomes at all levels, such as the specific linking of student learning outcomes to college-wide goals (see Appendix A).

The 2007 campus-wide Student Learning Outcome has been to build community; specifically, our goal is that “In all areas, both academic and non-academic, we establish and promote links for students so they can successfully navigate the college experience, and as a result, become responsible learners as well as confident, knowledgeable, and successful members of the COM community.” Departments and disciplines developed their own program goals linked to this overall goal, as part of a mandatory Flex activity in the Fall of 2007.

2. The College Success Council should set a goal to improve African American and Latino course success rates so they move to within 5 percent of the success rates of White students. All members of the College community should be involved in designing measures to meet this goal.

On-going. The College Success Council has been incorporated into the Basic Skills Initiative, which is conducting a current and complete analysis of retention and success rates for different races and ethnicities, with a focus on success in Basic Skills coursework. The Basic Skills Initiative is inclusive of the various college constituencies, is supported by executive leadership, and is working to inform and include all members of the College community. The BSI plan will be completed in May, 2008. In addition, the new Student Access and Success Committee will be responsible for the researching and implementing the Student Equity Plan, with a focus on creating a plan to address any inequalities for these populations' success rates at the College.

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

On-going. The District website continues to improve in both content and access. In addition, the District is implementing a web-based portal system called Luminis that will provide easier student and faculty use of the web. The Banner Leadership Team met on November 5, 2007 and selected a Program Manager for the Luminis project, who will lead the development of the web portal and coordinate the activities of the different banner modules: Human Resources, Fiscal, Student, and Financial Aid. The Student Learning Office is revising the faculty handbook to include course syllabi guidelines; as the portal is implemented in Spring 2008, it is expected that the handbook will be one of the first postings, leading to the posting of course syllabi on the website.

The Curriculum Committee currently posts all of the upcoming dates for discipline review, as well as the agendas and schedules for the current and past semesters, on the College's "intranet," which is accessible to all faculty and staff. The Office of Instructional Management provides administrative support to the Curriculum Committee; it will support the future posting of program review cycles, resources, and results on the website as the website matures. Both offices are under the supervision of the Vice President of Student Learning.

Standard IIB

1. The most significant need identified within the various student support services is an integrated software system that can both track and report student progress and success. The

inefficiencies and inaccuracies of our delivery will be greatly remedied by the introduction of an online, integrated, modern system.

On-going. The District is currently implementing Banner. Fiscal went live on July 1, 2007. Human Resources and Financial Aid are set to go-live in January 2008. The Student module will roll out in March 2008. Banner will have a online Student Educational Plan, which students will be able to update themselves. Student services “lead users” began training on the system this past July, and began training other staff in October, in preparation for the March 2008 launch of the program.

As part of Banner implementation, business process analyses were completed and the results have informed not only new technology, but also new practice to track and report student progress and success. Some of the new practices are already being implemented, for example, we are contacting by phone and mail students whose mid-semester grades indicate they could be subject to probation or dismissal at the end of the semester.

To provide more access to planning and assessment data for administrative review, the District has implemented TracDat and has conducted training for administrators in the summer 2007. Training on the software upgrade will begin in January 2008.

Standard IIC

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

Ongoing. Currently, the Institutional Planning Committee takes a portion “off the top” of the state-funded instructional equipment monies for print and electronic collection development. In addition, in budget build-up for FY 07-08, the Director of Learning Resources included \$50,000 for library collection development as part of regular ongoing funding. Funding for this year was not sufficient to permit this increase, but it is anticipated that in coming years this will become a permanent part of the budget.

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

Ongoing. Using the outcomes developed by the statewide Academic Senate, an administrator, the Director of Learning Resources, has been assigned to work with library faculty to develop, review, and revise student learning outcomes for these areas. This discussion is also part of the Basic Skills Initiative self-assessment process begun in September, 2007 and to be completed by May 1, 2008.

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

Ongoing. Discussion is underway about the development of a virtual library to be housed at Indian Valley Campus Main Building through Measure C. Last year the Instructional Equipment Committee recommended funding thirteen new computer stations for the Basic Skills lab in the Media Center; which were approved by the Instructional Planning Committee and are now installed in the Center. Additional new computers were also approved for the student computer lab in Harlan Center 110, the library, and the Business lab. The Technology Committee has produced a plan and procedure for replacing all of the campus' computers on a regular cycle, and for including those expenses in ongoing budgeting processes.

Standard III A

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

On-going. The District is currently negotiating with the faculty union on issues of assessment and effectiveness and supporting consistent development of employees.

In terms of professional development, much work has been done on providing support for faculty who are developing Student Learning Outcomes, including a variety of mandatory and voluntary Flex Day activities. This process began with "Student Learning Outcomes: Let the Dialogue Begin!" on Thursday, January 20, 2005; the following semester, there was a mandatory Flex Day workshop on August 18, 2005. There have been two other workshops on non-mandatory days, in spring 2006 and fall 2007, and the SLO Facilitator has been conducting ongoing one-on-one professional development for faculty who are developing SLO's since 2005, through the Teacher Resource Center. Faculty can earn Flex credit for this work, which is ongoing. The "Staff Development" intranet webpage for the College also includes resources for developing SLO's. During the spring 2008 flex days the SLO Coordinator will present a workshop on SLOs.

Standard III B

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

On-going. While the District has linked educational planning and facilities planning as part of the \$249 million Bond Measure, Modernization plan, a number of facilities on both the Kentfield and Indian Valley Campus will not be upgraded due to a lack of funds. The District is investigating different avenues qualify for other available funding resources i.e.; State Capital Improvement programs, partnership, etc. The recently installed Banner Enterprise System will provide better data and facilitate planning.

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

On-going. The District has hired one additional Gardner and one Custodian. Staffing in the maintenance and operation is still under going review. Developing and implementing the preventative maintenance program will include a plan to address increasing the staffing in the maintenance and operation areas due to the Bond projects. The department will use the planned new and upgraded equipment to establish a baseline for the staffing plan.

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

On-going. Developing a preventative maintenance program is a planned activity tied to the District Measure C bond modernization program. Plans will be coordinated with the phasing and completion of the bond program. Bond construction will continue through 2012.

Standard III C

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

On-going. The District is currently implementing Banner, which will provide effective retrieval of relevant student services data to inform planning. The Vice-President of Operations provides the Board of Trustees with progress updates about Banner implementation every month at the Board Meeting. Banner implementation is being done in stages over three years. The Fiscal module went live on July 1, 2007. Financial Aid and Human Resources are scheduled to go-line in January 2008; and the Student module in late spring 2008.

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

On-going. The District is currently implementing Banner, which requires this review.

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

Completed. The Technology Planning Committee is now an established Participatory Governance Committee. The Technology Planning Committee is a subcommittee of the Institutional Planning Committee.

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

Completed. In fall 2006, the Technology Planning Committee made recommendations to the Institutional Planning Committee. As many of the recommendations were administrative in nature, the recommendations were sent to the Vice President of Student Learning. The Vice President created and has implemented an administrative work plan to organize, implement, and assess progress on the implementation of the Technology Planning Committee recommendations.

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

Completed. The 2006 Technology Plan is currently being updated by the Technology Planning Committee. And in addition, the Educational Planning Committee is revising the Educational Master Plan to update the college's approach to classroom technology now that the new Learning Center/library is no longer being planned as part of the current modernization effort. In addition, at the request of the Technology Planning Committee, a new task force is going to be established in January 2008 to better address COM's mission to "provide excellent educational opportunities for all members of our diverse community." This task force, Distance Education and Technology-Assisted Learning (DETAL), will create a comprehensive plan for distance education at the college and will propose standards for equipment and other resources necessary to support excellence in technology-enhanced instruction.

Standard IV

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

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

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

Completed. The College of Marin Participatory Governance System was approved in spring 2005. Revisions to the system continued last year and went through the governance process for review. The Governance Review Council, the committee responsible for monitoring and recommending changes to the Participatory Governance System, is finalizing recommended changes to the system this fall. All members of Governance Committees were surveyed in spring 2006 and 2007; results have indicated overall satisfaction with the system among committee members. Another survey of all College constituents, including those not currently serving on committees, will be conducted in spring 2008. The results were reported to the Board of Trustees, College Council, and Management Council and to the rest of the college by the Superintendent/President's Monday News Briefing.

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

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

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

Completed. Currently the District uses an evaluation instruments developed by the Human Resources Department in 2004 to evaluate all administrators and staff. Evaluations are conducted annually.

Addendum

Response to Recommendation #3

APPENDIX

Academic Senate Program Review Committee Charge and Responsibilities

At its November 29, 2007 meeting, the Academic Senate voted to approve the creation of a Program Review Committee that will oversee the academic program reviews for the college.

The committee will:

1. work with the IPC and Budget committees to create and amend the time line for academic program reviews;
2. monitor progress and oversee programs going through review;
3. provide assistance with data gathering, creation and analysis of qualitative research, such as student questionnaires and surveys, and the writing of program reviews;
4. serve as a liaison among IPC, Budget Committee, the Academic Senate and academic programs;
5. review and critique program reviews once submitted;
6. deliver portions of the reviews to appropriate committees and follow/monitor progress through the committees;
7. see to it that reviews are delivered to IPC/Budget according to the time line;
8. Sheppard, assist, and advocate for academic programs during the review process;
9. monitor district policy and procedures related to program review and SLOs.

The District has consented to offer 3 units for a Program Review Committee Chair position.

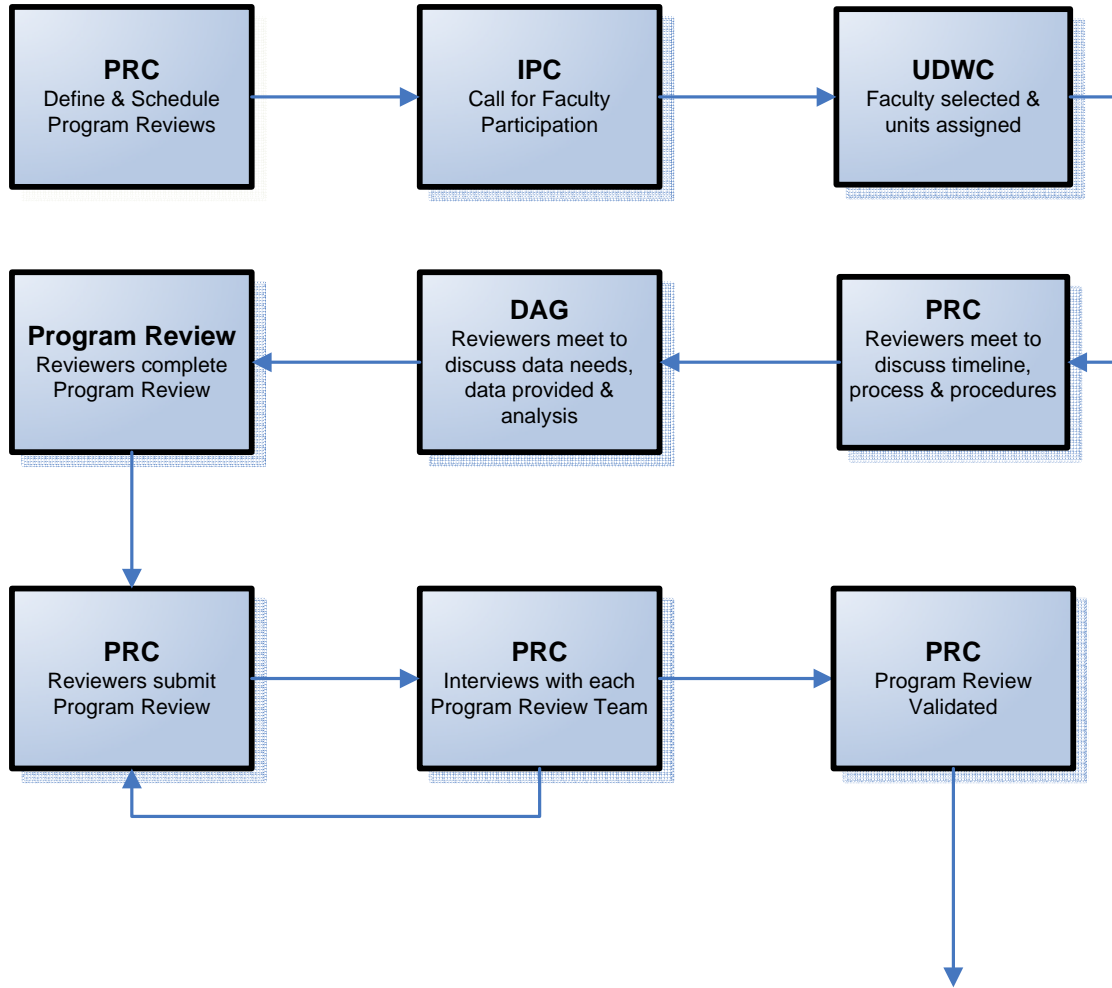
The Chair will:

1. oversee the work of the committee - plan meetings, set agendas and tasks;
2. oversee the monitoring of programs;
3. serve as a resource in data gathering and writing of program reviews;
4. follow/monitor progress of the reviews;
5. work with the Academic Senate in setting priorities and improving the program review process;
6. work with disciplines to prepare and report discipline and course level SLOs;
7. provide research support and training as appropriate.

Committee members will include one faculty member from the FTF Hiring Committee, Curriculum Committee and each of the governance committees that review portions of the program review document:

1. Curriculum Committee
2. Educational Planning Committee
3. Facilities Planning Committee
4. Full Time Faculty Hiring Committee
5. Instructional Equipment Committee
6. Student Access and Success Committee

College of Marin Program Review Flow Chart

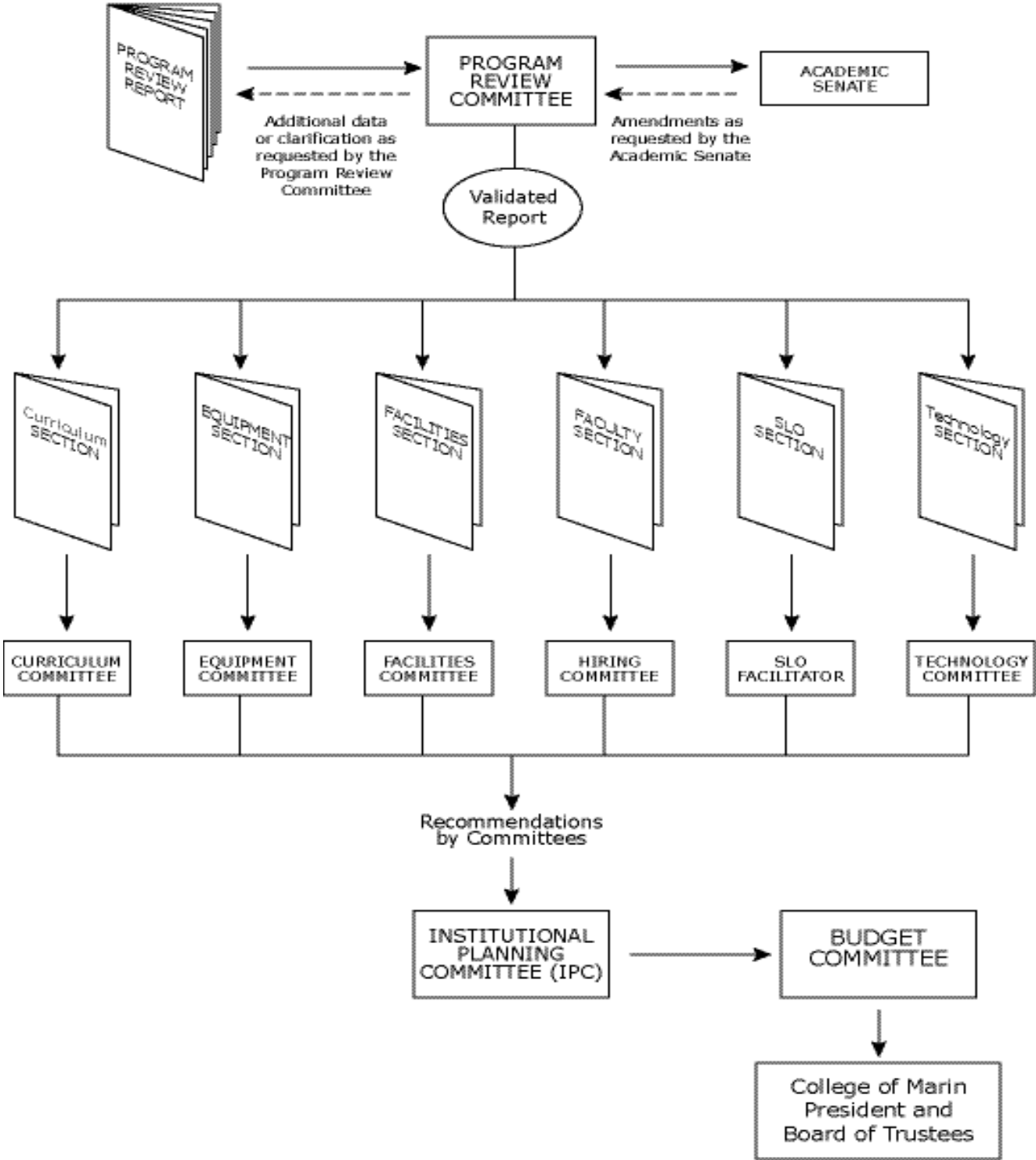


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Key

- DAG** Data Advisory Group
- IPC** Institutional Planning Committee
- PRC** Program Review Committee
- UDWC** Union-District Workload Committee

COLLEGE OF MARIN
PROGRAM REVIEW FLOW CHART [DRAFT]



PReview Committee Flowchart (A2)

DRAFT AS OF 12/2/07

**COLLEGE OF MARIN
PROGRAM REVIEW TEMPLATE
FOR
INSTRUCTIONAL PROGRAMS**

**Produced by the Institutional Planning Committee
Approved by the Academic Senate
XX/XX/200X**

TABLE OF CONTENTS

- 1) Executive Summary
- 2) Program Review Sign-Off Sheet
- 3) Program Review Components
 - a) Section I: Program Overview
 - b) Section II: Program Profile
 - c) Section III: Needs Assessment
 - d) Section IV: Action Plan
 - e) Section V: Documentation
- 4) Appendices
 - i) Mission Statement and Goals

Executive Summary

Limit executive summary to one page.

- 1) **Program Definition** – *For the purpose of this Program Review, define the program being reviewed. (see Section I a)*

- 2) **Students Served** – *Which students, or groups of students, does your program serve?*

- 3) **Outcomes and Assessments** – *List your expected outcomes for the program and describe the assessments you will use to determine if your program met its expected outcomes*

- 4) **Major Findings** – *Provide in bullet format a summary of the major findings of this Program Review.*

- 5) **Future Needs** – *Based upon findings identified through this Program Review, describe the program's future needs and/or resources you will need to insure student success. Make a rank-ordered list of recommendations for the program based upon the data provided in the review. Do not limit recommendations to those dealing with resources.*

Program Review Sign-Off Sheet

Program Under Review _____

Team Chair _____

Program Review Team Members:

Date Submitted for Review _____

Approvals:

Dean

Chair, Program Review Committee

Academic Senate President

COM Vice President (Representing IPC)

Program Review Components

The Program Review is divided into five components that structure each program review report and provide consistency across reports. This consistency permits the governance committees, the Program Review Committee, and the Academic Senate to understand, assess and evaluate the findings in order to make fair, data-based determinations about program planning and budgeting. The program review document submitted by each program includes the following five sections:

Section I offers a Program Overview

Section II provides the more detailed Program Profile

Section III addresses the program's needs over the next four years and provides a rationale based upon the data presented in Section II

Section IV presents an action plan, timeline for projected program goals, and describes assessment tools that will be used to determine if the program met its expected outcomes

Section V assembles all relevant research and documentation to support the other four sections.

The program review will be used to:

- Determine how the program supports the college goals
- Determine how well the program meets its goals and student outcomes
- Identify the program's successes and areas that need improvement
- Maximize the possibility for obtaining resources including staffing, facilities, technology and other support
- Facilitate the promotion of the program

Section I: Program Overview

Section one of the Program Review answers the question: Who are we?

The program overview (2-3 pages) should identify the program and provide a broad description of the program. The overview addresses the program's purpose and how the program meets the overall mission or goals of the college.* Include the following:

- a) **Program Definition**
Example using Social Sciences: For the purpose of this program review, we have defined our program as follows: All courses and related activities in the teaching of political science, history and ethnic studies.
- b) **Program Purpose**
Example using Social Sciences: The purpose of our program is to provide credit transfer courses in the disciplines of political science, history and ethnic studies.
- c) **Students Served**
Identify which students, or groups of students your program serves. Note any unique characteristics that identify students served by your program. Refer to on line examples from English Skills and ESL.
- d) **Program History**
In addition to the program's history, if the program has completed a previous review, evaluate progress made toward previous goals.
Example using Chemistry: Chemistry classes are a typical part of the freshman and sophomore level college curriculum and are equivalent to the first two years of chemistry taken by science majors at liberal arts colleges. In addition, we offer high school chemistry in order to prepare students for subsequent college-level chemistry courses and for the nursing program. In the past five years we have initiated new laboratory techniques, purchased and updated equipment, revised courses and initiated the use of a common core of student learning outcomes. (The narrative goes on to describe these techniques, equipment, course revisions and SLOs.) Knowledge requirements and skill/competency requirements have remained fairly stable over the past five years. However, instructional methods have changed considerably to incorporate advances in technology. (Examples of these technological advances are described.)
- e) **Program Review Questions**
Note unique characteristics, trends or concerns that engender timely program review questions. State program review questions that stem from these unique characteristics, trends or concerns. Consider retention, success rates, equity issues, growth and decline of the program or elements of the program.
- f) **Program Level Student Learning Outcomes**
State the program level student learning outcomes that govern the teaching and learning for all of the courses in the program. Explain how student learning outcomes are evaluated and shared with all members of the program.

*Place tables, graphs, documents, or large examples required for this section in Section V: Documentation.

g) **Goals of the Program and How They Support the Goals of COM**

Use the table to show how program goals relate to and support college goals, describe the program's goals, and how the program meets its goals.

COLLEGE GOAL	PROGRAM GOAL	EXPECTED OUTCOMES/ HOW THE PROGRAM MEETS THIS GOAL	WHAT EVIDENCE IS USED TO DETERMINE IF PROGRAM MEETS THIS GOAL	ANALYSIS OF PERFORMANCE & USE OF RESULTS
1. Enhance and maintain educational excellence in general education and transfer by providing high quality instruction, excellent faculty and student support services, rich curricular diversity, well-scheduled offerings, and strong relations with four-year institutions.				
2. Develop and maintain a supportive learning environment where individuals will be most likely to fulfill personal and professional goals and expectations.				
3. Respond to changing demographics and community needs by incorporating flexibility into scheduling, facilities usage, curriculum development, faculty assignment.	<i>(To offer Social Science courses addressing timely issues)</i>	<i>(Development of a core of global studies courses)</i>	<i>(Student enrollment & retention, survey data)</i>	<i>(Survey suggested students had difficulty finding course listings in schedule; unsure of transfer status)</i>
4. Encourage broader community involvement in and use of the college by means of curricular offerings in a variety of formats, in cultivating partnerships with K-12, and establishing appropriate advisory committees..				
5. Identify and address workforce development needs including vocational technology programs that have ancillary enrollment, partnerships with				

Appendix 3

COLLEGE GOAL	PROGRAM GOAL	EXPECTED OUTCOMES/ HOW THE PROGRAM MEETS THIS GOAL	WHAT EVIDENCE IS USED TO DETERMINE IF PROGRAM MEETS THIS GOAL	ANALYSIS OF PERFORMANCE & USE OF RESULTS
4-year colleges and industries, specific training needed by government agencies, industry and business.				
6. As a "learning organization," investigate our institutional and instructional performance by continually gathering and analyzing both qualitative and quantitative data as appropriate. As part of program review, use evidence of effectiveness, in an ongoing and systematic cycle of goal clarification, performance evaluation, and implementation of improved methods, to more fully accomplish our organizational mission.				
7. Develop and implement sound and coordinated planning processes utilizing data gathered through program review and other data sources, to support institutional, instructional, and student support service goals and to promote achievement of student learning outcomes.				
8. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the college mission, goals, and initiatives.				

Section II: Program Profile

Section two answers the question: Where are we now?

This section includes the presentation and interpretation of relevant data that will provide a detailed profile of your program. The profile is divided into three sections:

- faculty and staff
- curriculum and instruction
- student recruitment, retention and success

A data packet will be prepared each year and available to every program in January. Program review participants may determine that more data is necessary and should work with the Research Office prior to January to obtain the necessary information and assistance.

a) Faculty and Staff

1. What is the administrative, faculty, and classified staffing structure of the program?
2. How does the current staffing structure affect (positively or negatively) the program's ability to fulfill its goals?
3. What leadership roles do the faculty and staff from your program hold in the college (in governance and services related to students and the program)?

The data elements include:

By Department and District total (or percentage of district total)

- o FTES
- o WSCH
- o FTEF
- o Efficiency WSCH/FTEF
- o FT to PT teaching ration (can be calculated by the facilitator for each department/program)

b) Curriculum and Instruction

1. Which educational path/s do your courses provide – transfer and/or degree, certificate and/or occupational training, basic skills, ESL, life long learning?
2. What are the program's Student Learning Outcomes? How are Student Learning Outcomes used for program improvement?
3. What curricular changes have been made or are you anticipating making in order to make this program more responsive to students and to maintain currency (include technology, distance education, new courses or series of courses)?

Appendix 3

4. Do you have/use a blue print? What departments do you need to coordinate your blue print with? Is this coordination being done?
5. What new courses are you developing and why?
6. List courses that have not been reviewed and/or modified in the previous four years and explain.
7. Have graduation requirements been updated recently. Are they appropriate and in keeping with the needs of students?

The data elements include:

- o Number of courses and sections offered
- o Previous 3 years growth and decline in enrollment by course
- o Number of distance education courses – list courses offered
- o Copy of the program's Blue Print based upon past offerings/schedule

c) Student Recruitment, Retention and Success

1. Describe significant trends in student demographics.
2. How does the program maintain links with student support services?
3. How do enrollment trends of this program compare with college-wide trends?
4. Describe instructional methods and interventions or innovations that have been used to help retain students?
5. Describe outreach or community activities initiated by this program.
6. Describe activities and methods used to promote and publicize courses and program activities.
7. What student populations are disproportionately underperforming? What is the program doing, or planning to do, to address the needs of these students?
8. If appropriate, describe the career options and placement of students.

The data elements include:

- o Average class size
- o Total course retention
 - 3 weeks prior to school starting, First day, end of second week, last day to add, mid term grade roster, final grade roster
- o Certificates awarded
- o Associate degrees awarded
- o Basic skills progress (if applicable)
- o Transfers by major
- o Grade distribution summary report
- o Grades by male/female
- o Grades by ethnic group

Section III: Needs Assessment

Section three answers the question: Where do we want to be in four years?

The needs assessment should identify the program's faculty, workspace, equipment and technology needs and provide a rationale based upon expected outcomes. Consider the resources you need to continue, as well as to improve, your services to students.

District Budget

The Budget Committee and Fiscal Services will provide copies of the budget summaries for your program from the past three years. These can be attached as an appendix item.

Outside Grants

A list of all grants awarded to your program in the past three years should be included in the appendix. Include grant title, grant purpose and dollar amounts.

Additional Revenues

Include in the appendix a list any other revenues granted to your program over the past three years and the purpose or use of these funds.

TECHNOLOGY REQUESTS

Program Name _____ Program Review Date _____ Submitted By: _____

TECHNOLOGY	06/07 ALLOCATION 07/08 ALLOCATION	08/09	09/10	For Instructional Equipment Committee Use
Needs: What technology will you need in order to maintain/improve your program?	(how much was spent)			
Application: How will this technology be used?				
Training: What kind of training or support will be necessary?				
Access: How will student access be improved?				
Improves Instruction: How will this improve your program/student success?				
Evidence: What data or evidence supports your request?				
Goals: What college or program goal does this address?				
Assessment: Identify measures that will be used to assess outcomes.				

EQUIPMENT REQUESTS

Program Name _____ Program Review Date _____ Submitted By: _____

EQUIPMENT	06/07 ALLOCATION	08/09	09/10	For Instructional Equipment Committee Use
Needs: What equipment will you need in order to maintain/improve your program?	(how much was spent)			
Application: How will this equipment be used?				
Training: What kind of training or support will be necessary?				
Access: How will student access be improved?				
Improves Instruction: How will this improve your program/student success?				
Evidence: What data or evidence supports your request?				
Goals: What college or program goal does this address?				
Assessment: Identify measures that will be used to assess outcomes.				

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Application

- housing (Does the discipline have space for the equipment?)
- maintenance (Can the discipline provide for its maintenance?)

Improves instruction:

- facilitate innovation
- applies state-of-the-art technology
- necessary to meet accreditation standards
- necessary for health and safety requirements
- impacts enrollment (We will be able to accommodate or attract additional students)
- more than one discipline can share the equipment
- describes expected outcomes that should result from having these resources
- changes in your program or changes in the field of your discipline

Evidence

- enrollment vs number of students currently served
- wait list history
- health and safety requirements
- age and obsolescence of current equipment
- condition of current equipment (How worn out, dangerous, or outdated is current equipment?)
- recency of funding (When did your program last acquire funding for equipment?)

FACILITIES REQUESTS

e.g., Classrooms, Labs, Offices, Storage Space, Other Instructional Space

Program Name _____ Program Review Date _____ Submitted By: _____

FACILITIES	06/07 USE	08/09	09/10	For Facilities Committee Use
Needs: What facilities will you need in order to maintain/improve your program?				
Application: How will these facilities be used?				
Access: How will student access be improved?				
Improves Instruction: How will this improve your program/student success?				
Evidence: What data or evidence supports your request?				
Goals: What college or program goal does this address?				
Assessment: Identify measures that will be used to assess outcomes.				

PART TIME UNIT ALLOCATION REQUESTS

Including Instructors, Coordinator Units, Reassigned Time

Program Name _____ Program Review Date _____ Submitted By: _____

UNIT ALLOCATION	CURRENT YEAR UNITS	08/09	09/10	For IPC Use
Needs: What part time units will you need in order to maintain/improve your program?				
Allocation: How will these units be allocated – to what courses or programs?				
Access: How will student access be improved?				
Improves Instruction: How will this improve your program/student success?				
Evidence: What data or evidence supports your request?				
Goals: What college or program goal does this address?				
Assessment: Identify measures that will be used to assess outcomes.				

NON FACULTY STAFFING REQUESTS

Includes all classified positions and student hourly

Program Name _____ Program Review Date _____ Submitted By: _____

NON FACULTY STAFFING	CURRENT YEAR	08/09	09/10	For IPC Use
Needs: What non faculty staffing will you need in order to maintain/improve your program?				
Allocation: How will the staff be used?				
Access: How will student access be improved?				
Improves Instruction: How will this improve your program/student success?				
Evidence: What data or evidence supports your request?				
Goals: What college or program goal does this address?				
Assessment: Identify measures that will be used to assess outcomes.				

REQUESTS FOR ADDITIONAL ADVERTISING, PROMOTION, OTHER SERVICES

Includes Supplies, Materials, Professional Development, Training, etc.

Program Name _____ Program Review Date _____ Submitted By: _____

ADVERTISING PROMO & OTHER	CURRENT YEAR	08/09	09/10	For IPC Use
Needs: What advertising & promotion will you need in order to maintain/improve your program?				
Allocation: How will these be used?				
Access: How will student access be improved?				
Improves Instruction: How will this improve your program/student success?				
Evidence: What data or evidence supports your request?				
Goals: What college or program goal does this address?				
Assessment: Identify measures that will be used to assess outcomes.				

Section IV: Action Plan

Section IV answers the question: How will we improve student access and student success?

In this section describe what you found out about your program in the process of completing Section I and Section II of the program review – both the positive and negative discoveries. Describe what will be done to better meet the program's goals and discipline or program level student learning outcomes. Include the following:

- a) **Major Discoveries about the Program** – *Review, in bullet format, the positive and negative discoveries you made as a result of this program review.*

- b) **Program Goals** – *How do you envision your program goals changing as a result of this program review? List activities for each goal you intend to accomplish in the coming year.*

- c) **Revisions to Discipline-level or Program-level Student Learning Outcomes** – *What changes will be made to Student Learning Outcomes as a result of this program review?*

- d) **Changes to Course or Program Offerings** – *Review changes to course or program offerings that you envision as a result of this program review.*

- e) **Assessment tools** – *How are you going to know if you met your expected outcomes? Describe assessment tools that will be used to determine if the program has met its expected outcomes.*

Section V: Documentation

Include in this section all relevant research and documentation that supports the other four sections of this review.

APPENDICES

Mission Statement

The College of Marin's mission is to provide educational opportunities for all students and community members: preparation for transfer to four-year schools and universities, workforce education, basic skills improvement, intellectual and physical development, and cultural enrichment. The College is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment. The College of Marin pledges educational excellence to all members of our diverse community.

Goals

1. Enhance and maintain educational excellence in General Education and Transfer offerings by providing:
 - high quality instruction
 - excellent faculty and student support services
 - rich curricular diversity
 - well-scheduled offerings
 - strong relations with four-year institutions
2. Develop and maintain a supportive learning environment where individuals will be most likely to fulfill their personal and professional goals and expectations.
3. Respond to changing demographics and community need by incorporating flexibility into:
 - scheduling
 - facilities usage
 - curriculum development
 - faculty assignment
4. Encourage broader community involvement in and use of the college by means of curricular offerings in a variety of formats, as in the creation of a community cultural center, in cultivating partnerships with K-12 educators, and by establishing appropriate advisory committees.
5. Identify and address workforce development needs, including:
 - vocational technology programs that have ancillary enrollment
 - partnerships with 4-year colleges and industries
 - specific training needed by government agencies, industry and business
6. As a "learning organization," investigate our institutional and instructional performance by continually gathering and analyzing both qualitative and

Appendix 3

quantitative data as appropriate. As part of program review, use evidence of effectiveness, in an ongoing and systematic cycle of goal clarification, performance evaluation, and implementation of improved methods, to more fully accomplish our organizational mission.

7. Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes.
8. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College's Mission, Goals and Initiatives.

Program Review Schedule 2007-2012

1. 2007-2008 Base Line Year Program Review
 - a. Programs Completing Review by February 2008 Page 1
 - b. Programs Completing Review by May 2008 Page 2
2. Four Year Program Review Cycles 2009-2012 Page 3

Base Line Year Program Review 2007-2008

The programs listed below began their reviews in the Fall 2007. These programs will submit the reviews to the Academic Senate Program Review Committee by February 1, 2008 and will be included in the 2008-2009 budget process.

Programs Completing Review by February 2008

1. Basic Skills Initiative
2. Biology Field Program
3. English as a Second Language (Credit, Noncredit, and Intensive Programs)
4. English Basic Skills
5. English Skills (Assessing and Skill Building Courses)
6. English/Humanities
7. Journalism (A.A. Degree Program)
8. Media Services
9. Modern Languages (American Sign Language, Chinese, French, Italian, Japanese, Spanish, and Non Credit Languages)
10. Multimedia Studies (A.S. Degree Program, Career and Local Skill Certificates)
11. Nursing (A.S. Degree Program, Nursing Degree)
12. Social Sciences (History, Ethnic Studies, Political Science)
13. Technology Work Plan (Administrative Review)
14. Testing Center (Student Services)
15. Transfer Programs

**Base Line Year Program Review
2007-2008**

The programs listed below were selected and began their reviews in the Fall 2007. These programs will submit the completed reviews to the Academic Senate Program Review Committee by March 1, 2008 and will be included in the 2009-2010 budget process.

Programs Completing Review by May 2008

1. Automotive Collision Repair & Auto Technology
2. Behavioral Sciences (Anthropology, Behavioral Science, Psychology, Sociology)
3. Business and Information Systems (Business Office Systems, Business, Computer/Information Systems, Real Estate, Statistics)
4. Communications (Communications, Speech, Film/Video)
5. Community Education & Life Long Learning
6. Counseling
7. Court Reporting
8. Dental Assisting
9. Early Childhood Education
10. English/Humanities (English, Humanities, Philosophy)
11. Environmental Landscaping
12. Fine and Visual Arts (Art, Ceramics, Design, Applied Interior, Drawing, The Gallery, Jewelry, Painting, Photography, Sculpture)
13. Fire Technology & EMT
14. Health Center
15. Library
16. Life and Earth Sciences (Biology, Physical Geography, Geology)
17. Machine and Metals Technology
18. Mathematics
19. Medical Assisting
20. Other Non-Credit
21. Performing Arts (Dance, Drama, Music)
22. Physical Education/Athletics (Health Education, Rehabilitation Fitness, P.E., Intercollegiate Athletics)
23. Physical Sciences (Astronomy, Computer Science, Physics, Chemistry, Engineering)
24. Social Sciences (Economics, Education, Cultural Geography, Social Science)

**Four Year Program Review Cycles
2009-2012**

Spring 2009

1. Transfer Programs Beginning Review Cycle

- a. Life and Earth Sciences
 - i. Biology, Physical Geography, Geology
- b. Mathematics
- c. Physical Sciences
 - i. Astronomy, Computer Science, Physics, Chemistry, Engineering

2. Career and Occupational Training Programs Beginning Review Cycle

- a. Automotive Collision Repair Technology
- b. Automotive Technology
- c. Electronics Technology
- d. Machine and Metals Technology

3. Student Pathway Beginning Review Cycle

- a. Community Education/Life Long Learning Programs

Spring 2010

1. Transfer Programs Beginning Review Cycle

- a. Communications
 - i. Communications, Speech, Film/Video Journalism, ESL, English Skills
- b. English/Humanities
 - i. English, Humanities, Philosophy
- c. Modern Languages
 - i. American Sign Language, Chinese, French, Italian, Japanese, Spanish, Non Credit Languages

2. Career and Occupational Training Programs Beginning Review Cycle

- a. Nursing
- b. Dental Assisting
- c. Medical Assisting
- d. Early Childhood Education

3. Student Pathway Beginning Review Cycle

- a. Career and Occupational Training Programs

Spring 2011

1. Transfer Programs Beginning Review Cycle

- a. Fine and Visual Arts
 - i. Art, Architecture, Multimedia Studies, Ceramics, Design, Applied Interior, Drawing, The Gallery, Jewelry, Painting, Photography, Sculpture
- b. Performing Arts
 - i. Dance, Drama, Music
- c. Physical Education/Athletics
 - i. Health Education, Rehabilitation Fitness, P.E., Intercollegiate Athletics

2. Career and Occupational Training Programs Beginning Review Cycle

- a. Administration of Justice
- b. Court Reporting
- c. Environmental Landscaping

3. Student Pathway Beginning Review Cycle

- a. Basic Skills and ESL (credit and non credit programs)

Spring 2012

1. Transfer Programs Beginning Review Cycle

- a. Behavioral Sciences
 - i. Anthropology, Behavioral Science, Psychology, Sociology
- b. Business and Information Systems
 - i. Business Office Systems, Business, Computer/Information Systems, Real Estate, Statistics
- c. Social Sciences
 - i. Economics, Education, Ethnic Studies, Cultural Geography, History, Political Science, Social Science
- d. Library
- e. Counseling

2. Career and Occupational Training Programs Beginning Review Cycle

- a. Fire Technology
- b. Emergency Medical Technician (EMT)
- c. Work Experience

3. Student Pathway Beginning Review Cycle

- a. Transfer Program

Call for Applications for Base Line Program Reviews

To Be Funded Under District–Directed and Institutional Initiatives Development Funds Spring 2008

Applications are being solicited from faculty to participate in the Program Review, base line reviews. Members from the following programs are being asked to participate:

- 1) Communications (1 unit)
Communications, Speech, Film/Video
- 2 & 3) Life and Earth Sciences and Physical Sciences (3 units)
Biology, Physical Geography, Geology, Astronomy, Computer Science, Physics,
Chemistry, Engineering,
- 4) Mathematics (1 unit)
- 5) Fine and Visual Arts (2 unit)
Art, Ceramics, Design, Applied Interior, Drawing, The Gallery, Jewelry, Painting,
Photography, Sculpture, Architecture
- 6) Performing Arts (1 unit)
Dance, Drama, Music
- 7) Physical Education/Athletics (1 unit)
Health Education, Rehabilitation Fitness, P.E., Intercollegiate Athletics
- 8) Behavioral Sciences (1 unit)
Anthropology, Behavioral Science, Psychology, Sociology
- 9) Business and Information Systems (1 unit)
Business Office Systems, Business, Computer/Information Systems, Real Estate,
Statistics
- 10) Social Sciences (1 unit)
Economics, Education, Cultural Geography, Social Science
- 11) Library (1 unit)
- 12) Counseling (1 unit)
- 13) Automotive Collision Repair Technology & Auto Technology (1 unit)
- 14) Machine and Metals Technology (1/2 unit)
- 15) Dental Assisting (1/2 unit)
- 16) Medical Assisting (1/2 unit)
- 17) Early Childhood Education (1/2 unit)
- 18) Court Reporting (1/2 unit)
- 19) Community Education/Life Long Learning (2 units)
- 20) Other Non-Credit (1 unit)
- 21) English, Humanities, Philosophy (1 unit)
- 22) Health Center (1/2 unit)
- 23) Environmental Landscaping (1/2 unit)

Description and Rationale for Project:

WASC (the Western Association of Schools and Colleges) informed the College of Marin during the team’s last visit that the College must implement Program Review for all programs immediately. Processes for Program Review come under “academic and professional matters” (under the 10+1) in which faculty play a primary role. Faculty participation in developing a program review process and then implementing it is critical to its success.

Appendix 5

The Program Review participants will work closely with their programs, the Institutional Planning Committee, the Data Advisory Group, and the Student Learning Outcomes Facilitator to implement a program review for the individual programs. This will include both qualitative and quantitative analysis of programs identified above, preparing a program review document, and presenting the program review of their program to the larger college community.

½ to 3 teaching units per program listed above will be awarded for the Spring 2008 semester. The Program Reviews must be completed by April 2008.

See below for a fuller description of the tasks involved.

Scope of Work:

The Program Review participants will:

- Describe the program
- Work with the Data Advisory Group to collect, and analyze data provided
- Consider applicable work done or to be done on student learning outcomes
- Work with program members to conduct the program review
- Prepare program review findings in writing according to template provided
- Work with other program review participants and IPC representatives for guidance

Products: (Submitted to the IPC & UDWC)

- The written program review
- Needs assessment for program improvement and funding

Eligibility Requirements:

- Faculty status at College of Marin in the programs listed above
- Experience and interest in program review
- Excellent, demonstrable organizational, communication skills
- Excellent writing skills
- Excellent presentation skills

Evaluation Criteria (Article 8.3.3):

- 8 The applicant(s) appears to have adequate experience and/or training to carry out the proposed project (0-5 points).
- 9 Number of years since last award to recipient: [5 years or never awarded = 5 points; 4 years = 4 points; 3 years = 3 points; 2 years = 2 points; 1 year = 1 point; less than 1 year = 0 points].

Application Process:

Submit the following materials to UDWC c/o Jodi Fitzgerald by December 7, 2007.

Page 1 – Information Sheet

- Name; Phone extension; Years of employment at the College of Marin
- Indication that the department chair and appropriate dean are aware of your application

Page 2 – Essay

Describe in 150 – 300 words your experiences and interest in program review. Include information on your organizational, communication and writing skills.

**Institutional Planning and Budget Calendar
Instructional Program Review**

Program Review follows a four year cycle. Programs beginning review in the spring of 2009 will begin again in the spring of 2013. Programs will begin reviews at the beginning of spring semester and complete the process in fall of the following school year. This time line ensures reviews to be used to set budget priorities for the academic year following completion of the review. The time line and responsible parties for each step in the program review process follow.

Key

BC	Budget Committee
BOT	Board of Trustees
CC	Curriculum Committee (Academic Senate)
DAG	Data Advisory Group
EPC	Educational Planning Committee
FPC	Facilities Planning Committee
FTF Hiring	Full Time Faculty Hiring Committee
IEC	Instructional Equipment Committee
IPC	Institutional Planning Committee
PRC	Program Review Committee (Academic Senate)
RO	Research Office
SAS	Student Access and Success Committee
VPSL	Vice President of Student Learning

Appendix 6

TIMELINE	ACTION	RESPONSIBLE PARTY
January (begin 2 nd week of Jan.)	<ol style="list-style-type: none"> 1. Budget Committee/Fiscal Services begin projections for next fiscal year budget 2. IPC submits needs assessment and budget priorities to Budget Committee for next fiscal year budget 3. Determine project funding – feasibility and cost and infrastructure needs based upon program review data 4. New program review cycle begins 5. DAG provides Data Packets to programs under review 6. Progress report to Board - monthly 	<ol style="list-style-type: none"> 1. Fiscal Services & Budget Committee 2. IPC 3. Budget Committee 4. All programs in queue 5. Data Advisory Group and Research Office 6. VPSL
February	<ol style="list-style-type: none"> 1. Continue budget planning based upon program review data 2. Review data, establish priorities based on district and program goals, current community forces, directions from the Board, IPC, and the Academic Senate 	<ol style="list-style-type: none"> 1. Budget Committee 2. Programs under review in conjunction with dept. chairs, leads, Program Review Committee
March	<ol style="list-style-type: none"> 1. County releases projections for next fiscal year – review begins 2. Governance committees, Curriculum Committee review rubrics for evaluating needs assessments and adherence to college goals 3. Program review participants complete needs assessments for staffing, facilities, equipment, per template 	<ol style="list-style-type: none"> 1. Budget Committee working with Fiscal Services 2. Committees: Curriculum, FPC, IEC, EPC, FTF Hiring, SAS, IPC 3. Program Reviewers
April (1 st Monday of the month)	<ol style="list-style-type: none"> 1. Needs assessment data sent to Educational Planning for master planning 2. Provide Board, College Council and governance committees with a district-wide perspective and a summary of overall trends 3. Determine planning strategies for coming year 	<ol style="list-style-type: none"> 1. Educational Planning Committee 2. Educational Planning, IPC, Program Review Committees 3. IPC

Appendix 6

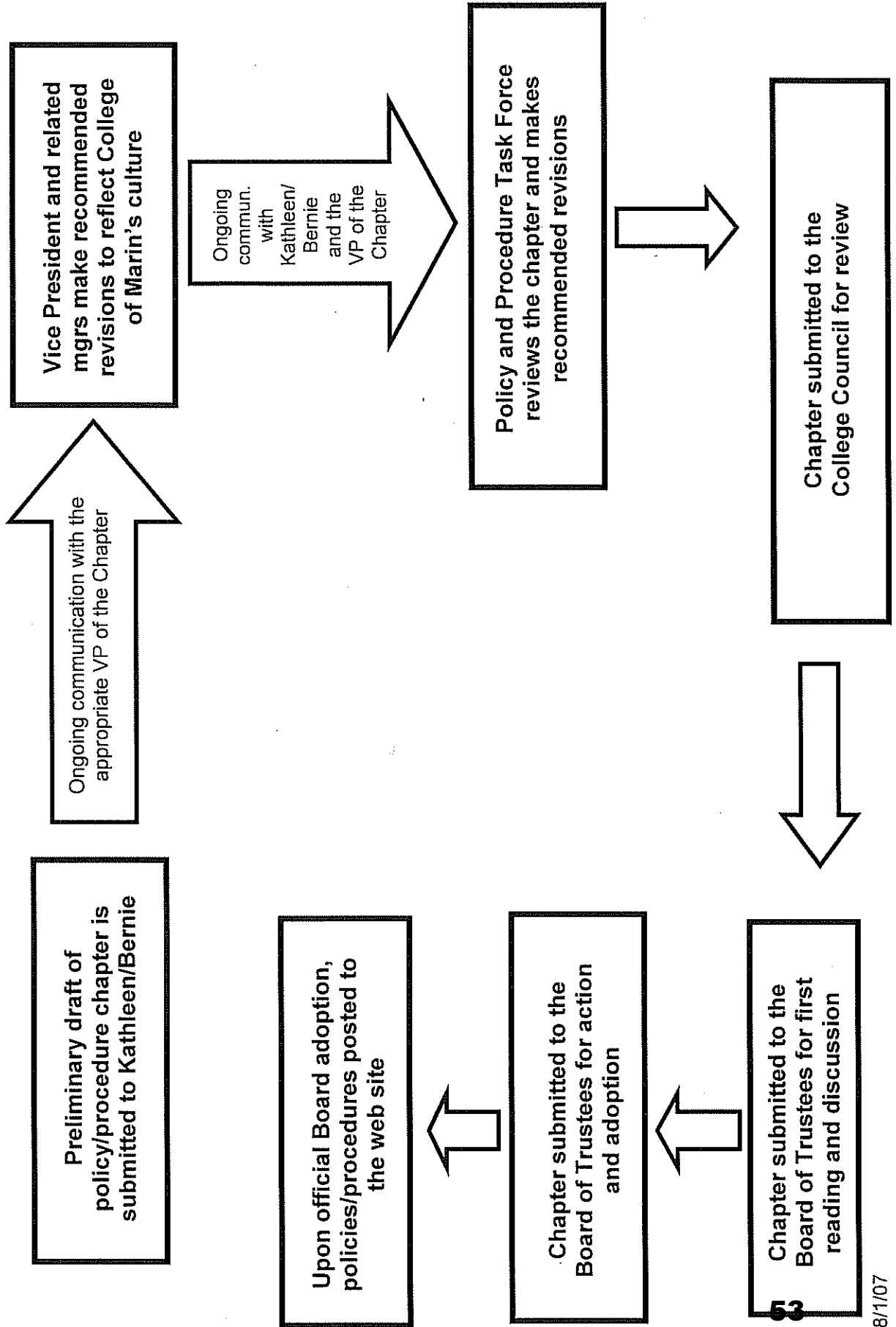
TIMELINE	ACTION	RESPONSIBLE PARTY
May (1 st week to end of month)	1. Open comment period for members of the community to address priorities and planning strategies set for coming year	1. District wide
June (2 nd week)	1. Board approves tentative budget 2. Report to board on priorities and planning strategies for coming year	1. Board of Trustees 2. IPC & PRC, VPSL
July	1. Updates to Educational Master Plan as needed 2. District begins spending off tentative budget 3. Identify a common set of data to be used in setting priorities and decision making	1. Educational Planning Committee 2. Fiscal Services/District 3. DAG and Research Office
August (by last week of the month)	1. Board of Trustees adopts final budget 2. All program reviews submitted to the Program Review Committee electronically 3. Review and refine mission, goals, assessment criteria	1. Board of Trustees 2. Program Reviewers 3. PRC and EPC
September (2 nd Monday of the month)	1. Reports reviewed for completeness and initial assessment, conducts interviews as needed 2. Program Review Committee distributes sections of completed templates to appropriate committees 3. Committees make initial assessments and begin ranking according to rubrics	1. Program Review Committee 2. Program Review Committee 3. Committees: Curriculum, FPC, IEC, EPC, FTF Hiring, SAS, IPC

Appendix 6

TIMELINE	ACTION	RESPONSIBLE PARTY
October	<ol style="list-style-type: none"> 1. Review and ranking process continues; interviews conducted as necessary 2. Begin preparation of budget packet for upcoming review cycle for all programs 	<ol style="list-style-type: none"> 1. Committees and programs under review 2. Budget Committee/Fiscal Services
November (by end of month)	<ol style="list-style-type: none"> 1. Recommendations from committees sent to Program Review Committee and to IPC 2. IPC reviews and ranks program needs 3. DAG begins assessment of data packet, reviews and refines assessment tools, begins collection of data for upcoming year's review 	<ol style="list-style-type: none"> 1. Committees 2. IPC 3. DAG and Research Office
December (completed by mid-month)	<ol style="list-style-type: none"> 1. Review and ranking continues 2. Compilation of Data Packets continues 3. Feedback to programs for budget development and future planning 	<ol style="list-style-type: none"> 1. IPC 2. DAG and Research Office 3. IPC and PRC

DRAFT

COLLEGE OF MARIN POLICY/PROCEDURE REVIEW AND UPDATE PROCESS



Proposed Marin Community College District Policy CCLC No. 4020

Academic Affairs
DRAFT as of 9/25/07

BP 4020 PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

References:

Education Code Sections 70901(b), 70902(b), and 78016;
Title 5 Sections 51000, 51022, 51956, 55000-55225, 55100, 55130, and 55150

❖ Newly Proposed Language from the Community College League

***Note:** The following policy indicates that the Board retains authority to approve new programs and courses, delete programs, and delegates the authority for all other actions to the Superintendent/President. It is the option the Community College League legally advises, but options that delegate all authority to the Superintendent/President or that require Board of Trustees approval for new courses and deleted courses are legal. However, the Community College League suggest that the Board of Trustees not require program or course modifications be submitted to it for approval.*

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- opportunities for training for persons involved in aspects of curriculum development; and
- consideration of job market and other related information for career and technical programs.

All new programs and program deletions shall be approved by the Board of Trustees.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board of Trustees. Non-degree applicable credit and degree-applicable courses that are not part of an existing approved program must

satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board of Trustees.

❖ **From current College of Marin Policy 2.0001 titled Curriculum Development and Approval**

The Board recognizes its responsibility for maintaining high quality educational programs and services. To this end, the curriculum shall be evaluated, adapted, and developed on a periodic basis in accordance with a plan for curriculum growth.

For purposes of this policy, curriculum shall be defined as educational programs and services provided by the District.

In order to create and maintain a viable curriculum compatible with the District Master Plan, the Superintendent/President shall be responsible for:

1. Recommending to the Board for approval the establishment or discontinuance of educational programs and courses, in accordance with the Education Code. (EC 78200.5) (Could not find this Ed Code)
2. Approving editorial and technical changes, teaching unit modifications, and related developments of minor significance within Board-approved programs and courses. The Board shall be advised of all such changes.
3. Ongoing development of the curriculum, including:
 - a. Periodic determination of the educational needs of the area;
 - b. Utilization of citizen advisory committees where appropriate; (EC 72321) (This code was repealed)
 - c. Academic Senate participation in curriculum development; (5 CAC 55314) (This regulation was repealed);
 - d. Preparation and maintenance of current course outlines and objectives for all approved programs.(5 CAC 55000-55225)

Professional staff members shall construe the course outline as providing a basic framework for the course of study. Within this framework, each instructor shall use the outline in a manner best designed to meet the needs and capabilities of students and to best suit the instructional methods of the staff member. This flexibility in use of the outline shall be limited by the instructor's ability to meet stated objectives as determined by the approved evaluative criteria.

Office of Primary Responsibility: _____

NOTE: The **red type** signifies **legally required** language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The wording in **black ink** is from current College of Marin Policy 2.0001 titled Curriculum Development and Approval adopted 2/24/82 and revised on 2/12/85. The information in **blue ink** is language to consider including in this policy. The language in **green ink** reflects revisions recommended in the CC League's Update #13 distributed on September 21, 2007.

Date Adopted:

*(Replaces current College of Marin Policy
2.0001)*

Mission Statement

The College of Marin's mission is to provide educational opportunities for all students and community members: preparation for transfer to four-year schools and universities, workforce education, basic skills improvement, intellectual and physical development, and cultural enrichment. The College is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment. The College of Marin pledges educational excellence to all members of our diverse community.

Goals

1. Enhance and maintain educational excellence in General Education and Transfer offerings by providing:
 - high quality instruction
 - excellent faculty and student support services
 - rich curricular diversity
 - well-scheduled offerings
 - strong relations with four-year institutions
2. Develop and maintain a supportive learning environment where individuals will be most likely to fulfill their personal and professional goals and expectations.
3. Respond to changing demographics and community need by incorporating flexibility into:
 - scheduling
 - facilities usage
 - curriculum development
 - faculty assignment
4. Encourage broader community involvement in and use of the college by means of curricular offerings in a variety of formats, as in the creation of a community cultural center, in cultivating partnerships with K-12 educators, and by establishing appropriate advisory committees.
5. Identify and address workforce development needs, including:
 - vocational technology programs that have ancillary enrollment
 - partnerships with 4-year colleges and industries
 - specific training needed by government agencies, industry and business
6. As a "learning organization," investigate our institutional and instructional performance by continually gathering and analyzing both qualitative and quantitative data as appropriate. As part of program review, use evidence of effectiveness, in an ongoing and systematic cycle of goal clarification,

Appendix 9

performance evaluation, and implementation of improved methods, to more fully accomplish our organizational mission.

7. Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes.
8. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College's Mission, Goals and Initiatives.