



COLLEGE OF
MARIN

Frances L. White, Ph.D.
Office of the
Superintendent/President

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March 28, 2008

Barbara A. Beno, Ph.D.
President

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

Dear Dr. Beno:

It is a pleasure to submit the College of Marin Progress Report to you and the Commission. As you will see from the report, the college has worked tirelessly to comply with Recommendation #3. Although the institution has struggled to fully resolve the recommendation, many faculty, staff, administrators and the Board of Trustees have demonstrated a sincere desire to comply with all accreditation standards and recommendations from the Commission. We hope you will accept our report and conclude that Recommendation #3 is resolved.

The planning and budget process is underway at the college. Consequently, the timing of the visit for April 1st inhibits our ability to show the integration of planning and budget as a completed outcome, although there will be ample documentation and materials for the team to review. The Institutional Planning Committee expects to complete their recommendations on April 23. The Budget Committee has planned an all-day session on April 25th to work out a plan to implement recommendations coming from the Institutional Planning Committee. This plan will be communicated before the end of the 2007/2008 academic year, so the entire college community will know what to expect in the upcoming 2008/2009 academic year. The college can send this information to you on or by May 1st if that is acceptable to you.

In the meantime, we look forward to the team visit and your review of our progress.

Sincerely,

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



PROGRESS REPORT

**835 College Avenue
Kentfield, CA 94904**

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

March 28, 2008

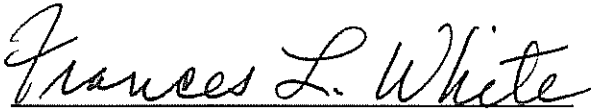
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Appendix (Located in Evidence Room)

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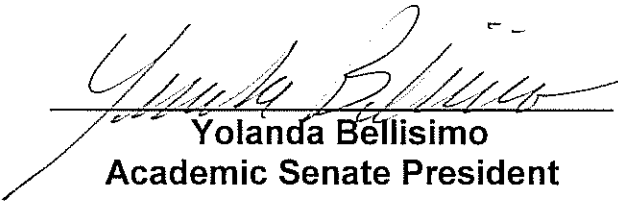
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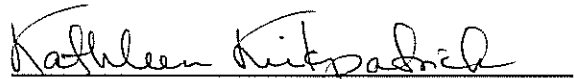
**Frances L. White, Ph.D.
Superintendent/President**



**Carole Hayashino
President, Board of Trustees**



**Yolanda Bellisimo
Academic Senate President**



**Kathleen Kirkpatrick
Classified Senate Vice President**



**Hoa-Long Tam
Student Senate President**

Statement on Report Preparation

Preparation of the Progress Report began in February when the Superintendent/President Dr. White requested and the College Council approved an Accreditation Writing Workgroup chaired by Dr. Blackman, the Director of Organizational Development and Institutional Effectiveness and Accreditation Liaison Officer.

The Accreditation Writing Workgroup was composed of representatives from the students, faculty, staff and administration who prepared a draft report in response to Recommendation #3. The draft was reviewed by the President's Cabinet, College Council and appropriate faculty, staff, and administrators.

The report was distributed to College Council for review on March 17, 2008, 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 March 18, 2008.


The final Progress Report was submitted March 28, 2008.

Acknowledgements

The following members of the College of Marin have contributed to the Progress Report:

Anita Martinez, Vice President of Student Learning
Barbara David, Administrative Assistant, Organizational Development & Institutional Effectiveness
Blaze Woodlief, Faculty, ESL & Educational Planning
Derek Wilson, Faculty, Fine & Visual Arts
Hoa-Long Tam, Student Senate President, Student Trustee
Kathleen Kirkpatrick, Program Administrator, Staff Development, Organizational Development & Institutional Effectiveness
Melody Creel, Research Technician, Organizational Development & Institutional Effectiveness
Patricia O'Keefe, Speech, SLO Coordinator
Sara McKinnon, ESL, Academic Senate
Yolanda Bellisimo, Faculty, History, Academic Senate President

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


Dr. Frances L. White
Superintendent/President

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

I. Institutional Planning

a. College Goals

During the team visit in November 2007, the team noted that the college lacked one set of goals to guide the institution in planning, budgeting and the evaluation of institutional effectiveness. Since the visit, the College of Marin has reaffirmed and published one set of college goals that sets the direction for all future institutional planning and decision making.

In February and March 2008, the Institutional Planning Committee, the College Council and the Board of Trustees reaffirmed the mission, vision, values and goals. Also, in March 2008, strategic initiatives were added and endorsed by the Institutional Planning Committee, College Council and Board of Trustees to codify the Strategic Plan (Appendix 1). (**Standard I.B.1, I.B.2**)

b. Strategic Plan

The creation of the Strategic Plan began in spring 2005 and has been completed with formal recognition in spring 2008. The Strategic Plan 2005-2010 provides the blue print for assessing outcomes related to the college goals and provides the college with a long-range plan. Along with the Strategic Plan, the Institutional Planning Committee and administration have adopted planning definitions and terminology to use with all planning at the college. From March 2008 going forward all planning at the college will be done using the same strategic plan, the same goals and strategic initiatives within the plan, and the same planning and assessment terminology. (Appendix 2)

After completion, the College of Marin Strategic Plan was distributed to governance committees and Management Council, and portions of the plan were published in the college Catalog, and posted online on the public COM website. Online it can be found in the “About the College”

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section, under “Board of Trustees” at: <http://www.marin.edu/>, or at the Organizational Development & Planning website under Institutional Planning: <http://www.marin.edu/com/ODP/index.htm>. In addition, an announcement to the entire college community was sent through college-wide email and printed copies of the Strategic Plan placed in all staff and office mailboxes. **(Standard I.B.1, I.B.2)**

c. Education Master Plan

The Institutional Planning Committee tasked the Education Planning Sub-Committee with updating the Education Master Plan. Under the direction of the Institutional Planning Committee and the Vice-President of Student Learning, the college goals and strategic initiatives are being used to update the Education Master Plan. The college goals and strategic initiatives will be linked to objectives and activities developed in the revised Education Master Plan. The Research Office will provide the necessary information over the summer to ensure the plan is data-driven; evidence based, and focused on student learning. Moreover, the Education Planning Sub-Committee will use the program reviews completed in spring 2008 to complete the new Education Master Plan in fall 2008. **(Standard I.B.2)**

As a result of the Transfer Program Review, the Basic Skills Initiative work, and a review of student access and success data, the Office of Student Learning and the Institutional Planning Committee have proposed a restructuring of the Student Learning divisions to better meet the academic and educational needs of students. For example, one exciting model looks at pathways for students moving through the college based on their goals. There are four pathways in the model: Transfer, Vocational, Basic Skills and Lifelong Learning. By refocusing on the performance of students in this model, in addition to examining individual programs, it is possible to measure the performance of students and their goal attainment in each house. This model has been presented to the Academic Senate and the Institutional Planning Committee and is based on institutional data. (Appendix 3)

In addition, along with recommendations from the Transfer Program Review, all the other program review data will be used to determine which academic and vocational/occupational programs will need to be revitalized or discontinued based on District policy (Appendix 20). The process is underway and specific recommendations are expected to be received and brought to the Academic Senate as well as Board of Trustees in spring 2008. The outcome of this process will drive the development of the Education Master Plan, as well as college planning and budgeting going into the 2008/2009 academic year and beyond. **(Standard I.B.3, I.B.4, I.B.6)**

d. Annual Planning and Assessment

Each year, based on the college goals and strategic initiatives, the administration develops an annual plan and follows up with an end-of-year assessment of its implementation. The annual planning and assessment process is used to determine overall effectiveness of units from departments and divisions to the Office of the Superintendent/President. Administrative units

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develop objectives and activities linked to the goals and strategic initiatives. The single set of planning and assessment terminology, approved by the Institutional Planning Committee and the College Council, strengthens the link between long-term and annual plans, provides a means for measuring institutional effectiveness, and facilitates communication with the Budget Committee on resource needs. **(Standard I.B.2., I.B.3.)**

The goals identified in the 2007-2008 management planning were from the 2006 Education Master Plan. The EMP will be updated by the IPC and EP Sub-Committee this fall semester. In March, the managers were asked to complete their 2007-2008 annual assessment based on the goals and strategic initiatives in the current strategic plan and adopted by the college in March 2008. The individual assessment reports were collected, organized and published as 2007-2008 end-of-year Management Review of Accomplishments. (Appendix 4) **(Standard I.B.3.)**

In February, a new version of TracDat, software used for planning and assessment was installed. Training on the new software for staff and management will occur on April 21st and 22nd. In May, managers will enter their 2008-2009 work plans into TracDat based on the current Mission, Goals and Strategic Initiatives. The format of the work plan is in Appendix 5. **(Standard I.B.1., I.B.2, I.B.3.)**

II. Program Review

a. Instructional Program Review Process

In the fall semester of 2006, the Program Review Subcommittee of the Institutional Planning Committee wrote a Program Review Plan with three stages of program reviews. The plan was approved by the Academic Senate and the Board of Trustees in December 2006. The first two phases were completed in December 2007. (Appendix 6)

In the spring 2007, the Institutional Planning Committee developed a program review handbook and a review template for academic programs and student services. In the spring and fall 2007, opening convocations, the full faculty was informed of the plan and encouraged to participate. As a result of faculty participation thirteen programs completed their reviews by November and these were included in the report to WASC in November 2007. (Appendix 7)

After the WASC visit in November 2007 the Institutional Planning Committee, the Academic Senate, members of governance committees, the administration, and the faculty at large began gearing up to complete all program reviews by April of 2008. The faculty were supported with units or a stipend to complete the reviews. Funding was significant, well over \$100,000 was proposed by the administration and approved by the Board of Trustees. Specific faculty and staff members were identified to lead this process including 1) Program Review Coordinator; 2) Data and Research Liaison to help faculty with data analysis; and 3) Web-based template developers to create a user-friendly online electronic tool for the program review template.

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In the fall of 2007, the Academic Senate prepared a White Paper that researched past Curriculum Committee involvement in Discipline Review and recommended how to transition to a new program review process. This was accepted by the Academic Senate and used to restructure the activities and responsibilities of the Curriculum Committee, a newly created Academic Senate Program Review Committee, and specific governance committees. (Appendix 8)

At its November 29, 2007 meeting, the Academic Senate voted to approve the creation of a Program Review Committee to oversee the academic program reviews for the college. The committee is made up of the chairs of the committees directly involved in program review and the Vice President of Student Learning. (Appendix 9) The committee:

- works with the IPC and Budget committees to create and amend the calendar for academic program reviews;
- monitors progress and oversees programs going through review;
- provides assistance with data gathering, the creation and analysis of qualitative research such as student questionnaires and surveys, and the writing of program reviews;
- serves as a liaison among IPC, Budget Committee, the Academic Senate and academic programs;
- reviews and critiques program reviews once submitted;
- delivers portions of the reviews to appropriate committees and follows/monitors progress through the committees;
- sees to it that reviews are delivered to IPC and Budget Committee according to the time line;
- shepherds, assists, and advocates for academic programs during the review process;
- monitors Board policy and procedures related to program review and SLOs.

In December, the program review committee began to build a web-based program review template based on the word template adopted earlier. The electronic template was completed during the semester break and rolled out at the January 2008 flex week “Program Review Boot Camp” workshop. Faculty, staff and administrators representing all of the programs doing review met for two days to work on their program reviews with guidance provided by members of the Program Review Committee and Data Advisory Group. A second boot camp/workshop was provided on February 29th. (Appendix 10) Program review sections were entered in to the online template gradually at the same time other sections of the tool were being created, refined or completed. Ultimately, everything was entered and completed by March 27th. The web-based Program Review Tool is available to review and access in the evidence room via the Institutional Planning Page on the College Web site. Hardcopies of the completed program reviews are also in the evidence room. (Appendix 11)

In the meantime, the Institutional Planning Committee, working with Governance Review Council, updated committee governance charges to include program review responsibilities for specific governance committees and Academic Senate committees. The assignment of specific portions of the program review template to specific committees creates the opportunity for

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tracking the progress of programs, providing feedback to program reviewers, verifying that results are based on data, and substantially involving more of the college community in program review. (Appendix 12)

Specifically, the new committees were the Program Review Committee (an Academic Senate Committee) and the Student Access and Success Committee. Two committees were eliminated: the Student Services Planning Committee and the Equity and Diversity Committees and their responsibilities incorporated into the Student Access and Success Committee charge. The later was in response to a need to further integrate student services with instructional planning so that each better informs the other. (Appendix 13)

As part of the evaluation process, each committee is provided the College Strategic Plan, institutional data and the specific program data used in the program reviews. Data binders, prepared by the research office for each discipline, included FTEF, WSCH, LOAD, number of students, sections and units, retention and success data for each discipline, including data for each discipline's statewide trends, and demographic data. College summary data was also provided to each committee. (Appendix 14)

Each committee evaluates the results of the program reviews using rubrics and rating sheets to determine the ranking of program needs and developing college-wide planning based on college goals. The resultant rankings and recommendations are forwarded to the Institutional Planning Committee where the final recommendations are made, then sent to the Budget Committee and forwarded to the Superintendent/President. The rubrics and rating sheets are in Appendix 15. **(Standards I.B.4, I.B.6, I.B.7, II.A.1a, II.A.2.e)**

b. Timeline for Program Review

The WASC Commission's decision for a Progress Report by April 1 required that the process to complete all programs be accelerated. In addition to meeting the Commission's timeline, the Board of Trustees required all programs be reviewed, deliberations made, and recommendations be completed in time to be considered in the 2008-2009 District budget and Planning cycle.

Beginning in August, program review, budgeting, and scheduling will follow the calendar as stated in the Program Review Handbook. Every program will update their review every year using the online template so that the program reviews completed fall semester will affect planning and budgeting for the next fiscal year. (Appendix 16)

c. Completion of Program Reviews

Out of a total of 49 completed instructional program reviews, 48 completed their reviews using the online template. Five (5) non-instructional program reviews were also completed online. These were Counseling, Health Center, Library, Media Services and Work Experience. Six other non-instructional programs were completed with the Student Services Program Review

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Template and not available online. Consequently, there are a total of 61 reviews, 49 instructional and 12 non-instructional in the evidence room. (Appendix 11) **(Standard I.B.7, II.C.2)**

The sections of the Program Review Template that go to the Instructional Equipment, Facilities and Student Access and Success Committees as well as an Institutional Planning Committee Ad Hoc Subcommittee on Staffing were completed by all programs on March 17, 2008. These were available to the committees for consideration on March 20, 2008. All remaining sections of Program Review Templates for instructional program reviews were completed on March 27, 2008. These sections were distributed to the remainder of the Program Review sub-committees so they could begin their analysis.

The Facilities Planning Committee, Student Access and Success Committee, the Instructional Equipment Committee, and the Institutional Planning Committee Ad Hoc Sub-Committee on Staffing are analyzing the reviews using rubrics designed by the committees. This process will be completed by mid April. All rubrics and worksheets are located in Appendix 17. The committees will use program review results (data and analysis) to recommend the following (* designates those with funding implications for the 08/09 fiscal year):

1. Instructional equipment;*
2. Supplies;*
3. Hourly staffing;*
4. Other support, such as classified staff and department chairs;*
5. Facilities* including demand for smart classrooms;
6. Student access and success recommendations including retention, graduation rates, transfers, ethnic and other demographic changes, grade distribution and other data related to student success.

On March 27, with the completion of all program reviews, the Curriculum Committee will review the sections on courses and curriculum including information on course recency and adherence to blue print scheduling. It is anticipated that this review will inform scheduling for the coming semesters. The SLO Facilitator will review the SLO portion of the program reviews for alignment of program level SLOs to college goals and to assist programs in developing assessment tools and analyzing results from assessments. **(Standard II.A.1a, II.A.2f)**

The Institutional Planning Committee will consider draft reports from four sub-committees at the regularly scheduled meeting April 2, 2008. The Institutional Planning Committee will review the remaining four sub-committee reports on April 16, 2008. All committee final reports are due to the Institutional Planning Committee April 21st and on April 25th the Budget Committee has scheduled a full day workshop to consider and rank requests for equipment and supplies and determine long range plans for on-going expenses and yearly emergency expenses.

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d. Evaluation of Program Review

The Institutional Planning Committee and the Program Review Committee will meet in late April to (1) Identify how the outcomes of program review will be reflected in long term planning; (2) Review the Transfer Program Review data to develop a calendar of improvements to be implemented that are related to the transfer program goals, summer, 2008; (3) Review findings from COM's Basic Skills Initiative Committee to develop similar improvements in Basic Skills; (4) Discuss ways to improve the Program Review process and templates and recommend revisions to the instructional program review template. Moreover, at the end of April, the Research Office will survey the opinions of all participants in the program review process.

e. Student Service Program Review

Student services program reviews have been completed in prior cycles using a vehicle developed by student services programs and departments, as noted by other visiting teams. After considerable discussion, it was recommended that student services and programs complete program reviews using the same vehicle with slight modification to incorporate elements of the program review format developed for instructional programs. During the fall 2007 and spring 2008 semesters, program reviews were conducted on Student Development and Special Services programs and units. The completion of these reviews was timed to coordinate with completion of reports required by other agencies. The program reviews and agency reports will inform each other and add to consistent planning across the areas in Student Development and Special Services.

The effort was guided by the Dean of Student Development and Special Services across all units, so that each unit would be better informed of the planning of the other units and a sense of overall coordination in the planning and delivery of services for students developed. In addition, both the cumulative and summative findings of the reviews are being used to inform the revision of Board Policy and Administrative Procedures as well as Banner implementation. As noted before, the twelve reviews were completed March 17, 2008 and copies of the reviews sent to the Institutional Planning Committee and the Vice President of Student Learning. The reviews will be evaluated by the Institutional Planning Committee and its sub-committees, as applicable, and recommendations sent to the Budget Committee in April. In addition, the Institutional Planning Committee and the Program Review Committee will be working with student services to refine the program review tool and handbook so it is modified to provide program review questions and prompts relevant to student services. In this way, the same instrument will be used for all program reviews. (Appendix 18) **(Standard II.B.4)**

f. Basic Skills Initiative:

In addition to Program Review, the College has been undertaking the planning related to our Basic Skills Initiative. This planning effort began in September, 2007, in a kick-off meeting of

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28 faculty, staff and administrators. A team of 13 attended an all-day training on using the BSI self assessment tool in October, 2007. At this meeting, a campus-wide plan was formed that involved comprehensive student support and ongoing staff development on working with diverse students. Four sub-committees met to complete the self-assessment in the fall. The larger group met February 22, 2008 to discuss the draft recommendations and created a timeline to move from planning to implementation. A sub-group met on March 13 to more fully develop the plans for a campus-wide initiative. A completed proposal will be sent to the Institutional Planning Committee by early April.

The campus-wide BSI effort focuses on what the college is calling the College Success Initiative (or CSI: Marin). This effort includes two main components:

1. A “home base” for basic skills students which provides comprehensive student support. This home base is integrated with instruction, including an advisory “College Skills” class for particular entry level English courses.
2. A campus-wide staff development effort focused on learning more about our highly diverse group of basic skills students and how to work effectively with them. This effort would include a student panel, speaker’s series, and flex-day workshops.

College of Marin will pilot a “college skills” orientation/workshop for incoming fall 2008 students who sign up for the lowest-level developmental English courses. The College will bring on the necessary staffing for this effort in fall 2008, so that they can coordinate and develop all the components (such as college success courses, working with a student panel, establishing links to on-campus and community resources, etc.). The process will be fully implemented in spring, 2009. **(Standard I.B.7, II.A.1a, II.A.2e)**

III. Integrated Annual Planning and Budget Process

The College of Marin planning process has been simplified; it resides in and is coordinated by the Institutional Planning Committee. The Institutional Planning Committee channels planning tasks to its subcommittees, such as the review of Program Reviews or revision of the Education Master Plan, and then asks its sub-committees to provide analysis and recommendations back to the Institutional Planning Committee for review and comment. The Institutional Planning Committee then forwards recommendations to the Budget Committee for those items that require the approval of the Superintendent/President and Board of Trustees. **(Standard I.B.4, I.B.6)**

The calendars for the Institutional Planning Committee and the Budget Committee are coordinated so that the Institutional Planning Committee completes planning tasks in the fall and sends recommendations to the Budget Committee for deliberation in spring in time to affect the budget for the coming academic year. The calendar for management planning and assessment is also coordinated with the budget calendar. (Appendix 19)

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The Vice President of College Operations provides financial data and budget projections to the Budget Committee so the Committee can consider and weigh recommendations, based on available funds. The Board of Trustees establishes annual budget priorities based on recommendations of the College Budget Committee and Superintendent/President. (Standard I.B.4, I.B.6)

a. Program Review Outcomes have Immediate Impact on Planning and Budget

The College has come to understand that any and all future resource decisions must result from program review outcomes. For example, any and all requests or recommendations for resources that are not part of the completed program reviews are being referred back through the program review process for consideration, such as a request to continue institutional membership in a professional organization related to an instructional program. Faculty and staff are aware that their program reviews will also need to justify current resources.

The April 2008 program review outcomes will drive planning and budget decisions in the 2008-2009 budget, while specifically recognizing that no new state or local funds will be available. Decisions to fund one area may require that resources be moved from another. Quantitative/qualitative data and justification supported by other data/information in individual program reviews against a context of similar information for the College as a whole will inform College planning and budget committee recommendations to the Board of Trustees for 2008/2009 budget adoption. The focus areas include instructional equipment, supplies, and subscriptions; assignment of hourly instructional credit and noncredit units; resources for additional smart classrooms; and other resources to support instruction and student services programs, especially if state categorical funds decrease.

At the end of the 2007-2008 academic year, all program reviews will have been completed; a dynamic research component will have been built and implemented; a program review manual will have been refined; ongoing professional and staff development will have been built to support and inform program review; a multi-year cycle of program reviews linked to planning and budget will have been established; and a better college-wide understanding of the link between program review and planning will have been developed.

Future Program Review outcomes will drive planning and budgeting decisions for successive budgets starting with the 2009-2010 budget, moving from consideration of how best to use limited resources to serve student needs (2008/2009) to a more dynamic model of long-range planning to build and use resources to support and sustain effective instructional and student services programs. During the 2008/2009 academic year, faculty and staff will review their 2007/2008 program reviews and submit an update. The planning and budget committees will review and change, if needed, their own program review tools, using the tools to assess program effectiveness and resource allocation recommendations. The planning and budget committees will also review all resource requests and needs, using all available current and new (2008/2009) program review information, to guide recommendations to the Superintendent/President and Board of Trustees for the 2009-2010 budget. In addition, the planning and budget committees

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will recommend to the Superintendent/President and Board of Trustees multi-year budget cycles to coincide with program review outcomes so that a sustainable resource management system is guided by a longer view planning process.

IV. Program Discontinuance

At the time of the November 2007 site visit the college had not yet agreed on a policy for program elimination. In March, the full faculty voted and on March 18 approved a policy for Program Revitalization and Discontinuance. Later that same day the Board of Trustees adopted Board Policy 4021: Program Revitalization and Discontinuance. (Appendix 20) **Standard II.A.6b**