



COLLEGE OF
MARIN

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October 12, 2007

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

Dear Dr. Beno:

Please find enclosed a copy of our accreditation Progress Report. As you will see, the College of Marin has moved from a "culture of inaction" to a culture of action, change and progress. Our Board of Trustees and College leadership have reviewed and endorsed the Progress Report.

We look forward to hearing from you and the visiting team.

Sincerely,

A handwritten signature in cursive script that reads "Frances L. White".

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

cc: Dr. Sherrill Amador, Team Chair

Focused Midterm Report

Submitted October 12, 2007

Submitted by

College of Marin
835 College Avenue
Kentfield, CA 94904

To

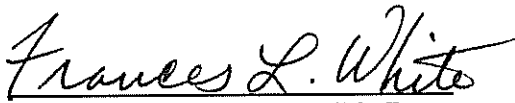
Accrediting Commission for
Community and Junior Colleges
Western Association of Schools and Colleges

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COLLEGE OF MARIN
PROGRESS REPORT
OCTOBER 15, 2007

SIGNATURE PAGE



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



Wanden Treanor
President, Board of Trustees



Yolanda Bellisimo
Academic Senate President



Kathleen Kirkpatrick
Classified Senate President



Hoa-Long Tam
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Statement on Report Preparation


Faculty, staff and administrators who contributed toward the written preparation of College of Marin's enclosed Focused Midterm Report of October 15, 2007 include:

- Al Harrison - Vice President, College Operations
- Anita Martinez - Vice President, Student Learning
- Kathleen Kirkpatrick - Program Administrator, Staff Development
- Patricia O'Keefe - Faculty Member and SLO Coordinator
- Yolanda Bellisimo - President, Academic Senate
- Bernie Blackman, Ph.D. - Director of Organizational Development & Planning
- Frances White, Ph.D. - Superintendent/President, College of Marin.

Dr. Bernie Blackman, Director of Organizational Development and Planning, is the primary report coordinator who organized, edited and assembled the final report.

The report was distributed to College Council for review and feedback on Thursday, October 4, with instructions to members to share with constituents for review of facts. The following day, October 5, the report was distributed electronically to all members of both College Council and the Management Council requesting review and feedback. Finally, the Board of Trustees was provided an update and a copy of the report on October 9, 2007.

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


Dr. Frances L. White
Superintendent/President

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

WASC Report November 2006

In its November 2006 Progress Visit Report, Accreditation Team members concluded that the College had fully addressed the recommendation that the College implement an “effective governance structure that reinforces respectful dialog, defines shared commitment and outlines the roles and responsibilities of all constituent groups for participation in informed decision-making processes.”

“The college has made great strides in addressing this recommendation. A participatory governance system was adopted in May 2005 and subsequently evaluated in May 2006. The results of the survey were used to improve governance by creating better communication mechanisms, to identify and train staff on how governance functions, and helped the college reach consensus on institutional decisions. The atmosphere on campus has improved since the last team visit one year ago. There appeared to be a general attitude of working together on issues and less divisive behavior by the majority of the participants in governance. The team determined that the college has fully addressed this recommendation.”

Progress to Date (October 2007 Report)

Since last fall’s Team visit, the College has continued to make significant progress implementing and evaluating the new participatory governance system that was approved by College Council in spring 2005. In the spring of 2006 the first PGS survey was administered to governance members to assess the effectiveness of the PGS. In the spring of 2007, to continually improve the effectiveness of the PGS, a second annual member survey was administered. In addition, in the spring of 2007, a third survey was administered college-wide to assess the level of awareness of the PGS plan and processes as well as governance resources.

This report summarizes evidence of progress in the institutionalization and development of the PGS by reporting on: (1) PGS Evaluation and Revision; (2) PGS College-wide Survey; (3) Comparison of 2006 & 2007 PGS Membership Survey Results.

1. Governance Review Council Evaluates and Revises PGS Plan

In accordance with the Participatory Governance System (PGS) Plan approved by College Council in May 2005, the Governance Review Council (GRC) conducted a thorough review of the PGS plan in 2006-07. The GRC considered results of the spring 2006 PGS Committee Member Survey, feedback from the standing governance committees and input from GRC members to develop its recommendations.

The proposed revised PGS plan updates language and terms, provides more detailed information about consensus and clarifies operating procedures. The GRC also worked closely with the governance committees to develop proposed revisions to the charge and responsibilities of each committee based on a clearer understanding of committee roles after the first year of operation. (Appendix 1.1)

The proposed PGS revision was presented as a recommendation to College Council by the GRC on September 13, 2007 and is proceeding through the governance review process. Each senate will review and make recommendations for changes and return revisions back to the College Council in October 2007 and then to the GRC for final review.

2. Governance Review Council Continues to Improve Communications

Several enhancements have been made to strengthen the lines of communication and information available about the participatory governance system and committee actions, and to increase college-wide knowledge of the process of PGS committees.

First, based on survey results identified in the spring 2006 participant survey, and confirmed by the spring 2007 college-wide survey, the Office of Organizational Development and Planning (ODP) began publishing a "Governance Digest" that provides a summary of each committee's work and actions each semester. The first Governance Digest, published in March 2007, highlights committee charges, chairs, meeting times and fall 2006 committee work. The second issue was published in May 2007 and summarizes spring committee work, achievements and actions. (Appendix 1.2)

Second, PGS committees have a designated folder on Outlook Public Folders that serves as an electronic repository for committee agendas, minutes and documents for committee members. In spring 2007, a general "Governance Resources" folder that contains the PGS Plan, committee membership roster, report forms, and resources about governance, how to run effective meetings, achieve consensus, etc. was created to provide a central location for governance information.

Third, a new Constituent Report Form, created to facilitate communication between the committees and the senates, summarizes the committee work and identifies committee actions and recommendations. Orientations to the PGS for new appointees include the Constituent Report Form along with templates for agenda and meeting notes, notes for conducting effective meetings, and information on posting agendas and minutes on the Outlook Public Folders. (See Governance Binder in Appendix 1.3)

Fourth, all committee times, locations and chairs continue to be posted on the online “Faculty and Staff” calendar. In addition, the Office of Organizational Development and Planning (ODP) will launch a web site on the College Internet in fall 2007 that includes a series of web pages dedicated to governance information and resources.

Finally, the President’s Briefing, which is published every Monday and reports on news of happenings at the college, is regularly used to communicate news and announcements of the PGS. For example, in the September 10, 2007 issue the Briefing contained the executive summary of the college’s PGS Spring 2007 survey. (Appendix 1.4)

3. The Governance Review Council Completes a PGS College-wide Survey

In the spring of 2007 the Governance Review Council developed a survey to assess the level of awareness of the College of Marin community regarding its Participatory Governance System and the governance resources available. The survey invited all members of the college community, who were not current members of the PGS, to comment on the PGS. This is the first time this survey has been conducted and the results will become the baseline for comparison to future surveys. The GRC will analyze and report on the results in fall 2007. (Appendix 1.5)

4. Comparison of Spring 2006 & Spring 2007 PGS Member Surveys

In spring 2006 the first PGS Member survey was administered to governance members to assess the effectiveness of the PGS. In spring 2007, to continually improve the effectiveness of the PGS, a second annual PGS survey was administered. Comparison of the results shows decisive commitment of faculty, staff, administrators and students to the institutionalization and success of the PGS. The use of the same instrument permits direct comparison of items. Following are highlights of the findings of the 2007 survey in comparison to 2006 results. (Appendix 1.6)

The purpose of this survey was to query members participating in the governance system on their perception and satisfaction with the governance process. All members of the college community serving on governance committees, students, faculty, staff and administrators were invited to participate. The results of the survey are used by the Governance Review Council (GRC), the body charged with the review and evaluation of the PGS, to recommend improvements: (1) to the orientation and training of members;

(2) in policy, practice, and process of the governance system; (3) and for enrichment of members' experiences.

The survey asks first for a respondent profile on service to the college and then asks 25 questions of each respondent in five areas: (1) Task; (2) Information Adequacy; (3) Participation; (4) Professional Conduct and Respectful Dialogue; and (5) Overall.

PGS Membership & Participation

A total of 93 seats on ten committees were filled by faculty (45), staff (23), students (14) and administrative representatives (21) in the new governance system's second full year of operation. The 10 committees of the PGS met 78 times in 2005-06 and 103 times in 2006-07. In 2006, 49 members responded to the survey and, in 2007, 43 replied. Meeting attendance was excellent for both years. One noted difference in participation was in serving on multiple committees. In 2006 12% of the members served on four or more committees, while in 2007 no one served on more than three.

Highlights of Findings on Meeting Process

Figure 1 below lists and compares the "strongly agree" and "agree" responses in 2006 and 2007. Respondents in 2007 indicated improvements of 4 to 37 percentage points in 24 of the 25 questions on meeting process. Four highlights are listed below. Please refer to Figure 1 for the complete list of changes.

1. Meetings were generally on task and well run. In regard to Task, 93% in 2007 compared to 69% in 2006 agreed or strongly agreed with the statement "Action items and parties responsible were clearly articulated." This represents a change of +24% points.
2. While the Adequacy of Information to make informed decisions dramatically improved +30 and +36% points from 2006 to 2007, improvements could still be made as demonstrated with the change in survey results from 49% in 2006 to 79% in 2007 regarding the statement, "The committee members had appropriate information to make decisions."
3. Participation. Respondents felt all constituencies were represented and participated in discussion and decision making. Remarkably, the number of respondents who agreed that "Decisions were made by consensus" increased from 76% to 100%.
4. The responses to questions on Professional Conduct & Respectful Dialogue are noteworthy. Agreement with the statement: "Different opinions and values were respected" jumped from 76% in 2006 to 95% in 2007.

5. Conclusion

The College has established an effective governance structure with on-going assessment and evaluation. The comparison of the 1st and 2nd years indicates a very positive and constructive constituent participation in an informed decision-making process.

In November 2004 the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) observed during the site visit "...instances of self-destructive and disrespectful behavior displayed by faculty and staff..." The comparative assessment demonstrated the college's success in establishing a system and a cultural transformation that reinforces professional conduct and respectful dialog.

Through the hard work and commitment of faculty, staff, students and administrators, the College institutionalized a new participatory governance system in 2005-2006 which continued to grow in 2006-2007. Comparison of the results of the two annual surveys reveals tremendous positive growth and development. While improvements are indicated, the College of Marin has made major progress in establishing and maintaining an effective participatory governance system.

Figure 1
Strongly Agree and Agree Responses to Meeting Process

	Task	Percent Spring 06	Percent Spring 07	Percentage Point Difference
1	Agendas, minutes & materials were provided electronically prior to the committee meetings.	90%	95%	+5
2	In general, the objectives of each committee meeting were clear and understood.	76%	91%	+15
3	The discussions usually followed the agenda.	84%	93%	+9
4	Committees completed the agenda in an efficient and timely manner.	59%	81%	+22
5	Action items and parties responsible were clearly articulated.	69%	93%	+24
6	Action items were assigned and completed in a timely fashion.	59%	86%	+27
7	Standardized procedures were identified and followed.	59%	88%	+29
8	Committee chair or co-chairs were effective in managing meetings.	74%	79%	+5
Information Adequacy				
9	The committee members had appropriate information to make informed decisions.	49%	79%	+30
10	Discussion and decisions were data driven and supported by sound evidence.	45%	81%	+36
Participation				
11	All constituent groups had an opportunity to participate on PGS committees.	76%	91%	+15
12	All members attended regularly.	65%	58%	-7
13	All members were encouraged to be actively involved.	86%	88%	+2
14	All members participated in the discussion and decision making process.	74%	91%	+17
15	Decisions were made by consensus.	76%	100%	+24
Professional Conduct & Respectful Dialogue				
16	Different opinions and values were respected.	76%	95%	+19
17	Committee members were always respectful of all members.	63%	88%	+25
Overall				
18	Participation in the PGS committee was important and valuable to the college.	82%	91%	+9
19	The committee charge was understood and the members worked toward fulfilling the charge.	65%	79%	+14
20	Proposals, requests, and decisions moved through the PGS as designed.	47%	84%	+37
21	Committees have a means to evaluate the effectiveness of its decisions and actions.	39%	63%	+24
22	Meetings were positive and constructive.	67%	84%	+17
23	Committees acted in accordance with Title 5 Participatory Governance guidelines.	67%	79%	+12
24	Overall, I am satisfied with the Participatory Governance System's performance.	57%	79%	+22
25	I was an effective participant.	82%	86%	+4

Key Documents in the Team Room: Recommendation #1

Appendix	Document
1.1	Proposed Participatory Governance System Revision
1.2	Fall 2006 and Spring 2007 Governance Digest
1.3	Governance Committee Orientation Binder
1.4	President's Briefings
1.5	Participatory Governance College-wide Survey
1.6	PGS Member Survey Reports

Recommendation #2: The team recommends that the college complete the reexamination of the college mission statement immediately to ensure it defines the purpose of the institution and addresses the emerging educational needs of the changing and diverse population of the district. The college must establish and adhere to a systematic and regular cycle for reviewing and updating the mission statement. (Standards I.A.1, I.A.3, I.A.4)

WASC Report November 2006

A revised, updated College of Marin Mission Statement was developed and adopted by the College of Marin Board of Trustees on March 8, 2005. The development of the revised Mission Statement followed a college-wide review process that included college faculty, administrative staff, classified staff, and students. The Mission Taskforce leading this review collected input from a college-wide workshop held on January 21, 2005 which was reviewed at an open meeting on February 23.

Input was also received from community leaders and stakeholders, members of the College of Marin Foundation Board of Directors, and members of the College Board of Trustees. The revised statement emphasizes success in the areas of college transfers, workforce training and basic skills improvement.

Board Policy states the College of Marin Mission Statement is reviewed and revised annually. In March 2006 the Board of Trustees reaffirmed the College mission.

Progress to Date (October 2007)

At the March 13, 2007 Board of Trustees Meeting, the Board reviewed the College of Marin Mission Statement in accordance with Board Policy which states:

The College of Marin Mission Statement shall be reviewed annually at the March Board of Trustees Meeting and considered for approval by the Board at the April Board of Trustees Meeting. (See Appendix 2.1)

After the March 13, 2007 Board meeting the Mission Statement was circulated to campus constituent groups for feedback and a revised version was approved by the College Council on April 5, 2007.

At the April 17, 2007 Board of Trustees Meeting, the Board approved the College of Marin Mission Statement. (Appendix 2.2)

Key Documents in the Team Room: Recommendation #2

Appendix Document

- 2.1 March 13, 2007 Board of Trustees Agenda Item on Mission Statement
- 2.2 April 17, 2007 Board of Trustees Agenda Item on Mission Statement

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.

WASC Report November 2006

In November 2006 the visiting Team, while acknowledging some initial progress in program review at the College of Marin, pointed out serious obstacles to further progress on program review. Furthermore, these obstacles and the lack of Program Review seriously affect the College's ability to have effective institutional planning.

Moreover, the Team addressed the need for the college “...*implement immediately its program review process and assess its programs to begin informing plans and resource allocation.*” As well, the Team cautioned the college to “...*not to let process (that is, unending dialog and debate) override action (that is, the implementation of program review).* Program review has been an accreditation standard for over a decade. The college must address this issue immediately.”

While the November 2006 ACCJC report recognized the college for: (1) Emerging “...*systems and process of institutional planning...*”; (2) A beginning commitment to “...*using evidence, data, and outcomes...*”; (3) Putting a “...*planning infrastructure solidly in place...*”; (4) Re-organizing administration which “...*appears to be creating stability within the institution, the beginnings of a common vision, and a stronger commitment to working together.*” the Team cautioned that “...until a systematic program review and assessment system is operational and planning is based on the findings, all planning has the potential to be superficial and not adequate to address the needs of the students and community in the future.”

Progress to Date (October 2007)

The College of Marin has taken seriously the comments and recommendations of the WASC Visiting Team, and moved from contemplation, unproductive dialogue and inaction to immediate, decisive action. This decisive action has resulted in a coordinated, thorough, and open dialogue on how programs are reviewed, how administrative review occurs, and how the Participatory Governance structures support the development and institutionalization of Program Review. More than just discussion, the College has made marked improvement in implementing Program Review and Institutional Planning and Assessment.

The Visiting Team noted in the November report:

“Further, a cultural shift is very slowly beginning to occur within the institution that places value on research, outcomes, and assessment as foundational elements within planning, decision-making, and resource allocation processes.”

Evidence described in the following section attests to the accuracy of the Team’s perception that the College’s community has made further progress, growth, and commitment to modernization, revitalization and improvement in this cultural shift.

I. PROGRAM REVIEW

Shortly after the ACCJC visit in November 2006 the District unanimously agreed to four substantive changes critical to the establishment of Program Review at the College. First, the District agreed to the program review plan. (See the Program Review Document in Appendix 3.1.) Second, rather than hold up the approval of program review and pilot, the Academic Senate voted to unanimously approve the implementation of program review and seek a Memorandum of Understanding on Program Review with the Board of Trustees.

Third, the Timeline for Program Review was accelerated and the first phase began in January 2007 with seven participating programs. (See Appendix 3.2). Moreover, the first phase was designed as a “rapid prototype model” where the first phase serves to increase the knowledgebase of the process, develops materials and serves as a benchmark for the subsequent phases.

Finally, the fourth action that the College took in fall 2006 is the creation of a **Data Standards Advisory Group**, chaired by the Director of Organizational Development and Planning (ODP), including experts in research and Student Learning Outcomes.

Since January 2007 the College of Marin had made further significant progress that demonstrates the College’s commitment to institutionalizing a program review process fulfilling the WASC recommendation for immediately developing and institutionalizing a process for program review at the College. Moreover, the process is founded upon research and data and fosters the ability to assess program goals and objective.

The following section will briefly describe the:

1. Academic Senate’s guidance and leadership in embracing program review: (a) developing two Memorandums of Understanding for Program Review and Program Revitalization and Discontinuance; and (b) researching and planning for the impact of Program Review on Discipline Review.
2. Institutional Planning Committee’s leadership in program review: (a) the creation of two subcommittees, the Program Review Planning Committee and the Program Review Pilot Committee, to encourage, promote, support and ensure the success of program review; (b) developing plans for the continuation of Program review beyond the Pilot and for the application of results to planning and budgeting.
3. The role of the Data Advisory Group in: (a) providing data standards for Program Review; and (b) acting as Mentors for each Program Review team.
4. Recent and Current Program Review Activities.

1. Key Role of the Academic Senate

The Academic Senate leadership changed in fall 2006, and in fall 2007 a new Senate was elected. The new leadership and Senate have moved quickly to implement Program Review and establish an open, constructive dialogue and working relationship with the administration and the participatory governance system. As a consequence, faculty and academic disciplines have been encouraged to participate in program review and the evidence is clear that progress has been solid, significant, and extensive. (Appendix 3.3)

Program Review Memorandum of Understanding

The Academic Senate has prepared the first draft of the Memorandum of Understanding on Program Review and it has gone to College Council for consideration in fall 2007. (Appendix 3.4)

Program Revitalization and Discontinuance Policy

The Academic Senate began work in fall 2007 on a program revitalization and discontinuance policy, which is required by Title V and expected by WASC. The goal of the plan will be to include guarantees for remediation of failing programs and ensure that a careful process is followed when considering the elimination of any instructional or non-instructional program. As it stands now, the Board can eliminate programs at will and without faculty input.

In September 2007 the Academic Senate appointed faculty to the Ad Hoc Program Discontinuance Committee. The selected faculty have worked on Phase I program reviews this year and have hands-on experience in Program Review. The committee will write the first draft of a program discontinuance policy with a target date of November 1, 2007. The new plan will insure faculty input and a rational, data driven decision making process. (Appendix 3.5)

White Paper on Curriculum Committee and Program Review

In undertaking a program review process, the Academic Senate recognized that this would create redundancy in the area of discipline level review and discipline level reporting on student learning outcomes (SLOs). The current discipline review, with oversight from the Senate's Curriculum Committee, includes prompts for discipline level SLOs, questions regarding discipline mission and goals, and prompts regarding forecasting for courses and staffing. As a result, the Academic Senate put out a call for a White Paper reviewing the current Curriculum Committee expectations for discipline review and developing a new procedure for program review which will address redundancy. The White Paper was prepared by the Chair of the Curriculum Committee, and on October 11, 2007 the Academic Senate received the recommendations of the Discipline Review and Program Review self evaluation. Recommendations include:

- The discontinuance of Discipline Review;
- The inclusion of SLOs into Program Review;
- Creation of a standing Program Review Committee.

Since the discipline level SLOs will no longer have prompts in the discipline review process, the Program Review Handbook will directly address these and ask for examples including descriptions of types of data gathered for discipline level SLOs and descriptions of how data is used to improve programs. Phase III participants in program review will have these questions included in Section II of the review handbook.

Program Review should no longer be the sole responsibility of the Curriculum Committee, nor should the curriculum process be the primary system to evaluate and distribute Program Review reports. This responsibility should be assigned to a Program Review Committee whose sole responsibility is to read, evaluate, assess, and validate the quality and accuracy of the report. The Program Review Committee would then distribute the Curriculum Section to the Curriculum Committee for the purpose of making informed decisions regarding updates or revisions for articulation, degree, certificate and course requirements for College of Marin. (Appendix 3.6)

2. Institutional Planning Committee & Program Review

The Institutional Planning Committee, co-chaired by the Academic Senate President and the Vice-President for Student Learning, led the development of the systematic, data-driven review of programs and services. The IPC created two ad hoc committees to design, implement, and support program review. In the fall of 2006, the Program Review Planning Committee created the three-phase plan and timeline, recruited participants and defined how the results would be used.

The **Program Review Planning Committee** completed **Program Review Elements and Processes**. This document identifies the process of program review. It includes elements required in a program review, guidelines for strategic decisions to begin the program review process, methods of evidence and forms of triangulation, and finally, a step-by-step guide to complete program review. (Appendix 3.7)

The Program Review pilot relied on three rounds of reviews. The first phase began with eight reviews in January 2007 and was completed in August 2007. The list of participants can be found in Table 3.1 below. All the program reviews for Phase I can be seen in Appendix 3.8.

The second phase began in May 2007 and will be completed by January 2008. The calls for participants in Phase III went out in September 2007 and five programs were nominated and accepted for Program Review in October. The reviews will be completed in May 2008. Participants for each of the reviews are listed below and Phase I will present Executive Summaries to the Board of Trustees November 7. In addition,

outcomes of these reviews will be reviewed and considered by the Institutional Planning and Budget committees in the development of next year's plans and budget.

Program Review Pilot Committee

The second ad hoc committee, the Program Review Pilot Committee, comprised of the Director of Organizational Development & Planning, SLO Coordinator, Research Technician and all the Phase I participants, worked to refine the processes, data use and documents like the Handbook. See Appendix 3.9 for minutes of this committee. One outcome of the Program Pilot Committee was the integration of SLOs at the course and program level into the program review process. At the completion of Program Review, each program is required to identify program level SLOs in their documents.

Table 3.1
List of Program Review Participants

Phase I Participants:

1. English as a Second Language (Credit, Noncredit, and Intensive Programs)
2. English/Humanities
3. English Skills (Assessing and Skill Building courses)
4. Journalism (A.A., Degree Program)
5. Multimedia Studies (A.S., Degree Program and Career & Local Sill Certificates)
6. Nursing (A.S., Nursing Degree)
7. Technology Work Plan (Administrative Review)
8. Testing Center (Student Services)

Phase II Participants:

1. Basic Skills Initiative
2. Biology Field Program
3. Media Services
4. Social Sciences Program including History, Ethnic Studies, Political Science
5. Transfer Programs

Phase III Participants:

1. Architecture
2. Computer Science
3. Modern Languages
4. PE/Athletics
5. Tutoring Program

Four Year Program Review Cycle

IPC has agreed upon a four year cycle for academic programs to go through program review. The programs assigned for review will be balanced by transfer, career/occupational training, and non credit. Each discipline within these major categories will be reviewed once every four years so that information from the reviews can be used to determine budgeting for program maintenance and/or growth. In addition to a micro look at specific disciplines/programs, the review process will include a macro look at the transfer program as a whole, the career/occupational training programs and non credit programs. This regular cycle for programs will begin in fall 2008, and will use the IPC Program Review Handbook as a guide for all academic programs going through review.

Participatory Governance Use of Program Review Findings

During fall 2007 semester the IPC will compile findings from the Phase I reviews and make recommendations about program priorities and future planning. This information will be shared with the participants and prepared as a report for the Budget Committee, the College President, and the Board of Trustees. The Budget Committee will use these findings to consider recommendations for funding.

3. Data Advisory Group

To assist in providing expert support to program reviewers, the Director of Organizational Development & Planning created a Data Advisory Group (DAG) to assist faculty in thinking through research questions and identifying necessary data. The DAG included Ph.D. level faculty with a rich background in education research. This included the Interim Dean of Math and Science, three full-time faculty, including the SLO coordinator, and a research technician. The DAG set data standards, helped design questionnaires and surveys, designed cohort studies and assisted in interpretation of results. To promote quality and to keep the process on time, each member of the DAG served as a mentor to one program under review. Examples of data and research completed for Program Review can be seen in Appendix 3.10 and committee notes in Appendix 3.11.

4. Program Review Activities

The Phase I group began by making a presentation to the faculty about their plans for program review and what they expected to gain from it at the January 2007 Convocation. This group worked without a fully designed handbook and offered suggestions about what should be included in the guide as they went along through the process. As a test group, they provided valuable insight about what the information groups would need in order to adequately complete program review. They also helped to determine the type of research data that would be needed and the required format of presentation so that it could be easily interpreted by faculty and staff.

At the fall 2007 Convocation Phase I participants presented what they had learned or were learning from the process. Phase I participants completed their reviews in August 2007 and they will be formally accepted by the IPC at their first meeting in October 2007.

Phase II began mid-semester spring 2007. These programs worked with the Phase I participants, members of IPC and the Data Advisory Group to structure their research questions, gather data and then write their reviews. The Phase II participants presented their plans at the Fall Semester Convocation in August 2007. Their program review reports will be submitted to IPC in January 2008.

Spring 2007 Presentation to Faculty

Presentations for Program Review were held during the convocation at the beginning of spring 2007, showcasing the programs that would go through as Phase I of program review. At the convocation, participants described what they hoped to learn from program review or administrative review. In addition, the Student Learning Outcomes coordinators presented on the links between SLOs and program review and discussed with the faculty the manner in which program review would include SLOs.

Fall 2007 Convocation Phase I and Phase II Reviews Presented

In August 2007 the participants from Phase I and Phase II gave a presentation at the fall semester convocation. Participants spoke about the most salient lessons they had learned in completing the review process, highlighting the importance of appropriate research questions, the use of templates, understanding the audience of the reports, and the challenge involved in gathering necessary research data.

October 5, 2007 Debriefing

The IPC convened a meeting on October 5, 2007 to discuss the program review process. Phase I and Phase II participants met with the newly selected Phase III participants to share information on the program review process, offer specific feedback on how to improve the process, and make suggestions for improving the handbook. Participants also discussed what they see as the most salient lessons they learned about their programs and what their recommendations are for improving their programs in the future.

(Appendix 3.12)

November 7, 2007 Presentation to Board

At the November 7, 2007 Board of Trustees meeting the seven Phase I programs that completed program reviews will present executive summaries of the reviews.

II. INSTITUTIONAL PLANNING AND ASSESSMENT

The College of Marin (COM) is well on the way to institutionalizing an integrated planning process based on a robust, self-evaluative, systematic and data-driven review of programs, services and administrative units. The last section illustrates the college progress on Program Review. This section will describe how the college is moving to improve institutional planning and assessment.

1. In the development of a comprehensive planning model the college has embraced an **Administrative Planning** model distinct from Program Review.
2. The **Institutional Planning and Assessment** model provides a uniform means to link administrative planning college goals and priorities. Moreover, the college has purchased TracDat, a tool standardizing and automating institutional planning and assessment.
3. Guided by the Educational Master Plan, the College developed an **Enrollment Management Plan** to improve coordination of administration and funding in efforts to address enrollment.
4. The Office of Student Learning created the **Office of Instructional Management** to organize information in support of college planning.
5. The College effort to **Integrate Credit and Noncredit Reporting** demonstrates the progress from a dysfunctional and uncoordinated process for collecting, reporting and using information critical to good planning and administration.
6. The **Board Polices and District Procedures Project** demonstrates the District's and Board's commitment to evaluating and revising policy and administrative procedure to conform to current legal codes.
7. In keeping with the District's commitment to modernizing the institution the District and CSEA have cooperated on a Classification and Compensation **Equity Study**.
8. The **Institutional Planning Committee**, a key committee in the Participatory Governance System, is leading the integration of planning, assessment and the linking of planning and budgeting.
9. The College has opened a dialogue and is in the early stage of researching the potential benefits of **Organizing by Student Objective**.

1. Program Review & Administrative Review

At issue in the fall of 2006, during the writing of the plan for a pilot program review, was the distinction between review of programs and services and administrative units. Rather than delay work on program review, the consensus was to proceed and work out the differences during the pilot.

The Vice President of Student Learning, as co-chair of the IPC, volunteered to draft an administrative work plan in 2006 to address the recommendations adopted by the Technology Planning Committee in November 2005 and forwarded to IPC, thus modeling how work plans may be used to guide, describe measurable outcomes, measure stated outcomes, and thus evaluate administrative work. As a follow-up and as part of the Program Review pilot, the Technology Work Plan was nominated for administrative review under Phase I. That review was completed August 31, 2007. (Appendix.3.13)

Both Program Review and Administrative Planning provide the means to achieve WASC requirements for an institutional planning process based on agreed upon institutional values, a redefined mission, and measurable outcomes that is strategic, systematic, data-driven and evidence based. Following is the progress on administrative review.

2. Institutional Planning and Assessment Process

Building upon the Technology Work Plan, the Office of Organizational Development and Planning and Vice President of Student Learning created an **Annual Planning Process** that begins with College goals, unit objectives, and measurable activities and feeds into the annual budget planning. A pilot of the model and automated process began in fall 2007.

Integrating Goals and Outcome: Student Learning Pilot

The Student Learning area reviewed the *Goals and Priorities of the Board of Trustees* and the *Goals of the Superintendent/President* in order to identify goals, objectives, and activities that could be addressed in the planned work of all instruction and student services areas. Each Student Learning administrator submitted two to four activities identified to achieve goals/objectives of the Board and President and identified by the Vice President of Student Learning as an appropriate focus for the academic year. (Appendix.3.14)

These activities will be folded into one large administrative work plan to be reviewed at the end of the academic year to assess success in achieving stated outcomes. This set of activities is the first step in administrative planning at the college that uses work plans linked to larger institutional goals and objectives. With greater familiarity in designing activities with stated outcomes to meet broader institutional goals, this effort will become more robust with a greater number of activities over a broader range of goals and objectives.

Planning Tools

In February 2007, the College purchased TracDat, a tool for enterprise planning and assessment management. TracDat automates institutional planning and assessment for administration. While providing a standardized, systematic approach to management planning and accountability, TracDat documents and facilitates review and analysis. TracDat was installed in June 2007 and a team of managers and staff trained by TracDat personnel. Full implementation was to begin in the fall.

However, during training the College learned we were scheduled to receive a new release of an improved version of the software in January. As a consequence, and rather than train management and staff in a soon to be obsolete system, the implementation team decided to pilot the use of the current version and begin the full implementation and training after the new software was installed.

In August 2007 **Annual Planning Forms** were distributed to managers so that each could record their unit's individual plan which included objectives, activities, resources, dates and measures for assessment. Completed forms were sent to ODP and entered into TracDat. Institutional goals were entered as well: the College Mission, Educational Master Plan Goals, Board of Trustee's goals, the Superintendent/President's goals, and the Vice President of Student Learning goals. The VPSL instructed her managers to focus on a single goal and build objectives and activities to meet that goal. (Appendix.3.15)

Reports on the plans will be presented to the Cabinet in October and then to the Institutional Planning and Budget Committees by December. Furthermore, as the pilot data demonstrates, TracDat provides a structured framework for continuous quality and improvement, uniform reporting that simplifies data collection and review, alignment of goals across the institution that helps support a common language of planning and assessment across the institution. Moreover, TracDat provides a vehicle for reporting management accountability to the Board of Trustees' goals and initiatives. See Appendix.3.16.

3. Enrollment Management Planning

The Vice President of Student Learning (VPSL) reviewed instructional and student services to identify improvements needed to increase student enrollment, a Board of Trustees' goal and priority. Based on the findings of the review, the Superintendent/President recommended that the Board of Trustees allocate \$500,000 in 2006/2007 to fund a number of activities, with the largest amount (\$275,000) going to expand instructional credit and noncredit offerings and the second largest amount (\$111,000) spent to improve College publications and the College's image in the community. The goal was to stem a steady decline of approximately 6% in enrollment each semester compared to a similar point in time the prior year.

Guided by the *Educational Master Plan's* identification of two pools of students who were the fastest growing in Marin County and thus the largest potential group of students to serve, 32 sections were opened in noncredit instruction for older adults and another nine sections were opened in noncredit ESL. Credit science instruction also increased due to large waitlists, potential to serve students with allied health goals, and data suggesting that science courses could form the core of the transfer pathway. Expenditures are tracked and monitored; reports are submitted to the Board of Trustees monthly.

4. The Office of Instructional Management

The Office of Instructional Management (OIM) is taking an active role in coordinating, organizing and providing essential user-friendly information to support college planning. For example, OIM formatted course history information into a more readable form for use in schedule planning and space utilization planning, including a more robust room chart that provides information on instructional space features. Prior to this, staff needed to review a multi-page green bar reports that were cumbersome and ill-organized; further, information was not broadly available across the college. Course history information is of particular value in modernization when existing classroom is taken off-line and in enrollment management efforts. A second example is the improved process for reviewing and placing all credit courses under the proper TOPs codes as required by the State Chancellor's Office, a process that takes advantage of technology rather than relying exclusively on manual labor. This has led to the creation of a curriculum data base for both schedule publication and curriculum review/revision.

OIM is actively working to integrate all curriculum into one office. Before this, OIM's primary responsibility was for credit curriculum, relying on several other instructional offices to process and store noncredit course outlines and other curriculum materials. OIM is working with the College Curriculum Committee to revise the noncredit course outline template to be more consistent with state standards and with the credit template; it will also create a curriculum data base for noncredit courses, allowing these courses to be integrated into the class schedule and college catalog and perhaps resulting in students being able to access a broader array of instruction.

5. Integration of Credit & Noncredit MIS Reporting

The College, after review of several functions in Student Learning, is moving towards a better integration of credit and noncredit instruction and student services in two key ways. First, the student enrollment and registration processes will be further centralized under Enrollment Services, rather than being partially farmed out to the ESL and Community Education Offices.

Second, curriculum planning and review will become a more active responsibility of the College Curriculum Committee, using established processes for review and approval and emphasizing the inclusion of student learning outcomes in all noncredit outlines. The Curriculum Committee developed course outline forms for noncredit courses more consistent with those for credit courses and with all the data elements needed for MIS reporting. The Director of Noncredit Instruction and Community Education has identified faculty who will review 13 current ESL and 19 current older adult outlines, revise and place them on these new forms, and submit them to the Curriculum Committee this fall. Particular attention is being paid to the incorporation of student learning outcomes.

This integration is part of an overall effort to improve services to students, data gathering needed for internal planning, and MIS-reporting. The College, realizing the need for staff development to improve data reporting and an understanding of the inter-relatedness of various areas reporting, invited State Chancellor's office staff to provide such training in October 2007.

6. Board Policies and District Procedures Project (BP&DP)

District administration and the members of the Board of Trustees have recognized that College of Marin's current Board Policy Manual and Administrative Procedures, collectively known at COM as "The Gold Book," have not been updated for over a decade or more. While many individual policies and procedures may have been updated, there has not been a systematic and thorough review to review and update Board policies to reflect the current legal codes pertaining to the District.

Last April 2007 the Superintendent/President recommended, and the Board of Trustees approved, a process whereby the College will work with a representative from CCLC, Dr. Jane Wright, to update and align our Board Policies and Administrative Procedures with those recommended by CCLC and legal counsel from the firm of Liebert Cassidy Whitmore. Dr. Wright is a former Accreditation Liaison Officer and has extensive experience working with a number of California Community Colleges to revise and update Board Policies and Administrative Procedures. The BP/AP Project Overview is in Appendix 3.17.

This fall the College Council approved the formation of a Policy and Procedure Task Force composed of representatives from the Senates and the unions to oversee the process and ensure it is open, fair and inclusive. Task Force members will work closely with Dr. Wright to ensure proposed policies and procedures meet legal requirements and reflect the needs and culture of College of Marin.

7. Equity Study

In keeping with the modernization of District systems, operations, and practices, the District administration, the Board of Trustees and California Schools Employee Association have agreed on the need for a systematic examination of classification and compensation for CSEA staff at the college. As with the Board Policies and Procedures, classifications, job descriptions, and salary placement have been addressed over the years on an individual basis and not examined systematically, comprehensively and thoroughly.

CSEA and the District have articulated a list of objectives: (1) Fair evaluation of job duties; (2) Fair evaluation of salary placement (internal and external); (3) Duties fairly linked to pay; (4) Updated job descriptions; and (5) Development of an implementation plan.

This spring the Executive Dean of Human Resources and Labor Relations, in conjunction with CSEA, has determined a collaborative process for selecting a consultant to conduct the District-wide Equity Study, interviewed applicant firms, and recommended a finalist. The project is expected to begin this fall and end in spring 2008.

8. Institutional Planning Committee

Along with the progress on program review, the Institutional Planning Committee meets regularly and is becoming a more coordinative body for the planning within its five subcommittees and the college. For example, the work of reviewing the Educational Master Plan was delegated to the Educational Planning Committee. The charge was to first edit the current plan to make it more user-friendly so the committee could make better progress on a more substantive review and revision this academic year. Second, it was also the charge of the committee to review the Educational Master Plan goals with an eye to more specificity as well as consistency with goals of the Board of Trustees, Superintendent/President, and other college groups. (Appendix.3.18)

In addition to facilitating and managing the work of its subcommittees, the IPC has recognized a need for further information on Distance Education at the College. So a sixth committee on distance learning was recently proposed and will proceed through the participatory governance system approval process. The Governance Review Council will consider this in October.

Primarily the IPC is focusing on institutionalizing Program Review and demarcating the process for reporting and evaluating the reviews, both in the IPC and the Budget Committee. To meet this end, the IPC and the Budget Committees met jointly several times in the spring 2007 semester. The two committees discussed how planning and budget cycles might work better together. They also formed a work group to explore the idea of organizing the Student Learning area so it embraces the pathways that students follow while at the College. (Appendix.3.19)

9. Organizing by Student Objective

The College continues to review its administrative organization with a view to better serve students. Currently, there are 18 academic departments at the college. The Pathways work, a product of a work group appointed by the Academic Senate, Budget Committee and the Institutional Planning Committee, suggests that the instructional area be organized to support student purpose for attending College of Marin: transfer, career or workforce preparation, lifelong learning, or basic skills attainment. These four pathways, save for cultural enrichment, are consistent with the five missions identified in the College's Mission Statement. The Model is in Appendix.3.20.

The work group presented the model to the Board in September 2007. Specific advantages to adopting a re-organization around Student Objectives would be:

1. Development of valid measures of output to link to college goals.
2. Efficiency gained by the focus resources on area where excellence can be documented and achieved.
3. The ability to communicate goals, objectives and accomplishments clearly to the college community and public.

Key Documents in the Team Room: Recommendation #3

Appendix Document

- 3.1 Program Review Document
- 3.2 Timeline for Program Review
- 3.3 Academic Senate Documents
- 3.4 MOU on Program Review
- 3.5 Academic Senate Newsletter May 2007
- 3.6 Curriculum Committee White Paper & Recommendations
- 3.7 Program Review Elements & Processes
- 3.8 Phase I Program Reviews
- 3.9 Program Review Pilot Committee Minutes
- 3.10 Sample Data & Research for Program Review
- 3.11 Data Advisory Group Minutes
- 3.12 Program Review Pilot Group Meeting Summary
- 3.13 Technology Work Plan
- 3.14 Goals & Priorities
- 3.15 Student Learning Goals & Outcomes Document
- 3.16 Administrative Assessment Reports
- 3.17 Board Policies and Administrative Procedures Project Overview
- 3.18 Institutional Planning Committee Minutes
- 3.19 Joint IPC & Budget Committee Minutes
- 3.20 Model for Organizing by Student Objective

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

WASC Report November 2006.

The WASC team visit in November 2006 described the COM progress on implementing SLOs at the course program and discipline level. The team recognized that the work on course level SLOs was successfully continuing into the third year and is being led by faculty. The team also commented on the sound leadership and the emergence of a shared vision of SLOs among the SLO Coordinators, the chair of the Curriculum Committee and the co-chairs of the Institutional Planning Committee. (The co-chairs are the Academic Senate President and the Vice President of Student Learning.) While recognizing the progress for course level SLOs, the Team indicated the need for progress on linking SLOs to Discipline/Program Review and the need to link college-wide SLOs to the College Mission and values.

Progress to Date (October 2007)

The institutional, faculty-led dialogue around SLOs has continued since the last WASC visit and we can point to many areas where progress has been made.

1. SLOs are embedded in the Program Review process.
2. SLOs are included in all course proposals and updates are reviewed by the Curriculum Committee.
3. Progress is continuing on Course and Program SLOs.
4. College-wide SLOs are tied to the College's Mission and values.
5. The Institutional Planning Committee is integrating all SLO planning.
6. SLO Coordinator continues to lead Professional Development Activities.

1. SLO in Program Review

The College is in the third phase of a pilot program review process. During the first phase program review documentation, data standards and processes were established. One important element in the program review process is the incorporation of SLOs into program review. The Program Review Manual describes how to include SLOs in a review, and further requires course and program level SLOs to be included in all the reviews. All groups participating in Program Review now clearly state their SLOs and provide evidence of their learning effectiveness. The IPC is examining how to incorporate course and program level SLOs into all future Program Reviews.

2. Curriculum Committee

SLOs are included in all course proposals and updates reviewed by the Curriculum Committee. Particular focus on appropriate description of SLOs occurs in the Tech Reviews of proposed outlines that occur before committee deliberation. All disciplines or programs going through curriculum review after spring 2006 are required to provide evidence of the following: (See Appendix 4.1 for all requirements)

- A completed discipline or department level SLO outcome;
- Evidence from at least two courses with SLOs; and
- A plan for creating SLOs for remaining courses.

3. Course and Program SLOs

The third year of a staggered phase in course level-SLOs in the SLO Pilot Program has been completed. Faculty across the disciplines and from diverse academic backgrounds has been trained in writing and assessing SLOs. The final phase-in group incorporated Sports Science, Nutrition, Communications, Journalism and Philosophy. Phase I and II trained faculty have served as a core of trained instructors to share their experiences and pass forward their knowledge on creating and sustaining SLOs at the course and program level. (See Appendix 4.2 for list of trainers)

4. Mission, Values and College-wide SLOs

The Mission and Values of College of Marin are now directly related to the College-wide SLOs. The selected college-wide SLOs of “Critical Thinking” and “Building Community” are based on College Values. The SLO on Critical Thinking stems from the value to enhance and maintain educational excellence. Building Community stems from the value to develop and maintain a supportive learning environment. (Appendix 4.3)

Completion of the Second College-wide SLO on Building Community

The College completed the second college-wide SLO on *Building Community* from the College of Marin Goals. Each unit listed in Figure 4.1 responded to a prompt on how they contribute to “Building Community” on COM's campuses. Academic and Non-Academic programs were asked to complete a SLO worksheet on Building Community. (Appendix 4.4) These reports were published as they were submitted last year each Monday in the President's Monday Briefings. This publication created connections between academic and non-academic units. Ten non-academic and eleven academic programs wrote SLOs that were published. See Appendix 4.5 for the SLOs.

**Figure 4.1
Building Community SLOs**

Non-academic Units	Academic Units
Campus Police Services	Basic Skills
College Operations	English
Communications and Community Relations	English as a Second Language
Counseling Department	Film/Video
Disabled Students Program	Health Sciences
EOPS/CARE	Mass Media
Measure Bond C Program	Modern Languages
Re-entry/Cal WORKS	News Writing and Production
Student Affairs, Outreach, and Health Center	Philosophy
Tutoring Center/EOPS	Physical Education
	Social Sciences

The Third College-wide SLO

The third College-wide SLO on *Respond to Changing Demographics and Community Need* will begin in spring 2008. This college-wide SLO will address the need to respond to changing demographics. This value is expressed in the Pathways work being undertaken by a subcommittee of the Budget and Institutional Planning Committees. The Pathways work has identified four purposes for student enrollment at COM and suggests that the College be organized to support them. Two of the pathways, “Transfer” and Basic Skills,” are undergoing program review and it is expected that each review may further suggest how to better respond to changing demographics.

5. Integrating SLOs

The Institutional Planning Committee has identified as one of its 2007/08 goals, addressing SLOs at the course, program and college level more completely, with greater integration and closer linking to the College's mission and values and Educational Master Plan. In addition, the IPC co-chairs, the President of the Academic Senate and Vice President of Student Learning, are discussing a development and distribution of model course syllabi with specific examples of SLOs. The overall effort of the IPC is to integrate and connect each of the SLO efforts in program review, curriculum review, course, program, and college-wide SLOs coordinated holistic outcomes effort.

6. SLO Coordinator Professional Development Activities

- The SLO Coordinator facilitated workshops in creating and measuring SLOs during the fall 2006, spring 2007 and fall 2007 flex calendar weeks. The materials are made available to the college community on the intranet. (Appendix 4.6)
- The SLO Coordinator assisted academic and non-academic units in writing outcomes, creating assessment tools, and measuring the effectiveness of their programs.
- **The 7 Steps to Writing SLOs**, the SLO Handbook for writing and maintaining SLOs at the College, Program, and Course Levels for Academic and Non-Academic Programs, was distributed to all Department Chairs, Deans and Coordinators. (Appendix 4.7)
- The SLO Coordinator retains an active role in shared governance as a member of the Program Review Committee, Data Advisory Group, and the Institutional Planning Committee.
- The VPSL has presented, along with the SLO Coordinator, at several meetings of the Department Chairs Council, key faculty leaders who are expected to "contract".
- The development of an **SLO website** is under way with the assistance and technical support of the Office of Communications and Community Relations. Administrative oversight of the website is by the Dean of Arts and Humanities. The initial planning and structure of the website is near completion and scheduled to go live in spring 2008.

Key Documents in the Team Room: Recommendation #4

Appendix	Document
4.1	Curriculum Committee SLO Requirements
4.2	Course Level SLO Trainers
4.3	College Vision and Values
4.4	SLO Worksheet for Building Community
4.5	SLOs for Building Community
4.6	Workshop Materials
4.7	Seven Steps to SLOs

Recommendation #5: The team recommends that the college complete an actuarial study by June 2005 to determine the college's unfunded retirement liability. Based on the findings, the college then must implement an action plan to fund future liability obligations. (Standards III.D.2c, III.D.2g)

WASC Report November 2006.

In the October 12, 2006 progress report to ACCJC, we informed the commission that the College had performed an Actuarial Study of the Retiree Health Liabilities and determined that the future liability was approximately \$8.5 million. On August 30, 2005, the Board of Trustees, as part of the 2005/2006 adopted budget, identified the unfunded liability as a priority and allocated \$200,000, which was transferred to a special reserve fund as the initial funding for the program. As of June 30, 2006, the College transferred an additional \$800,000 to the unfunded liability reserve fund, for a combined total of \$1,000,000. The Board of Trustees held a workshop on September 19, 2006 examining the requirements, options, and opportunities available to address the implementation of GASB Statements 43 and 45 on Other Post-Employment Benefits (OPEB). In January 2007 the administration plans to recommend to the Board of Trustees a plan and program for funding the post-retirement benefits of the College.

Progress to Date (October 2007 Report)

In February 2007 Total Compensation System, Inc. completed a second actuarial study of the College of Marin's retiree health liabilities. In this report the estimated unfunded liability is reduced from \$8.5 million to approximately \$7.3 million. On March 13, 2007, the Board of Trustees approved Resolution No. 3/13/07 B.12.B authorizing participation in the Community College League of California Retiree Health Benefit Program Joint Powers Agency and approving an Agreement. At this meeting the Board of Trustees received a presentation from Dale Scott & Company on the potential to use Other Post-Employment Benefit (OPEB) Bonds as a funding source. (See Appendix 5.1-5.5)

At the October 9, 2007, board meeting the administration submitted to the Board for first reading, a recommended funding plan for the College of Marin. The Superintendent/President at the November 2007 board meeting will request the board approval of the plan. (See Appendix 5.6)

Key Documents in the Team Room: Recommendation #5

Appendix Document

- 5.1 Resolution authorizing participation in the Retiree Health Benefit Program Joint Power Agency.
- 5.2 Signed copy of the Retiree Health Benefit Program Agreement
- 5.3 Minutes of Board of Trustees meeting held on March 13, 2007
- 5.4 Actuarial Study of Retiree Health Liabilities dated February 16, 2007
- 5.5 Presentation materials on the OPEB Bonds from Dale Scott & Company
- 5.6 Board Agenda Item: Unfunded Liability Funding Plan