



COLLEGE OF  
MARIN

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

835 College Avenue  
Kentfield, CA 94904  
415.457.8811

Indian Valley Campus  
415.457.8811  
www.marin.edu

March 18, 2009

Barbara Beno, Ph.D., President  
Accrediting Commission for Community  
and Junior Colleges  
10 Commercial Boulevard, Suite 204  
Novato, CA 94949

Dear Dr. Beno:

Please find enclosed a copy of the Progress Report for College of Marin. This report covers the period spring 2008 to present and addresses Recommendation #3.

**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-drive, 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)**

As you will find, College of Marin has developed and sustained a systematic process for on-going assessment and research. In addition, the college uses a culture of evidence to evaluate college goals, priorities and student success. The college has developed both long-range goals and short-term objectives and priorities that are linked to resource allocation. Additionally, the college has developed and implemented a program discontinuance policy.

On behalf of the Board of Trustees, faculty and staff, we are pleased to submit our report. Due to the timing of this report, additional documentation will be sent in an addendum May 1, 2009. In the meantime, however, all other documentation is provided.

Thanks to you and the Commission for all you do.

Sincerely,

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

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 18, 2009**

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## Statement on Report Preparation

Preparation of the Progress Report to the Accrediting Commission for Community and Junior Colleges began in early March 2009 by Dr. Bernie Blackman, the Director of Organizational Development and Institutional Effectiveness and Accreditation Liaison Officer.

The draft report was reviewed by the appropriate faculty, staff, and administrators and responses sent to Dr. Blackman.

On March 12, 2009 the Progress Report was distributed to College Council for final review and the Council unanimously approved the report.

The Progress Report was submitted to the Board of Trustees on March 13, 2009 for review prior to the formal presentation to the Board of Trustees on March 17, 2009.

The final Progress Report was submitted to the commission March 18, 2009.

### Acknowledgements

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

Nicholar Chang, Interim Vice President of Student Learning

Sara McKinnon, ESL Faculty and SLO Coordinator

Barbara David, Administrative Assistant, Organizational Development and Planning

Yolanda Bellissimo, Academic Senate President

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



Dr. Frances L. White

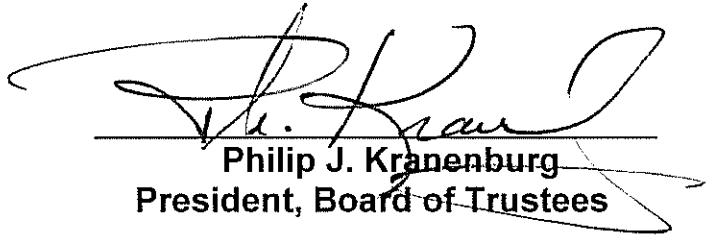
Superintendent/President

**COLLEGE OF MARIN  
PROGRESS REPORT  
March 19, 2009**

**SIGNATURE PAGE**



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



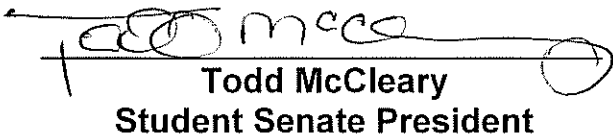
**Philip J. Kranenburg  
President, Board of Trustees**



**Yolanda Bellisimo  
Academic Senate President**



**Kathleen Kirkpatrick  
Classified Senate President**



**Todd McCleary  
Student Senate President**

## **Response to Team Recommendations and the Commission Action Letter**

**Recommendation 3:** The College implement, by January 2006, an institutional planning process based on agreed upon institutional values, a redefined mission, and measureable outcomes, that is strategic, systematic, data-drive, 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)

### **Review of Spring 2008**

As reported in College of Marin's Addendum to the March 15, 2008 Progress Report, the college developed a program review process that led to an immediate impact on the 2008-09 budget year. The plan was simple: *Complete 61 program reviews in 3 months in order to have the reviews evaluated and the outcomes given to the Budget Committee for action.*

The program reviews were entered into a database template and in addition to each published program review several sections of each review were extracted and organized for deliberations by the Staffing, Curriculum, Instructional Equipment, and Supplies Committees. Each committee created rating forms and rubrics for their deliberations. The committee recommendations were forwarded to the Institutional Planning Committee and then to the Budget Committee for action. The Board of Trustees met in a special session to hear a report on the integrated planning and budget process and how the results of the process were incorporated into the 2008-09 budget. (**Appendix 1: Program Review Process Flow Chart**).

By the end of spring 2008 four major outcomes were evident:

1. Program review evaluation led directly to resource allocation in the 2008-09 budget.
2. There was a workable program review process defined that is data-driven and systematic and which integrated program review with institutional planning and resource allocation. The process included a program review handbook, a program review database template, training program for faculty, a program review sub-committee of the Academic Senate, and two coordinators – one for program review and one for SLOs.

3. Based on the Transfer Program Review, the Academic Senate and the Institutional Planning Committee recommended to the Vice President of Student Learning to restructure the student learning divisions in different pathways to better meet the academic and educational needs of students. These pathways represented the college mission and were Transfer, Basic Skills, Career Education, Lifelong Learning, and Cultural Enrichment.
4. The college recognized the need to create a broader institutional planning and resource model that, in addition to program review, linked all institutional plans and annual planning to resource allocation. Also, the college recognized that the college needed to update the Educational Master Plan immediately.

The following sections describe how the college has restructured the integrated planning process for the college:

1. The Educational Master Plan Process
2. The Integrated Planning Process
3. The Strategic Planning Process
4. 2008-09 Program Review
5. Program Discontinuance
6. SLOs

## College of Marin Educational Master Plan 2009-2019

College of Marin completed and officially adopted the Educational Master Plan as one of the requirements for accreditation from WASC. The Educational Master Plan (EMP) reflects the Mission of the college, analyzes the college's internal and external environment and resources, and finally makes broad and long-term recommendations for the college as part of its Integrated Planning Process. The Educational Master Plan 2009-2019 can be found on the College of Marin website:

<http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm> (Standards I.B.1, I.B.2, II.A.1a, IIB.4.)

The Educational Master Plan (EMP) projects the future of College of Marin for the coming decade, 2009-2019, and makes general recommendations that address current and foreseeable challenges. This master plan is the foundation for all other institutional planning and decision-making.

By design, this plan is *broad, brief, and balanced*. The EMP outlines who is being served and what services are being provided; and also projects growth and change in those areas. The plan is grounded in an analysis of both internal realities, such as the college's current systems and programs, and external influences, such as demographic trends, and the community's educational interests.

The Educational Master Plan 2009-2019 consists of four distinct Chapters: Chapter One explains the purpose of the Educational Master Plan, how it fits into the larger integrated planning process for the college, and briefly describes the college and its Five Pathways; Chapter Two profiles the District's Service Area as well as the college; Chapter Three describes what we do as a college and the projected changes in the Academic, Student Support and Administrative Support programs and services; And, finally, Chapter Four looks at the challenges that this college faces and proposes nineteen recommendations to address these challenges. These recommendations are grouped into four areas—Student Access, Student Success, College Systems and Community Responsiveness.

In mid-September of 2008, an Educational Planning Committee (EPC) which included faculty, classified staff and administrators, and ably assisted by two experienced consultants was convened to begin work on the Educational Master Plan. Two faculty members co-chaired this committee. The EPC established the format for the document, the timeline for the drafts, and the feedback and approval process with the various college constituencies. After four months of meetings, the EPC completed its task in January 2009—a ten-year Educational Master Plan that had wide representation in its content development, broad circulation and thoughtful feedback.

This document was approved by the Academic Senate on January 29, 2009, by the Classified Senate on January 21, 2009, by the Student Senate on January 27, 2009, by the Institutional Planning Committee on February 9, 2009 and by the College Council on February 11, 2009. Finally, the Board of Trustees approved the EMP on February 12, 2009. (Standard I.B.1)

The Educational Master Plan, although only one element in an integrated planning process, is the foundation for all other institutional planning and decision-making at the college and the key in the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Specifically, the EMP provides direction for the college long term, but also provides recommendations that serve as the basis for the college's three-year strategic plans as well as planning at the unit level. Moreover, the EMP provides guidance for the development of the Facilities Master Plan, Technology Plan, and other college plans. And finally, the EMP creates a common foundation for discussion about college programs and their effectiveness.

### **Description of the Integrated Planning Process at College of Marin**

Integrated planning is achieved when all components of institutional planning are linked in an ongoing cycle that includes a commitment of resources in support of institutional program priorities. When institutions ensure that their plans are coordinated -- linking long and short-term plans, educational plans, facilities plans, and technology plans -- then the institution has implemented integrated planning and evaluation process.

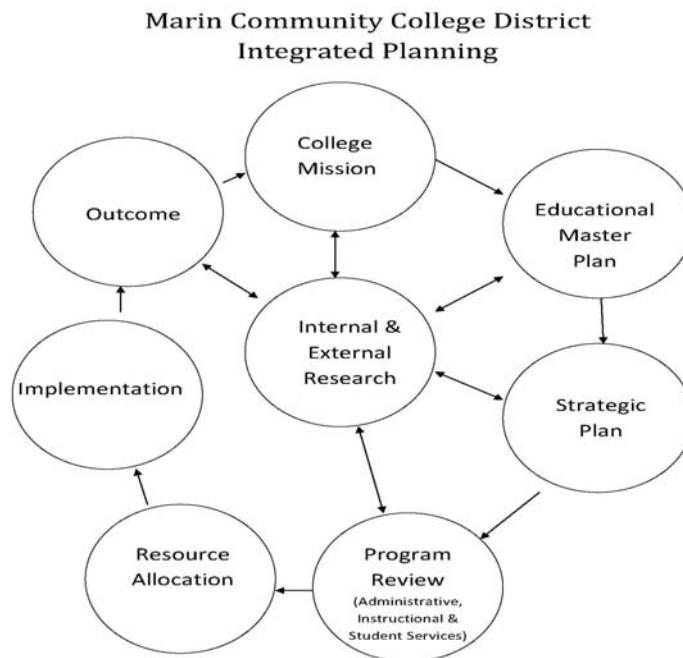
College of Marin began developing such an integrated planning process in fall 2008; the model will be completed in spring 2009 and the entire plan fully implemented in 2009-2010. On October 24, 2008, two facilitators led a Workshop on Developing an Integrated Planning Model, attended by over 40 faculty, staff, students and administrators to develop an integrated planning process for the college. Over the next few months the model went through the governance review process and was refined with a graphic representation and description completed. On February 6, 2009 the College of Marin Integrated Planning Process Model was presented to the Board of Trustees. (**Appendix 2: Board of Trustees Agenda Item, February 6, 2009.**) (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1a.)

To maximize our effectiveness, the college has implemented planning policies and practices that link all of our planning efforts, ensure collaboration, and connect resource allocation to our plans. Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Collaboration between and among planning committees is an essential part of this process, as is having a common vision and a clear set of procedures that are dedicated to improving the institution's effectiveness. These practices and policies are summarized in the *College of Marin Integrated Planning Model 2009*.

The college's **Mission** describes the college's intended student population and the services the college promises to provide to the community. As such, this statement is the touchstone for all planning.

- ↓ The college uses this statement, along with data-based analyses of the college's conditions, students, successes, and challenges, to assess its current status and anticipate future challenges. The product of these analyses is a long-term **Educational Master Plan**.
- ↓ This long-term plan drives the college's shorter-term **Strategic Plan** and **Program Reviews**. The three-year Strategic Plan converts the recommendations in the Educational Master Plan into specific objectives and action steps. The program reviews include a thorough analysis of each program and service and programmatic planning at the unit level. Results of short-term plans identified in the Strategic Plan and the program reviews inform subsequent Strategic Plans as well as editions of the Educational Master Plan. Through this mechanism, the long-term and short-term plans reciprocally inform one another.
- ↓ **Resources** are allocated based on college-wide strategic plans and unit-level plans identified in the program reviews. The support of college-wide plans with resources ensures the college's success in meeting the challenges identified in the Educational Master Plan.

Following the allocation of resources, the college assesses progress on the strategic objectives through its shared governance system and makes adjustments as needed.



## **The Integrated Planning Process Manual**

College of Marin's planning policies and practices both direct and demonstrate strategies for institutional effectiveness. Dialogue regarding the improvements of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. These practices and policies are summarized in the Integrated Planning Process Manual. (Standards I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1a.)

The Manual consists of chapters including: Integrated Planning Model Overview; Mission; Educational Master Plan; Strategic Plan; Program Review; Resource Allocation; Plan Implementation; Assessment of progress on College Goals/Plans; Assessment of the Planning Process; and the Annual Research Agenda. Within each of the chapters are descriptions and timelines delineating tasks, college committees and/or individuals responsible for the task(s). On March 20, 2009 a planning workshop will be held on Resource Allocation; Plan Implementation; Assessment of Progress on College Goals/Plans; Assessment of the Planning Process; and the Annual Research Agenda. The workshop will be attended by the Cabinet, College Council, Institutional Planning Committee and the Budget Committee. With the outcomes of the workshop the Integrated Planning Process Manual will be completed and then reviewed by the appropriate college committees and approved by the Board of Trustees at the April 21, 2009 board meeting. Finally, the Manual will be included in the May 2009 addendum.

## **Strategic Planning**

The Educational Master Plan answers the question "Where are we going?" in a ten-year plan which charts the district's long-term course based on internal scans, external scans of the community, and enrollment projections. The final section of the EMP provides recommendations for the college over the long-term.

The Strategic Plan answers the question, "How do we get there?" and sets three-year goals derived from and based upon the Educational Master Plan recommendations. It states goals as strategic objectives, which define a process for implementing the EMP recommendations and identifies specific measurable outcomes (both qualitative and quantitative). Each strategic objective is operationalized through action steps that will be taken to achieve the strategic objectives. Each action step indicates who is responsible and when the step is expected to be completed. In sum, based on the recommendations from the EMP, the Strategic Plan creates reasonable, doable and measurable objectives and identifies action steps for each objective (including responsible parties and timeline).

On February 9, 2009 the Institutional Planning Committee (IPC) approved the Educational Master Plan 2009-2019 and then proceeded to rank the EMP recommendations. The priority list of recommendations was then used to create related strategic objectives that are the foundation of the first three-year Strategic Plan. The plan is evaluated annually and when its term expires the college community is surveyed to

ascertain perceptions regarding the process and results. Along with this information the annual evaluations are reviewed and a new three-year Strategic Plan is developed.

The college's first three-year Strategic Plan has two parts. Part 1 is the "Strategic Priorities", and Part 2 is the "Implementation Plan". A draft of Part 1 is attached as **Appendix 3 (College of Marin Strategic Plan 2009-2012 Part 1: Strategic Priorities)**. Part 2 is expected to be completed by April 2009. The completed Strategic Plan will be included in the college's May 2009 Addendum.

## **Program Review 2008-09**

Program review procedures outlined in the Program Review Handbook created in 2008 were followed for the 2008-09 academic year. Every program and discipline completed a program review annual update that was read by the members of the Program Review Committee and suggestions for changes were made to each team of reviewers. The reviewers made changes and submitted final reviews at the end of January. The governance subcommittees to the IPC evaluated and prioritized the program needs for instructional equipment, supplies, unit allocations and staffing. The standing subcommittees' recommendations were submitted in mid-February to the IPC which reviewed and formulated recommendations to be submitted to the Budget Committee in March. (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.)

## **Program Discontinuance**

In March 2008, the Academic Senate approved a Policy for Program Revitalization and Discontinuance. On March 18, 2008, the Board of Trustees adopted Board Policy 4021: Program Revitalization and Discontinuance. (**Appendix 4: Marin Community College District Policy No. 4021**). Later that year, the Board of Trustees accepted the college and Academic Senate recommendation for the administrative procedure for Program Revitalization and Discontinuance. (**Appendix 5: Marin Community College District Administrative Procedure No. 4021**).

The Football Program went through the Program Review process in 2007-08 and based on the program review and budget analysis, the college's Institutional Planning Committee recommended that the Football Program undergo Program Revitalization and Discontinuance. This is the college's first action under this policy and administrative procedure.

Per the college's Administrative Procedure 4021 Program Revitalization and Discontinuance, a program may be discontinued upon the agreement of 60% or more of its faculty. A poll was conducted among the faculty of the athletic programs in January of 2009 and over 60% voted to recommend to the Academic Senate to discontinue the Football Program. At its March 5, 2009 meeting, the Academic Senate voted to discontinue the program. The College Council was informed by the College President of

this on March 12, 2009 and the Board of Trustees voted to approve the recommendation to discontinue it on March 17, 2009.

## **Student Learning Outcomes**

The college has continued to incorporate SLOs into program review, expand the use of SLOs, and build a college dialogue around SLOs. With the support of the administration, the Academic Senate appointed two SLO Facilitators in fall 2008 to work with all departments and services to initiate the creation and tracking of SLOs' continued dialogue to ensure the SLOs are in place for all courses, programs, degrees and services. (Standards 2.A.2f, B.4.)

In January 2009, the Academic Senate approved Five College Learning Outcomes to provide a framework for program, discipline, degree and certificate and course-level SLOs:

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

Also, in fall 2008, the Academic Senate approved the creation of a college-wide SLO discussion and collaborative, web-based mechanism, WIKI, whereby faculty can contribute to the development of SLOs. A wiki is a page or collection of web pages designed to enable anyone who accesses it to contribute or modify content. (From Wikipedia, the free online encyclopedia) The college WIKI can be found at: (<http://com-academic-senate-slos.wikispaces.com>)

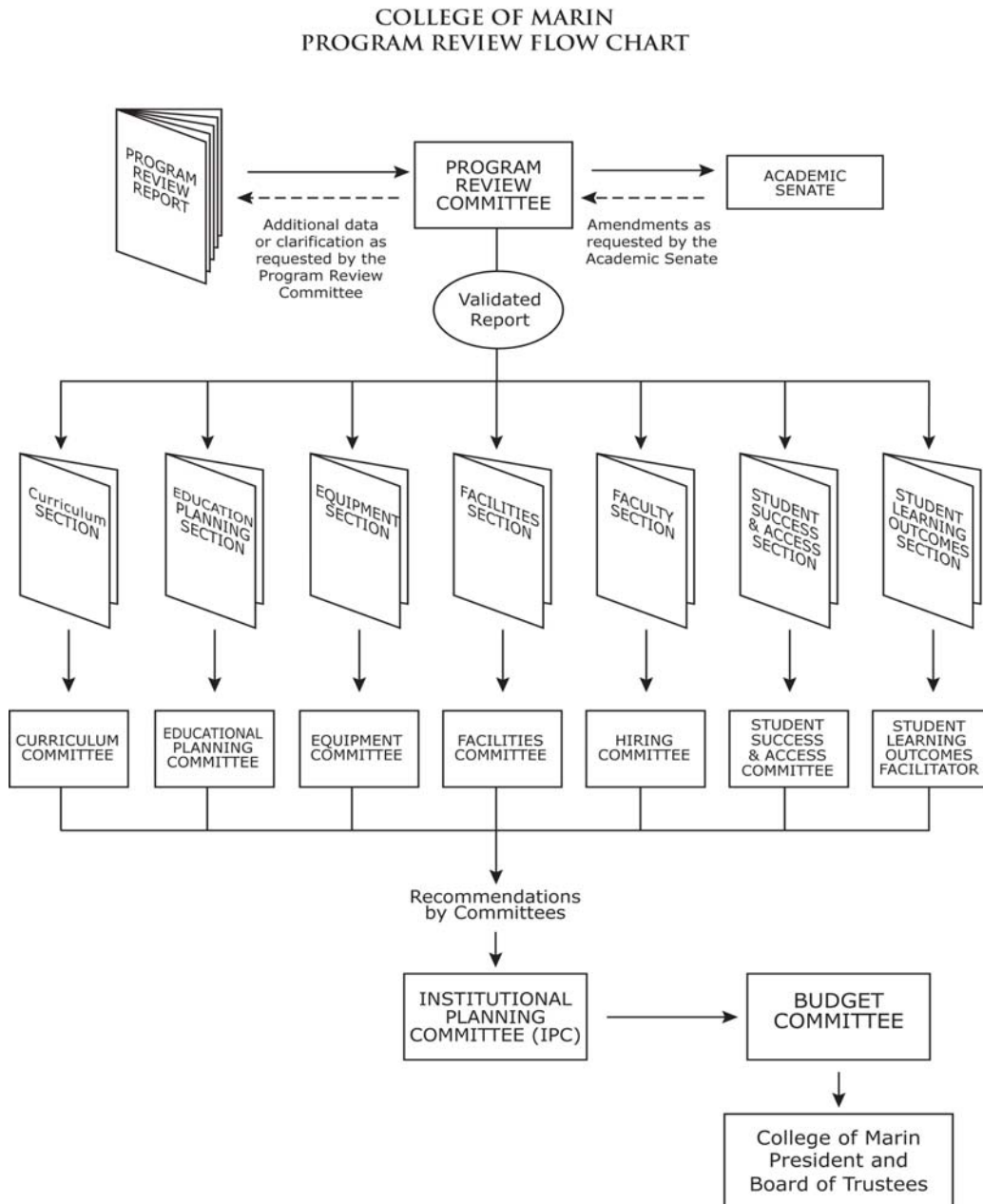
The SLO coordinators are collecting course outlines from each discipline in order to assess that each course outline does include SLOs and to get these SLOs included on the WIKI. Once entered into the WIKI, all faculty will be invited to be members of the WIKI so that they can have easy access to their SLOs, have a forum in which to discuss them and to discuss ways to assess their SLOs. Each page is editable by members. Each page has a discussion tab and a tab which tracks the history of changes to the page. The SLO WIKI will be presented to the Board of Trustees on April 21, 2009.

The SLO WIKI includes pages for every discipline that include the following information:

- Five general college-wide SLOs (approved by the Academic Senate in January 09);
- Tables to rate these five SLOs in terms of the discipline and in terms of each course;
- SLOs written by the discipline between 2005-2008;
- Spreadsheets that detail what each course counts towards in terms of basic skills, certificates, general education requirements, CSU and UC transfer;
- Space to enter SLOs for every course from the course outlines of record;
- Templates to organize assessment.

## Flow Chart

Once the report has been submitted, reviewed and approved by the Academic Senate Program Review Committee, portions are sent to governance committees, the SLO facilitator, and the Curriculum Committee for review. The program review is used by these bodies to make recommendations to IPC and the Budget Committee regarding program priorities and funding. Relevant sections of the program review template are distributed in the following manner in Figure 1.



BOARD AGENDA ITEM

To: Board of Trustees	Date: February 6, 2009
From: Superintendent/President	Item & File No.
Subject: College of Marin Integrated Planning Process Model	
Reason for Board Consideration:	Enclosure(s):
Information	1. Integrated Planning Model 2. Description of the Model

**BACKGROUND:**

In spring 2008 the College of Marin began review and revision of its current planning processes to develop an integrated planning process that meets ACCJC standards. In October 2008 over 45 staff, administrators and faculty attended a *Workshop on Developing an Integrated Planning Model* led by two consultants. Consensus was reached on a planning model for the College.

Based on the outcomes of the workshop, members of the Educational Planning Committee refined the proposed model for the College of Marin. The model was reviewed through the Participatory Governance system and approved by all constituents.

Attached are two documents: 1) the diagram of the Integrated Planning Process Model (IPPM); 2) the description of the model. February 2009.

**RECOMMENDATION:**

The Superintendent/President recommends that the Board of Trustees approve the Integrated Planning Model and its description.

Administrator Initiating Item Dr. Bernie Blackman, Director Organizational Development and Institutional Effectiveness
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### Integrated Planning

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

The College of Marin's planning policies and practices both direct and demonstrate strategies for institutional effectiveness. Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. These practices and policies will be summarized in the *College of Marin Integrated Planning Manual 2009*.

To summarize the planning model:

The college's **Mission** describes the college's intended student population and the services the college promises to provide to the community. As such, this statement is the touchstone for the entire planning process.

↓ The college uses this statement, as well as the goals developed by the Board of Trustees to assess its current status and anticipate future challenges in a long-term **Educational Master Plan**.

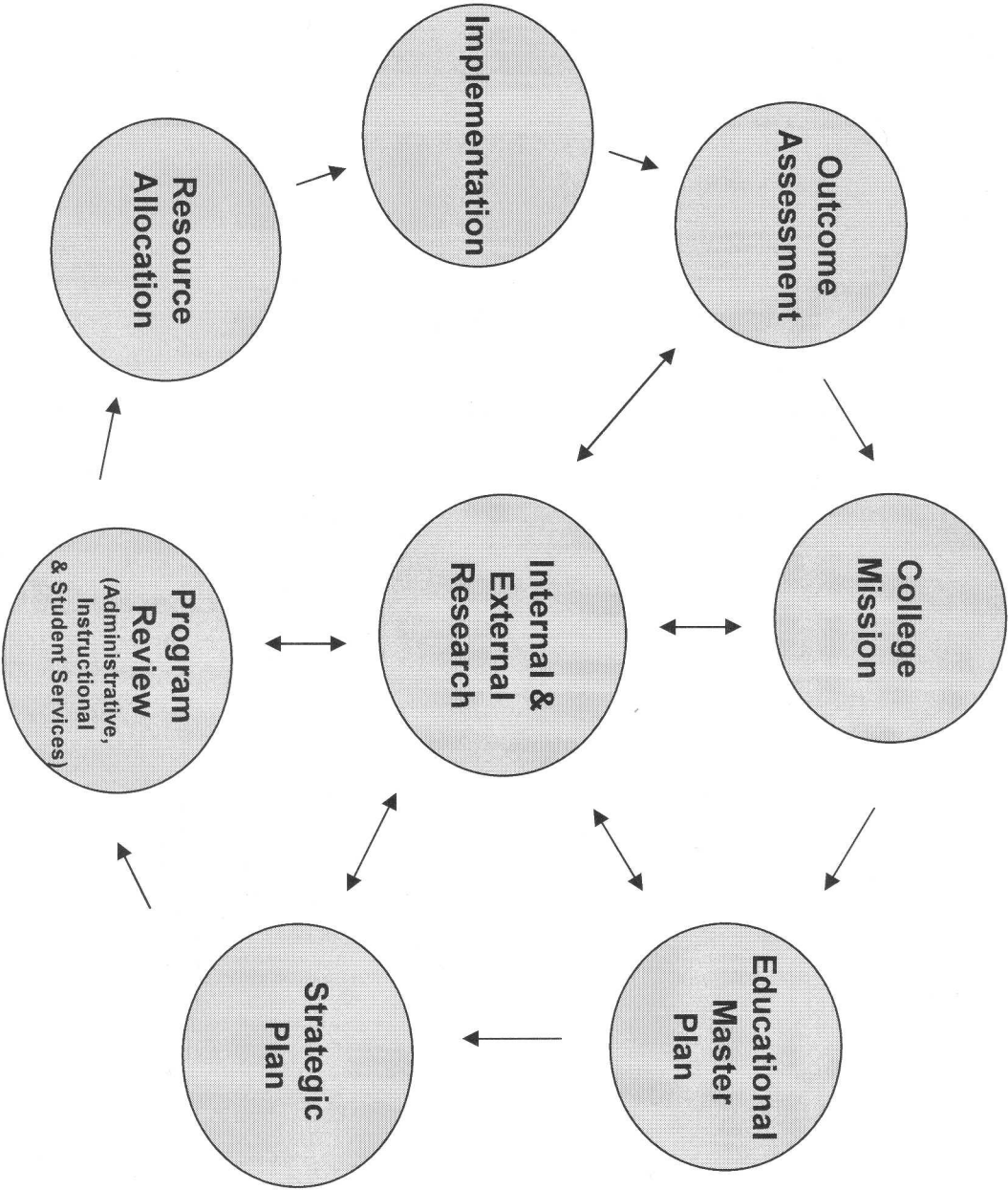
↓ This long-term plan is then the driver of college's shorter-term **Strategic Plan** and **Program Reviews**. The program reviews include a thorough analysis of each academic and student services program and administrative function as well as programmatic planning at the unit level. The development and implementation of strategic objectives in the Strategic Plan and unit plans in the Program Reviews also inform the subsequent editions of the Educational Master Plan; the long-term and short-term plans reciprocally inform one another.

↓ **Resources** are allocated based on college-wide strategic plans and unit-level plans, thereby ensuring the college's forward movement on the college's strategic objectives that were drawn from the recommendations in the Educational Master Plan and articulated in the Strategic Plan.

↓ Following the allocation of resources, the college mobilizes its resources to **implement its plans**.

↓ The college **assesses progress** on the strategic objectives and makes adjustments in action steps as needed to continue the college's forward movement in fulfilling its mission. Assessment of the outcomes as well as assessment of the planning processes itself is embedded throughout the planning efforts.

# Marin Community College District Integrated Planning



## COLLEGE OF MARIN STRATEGIC PLAN 2009-2012 Part 1: Strategic Priorities

In 2006 the College of Marin set out to dramatically change the way we operate. While embracing the things we did well in the past, we set out to create new institutional governance procedures, an updated and integrated technology system, and mechanisms for data-driven decision making. As a college community, we have updated our mission statement, rewritten our Educational Master Plan and developed the first of three, three-year strategic plans. These strategic plans guide the college in implementing the recommendations presented in our new Educational Master Plan 2009-2019.

Each strategic plan has two specific parts: the Strategic Priorities and the Implementation Plan for those priorities. This document is a draft of Part 1: Strategic Priorities. There are four sections that follow: First are the Strategic Priorities; Second, the College Pathways; third, the Educational Master Plan Recommendations; Fourth, the College Mission, Vision and Values.

### 1. Strategic Priorities for 2009-2012

The Institutional Planning Committee (IPC), with input from the college community, prioritized the master plan recommendations that determined the three major areas of our strategic plan for 2009-2012. The IPC will repeat this process of prioritization for the two subsequent strategic plans (2012-2015 and 2015-2018).

#### **First Priority: Improve Access**

Assess and make changes as needed in the class scheduling practices of programs, including the consideration of various non-traditional scheduling options, additional distance education offerings, and new career technical education courses and programs designed to meet business and community needs.

Support distance education offerings by providing:

- the hardware, software and administrative support needed to offer online courses successfully,
- faculty training in online instruction, and
- evaluation of all aspects of distance education

Assess and make changes as needed in the class scheduling patterns and practices so that the times, days, and methods of delivering instruction match the needs of commuters and working adults.

#### **Second Priority: Improve Success**

Develop, implement, and evaluate a college-wide plan for student retention and success.

Develop, implement, and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking basic skills, mathematics, English, and ESL courses. Then develop, implement, and evaluate strategies for the use of that information to improve student success.

#### **Third Priority: Improve Instructional Technology**

Prepare, implement, and evaluate a college technology plan that identifies the policies, hardware, software, and training needed to improve student, staff and faculty access to the effective use of technology in instruction.

From these college priorities, a number of specific strategic objectives are identified. In turn each strategic objective is translated into a number of concrete, measurable action steps to be used to achieve the strategic objectives. Each action step includes a timeline for completion, a description of indicators of success, and the assignment of parties responsible for implementing the action.

The Strategic Plan promotes continual improvement over time because the process calls for the prioritization of a reasonable number of strategic objectives for college wide concentration each year. Each year the college produces an annual report of progress on the strategic objectives to reinforce and sustain the college dialogue on the college's long-term and short-term goals.

### 2. College Pathways

Participants affirmed the mission of the college and used extensive data about our students to rethink the way we organize our programs. We looked at who was being served and what services were being provided and determined that the college serves five student cohorts in distinctly different pathways:

#### 1) Basic Skills

Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-college fundamental skills in order to successfully complete college level courses. The

# Appendix 3

Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English.

- 2) Workforce Development  
Students on the Workforce Development pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, the course of study is defined by external professional regulations or licensing criteria.
- 3) Cultural Enrichment  
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities, including exhibitions, performances, or publishing work.
- 4) Lifelong Learning Programs  
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment; they may have already completed degrees and/or may be in significantly advanced positions in their careers.
- 5) Transfer  
Students on the Transfer pathway seek successful matriculation from the College of Marin to universities or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree. In the process of completing transfer requirements, these students may also earn an associate degree.

## 3. Educational Master Plan Recommendations

From this understanding of who we serve, our Educational Master Plan identified four broad areas with recommendations for each area:

- 1) Student Access with five recommendations:
  - Student Access 1.  
Systematically address the reality and the perception that the college has a culture of conflict and mistrust.
  - Student Access 2.  
Assess and make changes as needed in the class scheduling practices of programs, including the consideration of various non-traditional scheduling options, additional distance education offerings, and new career technical education courses and programs designed to meet business and community needs.
  - Student Access 3.  
Support distance education offerings by providing:
    - the hardware and software needed to offer online courses successfully,
    - faculty training in online instruction, and
    - evaluation on all aspects of distance education.
  - Student Access 4.  
Develop, implement and annually assess plans to improve student access including enrollment at the Indian Valley campus.
  - Student Access 5.  
Develop, implement, and assess a plan to expand outreach activities that involve all segments of the college community and that target high schools, under-represented, and growing segments of the county's population.
- 2) Student Success with four recommendations:
  - Student Success 1.  
Develop, implement and evaluate a college wide plan for student retention and success.
  - Student Success 2.  
Review and revise the designation of courses into the five student pathways.
  - Student Success 3.  
Develop, implement and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking basic skills, mathematics, English, and ESL courses. Then develop, implement, and evaluate strategies for the use of that information to improve student success.
  - Student Success 4.  
Improve the coordination of basic skills programs and services by implementing needed changes as identified in the college's basic skills self-assessment, such as adjustments in curricular alignment, assessment procedures, scheduling practices, and support services.
- 3) College Systems with five recommendations:
  - College Systems 1.

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

College Systems 2.

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

College Systems 3.

Prepare, implement, and evaluate a college technology plan that identifies the policies, hardware, software, and training needed to improve student, staff and faculty access to the effective use of technology in instruction.

College Systems 4.

Using the college's collaborative processes, develop a research agenda that addresses student learning.

College Systems 5.

Fully implement the integrated planning process, with special attention to the development of three 3-year Strategic Plans in support of this Educational Master Plan.

4) Community Responsiveness with five recommendations.

Community Responsiveness 1.

Develop and enhance communication strategies to solicit business and community feedback and ensure that the feedback and business/community assessments are shared and understood campus-wide.

Community Responsiveness 2.

Strengthen internal processes to respond quickly and appropriately to business and community needs.

Community Responsiveness 3.

Include the assessment of local business/industry needs in the annual research agenda.

Community Responsiveness 4.

Conduct ongoing, data-driven, community-based evaluation of new, emerging and revised career technical education programs and services.

Community Responsiveness 5.

Assess and make changes as needed in the class scheduling patterns and practices so that the times, days, and methods of delivering instruction match the needs of commuters and working adults.

## 4. College of Marin Mission, Vision and Values

### Mission

Overall, the college mission describes the services the college promises to provide to the community. As such, this statement is the touchstone for the entire planning process.

College of Marin's commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

- preparation for transfer to four-year schools and universities;
- workforce education;
- basic skills improvement;
- intellectual and physical development; and lifelong learning; and
- cultural enrichment.

The College of Marin is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

### Vision

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

### Values

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation

We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication

## Appendix 3

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

### Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.

### Sustainability

We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

### Accountability

We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.

### **Conclusion**

This strategic plan, Pathways to Success, will benefit students and the community as a whole by prioritizing the Master Plan recommendations, creating objectives that address these recommendations, and identifying action steps for accomplishing specific objectives. Our goal has been to create reasonable, doable and measurable objectives that involve our community and our resources in improving services to students and insuring the success of all students in our five pathways.

Academic Affairs

**BP 4021 PROGRAM REVITALIZATION AND DISCONTINUANCE**

**References:**

Education Code Sections 70902 and 78016;  
Title 5 Section 51022 and 55130

It is the policy of the Marin Community College District that procedures be established for discontinuing instructional programs, student support services, and library and other learning support services identified as no longer meeting the requirements of four-year institutions or serving any need of business, or industry, or any community, or student need.

Criteria for determining at risk programs and procedures for discontinuance will be established and followed. Programs identified by the District as at risk of discontinuance must first go through the revitalization procedure. Program revitalization and discontinuance procedures must take into consideration the opinions and recommendations of the student organizations. Program revitalization and discontinuance procedures recognize that the District must, Pursuant to Title 5, rely primarily upon the Academic Senate in this area and that the faculty and the college administration both participate in all phases of the discontinuance process.

Every career/technical program offered by the community college district shall be reviewed every two years by the Board of Trustees as per Education Code Section 78016.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

The Board of Trustees holds the final legal authority to make the final decision.

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**Date Adopted:** March 18, 2008

## AP 4021 PROGRAM REVITALIZATION AND DISCONTINUANCE

### References:

Education Code Section 78016;  
Title 5 Sections 51022 and 55130

The District has established procedures for program revitalization and discontinuance based on the philosophy that:

- The District will rely primarily on the Academic Senate in the implementation of program revitalization and discontinuance procedures;
- Program revitalization and discontinuance is different from program review;
- Program revitalization and discontinuance shall be an academic and professional matter for the Academic Senate and may have a potential impact on employment of individuals and therefore may be a matter for collective bargaining;
- Grant-funded programs whose source of funding is no longer available may be discontinued without following the program revitalization and discontinuance procedure;
- Criteria for identifying programs at-risk for program discontinuance are clear and include evidence supported by qualitative and quantitative data, including but not limited to: long-term trends over three to seven years for enrollment history, projections for continued declining enrollment, changes in the academic discipline or career/technical field, labor market changes, articulation changes established by transfer colleges and universities that affect the viability of program offerings, or other factors that demonstrate that the program is in decline and predict it will continue to decline.
  - Those criteria are applied uniformly and consistently
- Program discontinuance should not adversely affect students who are in the middle of a program;
- The program revitalization and discontinuance procedure may be implemented after a program has been identified through program review or by the Institutional Planning Committee as being in need of revitalization.
- The Academic Senate may recommend program revitalization and discontinuance. If 60% of the faculty members teaching in a discipline agree to submit to the Academic Senate a request for the discontinuance of a program, the Academic Senate may recommend program discontinuance without a formal procedure being implemented.
- Once a program is identified, formal notice will be sent to the program staff, President of the Academic Senate, the President of the United Professors of Marin (UPM), the President of the CSEA, and the College Superintendent/President.
- The Vice President and Dean, working with program faculty and staff and using established criteria, will present preliminary findings to the Superintendent/President and the Academic Senate President.
- If it is mutually agreed upon that the program revitalization and discontinuance process should be initiated, the process will proceed.
- Following an initial finding to proceed, program faculty and staff will have one academic year to compile evidence supported by quantitative and qualitative data to assess the program for its viability and its fit with College goals, mission, and vision. They will form a Program Revitalization Task Force to prepare a report. The Task Force will consist of all members of the department, the appropriate Dean, two faculty members from outside of the department appointed by the

## Appendix 5

Academic Senate, and one Dean from outside of the Division. If the program has an advisory committee, two members of the Advisory Committee would be included. The Dean in charge of the program and a faculty member selected by the faculty would co-chair the task force. Other personnel from the College may serve as resources to the committee – student service professional, articulation officer, research director, etc.

- The Revitalization Task Force's report will include:
  - a summary of the process used by the task force
  - a review of all data consulted
  - an assessment of the recommendations' impact on the College's overall educational program and budget, as well as its impact on all students, faculty, and staff involved.
- A Program Assessment Committee, appointed by the Superintendent/President and the Academic Senate, will serve as a review committee for the final report; it may also serve in an advisory capacity while the assessment is ongoing. The committee will review the final report and present its findings to the Academic Senate and the Superintendent/President. The Program Assessment Committee's recommendations shall also be forwarded to the Institutional Planning Committee and the Office of Student Learning for review and comment.
- Specific steps for Program Revitalization and Discontinuance shall be developed by the Program Assessment Committee.
- Findings may result in recommendations that would result in program improvement or revitalization. In such case, the program may continue, but will need to complete a follow-up progress report within one year and not to exceed two years.
- Should the findings be inconclusive, a recommendation for additional review for one more year may be made.
- Findings may result in a recommendation for discontinuance, including a timeline for phasing it out within one year.
- Students who are already enrolled in the program will be allowed to complete requirements within the year of review or will be assisted to transfer to other programs. New students will not be allowed to enroll in the program while the program is being considered for discontinuance.
- The District will consult with the appropriate collective bargaining agents about the potential impact of program discontinuance on the employment of unit members. Applicable law and contract provisions will apply.
- The Superintendent/President, upon the recommendation of the Academic Senate and the Program Assessment Committee, will forward a final recommendation to the Board of Trustees. Any party may submit a different recommendation. While the final decision rests with the Board of Trustees, except in exceptional circumstances, the district shall rely primarily upon the recommendation of the Academic Senate.

### Career/Technical programs

The District is legally required to establish a procedure for the discontinuance of career and technical programs that differs in some ways (Education Code Section 78016). Career/technical programs must be reviewed every two years to ensure that they meet legal standards. If legal and other District standards are not met, the same procedures for all other programs shall be followed except for the timeline which shall be accelerated to comply with legal requirements.

Legal standards for career and technical programs include that the program:

- Meets a documented labor market;
- Does not represent unnecessary duplication of other manpower training program in the area; and

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- Demonstrates effectiveness as measured by the employment and completion success of its students.

Other legal requirements include:

- Any program that does not meet the requirements and the standards promulgated by the Board of Trustees shall be terminated within one year;
- The required review process shall include the review and comments of the local Private Industry Council and the review and comments shall occur prior to any decision by the Board of Trustees; and
- A written summary of the findings of each review shall be made public.

Office of Primary Responsibility: Vice President of Student Learning

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**Date Approved:** December 9, 2008