

Evaluation Team Report for College of Marin

**College of Marin
835 College Avenue
Kentfield, CA 94904**

**A Confidential Report Prepared for the Accrediting Commission for
Community and Junior Colleges**

**This report represents the findings of the External Evaluation team that visited
College of Marin on March 6 through March 9, 2017**

**Dr. Roger W. Schultz, Chair
April 17, 2017**

NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: June 23, 2017

INSTITUTION: College of Marin
835 College Avenue
Kentfield, CA 94904

TEAM REPORT: Comprehensive Evaluation Report

This report represents the findings of the evaluation team that visited College March 6 – 9, 2017.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team’s findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team’s findings. Upon a review of the External Evaluation Report sent to the College, the College’s Self-Evaluation Report, and supplemental information, oral testimony evidence provided by the College and the District, the following changes or corrections are noted for the Team Report:

1. Change Recommendation ten from a Compliance Recommendation to a Recommendation to Improve Effectiveness.
2. Change Recommendation 13 from a Compliance Recommendation to a Recommendation to Improve Effectiveness.

College of Marin
External Evaluation Visit Team Roster Monday,
March 6-Thursday, March 9, 2017

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Superintendent/President
Mt. San Jacinto College

Assistant

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Interim Executive Assistant to the S/P
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Executive Dean, Institutional Effectiveness
Mt. San Jacinto College

Summary of the Report

INSTITUTION: COLLEGE OF MARIN
DATES OF VISIT: MARCH 6-9, 2017
TEAM CHAIR: Dr. Roger Schultz

An external evaluation team of eleven members visited College of Marin between March 6 and 9th 2017 for the purpose of evaluating how the institution is achieving its stated mission, analyzing if the College is meeting the Commission's Standards and Eligibility Requirements in order to assure the educational quality and enhance institutional improvement.

The team chair attended an all-day ACCJC chair training session on December 2, 2016 in order to prepare for leading the visit. On January 20, 2017 the majority of the team members attended another ACCJC sponsored all-day training for the team. Those individuals that did not attend were provided individual training and guidance by ACCJC. Other than the chair and two other members of the team, the balance of the team members were on their first site visit evaluation team. The team chair and assistant conducted a pre-visit to the College on January 11, 2017 in order to become oriented to the physical layout of the college's two campuses, securing the appropriate physical resources and rooms for the team and events during the visit, as well as the any other logistical details for the actual visit.

The entire team arrived at the team hotel in nearby San Rafael the day before the visit on Sunday March 5th. The team had an initial team meeting that evening to discuss the updated visit schedule then to review the report, discuss evidence and preliminary findings, any concerns, to identify any evidence still needed, as well as any additional interviews of staff.

On Monday, March 6th the team arrived on campus and had another team meeting in the team room prior to taking a campus tour followed by an opening session and brief reception. The team then commenced on reviewing evidence and conducting scheduled interviews with faculty and staff. A small group of the team broke away later in the day and drove approximately 20 minutes north to the Indian Valley Campus where they took a tour of that site.

Over the next two days the team continued to review evidence and conduct interviews. The team conducted two open forums that were well attended, one on the main Kentfield in the afternoon with approximately 25 students, staff, faculty and community members, and one at the Indian Valley Campus in the early evening with approximately 15 individuals, primarily members from the community.

In the evenings the team continued to meet and share observations and findings and began to draft their respective sections of the report, as well as formulate recommendations and areas for commendation. On the last day of the visit, the majority of the team worked from the hotel to

refine the report draft, while two members of the team went to the college and conducted follow up final interviews and evidence review in areas that were still needing clarity. The team came together one more time to confirm the final findings and prepare for the exit meeting with the president and then the general campus community. The team chair met with the Superintendent/President immediately prior to the campus exit meeting, which took place at 12:30 p.m. in the college theater.

The team's assessment of the College's Self-Evaluation was that it was well written, organized, and comprehensive in that it addressed all of the Eligibility Requirements and Standards. Evidence was easily identified and linked in the report, and when there were requests for additional evidence or meetings and interviews with staff, they were handled effectively and in a timely manner.

Interactions with college staff were always positive. Staff were friendly, timely, and responsive for requests for additional evidence, materials, meetings, security, technology issues, and even additional beverages. Snacks, beverages, meals, and even supplies were well-planned and organized so that the team could be effective and focus on the site visit and evaluation. Team rooms at both the college and hotel were well equipped with technology and other supplies.

Major Findings and Recommendations of the 2017 External Evaluation Team

Team Commendations

During the visit the team recognized several aspects of the College that are worthy of commendation.

1. The Board is to be commended for its implementation of the “study sessions” which occur in an open session prior to each board meeting to allow them time to gain a more in-depth understanding about the plans and structures within the College.
2. The Board is to be commended for its standing agenda item, “meeting evaluation,” which allows members to give timely feedback at the end of every meeting to discuss how the meeting went and possible ways to improve.
3. The College is to be commended for its exceptional collegial environment among all constituent groups and for the resulting effective participatory governance system.
4. The College is to be commended for its Library Guides in numerous areas, especially the library guide for Programs, Clubs and More! This particular guide was filled with diverse offerings, including findings for the special populations for Puente, Umoja, Gender Studies, Islamic Studies, Emeritus Resources, and much more.
5. The team commends the College for its development of a four-year budget model and Adopted Budget Document that includes the forecast, detailed assumptions that support the forecast, and expenditure information that is informative and provides transparency to staff, students and the community.
6. The College is to be commended for its COMmon read program where one book is chosen for the school population and community to read that connects to common themes across the campus and community. The 2015-16 book, “Becoming Dr. Q”, tells the story of an undocumented migrant worker with an impoverished childhood in Mexico, who went from the community college system, to UC Berkeley and Harvard Medical School to become a neurosurgeon. The program culminated with Dr. Q as the commencement speaker for 2016.
7. The College is to be commended for an effective and comprehensive semester long New Fulltime Faculty Academy which is offered every semester to orient new faculty to the processes and procedures of College of Marin. During the Academy the faculty hear from various administrators and faculty and cover topics ranging from college procedures, tenure, teaching demonstrations, as well as discussions on best practices and challenges.
8. The College is to be commended for the research and implementation work the FLIT (Faculty Led Inquiry Team) group has accomplished in addressing its basic skills and student support efforts.
9. The College is to be commended for its systematic and effective practice of regular review and updating of its mission, educational master plan, and strategic plan.
10. The college should be commended for its innovative and dynamic ESCOM program that provides lifelong learning opportunities to the full spectrum of community members.

Recommendations for Improvement:

1. In order to be more effective, the college should establish a more structured and formal process to ensure timely and proactive review of policy and procedure. (IV.A.2)
2. In order to be more effective as the distance education efforts expand and additional student populations are added to this mode of instruction, revisiting online tutoring beyond the current online writing service may be warranted. (II.C.1)
3. In order to be more effective in relation to the College's Basic Skills efforts, more active involvement with the Math Department may be warranted. (II.C.2)
4. In order to be more effective with respect to improving student success, reviewing assessment practices across English and Math, as well as integration of multiple measures should be addressed. (II.C)
5. In order to improve institutional effectiveness the College should consider reducing the number of general education student learning outcomes to a sustainable level and ensure that all programs are completing assessments. (II.A.1)
6. In order to improve institutional effectiveness, when using outcome assessment data, the institution should consider strengthening the link between assessment and improving learning for all of its student populations. (II.A.1)
7. In order to improve institutional effectiveness, analysis of service needs, both online and in person at alternative sites, as well as service delivery at those venues, should be ongoing. (II.C.1)
8. In order to improve institutional effectiveness, it is recommended that assessing student achievement outcomes (persistence and completion) for the math and English placement population and establishing processes, particularly related to validating assessment and multiple measure placements. (Standard II.C.7)
9. In order to improve institutional effectiveness, it is recommended that the college's efforts within Student Services assess and monitor student success and persistence to go beyond just the categorical programs, and include the general student population as well. (II.C.1)

Recommendations to Meet the Standards:

10. In order to meet the Standards, the assessment of course level student learning outcomes should be more clearly identified, and evidence or results of those assessments should be gathered in a way that enables the College to disaggregate the data by subpopulations. (I.B.2, I.B.4, I.B.6)
11. In order to meet the Standards, the college should take the steps necessary to ensure there is consistent identification of student learning outcomes on the course syllabi and that they correspond with the existing official course outline of record. The College should also ensure that all program level outcomes are available to students. (I.C.1, I.C.3, II.A.3)
12. In order to meet the Standard, the institution needs to employ safeguards to ensure hiring procedures are consistently followed that address serving its diverse student population. (III.A.1)

13. In order to meet the standard's expectation, the appropriate employee evaluations need to utilize the results of the assessment of learning outcomes in order to better inform the improvement of teaching and learning. (III.A.6)

Introduction

College of Marin is a single college district, originally founded in 1926 as Marin Union Junior College, and just this past year celebrated its 90th anniversary. The College District serves the entire County of Marin and is a single college district with two sites. The original campus is in Kentfield, CA, is where the majority of the students and courses and programs are offered, and is considered the main campus. Fourteen miles to the north in Novato, CA is the 333-acre Indian Valley Campus, which once existed as a second independent college; however in 1985 the District consolidated it into a single college, multiple-site district. The Indian Valley Campus has the majority of the CTE programs for the district.

The college passed a \$249.5 million bond in 2004 and another \$265 million in 2016 to both modernize existing facilities and expand with new facilities.

College of Marin offers a wide range of educational programs including 62 associate degrees, transfer preparation, workforce training, career technical education, basic skills and community education. The college serves approximately 13,503 students annually in credit and non-credit programs on the District's two campuses and online.

Eligibility Requirements

1. **Authority:** The evaluation team confirmed that College of Marin is authorized to operate as a post-secondary, degree granting institution that is part of the California Community College System and operates under California Education Code. College of Marin is appropriately accredited by the Accrediting Commission of Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC).

The College meets the Eligibility Requirement.

2. **Operational Status:** The team confirmed that the College of Marin has been operational as a District since 1926. The college serves a mix of approximately 9,000 credit and non-credit students each year. As evidenced by its catalog and schedules of classes, its students are pursuing a variety of certificate and degree programs.

The College meets the Eligibility Requirement.

3. **Degrees:** The evaluation team confirmed that as of spring 2017 the College of Marin Catalog demonstrated that the College offers 62 associate degrees, 24 certificates of achievement and 20 skills certificates in a variety of disciplines. The college catalog provides detailed information regarding programs, degrees, their requirements, and any relevant transfer information. All of the college's degrees require at least 60 units of credit, which includes general education as well as a major area of concentration. According to the College Data Dashboard, since 2011, more than half of the enrolled students are pursuing an associate's degree or transfer to a four-year school.

The College meets the Eligibility Requirement.

4. **Chief Executive Officer:** The team confirmed that the College has a Superintendent/President (CEO) that is hired by the Board of Trustees. Board Policy 2430 delegates authority to the Superintendent/President to administer Board Policies and provide leadership to the operation of the College. The Superintendent/President does not serve as the chair of the governing board. The College notifies the Commission immediately when there is a change in the CEO.

The College meets the Eligibility Requirement.

5. **Financial Accountability:** The team confirmed that the College engages a qualified independent certified public accounting firm to annually audit all financial records using generally accepted accounting principles. The Governing Board receives and reviews the annual audit report. The annual audit reports, along with the budget, and quarterly financial reports are submitted to the Community College Chancellor's Office and are publicly

posted on the College website. The College also complies with federal Title IV program requirements and currently has a default rate of less than the Department of Education threshold of 30%. There was a prior issue with Title IV funds that the district self-reported, corrected, and is cooperating with the findings and awaiting final resolution of the issue with the Department of Education. That prior issue was related to the College's process of awarding Title IV funds that was not consistent with federal guidelines. Consequently, the college mis-awarded students and created a financial liability for the College, which they have set aside an appropriate amount of funds to address once the situation is completely resolved.

The College meets the requirement.

Compliance with Commission Policies and Federal Regulations

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards which address the same or similar subject matter. Evaluation teams will evaluate the institution's compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

General Instructions: The form should contain narrative as well as the "check-off."

- a. *The team should place a check mark next to each evaluation item when it has been evaluated.*
- b. *For each subject category (e.g., "Public Notification of an Evaluation Visit and Third Party Comment"), the team should also complete the conclusion check-off.*
- c. *The narrative will cite to the evidence reviewed and team findings related to each of the evaluation items. If some content is discussed in detail elsewhere in the team report, the page(s) of the team report can be cited instead of repeating that portion of the narrative.*
- d. *Any areas of deficiency from the Checklist leading to noncompliance, or areas needing improvement, should be included in the evaluation conclusions section of the team report along with any recommendations.*

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

The College provided transparent and advanced notice of the accreditation process and the team visit to the campus and the community. The campus website provided access to accreditation documents and notices about the visit. In addition, the College circulated notice to the community via print media about the accreditation visit and the opportunity to make a comment. The college meets this Commission requirement for third party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self- evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

Student achievement data across the institution including course completion, enrollment data by demographics, and assessment of English and math placements are provided. The institution has set standards for course completion, degree and certificate awards, transfer rates, persistence rates, licensure rates where applicable, and graduate employment rates. When these standards are not met, a plan for improvement is offered.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.

<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.
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Narrative (add space as needed):

The College allots the appropriate number of units of credit based on the Carnegie unit and complies with Title 5, Section 55002.5. Units of credit for courses are determined through the coordination of program faculty, the curriculum committee, and the assistant vice president for instructional support. The institution publishes information on the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials. Information on fees, tuition and other required instructional expenses are listed in the catalog and class schedule. Curriculum processes for determining program length, credits and clock hour conversions are consistent with accepted higher education practices, State Law, Commission Policy, and Department of Education's policy. Tuition is consistent across all degree programs and in compliance with State Law.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The institution has approved policies and procedures to address the transfer of classes from and to other institutions, and these policies and procedures are clearly communicated to students. The public can find the policies on how to transfer in courses, credit by exam procedures, and Advanced Placement in the course catalog. Transfer policies are disclosed to students and the public in the College Catalog and online at the College Web page. Criteria for accepting credits from other institutions is published in the College Catalog and web page and these criteria comply with Commission Policy.

Distance Education and Correspondence Education

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

Each online and hybrid course is vetted by the College's instructional technologist and faculty DE coordinator to ensure it meets a minimum of a "3 - Accomplished" on the Online Education Initiative (OEI) rubric ensuring regular, substantial contact. Active DE and hybrid courses are monitored by the faculty coordinator and instructional technologist on a semester basis to confirm compliance with local policies and regulations. Students' identity is authenticated through the College's learning management system, Moodle, and the MyCOM Portal. Distance Education courses are reviewed by College Curriculum Committee to be of the same academic rigor as with other modes of delivery. Online courses are additionally reviewed by the Distance Education Committee for regular and substantive interaction with the instructor and for compliance with Commission Policy. The College does not offer correspondence education. The

College has significant technology infrastructure and support services to support online educational offerings.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

There are processes in place and forms on the web site for student complaints, both academic and other. Hard copy and electronic files are available. Complaints are routed by types as appropriate. However, a more transparent web description of the process is suggested for student access and ease of following the process.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

The College publishes its accreditation status in the College catalog in addition to being available on the College website. The institution can demonstrate that it consistently meets all reporting deadlines to the Commission. All Commission communication is posted to the College website and is accessible in one click of the homepage and easily available to the public.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

The College is in compliance with Title IV requirements and cooperates fully with USDE. It self-reported a prior issue and has made system and personnel changes to prevent any repeat violations (See ER 5). The College’s student loan default rates remain below the USDE 30% threshold and plans to address the current and future projected rates are detailed in Standard III.D. 15. The College maintains appropriate contractual relationships that are consistent with the Accreditation Standards and Commission Policies.

STANDARD I

MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS AND INTEGRITY

Standard I.A.: Mission

General Observations

The College of Marin's mission statement reflects the needs of the community and meets the charge of the California Community College system. The mission is regularly vetted through a process that is described in its Integrated Planning Manual. The most recent update and approval of the mission occurred in April 2015. This process includes input from the campus community and the Board of Trustees. From the mission statement the College derives its Educational Master Plan and Strategic Plans and the institution assesses how well it is accomplishing its mission on an annual basis.

Findings and Evidence

The mission statement, which was most recently updated in April 2015, demonstrates the institution's commitment to student learning and student achievement by providing an innovative environment that supports social and environmental responsibility. College of Marin's mission statement is:

College of Marin's commitment to educational excellence is rooted in providing equitable opportunities and fostering success for all members of our diverse community by offering:

- *preparation for transfer to four-year colleges and universities*
- *associate degrees and certificates*
- *career technical education*
- *basic skills improvement*
- *English as a second language*
- *lifelong learning*
- *community and cultural enrichment*

College of Marin responds to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes social and environmental responsibility.

The institution's mission statement addresses the institution's educational purpose which is to respond to the needs of its diverse community and its needs by offering support for transfer, those seeking Associate degrees, Career Technical Education, Basic Skills improvement, English as a Second Language, Lifelong Learning and Community and Cultural Enrichment. The institution's educational purpose is appropriate to an institution of higher learning. The mission states the types of degrees which the College offers including Associate degrees, certificates and CTE awards. The

College offers 62 associate degrees, 24 certificates of achievement and 20 skills certificates. Finally, the mission focuses on serving the diverse student body in an equitable manner through offering student-centered programs and student services. (Standard I.A.1 and ER 6)

The institution's Educational Master plan is driven by the College's mission and broadly directs the College's planning. As part of this, the College develops short-term Strategic Plans to ensure it is accomplishing its mission. Both plans incorporate elements of assessment in order to ensure the institution is meeting its mission. The Educational Planning Committee monitors progress made on the Strategic Plan and updates the campus on annual accomplishments. The institution demonstrated that it used data to set priorities and improve practices to help it accomplish its mission. For instance, through analyzing data, the institution developed plans to address gaps in student equity, identified high failure rate courses, developed a new transportation program to provide students with easier access to campus and the development of a basic skills master plan. (Standard I.A.2)

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. Through an integrated planning model, which is described in its Integrated Planning Manual, all of institution's planning derives from its Educational Master Plan which in turn is inspired by the College's mission. Personnel, at all levels of the institution, understand how their roles further the mission of the institution through the program planning process. The program planning process supports the mission and reinforces the role of each individual in supporting the mission by asking programs to indicate which part(s) of the mission their program supports. (Standard I.A.3)

The institution solicits campus-wide input in its regular review of the mission statement through a process outlined in its Integrated Planning Manual. This process ensures the periodic review of the mission and that the mission is reviewed by the campus community. During this process campus feedback is solicited to evaluate if the mission still meets the purpose of the College. The mission was last updated and approved by the Board of Trustees in April 2015. It is available on the College's website and in a variety of published documents. (Standard I.A.4)

Conclusions

The College meets the Standard and related Eligibility Requirements. The College's mission meets the needs of its community by providing and offering support for transfer and degrees, Career Technical Education, Basic Skills/English as a Second Language, and Lifelong Learning. The mission is regularly reviewed by the campus community and the College regularly assesses how well it is meeting the mission. The mission provides the foundation for institutional planning and resource allocation.

Commendations

The College is to be commended for its systematic and effective practice of regular review and updating of its mission, educational master plan and strategic plan.

Recommendations

None.

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

General Observations

The College demonstrates a sustained, substantive dialog about student achievement, academic quality, institutional effectiveness and continuous improvement of student learning and services. However, some improvements are needed in student learning outcomes assessment, especially in making course level assessment information and outcomes available to the college community.

Findings and Evidence

Academic Quality

Structured dialogue regarding student outcomes occurs on a regular basis through program review, presentations to the Planning and Resource Allocation Committee (PRAC), in department meetings, and department chair meetings. This dialogue also takes place within the Student Learning Outcomes Assessment Committee (SLOAC), curriculum committee, and Academic Senate. Dialogue emphasizes student achievement but is less focused on student learning. Evidence of assessment of learning, especially at the course level, was not found for many disciplines. Student equity data is reviewed in the form of enrollment data and disaggregated by various demographics. Proposed changes to the program review template will include more detailed data analysis for impacted student populations. Program review occurs on a three-year cycle, with annual mini-reviews that focus on resource requests. College dialogue uses data from the locally developed data dashboard, the Faculty Led Inquiry Teams (FLIT) report, and student achievement reports. (Standard I.B.1)

Student learning outcomes are identified for all courses, programs, college wide/general education and then for general education area student learning outcomes. Learning outcomes assessment is intended to be the basis for the regular evaluation of courses and programs. However, in order to effectively use outcomes assessment for these purposes, all course level assessments should clearly indicate which outcome is being assessed, the tool used to accomplish the assessment, the results of the assessment (disaggregated by subgroups), a discussion of the assessment, and how the results will be used to suggest program/course/degree improvement. While some evidence was found for this type of assessment at the course level, much of the course outcomes assessment was in a silo or housed locally and not widely shared. This unavailability of specific, measurable course level assessment impairs the systematic and regular review of instructional and student support services. (Standard I.B.2 and ER 11)

In its *Strategic Plan 2012-2015*, College of Marin (COM) set standards for student achievement and continues to monitor performance on those standards annually. The standards were set based on a review of five fall semesters of data in the *Student Achievement Report*, spring 2013. The team felt the institution set standards were established through an appropriate process of inclusive participatory governance and utilized the extensive data that was available, as well as institutional trends. Standards are set for successful student course completion, persistence, completion of degrees and certificates (separate and combined), number of students yearly who transfer to four-

year colleges and universities, and licensure pass rates and graduate employment rates for specific career technical education (CTE) certificate/degree programs. These metrics correspond to COM's mission of student success and offering opportunities for transfer preparation, degrees and certificates, and CTE. The College broadly publishes institution-set standards information in the Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Reports and the information is also published in the COM Fact Book on the PRIE website. (Standard I.B.3)

The College regularly assesses how well it meets each of these standards. Each year, the Planning, Research, and Institutional Effectiveness (PRIE) Office generates data on student achievement and the Academic Senate, Student Learning Outcomes Assessment Council (SLOAC), and PRIE review these data to determine if any changes should be made to the standards and whether COM is meeting those standards. While COM continually meets its set standard of 70 percent for successful course completion, the College noticed a downward trend in performance on this standard. Consequently, COM has responded in a variety of ways, knowing that course completion is fundamental to achieving all other standards, and, by extension, the mission. Some approaches that indicate efforts to turn around this trend include Faculty Led Inquiry Teams, which resulted in a first year experience program, and their basic skills master plan. (Standard I.B.3 and ER 11)

The College has college-wide General Education outcomes, program and degree outcomes, and course level outcomes. The SLOAC has created extensive maps for course, degrees, certificates, and basic skills areas to General Education outcomes. Planning is closely connected to program reviews, which include a section on course and General Education outcomes assessment. The General Education outcomes assessment is designed to rely on course level assessment of SLOs. However, evidence of course level assessment is lacking. The team was unable to locate a central repository of course level outcomes that had been assessed, which tools were used to perform the assessment, and what the specific results of assessment were. There was no disaggregation of SLO data by demographics. What was found was mainly general, anecdotal narratives on the General Education outcomes. (Standard I.B.4)

The College uses institutional research data in program reviews and plans (such as the student equity plan), and processes (such as the review of institution set standards), to implement programs to support student success. Examples include the Faculty Led Inquiry Team to develop a basic skills plan, and programs to address achievement gaps, such as JumpStart, COMPASS, and Summer Bridge. (Standard I.B.4).

Institutional Effectiveness

The College has an established program review process. The instructional program review template asks faculty to use information from the College's data dashboard for enrollment, access, and success in their disciplines. The data dashboard provides a wealth of information and is accessible to all full-time college employees. The Student Services program review also includes information on demographics of students in programs, information that can be accessed through the data dashboard. The templates both ask for a review of student learning outcomes assessment

(for instructional program reviews, both General Education and course level). There is usually discussion present in the program reviews regarding student learning, but most is anecdotal in nature with little evidence of course level assessment which feeds the General Education outcomes assessment. The program reviews ask faculty and student services personnel to describe strategies to improve courses, programs and services based on outcomes assessment. Individual program reviews are reviewed by SLOAC, the Student Access and Success Committee and PRAC. Resource requests are culled from program reviews and prioritized for funding to implement improvements. COM's culture of inquiry and continuous improvement increasingly results in COM's use of data and research to support student learning and achievement. Examples include accelerated English courses, COM CARE (early alert), and faculty inquiry groups, which developed a basic skills plan, a basic skills transformation grant, and a transferable orientation course (Humanities 101). Student achievement data used for analysis is disaggregated by different subgroups, but learning assessment is not. (Standard I.B.5)

While the institution does not disaggregate learning outcomes data by student subpopulations, this disaggregation does occur through information provided by the Data Dashboard, the College Fact Book, and is required for program review. Success, retention, persistence, etc. are all available through the Data Dashboard and is published in the College Fact Book but there is no disaggregation for the learning outcomes data specifically.

Resources are allocated to support the goals in college plans as well as requests made as part of program reviews. Course completion rates and other related indicators of student success are analyzed by programs and departments in program review, and these sections of the program review are reviewed by the Student Access and Success Committee, which makes recommendations to disciplines and the Planning and Resource Allocation Committee (PRAC) based on this information. In 2015-2016, presentations by the superintendent/president, vice presidents, and deans were incorporated into the Planning and Resource Allocation Committee (PRAC) process. Information presented by the deans reflected that which is found in their area program reviews. Each presented a high-level overview of their area's responsibilities, relationship to the College mission, assessment and resource needs. These presentations allow PRAC to see a coherent, big-picture view of the College and make high-level recommendations that are aligned with College planning priorities and external requirements that must be funded while making the best use of resources. Templates for instructional and student services program reviews have areas that include student achievement data on enrollment, success and access. (Standard I.B.6)

The College's integrated planning manual outlines timelines and processes for assessment of the College's mission statement, progress on college priorities and objectives, and planning processes. It is unclear how the assessment process informs updates to the Strategic Plan. However, assessment results work their way up to PRAC if they receive a high enough prioritization. This is intended for resource allocation, not for future planning purposes. (Standard I.B.7)

The institution posts its program reviews on the college website so that they are accessible to internal and external stakeholders. As previously stated, these program reviews contain analyses of achievement data and a summary of General Education outcomes assessment. However, the course level outcomes assessment information is not accessible, residing mostly in files in individual college faculty offices. The strengths and weaknesses of the institution are discussed in department meetings, in faculty inquiry groups and in college committees such as SLOAC. Discussions documented in program review that analyze strengths and weaknesses are found on the college website, as is student achievement data. The college Fact Book is available online as well as Data Nuggets. (Standard I.B.8)

Institutional planning flows from the Educational Master Plan (for long-term planning), which informs the three-year Strategic Plan. The Strategic Plan is widely shared with the college community and contains specific, measureable outcomes. These outcomes are based on data trends that have been developed through the office of Planning, Institutional Research, and Effectiveness and provide a comprehensive foundation from which to make resource allocation recommendations. (Standard I.B.9 and ER 19)

Conclusions

The College of Marin engages in and dialogs about planning and evaluation processes that are appropriate to its mission, and are directed to ensuring academic quality and enhancing institutional effectiveness. Program review, planning and resource allocation are integrated into a comprehensive process resulting in the provision of prioritized needs for programs and services. Although the institution defines student learning outcomes for all instructional programs and student and learning support services, the schedule of assessment is not tracked consistently and therefore data for all areas cannot be disaggregated at this time. The institution has established institution-set standards for student achievement and assesses the standards on a regular basis.

Commendation

The College is to be commended for its systematic and effective practice of regular review and updating of its mission, Educational Master Plan and Strategic Plan.

Recommendations to Meet the Standard

10. In order to meet the Standards, the assessment of course level student learning outcomes should be more clearly identified and evidence or results of those assessments should be gathered in a way that enables the College to disaggregate the data by subpopulations. (I.B.2, I.B.4, I.B.6)

Standard I.C: Institutional Integrity

General Observations

The College of Marin demonstrates integrity in all policies, actions and communications. The institution provides current and prospective students, personnel, and the community with accurate information related to its mission statement, learning outcomes, educational programs, and student support services. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties. While the College works to foster a culture of evidence and data collection, there were instances where data regarding course level outcomes assessment was found to not be widespread. Review of Policy and Procedures takes place; however, is not completed routinely as a result of an institutional schedule but rather when updates are available through the CCLC. The institution communicates matters of educational quality and institutional effectiveness to the public. The institution ensures that communications on educational quality and institutional effectiveness are clear and accurate.

Findings and Evidence

The institution conducts regular review of its policies and practices to ensure their clarity, accuracy, and integrity. The annual revision of the College catalog is overseen by the Office of Instructional Management (OIM) with input from the Superintendent/President's Office. OIM works with representatives from instruction and student services to update area specific content. If there are changes during the year, the College publishes them in the class schedule. The catalog and class schedule are available in hard copy format and electronically through the College's website. The institution provides current and accurate information on student achievement to the public through the College's website, specifically its Fact Book page which is available in one click from the homepage. Course level student learning outcomes are publicly posted on the college website. However, program learning outcomes were not found for all programs either in the catalog or on a public-facing website. The institution posts its accredited status on its website and all relevant documents. These documents are available in one click from the College's homepage and the institution's accreditation status can be found in the College Catalog. (Standard I.C.1 and ER 20)

The institution provides a print or online catalog, which is easily accessible to all interested parties. The College provides an online catalog and as a hard copy in various student service offices and the bookstore for free. The online catalog is available in one click from the home page. The institution has established protocols to ensure that the catalog presents accurate, current, and detailed information to the public about its programs, locations, and policies. The responsibility of updating the catalog each year falls to the Office of Instructional Management and incorporates input from all academic and student support services to ensure the information in the catalog is up-to-date. The class syllabus describes the instructional delivery applied in the DE courses, programs, and degree offerings. The syllabus describes the expected interaction between faculty and students and the accessibility of faculty and staff to students. There is also a specific section of the catalog that explains what DE courses are and what students should expect in DE courses. (Standard I.C.2 and ER 20)

The institution collects assessment data on student achievement and general education student learning and makes determinations regarding their meaning. While course level outcomes assessment is done by some college disciplines, there was no evidence of widespread data collection in this area. Data collected throughout the College can generally be found on the Planning, Research and Institutional Effectiveness (PRIE) website. The College makes its data and analysis public to internal and external stakeholders. The Scorecard data and Institution-Set Standards are available to stakeholders on the College website as well as data found on the PRIE website. Data is also disseminated via meetings, brochures, to community partners and to the Board of Trustees. (Standard I.C.3 and ER 19)

The institution clearly describes its certificates and degrees in its catalog. Students also have access to the list of degrees and certificates online. Several student service departments, such as Counseling and the Transfer and Career Center, also ensure that students are familiar with the degrees and certificates offered by the college. Learning outcomes for programs and courses are included on the College website. All syllabi include student learning outcomes, but the team found evidence of inconsistencies on some syllabi when compared to SLOs on the official course outline of record. The Institution has structures in place to verify all students receive a course syllabus. Faculty are asked to turn in a syllabi for each class to their department or division in printed or electronic format. (Standard I.C.4)

The institution reviews and evaluates its policies, and procedures, on a regular basis. Although the Institutional Self Evaluation Report claims that the Board of Trustees reviews Board Policies and Administrative Procedures on a regular basis using the Community College League of California (CCLC) Policy and Procedure Service, this review appears to be more episodic in nature, with some policies having their most recent update in 2005. The catalog is updated annually to reflect changes. The institution has structures and processes for conducting these reviews, but could be more specific in indicating timelines for Board Policies and Administrative Procedures. The institution may consider a more formalized, structured and scheduled process be adopted to ensure a comprehensive, timely and proactive process for Policy and Procedure review. (Standard I.C.5)

The institution publishes information on the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials. Information on fees, tuition and other required instructional expenses are listed in the catalog and class schedule. In addition the College's Financial Education website provides a link to the Net Price Calculator for the students. Information on textbooks can be found in course syllabi as well as through the College Bookstore. (Standard I.C.6)

Governing board policy on academic freedom and responsibility has been reviewed by the Board of Trustees, most recently in April 2016. The policy emphasizes that "teachers and students can assert their ideas without fear of reprisal." (BP 4030). This BP is also published in the Faculty Handbook, the class schedule and the catalog. This policy is regularly reviewed by the governing board. The

College ensures that faculty and students are informed of policies in easily accessible locations including the Faculty Handbook and the College catalog. (Standard I.C.7 and ER 13)

The institution has board approved policies on student academic honesty and student behavior, which can be found in the catalog, the class schedule and the website. The Faculty Handbook includes sections on how to work with disruptive students, standards of student conduct, and prohibition of harassment policy. COM CARE allows faculty to ask for support for one of their students who may be experiencing behavior problems. The institution has board approved policies on the faculty's responsibility on academic honesty and integrity including:

- BP/AP 3720: Information Technology Use
- AP 3750: Use of Copyrighted Materials
- BP 5500: Standards of Conduct
- AP 5520: Student Discipline and Due Process
- AP 5530: Student Grievances
- BP 3430: Prohibition of Harassment
- AP 3900: Speech: Time, Place, and Manner
- AP 3410: Nondiscrimination
- AP 3550: Drug and Alcohol Free Environment (Standard I.C.8)

The Professional Ethics Statement of the American Association of University Professors (AAUP) can be found in the collective bargaining agreement and describes the code of ethics that faculty should follow. This statement sets a clear expectation that faculty should distinguish between personal conviction and professionally accepted views. The Curriculum Committee and CTE Advisory Committee review courses to ensure they meet the generally accepted academic standards for the discipline. (Standard I.C.9)

The institution clearly communicates its requirements of conformity to codes of conduct of staff, faculty, administrators, and students. Through Board Policies and Administrative Procedures, the College informs its campus community of expectation for conduct. It publishes the Board Policies and Administrative Procedures in the catalog, course schedule and on the College's website. College of Marin is a public community college and therefore does not seek to instill specific beliefs or world views. (Standard I.C.10)

The institution does not offer curricula in foreign locations, to non U.S. Nationals. (Standard I.C.11)

The institution communicates matters of educational quality and institutional effectiveness to the public. The institution ensures that communications on educational quality and institutional effectiveness are clear and accurate. The College publishes its accreditation status in the College Catalog in addition to being available on the College website. The institution can demonstrate that

it consistently meets all reporting deadlines to the Commission. All Commission communication is posted to the College website and is accessible within one click of the homepage and easily available to the public. (Standard I.C.12 and ER 21)

The institution's communications with external agencies are clear and accurate. The college communicates with federal and state agencies including the California State Board of Registered Nurses, the Office of Civil Rights, the California Community College Athletic Association, the ACCJC, and inspection organizations such as for health and fire. The institution clearly communicates any changes in its accredited status to the Commission, students, and the public in a timely manner through press releases and links to Commission documents on the College website. Changes to the accredited status are communicated to the campus community. The institution complies with the US Department of Education's regulation on public notifications. (Standard I.C.13 and ER 21)

The institution is publically funded and does not seek to generate financial returns to investors or any other external organization. The College widely publicizes its policies and practices, such as its mission, which demonstrates that its concentration is on providing a high quality education. The institution can demonstrate that decisions regarding finance have not compromised its commitment to high educational quality through its program review process during which program discuss how they are supporting the College's mission. In addition, the College annually reviews the progress it makes towards accomplishing its Strategic Plans which are based upon the Educational Master Plan and the mission. (Standard I.C.14)

Conclusions

Overall, the College of Marin maintains institutional integrity through the distribution and publication of accurate information to students and the public in regards to the mission statement, learning outcomes, educational programs, and student support services. The printed and online materials are accurate and easily accessible for all interested parties. Although the institution collects assessment data on student achievement and learning, that information is not consistently identified on course syllabi nor does it corresponds with official course outlines of record.

Recommendations to Meet the Standard

11. In order to meet the Standard, the college should take the steps necessary to ensure there is consistent identification of student learning outcomes on the course syllabi and that they correspond with the existing official course outline of record. The College should also ensure that all program level outcomes are available to students. (I.C.1, I.C.3, II.A.3)

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard IIA: Instructional Programs

General Observations

College of Marin has addressed this standard which is to provide higher education, regardless of location or means of delivery, by using identified student learning outcomes that lead to degrees, certificates, employment, or transfer to other higher education programs, and to assess and modify instructional programs continually to maintain appropriate and improved student learning. Courses and programs align with the COM mission statement and include associate degrees, certificates, CTE, Basic Skills, ESL, and community education courses for lifelong learning and cultural enrichment. Student progress is tracked through all of these courses of study, as well as the established outcomes for the courses and programs. The programs and outcomes are evaluated through the established program review process, which is a three-year cycle with “mini” reviews completed annually.

Findings and Evidence

College of Marin’s instructional programs are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student achievement of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. Courses and programs align with the COM mission statement and include associate degrees, certificates, CTE, Basic Skills, ESL, and community education type courses for lifelong learning and cultural enrichment. This is also supported by Board Policy and Administrative Procedure (4020). New courses follow the guidelines as outlined in the curriculum process located on the College’s website.

The institution assesses whether students progress through and complete degrees and certificates, gain employment, and/or transfer to four-year institutions. COM is tracking employment from CTE programs, Labor Market data and using advisory committees for employment successes. COM tracks success rates for basic skills progression, persistence, course completion and transfer rates. Departments use a blueprint to map course offerings over a two year period to ensure students can complete degrees and programs in a timely manner.

The institution evaluates student progress and outcomes and uses results for course and program improvements for all locations and means of delivery. The institution had a program review process where programs are expected to use data including information on areas such as enrollment information, student success, and access and learning outcomes. Programs regularly assess their programs on a three-year cycle. However there are areas where the College can strengthen this part of the Standard. The college uses institutional research data in program reviews and plans (such as the student equity plan), and processes (such as the review of institution set standards), to

implement programs to support student success. Examples include Faculty Led Inquiry (FLIT) Groups to develop a basic skills plan, and programs to address achievement gaps, such as JumpStart, COMPASS, and Summer Bridge. COM evaluates student progress and has institution set standards for student achievement. Example of an achievement data indicator where data is being used to improve outcomes is in the Dental Assisting program exam pass rate.

Through the curriculum process all credit and non-credit courses are regularly assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes. All degrees and most certificates have outcomes published on the college web site (www.marin.edu). Degrees have published outcomes in the catalog; however, not all certificate programs in the catalog have published outcomes. (Standard II.A.1, ER 9 and ER 11)

College of Marin faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty are encouraged to discuss the relationship between teaching methodologies and student performance on a regular basis. This happens through program review, departmental meetings, Faculty Led Inquiry (FLIT) Groups, Professional Development, New Faculty Academy, and the curriculum process. Criteria used in program review include relevancy, appropriateness, and achievement of learning outcomes, currency, and planning for the future. In the program review template several questions are listed:

- “What do you plan to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned?”
- “How have previously made changes affected student learning?”
- “What have you learned from the analysis [of general education/college-wide outcomes]?”
- What specific strategies have you implemented or plan to implement as a result of these [learning] outcome results?”

According to the College web site, program review criteria is established by an MOU between the Academic Senate and Board of Trustees (9/3/2009). Learning outcomes are not mentioned in the standard measures/data used for program review; however, standard data summaries are provided on the Data Dashboard. The MOU states “if faculty members choose to participate in program review, they shall control the process in their own program. This process includes the selection of the methods chosen or designed for assessment, administration of the assessment, analysis of the assessment data, and the use of assessment results.” There are some very broad statements in program review that ask about learning outcomes assessment; however, there is a tremendous amount of inconsistencies from one program review to the next. Not all program reviews address the assessment results, nor are they clear about what was assessed or how. Additionally, even those program reviews that include outcomes assessment results do not disaggregate that specific data. Ultimately, the faculty “own” the data on outcomes assessment and are not required to make it public or share the results if they don’t choose to.

The program review process is consistently followed for all college programs, regardless of the type of program. There is a three-year cycle of program review with 'mini' reviews if there are resource requests. Career Technical Education programs go through program review every two years. Program review does guide planning for future developments and resource requests. Program improvements have occurred as a result of the consideration of program review. The results of program review are used in institutional planning. In addition, the program review form asks what resources were granted from previous program reviews and assess how the resources were used to improve access and success. (Standard II.A.2)

There is a process for including the results of learning outcomes, for all courses, programs and general education ones, in the course and program review. The college has College-wide General Education outcomes, program and degree outcomes and course level outcomes. The SLOAC has created extensive maps for course, degrees, certificates, and basic skills areas to General Education outcomes. Planning is closely connected to program reviews, which include a section on course and General Education outcomes assessment. The General Education outcomes assessment is designed to rely on course level assessment of SLOs. However, evidence of course level assessment is lacking. The team was unable to locate a central repository of course level outcomes that had been assessed, which tools were used to perform the assessment, and what the specific results of assessment were. There was no disaggregation of SLO data by demographics. The Team found mainly general, anecdotal narratives on the General Education outcomes.

All syllabi include student learning outcomes; however, there is inconsistency with the official course outline of record. Approximately 40 randomly selected syllabi were reviewed. Most syllabi had outcomes listed, however 6 did not have SLO's and 14 had different SLO's listed than the official COR. The Institution has structures in place to verify all students receive a course syllabus. Faculty are asked to turn in a syllabi for each class to their department or division in printed or electronic format. Syllabi are not required in the Collective Bargaining Agreement. (Standard II.A.3)

The curriculum committee has developed processes for decision-making in regards to offering developmental, pre-collegiate, continuing, and community education. The institution determines the coding for all courses. The institution has a process for establishing and evaluating each type of course and program through the curriculum review process and advisory committees. The College curriculum committee also approves courses as to the appropriate credit type, delivery mode, and location of its courses. The College website lists this information. There is alignment between pre-collegiate level curriculum and college level curriculum in order to ensure clear and efficient pathways for students. Pre-basic skills/developmental courses are used as transition for credit courses. The College has a variety of programs to encourage students to progress into credit courses such as basic skills courses, accelerated courses in English and Math Jam. Overall, the College has developed a basic skills master plan. In the case of distance education, with the advice of Counseling, courses are offered as distance education if the discipline is impacted and offering the course as DE will facilitate transfer and completion. (Standard II.A.4)

The institution demonstrates the quality of its instruction by following practices common to American higher education and has policies and procedures in place to define these practices. Board Policy 4100 describes graduation requirements for degrees and certificates. The College complies with Title 5 regulations regarding the minimum number of units to graduate. The curriculum committee ensures policies that promote the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers are followed within the College. (Standard II.A.5 and ER 12)

The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time. Each academic department has a blueprint which lays out the course offerings over a two year period. These are revised every two years to meet changing needs. In addition, academic departments get feedback from Counseling to identify mission courses and conflicting scheduling of required courses. In addition to offering courses during the day, courses are offered in the evening, on weekends and online. (Standard II.A.6 and ER 9)

The institution demonstrates it understands and is meeting the needs and learning styles of its students by identifying students by subpopulations. One way the College does this is through program review where programs are asked to look at student access and break down the students taking classes in a program by demographic groups. The College offers many programs for different subpopulations to provide additional support such as Umoja, Puente, the First Year Experience and expanding learning support services. Faculty are encouraged to establish multiple ways of assessing student learning. Faculty regularly discuss the relationship between teaching methodologies and student performance. Professional development offers many opportunities for faculty to discuss and learn more about different teaching methodologies. The College has greatly expanded its professional development offerings over the past few years. The College regularly evaluates the effectiveness of its delivery modes and uses results to guide improvements. The institution has established protocols to determine the appropriate delivery modes for its diverse student populations. Each academic department has blueprints that detail a two-year cycle of course offerings. Each semester Counseling reviews the schedule and offers input as to additional courses that students need or alternative methods of delivery that will help students progress to their academic goals. The College regularly evaluates the effectiveness of its delivery modes and uses results to guide improvements. The Distance Education committee reviews student success and retention data. A portion of the College's Quality Focused Essay is devoted to decreasing the gap between on-ground and online success and retention. (Standard II.A.7)

Programs and departments have clear structures in place to determine pre-requisite criteria and to ensure their consistent application.

The institution has established protocols to ensure the use of unbiased, valid measures of student learning. (Standard II.A.8)

The completion of course level learning outcomes are the basis for awarding credit. Course level outcomes are developed in accordance with course objectives. Course outlines of record are reviewed by the curriculum committee and contain both course objectives and learning outcomes. The curriculum committee ensures that the institution awards credits consistent with accepted norms in higher education. Each program has program level outcomes which are mapped to course level outcomes. The institution follows Federal standards for clock-to-credit-hour conversions in the awarding of credit. The College allots the appropriate number of units of credit based on the Carnegie unit and complies with Title 5, Section 55002.5. Units of credit for courses are determined through the coordination of program faculty, the curriculum committee, and the assistant vice president for instructional support. The College ensures that courses are transferable based upon the requirements of its transfer institutions. (Standard II.A.9 and ER 10)

The institution has approved policies and procedures to address the transfer of classes from and to other institutions, and these policies and procedures are clearly communicated to students. The course catalog describes the process for a student to transfer classes from other institutions. In addition the Transfer and Career Center provides articulation information on its website. The catalog lists CSU and UC campuses, provides information on Associate Degrees for Transfer (AD-T) the CSU General Education Breadth Requirements and the IGETC pattern. In addition, students can find the policy on how to transfer in courses, credit by exam procedures, and Advanced Placement policies in the course catalog. Transfer of coursework policies and procedures are reviewed annually during the catalog update. Changes to the policy or procedures resulting from Board changes or those resulting from changes to articulation agreements will appear in the updated catalog or in revisions posted in the class schedule each semester. The institution has developed, implemented, and evaluated articulation agreements with institutions such as local high schools and regional occupational centers. In addition, there are pathway agreements with welding, auto technology, medical assisting and multimedia studies. (Standard II.A.10 and ER 10)

The institution has adopted college-wide and general education outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. The outcomes listed in the catalog are:

- **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
- **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.
- **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

- Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
- Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

Course level outcomes are mapped to general education outcomes. These learning outcomes are evaluated through the assessing of outcomes at the course level. (Standard II.A.11)

The institution has a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education and is listed in the catalog. The College has a General Education Committee that has developed the GE statement of purpose that appears in the catalog.

While college students choose a specific field of study, part of their educational experience and requirements include a program of general education. This well-rounded, student-driven educational package is intended to be complementary to, but different in emphasis from, the specialized education received for a job, or a profession, or from focusing on a particular field of study. By completing a general education program, students expand their knowledge of the content and methodologies in a variety of disciplines. College of Marin expects students to:

- Become effective written, oral and visual communicators for many audiences;
 - Be flexible, curious, and open to new experiences;
 - Recognize how they connect to and affect their community and the world beyond;
 - Enhance economic survival skills for the workplace and marketplace;
 - Think critically, ethically, independently, and creatively about a variety of topics that will be useful to them in the real world and hone these thinking skills in a way which can be used throughout their life; See the interconnectedness of topics and use multiple disciplines to help achieve deeper understanding of past, present and future events at local, national and global levels;
 - Become a more widely informed citizen who appreciates the importance of intellectual, scientific and artistic accomplishments;
 - Engage in healthful living and wellness physically, intellectually, emotionally and socially.
- (Standard II.A.12 and ER 12)

All programs include a focused study on one area of inquiry including key theories and practices appropriate for the certificate of achievement or associate's degree level. All degree and certificates contain a major which gives depth in a specific area of study. These programs are determined by faculty, approved by the curriculum committee and by the vice president. In the case of certificates of achievement, they are reviewed by community advisory committees and tied to local industry standards. (Standard II.A.13)

The institution verifies and maintains currency of employment opportunities. Each Career Technical Education course and program is reviewed every two years. The institution determines competency levels and measurable student learning outcomes based upon faculty expertise and input from industry representatives. The program review process uses data such as advisory board input, labor force needs and other labor market data to analyze trends in the career in order to make curricular or scheduling changes when needed. (Standard II.A.14)

The institution has established procedures regarding program elimination, including the process for which enrolled students will be able to complete their education in a timely manner with a minimum of disruption. The College has a Board Policy (4021) and Administrative Procedure (4021 and 4022) that regulates the process for program elimination. The policy states that if a program is discontinued, students enrolled in the program will be allowed to complete the degree requirements within a year of review or will be assisted to transfer into other programs. Students are informed of their rights in the situation of program elimination. (Standard II.A.15)

The college has a process to regularly evaluate the effectiveness of its courses and programs through the program review process every three years, two years for CTE programs. Mini program reviews can be done every year for resource allocation requests. The criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future. The program review process asks questions related to topics such as plans for change, what strategies are being used or will be used based on learning outcome assessment. The program review form includes the questions necessary for the SLO assessment; however, the team had difficulty identifying the evidence (actual SLOs, assessment instruments, rubrics, results, student work, etc.) that it is happening and wide-spread as those sections of the forms are not filled out consistently by those completing the program reviews. Program review is a continual process for curricular and program development and assessment. The program review process is consistently followed for all college programs, regardless of the type of program. All college programs—academic and student support must engage in the program review process and resource allocation is tied to program review solely. The results of program evaluation are used in institutional planning as part of the program review process and requires programs to identify how they support the mission of the College. When there are changes in programs as a result of the program review process, programs are asked to give feedback in subsequent program review cycles and explain how the changes have impacted student success. (Standard II.A.16)

Conclusions

College of Marin's instructional programs are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student achievement of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. Courses and programs align with the COM mission statement and include associate degrees, certificates, CTE, Basic Skills, ESL, and community education type courses for lifelong learning and cultural enrichment. The institution assesses whether students progress through and complete degrees and certificates, gain employment, and/or

transfer to four-year institutions. The institution evaluates student progress and outcomes and uses results for course and program improvements for all locations and means of delivery. Through the curriculum process all credit and non-credit courses are regularly assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes. There was evidence of SLO assessment across the various course offerings but that evidence (actual SLOs, assessment instruments, rubrics, results, student work, etc.) was not required to be in the program review or even reported beyond the faculty member who implemented it. The team believes that SLO assessment is happening; however, the evidence of it is housed in individual faculty offices and there was no consistency found with the reporting or documenting of the process or results.

College of Marin faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. The program review process is consistently followed for all college programs, regardless of the type of program. There is a three-year cycle of program review with 'mini' reviews if there are resource requests. There is a process for including the results of learning outcomes, for all courses, programs and general education ones, in the course and program review. The program review form includes the questions necessary for the SLO assessment; however, the team had difficulty identifying the evidence that it is happening and wide-spread as those sections of the forms are not filled out consistently by those completing the program reviews.

All syllabi include student learning outcomes however there is inconsistency with the official course outline of record. The college has College-wide General Education outcomes, program and degree outcomes and course level outcomes. However, evidence of course level assessment is lacking. The team was unable to locate a central repository of course level outcomes that had been assessed, which tools were used to perform the assessment, and what the specific results of assessment were. There was no disaggregation of SLO data by demographics. Most syllabi include student learning outcomes; however, there is inconsistency with the official course outline of record. The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time. The institution has approved policies and procedures to address the transfer of classes from and to other institutions, and these policies and procedures are clearly communicated to students. The course catalog describes the process for a student to transfer classes from other institutions.

Commendation

The college is to be commended for the research and implementation work the FLIT (Faculty Led Inquiry Team) group has accomplished in addressing their basic skills and student support efforts.

Recommendations for Improvement

5. In order to improve institutional effectiveness, the College should consider reducing the number of general education student learning outcomes to a sustainable level and ensure that all programs are completing assessments. (II.A.1)

6. In order to improve institutional effectiveness, when using outcome assessment data, the institution should consider strengthening the link between assessment and improving learning for all of its student populations. (II.A.1)

Recommendations to Meet the Standard

See Recommendation 11

Standard II.B: Library and Learning Support Services

General Observations

The Library is currently undergoing an extended period of transformation to expand and improve its services for students, faculty, staff, and community members. These services include physical space and technology, staffing, information literacy instruction, programming, and collections.

A librarian gave a tour to the evaluation team at both libraries, Kentfield and Indian Valley. The hours of operation at both campuses are varied to serve the needs of the students. In addition, the library collaborates with MARINet, the Marin County library consortium. With MARINet, students have access to the county's large offerings and can have materials within a day of their request. The role of library faculty is unique in that they not only provide instruction to students, but also to faculty, staff, administrators, and the greater community. The Library's physical resources are shared across both campuses in order to best support learning in all areas of the College's curriculum. Collectively, this includes nearly 90,000 books, magazines, newspapers, DVDs, music CDs, audiobooks, and maps.

The Information Technology (IT) Department is responsible for selecting, maintaining, and upgrading information technology in the Library through collaboration with the library faculty and staff. This work is identified and prioritized by the College's Technology Planning Committee which includes one faculty librarian. Students' access to technology has been improved by the addition of ten more computers in the library's main area, opening the Information Literacy Classroom for quiet study, and implementing the GoPrint print management system. In addition, a multimedia lab was opened that includes five Mac and two Windows computers.

The Library's digital resources support the research needs of all members of the learning community but are particularly essential for students enrolled in distance education courses. These digital resources include over 50 reference and journal databases that are accessed through the MyCOM Portal.

Learning support services at COM are sufficient in quantity, currency, depth, and variety to support the College's educational programs. Tutoring is an essential part of the College's commitment to student success. Free face-to-face and online peer tutoring is available to all students, including DE students, from the Tutoring and Learning Center (TLC) in Learning Resources Center (LC) 160 at KTD and Building 27 at IVC.

Findings and Evidence

The Evaluation Team found that the College of Marin Library and Learning Support services are sufficient in quantity, currency, depth, and variety to support the College's educational programs, regardless of location or means of delivery. Students find high-quality assistance at both campuses and online through a variety of services and labs including the Tutoring and Learning Center (TLC), Writing Center, Online Writing Center, English Skills Lab, Distance Education Office,

Computer Information Systems (CIS)/Business Office Systems (BOS) Lab, Language and Culture Lab, Math Lab, Science Center Computer Lab, and the English as a Second Language Lab.

The College of Marin instructional and library resources personnel work together to develop and maintain appropriate library resources. The librarians work to maintain adequate resources and solicit faculty input to improve holdings, reference materials, and databases.

The library is consistently doing program review and annual resource requests and was recently awarded a significant amount of funding to update the library holdings. Through program review, the library has demonstrated that it evaluates and assesses the effectiveness of the library and learning support services in terms of quantity, quality, depth, and variety. Specifically, the College of Marin library assesses the number and type of information literacy instructional sessions, use of open access computers, Library guides, “hits” to the databases, student traffic into the center and levels of support both at the main campus and at the IVC site. The Library completed a comprehensive program review in academic year 2015-2016 and used several types of data to evaluate the depth and variety of materials and support to meet the needs of students. The program review identified the need to improve collections, improve facilities, and recommend staffing.

The Library has an impressive level of guides that are interactive with great support for students in numerous disciplines and in areas of student programs, clubs, and community needs. Examples include guides for emeritus, citizenship issues (“becoming American”), LGBT, Native Americans, Puente, Umoja, Women and Gender issues, and more (Libguides.marin.edu).

To support distance education classes, the library provides digital resources, including over 50 references and journal data bases, has increased its digital collection, and adopted a virtual reference vis-à-vis Ask A Librarian online form. The main campus library is continuing to evaluate the services at the Indian Valley campus. IVC has limited hours of operation but are based on the maximum scheduling pattern of the site, some librarian staff, and “ask the librarian” email support. The Library also has online guides, remote access databases, and agreements with the County Library system (MARINet). (Standard II.B.1 and ER 17)

The Evaluation Team found evidence to support that College of Marin relies on the appropriate expertise of faculty, including librarians, and other learning support services professionals to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission of the College. The library works with faculty and departments to meet the needs of the various disciplines. The College of Marin instructional and library personnel collaborate and inform the selection of materials and equipment. The “College of Marin Library Collection Development Policy” outlines five educational pursuits: (1) transfer, (2) Degrees & Certificates, (3) Workforce Education, (4) Basic Skill improvement, and (5) lifelong learning. The policy has an outline of periodic review, requesting input from faculty, and assessment by the librarians. In a recent programmatic level accreditation from the Board of Registered Nursing, there was a finding for library materials. The library responded by updating its holdings. The

Library has also led efforts in zero-cost textbooks and by providing some key textbooks for check out to better serve students. (Standard II.B.2)

The College of Marin uses a variety of methods to evaluate the library and other learning support services to assure adequacy in meeting identified student needs. In addition to the evaluation conducted within the library's program review process, the library collects data and monitors gate counts, circulation statistics, reserve circulation, and usage of online resources. Lab usage statistics for the writing center, English Skills lab, computer lab, and ESL lab are also collected by other responsible departments. That data is then used to make modifications for improvements that contribute to the attainment of student learning outcomes. The College of Marin also uses the CCSSE survey results to evaluate student satisfaction and inform changes in services and library programming. This evaluation includes input by faculty, staff and students. Specifically, the campus learning support systems were evaluated by a Faculty Led Inquiry Team (FLIT) producing a report recommending a master plan for Basic Skills. The report made recommendations in the areas of support programs and services. The FLIT team was comprised of five faculty members and had support from administration and included input from student focus groups, staff, and faculty. There was training about the report during FLEX days and department level discussions. (Standard II.B.3)

Formal agreements exist between the College of Marin and MARINet, the Marin County library consortium. With MARINet, students have access to the county's large offerings and can have materials within a day of their request. This collaboration ensures that resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. COM also collaborates with LINKPlus and the CC Library Consortium and monitors students' use of these services. The institution gathers information to assess whether these services are being used and are effective. (Standard II.B.4 and ER 17)

Conclusions

The College meets the standard and eligibility requirements.

Commendations

The College is to be commended for its Library Guides in numerous areas, especially the library guide for Programs, Clubs and More! This particular guide was filled with diverse offerings, including findings for the special populations for Puente, Umoja, Gender Studies, Islamic Studies, Emeritus Resources, and much more.

The College is to be commended for the COMmon read program where one book is chosen for the school population and community to read that connects to common themes across the campus and community. The 2015-16 book, "Becoming Dr. Q", tells the story of an undocumented migrant worker with an impoverished childhood in Mexico, who went from the community college system, to UC Berkeley and Harvard Medical School to become a neurosurgeon. The program culminated with Dr. Q as the commencement speaker for 2016.

Recommendations

None.

Standard II.C: Student Support Services

General Observations

The College of Marin experienced a college-wide reorganization over the last several years, and the student services areas were a part of that major transition. Several key administrators have left and new managers have been recently hired, some from outside the California community college system. The College provides services according to both State mandates and their own planning processes, and evaluates effectiveness of programs through Program Review, Student Success and Support Programs, the Student Equity plan, committee work, and other programmatic and College goals.

Although in a period of change and innovation, the College is focused on improving services, student outcomes, collaborating across Instruction and Student Services, and meeting underserved student needs. New technology tools, such as EAB Navigate, are being implemented to offer more robust ways of onboarding students and creating opportunities for students to be more informed about their educational and career paths. COMPASS (College of Marin Promoting and Supporting Success) is the College's "primary tool in its efforts to end educational inequity in Marin County, and is the result of two years of planning with the Marin County Office of Education. It is a partnership between students, families, high schools, and College of Marin, which begins in the 9th grade. The 2015-2016 academic year saw the initial launch of the COMPASS project in both Terra Linda and San Marin high schools."

Findings and Evidence

Student Services departments evaluate the quality of their services in Program Review and other State and internal reports. Student Learning Outcomes are included in a variety of plans, but for the most part, analysis of both departmental outcomes and how they directly relate to Equity and Student Success goals are missing. There are opportunities for collaboration and discussion about current practices and their effectiveness across functional areas. Several people mentioned the small size of the College lends itself to "picking up the phone" and working with other colleagues and that communication from the top down and across areas is good.

Data is available through Argos and dashboard reports, but there is no indication that long-term, integrated outcomes are being measured or that students in populations outside of categorical programs are being monitored for persistence and success. In order to improve institutional effectiveness, it is recommended that the college's efforts within Student Services assess and monitor student success and persistence to go beyond just the categorical programs, and include the general student population as well. (II.C.1)

The College is anticipating the full implementation and next generation of EAB Navigate will provide Early Alert and other functions that will send students reminders, create reports, and otherwise streamline processes.

Implementation began in January 2017, with version 2.0 coming in the fall. However, as it is a new product, full implementation and processes have yet to be developed.

The office of Outreach and School Relations is connected to CTE, noncredit and credit programs, and continues to expand their relationships with community agencies and local high schools. Coordinating and hosting a number of events, the office is involved in Student Success Saturday, “newcomer” events for students who are recent non-English speaking high school age immigrants, parent forums related to the COMPASS program, and noncredit classes with a small business emphasis.

Attending to Equity populations that have not been served in the past or who have been identified as needing more services, the College has brought the Umoja program to campus, expanded Summer Bridge, COMPASS, Puente, and First Year Experience, and continues to look at other special populations. Analysis of the effectiveness of these programs is ongoing and focused on improved outcomes. There are other pockets of work being done in Student Services, particularly in Outreach, Service Learning, Student Activities and Advocacy, and Basic Skills English. MOUs with public agencies, such as 10,000 Degrees, are also forging partnerships between underserved populations, community services, and the College. Equity discussions, as they relate to instruction and achievement gaps, are not widespread, although they are identified in the Strategic Plan and are discussed in annual updates.

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Student Services offices participate in Program Review and assess effectiveness of their services. In response to a Financial Aid audit finding, the Office of Enrollment Services created a policy and procedures manual, and combined and cross-trained staff. Tutoring is offered in a variety of venues, and is available at Indian Valley and the Kentfield campuses. Online tutoring was offered, but students prefer in person help and the online service was eliminated. However, as distance education is expanded, and additional populations are added from throughout the district, revisiting online tutoring services may be warranted beyond the current online writing tutoring.

Newly offered initiatives, such as Summer Bridge are being evaluated for effectiveness. In accordance with SSSP requirements, the College offers assessment, orientation and educational planning at local high schools and also provides application workshops at public agencies, such as the YMCA. “Ask a Counselor” service, online orientation via Comevo, and orientation opportunities such as College Success Saturday and Welcome Week are also available. Analysis of service provision and yield is in progress and will be expanded as new technology and additional service areas develop.

In order to improve institutional effectiveness, analysis of service needs, both online and in person at alternate sites, as well as service delivery at those venues, should be ongoing. (Standard II.C.1 and ER 15)

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Student Area Outcomes are collected in Student Services areas via program review, student surveys and qualitative follow up. The College also has conducted the Community College Survey of Student Engagement (CSSSE) survey to assess campus climate. The BSI, BSI Transformation, SSSP, and Equity committees work together to improve the persistence and completion of Basic Skills students. There is currently Early Alert capacity in Advocate being used by faculty and routed through the Student Activities, Advocacy, and Student Conduct office. The implementation of EAB Navigate 2.0 will also have an Early Alert component that the College intends to use. The Office of Student Success oversees SSSP and Student Equity efforts, and works with both Student Services and Basic Skills staff to integrate plans, services, and focus on student outcomes. Conversations regarding the use of multiple measures is also ongoing between the Basic Skills English faculty and the Office of Student Success. Tutoring is offered in a variety of venues as is supplemental instruction supported by Equity funding. Counselors also follow up with students who are undecided or have unsatisfactory progress or academic standing per SSSP and new BOG requirements. (Standard II.C.2)

The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. The College meets the needs of students in a variety of tutoring and other support contexts. There are a low number of distance education courses. Online tutoring is available via Skype and CCC Confer, but will be replaced by Zoom in the near future. No online tutoring software has been purchased, and a previous arrangement with a service resulted in poor student participation and the service was terminated. As previously mentioned, as distance education increases new online tutoring capacity may be necessary. EOPS and Student Accessibility Services are available on the Kentfield campus and made available at the Indian Valley campus as needed. Indian Valley services are staggered, and there are several full time employees at the site – cashier, admissions, and financial aid. (Standard II.C.3 and ER 15)

Co-curricular programs and athletics are suited to the institution's mission and contribute to the social and cultural dimension of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

The College offers eight men's and women's sports and ample resources for both athletic teams, events, and Kinesiology classes. 90% of the athletics programs are on the Kentfield campus, but there are plans to replace the existing Indian Valley pool with a new one and relocate the College swimming program to Indian Valley. The new Kinesiology administrator has plans to bring greater gender equity to the athletics programs with the introduction of two more women's sports – sand volleyball and lacrosse. Given the affluent nature of the community and tendency for high school students to enroll in four-year institutions, the Athletics program is developing partnerships with local high schools through COMPASS to create Kinesiology pathways. They are also planning to introduce a Wellness program on campus, in conjunction with Benefits, and provide access to faculty and staff. Enrollment Services validates athletic eligibility and works with the Athletics department to determine if the College is in compliance.

In conjunction with the artistic academic programs, additional co-curricular activities include art, drama, and music classes, art exhibits, and student clubs. Arts faculty partner with local elementary schools to provide artwork for College performances, and College theater students perform for local K-12 students and the public. Student Activities have increased the number of programs for students overseen by the Equity Coordinator. Students are encouraged to participate on shared governance committees via a brochure, and interested students are appointed by the Associate Student president. The Associated Students of College of Marin are involved in events and advocacy work as well as bringing student needs and concerns to the administration. (Standard II.C.4)

The institution provides counseling and/or other academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

In conjunction with Student Success and Support Program requirements, the College offers orientation, transfer and career advising, and follow-up services. Special programs, such as EOPS, Student Accessibility Services, Puente and Umoja offer additional support to optimize student success. The Counseling, College Skills, and English departments piloted two sections of First Year Experience learning communities help orient students to the College, and special programs also offer orientations and additional counseling services. Other orientation formats include: online with Comevo, College Success Saturday, Welcome Week, and Summer Bridge. Humanities 101 is a transferable orientation course to familiarize students with academics and build necessary skills in reading, writing, research, and critical thinking. (Standard II.C.5)

The institution has adopted and adheres to admission policies consistent with its mission that specifies the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals.

The College of Marin has a variety of programs catering to diverse categories of students with different educational needs. College counselors and support staff assist students in choosing a course of study, and following major requirements via educational plans (SEP), transfer patterns, and career objectives. The College also offers Associates Degrees for Transfer that offer a clear pathway to transfer. The new EAB Navigate product provides onboarding student interest inventories to help students identify major, career, and other goals and nudges to complete important enrollment steps.

The Office of Community Education and the successful, community-based Emeritus program at the Indian Valley campus offer enrichment and life-long learning courses to the public. COMPASS is the result of two years of planning with the Marin County Office of Education, every high school in the county, and several community-based partners. It is a partnership between students, families, high schools, and College of Marin, which begins in the 9th grade. The Jump Start program offers concurrent enrollment to high school students with no cost. Noncredit ESL and Intensive English language programs also serve the new immigrant and visiting student populations. (Standard II.C.6 and ER 16)

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing bias. (II.C.7)

The College uses standard applications supported by the State. The Assessment office currently uses the Accuplacer product, which was last validated in 2014. This product also uses branching technology based on student self-reporting that can make a difference in final placement. The ESL department uses the CELSA test for placement. The College opted in on Multiple Measures self-reporting in CCCApply, but currently, this data is not being reported or reviewed for placement purposes. Although the RP Group gave a presentation to the College on the state-wide multiple measures program, the College has not decided how to implement this. Student self-reporting is being considered by the English department, and Admissions evaluations staff will input the placement results, but the math department has not participated in multiple measures discussions. The ISER refers to the Common Assessment Initiative and waiting for the State to convert, but given the CAI is currently tabled and a new date of implementation is not available, the team suggests that the College review the RP Group's multiple measures research and create a plan for implementing assessment measures with the greatest possibility for student success in both math and English.

The institution maintains student records permanently, securely, and confidentially with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. The College has Board policies that relate to FERPA, directory information and protection of student records. Student records are maintained in Banner. The IT department has provisions for storage and back up in the event of an emergency or other disaster. Data security is overseen by the IT department that has implemented a variety of software and other controls to mitigate data vulnerability. Access

to student information via Banner is based on the rules determined by that person's position/job duties. (Standard II.C.8)

Conclusions

College of Marin meets the standard and eligibility requirements.

Commendations

The College is to be commended for the research and implementation work the FLIT (Faculty Led Inquiry Team) group has accomplished in addressing their basic skills and student support efforts.

The college should be commended for its innovative and dynamic ESCOM program that provides lifelong learning opportunities to the full spectrum of their community members.

Recommendations for Improvement

2. In order to be more effective as the distance education efforts expand and additional student populations are added to this mode of instruction, revisiting online tutoring beyond the current online writing service may be warranted. (II.C.1)
3. In order to be more effective in relation to the College's Basic Skills efforts, more active involvement by the Math Department may be warranted. (II.C.2)
4. In order to be more effective with respect to improving student success, reviewing assessment practices across English and Math, as well as integration of multiple measures should be addressed. (II.C)
7. In order to improve institutional effectiveness, analysis of service needs, both online and in person at alternate sites, as well as service delivery at those venues, should be ongoing. (Standard II.C.1 and ER 15)
8. In order to improve institutional effectiveness, it is recommended that assessing student achievement outcomes (persistence and completion) for the math and English placement population and establishing processes, particularly related to validating assessment and multiple measure placements. (Standard II.C.7)
9. In order to improve institutional effectiveness, it is recommended that the college's efforts within Student Services assess and monitor student success and persistence to go beyond just the categorical programs, and include the general student population as well. (II.C.1)

STANDARD III RESOURCES

Standard III.A Human Resources

General Observations

College of Marin has a well-defined process for the selection of faculty, management, and classified positions. The Human Resources department provides equal employment opportunity training for all members of hiring committees. Job descriptions are reviewed by the hiring committee and Human Resources before the position is posted. The hiring practices include several steps including paper screening, first-level interviews, second-level interviews, and final interviews (when deemed necessary). The hiring committees include appropriate representation from various constituent groups and an Equal Employment Opportunity representative from Human Resources. The College employs an adequate number of qualified personnel to support programs and services. The College has various methods for providing professional development opportunities to all classifications of employees. The College of Marin has documented policies and procedures for all aspects of Human Resources management which include an institutional Code of Ethics policy. Employee evaluation due dates are tracked by Human Resources, and notices are sent out to the immediate supervisors when evaluations are due.

Findings and Evidence

The institution demonstrates that it has developed appropriate hiring criteria through a set of Board Policies and Administrative Procedures. These policies and procedures include general topics such as recruitment, verification of eligibility, and Equal Opportunity for employment as well as specific policies and procedures that govern the different employee groups (Faculty, Classified, and Administrative). Open positions for employment are advertised via the college website, diversity websites, and specialized websites related to the specific discipline. The institution has a process to verify the qualifications of applicants and newly hired personnel which includes submission of transcripts. If an applicant has a degree from a non-U.S. institution, the College requires verification by a third party to determine the equivalent degree. (Standard III.A.1)

Depending on the job position type (administration, faculty, classified), there is a process in place to develop qualifications that are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated. Administration and classified job descriptions go to the Board of Trustees for approval. Faculty positions follow the minimum qualifications set by the State and include requirements that the candidate demonstrate skills to support the College's mission. Human Resources screens applications to determine that candidates meet the minimum qualifications for the position. Although all of the hiring procedures and policies are generally followed, it appears there is an equity gap in the candidates that make it to the second round of interviews which adversely impacts the ability of the institution to address the diverse student population needs. (Standard III.A.1)

The College has a consistent process to verify that faculty selected for hiring have adequate and appropriate knowledge of their subject matter by following the minimum qualifications for credit and noncredit instructors. Faculty in Child Development must also meet the California Department of Education requirements. If an applicant does not meet the minimum qualifications as described by the state, there is a process established whereby an applicant can request equivalency. Once an applicant proceeds past the screening committee and it is determined that minimum qualifications have been met, hiring committee reviews the applicant's experience and preparation to ensure that qualified faculty are selected for hire. The Collective Bargaining Agreement requires that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment. (Standard III.A.2 and ER 14)

The institution has a process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. These processes are described in Board Policies and Administrative Procedures for each administrator position specifically. (Standard III.A.3)

The institution verifies the qualifications of applicants and newly hired personnel by requiring those offered a position to provide official transcripts which are kept on file in Human Resources. Those who hold degrees from non-U.S. institutions are required to submit evaluations of their degrees by a third party to determine equivalency. The institution accepts evaluations from agencies approved by the State and lists those agencies on its Human Resources' website. (Standard III.A.4)

The College has a process in place to ensure that evaluations lead to improvement of job performance. Classified, faculty, and administrators all have a process described in the appropriate collective bargaining agreement that outlines steps in the evaluation process. The College demonstrates that performance evaluations are completed on a regular basis. For classified employees, the College recently started using a computer program (Argos) to track when individuals are due for evaluations which generally occurs every two years. For administrators, the evaluation process happens annually, but the second year evaluation process is comprehensive. For faculty, the senior vice president of student learning and student services maintains the faculty evaluation schedule. All credit and noncredit, full- and part-time faculty including librarians and counselors are evaluated every three years. Evaluation criteria vary by the position (i.e. librarians, counselors, health center, etc.) which allows the institution to accurately measure the effectiveness of personnel in performing their duties. A random audit by the team for each of the employee groups validated that evaluations are being conducted on a regular basis and is consistent with their stated procedures. (Standard III.A.5)

As part of the evaluation process, faculty are encouraged to reflect on professional objectives, describe how they hope to accomplish these professional objectives, and then assess if the objectives were actually accomplished. The deans ensure that peer and self-evaluations include

assessment of learning outcomes and improvement related to learning outcomes. The team was unable to find evidence that a component of an employee's evaluation included the use of results of the assessment of Learning Outcomes to improve teaching and learning. (Standard III.A.6)

The institution has the appropriate staffing levels for each program and service. The institution's full-time faculty percentage is 66.13%. The College has increased its full-time faculty percentage from 56.65% to 66.13% over the past six years. The College determines need for faculty hiring through its annual program planning process. (Standard III.A.7 and ER 14)

The College provides several opportunities for professional development including orientations for new full-time faculty, mentorship of part-time faculty by department chairs and deans, and professional development activities. The College documents the fulfillment of flex hours and describes which activities fulfill the flex requirements. The College's professional development activities are open to all faculty and staff. Workshops are advertised on the Professional Development website. The institution also provides professional development travel funds to full- and part-time faculty to attend conferences. Finally, the Academic Senate includes three seats for part-time faculty. (Standard III.A.8)

The College uses its program planning process to determine the appropriate number of and qualifications for support personnel for the College with final approval for positions coming from the President/Superintendent. The institution has seen a large number of staff retirements (50) since 2012 and has reorganized its structure so as to more efficiently handle the workload with fewer staff. (Standard III.A.9 and ER 8)

The institution has developed Board Policy and Administrative Procedures which govern the processes to determine the appropriate number, qualifications, and organization of administrators. The number of managers has increased from 24 to 33 over the last six years as a result of increased workloads associated with new State requirements. (Standard III.A.10 and ER 8)

The institution ensures that it administers its personnel policies and procedures consistently and equitably through a set of Board Policies and Administrative Procedures. The Board Policies and Administrative Procedures cover Nondiscrimination (3140), Prohibition of Harassment (3430), and Discrimination and Harassment Procedures (3435). All Board Policies and Administrative Procedures are published on the College's website, and an email is sent to the College when they are updated. The institution regularly reviews and revises its personnel policies. The College updated all of its policies and procedures in 2012. (Standard III.A.11)

The institution's policies and practices promote an understanding of equity and diversity. The College emphasizes the importance of supporting diversity in its mission statement and in Board Policies and Administrative Procedures. In addition, this is also supported in several plans including the Student Equity Plan, the Strategic Plan, and the Equal Employment Opportunity Plan. The institution uses data and surveys to evaluate how well it is supporting diversity and

tracks its employment equity record, included as part of this data is the annual employment and diversity report which is provided to the college community and the annual review of Equal Employment Opportunity Plan. The institution uses several methods to determine the kinds of support its personnel need including surveys of employees to assess how well the institution supports diversity through the education of employees, a variety of plans which are assessed annually, and hiring procedures that support a diverse employee pool. Finally, the institution ensures that its personnel and students are treated fairly through the application of a variety of Board Policies and Administrative Procedures. The institution has policies in place for the resolution of discrimination allegations, to support diverse applicant pools, and to train hiring committees. (Standard III.A.12)

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. Overall the District has created several Board Policies and Administrative Procedures that outline professional behavior including those dealing with conflict of interest, a code of ethics, anti-nepotism, harassment, nondiscrimination, drug and alcohol use, and the process to establish a fair hiring procedure. In addition, some employee groups are affected by an additional set of policies. Faculty are governed by the collective bargaining agreement which incorporates the professional ethics statement from the American Association of University Professors. Forms regarding faculty and professional standards are created and reviewed by Professional Standards Committee. Classified employees are governed by Board Policy 7365 and contracts which describes a process for review of conduct and disciplinary actions that may be taken. (Standard III.A.13)

Using the College's Educational Master Plan, surveys of employees, input from college committees, feedback from completed trainings and other plans, the Professional Development Committee ensures that the institution offers professional development programs consistent with its mission. The Professional Development Committee is charged with overseeing professional development opportunities on campus, evaluating their effectiveness and addressing plans for improvement. The committee is also responsible for updating and assessing progress made on the professional development plan. As part of faculty professional development opportunities the College has sponsored flex activities related to teaching and learning, student success and technology training. (Standard III.A.14) The college supports other professional development opportunities including:

- conference travel and funding
- sabbatical leaves
- grant projects
- new faculty orientation
- new Full-time Faculty Academy
- Distance Education training for Moodle, Turnitin and Canvas

In addition to campus workshops and online trainings, the College supports professional development for staff and managers including:

- Professional Growth Program
- conferences
- funded professional development activities related to the job position
- educational expenses related to training
- Keenan Safe Colleges Training and other job safety related trainings as appropriate

The institution has provisions for keeping personnel records secure and confidential. Several Administrative Procedures deal with security and confidentiality of personnel records. These Administrative Procedures include those governing Public Records (AP 3300), Records Retention and Destruction (AP 3310), Security for District Property (AP 6520). In addition, the College contracts with several off-site companies to provide storage and security for historical records. AP 7145, Personnel Files, ensures the College provides employees access to their records. (Standard III.A.15)

Conclusions

The Team concluded that the College of Marin effectively utilizes human resources to achieve its mission and to improve academic quality and institutional effectiveness. The College maintains a sufficient number of qualified staff, faculty and administrators. While the criteria and qualifications procedures for selection of personnel exist and are followed, there appears to be some concerns regarding the diversity of the hiring selection procedures that are not in alignment with the needs of the institution's diverse student population. The College has a robust professional development program for all employees, with an exceptional new Full Time Faculty Academy. The institution assures the effectiveness of its human resources through a comprehensive, systematic evaluation process for all employees. Although the evaluation procedures are in place and followed, the College does not include how employees use the results of the assessment of learning outcomes to improve teaching and learning as a component of the evaluation process.

Commendations

The College is to be commended for an effective and comprehensive New Full-Time Faculty Academy.

Recommendations to Meet the Standard

12. In order to meet the standard, the institution needs to employ safeguards to ensure hiring procedures are consistently followed that address serving its diverse student population. (Standard III.A.1)
13. In order to meet the standard's expectation, the appropriate employee evaluations need to incorporate the results of the assessment of learning outcomes in order to better inform the improvement of teaching and learning. (Standard III.A.6)

Standard III.B Physical Resources

General Observations

College of Marin has a main campus in Kentfield, CA, a secondary campus in Novato, CA, the Indian Valley Campus, a Bolinas Bay Marine Center Campus (which has been closed for nine years), and classroom space at surrounding high schools.

In 2004, Marin County voters passed Measure C, a \$249.5 million bond to rebuild or replace the College of Marin's aging buildings. Twelve years later, Measure C modernization has been completed with the following major changes: the Kentfield Campus demolished seven buildings (or portions thereof) and built four new replacement facilities, modernized two and updated site accessibility and parking facilities. The Indian Valley Campus received modernization and new addition to the Transportation Technology Complex and a new Main Building on the north side of the creek. In addition to these major projects, the bond has enabled the College to complete voluntary accessibility barrier removal projects.

The College utilizes various processes to plan and evaluate its facilities conditions and the needs of the District. These plans include the Facilities Master Plan, the Educational Master Plan and the Program Review planning cycle.

The College uses several mechanisms to assure the safety and security of the College's learning and working environments including quarterly self-inspections by Maintenance and Operations (M&O), insurance carrier inspections (Keenan), regular periodic County of Marin Environmental Health Department inspections of the pools and food service facilities, Otis elevator inspections, and Kentfield and Novato Fire Department inspections.

Findings and Evidence

The College of Marin assures safe and sufficient physical resources at all locations. The College assesses its facilities through a series of reports. The College of Marin has adequately constructed buildings and facilities to support the academic program infrastructure and support service needs of the institution. The numerous general obligation bonds have provided an opportunity to ensure access, safety, and security of the physical resources. The Safety Committee provides feedback related to safety, health, and access issues. Recent changes include improvements to the traffic patterns increasing pedestrian safety. Parking lots and roadways were improved to address accessibility. In response to the real safety concerns faced by public agencies, including colleges, training took place emphasizing emergency training, evacuation drills and active shooters. Electronic locks were installed on all outside doors which can be triggered by the campus police, who are housed at the Kentfield Campus 24 hours per day and at the Indian Valley Campus during all hours of operations, when needed. (Standard III.B.1)

The College utilizes various planning tools in assessing its needs when planning a building or improvements. The College completed a new Facilities Master Plan in 2016 aligned with the

College Strategic Plan and Educational Master Plan. Over 80 stakeholder meetings, forums, surveys and interviews were held when preparing the draft of the Facilities Master Plan. In spring 2014 Gilbane Building Company conducted a facilities condition assessment. The report categorized needed repairs by system and placed them into five time frames, from immediate to longer term. The report also provided options for financing and recommendations for short-term projects until major funding could be secured. M&O delivers preventive maintenance and routine or emergency repairs to structures, utilities, mechanical and electrical systems, and vehicles. To improve the maintenance request process, and thereby, maintenance, the handwritten, triplicate work order process has been replaced with an electronic application called SchoolDude that offers simplified submission of requests, target completion dates, and automates preventive maintenance assignments for all equipment, such as weekly eyewash station inspections and annual HVAC equipment filter replacements. Assignments and workloads can be monitored individually and holistically as the program generates reports that prioritize tasks and can suggest unreasonable workloads, whereby management may opt to supplement the workforce with outside contractors to help keep equipment functioning and staff working at a reasonable pace. (Standard III.B.2)

The College plans and evaluates its facilities, physical resources, and equipment on a regular basis through facilities master plan updates, annual five-year capital outlay plan updates, annual five-year scheduled maintenance and repair plan updates, and annual program reviews. These updates are also used to assure the ability of its physical resources to support programs and services. In addition, the College has contracted with third parties for extensive facilities reviews that provide detailed information for planning and improvement purposes. (Standard III.B.3)

College of Marin's long-range capital planning is integrated into its Integrated Planning Model and supports its Educational Master Plan. All constituents, including the Board and Facilities Planning Committee are involved at the beginning of planning a new building through its decommissioning. Total cost of ownership is calculated and will be used over time to plan for future resources. Most recently, the College completed all facilities improvements that were slated in its Measure C Bond and Marin County voters approved a new bond that will complete all additionally needed facilities construction. (Standard III.B.4)

Conclusions

The college meets the Standards and related Eligibility Requirements.

Recommendations

None.

Standard III.C Technology Resources

General Observations

The Information Technology Department provides technology infrastructure, technical support and training to faculty, staff, students and administrators at all locations of the College. The College has a Technology Planning Committee (TPC), and a Strategic Technology Plan to assure adequate technology infrastructure and support to meet the needs of the College.

The College of Marin provides appropriate and adequate technology resources to support the instructional and operational elements of the institution. A broad representation of multiple groups is involved in identifying and assessing technology needs. The current Director has a professional background in network technology and academics, which enables collaboration on the role of information technology to support student learning. A new technology plan is under development to set the IT strategic priorities for the next three years 2017-2020. The technology plan constitutes a collaborative group effort to develop technology goals aligned to the institution's Educational Master Plan and initiatives originated from multiple sources including existing committees and councils.

The department relies primarily on surveys to accomplish gap analysis and measure effectiveness, and acts strategically to address identified needs. To address recognized issues, the College has added or revised a number of technology products and processes including new fiber cabling, virtualization of servers, backup of key servers at both sites, and new cloud based products, e.g., O365, Facilitron and EAB Navigate.

Offerings are strategically determined through review of the annual technology assessment surveys (faculty/staff, management, and students), expressed needs by various departments, and necessary updated training resulting from changes in products, processes, or policy. Trainings are conducted on a train-the-trainer approach for new offerings like Canvas and Drupal and via Flex training sessions for installed products like MS Office and Adobe. Instructional and support staff speak positively of department personnel and its strategic direction.

Findings and Evidence

Meeting minutes confirm technology service and product decisions are made in collaboration between Information Technology and the Information Technology Committee with rationale supporting the District's goals as stated in the Educational Master Plan. Using industry trends and standards, the IT Department supports technology services across the College, including classroom, lab, faculty and staff, and student services computers, and other devices supporting student learning and operations. The College uses periodic technology surveys by the Technology Committee and IT to identify and assess technology needs and effectiveness. The Technology Committee operates as a subcommittee of the Planning and Resource Allocation Committee (PRAC) to assure staff and faculty involvement in technology planning and provide guidance for

major technological decisions. The technology plan includes recommendations for business continuity, security and privacy. (Standard III.C.1)

The College has a 3-5-year technology replacement plan (depending on the academic/business need) to keep instructional and non- instructional equipment up-to-date. The College also uses standard leased equipment from HP and Apple and cloud technologies to increase cost efficiencies and economies of scale. The Technology Committee meets twice per month during the school year to review and prioritize technology investment recommendations and technology related policies and procedures to the President and PRAC. (Standard III.C.2)

The Distance Education Department and Technology Committee advises Information Technology on technology needs specific to online learning. Technology considerations for Distance Education are addressed through the same vetting, prioritization, and approval process as other resource requests. As confirmed in interviews, institutional technology is consistently and proactively monitored using site analytics, and network and server management software to immediately notify and address failures and anticipate developing issues. These tools help ensure a robust, secure, reliable infrastructure. (Standard III.C.2)

The IT Department closely communicates with the College's departments and programs to make sure that the support services are meeting the needs of users, regardless of their locations. In terms of internet access, the College has a 1.0 GB connection, with 1.0 GB pipes between all buildings and sites operated by the College. Regular backups of critical servers, e.g., Banner, are performed to a cloud service in addition to mirror image data centers on the two campuses. (Standard III.C.3)

To support faculty, staff, and students' effective use of technology services, the IT Department provides help desk and training through face-to-face workshops and Flex training seminars and web based tutorials and training services such as Lynda.com. In addition, the College has established regularly reviewed Board Policies and Administrative Procedures to guide the appropriate use of technology to support teaching and learning. (Standard III.C.4, III.C.5)

Conclusions

The College meets the standard. Through the IT Department in consultation with the Technology Committee, PRAC, and departments and programs, the College provides adequate technology support throughout the institution, regardless of program areas and locations. It also has pertinent, regularly-reviewed policies and procedures to guide technology use and provides training and support for faculty, staff, students and administrators to use technology.

The college meets the Standards.

Recommendations

None.

Standard III.D Financial Resources

General Observations

The College has demonstrated a commitment to multi-year planning to address short- and long-term obligations and provide for a stable reserve. The process ensures that resources are available to meet the program and service needs of the College. The institution has developed and continues to refine an integrated budget and planning process to leverage different funding streams (restricted, unrestricted, grants, etc.) to prioritize and allocate based on input from various constituencies through the shared participatory governance process. An irrevocable trust has been established for the OPEB liability and it is 78.5% funded. The institution has managed the expenditures of the 2004 Bond Measure C issuance with integrity and for the intended purpose.

Findings and Evidence

Planning

The institution has sufficient revenues to support educational improvement and innovation. The unrestricted fund balance has trended upward between the 2013-2014 fiscal year (10.3%) and the 2015-2016 fiscal year (12.3%) with a slightly lower adopted budget reserve target of 10.6%. The College includes a three-year forecast in its adopted budget and anticipates a reserve of 8.5% in 2017-2018 improving to 9.5% in 2019-2020. The ongoing fiscal stability and support of the College mission is confirmed by Board Policy 6200 Budget Preparation. The policy states that the reserve shall not be less than 8%. Salaries and Benefits are reasonable at 82% of the total unrestricted budget. (Standard III.D.1)

The College manages financial affairs with integrity as evidenced by external audits receiving unmodified opinions for the past four years. The College did receive a modified opinion in June 30, 2012 due to the inability to complete the audit of the College of Marin Foundation. At that time the Board of the Foundation was in transition due to differences of opinion regarding the role of advancement functions at the College. (Standard III.D.1)

The Planning and Resource Allocation Committee (PRAC) is the shared participatory governance committee responsible for integration of planning and budgeting, supporting the development, maintenance and allocation of resources for enhancement of programs and services. (Standard III.D.1 and ER 18)

Institutional planning reflects a realistic assessment of financial resources and expenditures. Budget assumptions begin with revenue projections from the County Treasurer to determine anticipated property tax revenues. The Vice President of Finance and College Operations develops budget assumptions with input from the Superintendent/President's Cabinet and the Board of Trustees. These budget assumptions are presented to the Planning and Resource Allocation Committee (PRAC) for review and consensus for the upcoming year. The PRAC committee, composed of college wide constituent groups, evaluate program reviews and recommend

allocations. The recommendations then go to the Superintendent/President for approval. (Standard III.D.2)

Program review presentations to the PRAC committee include linkage to the strategic plan and college mission. The adopted budget document includes the mission, goals, and strategic plan objectives as well as assumptions made in building the budget. Board Policies 6200 Budget Preparation, 6250 Budget Management and 6300 Fiscal Management provide guidance to ensure sound financial practices and financial stability. The College's tentative and adopted budget, financial audits, quarterly financial reports (CCFS 311-Q) and annual financial report (CCFS 311) are shared widely within the organization and with the Board of Trustees. These financial reports are also available on the public website. (Standard III.D.3)

Fiscal Responsibility and Stability

The College actively pursues development of new financial resources. In 2015 an Executive Director of Development was hired to establish an advancement program. In 2016, the Board of Trustees approved establishing an auxiliary foundation to bolster and support the activities of the advancement program. In June 2016 the College was successful in passing Bond Measure B, a \$265 million bond measure that will provide funding for several technology and facilities needs at both campuses. (Standard III.D.4)

Financial management of the College is formally evaluated through the annual audit conducted by an independent certified public accounting firm. These reports are approved by the Board of Trustees and are available on the public website. External audits of the financial reporting have not identified any deficiencies or material weaknesses in internal controls in the audits for Fiscal year 2011-2012 through 2015-2016, with the exception of a deficiency in controls over the Human Resources employee master file in Fiscal Year 2013-2014. The College engaged its risk management provider to conduct a security risk assessment to review internal controls as they relate to cash handling and control. This review was completed in June 2016, and the College mitigated all recommendations that were outlined in the assessment. A recent reorganization of cashiering was done to improve internal controls in that area. (Standard III.D.5)

Finance department staff meet with budget managers quarterly and as requested to review their spending and answer questions to aid in their understanding of the budget process. Timely financial information is available to budget managers through online access to the college financial management system. They have the ability to drill down on their budgets as well as year-to-date actual spending to actively manage their funds. Quarterly financial and annual audit information is presented to the Board of Trustees and is available on the public website. (Standard III.D.6)

Annual audits include all College funds. The college financial audits have received unmodified opinions each year, except for the audit for Fiscal Year 2011- 2012, in the year that the College of Marin Foundation was excluded as a discreet component unit and the audit firm was unable to complete the audit of that entity. (Standard III.D.7)

Institutional responses to external audit findings, which have occurred primarily in the State and Federal awards areas, have been timely and communicated appropriately. In fall 2014 the college completed a self-assessment of its Financial Aid Department. As a result of findings in this review, an outside audit firm was called in to audit the financial aid office. See Standard III.D.10 for the results and subsequent actions initiated by this audit. (Standard III.D.8)

The College has sufficient cash flow and reserves to maintain stability and takes appropriate measures to mitigate risk. The College is a basic aid district and relies on property taxes for its core funding. Property taxes are collected by the county. To stabilize cash flow the college is able to borrow up to \$16 million from the county treasury or borrow from Community College League Cash Flow Borrowing Program to offset the cycle inherent in the property tax collection and distribution cycle. The College has also implemented Administrative Procedure 6251 Reserve Fund Management which provides for a .5% increase in the unrestricted reserve level through 2022 and provides mechanisms for capital reserve management. (Standard III.D.9)

The College has appropriate policies for risk management. Workers' compensation, property, and liability are insured through Northern California Community College Self Insurance Authority (NCCCSIA) Joint Powers Authority. Property and liability coverage are supplemented by an umbrella policy of \$5 million under the Statewide Association of Community Colleges (SWACC). Schools Excess Liability Fund Joint Powers Authority (SELF JPA) covers the College with additional liability coverage. (Standard III.D.9)

The Fiscal Services Department has procedures in place to oversee financial management for grants and external funding sources. As mentioned above, the college initiated a third party audit of their Financial Aid department in Fall of 2014. The College self-reported the findings to the San Francisco Department of Education field office and the Department of Education responded with a full Title IV program review. The Department of Education completed its review in late early 2015 and issued its findings. The College has responded with a plan to mitigate the findings. The Department of Education has not yet responded. The College has accrued a liability for potential penalties of approximately \$500,000. (Standard III.D.10)

Liabilities

The College has adopted and continues to refine a four-year planning model that addresses both short- and long-term obligations. The short- and long-term budget assumptions were presented to the PRAC committee and were adopted for the Fiscal Year 2015-2016 budget and the three out years. The Adopted Budget package for Fiscal Year 2016-2017 provides information that details assumptions for short- and long-term obligations. In June of 2013 the College created an irrevocable trust for funding the Other Post- Employment Benefits (OPEB) obligation. As required by GASB Statement 45, the College contracts for biannual actuarial studies. The College reflects an unfunded postemployment accrued liability of \$3.6 million as of the June 30, 2015 audit. The last actuarial valuation as of April 21, 2015 indicated that the OPEB obligation was 78.5% funded.

The next actuarial valuation will be in 2016-2017, for the period ended June 30, 2017. (Standard III.D.11, III.D.12)

The College assesses and allocates resources for repayment of locally incurred debt. The supplemental employee retirement program (SERP) debt repayment and a modest capital lease obligation are built into the budget. There is a lease revenue bond debt obligation that is being funded from proceeds of the Hamilton Successor Agency. A note payable to Pacific Gas & Electric is an on-bill repayment loan at 0% interest. (Standard III.D.13)

The College is winding down Bond Measure C, a \$249 million bond measure approved by the voters on November 2, 2004. Annual Financial and Performance audits performed by an independent auditor indicate that all bond funds were expended for their intended purpose. The results of bond activity and audits are communicated to the Bond Oversight Committee, the Board of Trustees and the general public on the college web site. (Standard III.D.14)

The College's official three-year default rates for the last three years are: fiscal year 2010: 17.7% percent, fiscal year 2011: 23.9 percent%, and fiscal year 2012: 25.6 percent%. The three-year draft default rate for fiscal year 2013 per the National Student Loan Data System is 27.5% percent. Recognizing the increase in the default rate, the College took action in 2015 to contract with Education Credit Management Corporation (ECMC) to monitor and project rates and to work with enrollment services staff to help students troubleshoot their unique issues and provide one-on-one support. The College also works with Parker, Pearson & Associates through the California Community Colleges Chancellor's Office to assist with interventions that provide more support for students and training for staff to maintain compliance with all applicable regulations. Staff have also created a financial literacy program that benefits students now and into the future, this includes classes taught by US Bank. Although the College is below the 30% federal maximum default rate, it is apparent that vigilance is required to actively manage this unfavorable trend. (Standard III.D.15)

Board Policy 6100 Delegation of Authority, requires that all contracts are ratified and approved by the Board of Trustees and delegates authority to the Superintendent/President for the general management of business operations, including contracts. All contracts are monitored by the Vice-President of Finance and College Operations. Contracts are reviewed for compliance with the mission and goals of the college. Specialized contracts are reviewed by legal counsel for legal compliance. The College has a purchasing and contract authority matrix which clearly delineates authority by position. Annually, the Board of Trustees adopts a resolution delegating signature authority for different types of agreements to the management team. (Standard D.III.16)

Conclusions

The College meets the standard.

Commendations

The team commends the College for its development of a four-year budget model and Adopted Budget Document that includes the forecast, detailed assumptions that support the forecast, and expenditure information that is informative and provides transparency to staff, students and the community.

Recommendations

None.

STANDARD IV LEADERSHIP AND GOVERNANCE

Standard IV.A Decision-Making Roles and Governance

General Observations

College of Marin has created an environment that encourages participation and feedback from all constituent groups through their Participatory Governance System. The Participatory Governance System Plan includes an outline of the governance system, committee charges and responsibilities, and governance procedures that provide guidance for meeting operation and participatory decision-making processes. The College of Marin's Participatory Governance structure includes a variety of committees including such as the College Council, Governance Review Council, Planning and Resource Allocation Committee, Educational Planning Committee, Facilities Planning Committee, Professional Development Committee, Student Access and Success Committee, Technology Planning Committee, as well as senates and an array of other committees that target other functional areas of the college. The committees were developed to improve campus-wide participation in the decision-making processes and to provide opportunities for constituent groups to provide feedback on college planning and initiatives. Evidence found in committee agendas and minutes, as well as conversations with various constituent groups, demonstrated a consistent forum for engaging dialogue and opportunities for opinions to be heard. Campus leadership has been promoting a community of collaboration and feedback.

Findings and Evidence

College of Marin administration has created an environment which fosters creativity and encourages innovation from faculty, staff, and students. The Faculty Led Inquiry Team (FLIT) was created to develop a series of innovations to better address the basic skills needs of students. Faculty led the team, conducted surveys and focus groups consisting of students, faculty, staff, and administration in order to develop the recommendations. Recommendations from the FLIT group have been well received and are currently being implemented. Administration has encouraged and supported other innovative outreach and in-reach programs efforts such as the College of Marin Providing Access and Supporting Success (COMPASS) program, institution of Statway courses, Summer Bridge, Puente, Umoja, and the Marin Transit Initiative. These programs and initiatives were discussed along with the appropriate data from the Data Dashboard in various committees prior to being implemented. The College community is kept apprised of the short- and long-term trends in student success and access through Data Nuggets in the President's Weekly Briefing. In response to student needs the College has provided open forums as well as safe-space meeting areas and times to allow students, staff, and faculty to discuss concerns and ideas in a safe non-threatening environment.

COM has established a Participatory Governance System (PGS) Plan which is meant to "ensure faculty, staff, and students the right to participate effectively in district and college governance, the opportunity to express their opinions at the campus level, and ensure that these opinions are given every reasonable consideration, and the right of academic senates to assure primary responsibility

for making recommendations in the areas of curriculum and academic standards as well as other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.” Student representation is addressed in AP 3260 which states that Student Senate represents all registered credit and non-credit students and is supported in the Participatory Governance System Plan which describes the membership of committees which includes students on the various planning committees. The PGS describes the structure and membership of the participatory governance committees which includes representation from faculty, classified, students, and administration. Through the Planning and Resource Allocation Committee and various other participatory governance committees, the College has established processes to allow for participation in planning and implementing effective strategies to improve programs and the institution. (Standard IV.A.1)

Board policies and administrative procedures are in place which describe the roles of faculty, staff, students, and administration in the decision making process. The Integrated Planning Manual identifies the process for developing, reviewing, updating and implementing plans, responsible committees and personnel, approval processes, the integration of planning efforts, and the use of research in the process. Policies and procedures are updated in accordance with recommendations from the Community College League of California twice a year but there is a need for a more holistic approach to the regular review of board policies and administrative procedures. (Standard IV.A.2)

The roles of the administrators and faculty are clearly described through the board policies and administrative procedures. Administrative Procedures 3250 and 3260 describe the institutional planning and participation in local decision-making procedures for the College. These procedures are further detailed in the PGS as well as the variety of planning committees within the College. (Standard IV.A.3)

Faculty and academic administrators are identified as the main authorities over curriculum and other educational matters such as program and course development (AP 4020), program revitalization and discontinuance (AP 4021), associate degree and general education (AP 4025), and academic freedom (AP 4030). The Academic Senate’s leadership in guiding the College’s curriculum and student learning programs and services demonstrates its central role in making key decisions on academic matters. Curriculum Committee and Academic Senate agendas and minutes as well as communications between these bodies and academic administrators support the collaboration between faculty and academic administrators in matters of curriculum and student learning programs and services. (Standard IV.A.4)

Student, administration, staff and faculty participation on college governance committees is guided by the Participatory Governance System (PGS) Plan. There is a clear governance structure in place involving faculty, staff, administration, and students. Representatives from constituent groups are appointed to seats on all governance committees in accordance with the rules in the plan. The College aligns responsibility and expertise in its internal participatory governance system while

assuring opportunities for input from all constituencies. Agendas and minutes for the participatory governance committees are readily available, and strategic activities are taking place in an effort to continue increasing participatory governance visibility and engaging new faculty, staff, and students in committee work. Interviews with various members of the campus community support the idea that participation is encouraged and opportunities are afforded. (Standard IV.A.5)

The decision-making process and the resulting decisions are widely communicated via committee meeting agendas, meetings, and meeting minutes. Other avenues utilized to disseminate the information include the senates, department meetings, convocation, college website, President's Weekly Briefings, the vice presidents' newsletters and all board of trustee meeting agendas and minutes. Even so, there is still a lack of awareness by some as to the process or resulting decisions. Administration, faculty, staff, and students are continuing to explore new and innovative approaches to better informing their constituents. (Standard IV.A.6)

In May 2005 the College implemented a governance system that provides a clear path for faculty, staff, student, and administrative participation in college decision-making and mechanisms for evaluation and improvement. The Governance Review Council (GRC), which reports to College Council, oversees the governance system to ensure it functions effectively. One of GRC's responsibilities is to conduct "an evaluation of the governance system annually or more frequently when deemed necessary by two of the senates or the Board of Trustees" and recommending "changes and revisions to the governance system that are based on the outcome of the evaluation process and consistent with current laws and regulations". GRC has conducted an annual survey for those who serve on a governance committee as well as periodically sending the survey to all faculty, staff, and administration regardless of service on a governance committee. These surveys and results are all available on the college website. Planning Resource and Allocation Committee regularly evaluates the program review and budget allocation procedures and has currently made some recommendations to the program review process that will better inform resource allocations based on student access and success data. These changes are communicated through the various committees as well as some of the avenues detailed previously. (Standard IV.A.7)

Conclusions

The college meets the Standards.

Commendations

The College is to be commended for its exceptional collegial environment among all constituent groups and for the resulting effective participatory governance system.

Recommendations for Improvement

1. In order to be more effective, the college should establish a more structured and formal process to ensure timely and proactive review of policy and procedure. (IV.A.2)

Standard IV.B: Chief Executive Officer General

Observations

The College of Marin Chief Executive Officer (CEO) has primary responsibility for the quality of the institution. The CEO has actively engaged in providing effective leadership to foster an open and inclusive campus community, establishing a quality student learning environment, and creating a culture of innovation and accountability to support student learning and success. The CEO is accessible to the college campus and community at large. He has created a collegial environment where there is an effective and evolving participatory governance system in place.

Findings and Evidence

The CEO has delegated authority through Board Policy 2430 which defines his role, authority, and responsibility to administer the Board of Trustees policies. Dialogue with members of the Board of Trustees demonstrate that there is a clear understanding of this delegation to their sole employee, the CEO, as well as their role as Trustees. The CEO's interaction with the Cabinet, College Council, Educational Planning Committee, and the Planning and Resource Allocation Committee, demonstrates that he is active in leading the institution's operations, planning, allocation, and governance processes. The CEO frequently communicates planning efforts, as well as the effectiveness of College initiatives, that impact student learning through a variety of channels and mediums, ranging from the President's Weekly Briefing, electronic communication to open forums, and campus convocations. Evidence of the CEO's commitment to using data to inform decisions and to assess institutional effectiveness is the recent addition of a research analyst and a part-time researcher to focus on CTE programs. (Standard IV.B.1)

The CEO adheres to BP 3100 and provides leadership to assess the organizational structure and put in place an administrative team to meet the demands of the College's purpose, goals, mission, size, and complexity as illustrated through the recent administrative personnel reorganization initiated in spring 2014. Consistent with BP 7110, the CEO delegates authority to Human Resources and other members of the administrative team that are consistent with their roles and responsibilities to carry out the mission of the College. The CEO meets regularly with his cabinet as a group, as well as individually. He also meets regularly with key members of administration to provide support and direction. Personnel evaluations are done annually with a more extensive 360-degree process conducted every three years for administrative personnel. (Standard IV.B.2)

The College has a long history of an inclusive and evolving Participatory Governance System (PGS) involving all constituent groups. A task force was initiated in 2004 to identify effective ways to improve participatory governance specifically to COM. For over a decade, the PGS has experienced a series of updates and revisions. This continuous review demonstrates an ongoing dialogue and assessment of the process. There is evidence to demonstrate that the current PGS process is an effective collegial governance system that is broadly embraced by the campus community and embedded in the culture of the College. Through the PGS, the CEO guides the processes that sets the values, goals and institutional priorities through the respective committees

on the campus. It is through this process, and in collaboration with appropriate staff and committees, that the institution set performance standards have been established and reviewed. Resources are in place, with some recently added, that allows the institution access to quality research tools and outcomes assessment. The CEO has put into place a planning and resource allocation system that focuses on meeting the mission and improving student learning. (Standard IV.B.3)

The CEO has the primary leadership role for all accreditation activities and involves all constituent groups throughout the campus in an effort to ensure that the institution meets or exceeds the Accreditation Standards, Eligibility Requirements and Commission Policies. Board Policy and Administrative Procedure 3200 clearly designates this responsibility to the CEO and outlines the general process as well as other individuals that are to be involved. The College demonstrated a commitment to this standard by investing in staff training and workshops on accreditation, as well as assembling a cross-constituent team at the College in 2014 to begin preparing for the visit, collecting evidence and writing the report. The CEO participated in the process as a co-chair, worked with the Faculty co-chair, and identified the Accreditation Liaison Officer to assist in leading and facilitating the process. The CEO and Accreditation Steering Task Force have kept the campus and community updated throughout the accreditation process through a variety of presentations, meetings and materials, such as the President's Weekly Briefing, and the college website. The CEO has addressed accreditation during open campus forums, classified staff days, flex sessions for faculty, College Council meetings, and Board of Trustees meetings, including a special board study session on the topic in August 2016. (Standard IV.B.4)

The team found that the CEO ensures compliance with internal and external regulations and exercises effective controls over the budget that has led to a stable fiscal environment for the College. The Board policies and college administrative procedures are reviewed and modified by utilizing the Community College League of California (CCLC) subscription service, routine updates, or as needed by the College. The CEO ensures that practices, policy updates, and regulations are consistent with the institution's mission and Board policies by integrating them into administrative program reviews. These updates go through the College's Participatory Governance System. However, the Team found the updates are dependent on the timing of the CCLC prompts or as need arises at the College rather than through a regularly proactive review. (Standard IV.B.5)

The CEO oversees the budget process and provides quarterly financial reports and monthly reports to the Board regarding any significant fiscal activity ranging from warrants and purchase orders over \$1,000 to audits. These prudent fiscal practices and oversight has ensured that the District has maintained the College fiscal reserves above the state mandated five percent level. In fact, the College has recently updated Board Policy 6200 to increase the District reserve level to eight percent to further ensure the College's stability. (Standard IV.B.5)

The team located evidence that the CEO clearly supports community and educational activities. The CEO supports campus clubs, performing and fine arts, and academic programs such as Puente,

Umoja, Drama and Music. The CEO values students, community and diverse learning experiences. The CEO is an active participant and financial supporter of these programs and events. The CEO continues his support and approval of K-12 educational partnerships and civic college presentations. The Community Education Division of the College with its "ESCOM" program, offers a complete enrichment curricular learning program for many of the mature members of the Marin Community. The CEO clearly meets standards in this area of Leadership and Governance. (Standard IV.B.6)

Conclusions

The College meets the standard.

Recommendations

None.

Standard IV.C: Governing Board

General Observations

The College of Marin's Governing Board is composed of seven trustees elected at-large from the District and a non-voting student member (BP 2010). Board members are elected to four year terms in odd numbered years with staggered terms for continuity. The Board is responsible for policy and planning, the fiscal stability and academic excellence of the District, as well as hiring and regularly evaluating the CEO. The Governing Board acts only as a unit, without undue outside influence, to ensure that policies are consistent with the Mission Statement. The Board acts in a manner consistent with District policies, regularly reviews key indicators of student and institutional achievement, participates in ongoing education for its members and the orientation of newly elected trustees, conducts regular self-evaluation, upholds a code of ethics, delegates authority for District operations to the CEO, and is informed about all facets of the accreditation process. (ER 7)

Findings and Evidence

The roles and responsibilities of the Board of Trustees are defined in BP 2200. Working with the CEO, the Board of Trustees work together to assure the quality, integrity, and effectiveness of programs and services and the financial stability of the District. The Board works to provide excellence and integrity in the College's programs and services and, as such, receives monthly reports on a range of topics including institutional data on student outcomes, student learning programs, student support services, integrated planning, fiscal and budgetary matters, as well as relevant operational matters. Evidence of Board participation in the governance of the institution can be found in meeting calendars, and Board meeting agendas and minutes. (Standard IV.C.1 and ER 7)

The Board acts as a collective entity and speaks with one voice after fully discussing matters brought before the Board and a vote has been taken. A code of ethics (BP 2715) affirms that the Board can only legally function as a group and cautions that each member should exercise appropriate care to accurately represent Board policy to the community. Evidence of the Board acting as a collective is evident in a review of minutes over the past several years which indicate most decisions reach consensus at the time of voting. The Board also follows the Ralph M. Brown Act and thus cannot conduct or discuss College business with each other as a governing body outside of a recognized and properly noticed board meeting. (Standard IV.C.2)

Board policies are in place that clearly define policy for selecting and evaluating the CEO of the college. Superintendent/President Selection (BP 2431), Superintendent/President Succession (BP 2432), and Evaluation of Superintendent/President (BP 2435) are all policies in place to assure there are processes in place for selection, succession, and evaluation of the CEO. Evidence demonstrates that the CEO has been evaluated at least annually. The Board and CEO entered into a new four-year contract in July 2015, and the CEO was last evaluated at the July 19, 2016 meeting of the Board of Trustees. (Standard IV.C.3)

The Marin Community College District Board of Trustees is an independent policy-making board selected by the voters of Marin County. Board members are elected at-large and the Associated Students of the College of Marin elects a student trustee who is a non-voting member. Board Policy 2200 defines the duties and responsibilities of the governing board, including representing the public's interest and advocating for and protecting the District. The Board establishes policies consistent with the mission of the College and publishes its policies specifying the Board's size, duties, responsibilities, structure, and operating procedures. Interviews with the Board and CEO demonstrated the Board acts as a whole when reaching decisions and is committed to advocating and protecting the public interest of the Marin Community College District. Board agendas and minutes also provided evidence of a clear understanding of the roles and responsibilities of the Board of Trustees. (Standard IV.C.4 and ER 7)

The College has developed and implemented policies consistent and aligned with the mission of the College. The policies and procedures also address the quality and integrity of student learning programs and services in addition to securing the necessary resources to support these initiatives. There is no evidence that the Board is not following its own policies and procedures. However, some policies do not seem to have been updated recently. (Standard IV.C.5)

All policies governing the size, duties, responsibilities, structure, and operating procedures are published on the College's website. Copies are available upon request through the College of Marin Superintendent/President's Office. (Standard IV.C.6)

The Governing Board acts in a manner consistent with its policies and procedures. The District's policies and procedures are reviewed in response to legislation, accreditation, or to meet emerging issues, and updated as needed, according to BP 2410. There is some evidence that the policies and procedures are reviewed; however, it is not clear they are reviewed and/or revised on a regular basis. (Standard IV.C.7)

Agendas and minutes from Board meetings demonstrate that the Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. The Board regularly reviews the Scorecard as well as key institutional plans with primary focus on improving academic quality. This includes the student success and support plan, student equity plan, and the FLIT Report: Recommendations for the Basic Skills Master Plan. The Board schedules study sessions prior to the regular meetings in order to get more in depth information regarding student learning and achievement as well as institutional plans. These study sessions are open meetings and follow all policies and procedures established by the Board including Brown Act. (Standard IV.C.8)

A two-part, new-member orientation is provided to each member as they join the Board which is facilitated by the College administration as well as the trustees. Administration provides them with a working knowledge of each key program and planning while a mentoring program provided by

the trustees allows the new member to gain a comprehensive understanding of the College's issues and strategies, while encouraging them to remain focused on the role of the Board. Each new trustee also participates in a new trustee orientation program that is sponsored by the Community College League of California. Ongoing trustee education and training is provided in local retreats, study sessions, as well as opportunities to attend statewide conferences and workshops through CCLC and the Association of Community College Trustees. The College provides resources for the Board to complete the Effective Trustee Program as well as attend other opportunities for continual trustee education and development. Board policy 2100 describes the terms for providing continuity of board membership and staggers the terms of office while BP 2110 guides how vacancies will be handled. (Standard IV.C.9)

The Board evaluates its performance each year in a formal process defined in BP 2745. A committee of the Board is appointed at the annual organizational meeting to facilitate the evaluation process. The process and instrument for evaluation are recommended to and approved by the Board of Trustees. Questions regarding how effective the Board has been in overseeing institutional planning, monitoring and ensuring accountability for student success, student learning outcomes and other institutional effectiveness metrics, and fiscal integrity and financial sustainability are part of the evaluation instrument. At the conclusion of each regularly scheduled Board meeting, each trustee is afforded the opportunity to provide his/her perspective on the efficacy of the meeting and to suggest strategies that could potentially improve the overall engagement of the Board with the administration and community members who participate in this process. The last self-evaluation was conducted in spring of 2016. (Standard IV.C.10)

The governing board's code of ethics is outlined in Board Policy 2715 and Board Policy 2710 outlines the conflict of interest. The Board upholds the code of ethics and conflict of interest policy and individual board members adhere to the policies. There is a clearly defined policy for dealing with behavior that violates its code. Interests are disclosed and do not interfere with the impartiality of Board members. No Board member has an employment, family, ownership, or other personal financial interest in the institution. Both policies are reviewed annually, and there have been no incidences of individual governing board members violating the Code of Ethics. Each board member complies with the conflict of interest policy. (Standard IV.C.11 and ER 7)

Board policy 2430 Delegation of Authority to Superintendent/President outlines the authority of the chief executive officer including administering and executing Board policies. The Board of Trustees follows BP 2430 in delegating authority to the CEO who is the Board's single employee and reports directly to them. The Board operates at the policy level and holds the District's CEO accountable for day-to-day operations of the District without Board interference. Through a formal evaluation process, the CEO is evaluated annually on his ability to administer the Board policies and operate the District. These practices have effectively empowered the CEO to manage the operations of the District and have provided an effective structure for the Board to hold the CEO accountable for operations. (Standard IV.C.12)

Information and regular updates on accreditation are provided to the Board through regular meetings, retreats, and special study sessions. The Board is knowledgeable about all matters related to accreditation status, past and present, and uses the Standards to evaluate its performance. BP 3200 ensures that the Board is informed in all matters of accreditation and participates in any process in which Board participation is required. The Board chair served on the Standard IV committee along with the CEO. (Standard IV.C.13)

Conclusions

The college meets the Standard and related Eligibility Requirements.

Commendations

The Board is to be commended for their implementation of the “study sessions” which occur in an open session prior to each board meeting to allow them time to gain a more in-depth understanding about the plans and structures within the College.

The Board is to be commended for their standing agenda item “meeting evaluation”, which allows them to give feedback at the end of every meeting to discuss how the meeting went and possible ways to improve.

Recommendations for Improvement

See Recommendation 1

Quality Focus Essay

The first Action Project for the College focuses on improving and expanding the Distance Education program. The Project begins with a background of distance education on the campus and describes the student population that takes online classes. The project identified the gap between student success and retention between on-ground and online classes as a primary concern for the distance education program and identified this as the impetus for focusing on this particular area. While the College has made some major strides in improving its DE program, such as requiring all DE instructors to be trained, there are several other areas that need attention according to the Action Project. The Project identifies six barriers to success. In addition, the College has set reasonable, achievable goals of improving student success (2% increase for each of the next three years). These goals also support the College's Strategic Goals which will further ensure both the focus on and support of this Action Project. As a portion of its overall DE plan, the College should consider what role Student Services can plan in helping students overcome barriers and persist.

The second Action Project for the College focuses on addressing the preparedness of incoming students, their placement into initial courses, and their subsequent success with a shorter time to degree by improving placement levels. The project proposes an initial course, Humanities 101 (HUM 101), that will assist underprepared students, particularly those from low-income households that are disproportionately affected, in transitioning into COM and their placement into subsequent courses needed for degrees and transfer. Driven by the need, a Faculty Led Inquiry Team (FLIT), researched how to address the elements that impair the success of underprepared students. Utilizing this HUM 101 approach, the course will attempt to orient students to the rigor and requirements of academic life in higher education, and provide critical skills, as well as needed perspectives and insights on how to plan, navigate, and even finance their educational career. To achieve these objectives the course will bring in guest lecturers, as well have an embedded tutor and a faculty counselor assigned to support students. This project has identified a logical calendar of milestones to monitor progress with assigned responsibilities to individuals and groups at COM, with the Humanities 101 Coordinator having the majority. The plan is consistent with COM existing operational departments and initiatives, and the enhancements and coordination to support this effort are sustainable as the additional resources come from Basic Skills categorical dollars. There is a multi-dimensional assessment of various aspects of the project that include aggressive improvements in participation, higher placement rates (utilizing multiple measures as well), completion rates of English courses, development of an educational plan, and completion of educational goal within a five-year period. The plan is well founded, ambitious and addresses genuine institutional and student needs. It appears complimentary of existing resources and college operations, and the additional resources to support the effort are available. Some areas that are unclear with the plan are the specific steps that will help students and the college reach the goal of improving the number of education plans and the resulting accelerated completion of college-level English courses and the student's education goal. Another area to examine further are the departments and faculty that will be assigned to teach the course, as this will need to be better articulated within the plan to ensure an optimal achievement of the outcomes.