CORE INQUIRIES

College of the Marin
835 College Ave, Kentfield, CA 94904

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on October 19, 2023.

Dr. Kathryn Jefferey
Team Chair

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College of Marin

Peer Review Team Roster

Team ISER Review
October 19, 2023

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Kevin Bontenbal, Vice President	

Summary of Team ISER Review

INSTITUTION: College of Marin

DATE OF TEAM ISER REVIEW: October 19, 2023

TEAM CHAIR: Dr. Kathryn Jefferey

A ten-member accreditation peer review team conducted Team ISER Review of College of Marin on October 19, 2023. The Team ISER Review is a one-day, off-site analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the Team ISER Review. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement.

In preparation for the Team ISER Review, the team chair attended a team chair training workshop on August 1, 2023, and held a pre-review meeting with the college CEO on August 28, 2023. The entire peer review team received team training provided by staff from ACCJC on August 30, 2023. Prior to the Team ISER Review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during Team ISER Review.

During the Team ISER Review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the College for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US ED regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the Focused Site Visit, which will occur on March 4th in Spring 2024.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the Team ISER Review. They describe the areas of emphasis for the Focused Site Visit that the team will explore to further their analysis to determine whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the Focused Site Visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1: The team is interested in learning more about the College's robust integrated planning process, and how their six-step program review is used to inform course improvements, resource allocation, and improve equitable success and retention.

Standards or Policies: I.B.1, I.B.5, II.C.1

Description:
    a. The team observed that the College engages in sustained, substantive, and collegial dialogue during the Academic Program Review process using Equity Facilitators who recommend equity related curricular changes, resource requests, and action steps for continuous improvement.
    b. The team observed that the College's Guidance, Resources, Integration and Transformation committee follows up to ensure that actionable steps toward continuous improvement in dismantling anti-racist processes and policies needed to close equity gaps for historically underserved populations will be implemented.

Topics of discussion during interviews:
    a. How have the recommendations made during the PR process impacted course success and retention overall?
    b. How have the recommendations made during the PR process impacted course success and retention for disproportionately impacted student populations in particular?
    c. What changes in policies and procedures have been made as a result of the PR process?

Request for Additional Information/Evidence:
    a. Evidence of revised policies and procedures based on PR recommendations.
    b. Evidence of program improvements as a result of recommendations from GRIT.

Request for Observations/Interviews:
    a. Academic senate representatives
    b. Data coaches
    c. Equity facilitators
    d. Members of GRIT
    e. Vice President of Instruction
    f. Programs/department faculty and staff who have implemented program improvements and/or recommendations made during the PR process