



Date: February 21, 2024

To: Dr. Kathryn Jefferey, Team Chair
Dr. Annebelle Nery, Vice Chair
Kevin Bontenbal, ACCJC Staff Liaison

From: Dr. Jonathan Eldridge, Superintendent/President

CC: Cari Torres, Accreditation Liaison Officer

Re: College Update on Core Inquiry

College of Marin is looking forward to the upcoming Focused Site Visit on March 7, 2024. To facilitate the team's review process, please see below for information related to the core inquiry, in addition to evidence the team may find helpful in advance of the visit.

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

Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1.
(300 words max.)

Part of our efforts to design a living, equity-focused, dynamic, and responsive program review process is built-in assessment. This has led to a number of process improvements, in addition to program and institutional changes driven by program reviews.

Notable Process Improvement Include:

- Mandatory data coaching for departments, to ensure appropriate focus on disparate outcomes and directing resources to address those disparities;

- SLOAC’s formal participation in the program review steps, to ensure SLO review is fully integrated into the program review;
- PRAC’s use of GRIT’s analysis and feedback to inform planning and resource recommendations and PRAC’s review of the impact of past funding on intended changes.

Notable Program Review-Driven Outcomes and Progress:

While programs are at various stages in their review cycle, notable, equity-focused improvements and outcomes already documented include:

- Revised Administrative Policies (APs) to institutionally address financial barriers to students:
 - Removal of student materials fees (AP 5031). The Fine Arts program review identified materials fees as a barrier and, based on GRIT’s analysis and recommendations, PRAC recommended removing the fees across the College by funding instructional materials in department budgets.
 - Exemptions to the non-resident tuition fee requirements (AP 5020). Undocumented students may now take up to six units each semester at the in-state tuition rate. This policy change, which was first flagged in early program review discussions by learning communities and ESL, was addressed at the institutional level, illustrating our commitment to swift action in support of the process.
- Business is demonstrating progress on goals identified in their program review, such as diversifying enrollment, increasing student persistence, and improving average course success among Black/African-American students.
- A Fine Arts instructor crafted his sabbatical to address GRIT recommendations about representation and inclusion in Art History curriculum. He is completing that work this semester.
- A Biology instructor has crafted her upcoming sabbatical to work on curriculum in response to the department’s program review analysis that success/retention rates for African-American and LatinX students are lower than White students in various courses.

Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.

(documents should be separate pdf files on submitted flash drive)

1. PRAC guiding principles/outline letter/revised presentation template
2. Revised PR process graphic
3. AP 5031 Instructional Materials Fees
4. AP 5020 Non-resident Tuition
5. Business data – DI impact/GRIT Analysis
6. Fine Arts Faculty Sabbatical Proposal/GRIT Analysis

7. Biology Faculty Sabbatical Proposal/GRIT Analysis

Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)

We recognize our program review cycle is not complete due to pandemic-related delays, but we are proud of the substantive, data-driven changes we are starting to see based on what we designed to be a living process focused on our institutional values and mission. We look forward to sharing additional improvements as we continue to collect and evaluate data through the rest of the cycle and beyond.