INSTITUTIONAL SELF-EVALUATION REPORT

2023

In Support of an Application for Reaffirmation of Accreditation

COLLEGE OF
MARIN

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Institutional Self-Evaluation Report

in Support of Reaffirmation of Accreditation

Submitted by

Marin Community College District
College of Marin

Submitted to

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

Date Submitted

August 1, 2023

Certification of ISER 2023

Date: August 1, 2023

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

From: David Wain Coon, Ed.D., Superintendent/President
         Marin Community College District – College of Marin
         835 College Avenue
         Kentfield, CA 94904

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.
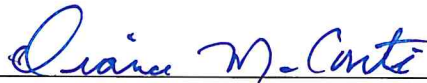
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signed:

David Wain Coon, Ed.D., *Superintendent/President*

Diana Conti, *President, Board of Trustees*

Maria Coulson, *President, Academic Senate*

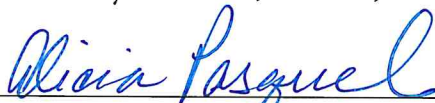Maridel Barr, *President, Classified Senate*

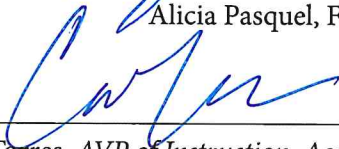Ryan Barbosa, *President, Associated Students College of Marin*

Alicia Pasquel, Faculty, Co-chair

7/24/2023

Cari Torres, *AVP of Instruction, Accreditation Liaison Officer, Co-chair*

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Introduction

College History

In 2026, College of Marin will hold its culminating centennial celebration, commemorating 100 years of success in serving an increasingly diverse Marin community. Notable alumni include NASA Engineer Adam Steltzner, U.S. Poet Laureate Kay Ryan, and Cofounder and CEO of Life360 Chris Hulls. The College offers strong academic programs; a robust, community-centered career education program responsive to local workforce needs; productive community and K-12 partnerships; innovative learning support programs and operations; a wide array of course offerings and events for community enrichment and lifelong learning; and a thriving ESL program.

Funded by a bond issue that passed by a two-to-one margin, Marin Union Junior College opened in August 1926 with 87 students. The founding campus was on the thirteen-acre Butler estate in Kentfield, with the Butler home housing the classes and the Butler Barn housing the men's gymnasium. Shortly thereafter the campus expanded through the purchase of Tamalpais Center, a recreational facility that was converted to house a women's gymnasium and other programs. By the 1927-28 school year, the student body had increased to 205 full-time and 200 part-time students. Stanley Moore, who already had a year of college at Stanford, was the first graduate in 1927. In 1928 the College held its first commencement exercises.

Enrollment declined until the end of World War II in 1945, which triggered growth. Returning veterans supported by the G.I. Bill increased enrollment from a low of 121 full-time students in 1943 to over 1,000 by the late 1940s. At the request of the student body, the College was renamed College of Marin in 1948. Enrollment growth continued in the 1950s and 1960s, with new waves of veterans returning to school after the Korean conflict and the Vietnam War.

The social unrest of the 1960s led to the demand for more personalized, coherent education. As the Marin County population grew, interest grew in creating a strong college presence in northern Marin. In 1971, the Board of Trustees established the second college of the district and named the new institution Indian Valley Colleges, a series of small cluster colleges with a distinctive curriculum. This action made the College a multi-college district. Indian Valley Colleges operated in temporary facilities at Hamilton Air Force Base and at the Pacheco School while new facilities were under construction. Indian Valley Colleges' first associate degrees were awarded in 1972. Indian Valley Colleges moved to its permanent home at the former Pacheco Ranch in fall 1975.

Almost 10 years of planning went into the design of Indian Valley Colleges. There was a focus on environmental design, as well as more personalized education with close student-faculty contact. Twenty-two buildings housed a series of small cluster colleges on a beautiful 333-acre wooded site. However, the creation of Indian Valley Colleges was based in large part on optimistic assumptions about population growth in Marin County.

Rising enrollment at the Kentfield Campus created a need for the College to accommodate more students and also more curriculum, particularly offerings in vocational programs and math and science courses fueled by Sputnik and the ensuing space race. Over the decades, the Kentfield Campus in grew to its current size of 77.8 acres, and by 1977 included 14 permanent facilities.

On March 12, 1985, the Board of Trustees consolidated College of Marin and Indian Valley Colleges and the two colleges became Marin Community College District. On April 11, 1989, the campuses were renamed the Kentfield Campus (KTD) and Indian Valley Campus (IVC).

No additional permanent facilities were added or significantly remodeled until the modernization program began in 2004 when Marin County voters approved Measure C, a $249.5 million facilities improvement bond to revitalize the aging Kentfield and Indian Valley Campuses. The complete scope of the bond included eight major construction projects, including the Irwin P. Diamond Physical Education Center; Fine Arts Building; Performing Arts Building; Child Study Center; Science, Math, Nursing Building; and Academic Center at the Kentfield Campus; and Main Building and Transportation Technology Complex at IVC. As part of the modernization process, the College also installed a new all-weather 400-meter eight-lane track at the Kentfield Campus and completed infrastructure improvements at both campuses.

Over the years the District has debated various plans to make more effective use of IVC, and such visioning and planning are currently underway in close partnership with the Novato community where IVC is located. In June 2016, Marin County voters expressed their confidence in and support for the College by approving another bond, Measure B, in the amount of $265 million, which allowed completion of upgrades, repairs, and construction projects at IVC.

Measure B funds and donor support from the Rotary Club facilitated the construction of the Bill and Adele Jonas Center, an events venue that opened to the public in 2020. In 2022, also supplemented by donor support, the College opened the state-of-the-art Miwok Aquatic Center, including an Olympic dive tower, for use by the community as well as the College's athletic teams. Establishment of new programs such as Certified Nursing Assistant, community workforce development programs such as the Fire Foundry, and partnerships with other K-12, civic, and community-based organizations have moved IVC closer to its goal of being a thriving community resource. Plans to increase use of IVC as a community hub will continue in the next Educational Master Plan.

Measure B funds, along with donor support, are also funding the rebuilding of the College's historic Bolinas Marine Laboratory, a biology lab and community education center which closed in 2005. A new Learning Resources Center is under construction at the Kentfield campus, which will house a new library and a new Teaching and Learning Center to serve as a hub for innovative staff and faculty professional development.

Per the College's focus on sustainability, facilities modernization has focused on energy efficient design and building. Several buildings at the Kentfield campus were awarded Silver and Gold ratings under the Leadership in Energy and Environmental Design (LEED®) Building Rating System.

In 2009-10, College of Marin experienced dramatic enrollment growth and received numerous awards and much recognition for the development of new academic programs. However, enrollment has declined since 2012, exacerbated in 2020 through 2022 by the COVID-19 pandemic. Enrollment has stabilized since the pandemic, and plans to increase enrollment by expanding programs, creating partnerships and apprenticeships, and outreach to Marin's changing population are underway.

Since its last accreditation review, the College has made great strides and withstood daunting challenges. Prioritizing its focus on infusing equity into all institutional policies and practices, the College made substantial progress in hiring diverse faculty and staff, reducing equity gaps in student achievement, and cultivating equity-mindedness among employees. In 2020, the College received the Dr. John Rice Diversity and Equity Award for its success in these efforts.

The most disruptive challenge came in March 2020, when the COVID-19 pandemic forced an abrupt emergency transition to remote operations, including moving all in-person courses to online instruction. The College's leadership, faculty and staff responded heroically, dedicating countless hours to remote technology support, instructional training, and attending to students' basic needs, including mental health issues arising from the circumstances and resulting isolation.

Over the past decade, the College's stable leadership has been a great asset, steering it successfully through the pandemic crisis, while continuing to fulfill its mission and make progress on its planning priorities. The dedicated Board of Trustees has seen little turnover, even as the College transitioned from at-large to by-trustee area elections in the 2022 election cycle. Dr. David Wain Coon has served for 13 years as president/superintendent, an unusually long tenure for a community college president, and will retire in December 2023. A national search for a new superintendent/president is in progress, along with plans for a smooth transition.

Returning to in-person learning in spring 2022, the College now faces challenges and opportunities presented by remote work, the high cost-of-living in the area, the Great Resignation, and continued demand for remote instruction, which didn't end with the pandemic. The College is responding with innovative, equity-minded initiatives and practices such as student-centered scheduling, a new Teaching and Learning Center for professional development, and a classified leadership development program.

Throughout its near-century in operation, College of Marin has adapted to many rapid changes in the county's economic, political and physical environment. The College remains a stable fixture in the community, adapting and seeking ways to continue fulfilling its mission, fostering continuous improvement, and serving Marin's diverse community.

Student Enrollment Data

College of Marin offers credit, noncredit, and community education courses. The following tables describe trends in enrollment and student characteristics. Unless otherwise noted, all data are presented for fall and spring terms in academic years 2017-18 through 2021-22. The Office of Planning, Research, and Institutional Effectiveness (PRIE) maintains a data warehouse with point-in-time data from the College's student information system. Unless otherwise noted, PRIE's data warehouse is the source of all data presented in this section. All credit and noncredit enrollment tables include students who were enrolled in courses as of first census and/or at the end of the term.

College Wide Headcount and Enrollments

Over the five-year period, the College served an average of 11,710 students each academic year, unduplicated across credit, noncredit, and community education enrollment, including summer terms and students auditing credit courses. Total enrollments averaged 34,256 each academic year. Headcount and course enrollments in all three areas declined substantially during the pandemic (2020-21 and 2021-22), particularly in noncredit and community education. Community education offered fewer courses during the pandemic, and cancelled courses in spring 2020.

Table A1
Unduplicated Student Headcount by Enrollment Type
Academic Years 2017-18 to 2021-22

Enrollment Type	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg
Credit	8,278	7,966	7,481	6,634	6,244	7,321
Noncredit	2,130	2,168	2,148	1,281	1,348	1,815
Community Education	3,625	3,344	2,785	1,904	2,014	2,734
Total Unduplicated	**13,893**	**13,460**	**12,529**	**9,607**	**9,063**	**11,710**

Table A2
Student Course Enrollments by Type
Academic Years 2017-18 to 2021-22

Enrollment Type	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg
Credit	26,215	26,238	25,870	24,134	22,727	25,037
Noncredit	4,164	4,123	3,710	2,520	2,489	3,401
Community Education	8,400	7,554	5,707	3,401	4,029	5,818
Total Enrollments	**38,779**	**37,915**	**35,287**	**30,055**	**29,245**	**34,256**

Source: College of Marin Fast Facts. Includes students enrolled in summer terms and students auditing courses.

Credit Course Enrollments

Prior to the pandemic, about 90 percent of credit enrollments were in-person, with distance education enrollments increasing each academic year. In 2020-21, all course offerings were distance education or hybrid, resulting in a substantially different enrollment distribution by modality and location than in other academic year. The College was fully open beginning in spring 2022 and continued to offer many distance education and hybrid options.

Figure A1
Credit Course Enrollments by Modality, Academic Years 2017-18 to 2021-22
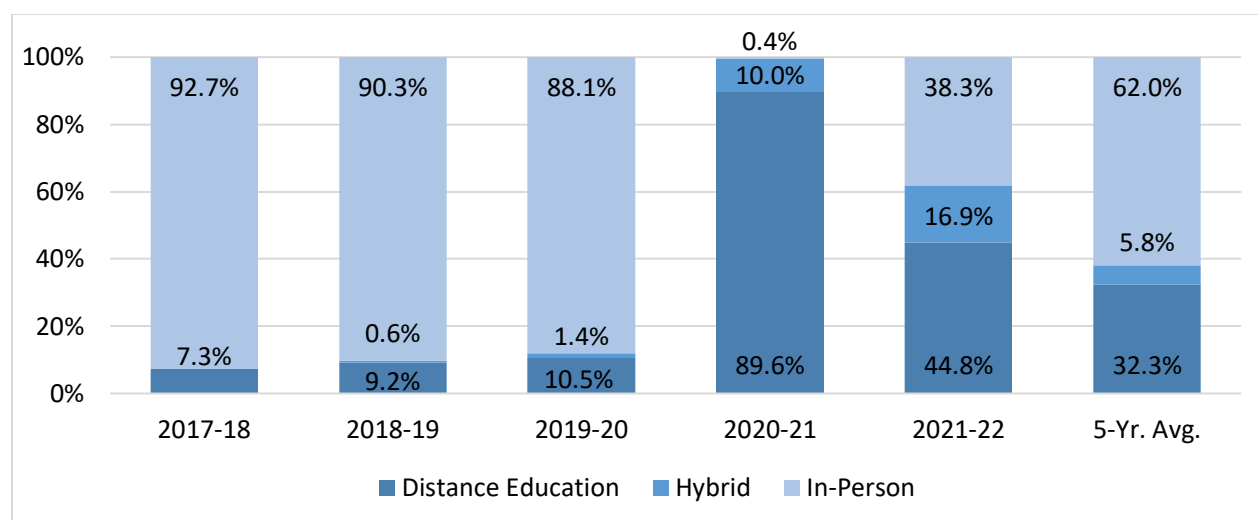
With the exception of 2020-21, the Kentfield Campus accounted for about 85 percent of in-person credit enrollments. In 2020-21, there were very few in-person enrollments, most of which were at the Indian Valley Campus.

Figure A2
In-Person Credit Enrollments by Location, Academic Years 2017-18 to 2021-22
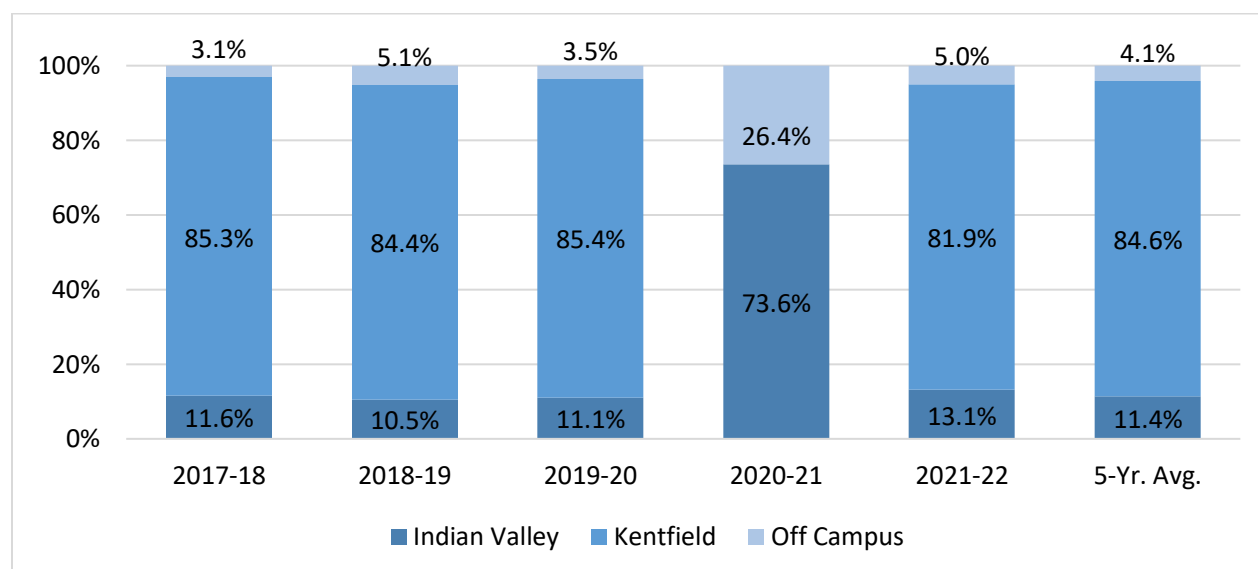
Nearly all credit enrollments are UC/CSU transferrable and degree-applicable courses. Basic skills and non-degree-applicable enrollments have consistently declined, as a result of AB705 implementation and the decrease in noncredit ESL enrollment during the pandemic.

Figure A3
Credit Enrollments by Course Area, Academic Years 2017-18 to 2021-22

	Career Education	UC/CSU Transferrable	Not Degree Applicable	Degree Applicable	Basic Skills
2017-18	6,102	23,768	4,104	24,015	1,759
2018-19	6,172	24,393	3,745	24,563	1,282
2019-20	6,076	24,295	2,209	25,130	535
2020-21	6,244	22,888	1,166	23,762	280
2021-22	6,142	21,596	1,490	22,336	253
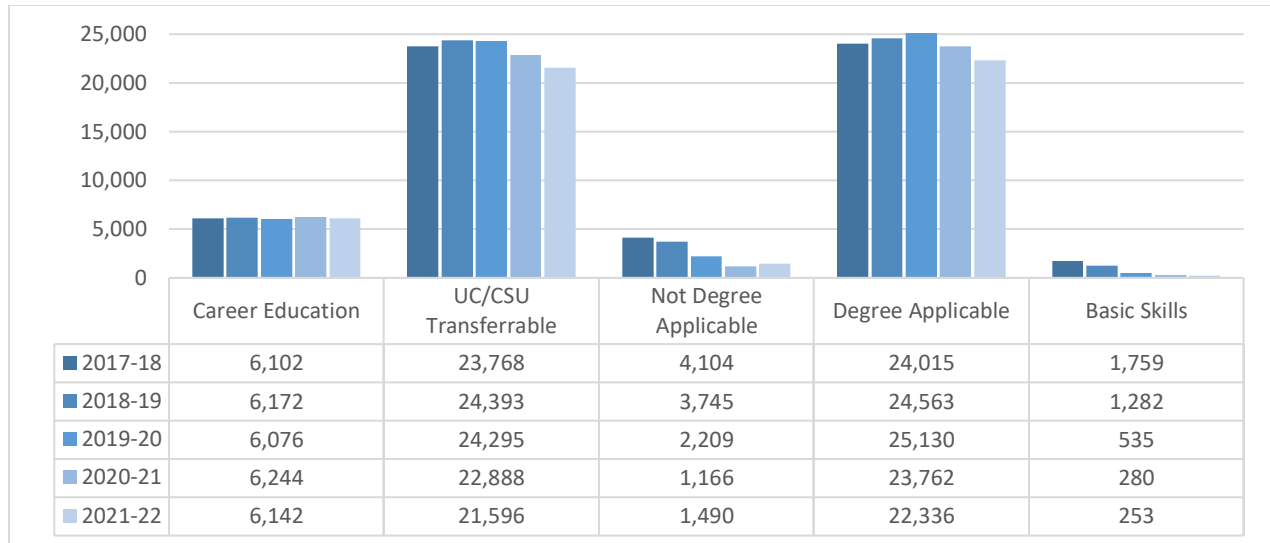
Credit Headcount

Less than one-fourth of the College's students are full-time, enrolling in 12 or more credit units in at least one term in the academic year. Unless otherwise indicated, all demographic headcount disaggregation is reported as of the first term enrolled in the academic year.

Table A3
Credit Student Headcount by Full-Time Status, Academic Years 2017-18 to 2021-22

FT/PT Status	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg
Part-Time	78.3%	76.8%	76.9%	75.6%	78.4%	77.2%
Full-Time	21.7%	23.2%	23.1%	24.4%	21.6%	22.8%

Through 2020-21, about 43 percent of students continued after enrolling in the previous term. During the pandemic, the balance shifted with an influx of new transfer students and fewer dual-enrolled high school students.

Table A4
Credit Student Headcount by Enrollment Status, Academic Years 2017-18 to 2021-22

Enrollment Status	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg
Continuing	44.0%	41.3%	44.4%	43.4%	40.9%	42.8%
Dual Enrolled HS	16.9%	17.9%	11.3%	10.4%	9.7%	13.2%
New First-Time	8.0%	8.9%	11.8%	12.6%	13.3%	10.9%
New Transfer	15.7%	16.6%	24.5%	26.0%	25.4%	21.6%
Returning	13.9%	15.0%	7.8%	7.6%	10.8%	11.0%
Unknown/Not reported	1.4%	0.2%	0.1%	0.0%	0.0%	0.4%

The percentage of students looking to transfer to a four-year university or pursue career education increased during the five-year period, while the percentage of students seeking basic skills/high school diploma declined.

Table A5
Credit Student Headcount by Education Goal, Academic Years 2017-18 to 2021-22

Education Goal	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg
Basic Skills/HS Diploma	17.8%	10.2%	11.7%	9.0%	10.5%	11.8%
Career Education	14.0%	14.1%	15.3%	16.5%	17.5%	15.5%
Certificate	2.5%	2.3%	2.1%	2.5%	2.5%	2.4%
Degree Only (no Transfer)	9.3%	9.1%	9.6%	10.1%	10.4%	9.7%
Educational Development	9.1%	9.9%	10.8%	9.0%	11.4%	10.1%
Meet 4-Yr Req	6.1%	6.3%	7.3%	8.2%	7.1%	7.0%
Transfer to 4-Yr	38.0%	37.3%	40.5%	43.6%	39.0%	39.7%
Unknown/Not reported	3.3%	10.8%	2.6%	1.1%	1.5%	3.9%

Over the five-year period, the percentage of white students decreased slightly while the percentage of Hispanic/Latinx students increased.

Figure A4
Credit Student Headcount by Race/Ethnicity, Academic Years 2017-18 to 2021-22

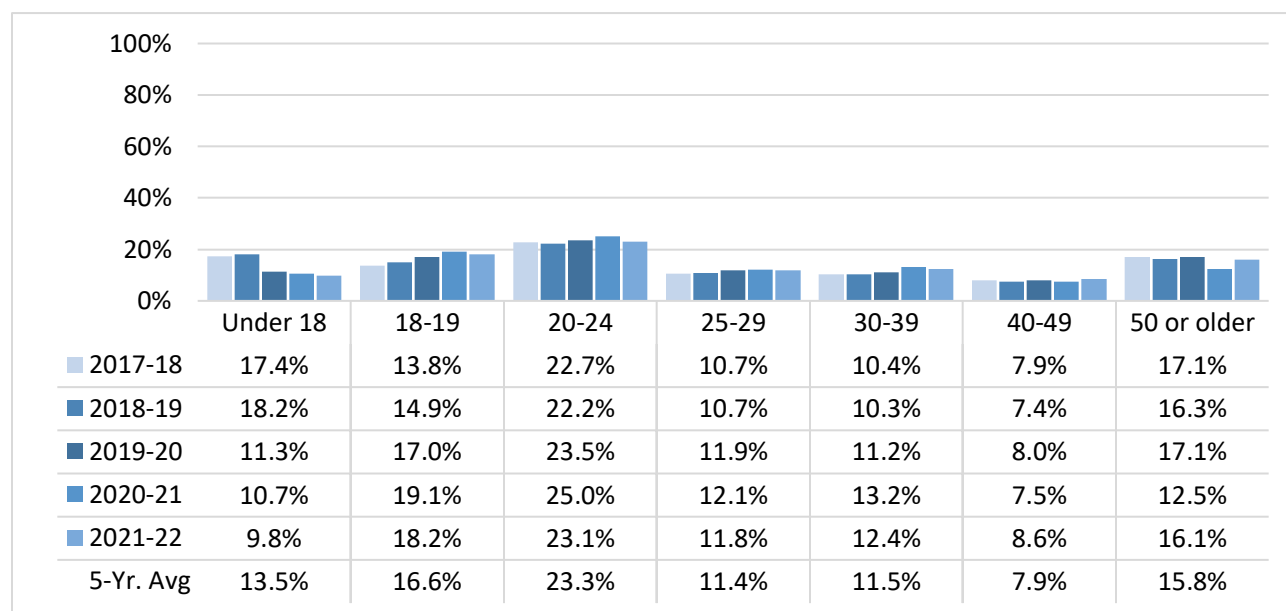|	American Indian/AK Native	Asian	Black/ African American	Hispanic	Multi-Racial	Nat. HI/ Other Pacific Islander	White	Unknown/ Not reported
2017-18	0.2%	7.2%	3.3%	30.1%	6.3%	0.2%	51.0%	1.6%
2018-19	1.4%	7.6%	3.3%	29.0%	6.1%	0.3%	50.6%	1.8%
2019-20	0.3%	7.4%	3.2%	31.0%	6.1%	0.4%	48.0%	3.6%
2020-21	0.2%	7.3%	3.2%	31.2%	6.4%	0.2%	48.9%	2.7%
2021-22	0.2%	7.5%	3.2%	32.2%	6.5%	0.2%	48.1%	2.1%
5-Yr. Avg	0.5%	7.4%	3.2%	30.7%	6.3%	0.3%	49.3%	2.4%
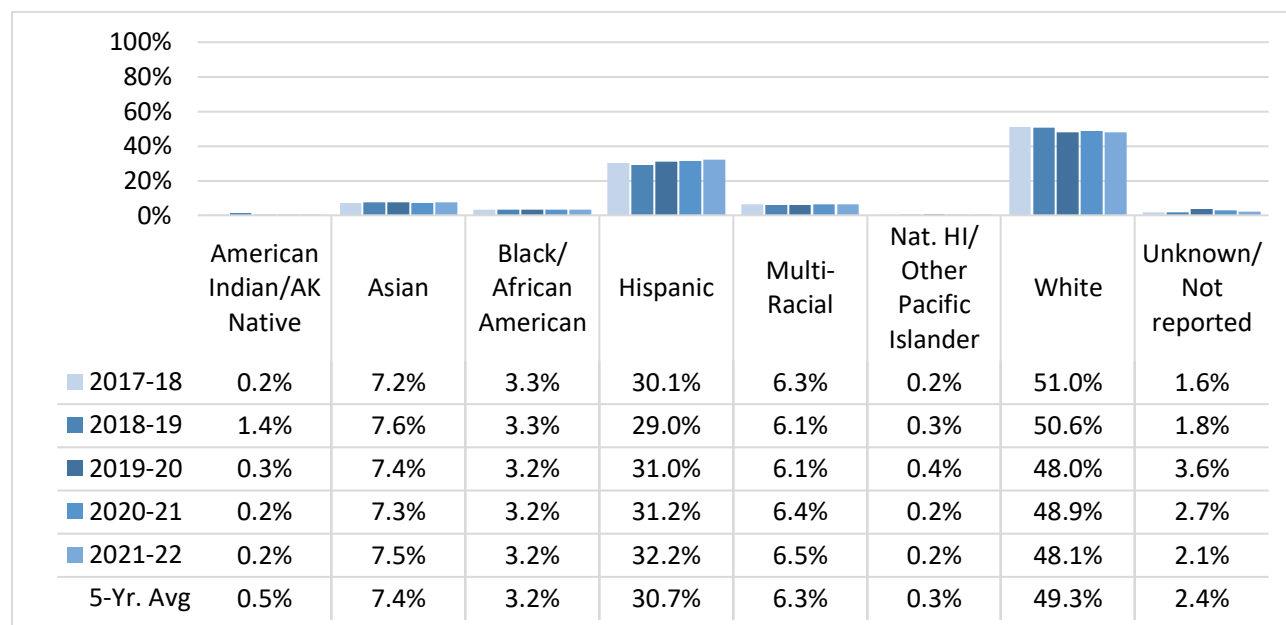
Over half of the College's credit students are 24 or younger. Headcount of students under 18 declined significantly during the pandemic, coinciding with an increase in students age 18-19, most likely students deferring enrollment in four-year institutions.

Figure A5
Credit Student Headcount by Age Group, Academic Years 2017-18 to 2021-22

	Under 18	18-19	20-24	25-29	30-39	40-49	50 or older
2017-18	17.4%	13.8%	22.7%	10.7%	10.4%	7.9%	17.1%
2018-19	18.2%	14.9%	22.2%	10.7%	10.3%	7.4%	16.3%
2019-20	11.3%	17.0%	23.5%	11.9%	11.2%	8.0%	17.1%
2020-21	10.7%	19.1%	25.0%	12.1%	13.2%	7.5%	12.5%
2021-22	9.8%	18.2%	23.1%	11.8%	12.4%	8.6%	16.1%
5-Yr. Avg	13.5%	16.6%	23.3%	11.4%	11.5%	7.9%	15.8%

Well over half of the College's credit students are female.

Figure A6
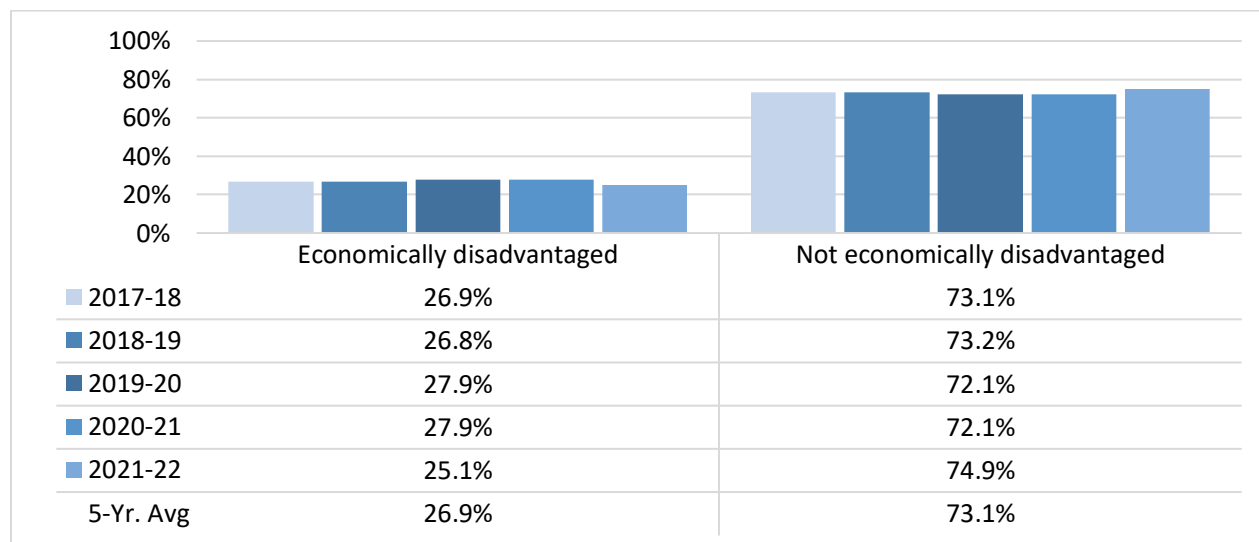Credit Student Headcount by Gender
Academic Years 2017-18 to 2021-22

	Female	Male	Unknown/Not reported
2017-18	56.9%	41.2%	1.9%
2018-19	53.9%	39.7%	6.4%
2019-20	56.8%	41.8%	1.4%
2020-21	59.6%	39.0%	1.5%
2021-22	58.9%	39.3%	1.9%
5-Yr. Avg	57.2%	40.2%	2.6%
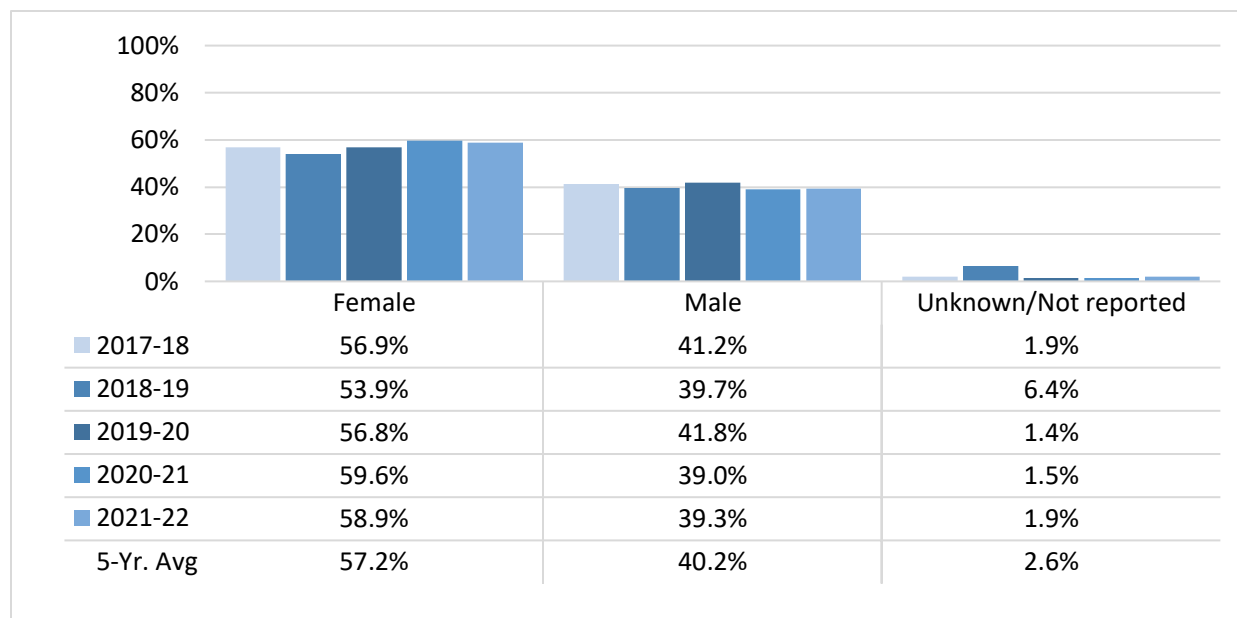
Students are defined as economically disadvantaged if they are offered a Pell Grant or California Promise Grant (BOG) Fee Waiver in the academic year reported. On average, 27 percent of credit students are economically disadvantaged.

Figure A7
Credit Student Headcount by Economically Disadvantaged Status
Academic Years 2017-18 to 2021-22

	Economically disadvantaged	Not economically disadvantaged
2017-18	26.9%	73.1%
2018-19	26.8%	73.2%
2019-20	27.9%	72.1%
2020-21	27.9%	72.1%
2021-22	25.1%	74.9%
5-Yr. Avg	26.9%	73.1%

While overall headcount at the College declined during the five-year period, participants in Extended Opportunity Programs and Services (EOPS), foster youth, and first-generation students remained relatively steady, resulting in these groups accounting for a higher percentage of overall headcount over time.

Table A6
Credit Headcount of Special Populations
Academic Years 2017-18 to 2021-22

Special Population	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg.
Student Accessibility Services (SAS)	439	421	443	340	356	400
Extended Opportunity Programs and Services (EOPS)	292	317	318	278	291	299
Foster Youth	81	81	63	62	71	72
First Generation	1,542	1,651	1,686	1,477	1,612	1,594
International Students (Student Visa F-1 or M-1)	77	73	76	58	52	67
Military (Active Duty, Active Reserve, National Guard)	21	21	16	11	11	16
Economically Disadvantaged	2,094	2,035	1,918	1,734	1,568	1,870

Noncredit Course Enrollments

The College's ESL programs comprise more than 85 percent of its noncredit enrollments each year, followed by Adapted Physical Education (PE) courses designed for students with physical disabilities. Noncredit enrollment across disciplines declined substantially during the pandemic.

Table A7
Noncredit Course Enrollments by Program/Discipline
Academic Years 2017-18 to 2021-22

Noncredit Program/Discipline	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Misc. Skills Courses	0	21	123	82	29	25
Adapted PE	481	502	350	252	283	151
Noncredit ESL	3,570	3,477	3,145	2,089	2,078	1,454
Vocational ESL	110	98	92	51	44	25
Vocational Construction	0	0	0	0	55	20
Vocational Hospitality	0	25	0	46	0	0
Total	4,161	4,123	3,710	2,520	2,489	1,675

Noncredit Headcount

Most of the College's noncredit students identify as Hispanic/Latinx. Demographic data were not consistently collected on noncredit students prior to 2017-18; as data became available for more students, the proportion of Hispanic/Latinx increased, up to 78 percent in 2021-22. The proportion of female students also increased, to 62 percent.

Figure A8
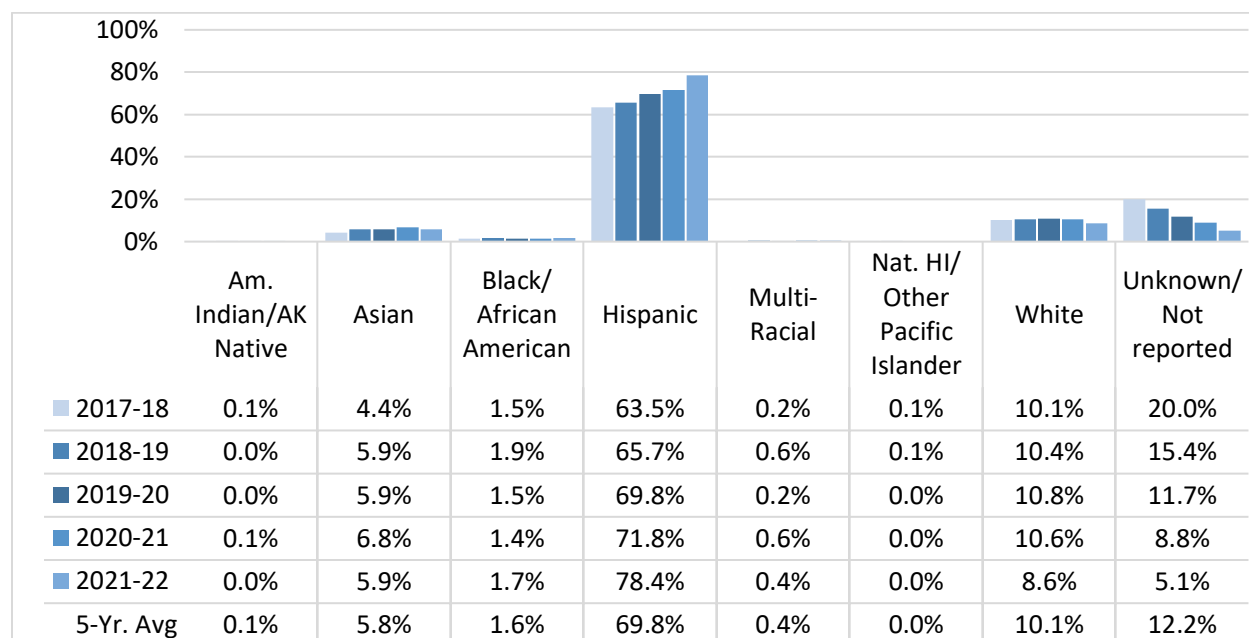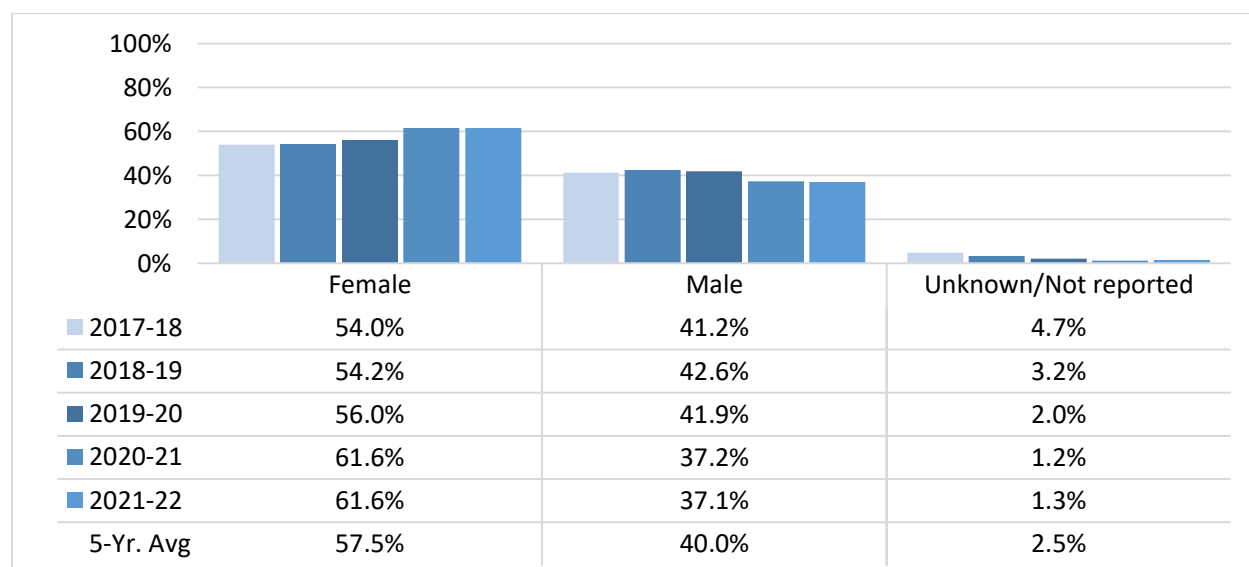Noncredit Student Headcount by Race/Ethnicity, Academic Years 2017-18 to 2021-22

	Am. Indian/AK Native	Asian	Black/ African American	Hispanic	Multi-Racial	Nat. HI/ Other Pacific Islander	White	Unknown/ Not reported
2017-18	0.1%	4.4%	1.5%	63.5%	0.2%	0.1%	10.1%	20.0%
2018-19	0.0%	5.9%	1.9%	65.7%	0.6%	0.1%	10.4%	15.4%
2019-20	0.0%	5.9%	1.5%	69.8%	0.2%	0.0%	10.8%	11.7%
2020-21	0.1%	6.8%	1.4%	71.8%	0.6%	0.0%	10.6%	8.8%
2021-22	0.0%	5.9%	1.7%	78.4%	0.4%	0.0%	8.6%	5.1%
5-Yr. Avg	0.1%	5.8%	1.6%	69.8%	0.4%	0.0%	10.1%	12.2%

Figure A9
Noncredit Student Headcount by Gender, Academic Years 2017-18 to 2021-22

	Female	Male	Unknown/Not reported
2017-18	54.0%	41.2%	4.7%
2018-19	54.2%	42.6%	3.2%
2019-20	56.0%	41.9%	2.0%
2020-21	61.6%	37.2%	1.2%
2021-22	61.6%	37.1%	1.3%
5-Yr. Avg	57.5%	40.0%	2.5%

The College collects limited demographic information on community education students, who are, on average, older than credit and noncredit students, and a majority of whom identify as female. In 2021-22, community education students were 70.2 percent female, with a median age of 63.2.

Labor Market Data

The College participates in industry partnerships and participates as a stakeholder for county economic advisory groups, including the steering committee that recently developed the Marin County Economic Vitality Strategic Plan (EVSP), in response to current and potential economic impact from the pandemic, demographic changes, remote work, and climate change. The EVSP identified the following six targeted growth industries on which to prioritize development over the next three to five years, with a special consideration of impact on equity and the environment:

- Life Sciences
- IT and Multimedia
- Tourism and Hospitality
- Healthcare and Aging
- Climate-Related Enterprises
- Remote Work Opportunities

The ESVP noted that Marin has experienced a relatively robust job recovery since the pandemic. As of May 2022, the county's labor force totaled 131,700 people, a 5 percent decrease from 2019. After surging during the pandemic, the May 2022 unemployment rate was 2.7 percent, close to its 2019 rate.

Table A8
Marin County Unemployment Rates and Labor Force 2019-2022

Year	Labor Force	Unemployed	Unemployment Rate
2022	131,700	3,500	2.7%
2021	129,500	5,900	4.5%
2020	130,900	8,900	6.8%
2019	138,900	3,200	2.3%

Source: Employment Development Department, State of California Marin County Profile

As noted in the ESVP, the County's leisure/hospitality and financial services, wholesale, and retail sectors were particularly impacted during the pandemic. According to the California Employment Development Department (EDD), construction is the one industry that experienced substantial growth during the pandemic.

Table A9
Marin County Employment by Industry

Industry	2016	2018	2020	2022	Growth/Decline in Employment 2016-2022
Total, All Industries	114,300	116,400	105,000	110,000	-4,300
Total Farm	300	300	400	400	100
Construction	6,800	7,700	7,300	7,700	900
Manufacturing	4,200	4,700	4,600	4,200	0
Wholesale Trade	2,500	2,300	2,200	2,100	-400
Retail Trade	14,400	14,800	13,700	14,000	-400
Transportation, Warehousing, and Utilities	1,300	1,300	1,400	1,400	100
Information	2,900	2,700	2,600	2,800	-100
Financial Activities	6,000	5,500	5,200	5,100	-900
Professional and Business Services	18,300	18,100	17,500	18,100	-200
Private Education and Health Services	20,600	21,000	19,400	20,200	-400
Leisure and Hospitality	16,100	16,200	11,200	14,000	-2,100
Other Services	5,500	5,700	4,800	5,200	-300
Government	15,500	16,000	14,800	14,700	-800

Source: Employment Development Department (EDD), Employment by Industry Data

The following tables show occupations projected to have the most job openings and as the fastest growing in Marin County between 2020 and 2030, along with entry level education required and median wages. Jobs projected to have the most openings, as well as those projected to be the fastest growing in the county, include various health occupations, childcare, and automotive, all industries for which the College currently offers degree, certificate, or apprenticeship programs.

Table A10
Jobs in Marin County with Most Openings by Entry Level Education

Occupational Title	Work Experience	Total Job Openings	Median Hourly Wage	Median Annual Wage
Bachelor's Degree				
General and Operations Managers	5 years or more	2,580	$60.76	$126,375
Software Developers and Software Quality Assurance Analysts and Testers	None	1,800	N/A	N/A
Registered Nurses	None	1,270	$63.36	$131,784
Accountants and Auditors	None	1,130	$48.29	$100,439
Market Research Analysts and Marketing Specialists	None	1,070	$40.17	$83,557
Associate Degree				
Preschool Teachers, Except Special Education	None	900	$21.96	$45,691
Paralegals and Legal Assistants	None	440	$30.83	$64,130
Dental Hygienists	None	180	$62.54	$130,093
Veterinary Technologists and Technicians	None	120	$26.53	$55,186
Architectural and Civil Drafters	None	100	$38.47	$80,016
Post-Secondary Non-Degree Award				
Medical Assistants	None	1,190	$28.42	$59,110
Nursing Assistants	None	840	$22.52	$46,836
Automotive Service Technicians and Mechanics	None	650	$29.89	$62,180
Dental Assistants	None	550	$28.59	$59,481
Licensed Practical and Licensed Vocational Nurses	None	410	$37.10	$77,158
Some College No Degree				
Bookkeeping, Accounting, and Auditing Clerks	None	1,420	$28.57	$59,440
Teaching Assistants, Except Postsecondary	None	970	N/A	$45,684
Computer User Support Specialists	None	320	$31.05	$64,580

Total job openings are the sum of numeric change, exits, and transfers projected between 2020 and 2030. Wages are from the 2022 first quarter. A wage of $0 indicates no estimate made.

Source: EDD, State of California. 2020-2030 Local Employment Projections

Table A11
Fastest Growing Occupations in Marin County by Entry Level Education

Occupational Title	Work Experience	Jobs 2020	Jobs 2030	% Change	Median Hourly Wage	Median Annual Wage
Bachelor's Degree						
Logisticians	None	150	210	40.0%	$47.92	$99,670
Medical and Health Services Managers	> 5 years	410	570	39.0%	$63.21	$131,471
Coaches and Scouts	None	130	180	38.5%	$0.00	$49,825
Web Developers and Digital Interface Designers	None	200	270	35.0%	N/A	N/A
Market Research Analysts and Marketing Specialists	None	720	970	34.7%	$40.17	$83,557
Associate Degree						
Dental Hygienists	None	210	250	19.0%	$62.54	$130,093
Preschool Teachers, Except Special Education	None	720	840	16.7%	$21.96	$45,691
Paralegals and Legal Assistants	None	350	400	14.3%	$30.83	$64,130
Architectural and Civil Drafters	None	120	110	-8.3%	$38.47	$80,016
Post-Secondary Non-Degree Award						
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	None	280	350	25.0%	$31.15	$64,788
Medical Assistants	None	800	970	21.3%	$28.42	$59,110
Dental Assistants	None	370	440	18.9%	$28.59	$59,481
Licensed Practical and Licensed Vocational Nurses	None	450	500	11.1%	$37.10	$77,158
Emergency Medical Technicians and Paramedics	None	120	130	8.3%	N/A	N/A
Some College No Degree						
Computer User Support Specialists	None	310	380	22.6%	$31.05	$64,580
Teaching Assistants, Except Postsecondary	None	910	1,000	9.9%	N/A	$45,684
Bookkeeping, Accounting, and Auditing Clerks	None	1,260	1,290	2.40%	$28.57	$59,440

Fastest growing occupations are ranked by projected percentage change growth between 2020 and 2030.
Source: EDD, State of California. 2020-2030 Local Employment Projections

Demographic and Socioeconomic Data

The College's service area encompasses Marin County, a suburban county in the north San Francisco Bay Area. The population has grown little over the previous decades, but its demographic composition has changed, and economic disparities within the county have become more pronounced.

Compared to the population in California, a higher proportion of Marin County residents are White and age 40 or older. Compared to the county population, the College's student population is younger and proportionally almost double Hispanic/Latinx.

Table A12
2020 Decennial Census Demographic Information for California and Marin County

Demographic Category	California Population	% of California Population	Marin County Population	% of Marin County Population
Total population	**39,538,223**	**100.0%**	**262,321**	**100.0%**
Age				
15 to 19 years	2,644,071	6.7%	16,119	6.1%
20 to 24 years	2,731,553	6.9%	11,155	4.3%
25 to 39 years	8,610,961	21.8%	39,312	15.0%
40 to 64 years	12,389,925	31.3%	94,035	35.8%
65+	6,017,164	15.3%	59,247	22.6%
Gender				
Male population	19,549,003	49.4%	128,593	49.0%
Female population	19,989,220	50.6%	133,728	51.0%
Race				
Total population	39,538,223	100.0%	262,321	100.0%
One race	33,777,988	85.4%	232,636	88.7%
White alone	16,296,122	41.2%	179,377	68.4%
Black or African American alone	2,237,044	5.7%	6,339	2.4%
American Indian and Alaska Native alone	631,016	1.6%	3,996	1.5%
Asian alone	6,085,947	15.4%	16,431	6.3%
Native Hawaiian and Other Pacific Islander alone	157,263	0.4%	493	0.2%
Some other race alone	8,370,596	21.2%	26,000	9.9%
Two or more races	5,760,235	14.6%	29,685	11.3%
Hispanic or Latino				
Hispanic or Latino	15,579,652	39.4%	49,410	18.8%
Not Hispanic or Latino	23,958,571	60.6%	212,911	81.0%

Source for Marin 2020 Decennial Census Demographic Information: U.S. Census Bureau, 2020 Census Demographic Profile

Between 2030 and 2060, the California Department of Finance (DOF) projects a decrease in the total Marin County population. The largest race/ethnic group, White alone, is expected to decrease, while all non-White groups are expected to increase.

Table A13
Department of Finance Projections for Marin County Population by Race

Demographic Category	Count	% Change	Count	% Change	Count	% Change	Count	% Change
Total population	257,024	-0.75%	253,549	-1.35%	243,838	-3.83%	231,338	-5.13%
Race								
Hispanic or Latino	46,629	5.09%	48,499	4.01%	50,077	3.25%	49,200	-1.75%
White alone	177,765	-3.17%	170,981	-3.82%	159,281	-6.84%	148,038	-7.06%
Black or African American alone	7,250	4.21%	7,432	2.51%	7,408	-0.32%	7,345	-0.85%
American Indian and Alaska Native alone	670	10.02%	719	7.31%	754	4.87%	763	1.19%
Asian alone	15,826	3.13%	15,997	1.08%	15,890	-0.67%	15,428	-2.91%
Native Hawaiian and Other Pacific Islander alone	470	4.21%	472	0.43%	443	-6.14%	418	-5.64%
Multiracial	8,414	10.07%	9,449	12.30%	9,985	5.67%	10,146	1.61%

% Change is the change in Department of Finance population projections over a 10-year window.
Source: Report P-2D: Population Projections by Total Hispanic and Non-Hispanic Race, California Counties, 2010-2060 (Baseline 2019 Population Projections; Vintage 2020 Release). March 2021.

The population of Marin is projected to become older in the coming two decades with the high school age population decreasing and the number of adults 25 and older increasing.

Table A14
Department of Finance Projections for Marin County Population by Age Group

Age Group	2030		2040		2050		2060	
	Count	% Change	Count	% Change	Count	% Change	Count	% Change
15 to 19 years	12,811	-20.15%	9,837	-23.21%	12,311	25.15%	12,454	1.16%
20 to 24 years	13,528	12.14%	9,643	-28.72%	10,124	4.99%	11,704	15.61%
25 to 39 years	40,703	12.98%	41,912	2.97%	32,110	-23.39%	32,064	-0.14%
40 to 64 years	79,231	-14.55%	70,851	-10.58%	74,643	5.35%	72,731	-2.56%
65+	79,189	23.50%	84,817	7.11%	77,952	-8.09%	70,778	-9.20%

% Change is the change in the Department of Finance population projections over a 10-year window.
Source: Report P-2B: Population Projections by Individual Year of Age, California Counties, 2010-2060 (Baseline 2019 Population Projections; Vintage 2020 Release). July 2021.

Statewide, in 2022, 44.7 percent of students graduated high school having completed requirements for admission to the University of California (UC) and California State University (CSU) systems. With the exception of the county's continuation schools, Marin County high school graduates exceeded the statewide rate. The highest capture rates are students from the San Rafael City High School District, where the College has established strong K-12 partnership programs, focusing on Hispanic/Latinx and first-generation students.

Table A15
Marin County High Schools: Graduate Cohort Sizes, UC/CSU Preparedness and College of Marin Capture Rate

District	School Name	2019-20			2020-21			2021-22		
		Cohort Size	% UC/CSU Ready	Cap. Rate	Cohort Size	% UC/CSU Ready	Cap. Rate	Cohort Size	% UC/CSU Ready	Cap. Rate
Novato Unified School District	Marin Oaks High*	39	2.6%	17.9%	32	0.0%	15.6%	31	0.0%	29.0%
	Nova Education Center	17	17.6%	17.6%	8	12.5%	0.0%	23	43.5%	8.7%
	Novato High	343	50.7%	11.7%	343	70.0%	12.2%	310	55.8%	12.6%
	San Marin High	247	56.7%	6.9%	252	74.2%	11.1%	275	74.5%	14.9%
San Rafael City High School District	Madrone High*	22	0.0%	27.3%	29	0.0%	20.7%	35	0.0%	31.4%
	San Rafael High	278	50.4%	33.5%	270	57.8%	33.0%	296	59.1%	30.1%
	Terra Linda High	283	70.3%	24.4%	315	67.9%	25.4%	284	63.0%	26.4%
Shoreline Unified School District	Tomales High	33	51.5%	0.0%	34	52.9%	0.0%	38	39.5%	2.6%
Tamalpais Union High School District	Archie Williams High	293	72.7%	22.2%	314	72.3%	13.1%	331	73.7%	16.0%
	Redwood High	407	80.8%	16.5%	457	85.3%	10.1%	480	74.0%	10.2%
	San Andreas High*	39	2.6%	25.6%	36	0.0%	13.9%	40	2.5%	32.5%
	Tamalpais High	357	86.6%	18.5%	375	79.2%	10.4%	412	71.8%	14.3%
	Tamiscal High	76	84.2%	10.5%	61	78.7%	14.8%	68	63.2%	7.4%

Capture rate is the number of credit students in the fall term who self-reported their high-school graduation year as the previous year divided by the total number of graduating high school seniors from the previous year.
Source for high school graduate cohort data: California Department of Education
Source for COM first time credit students: Banner
* denotes continuation schools

Educational attainment among Marin County residents is higher relative to California as a whole. However, in Marin, rates of higher education attainment for White, Asian, and multiracial residents is much higher than rates for Black and Hispanic or Latino persons. Median household income shows a similar trend for these racial/ethnic groups.

Table A16
Marin County Educational Attainment and Median Household Income by Race

Race	High School Graduate or Higher	Bachelor's Degree or Higher	Median Household Income
American Indian or Alaska Native alone	74.1%	7.9%	**
Asian alone	91.7%	63.0%	$126,815
Black alone	83.3%	20.8%	$67,163
Hispanic or Latino origin	69.6%	28.6%	$73,072
Native Hawaiian and Other Pacific Islander alone	79.6%	1.7%	**
Some other race alone	57.6%	16.7%	$65,241
Two or more races	93.8%	53.5%	$121,839
White alone	96.9%	64.9%	$127,841
White alone, not Hispanic or Latino	97.9%	66.6%	$129,535

** Sample size is too small to produce an estimate.

Median Household Income is in the past 12 months (in 2020 inflation-adjusted dollars) for households with a householder of the corresponding race / ethnicity.

Source: U.S. Census Bureau, 2016-2020 American Community Survey 5-Year Estimates.

Marin county median household incomes are amongst the highest in California, with relatively very few residents living below the federal poverty level. However, the level of income inequality as measured by Gini Index reflects large disparities in income and poverty among Marin zip codes.

Table A17
Indicators of Wealth and Inequality for Marin County Zip Codes

Area and Zip Code	Median Household Income	Income Inequality	Families Living Below 100% of Federal Poverty Level
Belvedere, Tiburon (94920)	$203,717	0.524	1.1%
Bolinas (94924)	$90,481	0.544	21.1%
Corte Madera (94925)	$183,661	0.442	3.0%
Dillon Beach (94929)	$183,229	0.301	0.0%
Fairfax (94930)	$114,811	0.468	4.2%
Forest Knolls (94933)	$120,000	0.375	6.0%
Greenbrae, Kentfield (94904)	$143,338	0.562	2.8%
Inverness (94937)	$78,077	0.418	4.6%
Lagunitas (94938)	$99,688	0.393	0.0%
Larkspur (94939)	$150,179	0.506	3.5%
Marshall (94940)	$107,955	0.555	0.0%
Mill Valley (94941)	$183,882	0.488	3.0%
Muir Beach, Sausalito (94965)	$125,070	0.498	5.4%
Nicasio (94946)	$104,375	0.53	0.0%
Novato (94945)	$109,544	0.464	4.1%
Novato (94947)	$121,833	0.446	6.5%
Novato (94949)	$107,547	0.445	1.9%
Point Reyes Station (94956)	$73,558	0.462	10.9%
Ross (94957)		0.49	0.0%
San Anselmo (94960)	$156,169	0.496	1.1%
San Geronimo (94963)	$170,938	0.372	0.0%
San Quentin (94964)		0.128	0.0%
San Rafael (94901)	$105,706	0.51	5.5%
San Rafael (94903)	$111,423	0.479	2.7%
Stinson Beach (94970)	$104,875	0.376	0.0%
Tomales (94971)	$80,139	0.741	27.4%
Woodacre (94973)	$125,579	0.457	10.3%

	Indicator Value is in Bottom Quartile for CA Zip Codes
	Indicator is in 25th to 50th Quartile for CA Zip Codes
	Indicator is in Highest 50th Percentile for CA Zip Codes

The Gini Index of Income Inequality value has a range between 0 and 1, whereby 0 denotes complete equality in a population and 1 denotes complete inequality.

Source: Data extracted from Healthy Marin website dashboards using American Community Survey 5-Year data and Zip Code Tabulation Areas (ZCTAs) for zip code data.

Sites

Kentfield Campus
835 College Ave., Kentfield, CA 94904

Indian Valley Campus
1800 Ignacio Blvd., Novato, CA 94949

Specialized or Programmatic Accreditation

Dental Assisting: Registered

Nursing Education: Registered

Presentation of Student Achievement Data and Institution-Set Standards

The College's Educational Master Plan (EMP) 2019-2025 is the principal document guiding all other institutional planning and decision making, including strategic planning, resource allocation, evaluation, program review, and outcomes assessment. The EMP projected the future of the College and set high-level directions that address then-current and foreseeable challenges. A new EMP will be developed in academic year 2024-2025.

The plan's analysis of internal and external data and the resulting goals (organized into six focus areas: student access and success, equity, instructional programs, Indian Valley Campus, community engagement and responsiveness, and college systems) provide a common foundation for discussion about the College's effectiveness in fulfilling its mission. Together they serve as the basis for the College's three-year strategic plans and inform annual operational plans.

The College's Strategic Plan 2022-2025 is the second of two strategic planning cycles under the current EMP. It carries forward and expands on some of the existing EMP goals and adds new objectives. Progress on the goals and objectives in this plan are measured with performance indicators to provide a solid focus on the outcomes of the College's activities.

Institution-Set Standards

The College sets standards for student achievement and regularly assesses performance on these standards. Each year, the Office of Planning, Research, and Institutional Effectiveness (PRIE) generates and publishes data on student achievement, and reviews these data with the Academic Senate. Data on licensure and employment are reviewed by the deans overseeing career technical education (CTE) programs. The most recent review of standards occurred in 2022. Data on most standards had fluctuated during the pandemic, partly due to pandemic-related changes in enrollment patterns, so these standards were confirmed at their current thresholds until the next review, set for fall 2024 as part of the next Educational Master Plan development.

The College's current institution-set standards include:

- successful course completion;
- the number of students awarded degrees;
- the number of students awarded certificates;
- the number of transfers to the University of California (UC) and California State University (CSU) systems;
- fall-to-spring persistence;
- licensure pass rates for Registered Nursing (RN) and Registered Dental Assisting (RDA); and
- graduate employment rates for Registered Nursing (RN), Medical Assisting, and Registered Dental Assisting (RDA) programs.

Over the past three academic years, the College has met or exceeded nearly all institution-set standards related to course-taking, awards, and transfer. The licensure exam pass rates for Registered Dental Assisting fell short of the institution-set standard of 80 percent in 2019-2020 and 2021-2022,

though fewer than five students took the exam in those years, making the pass rate percentage unreliable. The College met its stretch goal for graduate employment rates for both RN and RDA programs in each academic year, number of students receiving a degree in 2019-2020 and 2021-2022, and RDA licensure pass rates in 2020-2021.

Table B1
Recent Course-Taking, Awards, and Transfers Compared to Institution-Set Standards

Institution-Set Standard		Performance			Difference from Floor/Stretch Goal		
Definition	Floor	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
	Stretch						
Successful course completion (fall and spring semesters)	70.0%	76.7%	77.8%	76.2%	6.7%	7.8%	6.2%
	78.0%				-1.3%	-0.2%	-1.8%
Number of students transferring to four-year colleges (UC or CSU)	180	254	251	272	74	71	92
Total transfers (stretch goal only)	382	334	330	353	-48	-52	-29
Percent of first-time students persisting from fall to spring terms	72.0%	77.6%	72.4%	74.9%	7.6%	0.4%	2.9%
	77.7%						
Number of students receiving a degree	190	345	317	345	155	127	155
	330				15	-13	15
Number of students receiving a certificate	40	58	57	61	18	17	21
	64				-6	-7	-3
Registered Nursing licensure pass rate	75.0%	97.6%	95.2%	94.9%	22.6%	20.2%	19.9%
	100.0%				-2.4%	-4.8%	-5.1%
Registered Dental Assisting exam pass rate	80.0%	66.0%	88.2%	66.7%	-14.0%	8.2%	-13.3%
	85.0%				-19.0%	3.2%	-18.3%
Registered Nursing graduate employment	45.0%	100.0%	83.3%	80.0%	55.0%	38.3%	35.0%
	80.0%				20.0%	3.3%	0.0%
Registered Dental Assisting graduate employment	70.0%	84.5%	95.0%	93.7%	14.5%	25.0%	23.7%
	80.0%				4.5%	15.0%	13.7%
Medical Assisting graduate employment	40%	55.6%	82.4%	N/A	15.6%	42.4%	N/A
	80%				-24.4%	2.4%	N/A

Sources: College of Marin PRIE Data Warehouse (Banner SIS)
Licensure Exam Pass Rates: CA Board of Registered Nursing, NCLEX-RN Pass Rates-First Time CA Educated Exam Testers;
Dental Board of California, RDA Examination Statistics
Graduate Employment Rates: CCCCO MIS Division, CTE Perkins IV Summary Core Indicator Reports by TOP Code

Student Achievement

The College routinely tracks and publishes a wide range of mission-relevant, disaggregated student achievement data. PRIE has also conducted numerous research studies and analyses focused on the College's student success and equity. These data and research findings are key to the College's integrated planning process and align with performance indicators in the Educational Master Plan and objectives in the strategic plan, as well as inform other College plans such as the Student Equity and Distance Education plans.

Descriptive data on student achievement are available and updated each semester on the College's PRIE Fact Book dashboard page. Program evaluations and higher-level research and analyses are available on the PRIE Research and Analysis webpage. Regular summaries of College- and program-level data and research are available to students, staff, and faculty. PRIE also hosts drop-in data coaching twice per week, providing assistance to staff and faculty in requesting, interpreting, and using data for program planning and improvement.

The following tables display student achievement data for academic years 2017-2018 through 2021-2022. Unless otherwise noted, PRIE's data warehouse is the source of all data presented in this section.

Successful Course Completion

Overall, course success exceeded the College's institution-set standard of 70 percent each semester, and in 2017-18, exceeded the stretch goal of 78 percent.

Table B2
Credit Enrollments, Retention, Success
Academic Years 2017-18 to 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg.
Enrollments	26,215	26,238	25,870	24,134	22,727	25,037
Pct. Success	78.3%	77.5%	76.7%	77.8%	76.2%	77.3%

Source: College of Marin PRIE Data Warehouse (Banner Student Information System/SIS).

Course success across all modalities met or exceeded the institution-set standard of 70 percent, and, in most years, in-person and hybrid courses met or exceeded the stretch goal of 78 percent. Higher rates in the in-person and hybrid courses in 2020-21 reflect very few courses, as most courses were offered via remote instruction that academic year due to the pandemic.

Figure B1
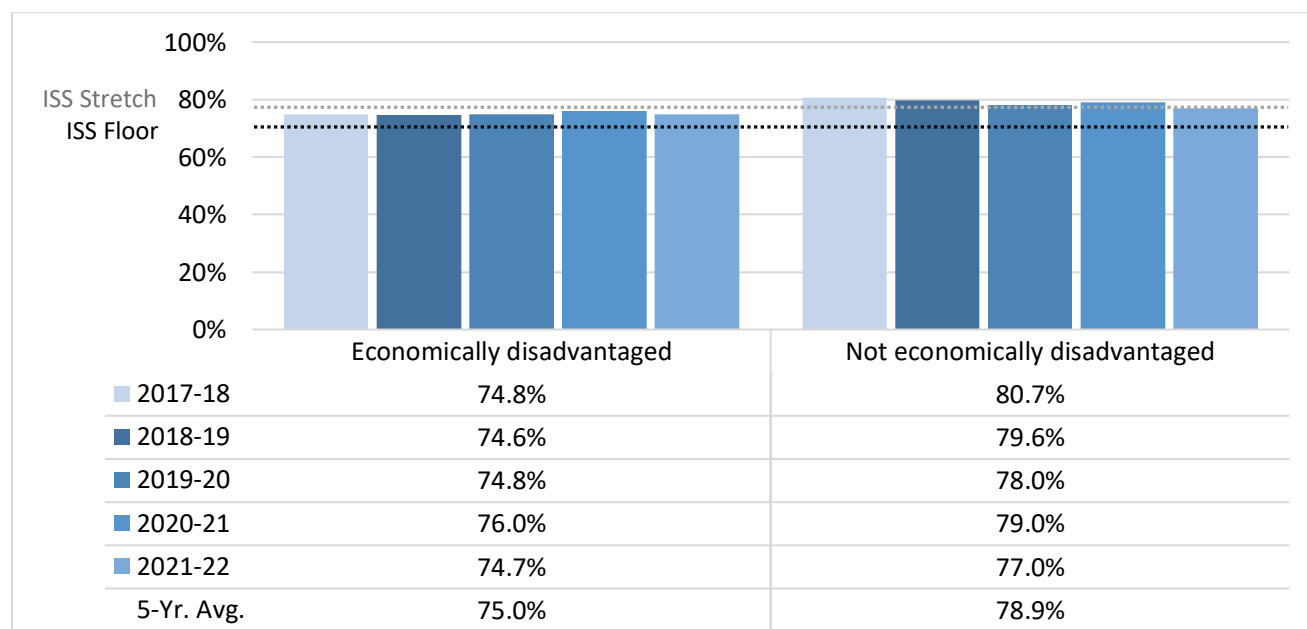Credit Course Success by Modality
Academic Years 2017-18 to 2021-22

	Distance Education	Hybrid	In-Person
2017-18	73.6%	N/A	78.6%
2018-19	71.9%	N/A	78.1%
2019-20	75.3%	85.0%	76.7%
2020-21	76.2%	91.5%	86.6%
2021-22	72.9%	81.5%	77.6%
5-Yr. Avg.	74.9%	85.3%	77.8%
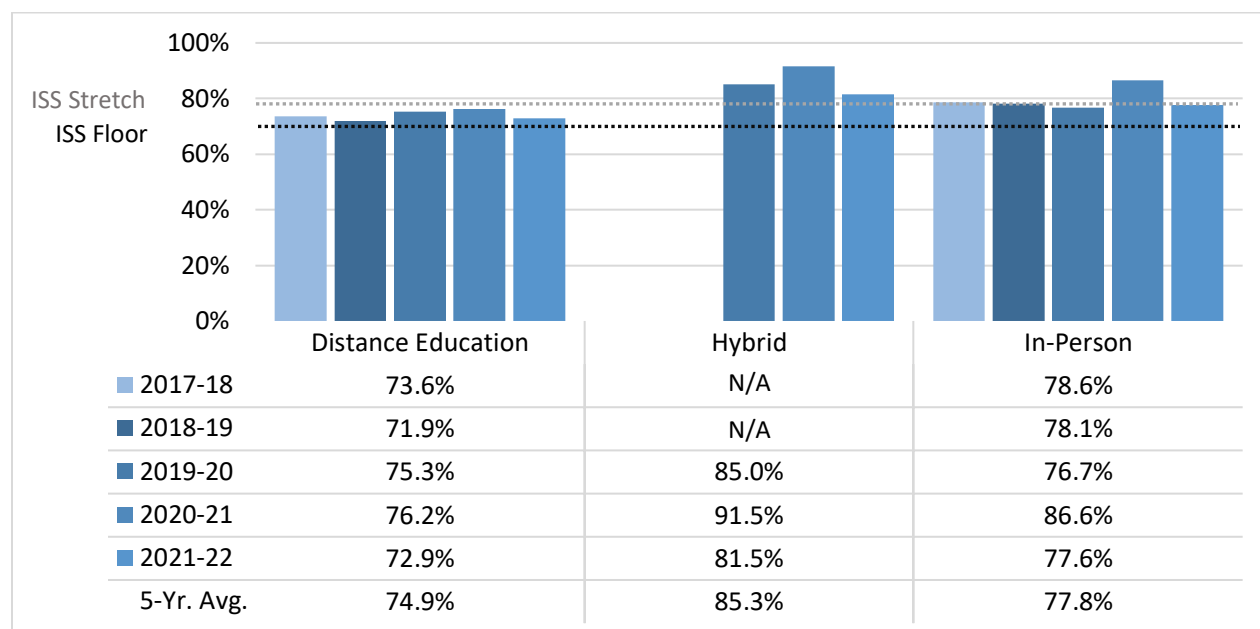
With the notable exception of Black/African American students, in most cases, student groups met or exceeded the institution-set standard of 70 percent for course success each academic year. Small subpopulations of American Indian/Alaska Native and Native Hawaiian/Pacific Islanders resulted in wide variation across years.

Figure B2
Credit Course Success by Race/Ethnicity
Academic Years 2017-18 to 2021-22

	Am. Indian/ AK Nat.	Asian	Black or African American	Hispanic	Multi-Racial	Native HI/ Other Pac. Islander	White
2017-18	55.6%	82.9%	64.9%	73.1%	75.1%	54.7%	82.8%
2018-19	96.4%	81.8%	68.1%	71.1%	76.4%	69.5%	82.3%
2019-20	76.6%	81.3%	65.2%	70.4%	76.6%	84.0%	81.4%
2020-21	80.5%	84.3%	67.6%	72.2%	79.0%	85.2%	81.2%
2021-22	71.4%	77.8%	65.4%	70.5%	77.2%	61.4%	81.4%
5-Yr. Avg.	76.1%	81.6%	66.2%	71.5%	76.8%	71.0%	81.8%
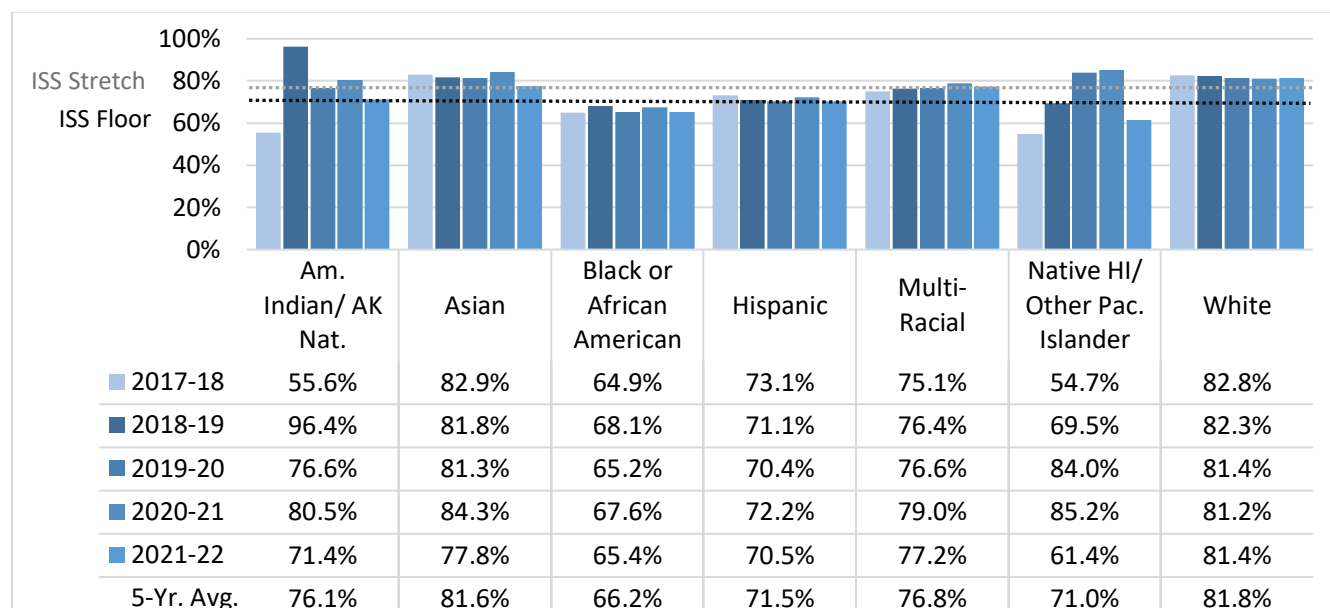
Students who were offered a Pell Grant or CA Promise Grant (BOG) Fee Waiver in the academic year reported are described as economically disadvantaged. Economically disadvantaged students had lower course success rates than students who were not economically disadvantaged, though the gap narrowed over the five-year period. Both groups met the institution-set standard of 70 percent, and in most years, students not economically disadvantaged met the stretch goal of 78 percent.

Figure B3
Credit Course Success by Economically Disadvantaged Status
Academic Years 2017-18 to 2021-22

	Economically disadvantaged	Not economically disadvantaged
2017-18	74.8%	80.7%
2018-19	74.6%	79.6%
2019-20	74.8%	78.0%
2020-21	76.0%	79.0%
2021-22	74.7%	77.0%
5-Yr. Avg.	75.0%	78.9%

Transfers

The College surpassed its institution-set floor of 180 transfers to the California State University (CSU) and the University of California (UC) systems in all academic years, but fell short of its stretch goal of 382 total transfers across all four-year institutions. Students most frequently transferred to colleges in the CSU system, followed by UC, and then out-of-state institutions.

Figure B4
Transfers by Institution Type
Academic Years 2017-18 to 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg.
■ In-State Private	35	32	30	31	26	31
■ Out of State	39	56	50	48	55	50
■ CSU	122	136	140	135	151	137
■ UC	96	109	114	116	121	111
ISS Stretch	382	382	382	382	382	N/A
ISS Floor	180	180	180	180	180	N/A
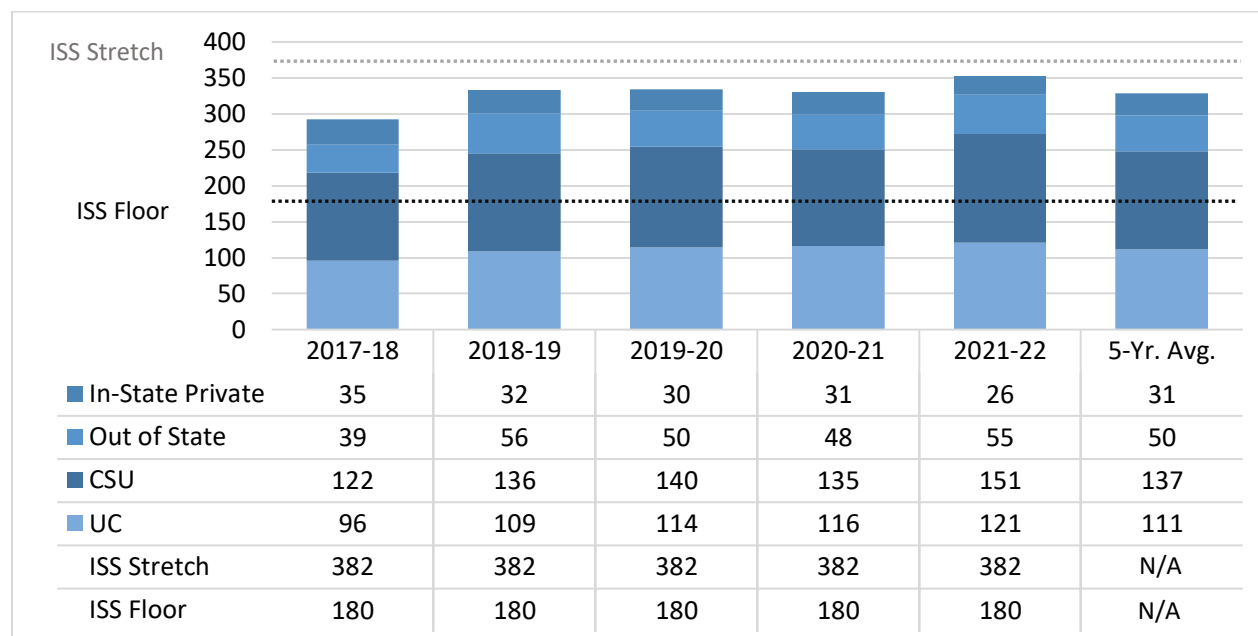
Source: College of Marin PRIE Data Warehouse (Banner SIS, National Student Clearinghouse). Students are counted as a transfer the first time enrolled at a four-year university if they a) completed 12 or more units at COM, b) enrolled at COM in the AY before transfer, and c) had not earned a four-year degree before transfer. This differs from previous definitions of transfer completion and now more closely aligns with the CCCCO Student Success Metrics definition.

Annually, about half of all transfer students were White, followed by 30 percent Hispanic/Latinx students.

Figure B5
Transfer Students by Race/Ethnicity
Academic Years 2017-18 to 2021-22

	Am. Indian/ AK Native	Asian	Black/ African American	Hispanic	Multi-Racial	Nat. HI/Pac. Islander	White
2017-18	N/A	9.2%	4.8%	28.4%	6.5%	0.3%	50.0%
2018-19	0.3%	6.3%	3.3%	30.6%	9.6%	0.3%	48.9%
2019-20	N/A	11.1%	3.3%	29.9%	6.9%	N/A	47.9%
2020-21	N/A	7.0%	2.7%	28.2%	7.3%	0.6%	52.7%
2021-22	0.3%	7.6%	1.4%	28.9%	9.3%	0.6%	49.0%
5-Yr. Avg.	0.1%	8.2%	3.1%	29.2%	7.9%	0.4%	49.7%
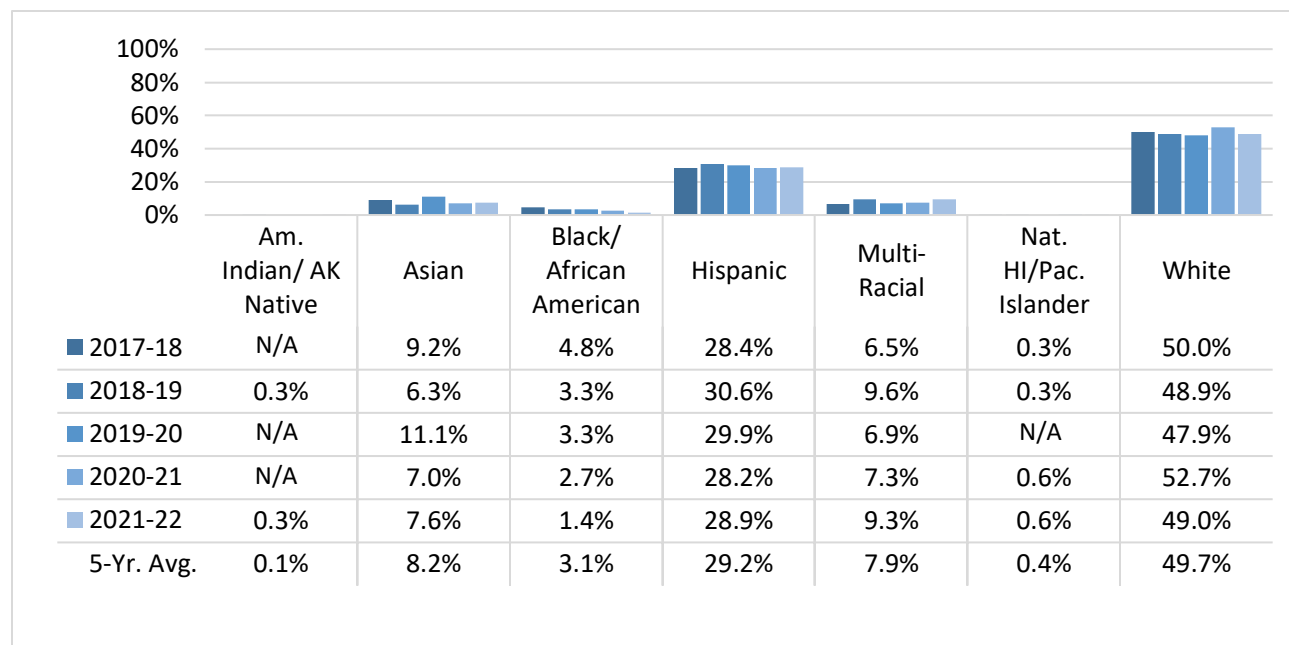
Source: College of Marin PRIE Data Warehouse (Banner SIS, National Student Clearinghouse).

Female students comprised a small majority of transfers, excepting 2019-20.

Figure B6
Transfer Students by Sex/Gender
Academic Years 2017-18 to 2021-22

	Female	Male
2017-18	53.4%	46.2%
2018-19	55.9%	42.0%
2019-20	47.9%	50.9%
2020-21	55.8%	43.9%
2021-22	56.7%	43.1%
5-Yr. Avg.	53.9%	45.2%
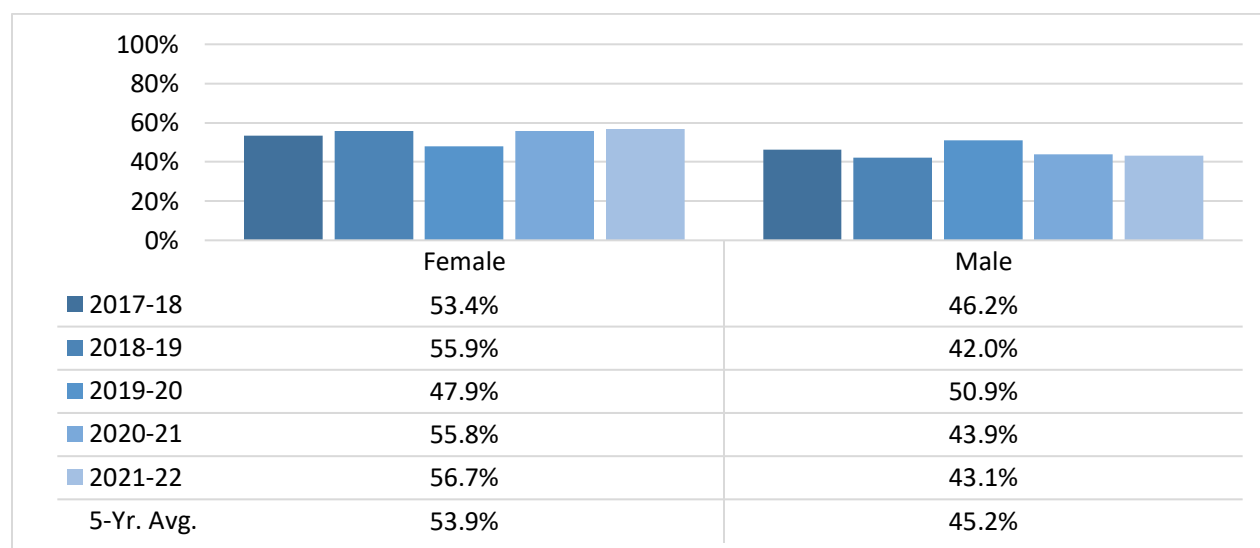
Source: College of Marin PRIE Data Warehouse (Banner SIS, National Student Clearinghouse).

Degrees Awarded

The College awarded between 344 and 405 degrees annually between 2017-18 and 2021-22. Between 297 and 345 students earned a degree each year, exceeding the College's stretch goal of 330 in three of the five years. Associate in Arts (AA) degrees are the most frequently awarded degrees, followed by Associate in Arts-Transfer (AA-T), Associate in Science (AS), and Associate in Science-Transfer (AS-T).

Figure B7
Degrees Awarded by Degree Type
Academic Years 2017-18 to 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg.
■ Associate in Arts	124	129	171	126	134	136.8
■ Associate in Arts Transfer	83	104	109	117	104	103.4
■ Associate in Science	85	93	88	82	84	86.4
■ Associate in Science Transfer	52	58	37	46	57	50.0
Total Degrees	344	384	405	371	379	376.6
Students Earning Degrees	297	334	345	317	345	327.6
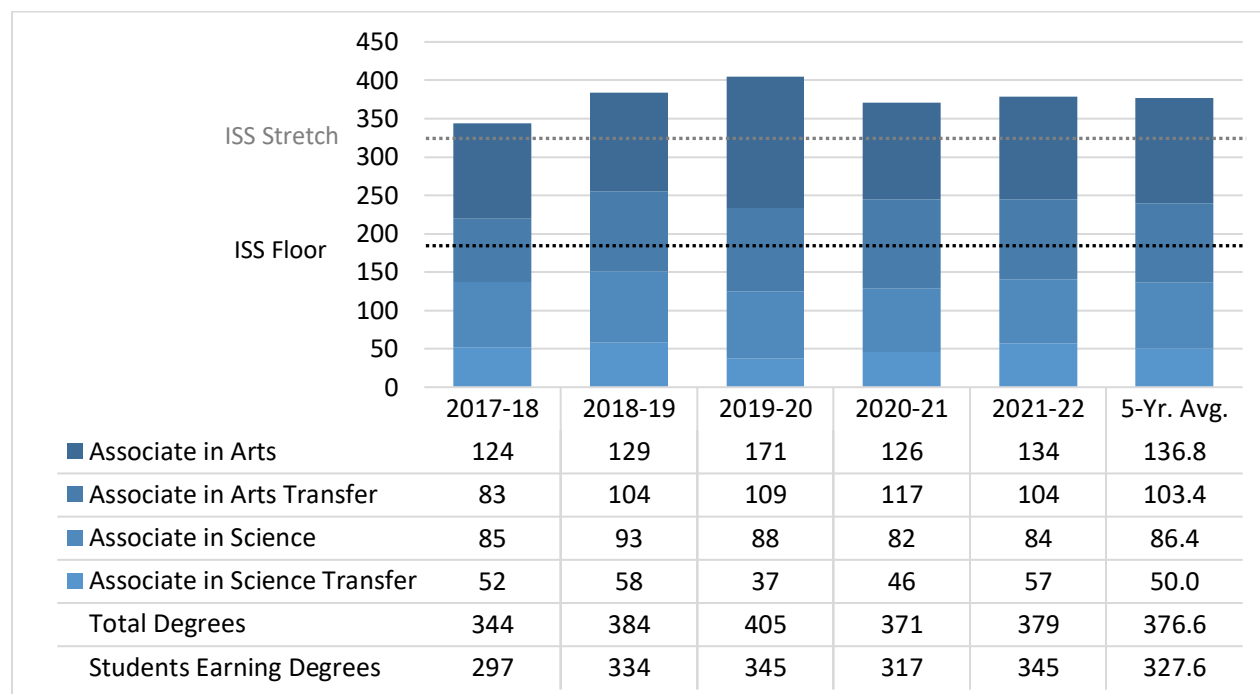
White and Hispanic/Latinx students earned nearly 80 percent of all degrees. The percentage of degrees earned by White students has decreased while the percentage of degrees earned by Hispanic/Latinx students has increased over time.

Figure B8
Degrees Awarded by Student Race/Ethnicity, Academic Years 2017-18 to 2021-22

	Asian	Black or African American	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	White
2017-18	11.6%	5.5%	34.6%	5.8%	0.0%	41.6%
2018-19	9.4%	5.2%	32.6%	4.4%	1.0%	46.9%
2019-20	10.6%	3.7%	33.3%	4.9%	0.2%	45.4%
2020-21	9.4%	1.9%	38.5%	7.0%	0.3%	39.4%
2021-22	7.7%	4.5%	41.4%	4.5%	0.5%	39.8%
5-Yr. Avg.	9.7%	4.2%	36.1%	5.3%	0.4%	42.6%
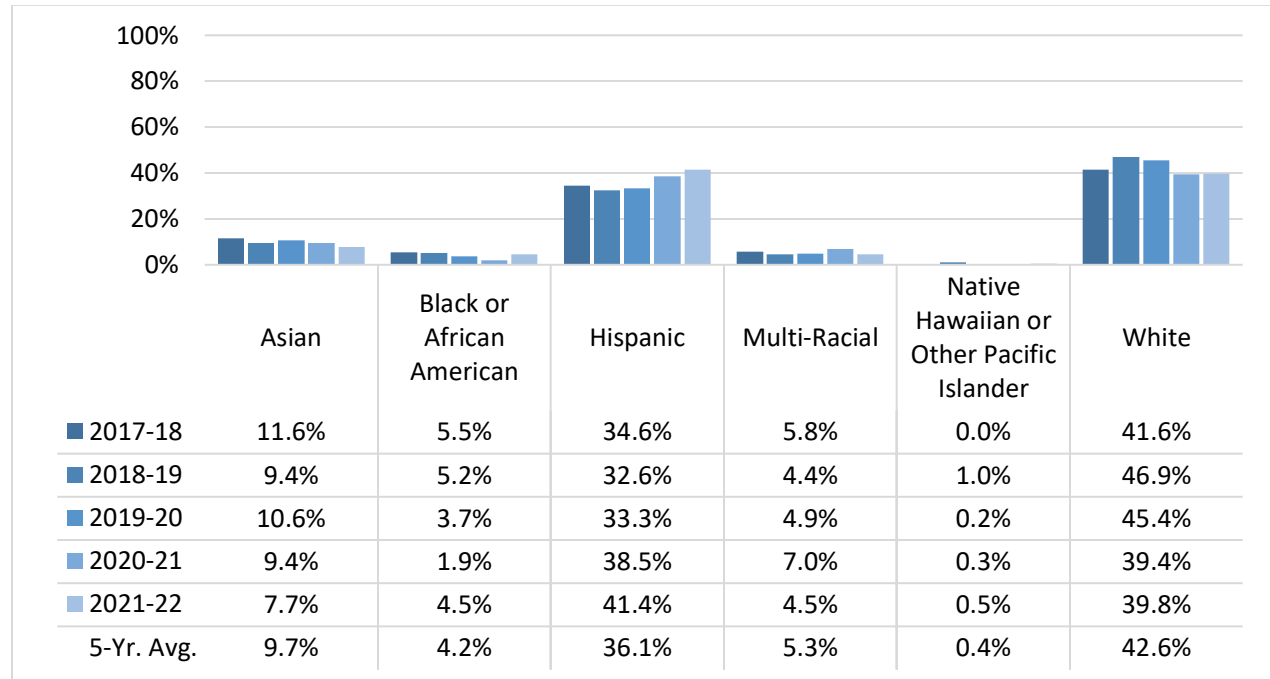
Female students consistently earned a higher share of degrees than male students, about two-thirds of all degrees over the five-year period.

Figure B9
Degrees Awarded by Student Sex/Gender, Academic Years 2017-18 to 2021-22

	Female	Male
2017-18	67.2%	32.6%
2018-19	56.0%	43.5%
2019-20	64.2%	35.6%
2020-21	70.1%	28.8%
2021-22	66.8%	32.5%
5-Yr. Avg.	64.8%	34.6%
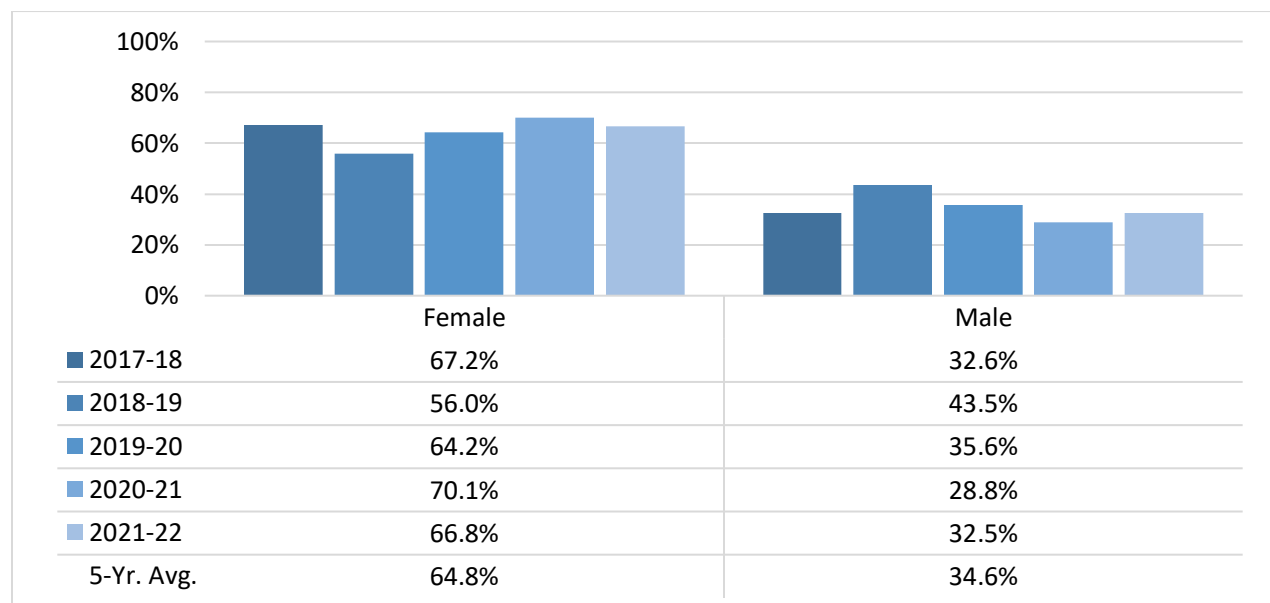
Degree Efficiency

Associate in Arts-Transfer (AA-T) and Associate in Science-Transfer (AS-T) degrees on average were completed with fewer units than Associate in Arts (AA) and Associate in Science (AS) degrees. Average units-to-degree for AA-T and AS-T degrees decreased through 2019-20, then increased.

Figure B10
Average Units Earned at Time of Degree by Degree Type
Academic Years 2017-18 to 2021-22

	AA	AA-T	AS	AS-T	All Degrees
■ 2017-18	72.0	78.8	73.8	79.3	75.2
■ 2018-19	74.1	71.9	75.4	75.1	74.0
■ 2019-20	71.7	68.2	71.5	73.9	70.9
■ 2020-21	74.4	73.4	76.8	80.3	75.3
■ 2021-22	74.3	76.3	74.6	78.9	75.6
5-Yr. Avg.	73.2	73.4	74.4	77.6	74.1
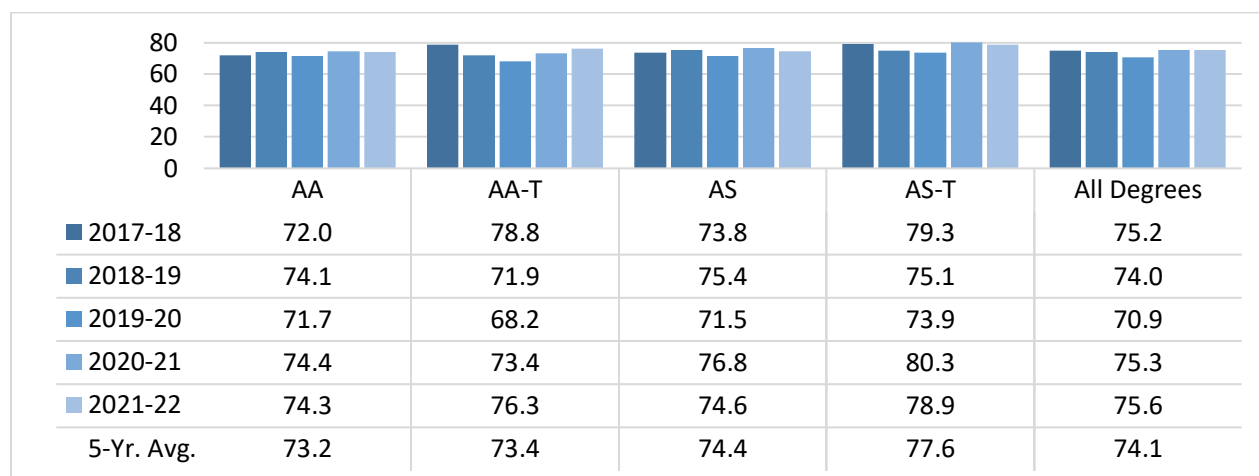
Across the five-year period, average units-to-degree ranged from about 66 to 79 units, with most race/ethnicity groups trending lower before the pandemic. Units-to-degree for Native Hawaiian or Other Pacific Islander students varies substantially year to year due to small subpopulations.

Figure B11
Average Units Earned at Time of Degree by Race/Ethnicity
Academic Years 2017-18 to 2021-22

	Asian	Black or African American	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	White
■ 2017-18	72.7	79.7	81.6	66.4	N/A	65.3
■ 2018-19	76.1	69.8	80.9	73.0	99.0	65.6
■ 2019-20	76.3	76.5	76.6	64.7	174.0	61.3
■ 2020-21	74.6	68.4	74.6	68.3	70.0	72.4
■ 2021-22	78.9	67.5	80.1	94.2	43.5	67.9
5-Yr. Avg.	75.7	72.4	78.8	73.3	77.3	66.5
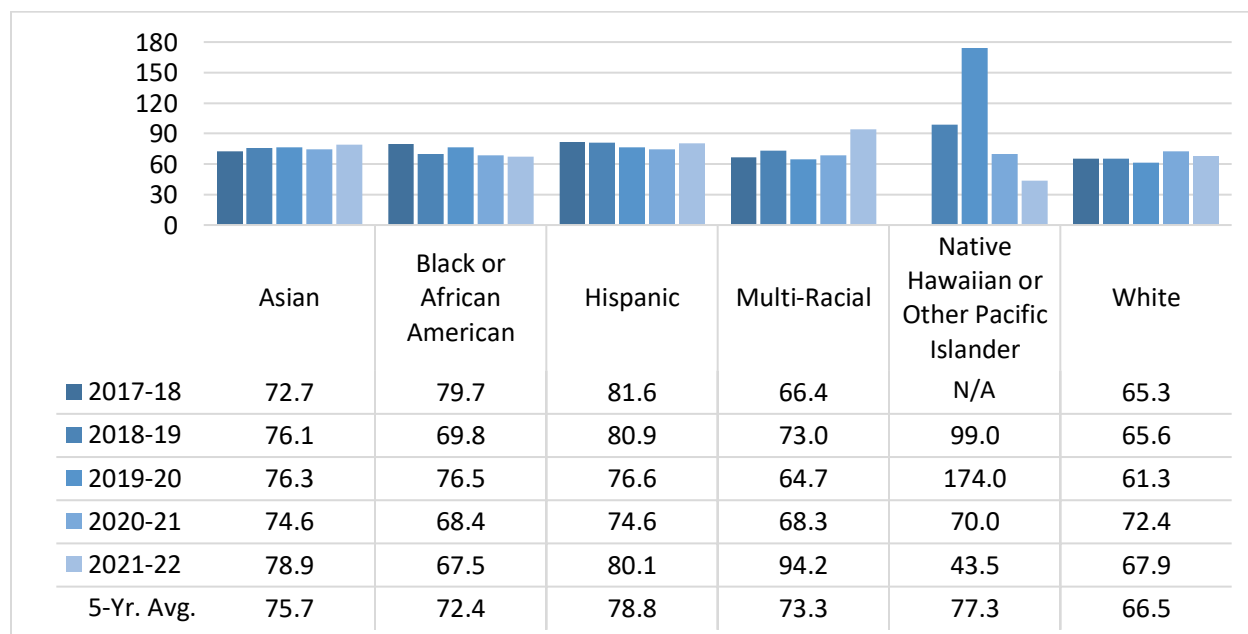
Both female and male students completed an average of about 72 units when earning a degree.

Figure B12
Average Units Earned at Time of Degree by Gender
Academic Years 2017-18 to 2021-22

	Female	Male
2017-18	73.3	69.9
2018-19	72.5	72.2
2019-20	68.3	69.7
2020-21	72.3	73.5
2021-22	75.0	74.2
5-Yr. Avg.	72.3	71.9
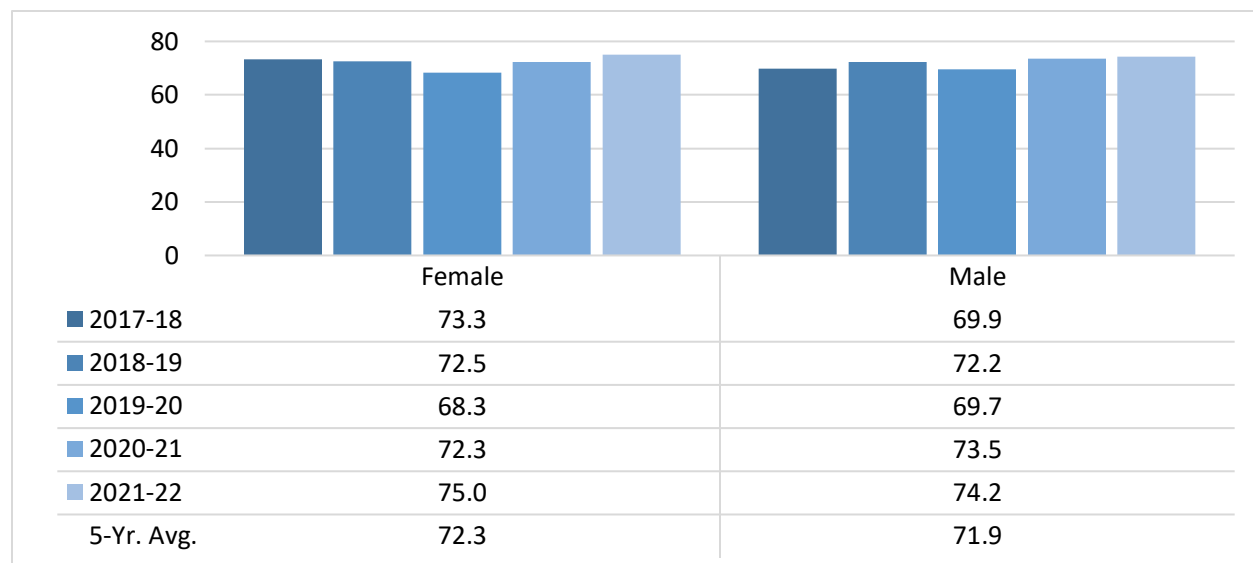
Certificates Awarded

The College averaged 72 certificates awarded per academic year. Total counts of certificates earned declined steadily 2017-18 to 2020-21 before rebounding in 2021-22.

Table B3
Certificates Awarded and Unduplicated Students Earning Certificates
Academic Years 2017-18 to 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22	5-Yr. Avg.
Certificates Awarded	86	80	66	62	67	72.2
Students Earning Certificates	56	62	58	57	61	58.8

The majority of certificates awarded are in Health Sciences and Automotive Technology. With the exception of Business, all other disciplines average fewer than five certificates in each academic year.

Excepting 2018-19, Hispanic/Latinx students earned the largest proportion of certificates each year, followed by White students.

Figure B13
Certificates Awarded by Student Race/Ethnicity
Academic Years 2017-18 to 2021-22

	Asian	Black or African American	Hispanic	Multi-Racial	Native Hawaiian or Other Pacific Islander	White
2017-18	3.5%	1.2%	50.0%	1.2%	0.0%	43.0%
2018-19	2.5%	1.3%	42.5%	1.3%	0.0%	52.5%
2019-20	18.2%	1.5%	50.0%	0.0%	0.0%	27.3%
2020-21	11.3%	1.6%	48.4%	1.6%	0.0%	35.5%
2021-22	11.9%	3.0%	50.7%	4.5%	1.5%	23.9%
5-Yr. Avg.	9.5%	1.7%	48.3%	1.7%	0.3%	36.4%
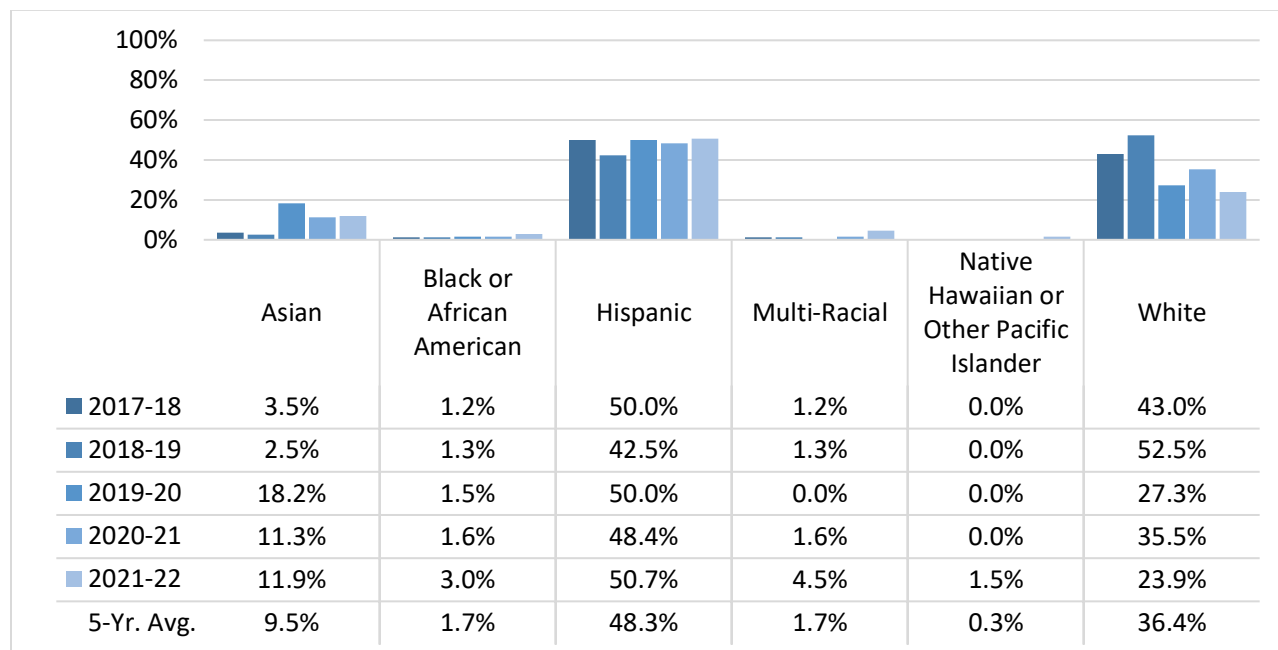
A large majority of certificates were earned by female students, with the exception of 2017-2018; since that year, there has been a decline in the number of certificates awarded in the male-dominated Auto program, and an increase in the female dominated Dental and Medical Assisting programs.

Figure B14
Certificates Awarded by Gender, Academic Years 2017-18 to 2021-22

	Female	Male
2017-18	34.9%	65.1%
2018-19	65.0%	33.8%
2019-20	66.7%	33.3%
2020-21	83.9%	16.1%
2021-22	76.1%	20.9%
5-Yr. Avg.	65.3%	33.8%
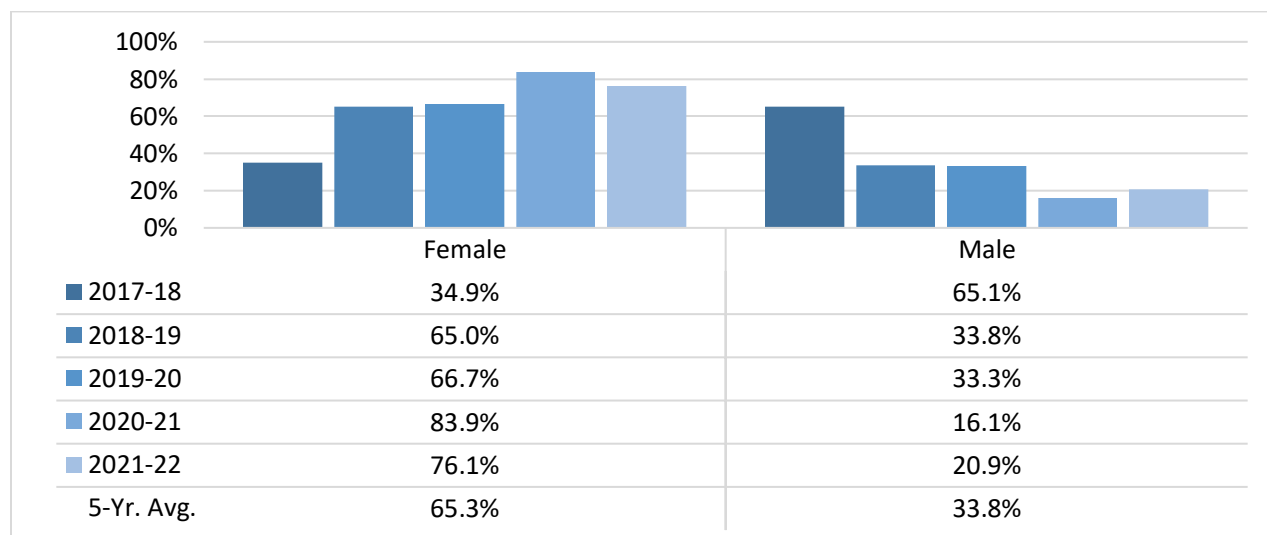
Persistence

The number of first-time students in fall semesters increased during the five-year time period. Fall-to-spring persistence among first-time students decreased during the pandemic, although it did not fall below the institution-set standard of 72 percent. In 2017-18 and 2018-19, persistence exceeded the stretch goal of 77.7 percent.

Table B4
Headcount of First-Time Students in Fall Semesters
Academic Years 2017-18 to 2021-22

	2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**5-Yr. Avg.**
First-time Students	447	499	624	630	594	558.8
Persistence	78.5%	78.8%	77.6%	72.4%	74.9%	76.2%

First-time students include those who first enrolled in at least 3 credit units in a fall semester. Persistence from fall to spring is defined by enrollment in at least 0.5 credit units in the following spring.

Persistence among the College's Black/African American students was lower than other large groups (Hispanic, White, multiracial, and Asian students) every year. Small subpopulations of American Indian/Alaska Native and Native Hawaiian/Pacific Islanders resulted in wide variation across years.

Figure B15
Fall to Spring Persistence, First-Time Students by Race/Ethnicity
Academic Years 2017-18 to 2021-22

	American Indian/Alaska Native	Asian	Black or African American	Hispanic	Multi-Racial	Native HI/Other Pacific Islander	White
2017-18	100.0%	90.3%	88.2%	74.5%	85.7%	N/A	78.4%
2018-19	100.0%	79.4%	70.6%	78.0%	89.7%	50.0%	78.1%
2019-20	N/A	89.2%	72.0%	78.7%	79.4%	100.0%	76.6%
2020-21	N/A	73.0%	62.5%	72.7%	71.1%	N/A	72.9%
2021-22	100.0%	76.9%	64.3%	74.3%	86.7%	N/A	72.9%
5-Yr. Avg.	100.0%	81.8%	71.5%	75.6%	82.5%	75.0%	75.8%
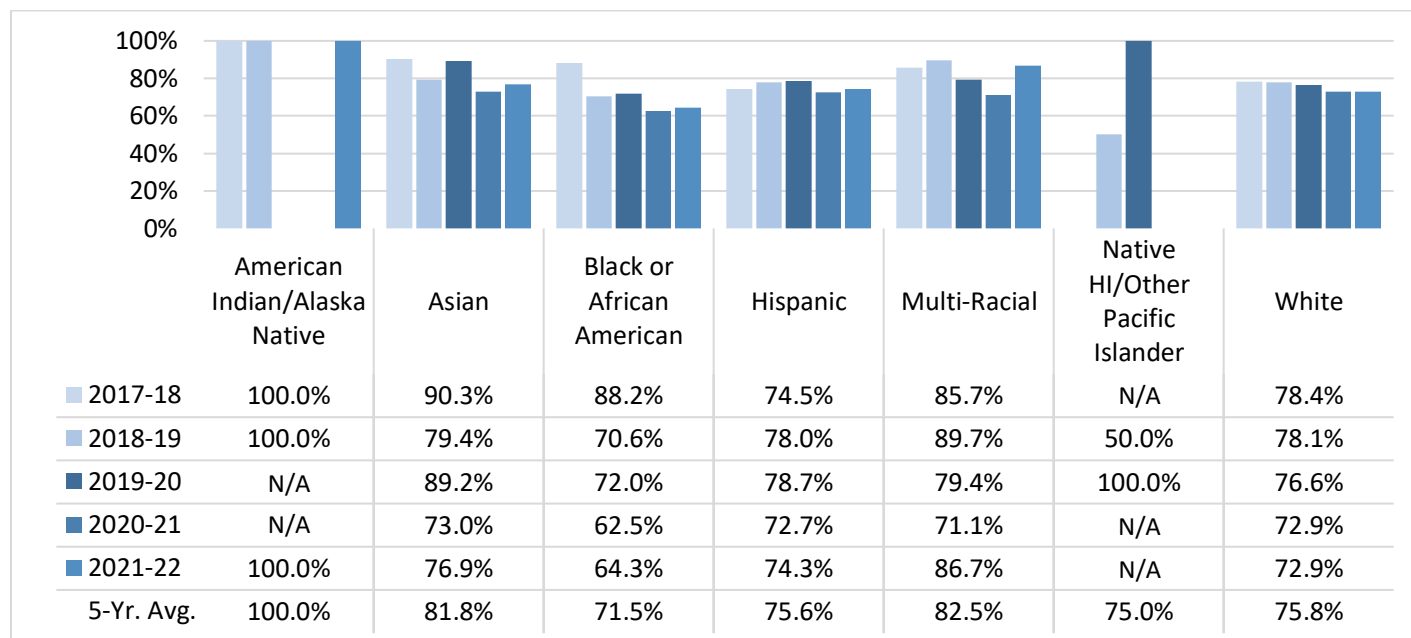
Persistence among female students declined during the five-year period, from 81 percent to 72 percent, but stayed around 76 to 77 percent among male students, with the exception of 2020-21 (likely pandemic related).

Figure B16
Fall to Spring Persistence, First-Time Students by Gender
Academic Years 2017-18 to 2021-22

	Female	Male
2017-18	80.9%	77.0%
2018-19	81.8%	76.5%
2019-20	77.9%	77.0%
2020-21	72.8%	72.1%
2021-22	72.7%	76.5%
5-Yr. Avg.	77.2%	75.8%
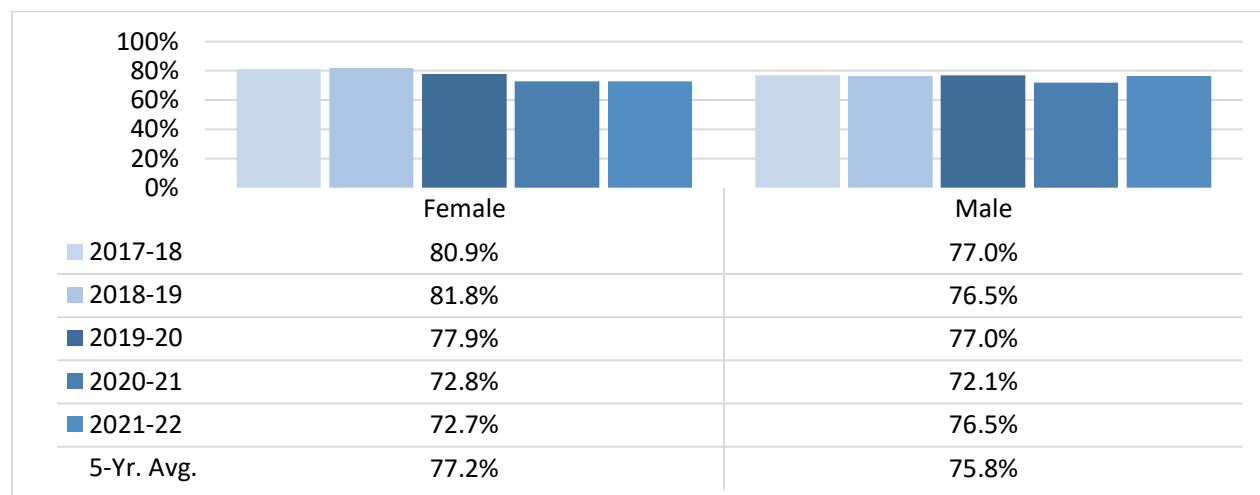
Completion of Transfer-Level Math and English in First Year

Completion of transfer-level math and English within one year is a performance indicator in the College's Strategic Plan, with a target of 17.6 percent by 2024-25. Completion rates in math improved since AB705 implementation in 2019-20, bringing the College closer to this goal, though as of 2021-2022, the College is still falling short of 17.6 percent.

Figure B17
Percent Completed Transfer-Level Math and English in First Year, Degree/Transfer Seeking Students
Academic Years 2017-18 to 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22
Math and English	9.5%	9.4%	16.0%	17.4%	15.6%
Math	14.5%	14.1%	22.8%	25.3%	22.4%
English	30.6%	33.5%	32.8%	33.7%	32.8%
Degree/Transfer Cohort	788	785	821	792	750
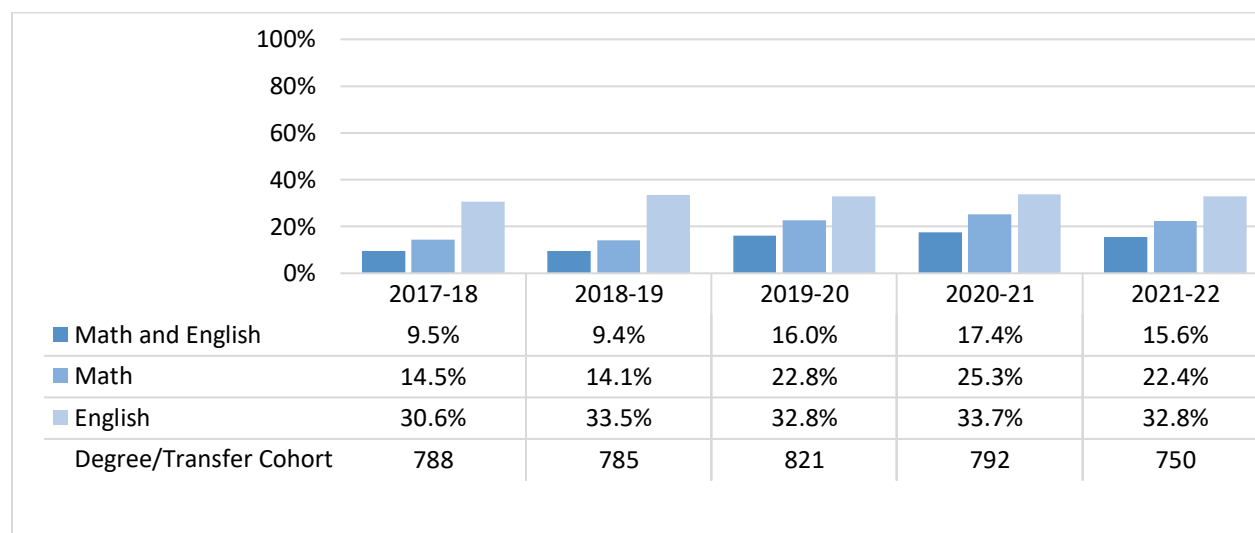
Source: CCCCO LaunchBoard, Student Success Metrics, Degree/Transfer Students

Employment (CTE Programs)

Among students in the 2020-21 Perkins career and technical education (CTE) cohort, 72 percent found employment, just below the state employment rate of 73 percent. Child Development (61.5 percent) and Administration of Justice (57.1 percent) had the lowest employment rates, while all others were at least 75 percent. The employment rate for Dental Occupations students was highest,
at nearly 94 percent.

Table B5
Employment Outcomes by TOP4 Code (Subject), Perkins V 2020-21 CTE Cohort

TOP4 Code	TOP4 Code Description	Employed	Cohort	Pct. Employed
0502	Accounting	12	16	75.0%
0511	Real Estate	9	11	81.8%
0948	Automotive Technology	5	6	83.3%
1208	Medical Assisting	14	17	82.4%
1230	Nursing	12	15	80.0%
1240	Dental Occupations	15	16	93.8%
1305	Child Development/Early Care and Education	8	13	61.5%
2105	Administration of Justice	5	8	62.5%
All TOP Codes	**All 2020-21 CTE Cohort**	**89**	**124**	**71.8%**

Source: Perkins V Core Indicator Reports, Summary by TOP4 Code, 2020-21 CTE Cohort. Students are included in the CTE cohort if they completed 12+ CTE units in a discipline within three years. TOP4 codes with fewer than 6 students in cohort are not reported individually but are included in the overall total.

Organization of the Self-Evaluation Process

In summer 2022, the superintendent/president and ALO initiated the self-evaluation process with the College community at the fall convocation. The superintendent/president assigned administrators to each Standard and calls for faculty participation were distributed faculty-wide. The ISER steering committee, which included the co-chairs of each Standard, was led by the superintendent/president, a faculty member, and ALO. Each Standard was co-chaired by a faculty member and administrator who facilitated the work of the writing teams that were comprised of faculty, staff, and administrators.

A formal kick-off training was provided to the ISER steering committee members in September 2022 by Kevin Bontenbal, College of Marin's ACCJC liaison. Writing teams worked individually, and monthly steering committee meetings were held to assess progress and provide support and guidance.

Once a Standard was in draft form, the document was distributed through the shared governance process to the Academic Senate, Classified Senate, Associated Students College of Marin (ASCOM), and the Board of Trustees for review and feedback. The ALO and faculty co-chair attended Academic Senate, Classified Senate, and ASCOM meetings to provide an overview of the ISER process and each constituent group's role in it. The ALO and faculty co-chair provided monthly progress updates to the Board of Trustees, at monthly managers' meetings, and at the spring convocation. Each Standard was reviewed twice through the shared governance structure before the ISER was finalized.

Accreditation Team

Task Force Co-chairs		
David Wain Coon, Ed.D. *Superintendent/President*	Alicia Pasquel *Faculty*	Cari Torres *AVP of Instruction, ALO*

Standard I	Standard II	Standard III	Standard IV
Co-Chairs Alina Varona Logan Wood	**Co-Chairs** Lauren Servais Cara Kreit	**Co-Chairs** Greg Nelson Eresa Puch Caitlin Rolston	**Co-Chairs** Jonathan Eldridge Tim Wat
Contributors Alicia Bright Ryan Byrne Holley Shafer Stacey Lince	**Contributors** Stormy Miller Jon Horinek Tonya Hersch Carol Hernandez Elle Dimopoulos Tea Perales Grace Yuan Sally Wong	**Contributors** Sadika Sulaiman Hara Nikki Harris Patrick Ekoue-Totou Michelle Greitzer Klaus Christiansen	**Contributors** Keith Rosenthal Micol Benet Maridel Barr Mia Robertshaw

ISER Production Timeline

Deliverable	Date
Due to ACCJC	August 1, 2023
Board final approval	July 2023
Final edits made	May – June 2023
Standard II: Student Learning Programs and Support Services	April 2023 (draft ready)
A. Instructional Programs	March 2023
B. Library and Learning Support Services	February 2023
C. Student Support Services	February 2023
Standard I: Institutional Mission and Effectiveness	March 2023 (draft ready)
A. Mission	February 2023
B. Institutional Effectiveness	February 2023
C. Institutional Integrity	February 2023
Standard IV: Leadership and Governance	February 2023 (draft ready)
A. Decision-making Roles and Processes	January 2023
B. Chief Executive Officer	January 2023
Standard III: Resources	January 2023 (draft ready)
A. Human Resources	December 2022
B. Physical Resources	December 2022
C. Technology Resources	December 2022
D. Financial Resources	December 2022

Organizational Information

District Management Organizational Structure

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                                    Board of Trustees

  Community,
  Stakeholder,
  & Students
                                    Superintendent/
                                    President
                                    David Wain Coon
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| Assistant Superintendent/Vice President of Student Learning and Success — Jonathan Eldridge | Director of Advancement — Keith Rosenthal | Director of Marketing and Communications — Nicole Cruz | General Counsel — Mia Robertshaw | Executive Director of Human Resources — Nekoda Harris | Assistant Superintendent/Vice President of Administrative Services — Gregory Nelson |

Under Assistant Superintendent/VP of Student Learning and Success (Jonathan Eldridge):
- Director of Student Services Accessibility Serviecs — Stormy Miller Sabia
- Director of Student Services Activities & Advocacy — Sadika Sulaiman-Hara
- Director of Student Services Kinesiology & Athletics — Ryan Byrne
- Dean of Enrollment Services — Jon Horinek
  - Associate Director of Enrollment Services — Emy Bagtas
  - Director of EOPS, CARE & CalWORKs — Becky Reetz
  - Director of Student Outreach & Partnerships — Julian Solis
- Dean of Educational Success Programs — Tonya Hersch
  - Dean of Arts & Humanities — Lauren Servais
  - Director of Nursing — Alicia Bright
  - Dean of Math, Sciences & Business — Carol Hernandez
    - Director of MESA — Vacant
- Dean of Workforce Development & Career Education — Alina Varona
  - Director of Workforce Programs — Vacant
  - Manager, Organic Farm & Garden — John Campbell
  - Program Administrator Health Sciences — Angela Olmanson
- Assistant Vice President of Instruction — Cari Torres
  - Director of Child Dev. and Early Childhood Ed. Programs — Corinna Dy-Liacco Calica
  - Director of Institutional Effectiveness — Holley Shafer

Under Executive Director of Human Resources (Nekoda Harris):
- Manager, Employee & Labor Relations — Connie Lehua
- Human Resources Operations Manager — Vacant
- Assistant Director of Facilities Planning, Maintenance & Operations — Vacant

Under Assistant Superintendent/VP of Administrative Services (Gregory Nelson):
- Chief of Police/Director of Safety — Jeff Marozick
- Director of Community Programs — Lori Friedman
- Director of Facilities Planning, Maintenance & Operations — Klaus Christiansen
- Assistant Director of Fiscal Services — Vacant
- Assistant Vice President of Administrative Services — Eresa Puch
  - Chief Information Officer/Director of Information Technology — Patrick Ekoue-Totou
  - Director of College Services — Annie Ricciuti
  - Director of Fiscal Services — Anthony Clark

April 20, 2023
Human Resources

Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

College of Marin is authorized to operate as a post-secondary, degree-awarding institution by the Accrediting Commission for Community and Junior Colleges of Western Association of Schools and Colleges through June 2024 (ER1-01). The authority to operate is published annually in the College catalog (ER1-02). The College is approved by the United States Department of Education to participate in federal student financial aid programs. The College is one of 116 California Community Colleges in California (ER1-03). California Education Code, Division 7, establishes the California Community College System under the leadership and direction of the Board of Governors.

ER1 EVIDENCE LIST

ER1-01	ACCJC Certificate of Accreditation, June 2017
ER1-02	College Catalog 2023-2024
ER1-03	California Community Colleges Website

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

The College serves approximately 7,000 credit, noncredit, and community education students each semester. As of spring 2023, 4,459 students were enrolled in the credit program at first census, 1,116 students were enrolled in the noncredit program, and 1,150 students were enrolled in community education courses (ER2-01).

During the 2021-2022 academic year, the College enrolled 6,926 credit students (unduplicated head count) and 22 percent of students were enrolled full-time and 78 percent were enrolled part-time. In the same year, students pursued the following educational goals:

- associate degree, certificate, or transfer: 48 percent
- career advancement: 16 percent

- basic skills: 11 percent
- educational development: 12 percent
- meeting four-year requirements: 8 percent
- undecided/uncollected: 5 percent

The College awards degrees and certificates of achievement. During 2021-2022, 416 Associate of Arts (AA), Associate of Science (AS), Associate Degrees for Transfer (AD-T), and 63 certificates of achievement were awarded. The Fast Facts webpage, published by the office of Planning, Research, and Institutional Effectiveness (PRIE), is updated annually and includes information about enrollment, programs, courses, degrees and certificates of achievement, and student characteristics (ER2-02).

The credit/noncredit and community education schedules are available on the College's website. (E2-03, E2-04).

ER2 EVIDENCE LIST

ER2-01	Enrollment Statistics At-A-Glance
ER2-02	Fast Facts Webpage
ER2-03	Credit/Noncredit Schedule, Spring 2023
ER2-04	Community Education Class Schedule Website

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers 66 associate degrees, including associate degrees for transfer, and 31 certificates of achievement. Current degree and certificate of achievement offerings and requirements are published in the annual course catalog on the College's website (ER3-01). The local GE pattern is published in the catalog as well (ER3-02). In 2021-2022, 48 percent of credit students indicated that an associate degree, certificate, or transfer was their educational goal (ER2-02). Graduation requirements are published in the catalog and include a minimum of 60 units of college-level coursework (ER3-03).

ER3 EVIDENCE LIST

ER2-02	Fast Facts Webpage
ER3-01	Program and Course Descriptions, Catalog 2023-2024
ER3-02	General Education Requirements
ER3-03	Graduation Requirements

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The College's Board of Trustees appointed superintendent/president Dr. David Wain Coon on September 10, 2010 (ER4-01). His tenure began in December 2010, and will conclude for purposes of retirement in December 2023 (ER4-02). The College is currently engaged in the search process for a new superintendent/president (ER4-03), with an anticipated start day in January 2024.

The superintendent/president is the College's chief executive officer and is responsible for administering Board policies and procedures and acting on the Board of Trustees decisions (ER4-04; ER4-05). The superintendent/president does not serve as the chair of the Board of Trustees (ER4-06). The College ensures that the Commission is notified when there are changes to the executive leadership (ER4-07).

ER4 EVIDENCE LIST

ER4-01	Board of Trustees Meeting Minutes, September 21, 2010
ER4-02	Office of the President Webpage
ER4-03	Superintendent/ President Search Webpage
ER4-04	BP 2430 Delegation of Authority to Superintendent/President
ER4-05	BP 2410 Board Policy and Administrative Procedure
ER4-06	BP 2210 Officers
ER4-07	Letter to the ACCJC, December 10, 2010

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The College participates in annual financial audits conducted by external certified public accountants. The Board of Trustees reviews the audit reports each year and the required reports are submitted to the California Community Colleges Chancellor's Office. College of Marin is an approved Title IV institution and complies with all federal requirements to distribute financial aid. The financial audit reports are posted on the College's website (ER5-01).

ER5 EVIDENCE LIST

ER5-01	MCCD Audited Financial Statement, June 30, 2022

Certification of Continued Institutional Compliance with Commission Policies

College of Marin certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

College of Marin's 2023 Institutional Self Evaluation Report (ISER) was posted on the College's accreditation website for review and feedback in August, 2023 (CP-01). The ACCJC's Third Party Comment Form was published in July, 2023, on the website (CP-02).

Standards and Performance with Respect to Student Achievement

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

The College defines a broad array of student achievement metrics appropriate to its mission and sets floor and stretch goals in pursuit of continuous improvement. Institution-set standards and discussion of the College's recent performance can be found in Chapter B: Presentation of Student Achievement Data and Institution-Set Standards, and Standard I.B.3. Institution-set standards are reviewed annually, reported in ACCJC annual reports, shared with College stakeholders, and published on the office of Planning, Research and Institutional Effectiveness (PRIE) website (CP-03). Additional student achievement metrics for instructional program learning outcomes are discussed in Standard I.B.2.

Credits, Program Length, and Tuition

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

Board Policy (BP) and Administrative Procedure (AP) 4025, Criteria for Associate Degree and General Education and BP and AP 4100 Graduation Requirements for Degrees and Certificates comply with

Title 5 and California Education Code (CP-04, CP-05, CP-06, CP-07). A minimum of sixty semester units are required to earn an associate degree (CP-08). All courses and programs go through a review and approval process as outlined in BP 4020 Program, Curriculum, and Course Development and AP 4020 Program and Curriculum Development (CP-09, CP-10). Enrollment fees are published on the College's website and referred to in BP 5030 and AP 5030 (CP-11, CP-12, CP-13).

Transfer Policies

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

Board Policy (BP) 4050 Articulation, Administrative Procedure (AP) 4050 Articulation, and AP 4100 Graduation Requirements for Degrees and Certificates are the primary policies and procedures for transfer of credit (CP-14, CP-15). The criteria for transfer of credit earned at another institution of higher education is published in AP and BP 4100 Graduation Requirements for Degrees and Certificates and the College catalog, which is available online (CP-16, CP-17, CP-18). Students may transfer degree applicable units from fully accredited colleges or universities as listed in the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Transfer Credit Practices of Selected Educational Institutions. Transcripts from foreign colleges and universities will be accepted when evaluated by University of California (UC), California State University (CSU), or an evaluating service recognized by the College. Courses are evaluated for transferability by cross-referencing CSU and Intersegmental General Education Transfer Curriculum (IGETC) articulation in Articulation System Stimulating Interinstitutional Student Transfer (ASSIST). For further detail on the College's policies and procedures for transfer of credit, see Standard II.A.10.

Distance Education and Correspondence Education

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

College of Marin offers hybrid and online asynchronous courses as part of its Distance Education (DE) program. The DE program is supported with a 20 percent FTE faculty DE Coordinator and a full-time Instructional Designer. The Distance Education Committee (DEC) serves as a subcommittee of the Academic Senate. The DE Coordinator and Instructional Designer, in collaboration with the DEC, ensure compliance with DE requirements as outlined in Administrative Procedure (AP) 4105 Distance Education (CP-19) and provide faculty and staff with training, support, and resources. Per AP 4105, all DE courses are required to be peer reviewed through Peer Online Course Review (POCR) and align with the Online Education Initiative (OEI) rubric before they can be scheduled (CP-20). College of Marin is in the process of becoming a POCR school via the California Virtual Campus – Online Education Initiative (CVC-OEI). The College does not offer Correspondence Education.

Student Complaints

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

The College's Student Complaint process is defined in AP 5530 Student Rights and Grievances and AP 3435 Discrimination and Harassment Complaint Procedures (CP-21, CP-22). Policies and procedures regarding student complaints are published in the Catalog, on the Student Services website, and on the Policies website (CP-23, CP-24, CP-25). Students may access the COM CARE report system found on the Student Services website to submit a concern or complaint (CP-26).

Institutional Disclosure and Advertising and Recruitment Materials

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

College of Marin provides accurate, consistent information disseminated appropriately to reach the desired audience. The College website and College catalog include the elements outlined in Board Policy 3920 Communication with the Public and Administrative Procedure 3920 Communication with the Public and are the primary methods used to represent the institution to prospective students, current students, and the general public (CP-27, CP-28). The College catalog is published annually online and is available to print on demand. The College adheres to all requirements to comply with the Commission Policy on Institutional Advertising, Student Recruitment and Policy on Accredited Status. Accreditation status is accessible on the College Accreditation webpage and in the College catalog (CP-29, CP-30).

Title IV Compliance

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.

Per Board Policy and Administrative Procedure 6400 Financial Audits, the College undergoes an annual audit that includes student loan default rates. Audit results are presented annually to the Board of Trustees (CP-31). Further evidence of compliance with USDE Title IV regulations are included in Standards III.D.10 and III.D.15.

CP EVIDENCE LIST

CP-01	Accreditation Website
CP-02	ACCJC Commission's Third-Party Comment Form
CP-03	ACCJC Annual Report 2023
CP-04	BP 4025 Criteria for Associate Degree and General Education
CP-05	AP 4025 Criteria for Associate Degree and General Education
CP-06	BP 4100 Graduation Requirements for Degrees and Certificates
CP-07	AP 4100 Graduation Requirements for Degrees and Certificates
CP-08	Associate Degree Requirements, COM Catalog
CP-09	BP 4020 Program, Curriculum, and Course Development
CP-10	AP 4020 Program and Curriculum Development
CP-11	BP 5030 Fees
CP-12	AP 5030 Fees
CP-13	Paying for College Webpage
CP-14	BP 4050 Articulation
CP-15	AP 4050 Articulation
CP-16	BP 4100 Graduation Requirements for Degrees and Certificates
CP-17	AP 4100 Graduation Requirements for Degrees and Certificates
CP-18	Graduation Requirements, COM Catalog
CP-19	AP 4105 Distance Education
CP-20	OEI Course Design Rubric
CP-21	AP 5530 Student Grievances
CP-22	AP 3435 Discrimination and Harassment Complaint Procedures
CP-23	Prohibition Against Discrimination and Harassment, College Catalog
CP-24	Student Rights, Responsibilities, and Grievances, College Catalog
CP-25	Student Conduct - Concerns and Complaints Webpage
CP-26	COM Care Website
CP-27	BP 3920 Communication with the Public
CP-28	AP 3920 Communication with the Public
CP-29	Accreditation Website
CP-30	About COM Webpage
CP-31	MCCD Audited Financial Statement, June 30, 2022

Standard I

Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A. Mission

Standard I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

EVIDENCE OF MEETING THE STANDARD

The College's mission statement and values clearly communicate its educational purpose, describe students served, and reifies its commitment to student learning and achievement. The mission is evaluated annually and revised regularly to ensure compliance with Accreditation Standards and alignment with student and community needs. Board Policy 1200, last reviewed in February 2023, states the College's mission and summarizes its values ([IA1-01](#)).

College of Marin's Mission Statement

College of Marin's commitment to educational excellence is rooted in equity practices 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, racial, and environmental justice.

The District believes that our commitment and accountability to diversity, equity, and belonging enriches the District's mission and supports students in achieving their educational goals.

The College serves all members of Marin's diverse community, offering programs and services to students with various educational goals. The mission statement specifically references the types of

credentials it offers, as well as other offerings that attract a broad range of students to the College. This includes transfer preparation, degrees and certificates, career technical education, basic skills improvement (via the College's substantial English as a second language program), lifelong learning, and community and cultural enrichment.

The mission statement and description of core values are prominently displayed on the College's website (IA1-02). The core values describe the College's approach to carrying out its mission, specifically articulating the College's commitment to student- and community-centered education, academic excellence and innovation, diversity, and accountability.

ANALYSIS AND EVALUATION

The College's mission and values clearly articulate its educational purpose and strong institutional commitment to "providing equitable opportunities and fostering success for all members of our diverse population." Further, the mission describes the various credentials offered and student populations served, including those seeking basic skills, community education/enrichment, career development, and degree and preparation for transfer to four-year institutions. The College welcomes a diverse body of students to its campuses, helping new students prepare to enter the College, succeed during their years at the College, and prepare for transfer to four-year colleges and universities.

Standard I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

EVIDENCE OF MEETING THE STANDARD

The College regularly collects, analyzes, and shares data in alignment with the mission to help understand student needs, drive improvement, and gauge the effectiveness of programs and initiatives that support students' learning and success. The College's office of Planning, Research, and Institutional Effectiveness (PRIE) is primarily responsible for ensuring mission-relevant data are available, widely disseminated, and utilized for planning, assessment, and decision-making.

The College uses data to inform institutional priorities, develop plans aligned with the mission, and evaluate progress. The Educational Master Plan (EMP) 2019-2025 includes performance objectives and corresponding metrics aligned with all priorities stated in the mission (IA2-01). In addition, the EMP includes objectives to collect and utilize community needs assessment data and to use institutional assessment data to inform innovative teaching practices. PRIE tracks and reports progress on the EMP performance indicators annually to the Board of Trustees (IA2-02, IA2-03).

The Student Equity and Achievement (SEA) Plan was developed using a data-driven review of equity gaps in student progress and achievement provided by the California Community Colleges Chancellor's office (IA2-04). PRIE maintains a Tableau dashboard to track annual progress toward SEA Plan goals (IA2-05). Guided Pathways work, intended to improve attainment of degrees, certificates, and transfer, is also incorporated into the EMP and Strategic Plan, and is informed by PRIE data and analyses including: first-year completion of math and English; adherence to student educational plans; and a Tableau schedule dashboard tool developed to facilitate the College's student-centered scheduling process (IA2-06, IA2-07, IA2-08).

PRIE provides College wide student achievement data aligned with the mission and the EMP via publicly available, interactive Tableau dashboards that display current and historical student enrollment, persistence, successful course completion, degree/certificate completion, and transfer attainment (IA2-09). PRIE recently incorporated a disproportionate impact calculation into several dashboard metrics, including successful course completion, that clearly displays the College's progress on attaining equitable outcomes for all students, a key priority in the mission and the EMP (IA2-10, IA1-02, IA2-11). PRIE offers annual training and weekly data coaching sessions to staff and faculty to facilitate use and interpretation of the data displayed in the dashboards (IA2-12).

PRIE also assesses progress toward offering a supportive, innovative learning environment by regularly administering student surveys on topics including the quality of students' course experiences, basic needs, campus climate, course scheduling and modality, and preferences for accessing student services (IA2-13). In addition, PRIE has surveyed lifelong learning/community education students on their experiences and needs (IA2-14). Survey results are regularly shared with the campus community to ensure decision-making priorities are data-driven and student-centric (IA2-15, IA2-16).

ANALYSIS AND EVALUATION

The College regularly uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. The Educational Master Plan and Strategic Plan include mission-aligned goals and performance indicators, and progress is reported to the Board of Trustees annually. A variety of institution-level, mission-relevant student progress and outcome measures are routinely tracked and posted online. Regular student surveys and analyses focused on student needs and equity are conducted and the College uses these analyses for continuous improvement toward fulfilling its mission.

Standard I.A.3. 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.

EVIDENCE OF MEETING THE STANDARD

The College uses intentional and systematic processes to ensure academic programs and student services align with its mission. The Educational Master Plan (EMP) 2019-2025 lays out the collective vision for the College, including six-year goals for student learning and achievement (IA2-01). The EMP flows from the College's mission and is the principal document guiding all other institutional planning and decision-making, including strategic planning, resource allocation, evaluation, and outcomes assessment. Embedded within the EMP are two, three-year strategic plans that describe specific objectives and action steps toward achieving the EMP goals (IA3-01, IA3-02).

 Program review serves as the systematic process to ensure the College meets its commitment to educational excellence rooted in providing equitable opportunities and fostering success for students as they pursue their goals (IA3-03). Program review centers achievement of the College's mission and the broader goals set forth in the EMP as its central purpose. The process functions as the mechanism to determine the effectiveness of academic and non-academic programs, including instruction, student services, and administrative responsibilities. Through discussion of student success and outcomes

assessment data, academic programs identify strengths and opportunities for improvement (IA3-04). Program review is submitted by all instructional and non-instructional programs every six years, and includes an annual departmental review of data. Academic programs in career technical education submit a program review every two years.

Program, degree, and certificate learning outcomes (PSLOs) are developed by faculty through collaboration within their respective disciplines and across departments when appropriate. The PSLOs represent the desired overarching learning outcomes for all students pursuing degrees or certificates in the program or discipline. The assessment of Instructional Student Learning Outcomes (ISLOs) is completed on a regular basis and is driven by the Student Learning Outcomes Assessment Council (SLOAC). SLOAC tracks all assessment of learning outcomes, offers faculty training, and provides outcomes data for program review (IA3-05, IA3-06). Assessment of student services student learning outcomes is completed using a non-instructional program review process to ensure that services support student learning (IA3-07). Non-instructional program review helps identify areas needing refinement, areas that are effective, and areas warranting expansion (IA3-08).

The Planning and Resource Allocation Committee (PRAC) provides oversight of and makes recommendations for institutional planning and resource allocation, connecting and centralizing institutional decision-making, planning, and resource allocation in alignment with the College's mission and institutional planning goals (IA3-09). PRAC uses documented assessment results to set funding priorities and recommend program improvements for all assets of the College: fiscal resources, facilities, equipment, and personnel. Budgeting decisions are discussed according to PRAC's Guiding Principles, which state that recommendations must be guided by the College's mission and values: student-centric, equity-minded, and supportive of student learning and achievement (IA3-10). Division deans present to PRAC all programmatic needs through program review as well as annual instructional technology and equipment requests (IA3-11).

The College's Distance Education Plan, Student Equity Plan, and Technology Plan also specifically lay out their priorities in alignment with key priorities of the mission, Educational Master Plan, and Strategic Plan (IA3-12, IA2-04, IA3-13).

ANALYSIS AND EVALUATION

The College effectively aligns student learning programs and services with its mission, Educational Master Plan, and Strategic Plan through a regular and systematic process of assessment, analysis, reflection, and refinement as appropriate. To fulfill its mission, the College is committed to regular and ongoing planning and assessment that ensures programs and services are created, sustained, modified, resourced appropriately, and in alignment with the College's mission.

The College is committed to a mission that emphasizes student learning and achievement, as evidenced by its mission statement, the Educational Master Plan, and the Strategic Plan. The College mission is central in guiding institutional decision-making, planning, and resource allocation. Both quantitative and qualitative data are used to determine how effectively the College accomplishes its mission. To ensure this holistic alignment with the mission, evaluation takes place regularly and at each level of the College: course, program, degree, student service, department, and institutional level.

Standard I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated, as necessary. (ER 6)

EVIDENCE OF MEETING THE STANDARD

The College's mission statement can be found in several key areas on the College's website, as well as in printed form. The mission webpage is prominently located on the home menu under About COM, and is linked on the Office of the President and Board of Trustees webpages (IA1-02, IA4-01, IA4-02). The online catalog includes the full mission statement under the general information tab (IA4-03). The Educational Master Plan (EMP), available in both PDF and print, includes the full mission statement (IA2-01, p. 10). The mission webpage is also linked prominently in the online faculty and classified employee handbooks (IA4-04, IA4-05).

The College's mission statement remains reflective of the College's purpose and direction; it was most recently reviewed in February 2023 (IA1-01, IA4-06, IA4-07). The most recent substantive changes were approved in April 2022, incorporating a recommendation by the Inclusion, Diversity, and Equity Activities Committee to add language on the College's commitment to diversity, equity, and belonging (IA4-08).

ANALYSIS AND EVALUATION

The College's mission statement is readily and easily available in multiple locations on the College's website and in its official publications. As established in BP 1200, the mission statement is regularly reviewed and approved by the Board of Trustees through a shared and inclusive participatory governance process. The mission statement review takes place annually to reflect ongoing and changing needs of students and the institution.

CONCLUSIONS ON STANDARD I.A

The College's mission statement clearly defines the College's purpose and reflects its values, is widely published throughout the College's website and publications, and is reviewed annually to ensure relevance. The mission statement describes the population served, awards and credentials offered, and expresses the College's commitment to student learning and achievement in an equitable, student-centered environment. Data is used to assess the College's progress toward accomplishing its mission and direct institutional priorities via program reviews, student achievement data, and student surveys. Programs and student support services are consistent with the College's mission, as evidenced by academic and non-instructional program reviews. The College's planning, allocation, and assessment efforts are guided by the mission, and procedures are structured to ensure alignment with the mission.

IMPROVEMENT PLAN(S)

None needed at this time.

I.A. EVIDENCE LIST

IA1-01	BP1200 Mission Statement
IA1-02	COM Mission Statement Webpage
IA2-01	PRIE Educational Master Plan
IA2-02	Board of Trustee Meeting Agenda July 19, 2022
IA2-03	Strategic Plan Year 3 Progress Report
IA2-04	Student Equity Plan 2022—2025
IA2-05	PRIE SEA Dashboard
IA2-06	AB705 Throughput Analysis
IA2-07	PRIE SEP Study Presentation
IA2-08	PRIE Schedule Dashboard
IA2-09	PRIE Fact Book Dashboards
IA2-10	PRIE Course Success Metric Dashboard
IA2-11	EMP Equity Goals
IA2-12	PRIE Data Coaching and Flex Week
IA2-13	PRIE Research Analysis and Surveys
IA2-14	PRIE Community Education Survey Spring 2022
IA2-15	Student Survey Convocation Presentation Fall 2022
IA2-16	Student Survey Convocation Presentation Spring 2023
IA3-01	PRIE Strategic Plan 2019-2022
IA3-02	PRIE Strategic Plan 2022-2025
IA3-03	Program Review Homepage
IA3-04	Program Review Fine Arts August 19, 2021
IA3-05	SLO Homepage
IA3-06	SLO Use Your Data Page
IA3-07	Non-instructional Program Review
IA3-08	MAPS Program Review 2020-2021
IA3-09	PRAC Homepage
IA3-10	PRAC Guiding Principles 2022
IA3-11	ARTS PRAC Presentation February 28, 2023
IA3-12	Distance Education Plan
IA3-13	COM Technology Plan 2020-2025
IA4-01	Office of the President Homepage
IA4-02	Board of Trustees Homepage
IA4-03	COM Catalog General Info
IA4-04	Faculty Handbook
IA4-05	Classified Professionals Handbook
IA4-06	College Council Minutes February 9, 2023
IA4-07	Board of Trustee Minutes February 1, 2023
IA4-08	Board of Trustee Minutes April 4, 2022

I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

Standard I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

EVIDENCE OF MEETING THE STANDARD

The College structures its dialog about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement through a variety of channels that engage administrators, faculty, staff, and students in sharing information and perspectives. The Participatory Governance System (PGS) is the primary vehicle for these discussions (IB1-01). The College's participatory, advisory system of governance includes a commitment to participation from all segments of the College community, with an intentional focus on dismantling oppressive practices in policies and procedures that impact historically underrepresented populations (IB1-02, p. 4).

Also key in this dialog is the Student Learning Outcomes Assessment Council (SLOAC), which tracks outcomes assessment, provides educational workshops on student learning outcomes, and implements processes for continuous improvement by providing disaggregated outcomes data for institutional and department review (IA3-05, IA3-06). SLOAC meets bi-monthly to share best practices, monitor the College's assessment practices, and plan SLO-related professional development events (IB1-03, IB1-04, IB1-05). Flex sessions and regular communications to departments are completed on a regular and planned basis each semester (IB1-06, IB1-07).

The College uses program review as its College wide process for review of all instructional and non-instructional programs and services (IA3-03, IA3-04, IA3-08). This is a six-year process in which faculty and staff reflect, revise, and amend programs for continuous improvement, based on review and discussion data from both SLOAC and the Office of Planning, Research, and Institutional Effectiveness (PRIE) (IB1-08).

Student equity is at the forefront of planning and assessing academic success at the College. During program review, faculty reflect on the success of all student groups. Equity facilitators guide faculty through discussions about equity as it relates to student achievement data, curriculum revisions, and potential professional development for the department (IB1-09). To ensure departments engage in continuous improvement, the Guidance, Resources, Integration and Transformation (GRIT) committee provides feedback to departments with recommendations for improvement when program reviews are submitted in year six of the cycle (IB1-10).

The Curriculum Committee, a subcommittee of the Academic Senate, supports and assists faculty in developing and revising approved academic materials. The Degree Articulation Review Team (DART), an ad hoc committee of the Curriculum Committee, further reviews current and new degrees and courses and makes recommendations to the Curriculum Committee. The committee monitors all mandatory course revisions and is an integral part of the program review process. Curriculum Committee members review all course revisions through eLumen, the College's online curriculum and assessment software. Agenda and meeting minutes are regularly posted online (IB1-11).

PRIE provides leadership, guidance, and support for institutional planning, research, data governance, accreditation, the participatory governance system, and other initiatives that support the College's mission and vision, enhance effectiveness, and promote student success (IB1-12). PRIE is an integral part of the College system by providing data to committees and regularly reporting success data to the College community.

ANALYSIS AND EVALUATION

The College is committed to sustained, substantive, and collegial College dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement. The dialog is sustained, as it happens through committees and College events, such as governance committee meetings and convocation, that are regularly scheduled, and irregular and ad hoc communications such as Flex activities, research presentations, and College wide emails. The dialog is substantive in that it draws on research and data about outcomes as well as literature, best practices, and expertise of numerous professionals at the College, addresses real student issues, and helps faculty and others reflect on curriculum, instruction, and academic quality, with an aim toward increasing equity and improving outcomes and learning. Guided by the College's governance philosophy, the dialog is collegial and conducted in a professional, academic manner where impassioned parties remain civil through disagreements.

Standard I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

EVIDENCE OF MEETING THE STANDARD

The College has Student Learning Outcomes (SLOs) defined for instructional and non-instructional programs and assesses SLOs (referred to as institutional outcomes for non-instructional programs) regularly. All instructional courses have SLOs, which are listed in course outlines of record online and are available to the public through the Academics home menu on the College's website (IB2-01). All course-level SLOs are included on course syllabi and are checked by department administrative staff each semester (IB2-02). Institutional Student Learning Outcomes (ISLOs) and General Education Learning Outcomes (GELOs), also referred to as College wide outcomes, are listed on the SLO webpage (IA3-05). Program Student Learning Outcomes (PSLOs) are listed in the College catalog, both online and in print for each department (IB2-03, IB2-04). Equity-focused institutional and non-instructional program outcomes are identified by the Guidance, Resources, Integration, and Transformation (GRIT) Committee for all student support services and non-instructional programs (IA3-07). Each support service area may also create additional outcomes based on its service area. These additional outcomes are identified during the program review process.

Course-level outcomes (CSLOs) are defined in the course outline of record and on course syllabi. They are assessed at a minimum of once every three years; however, some disciplines opt to assess more frequently for more meaningful data. CSLOs are assessed in eLumen. The planning and completion of assessment for CSLOs is tracked using SLO assessment schedules and the eLumen planner (IB1-04, IB2-05). SLO assessment schedules are located on the SLO assessment webpage.

Student Learning Outcomes Assessment Council (SLOAC) representatives access the eLumen planner, which is located in eLumen.

SLOAC representatives communicate to discipline chairs at the beginning of each semester to update their assessment schedules (IB2-06). Each discipline chair schedules which courses will be assessed for the current semester using the assessment schedules. Assessments are then built by the assessment coordinator in eLumen and faculty are sent email reminders about assessment due dates. SLOAC monitors assessment progress at the end of the semester through the eLumen planner to track which assessments are completed and updates the SLO assessment schedules using a color-coded system. If a course has not been assessed in a three-year period, SLOAC sends communication to the faculty of record for the course and the chair of the department to ensure that the assessment is rescheduled for assessment at the earliest opportunity. New faculty are introduced to the College's SLO assessment process during new faculty orientation (IB2-07).

In eLumen, CSLOs are assessed first; then, the data from CSLOs is mapped, or grouped, to create PSLOs and ISLOs. Once the CSLO assessments are completed in eLumen, PSLO and ISLO rubrics are populated simultaneously if the curriculum mapping has been completed for those outcomes (IB2-08).

Non-instructional programs assess outcomes in their service area using the program review template in eLumen. The assessment process begins with a review, discussion, and amendment by program staff of intended outcomes identified in the template. This process continues annually in years one through five. In year six, programs synthesize information from years one through five into a comprehensive program review document in eLumen. This document is then reviewed by an institutional program review team. Any recommendations are incorporated into the next cycle's year one program review.

ANALYSIS AND EVALUATION

On the instructional side, the College has SLOs defined for credit and noncredit courses. These SLOs are assessed based on assessment plans established by each department in collaboration with SLOAC and these plans are communicated to department chairs at the beginning of each semester. While the College meets the Standard, the practice could be strengthened to increase the number of course sections that are regularly assessed in order to have sufficient data on what students are learning across multiple sections. Course-level SLOs are mapped to higher-order SLOs at the degree/certificate level, GE area levels, and the College wide/GE level. Additionally, the College has institutional SLOs defined for all non-instructional student learning and support services aligned with the Student Success and Support Program, Student Equity Plan, and Strategic Plan.

A clear process for routinely scheduling instructional assessments is in place and SLOAC tracks progress using assessment schedules and the eLumen planner. Non-instructional programs review, discuss, and amend outcomes annually and document progress in the program review template in eLumen with a narrative synthesis of all progress in year six.

Standard I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

EVIDENCE OF MEETING THE STANDARD

The College has established institutional standards for student achievement. These metrics directly align with the College's mission of ensuring student success and offering opportunities for transfer preparation, degrees and certificates, and career and technical training. The College's current institution-set standards and stretch goals include:

- successful course completion;
- the number of students awarded degrees;
- the number of students awarded certificates;
- the number of transfers to the University of California (UC) and California State University (CSU) systems, and total transfers to four-year institutions;
- fall-to-spring persistence among first-time students;
- licensure pass rates for Registered Nursing (RN) and Registered Dental Assisting (RDA); and
- graduate employment rates for Registered Nursing (RN), Medical Assisting, and Registered Dental Assisting (RDA) programs.

The College's Office of Planning, Research, and Institutional Effectiveness (PRIE) is responsible for posting, tracking, and recommending modifications to the institution-set standards and stretch goals. A full review of the standards took place in 2019, during development of the Educational Master Plan (EMP) and Strategic Plan. Since then, modifications have been guided by current Chancellor's Office initiatives. In 2019, the College adopted aspirational goals for degrees, certificates, and transfers in alignment with its local Vision for Success goals (IB3-01). In November 2020, after a review of student equity and achievement data, PRIE recommended an aspirational goal for successful course completion based on projected attainment if existing racial equity gaps were eliminated, a key goal in the EMP (IA2-11). This goal was presented to the Academic Senate and adopted (IB3-02). In February 2022, standards and aspirational goals for licensure pass rates and employment outcomes were reviewed with the dean of career education and the director of nursing and revised based on a review of recent data trends and continuous improvement activities. The next full review of floor and stretch goals will be in fall 2024, as part of the development of goals and performance indicators for the next six-year educational master plan.

PRIE widely shares performance on institution-set standards. Each year, PRIE produces an updated summary of the data, and posts it on the PRIE website (IB3-03). Progress is also reported via ACCJC Annual Reports (IB3-04). The data is shared College wide in newsletters and via PRIE's Fact Book Dashboards (IA2-10, IB3-05). Finally, PRIE provides an annual program review data report to all academic programs, which includes program-level disaggregated student achievement outcomes for persistence, successful course completion, and degree and certificate awards (IB3-06). This allows programs to compare program outcomes to College wide student achievement on institution-set standards, identify equity gaps in achievement, and plan for improvement where students are not meeting standards (IB3-07). The Guidance, Resources, Integration, and Transformation (GRIT) committee then analyzes the data and program review and makes recommendations for improving student achievement. For example,

GRIT provided several recommendations for the Math program to assess and improve overall successful course completion and eliminate equity gaps (IB1-10).

ANALYSIS AND EVALUATION

Institution-set standards for student achievement are in place and align with the College's mission. The College regularly reviews performance on those standards with College leadership, specifically focusing on equity, and ensures the information is distributed and published broadly for internal and external access. Further, the College has a process to periodically review and modify standards and set targets for continuous improvement.

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

EVIDENCE OF MEETING THE STANDARD

The College systematically uses assessment data in its institutional planning processes, which are organized to support student learning and achievement. Administrative Procedure (AP) 3250 describes the components of the College's integrated planning model and includes a directive to incorporate institutional effectiveness research into planning processes (IB4-01). The College's integrated planning model outlines the processes for learning outcomes assessment and program review, the College's primary institutional processes that support student learning and achievement. As of spring 2023, the integrated planning manual is being revised, and will go through governance for approval in fall 2023.

The College's academic program review process incorporates review of both student achievement and learning outcomes assessment (IB4-03). The Office of Planning, Research, and Institutional Effectiveness (PRIE) provides all academic programs with a comprehensive student achievement data report annually, including fall-to-spring persistence for first-time students, course retention and successful completion, awards, and transfers (IB3-06). For program review, PRIE meets with program faculty to review data reports and identify areas of achievement and growth, particularly equity gaps in achievement. Equity facilitators then facilitate discussion with program faculty on ways to improve learning and achievement outcomes based on analysis of their data, with a focus on eliminating equity gaps. Finally, the Guidance, Resources, Integration, and Transformation (GRIT) committee reviews the completed program review and provides recommendations for improving student achievement and closing equity gaps (IB1-10).

The College's non-instructional program review process also includes assessment of student achievement and institutional outcomes data. Non-instructional areas must demonstrate they are meeting the institutional outcome that "programs will improve student access, retention, and/or success of all students" by providing both qualitative and quantitative data that demonstrate their area's impact on student retention and success (IA3-07). PRIE assists non-instructional program areas in evaluating program impact using institutional data and by conducting student surveys. In addition, PRIE supports academic and non-instructional program review by holding weekly "data coaching" sessions to answer data questions, receive requests for customized data and analysis, and engage with academic program faculty in reviewing and discussing their program review data reports (IA2-12).

Assessment and student achievement data are also incorporated into the College's annual resource allocation process. For academic areas, the same student achievement metrics provided for academic program review are also provided at the academic division level and provided to the dean of each area (IB4-04). The academic deans and managers of non-instructional areas annually review and present student learning and achievement data to the Planning and Resource Allocation Committee (PRAC) (IB4-05, IB4-06). PRAC provides oversight and makes recommendations for institutional planning and resource allocation and "ensures that the College's planning process supports student success" (IA3-09). Funding recommendations are based on linking the data presented and strategic planning goals to the resources needed while ensuring alignment with College goals, antiracist practices, equity, and access (IA3-10).

Examples of other plans that incorporate data assessment to inform goals and track progress on student learning and achievement include the Distance Education Plan and the Student Equity Plan (IA3-12, IB4-07, IA2-04, IA2-05).

ANALYSIS AND EVALUATION

The College's planning, program review, and resource allocation processes are informed by systematic review of assessment and student achievement data, and organized to support student learning and achievement. Data utilization is built into processes in which decisions that impact student learning and achievement are made at the program and institutional levels.

Institutional Effectiveness

Standard I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

EVIDENCE OF MEETING THE STANDARD

The College assesses accomplishment of its mission through its recently redesigned comprehensive program review process. In 2018, faculty and administration collaborated on revising an academic program review template with the adoption of eLumen (IB5-01). Program review is completed on a six-year cycle for instructional and non-instructional programs, with annual updates by faculty. eLumen allows all instructional and non-instructional departments to manage their program review online, which allows for greater participation from all faculty, particularly part-time faculty who may not be on campus as frequently. All departments are scheduled and tracked on the program review master calendar (IB1-08).

Evaluation of student achievement occurs in the program review process. The Office of Planning, Research, and Institutional Effectiveness (PRIE) gathers and reports program review data to assist the College in fulfilling its mission through evidence-based decision-making. Program review data are disaggregated by modality (e.g., face-to- face vs. online vs. hybrid), race/ethnicity, gender, and age (IB3-06). Campus constituents also partner with PRIE to engage in additional research on programmatic needs and effectiveness, including student surveys (IB4-07, IA2-13).

The recently revised program review process resulted in the following accomplishments:

1. clear alignment with the College's mission and focus on equity with the addition of equity facilitators;
2. improved alignment between the program review process and Planning and Resource Allocation Committee (PRAC), with addition of Guidance, Resources, Integration, and Transformation Committee (GRIT) recommendations documented at the end of the program review process;
3. a new Student Learning Outcomes (SLOs) section on the program review template that guides faculty through a series of questions related to SLOs; and
4. a streamlined process, completed digitally and easily accessed by all department faculty throughout the process, allowing for better collaboration between full- and part-time faculty.

Equity facilitators were added to the new program review process in 2020. Facilitators are peer faculty who review data with department faculty and facilitate discussions around disaggregated data, advancement of equity-mindedness, equity-based instructional practices, and potential improvements to curriculum and/or professional development for faculty (IB5-02). PRIE created a data guide for facilitators to use as they work with faculty (IB5-03). In addition, PRIE offers professional development sessions and weekly data coaching hours to help programs interpret their program review data (IA2-12). The addition of equity facilitators and PRIE data coaching support has helped departments thoroughly identify gaps in success for student subpopulations and to develop ideas for mitigating these gaps.

To better align resource allocations through PRAC with the implementation of identified curricular changes, professional development, or unit allocation, GRIT (a subcommittee of PRAC) provides feedback and recommendations to each department. GRIT's analyses help ensure that departments have goals and recommendations for implementing changes (IB5-04).

The program review template also includes a section on student learning outcomes (IB5-01, section IIC.). Questions were developed by the Student Learning Outcomes Assessment Council (SLOAC) and vetted through the Participatory Governance System (PGS). Faculty reflect, discuss, and answer a series of questions on their learning outcomes process and data. These discussions are also facilitated by equity facilitators. All faculty can view learning outcomes results in eLumen with Results Explorer (IB5-05).

An example of the positive impact of the new program review process can be seen with the Business Department (IB5-06). Business made changes to its curriculum based on discussion, reflection, and analysis of disaggregated data with equity facilitators and recommendations provided by GRIT. Through this collaborative process, the Business Department developed a clear set of goals aligned with the mission of providing equitable opportunities and fostering success for all members of the College's diverse community. Changes made as a result of program review include ACUE training for Business faculty; increased visibility at various high school events; revised content partnership with local high schools; launch of entrepreneurial mindset and personal finance courses as tools for student success and antiracism; and a migration in course mix to more than 50 percent DE in response to changing enrollment trends.

ANALYSIS AND EVALUATION

The College assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. The program review process is the main vehicle for accomplishing its mission through analysis of data disaggregation by program type, mode of delivery, and both quantitative and qualitative data. Considerable attention is focused on tracking student achievement, disaggregating data, and conducting research and evaluation to gauge progress and inform decisions. When gaps are identified, the College implements changes designed to close those gaps.

Standard I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

EVIDENCE OF MEETING THE STANDARD

To ensure the College is fulfilling its mission of "providing equitable opportunity and fostering success for all students," disaggregated learning and achievement data for subpopulations of students are regularly analyzed. Disaggregated institution-level data are available via Planning, Research, and Institutional Effectiveness (PRIE) dashboards (IA2-09). The dashboards clearly display when student subgroups experience disproportionate impact on several achievement metrics, including successful course completion (IA2-10, IA2-05)

In addition to the public facing data dashboards, PRIE annually provides every academic program with a three-year trend report of disaggregated achievement data for program review (IB6-01). Course completion rates and other related indicators of student achievement are analyzed by programs and departments in program review. In fall 2022, in addition to providing a Flex professional development session to guide faculty through the program review data in the reports, PRIE began offering weekly data coaching sessions during COMmunity hour. These provide faculty with the opportunity to analyze and discuss disaggregated achievement data with PRIE's guidance in preparation for program review, and to track progress after areas for improvement have been identified through the program review process (IA2-12).

The College has the capacity to disaggregate student outcomes by gender, race/ethnicity, time of day, and course modality with eLumen software. Disaggregated achievement data on Institutional Student Learning Outcomes (ISLOs) are displayed on the SLO website and updated each semester (IB6-02). As with ISLO data, the College also has the capacity to disaggregate outcomes at the course and program levels. Reports for disaggregated program student learning outcomes (PSLOs) will be available in eLumen in fall 2023 once all curriculum mapping for each degree has been completed. Reports of disaggregated data for course-level learning outcomes are available by request from the Student Learning Outcomes Assessment Council (SLOAC) (IA3-06). All course-level learning outcomes are mapped to both program and institutional-level outcomes; when a course is assessed, it automatically assesses at the ISLO and PSLO level. As curriculum mapping is completed, PSLO disaggregated reports will be added to the program review template. Equity facilitators and departments will have access to this data for discussion during program review (IB6-03). As discussed with the Academic Senate and upon their recommendation, SLOAC will provide PSLO disaggregated reports to each department chair beginning in fall 2023.

As an example of the College implementing strategies to mitigate equity gaps in learning outcomes, SLOAC has been working with the Library and the English department to facilitate discussions on how the intervention of a library tutorial during English courses could improve achievement for course-level student learning outcomes (CSLOs). Disaggregated data from the Information Literacy ISLO, ENGL 150, and Library SLOs were analyzed, and notably, approximately 20 percent of both Hispanic/Latinx and Black or African American students are not meeting the 70 percent "adequate" or higher performance measure established by the College. Next, SLOAC will identify courses that do and do not offer a library tutorial and re-examine the data for disproportionate impact within affected student subpopulations (IB6-04).

The College also has processes in place to mitigate identified equity gaps. If disaggregated program review data show achievement gaps between subpopulations of students, equity facilitators discuss strategies to mitigate these gaps (IB5-02). These may include professional development, curricular changes, or other resource allocations. The Guidance, Resources, Integration, and Transformation (GRIT) Committee, a PRAC subcommittee, responds to each program review with feedback and recommendations for the department (IB1-10). Improvement areas identified through program review can be found in the Fine Arts and Business departments (IA3-04, IB5-06). These departments analyzed student achievement data disaggregated by race/ethnicity and implemented changes such as:

1. a lending library for tools and art supplies for beginning or introductory level art courses, and
2. migration in course mix to more than 50 percent DE, in response to changing enrollment trends in Business. Discussions in the Fine Arts Department on how to support equitable access and success resulted in the goal of starting a lending library in the beginner or introductory courses to bring down out-of-pocket costs to students. The analysis of data from Business faculty resulted in a goal of revising scheduling to offer a mix of hybrid, online, compressed, and late start classes that may better suit student needs and provide equitable access.

The College also deploys planning and resource allocation, including staffing requests, to mitigate identified equity gaps. For example, to address disproportionate impact in persistence, completion of transfer-level math and English, and degree completion among the College's African American and Hispanic/Latinx students, the GRIT committee developed the Plan to include expansion of tutoring support, learning communities, and professional development activities. The Dean of Student Success Programs presented the data and resource requests in alignment with the identified equity gaps to PRAC, which allotted additional funding to expand the tutoring program capacity and support to learning communities geared toward African American and Latinx students (IB6-05, IB6-06).

ANALYSIS AND EVALUATION

The College's commitment to providing equitable access to education, as stated in its mission, is demonstrated through its use of disaggregated data to analyze success of student subpopulations. In alignment with the Strategic Plan, PRIE collects, analyzes, and disseminates data at the institutional level via interactive Fact Book dashboards. At the program level, PRIE produces annual disaggregated data reports for all academic programs. With data coaching from PRIE and guidance from program review equity facilitators, programs analyze data, develop plans for overall improvement and to address equity gaps, and track progress going forward. Similarly, disaggregated student learning outcomes data is

provided at the institutional and course levels and available on the SLO website. When the College identifies performance gaps, it responds with interventions such as curricular changes, professional development, unit allocation requests, and resource allocation.

Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

EVIDENCE OF MEETING THE STANDARD

The College regularly evaluates its policies and practices across all areas of the institution. A complete review and revision of all board policies (BPs) and administrative procedures (APs), in accordance with Community College League of California (CCLC) template language and numbering, was completed in 2012. Since then, the policies and procedures have been reviewed and revised continually, aligning with CCLC legal updates, and in accordance with a six-year review cycle (IB7-01). BPs and APs are also revised as necessary to reflect organizational change and ensure effectiveness in supporting academic quality and accomplishment of the College's mission. The Participatory Governance System's (PGS) input and contributions to the BP/AP review and revision process, for areas relevant to their charge, is central to the policy and procedure update process. For example, the addition of language supporting the College's position on diversity was updated in 2022 in response to a recommendation from the College's Inclusion, Diversity, Equity, and Action (IDEA) committee (IA1-01). As part of the PGS charge, the mechanisms and timeline for reviewing policies and procedures is presented annually at College Council to ensure committees and constituents have a strong understanding of their role in the BP/AP review and revision process and requisite timelines (IB1-02).

Program review is the primary means through which the College regularly evaluates its practices across all areas of the institution, including instructional, student, and learning support services. This process is based on meaningful discussion at the program and department level and focuses on equity-minded program improvement. Using learning outcomes data and student achievement data provided by the Office of Planning, Research, and Institutional Effectiveness (PRIE), academic programs analyze, discuss, and synthesize program effectiveness and develop plans in response (IB5-06). Student service and non-instructional programs review their practices annually, and are encouraged to focus discussions on improving their approach to their work, aligning practices to institutional goals and objectives (IA3-07, IB7-02). These key evaluative findings reveal areas of success, needed growth, concern, or further inquiry. All of this information enables the College to enhance academic quality and ensure accomplishment of the College's mission.

BP 3260 outlines faculty, staff, and student roles as required by law in local decision-making, including the process for policies or procedures that fall within the Academic Senate's purview (IB7-03). The College strives to foster a culture of engagement in which employees and students are encouraged to participate in regular evaluation and provide feedback on processes and practices, exemplified by the institutional program review process and numerous faculty, staff, and student surveys (IA2-13).

The Planning and Resource Allocation Committee (PRAC) represents a cross-functional group of faculty, staff, and administrators charged with operationalizing the College's mission and Strategic Plan to ensure antiracist practices, equity, and access. The PRAC process integrates program review-based goals,

initiatives, and needs with institutional strategic planning processes and resource allocation processes using a student centric, equity-minded, and antiracist framework. As part of its annual review and recommendation practice, PRAC ensures that all recommendations align with the College's mission and produce or sustain racial equity in educational outcomes, protect and improve teaching and learning by employing best practices and innovation, and respond to the educational needs of the diverse community (IA3-09).

The President's Equity Summit in fall 2021 highlighted multiple examples of innovation focused on equity-minded program improvement. Several of the highlighted initiatives began as grassroots innovations that have since been institutionalized with funding and other forms of support being committed through the PRAC process. For example, the Umoja Equity Institute, the embodiment of the College's commitment to a more equitable campus and community, was proposed by faculty and staff, codified its alignment with the institutional strategic planning equity goals, and was supported through the planning and resource allocation process (IB6-05, IB6-06).

In addition to PRAC's twice monthly discussions and an annual recommendation cycle, systematic review and evaluation is embedded across the College's governance structures, including the Academic Senate and its subcommittees. This ensures effective policies and practices for academic and professional matters and compliance with the Board of Trustees' policy and planning priorities. The Board and its designees consult with the Academic Senate with respect to academic and professional matters. The Senate ensures the Academic Standards Committee reviews and recommends to the Senate all College policies relating to academic standards for students. The committee reviews all plans and recommendations made by participatory governance committees and weekly reports are given to the Academic Senate and included in the Academic Senate minutes (IB7-04).

The College's PGS plan requires PGS committees to develop annual goals and a process for evaluation (IB1-02, p. 11). This may result in the updating of a committee's charge or processes (IB7-05, p. 9, p. 13). Effectiveness of the PGS system and committees is also evaluated through a semi-annual employee survey, and the Governance Review Committee reviews the results and makes recommendations for improvement (IB1-02, p. 10, IB7-06).

ANALYSIS AND EVALUATION

Processes for regularly evaluating institutional practices across all areas of the institution occur through a variety of methods, most prominently via the BP/AP review process, program review, solicitation of campus feedback, and shared governance committees. Through the mechanisms described, policies and practices across instructional programs, student and learning support services, resource management, and governance processes are all routinely evaluated, and policy-making is informed to assure success in supporting academic quality and meeting the College's mission.

Standard I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

EVIDENCE OF MEETING THE STANDARD

The Office of Planning, Research, and Institutional Effectiveness (PRIE) website serves as the primary source for disseminating College wide assessment and evaluation processes and outcomes (IB1-12). This repository provides broad internal and external access to the College's assessment and evaluation activities, including publicly accessible, interactive data dashboards that allow users to filter data by student outcomes and progress, student characteristics, special student populations, and trends over time (IA2-09). The PRIE website also houses core documents such as the Educational Master Plan (EMP), current institutional fast facts, and an array of published research and analysis, from student and faculty surveys to outcomes for career education and AB705/Math and English throughput analyses (IA2-13). PRIE also shares results at faculty chair meetings, via newsletters, and at faculty professional development sessions (IB8-01, IB8-02, IA2-07). For example, the results of student and faculty surveys on remote instruction helped guide the College's shifting priorities in response to the COVID-19 pandemic by gauging students' experiences and targeting the most urgent faculty professional development needs (IB8-03, IB8-04).

The Educational Planning Committee (EPC) serves as an example of a committee that intentionally coordinates information-sharing and facilitates cross-functional discussions to enhance understanding of institutional strengths and weaknesses. As a subcommittee of the Planning and Resource Allocation Committee (PRAC), EPC receives regular progress updates from educational champions across the College responsible for monitoring key areas of the EMP and Strategic Plan (IB8-05).
EPC reviews progress on institutional strategic objectives, identifies general educational or student services issues that need to be addressed, and refers these to the appropriate committees and/or the Academic Senate (IB8-06). The committee reports new or revised recommendations to PRAC, who then forwards items as appropriate to the College Council. This ensures that goals, objectives, and specific plans are understood within the context of guiding priorities and that activities demonstrating meaningful progress or those in need of refinement become appropriately linked to financial and facilities prioritization and resourcing. Progress on the EMP goals and Strategic Plan objectives is shared with the Board of Trustees annually (IA2-01, IA2-02).

ANALYSIS AND EVALUATION

The College uses multiple venues and formats to communicate its strengths and weaknesses to the College community and to the public at large. Student outcomes and other institutional data are available online via interactive dashboards and survey, research, and assessment reports. These planning, research, assessment, and evaluation results are communicated internally and externally via committees, reports, and marketing mechanisms, and are publicly accessible to support engagement, transparency, and a more holistic understanding of growth and promise areas. Results of assessment and evaluation are widely and regularly disseminated across several shared governance committees and in regular reports to the Academic Senate and the Board of Trustees to guide and inform discussions about institutional priorities.

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

EVIDENCE OF MEETING THE STANDARD

Board Policy 3250 requires the College to have and implement a broad-based, comprehensive, systematic, integrated planning system, including a long-range Educational Master Plan (EMP), short-range strategic plans, and various operational plans (IB9-01). Administrative Procedure 3250 describes the College's Integrated Planning Manual, which includes the alignment of these plans, processes for development and implementation, and responsible parties (IB4-01). As of spring 2023, the Integrated Planning Manual is in revision, and updates will go through governance for approval in fall 2023.

Institutional and operational plans are developed in alignment with the College's mission, ensuring that planning and evaluation are comprehensive, aligning institutional and program-level goals and activities as well as human, physical, technological, and financial resources to achieve goals. The EMP and strategic plans set institutional goals and objectives. The Educational Planning Committee (EPC) monitors progress on the EMP and Strategic Plan goals and produces an annual progress report widely shared through the Planning and Resource Allocation Committee (PRAC), the College community, and the Board of Trustees (IB9-02; IA2-03).

The College's operational plans are implemented through its Participatory Governance System (PGS) (IB9-03, IB9-04). Through this system, goals are set, progress monitored, and resources are allocated to improve institutional effectiveness and academic quality. Academic or administrative departments are responsible for implementing each of these plans with recommendations and support from a corresponding governance or advisory committee to ensure broad-based knowledge and participation (IB1-02).

The College's program review process is a major component of institutional planning and evaluation. As outlined in detail in Standard I.B.5, each program submits a full program review every six years, except for career technical education programs, which submit them every two years. Departments meet with equity facilitators to assist them by helping faculty examine and interpret program data, exploring how they would like to shape a meaningful program review experience for their departments, and developing the knowledge and skills to advance equity-mindedness and equity-based instructional practices (IB4-03, IA3-03).

As discussed in detail in Standard I.B.5, program review is also integral to the College's resource allocation process. After program reviews are completed, area deans present to PRAC a high-level overview of their area's responsibilities, relationship to the College mission, assessment, and resource needs. Following this presentation, PRAC reviews the College budget assumptions provided by Fiscal Services and the deans' presentations, considers the budget proposed by senior leadership and requests from the programmatic areas, and makes funding and resource allocation recommendations to the president/superintendent. The Guidance, Resources, Integration, and Transformation (GRIT) Committee provides feedback to departments on goals established during program review, building continuous improvement, and ensuring academic quality.

These comprehensive and community inclusive reviews, which include equity-minded reflection of the program(s), programmatic plans, review of assessments and achievement data, and thorough analysis of resource needs, ensure the accomplishment of the mission and improvement of institutional effectiveness and academic quality.

ANALYSIS AND EVALUATION

The College engages in continuous, systematic, broad-based, systematic evaluation and planning through development, implementation, and oversight of key plans and the College's program review process. Priorities in institution-level and operational plans are aligned with the College's mission. Progress on the goals and objectives in the Educational Master Plan and strategic plans are overseen by the Educational Planning Committee, and reported annually to the Board. Operational plans are developed and evaluated through participatory governance committees. The College integrates program review, planning, and resource allocation into a comprehensive process that aligns departments and programs and human, physical, technological, and financial resources to achieve institutional goals.

CONCLUSIONS ON STANDARD I.B

The College continually and systematically evaluates, plans, implements, and improves the quality of its academic and non-instructional programs and services, using various methods of evaluation and assessment for continuous improvement and institutional effectiveness. The College's recently revised program review process includes a robust incorporation of data, and is focused on improving equitable outcomes for all members of its diverse community. Evaluation and assessment results are disseminated broadly, focused on achieving institutional objectives, and incorporated into the College's planning and resource allocation processes.

The College could improve SLO assessment at the course-level by greater faculty participation, a simplified assessment schedule, more strategic messaging, guiding departments through their assessment reports, and providing timely, focused support.

IMPROVEMENT PLANS

Beginning in fall 2023, the College will step up efforts with student learning outcomes assessment at the course level. The College will dedicate time during the Flex Week department chairs meeting to discuss improvements to existing practices that include adopting a standardized approach to assessment, working with departments to understand their data, and to better demonstrate how course-level assessment is connected to programs across the College.

As part of this work, the College will emphasize the distribution of additional data resources to assess program effectiveness. The Student Learning Outcomes Assessment Council (SLOAC) coordinator will send all academic programs a link to the previous year's program student learning outcomes (PSLO) data and SLO assessment completion reports. The SLOAC coordinator will also review PSLO data with departments during the program review cycle.

Summary of Action Items:

- Develop plan to expand student learning assessment practice to include all course sections
- Assessment data from the program level is disaggregated and supported with data coaching
- Departments are provided with assessment reports and data coaching

Responsible Parties:

- SLOAC
- PRIE
- Department Chairs
- VP of Student Learning and Success
- AVP of Instruction
- Academic Senate

Timeline:

- Fall 2023 -Spring 2026

Anticipated Outcomes:

- All course sections are assessed a minimum of every other year
- Assessment and analysis schedules are standardized and simplified
- Data from expanded course section level assessment are collected to inform program and institutional level outcomes
- Through expanded assessment, institution is confident in how students are learning in all sections
- Strong, consistent, assessment culture, rooted in equity, is implemented and sustained

I.B. EVIDENCE LIST

IA1-01	BP1200 Mission Statement
IA2-01	PRIE Educational Master Plan
IA2-02	Board of Trustee Meeting Agenda July 19, 2022
IA2-03	Strategic Plan Year 3 Progress Report
IA2-04	2022-25 Student Equity Plan
IA2-05	PRIE SEA Dashboard
IA2-07	PRIE SEP Study Presentation
IA2-09	PRIE Fact Book Dashboard
IA2-10	PRIE Course Success Metric Dashboard
IA2-11	EMP Equity Goals
IA2-12	PRIE Data Coaching and Flex Week
IA2-13	PRIE Research Analysis and Surveys
IA3-03	Program Review Homepage
IA3-04	Program Review Fine Arts August 19, 2021
IA3-05	SLO Homepage
IA3-06	SLO Use Your Data Page
IA3-07	Non-instructional Program Review
IA3-08	MAPS Program Review 2020-2021
IA3-09	PRAC Homepage
IA3-10	PRAC Guiding Principles 2022
IA3-12	Distance Education Plan
IB1-01	PGS Homepage
IB1-02	PGS Plan
IB1-03	SLO Agendas and Minutes
IB1-04	SLO Assessment Schedules
IB1-05	SLO Fine Arts Assessment Schedule
IB1-06	SLO Flex Session
IB1-07	SLO Assessment Communication
IB1-08	Program Review Calendar
IB1-09	PR Equity Facilitation Template
IB1-10	GRIT PR Analysis – Math December 2022
IB1-11	Curriculum Committee Homepage
IB1-12	PRIE Homepage
IB2-01	SLO eLumen Course Outline of Record
IB2-02	SLO Syllabi Tracking Form
IB2-03	PSLO eLumen Catalog
IB2-04	College Catalog 2022-2023
IB1-04	SLO Assessment Schedules
IB2-05	SLO eLumen Planner
IB2-06	SLO SLOAC Letter to Faculty
IB2-07	SLO New Faculty Presentation 2023
IB2-08	ISLO Mapping
IB3-01	COM Vision for Success Goals 2021-2022
IB3-02	Academic Senate Meeting Minutes November 19, 2020
IB3-03	PRIE Performance on Institution-Set Standards

IB3-04	ACCJC 2023 Annual Report
IB3-05	PRIE Fact Book Awards and Transfer Dashboard
IB3-06	PRIE Program Review Data Report-Business August 2022
IB3-07	Biology Program Review 2022
IB4-01	AP3250 Institutional Planning
IB4-03	Assessment and Program Review Homepage
IB4-04	PRIE PRAC Math and Science PRAC Data Report 2019-2022
IB4-05	PRAC Presentation Template 2022-2023
IB4-06	PRAC Presentation Outline Letter 2022
IB4-07	Spring 2023 Online Learning Student Satisfaction Survey
IB5-01	Academic Program Review Template
IB5-02	PR Equity Facilitator Template
IB5-03	PRIE Equity Facilitator Data Guide
IB5-04	GRIT PR Analysis – English February 2023
IB5-05	eLumen Results Explorer
IB5-06	Completed Business Program Review
IB6-01	PRIE PR Data Report English 2022
IB6-02	SLO College-wide Outcomes
IB6-03	SLO PSLO eLumen Report
IB6-04	SLO ISLO Library and Information Literacy February 13, 2023
IB6-05	PRAC Presentation – College Skills and Educational Success March 2023
IB6-06	PRAC 2022 Synthesis
IB7-01	Memo September 12, 2022 Board Policy and Administrative Procedure Review
IB7-02	Non-instructional Program Review RWL and OWC May 2021
IB7-03	Board Policy 3260
IB7-04	Academic Senate Meeting Minutes May 12, 2022
IB7-05	PGS Digest 2021-2022
IB7-06	PGS Survey Results Spring 2023
IB8-01	Student Learning and Success News, Fall 2022 — Volume 2
IB8-02	Chairs GE Discussion Spring 2023
IB8-03	COM Student Remote Learning Survey Spring 2020
IB8-04	Fall 2020 Faculty Survey Results
IB8-05	EPC Community Engagement and Responsiveness Report
IB8-06	Academic Senate Report
IB9-01	Board Policy 3250
IB9-02	EPC Homepage
IB9-03	PGS Organizational Chart August 2022
IB9-04	PRIE Planning Page

I.C. Institutional Integrity

Standard I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

EVIDENCE OF MEETING THE STANDARD

The College assures the clarity, accuracy, and integrity of information communicated to the College community through established guidelines and procedures for both web content and print catalogs. Web content and print catalogs with the College's mission, learning outcomes, educational programs, and student support services are accurate and current (IC1-01, IB2-04). Information on the College's accreditation status can be found on the website and in print, and is accurate and up-to-date (IC1-02).

The College catalog is generated annually and follows an established production schedule to ensure clarity, accuracy, and integrity (IC1-03). The Office of Instructional Management (OIM) is responsible for producing the annual College catalog in collaboration with the College Services Department, Student Services, Fiscal Services, Office of the Superintendent/President, and Human Resources. These review channels ensure that the most up-to-date mission statement is included in the catalog, student learning outcomes are included, educational programs are clearly described, and student services are listed. Students are notified that information could change and where to find updated content. Updated content can be found in the Addendum that is published annually (IC1-04). Student learning outcomes can be found for all courses and degrees through the Course Outline of Record tab that is listed under the Academics tab on the College website (IB2-01).

New catalogs begin production in April for publication before the fall semester, following the Curriculum Committee's Master Curriculum Calendar (IC1-05). All new, substantive, and mandatory revision changes are completed by March 31. After publication, information is updated in the online edition if significant changes occur. A similar review and update process is used for class schedules. A student-centered schedule is established to ensure clarity, accuracy, and integrity (IC1-06).

The respective offices partner to oversee content submitted by assigned editors of the credit/noncredit class schedule and the community education class schedule to ensure published information accurately reflects the College mission, programs, and services. Schedules are developed at the department level, reviewed by the area dean, department chair, and office manager (IC1-07). Once production is complete, a PDF of the schedule goes to chairs and faculty for another review. Before registration begins, the schedule is published online and reviewed by all users. The online schedule enables users to filter classes for Distance Education, CSU/UC/IGETC transferability, Zero-Textbook Cost (ZTC), and day/evening/weekend options (IC1-08).

Any changes to the schedule use an institutionalized system and can be requested using a change request order, which is sent to OIM (IC1-09). Instructions are provided for all change orders (IC1-10). A disclaimer is listed on the online catalog's homepage, stating that "changes may occur without notice." Also included is a link to class schedules on the website where changes would be updated (1C1-11). If changes are made to the class schedules, these changes are evident to users on the online schedule tab.

PDFs of previous years' catalogs and schedules are archived on the website (IC1-12, IC1-13). The College also prints a limited number of hard copies for Curriculum Committee members and counselors. Users can order a print copy from Storefront, the printing service provided by College Services.

Community Education follows a similar and thorough review process as it publishes a course catalog three times per year, for five instructional terms (IC1-14). Instructors use a class planner form to submit information for classes they propose to offer (IC1-15). Courses offered by instructors have been approved by the director of community programs, the Curriculum Committee, and the Board of Trustees.

If changes are made to the class schedule after publication, staff send an internal change order to track and communicate changes and update registration information online. If registration is already in progress, enrolled students are also notified in any instances of changes to rooms, dates/times, instructor, class cancellation, or postponement.

The College's web content is developed and published by designated employees within the department, program, service, or committees associated with specific webpages. The area manager, supervisor, dean, or chair is assigned as the content-responsible contact and is tasked with monitoring information provided to ensure it remains current and accurate.

The College has established communication guidelines for its social media platforms that apply to all faculty, staff, and students (IC1-16). These platforms are Facebook, Instagram, Twitter, YouTube, and LinkedIn. These official institutional accounts are updated by content experts associated with specific pages.

The College describes its accreditation status accurately and consistently to students and the public, publishing the status in the catalog and on the College website, using the ACCJC recommended language (IC1-02). Any changes in accreditation status have been communicated broadly to the campus community and the public. In addition, a succinct history of the College's accreditation status is posted on the College's website to assure clarity and transparency (IC1-17).

ANALYSIS AND EVALUATION

The clarity, accuracy, and integrity of information disseminated about the College is ensured through review procedures and an established approval process based on the type of information. Personnel who are content experts in their respective areas review and update information annually and throughout the year as changes occur. For the catalog and class schedules, the review process involves final verification by department chairs, deans, directors, administrative assistants, and the vice presidents prior to publication. This process ensures that facts are checked for accuracy and readability so that information is easily understood by the College's diverse population and the public.

Standard I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

EVIDENCE OF MEETING THE STANDARD

The College publishes an online and print catalog annually to ensure information is current and that students and prospective students have precise and accurate information on all facts, requirements, policies, and procedures. Information in the catalog has been vetted and approved based on board policies, Title 5 requirements, and curricular processes. New catalogs begin production in the latter part of the spring semester and are ready for publication before the fall semester begins. After publication, information is updated in the online edition if significant changes occur.

The catalog provides a concise overview of the College's offerings and information for students. Both the online and printed version provide students with a table of contents and sections with information and details that include all catalog requirements (IC1-01, IB2-04). This includes general information, policies, degree and program information, enrollment process details, student services, graduation and degree requirements, transfer information, course descriptions, faculty, staff, and management names and titles, procedures, and maps. Within these broad categories, the catalog contains each of the Accreditation and Eligibility Requirements in detail (IA4-03, IC2-01, IC2-02, IC2-03, IC2-04, IC2-05). An addendum is included at the bottom of the catalog homepage and includes when the mission statement was last updated, as well as course and program level changes (IC1-04).

The current catalog and previous years' editions are posted on the College website for reference, dating back to 2003-2004 (IC1-12). The catalog is offered as a PDF, downloadable from the College's website, and also is available in hard copy in various student services offices on campus, through counselors, at the School and Community Partnerships Office, and at the bookstore.

A similar review, update, and publication process is used for class schedules. The respective offices partner to oversee content submitted by assigned editors of the credit/noncredit class schedule and the community education class schedule to ensure that the published information accurately reflects the College mission, programs, and services. Two credit/noncredit class schedules are published each year, a summer/fall edition and a spring edition. The community education class schedule is published three times each year.

ANALYSIS AND EVALUATION

The catalog is available online and in-print for current and prospective students. Through an established, consistent process, editing is performed during the production cycle and throughout the year to ensure accuracy and currency. The annual catalog production allows for a document that is current and in compliance with changes to board policies, accreditation requirements, articulation, and Title 5. Further, course and program listings reflect curricular additions, revisions, and deactivations that occur with each curriculum cycle during the academic year.

Standard I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

EVIDENCE OF MEETING THE STANDARD

The College's Office of Planning, Research, and Institutional Effectiveness (PRIE) compiles institutional metrics related to student achievement and learning and uses a variety of formats to share these publicly. The College's Fast Facts brochure is available on the home menu of the College's website and provides at-a-glance statistics on degrees, certificates, and transfer outcomes for the most recent academic year (IC3-01). This information is also printed as a brochure and provided to potential donors, at career fairs and events, and at other external public events attended by College staff (IC3-02). More comprehensive data on student progress and outcomes is available on PRIE's Fact Book webpage, which links to interactive Tableau dashboards on enrollment, completion outcomes (degree, certificate, and transfer), and cohort outcomes dashboards (IA2-09).

Additionally, data on key institutional performance indicators, including institution-set standards, completion of transfer-level math and English, and employment outcomes for career education students are available on PRIE's Research and Analysis webpage (IA2-13). PRIE also prepares annual reports for each high school district. Reports include aggregated course completion outcomes for concurrently enrolled high school students and first-year students from that district (IC3-03). These reports are shared with local district and high school leaders at an annual administrators' breakfast meeting hosted by the College superintendent/president.

Student success metrics provided by the Chancellor's Office Student Success LaunchBoard are used as performance indicators for several of the College's goals in the Educational Master Plan. Analysis of progress toward these goals for improvement is presented annually to the Board of Trustees in the Strategic Plan Progress Report (IA2-01, IA2-03).

The College's website also includes public information on the processes, instruments, and schedules for program review and learning outcomes assessment. The process, templates, and schedules for academic and non-instructional program review are described in detail on the College's website (IB4-03). The process and schedule for course-level, program-level, and institution-level student learning outcomes assessment is posted on the Student Learning Outcomes Assessment Council (SLOAC) website (IA3-05). Current and historical results of institutional student learning outcomes assessment are regularly updated and shared with the public on the SLOAC website (IB6-02).

ANALYSIS AND EVALUATION

The College uses a variety of tools and channels to communicate matters of academic quality to the public and to current and potential students, including webpages, brochures, planning reports, and interactive dashboards.

Standard I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

EVIDENCE OF MEETING THE STANDARD

The College describes its certificates and degrees in several locations available to students, including both online and printed resources. The information is reviewed for clarity and accuracy by department personnel, deans, and the Office of Instructional Management.

Listings of degrees and certificates offered at the College are found in alphabetical order in the online catalog under program and course descriptions (IC2-01). In the general information sections, users find explanations on credit course listings, student units and hours, prerequisites, corequisites and advisories, grading system, numbering system, and repeatable courses. The online catalog provides a brief "How to use the catalog" description with quick links to commonly related search areas, including academic programs, archived catalogs, class schedules, and catalog rights information (IC1-01). All programs are noted with the type of degree before the name such as Associate of Science (AS) or Associate of Arts (AA) (IC4-01). Users can click on the degree name and find information on the purpose, course degree or certificate requirements, and expected learning outcomes.

Information about programs and degrees is also on the College's website. Students are guided to a page to explore programs and courses based on thematic groupings of disciplines called Academic Interest Clusters. The Interest Clusters page provides groupings of academic programs of study and connects students to specific program pages, which list specific career options related to the major, certificate and degree requirements, and transfer opportunities (IC4-02). The transfer and pathways pages have additional links to help users research more specific information about similar fields of study at UCs, CSUs, private colleges and universities, and out-of-state schools.

Student learning outcomes are included for all programs, degrees, and certificates in the catalog, online, and in course syllabi. Program student learning outcomes (PSLOs) are found at the beginning of each degree description in the catalog (IB2-03). Course student learning outcomes (CSLOs) and PSLOs are found on the College website, listed alphabetically by department in the Course Outline of Record tab under the Academics tab (IC4-03). CSLOs are also listed on all syllabi (IC4-04, IC4-05).

Board Policy 4100 describes the graduation requirements, purpose, and learning outcomes for degrees and certificates at the College and references the policy as a mirror to that of the Board of Governors for California Community Colleges (IC4-06).

Administrative Procedure 4100 provides a detailed description of graduation requirements for degrees and certificates, including AA and AS, transfer, certificates of achievement, skills certificates, and other degree information and requirements. Approved in 2008, the administrative procedure was revised in 2013, 2015, and again in 2016 (IC4-07).

ANALYSIS AND EVALUATION

The College's degrees and certificates are described in detail in terms of their purpose, content, course requirements, and expected learning outcomes. This information is available in the College online catalog, on the College website, and in print catalogs.

Standard I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

EVIDENCE OF MEETING THE STANDARD

The College regularly revises its policies for all areas using the Community College League of California (CCLC) Policy and Procedure Service. Templates provided by CCLC include language that is legally required, advised, or best practice, and the language is legally vetted. The service also provides the College with two updates per year, relative to policy and procedure revisions and incorporation of new, revised, or changed legislation, Title 5, and Education Code. A complete review and revision of all board policies (BP) and administrative procedures (AP) in accordance with CCLC template language and numbering was completed in 2012. Since then, the BPs and APs are reviewed and revised continually, aligning with CCLC legal updates, and in accordance with a six-year review cycle (IB7-01). BPs and APs are also revised as necessary to reflect organizational change and ensure effectiveness in supporting academic quality and accomplishment of the College's mission.

At the beginning of the academic year, senate presidents and key constituents reviewing policies and procedures receive a memorandum that provides an overview of the board policy and administrative procedure review process. The Participatory Governance System's (PGS) input and contributions to the BP/AP review and revision process for areas relevant to their charge is central to the policy and procedure update process. As part of the PGS charge, the mechanisms and timeline for reviewing policies and procedures is presented annually at College Council to ensure committees and constituents have a strong understanding of their role in the BP/AP review and revision process and are mindful of timing. After the initial review and revisions, a month-long cycle of review includes: Board Policy Review Committee meeting, followed by BP/AP changes sent to and reviewed by Academic Senate, Classified Senate, and Student Senate.

BP 3920 and AP 3920 describe communication with the public, and AP 3050 provides an institutional code of ethics to assure the credibility of the institution with the public (IC5-01, IC5-02, IC5-03). BP 3920 states that the superintendent/president shall establish procedures to inform the public of the mission, vision, news, events, accomplishments, and needs, while AP 3920 expands this policy language to procedures and publications related to marketing and communications and all members of the College community, including partner organizations. It charges all members of the campus community to engage in effective communications that reflect the College's commitment to providing equitable opportunities and fostering success for all members of its diverse community. These tenets are central to assuring integrity in all representations of the College's mission, programs, and services.

Likewise, the College ensures this extends to its social media participation, including official Facebook, Twitter, Instagram, LinkedIn, Nextdoor, and YouTube usage. The superintendent/president's office developed guidelines that are posted to the College website to ensure integrity in all representations of its mission, programs, and services (IC1-16). Guidelines around upholding the College's brand identity throughout the many facets of the College's marketing and communication channels support the mission and traditions of the College (IC5-04).

ANALYSIS AND EVALUATION

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. BPs and APs are updated as necessary to reflect recommended language from CCLC and an institutional code of ethics is in place to ensure the College's credibility with the public. College publications are reviewed frequently, vetted broadly by area leads, and go through various levels of approval to ensure the integrity of print, web, and social media collateral used to represent the College mission, programs, and services.

Standard I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

EVIDENCE OF MEETING THE STANDARD

All student fees are outlined in detail within students' MyCOM portal, the course schedule, the College catalog, and the Enrollment Services "Paying for College" webpage (IC6-01, IC6-02). Administrative Procedure (AP) 5031 provides guidance on instructional materials fees (IC6-03). The College of Marin Bookstore website also provides pricing for all books and materials via the online bookstore portal (IC6-04). The College participates in initiatives to help reduce student costs, including eliminating student materials fees, and implementing the Zero Textbook Cost program (IC6-02, IC6-05).

AP 5030 provides information about all student fees. This includes information about tuition fees for residents and non-residents, student representation fees, as well as various other fees such as student technology fees, health fees, transportation fees, among others (IC6-06). The non-resident tuition fee increases the cost of attendance. The policy for non-resident tuition fee is found in AP 5020 (IC6-07), which outlines exemptions for the non-resident tuition fees.

ANALYSIS AND EVALUATION

The College catalog, the "Paying for College" webpage, the MyCOM Portal, the class schedule, and the bookstore website all contain accurate information regarding the true expense of attending the College, including tuition, fees, and the cost of required materials. The information is easily accessible for current and prospective students.

Standard I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

EVIDENCE OF MEETING THE STANDARD

All campus policies and procedures, including those governing academic freedom and responsibility, can be easily accessed on the College's website main menu by clicking on Policies and Procedures under the About COM section.

Board Policy (BP) 4030, most recently revised in April 2023, states that "Academic freedom protects a teacher's right to teach and a student's right to learn and is necessary in order for College of Marin (COM) to fulfill its mission of providing excellent educational opportunities for all members of our diverse community" (IC7-01). BP 3900, last revised in January 2017, and Administrative Procedure (AP) 3900, revised in March 2023, also defines and delineates staff, faculty, and student rights of free expression and the policies and procedures governing the time, place, and manner of free speech rights for all students and employees of the College, as well as members of the public (IC7-02, IC7-03). These policies protect academic freedom in all courses across all modes of delivery. AP 5530, revised in April 2023, describes the grievance policy students may follow if they feel their academic freedom has been violated (IC7-04).

The faculty statement on professional standards and academic freedom, negotiated by the faculty union and published in the United Professors of Marin/Marin Community College District Collective Bargaining Agreement, expresses the need to practice intellectual honesty, promote freedom of inquiry and expression, and protect the academic freedom of students, and it delineates the limitations of the faculty right to academic freedom. The UPM/MCCD Collective Bargaining Agreement describes both the grievance policy if faculty feel their academic freedom has been violated and disciplinary procedures if faculty violate this policy (IC7-05, p. 164).

The College's policy on academic freedom, BP 4030, is also published for faculty in the Faculty Handbook and for students in the College catalog and class schedule (IC7-06, IC7-07).

ANALYSIS AND EVALUATION

The College's policies firmly establish support for academic freedom, honesty, and responsibility, and provide clear procedures for recourse to students or faculty who feel their academic freedom has been violated. These policies establish an educational environment in which intellectual freedom is supported for students and faculty.

Standard I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 2715 provides requirements for members of the Board of Trustees regarding ethical standards for their roles, and Administrative Procedure (AP) 3050 establishes definitions and behaviors of ethical performance standards for all employees and students (IC8-01, IC5-03). AP 4105 provides policy for instruction for the online learning environment (IC8-02). BP 5500 clearly describes expectations for student conduct, including academic integrity (IC8-03). AP 5520 provides more policy detail around student rights and the discipline process, outlining the process for when a student violates the Student Code of Conduct (IC8-04). An Academic Integrity Response Guide is available for faculty and students on the student services website (IC8-07). The Faculty Handbook describes and links to BP 5500 and AP 5520 in the classroom management section (IC8-05). Additionally, the syllabus, SLOs, and assessment section of the handbook guides faculty to provide information around these policies in their syllabi and discuss them on the first day of class (IC7-07, IC8-06).

ANALYSIS AND EVALUATION

The College has established and publicly makes available policies and procedures that promote honesty, responsibility, and academic integrity via the College website, faculty handbooks, course catalogs, and the MyCOM portal. Policies cover the full range of roles at the institution, including Board members, faculty, staff, and students. Policies on academic integrity clarify expectations for student behavior and academic honesty, as well as the consequences for violations of existing policies.

Standard I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

EVIDENCE OF MEETING THE STANDARD

The United Professors of Marin/Marin Community College District Collective Bargaining Agreement requires faculty to clearly differentiate their personal opinions or convictions from the objective presentation of theory, fact, or ideas (IC7-05, article 2.2). It also requires faculty to select and present course materials and information in accordance with the course outline of record, the educational mission of the College, and in a way that does not violate professional standards (IC7-05, article 2.1).

ANALYSIS AND EVALUATION

The College ensures that within the tenets of academic freedom, faculty must present course material in an unbiased and intellectually honest manner, distinguishing between personal beliefs and established theories and ideas within their discipline.

Standard I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

EVIDENCE OF MEETING THE STANDARD

As a public community college, the College does not seek to instill specific beliefs or worldviews or require conformity to these specific beliefs or worldviews using specific codes of conduct.

Faculty and students are clearly noticed of policies that require general standards of conduct. The College has adopted, and faculty are required to abide by, the AAUP Professional Ethics Statement (IC7-05, article 24.1). Board Policy 5500 describes conduct that is not permitted at the school, such as discriminatory behavior and intimidating conduct; students who engage in this conduct are subject to the procedures outlined in Administrative Procedure (AP) 5520 (IC8-03, IC8-04). AP 5530 describes the grievance policy to follow if students feel their rights have been violated (IC7-04). These policies are published for faculty in the Faculty Handbook and for students in the College catalog and class schedule (IC7-06, IC7-07).

ANALYSIS AND EVALUATION

The College is a California community college governed by the Board of Governors of the California Community Colleges and the Marin Community College District Board of Trustees. As such, the College does not require staff, faculty, administrators, or students to conform to specific codes of conduct or beliefs beyond codes of conduct required by the College's policies, Title 5, and Education Code. The College has clear policies guiding faculty and student conduct, published in the Faculty Handbook and catalog.

Standard I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

EVIDENCE OF MEETING THE STANDARD

The College does not operate in any foreign locations.

ANALYSIS AND EVALUATION

Because the College does not operate in any foreign locations, this Standard does not apply.

Standard I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 3200 assigns responsibility for compliance with ACCJC standards to the superintendent/president (IC12-01). Administrative Procedure (AP) 3200 outlines the College's process for complying with ACCJC self-evaluation and mid-term reports and other ACCJC requirements (IC12-02). The College maintains all current and historical documents related to ACCJC accreditation status on its website, including reports, correspondence from ACCJC, and substantive change documents (IC1-02, IC1-17). Accreditation status is published on the About COM webpage, on the Accreditation webpage, and linked in the catalog, using the language recommended by ACCJC (IC12-03, IC1-02). The College responds in a timely manner, as evidenced by previously submitted ISERs and follow-up, mid-term, and annual reports (IC12-04, IC12-05, IC12-06, IC12-07, IC12-08). The College also maintains and posts a history of accreditation actions and responses (IC12-09).

ANALYSIS AND EVALUATION

The College complies with standards, policies, guidelines, and requirements set forth by ACCJC and responds to requests in a timely manner. The College's accreditation status is clearly communicated to the public, both on the College's website and in the catalog. All documents pertaining to accreditation status and compliance are posted publicly on the College's Accreditation webpage.

Standard I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

EVIDENCE OF MEETING THE STANDARD

The College complies with all ACCJC Standards, policies, guidelines, and requirements. The College publishes its accreditation status on its Accreditation website and on its About COM webpage, accessible via the College website main menu, which is also linked in the catalog (IC1-02, IC12-04, IC1-01). Self-evaluation documents, accreditation recommendations, and midterm and progress reports are available on the accreditation webpage (IC1-02). In addition, substantive change reports have been submitted in a timely fashion (IC13-01).

As a public institution and one funded by Marin County taxpayers, the College is subject to a myriad of federal, state, and local regulations, statutes, permits, and other requirements. In every case, the College responds in a timely, straightforward, cooperative manner. Such behavior is consistent with Administrative Procedure 3050 (IC5-03). The College submits a variety of data and reports to the U.S. Department of Education and to the California Community College Chancellor's Office throughout the

year. The College complies with Title 5 and California Education Code requirements, disclosing federally required information on its website such as campus crime statistics and cost of attendance, hosts visits for reviewers from agencies such as the California Board of Registered Nursing, the Office of Civil Rights, California Community College Athletic Association, and inspections by entities such as the Marin County Health Department and the Kentfield and Novato fire departments (IC13-02, IC13-03). External financial audits occur annually (I13-04).

Several programs, including Dental Assisting, Emergency Medical Technician, Nursing, and Certified Nursing and Home Health Aide programs, also undergo external accreditation or certification processes. These processes may include self-study reports, onsite accreditation site visits, and the submission of periodic documents and reports related to student access, success, and job placement. The College makes program-specific accreditation certifications available on its website (IC13-05, IC13-06). External accrediting or certifying agencies include the Commission on Dental Accreditation, Marin County Emergency Medical Services Agency, and the California Department of Public Health.

ANALYSIS AND EVALUATION

The College complies with ACCJC Standards, policies, and guidelines for public disclosure. The College demonstrates honesty and integrity in its relationships with the Commission, external agencies, students, and the public, and ensures communications are accurate, timely, and that institutional descriptions are consistent across all agencies.

Standard I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

EVIDENCE OF MEETING THE STANDARD

The College is a publicly funded institution and does not generate financial returns for investors, contribute to a related or parent organization, or support external interests other than the educational needs of its community and ensuring that the College is a good steward of the public's resources. The College ensures that its commitment to high-quality education, student achievement, and student learning is paramount to any other objective.

The College's mission states its commitment to "providing equitable opportunities and fostering success for all members of our diverse community" and responding to community needs by "offering student-centered programs and services in a supportive, innovative learning environment." The College's mission statement is the driver of its decision-making, as evidenced by its Educational Master Plan (EMP) 2019-2025 and current Strategic Plan (IA2-01, IA3-02). The EMP provides the guiding principles for all other institutional planning and decision-making. The EMP and Strategic Plan express the College's commitment to student access, student success, improving college systems, and community responsiveness, and ensure accountability through actions and performance measurements. The Educational Planning Committee (EPC) reviews progress towards objectives in the Strategic Plan to ensure the College's continued focus on achieving these objectives (IB9-02, IA2-03). Numerous examples of the College's mission-driven approach are demonstrated throughout this Institutional Self-Evaluation Report.

ANALYSIS AND EVALUATION

The College's mission statement clearly drives its planning and decision-making and numerous examples are shown throughout this report. The College's commitment is to provide student-centered programs and services in a supportive learning environment that fosters success and equitable opportunities for all community members. The College's EMP and Strategic Plan flow from its mission and EPC tracks progress towards achieving these strategic objectives, ensuring that the College prioritizes high quality education, student achievement, and student learning over any other objective, financial or otherwise.

CONCLUSIONS ON STANDARD I.C

The College ensures institutional integrity through regular review of its mission-aligned policies, procedures, and communications. The College assures the clarity, accuracy, and integrity of information provided to the public, prospective students, and external agencies, including catalog information, tuition and fees, degrees and certificates, learning outcomes, educational programs, and student support services. The College establishes policies and procedures that promote honesty, responsibility, institutional and academic integrity, and safeguard academic freedom through broad-based, regular participatory governance review cycles. The College complies with all Standards, policies, guidelines, and requirements set forth by ACCJC and provides relevant information and documents regarding the College's current accreditation status, as well as prior accreditation reports, via the College's website and catalog. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly, as evidenced by their adherence to local policies and procedures as well as those established by federal, state, and other accrediting agencies and organizations.

IMPROVEMENT PLAN(S)

None needed at this time.

I.C. EVIDENCE LIST

IA2-01	PRIE Educational Master Plan
IA2-03	Strategic Plan Year 3 Progress Report
IA2-09	PRIE Fact Book Dashboard
IA2-13	PRIE Research Analysis and Surveys
IA3-02	PRIE Strategic Plan 2022-2025
IA3-05	SLO Homepage
IA4-03	COM Catalog General Information
IB2-01	SLO eLumen Course Outline of Record
IB2-03	PSLO eLumen Catalog
IB2-04	College Catalog 2022-2023
IB4-03	Assessment and Program Review Homepage
IB6-02	SLO College-wide Outcomes
IB7-01	Memo September 12, 2022 — Board Policy and Administrative Procedure Review
IB9-02	EPC Homepage
IC1-01	COM Catalog eLumen Homepage
IC1-02	Accreditation Homepage
IC1-03	OIM Catalog Production Calendar 2023-24
IC1-04	Catalog Addendum 2022-23
IC1-05	OIM Master Curriculum Calendar
IC1-06	OIM Schedule Production Calendar 2023
IC1-07	OIM Schedule Builder Email 2023
IC1-08	Catalog Schedule Filter
IC1-09	OIM Schedule Change Order
IC1-10	OIM Change Order Instructions
IC1-11	Catalog Course Cancellations
IC1-12	Past Catalog PDFs Archived
IC1-13	Schedules Archive
IC1-14	Community Education Catalog
IC1-15	Community Education Summer 2023 Program Planner
IC1-16	Policies Social Media Guidelines
IC1-17	Accreditation History
IC2-01	Catalog Program Course Descriptions
IC2-02	Catalog Admissions Registration Academic Information
IC2-03	Catalog Student Services
IC2-04	Catalog Graduation Degree Requirements
IC2-05	Catalog Transfer Information
IC3-01	PRIE Fast Facts Webpage
IC3-02	PRIE Fast Facts Brochure
IC3-03	High School Breakfast Data Report
IC4-01	Catalog Program Information — Administration of Justice
IC4-02	Academic Interest Clusters Webpage
IC4-03	Career Degree Info
IC4-04	AJ 215 Syllabus
IC4-05	CIS 118 Syllabus
IC4-06	BP 4100 Graduation Requirements

IC4-07	AP 4100 Graduation Requirements
IC5-01	BP 3920 Communication with the Public
IC5-02	AP 3920 Communication with the Public
IC5-03	AP 3050 Institutional Code of Ethics
IC5-04	Policies Branding Guidelines
IC6-01	Catalog Current Fees 2022-2023
IC6-02	Enrollment Services Paying for College Webpage 2022-2023
IC6-03	AP 5031 Instructional Materials Fees
IC6-04	College of Marin Bookstore Homepage
IC6-05	Zero Textbook Cost Program 2023
IC6-06	AP 5030 Fees
IC6-07	AP 5020 Non-Resident Tuition
IC7-01	BP 4030 Academic Freedom
IC7-02	BP 3900 Speech: Time, Place, and Manner
IC7-03	AP 3900 Speech: Time, Place, and Manner
IC7-04	AP 5530 Student Grievances
IC7-05	UPM/MCCD Collective Bargaining Agreement 2021-2024
IC7-06	Faculty Handbook, Opportunities/Responsibilities Webpage
IC7-07	Catalog Standards of Student Conduct
IC8-01	BP2715 Code of Ethics/Standards of Practice
IC8-02	AP4105 Distance Education
IC8-03	BP5500 Standards of Student Conduct
IC8-04	AP5520 Student Discipline and Due Process
IC8-05	Faculty Handbook, Classroom Management Webpage
IC8-06	Faculty Handbook, Syllabus, SLOs, Assessment Webpage
IC8-07	Academic Integrity Response Guide
IC12-01	BP 3200 Accreditation
IC12-02	AP 3200 Accreditation
IC12-03	About COM Webpage
IC12-04	COM Certificate of Accreditation
IC12-05	COM ISER 2017
IC12-06	COM Follow Up Report 2018
IC12-07	COM Mid-term Report 2021
IC12-08	COM Annual ACCJC Reports
IC12-09	ACCJC Letter Reaffirming Accreditation 2019
IC13-01	ACCJC Substantive Change Confirmation November 25, 2020
IC13-02	Annual Campus Security Report Webpage
IC13-03	Net Price Calculator Webpage
IC13-04	Fiscal Reports Webpage, Financial Information, Audited Financial Statements
IC13-05	Dental Assisting Program Accreditation
IC13-06	Nursing Accreditation Materials

Standard II

Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

Standard II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

EVIDENCE OF MEETING THE STANDARD

The College's instructional programs manifest its mission and commitment "to educational excellence [that] is rooted in equity practices and fostering [the] success for all members of our diverse community." Through its five core instructional areas (transfer, degrees/certificates, career technical education, basic skills, and English as a Second Language) the College invites the community into transformational, dynamic, and equity-minded learning (IA1-02).

As noted on the College's student learning outcomes website, the College maps and assesses student learning at the course, program, and institutional levels to ensure that instructional programs are consistent with its mission and that they support students in achieving student learning outcomes (IA3-05, IB6-02). The College catalog displays these learning outcomes for all programs, degrees, and certificates (IIA1-01).

As evidenced in fall 2022 ISLO disaggregated data, the College assesses student achievement of institutional learning outcomes, disaggregated by gender and race to highlight potential gaps in student achievement. This helps ensure the College achieves its goal of equity in access and opportunity, as noted in its shared College wide definition of equity: "Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities" (IIA1-02).

All (100 percent) of courses, certificates of achievement, and associate degree programs have student learning outcomes approved and published in their official Course Outline of Record (COR) or Program Outline of Record (POR). The data are publicly accessible from the College's website (IIA1-03, IIA1-04).

Course-level assessment data is rolled up to assess program (degree and certificate) outcomes through mapping of course-level SLOs to program-level SLOs (IIA1-05). All departments maintain a course assessment schedule and all courses are assessed a minimum of once every three years, with many departments choosing to assess more regularly to yield more meaningful assessment data (IB1-04, IIA1-06).

As will be discussed in Standard II.A.2, instructional programs are systematically assessed to ensure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The College assesses student achievement data, including degree and certificate attainment and transfer, through its data and equity-driven program review process to ensure that instructional programs support its mission and culminate in the achievement of student learning outcomes and success. Administrative Procedure (AP) 4105 and the College's Distance Education website outline the rigorous peer review process for DE courses (IC8-02, IIA1-07).

ANALYSIS AND EVALUATION

The College centers equity in its mission and program review process. All instructional programs across modalities support the mission through alignment of course to degree and course to institutional outcomes that fall under the mission of the College. Instructional programs culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Standard II.A.2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

EVIDENCE OF MEETING THE STANDARD

The College understands that instructional excellence is both an ongoing reflection and direct action to ensure that students, and all members of the learning community, are provided with transformative, thriving learning experiences. As such, the College has created processes so that faculty have opportunities to regularly engage in dialogue and collaborative inquiry to ensure that the content and methods of instruction meet academic and professional standards and expectations. Additionally, these processes allow faculty to exercise collective ownership over the design and ongoing improvement of the learning experience.

Board Policy (BP) 4020 and Administrative Procedure (AP) 4020 outline program, curriculum, and course development at the College and establish the purview of the College's Curriculum Committee, composed of part-time and full-time instructors and tasked with ensuring that course content and methods of evaluation meet academic and professional standards and expectations (IIA2-01, IIA2-02, IB1-11). Curriculum is regularly evaluated by faculty, the Curriculum Committee, and the Academic Senate to determine whether courses and programs should be established, expanded, modified, or deleted. As

evidenced by the Humanities 101 Course Outline course outlines of record include student learning outcomes, course content, methods of evaluation, and representative assignments and readings (IIA2-03).

Additionally, AP 4105 and the Distance Education website outline the rigorous peer review process for DE courses to ensure they meet expectations for effective DE teaching methods and regular and substantive interactions (IC8-02, IIA1-07). To ensure delivery of high quality online and hybrid courses, the College has adopted the Peer Online Course Review (POCR) CVC-OEI Course Design Rubric and @One Standards for Quality Online Teaching. Instructional programs are systematically assessed to ensure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

Faculty regularly engage in program review to continuously assess and improve instructional courses and programs (IIA2-04). As described in AP 4020, the College regularly assesses all collegiate, pre-collegiate, career/technical, and continuing and community education courses and programs, regardless of delivery mode or location (IIA2-02). The program review template went through a College wide review process and full update in 2017-18, with the new six-year cycle launched in 2019. The College is on track to complete program reviews for all instructional programs by 2025 (IB1-08).

The College's program review process is equity-driven, with a focus on department faculty documenting discussions and plans for improving student success in programs, linking these plans to resource allocation, and sharing findings within the College community for the purposes of institutional improvement (IIA2-04). These discussions are facilitated by faculty equity facilitators. Further, as evidenced in the Business and Fine Arts program review documents, findings are shared with the Guidance, Resources, Integration, and Transformation (GRIT) Committee, which is charged with reviewing program reviews and providing recommendations to ensure that antiracist practices, equity, and access are embedded in programs (IIA2-05, IIA2-06).

ANALYSIS AND EVALUATION

Faculty regularly engage in curriculum development and evaluation and program review to ensure courses meet academic and professional standards and expectations. Systematic, inclusive program reviews are completed and are data-driven, using student achievement data and learning outcomes data, to continuously improve instructional courses and programs. This ensures program currency, improves teaching and learning strategies, and promotes student success.

Standard II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

EVIDENCE OF MEETING THE STANDARD

Following Administrative Procedure 4020, the College establishes courses and programs that are approved by the California Community Colleges Chancellor's Office (IIA2-02). A supportive and evaluative role in the ongoing development of courses and programs lies in the College's Curriculum Committee, a subcommittee of the Academic Senate. Student learning outcomes are developed by

department and discipline faculty when new courses and programs are created, and existing student learning outcomes are reviewed every five years by department and discipline faculty, the Curriculum Committee, and the Student Learning Outcomes Assessment Council (SLOAC), a subcommittee of the Academic Senate, as part of the mandatory revision cycle (IIA3-01). Both the addition and revision of courses, certificates, and degrees are initiated by discipline faculty, then reviewed and voted on by the Curriculum Committee, before being approved by the Board of Trustees.

The Curriculum Committee uses eLumen, a curriculum management system, as the centralized system to review, approve, and advance new course proposals or course revision proposals through the various stages with different reviewers. The process is called the workflow (IIA3-02, IIA3-03). Particularly, the SLO coordinators review and approve creations or revisions of student learning outcomes at the Tech Review-SLOAC stage.

All (100 percent) courses, certificates of achievement, and associate degree programs have student learning outcomes approved and published in their official Course Outline of Record (COR) or Program Outline of Record (POR). The data are publicly accessible from the College's website (IIA1-03, IIA1-04).

To ensure students receive a syllabus for each section they are enrolled in, and thus the student learning outcomes for the class, the College carries out the syllabi project each semester. The articulation and curriculum analyst from the Office of Instructional Management organizes the departmental administrative assistants to collect syllabi for every course section and to check that the SLOs stated in the syllabus match the ones in the approved CORs (IIA3-04).

All departments maintain a course assessment schedule and courses are assessed a minimum of once every three years, with many departments choosing to assess more regularly to yield more meaningful assessment data (IB1-04, IIA1-06). Assessments are then built and planned in eLumen by the assessment coordinator/data steward for all courses on the assessment schedule regardless of the modality and regardless of whether they are taught by part-time and/or full-time faculty. If there are multiple sections of the course, all sections of the course are scheduled for assessment.

SLOAC members, who are faculty with expertise in specific divisions across the College, lead divisions through the assessment cycle each semester and work with departments to maintain course assessment plans (IIA3-05). Faculty access eLumen to assess student learning outcomes (IIA3-06). At the start of the following semester, SLOAC representatives lead discussions in their respective departments regarding results from prior semesters and provide SLO assessment reports to chairs to support discussions. Departments are encouraged to implement changes based on findings and to reassess in subsequent semesters to capture their impact. eLumen allows for aggregation and disaggregation of SLO data (IA3-06).

For courses that have three or more sections, faculty can request to have a specific course group created in eLumen that will disaggregate assessment data from one course. The report will disaggregate student assessment results from all sections of this course into one course group for all students that were assessed in the course. The assessment coordinator creates the course group in eLumen and pulls the data report at the end of the semester once assessments are completed.

For example, the English department examines aggregated and disaggregated assessment data for ENGL 150 (1A), particularly in connection to the ENGL 150 information literacy SLO, to assess the impact of a semester-long department focus on equity-based research instruction in ENGL 150 in partnership with the Library (IIA3-07, IIA3-08).

Course-level assessment data is rolled up to assess program (degree and certificate) outcomes through mapping of course-level SLOs to program-level SLOs (IIA1-05). The eLumen data steward provides degree and certificate learning outcomes data, both aggregated and disaggregated (by race/ethnicity/gender/modality), to departments going through the program review process. SLOAC will provide a program SLO disaggregated report yearly to each department beginning in fall 2023.

ANALYSIS AND EVALUATION

The College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. All course outlines of record contain student learning outcomes and the College has processes in place to ensure that students receive syllabi with current student learning outcomes. All departments maintain a course student learning assessment schedule and all courses are assessed a minimum of once every three years. As part of the program review process, student learning outcomes assessment data is analyzed, including disaggregation of course and program learning outcomes.

Standard II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

EVIDENCE OF MEETING THE STANDARD

The College offers pre-collegiate level curriculum to support students in developing the knowledge and skills necessary to advance to and succeed in college level curriculum through the English as Second Language (ESL) program.

ESL Program

The comprehensive and robust ESL program offers a clear pathway from ESL and noncredit ESL courses to college-level English courses (IIA4-01). The numbering of these basic skills courses follows the course numbering system described in the College catalog. Courses numbered below 100 are non-degree applicable but may be used for a certificate of achievement when listed as a major requirement. Basic skills courses numbered below 100 do not apply toward the 60 units required for graduation, although they may be listed as part of a vocational program (IIA4-02).

Both the noncredit ESL foundational skills and the for-credit ESL focused skills courses fall within the course numbering of 0-099 as both types are preparatory courses that do not apply to majors. Instead, they are designed to support students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. The noncredit ESL foundational skills courses support students in learning necessary English skills, covering levels 10 through 50. These courses take an integrated skills approach to practicing the fundamentals of grammar and vocabulary through listening, speaking, reading, and writing activities. The credit ESL focused skills courses (levels 60 to 80, plus ENGL 98SL) are more skills-focused, with separate classes for grammar and writing, reading and vocabulary, listening and speaking, and pronunciation. Students who progress through the higher-level sequence are prepared to take college-level English and to work toward career certificates, degrees, or transfer.

Math and English

With the passage of AB 705, the College established placement criteria to provide pathways to place students directly into transfer-level English and math courses. Placement information is published on the College website and in the catalog. Since fall 2022, the College has not offered remedial English or math courses (below 100) in compliance with AB 1705. Based on the placement grid, students with a high school GPA less than 2.6 or students who did not take high school calculus are highly encouraged to take part in the English or math companion courses that prepare students with the requisite skills to succeed in the transfer-level courses (IIA4-03).

Summer Programs

The College also offers summer preparation for college-level curriculum through Summer Bridge and the Summer Career Academies. The Summer Bridge program, in collaboration with regional educational nonprofit 10,000 Degrees, is a three-week program designed to help graduating high school seniors successfully transition to college. In addition to providing math, English, and English as a Second Language review support, the program's goals include preparing more students for full-time matriculation through completion of priority enrollment steps. Students receive credit for Counseling 105 by participating in the program (IIA4-04).

Additionally, in partnership with the Marin County Office of Education, the College's Career Education Department offers a broad selection of career exploration courses for high school students each summer. Courses, most of which provide 1-2 collegiate units of credit, are condensed and run for two to three weeks in June and July. These courses expose high school students to a deeper understanding of a variety of occupations and to the rigors of college through lecture, hands-on training, and expert speakers and panelists (IIA4-05).

ANALYSIS AND EVALUATION

The College offers pre-collegiate level curriculum, clearly distinguished with numbering below level 100, in the ESL program. These courses build skills to succeed in collegiate-level courses. In accordance with state legislation, the College does not offer pre-collegiate level math and English courses, but instead offers supporting companion courses for students in transfer-level English and math courses. The College directly supports incoming high school graduates in learning the knowledge and skills necessary to advance to and succeed in college level curriculum through summer preparation programs.

Standard II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

EVIDENCE OF MEETING THE STANDARD

The College's degrees and programs align with Title 5 standards and criteria for courses, which are stated in Board Policy (BP) 4100 and Administrative Procedure (AP) 4100 and primarily address graduation requirements for associate degrees and certificates (IC4-06, IC4-07). This alignment includes following

practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning (IC2-04).

For students pursuing an associate in arts degree or associate in science degree, the completion of 60 lower division degree applicable units is required. This requirement is clearly stated in the graduation requirements section of the College catalog (IC2-04). Additionally, the program pages outline specific course requirements and total units required for each major, such as the Certificate of Achievement in Administrative Justice (IIA5-01). Information about course sequencing tied to time to completion is provided in the program description in the catalog. Examples of programs that emphasize course sequencing include the Associate Degree in Registered Nursing and the four stackable Certificates of Achievement in Court Reporting (IIA5-02, IIA5-03).

AP 4023 establishes procedures for the creation of credit and noncredit courses, and AP 4020 ensures the preparation and maintenance of current course outlines, degrees, and certificates (IIA2-03, IIA5-05). The curriculum development process set forth by the Curriculum Committee is designed to create and review courses that are not only lower-division but that are also rigorous, ensuring they meet the educational standards and objectives of the respective field of study within higher education (IIA5-05).

ANALYSIS AND EVALUATION

The College's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution has clear procedures for the creation of credit and noncredit courses to ensure alignment with Title 5, and procedures to ensure the preparation and maintenance of current course outlines, degrees, and certificates.

Standard II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

EVIDENCE OF MEETING THE STANDARD

The College's course schedule is informed by academic department blueprints, the Intersegmental General Education Transfer Curriculum (IGETC) and California State University (CSU) General Education (GE) Breadth patterns, career/technical education (CTE) program pathways, and students' declared educational goals (IIA6-01, IIA6-02, IIA6-03).

The College uses Tableau schedule visualization tools, class enrollment and student achievement data, and student surveys to evaluate the effectiveness of course scheduling (IA2-08, IB8-02). The use of the Tableau schedule visualization tool allows faculty, chairs, and the Office of Instructional Management to review the schedule as it is being developed.

The College regularly evaluates time-to-degree and units accumulated data reports, and these serve as performance indicators for relevant goals in the Educational Master Plan (EMP) (IIA6-04, IIA6-05, IIA6-06). Students have been surveyed on scheduling needs most semesters; in 2021, during the pandemic, the College began adding specific questions on course modality to ensure scheduling meets changing student needs (IB8-02).

Additionally, the College's EMP goals ensure regular evaluation and improvement of student scheduling. Through Instructional Programs Goal 1, the College has mapped, and continues to review and keep current, student journeys (pathways), including the coordination of CTE pathways with GE pathways, for all degrees and certificate programs (IIA6-07).

CTE program pathways provide students with specific steps and a timeline to degree and certificate completion. Declared educational plans drive course sequencing and rotation of offerings. Courses required for major preparation are maintained in the schedule as a commitment to transfer students so that they can transfer with the requisite courses within the required timeline established by the receiving four-year institutions. Any course cancellation due to low enrollment is first tested against this commitment. A student's specific educational goal and status as either a full-time or part-time student affects their time to completion.

The rotation of GE courses and sequencing of offerings considers the cross-section of students and their goals by ensuring a day and evening and/or fully online complement of courses required for transfer, degrees, and certificates to help ensure students can progress toward their goals in a timely manner. Through these various delivery modes (asynchronous, hybrid, and face-to-face) and day/evening offerings, students have access to courses required to complete GE patterns, degrees, certificates, or major preparation.

In 2022, as part of Instructional Programs Goal 3 of the EMP, the College launched a multi-semester student-centered scheduling project to systematically identify and remove barriers students may face with scheduling (IIA6-08, IIA6-09).

Emerging focus areas for this process are GE area scheduling and Science, Technology, Engineering, and Mathematics (STEM). For example, filters have been added to the Tableau schedule dashboard to view and improve coordination of scheduling for students across GE area requirements, allowing chairs and counselors at the start of the scheduling cycle to collectively analyze College wide patterns of offerings within and across GE areas and to identify scheduling gaps and conflicts as potential targets for improvement. STEM chairs have been meeting with counseling liaisons to identify scheduling issues; these meetings have already resulted in concrete improvements for students. These include the removal of schedule conflicts between required courses taken by advanced STEM transfer majors, and collaborative scheduling to promote concurrent enrollment of introductory science and math classes that should reduce time to transfer/graduation and increase success rates in STEM courses.

ANALYSIS AND EVALUATION

The College schedules courses in a manner that allows students to complete certificates and degree programs within a period of time consistent with expectations in higher education. Student pathways inform counselors' recommendations with student scheduling and have guided the development of student-facing interest cluster and discipline sites. Counseling liaisons are assigned to all departments to review and inform department scheduling semesterly. A strategic focus for this work in spring 2023 is aligning STEM pathways with transfer requirements and transdisciplinary coordination around student-centered class scheduling.

As part of the process to remove barriers to scheduling, department chairs and academic counselors convene regularly to review scheduling practices and patterns across departments, GE areas, modalities, and balance of days/times each semester and discuss both strategic and specific opportunities for improvements. Emerging focus areas for this process are GE area scheduling and STEM.

Standard II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

EVIDENCE OF MEETING THE STANDARD

Equity, defined by the College as recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities, and responsiveness, defined by the College mission as meeting the changing needs of the College's diverse learners, drives delivery modes, teaching methodologies, and learning support services at the College.

The College regularly invites students to share feedback at the course and institution levels. For example, in 2021, the College held a yearlong series of College wide discussions on post-pandemic visioning to invite the College community to think about all the ways, large and small, the College adjusted during the pandemic and consider where the College community sees itself heading in the post-COVID years (IIA7-01, IIA7-02). Critical insights were identified to directly inform the Strategic Plan 2022-2025, and one direct outcome of post-pandemic visioning work across the College was the addition of technology as a basic student need by the Planning and Resource Allocation Committee to its guiding principles for resource allocation (IA3-10).

Additionally, the College administers a regular student survey to gather critical feedback to inform teaching and learning (IA2-13). For example, in March 2020 and October 2020, the College surveyed students about their experience transitioning to online learning and to provide feedback and suggestions for improving remote instruction going forward (IIA7-03, IB8-03). In response to student survey data and course enrollment patterns, the College has steadily increased the number of distance education courses offered, both hybrid and fully asynchronous online. In May 2022, Administrative Procedure 4105 was revised to define online delivery modes, the online course approval and development process, and faculty professional learning, with the goal of ensuring accessibility and instructional effectiveness and to support faculty integration of discipline content into Canvas (IC8-02).

To further ensure delivery of high quality online and hybrid courses, the College has adopted the Peer Online Course Review (POCR) CVC-OEI Course Design Rubric and @One Standards for Quality Online Teaching (IIA7-04). POCR review of all new Distance Education (DE) online courses ensures that students in all DE courses are provided with accessible, equitable learning experiences. Further, the College has embraced the goal of zero textbook costs. The ZTC designation is included in the schedule and the District is moving toward Online Educational Resources (OER). The College's OER program coordinator works directly with faculty who are receiving units to develop OER materials. The College also has two faculty OER librarians who are supporting faculty in the adoption of OER texts.

Between June and August 2020, instructors participated in an internal online teaching and design course to ensure that remote pandemic instruction invited students into accessible, inclusive learning environments. Over the pandemic, Canvas use rose to 100 percent in all courses, and this pandemic adaptation has remained in most classes, with faculty and students reporting the continued use of Canvas to enhance student learning. For example, biology classes offer supplemental materials such as videos, worksheets, low-stakes quizzes, and recorded live lectures on Canvas for both lecture and the lab material. Additionally, departments such as Nursing have maintained using the flipped classroom model post-pandemic – embedding lecture material online and using class time for hands-on work – as a way to improve student success.

Over the pandemic, learning support services transformed to include online tutoring, which continues to be offered. The College also started a technology (laptops and hotspots) lending program, which also continues.

Evaluations of all courses (DE and face-to-face) take place each semester, and students are surveyed each semester to ensure that course scheduling and support services meet student needs (IIA7-05, IIA7-06, IC7-05 – Article 7.2.3).

ANALYSIS AND EVALUATION

Equity and responsiveness drive delivery modes, teaching methodologies, and learning support services at the College. This is seen in the College's POCR review of all new online courses, which ensures that students in all DE courses are provided with accessible, equitable learning experiences. Further, the College has embraced the goal of zero textbook costs.

The Strategic Plan 2022-2025, which began during the pandemic when all instructors participated in an internal online teaching and design course, continues this focus on improving course design pedagogy and curriculum to ensure the success of the College's racially and culturally diverse students. The College continues to respond to the changing needs of students through online tutoring and technology lending. The College has also established technology as a basic need in the Strategic Plan, as the College understands this is a critical need to support student learning and success.

Standard II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

EVIDENCE OF MEETING THE STANDARD

While the College does not use department wide and/or program examinations, some vocational programs culminate in national or state board exams, but the College does not create these assessments. Validation and reliability testing of these examinations, as well as controls for bias, are performed and assured by the agencies that create and/or publish these exams.

For example, the Test of Essential Academic Skills (TEAS) is offered by ATI and is used by all community colleges as an entry exam to nursing programs (IIA8-01). The TEAS is validated by ATI. Prospective students must achieve a minimum score on this exam to be eligible for admission. Higher achievement equates to points earned toward the multi-criteria process (IIA8-02).

Health Educations Systems Incorporated (HESI) provides a series of summative exams that can be used at the end of a nursing course to assess student learning (IIA8-03). This allows the College's Nursing program to benchmark students against national norms. It also facilitates curricular evaluation. The Nursing program also uses it at the end of the program to predict success in passing the National Council Licensure Examination-Registered Nursing (NCLEX) exam developed by the National Council of State Boards of Nursing. The Nursing program calls it an exit exam but the program does not hold students back from graduation if they do not meet the benchmark. Instead, the program provides them with resources, such as remediation specific to HESI or tutoring. This helps ensure that students are adequately prepared for the NCLEX when they graduate.

The College's English as a Second Language (ESL) program has used the Combined English Language Skills Assessment (CELSA) for 30-40 years. It was, has been, and is approved by the California Community Colleges Chancellor's Office. Currently the assessment is approved through June 2023 and is "Researched for reliability (.93), validity, freedom from bias" (IIA8-04). After June, the College will develop self-placement tools for ESL and explore the use of Accuplacer, which is also approved by the Chancellor's Office.

The College utilizes Microsoft MOS and Intuit QuickBooks Certification Exam distributed by the third-party vendor Certiport. These certifications provide proof of proficiency in skills attributed to those programs, which increase job opportunities by meeting the demands of the workforce. Certiport utilizes a process based on industry best practices to ensure their products are free from bias (IIA8-05).

ANALYSIS AND EVALUATION

The College does not use department wide and/or program examinations. While some vocational programs culminate in state or national exams, the agencies that create and/or publish these exams perform and assure validation and reliability testing of these examinations, as well as controls for bias.

Standard II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

EVIDENCE OF MEETING THE STANDARD

The College awards course credit, degrees, and certificates in a manner consistent with generally accepted norms or equivalencies in higher education and in accordance with statutory and system regulatory requirements. In alignment with Title 5, and as stated in Board Policy (BP) 4100 and Administrative Procedure (AP) 4100, the College's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning (IC4-06, IC4-07). AP 4023 establishes procedures for the creation of credit and noncredit courses in alignment with Title 5, and AP 4020 ensures the preparation and maintenance of current course outlines, degrees, and certificates. All certificates and degrees offered by the College have been approved by the California Community College Chancellor's Office (IIA5-04, IIA2-02).

In compliance with Title 5, the College requires a minimum of 16 to 17.5 hours of lecture, lab, practicum, and/or activity service value hours, for one unit of credit.

One hundred percent of courses, certificates of achievement, and associate degree programs have student learning outcomes approved and published in their official Course Outline of Record (COR) or Program Outline of Record (POR) (IIA9-01, IB2-01). Student learning outcomes are identified upon creation of new courses and programs, and existing student learning outcomes are reviewed every five years as part of the mandatory revision cycle.

SLOs can be embedded directly into grading rubrics in Canvas so that assessment of class assignments links to course SLOs (IIA9-02). Course-level student learning outcomes are mapped to program student

learning outcomes (PSLOs) for all degrees and certificates and are also mapped to institutional student learning outcomes, ensuring alignment and continual assessment of outcomes (IIA9-03, IB2-08).

ANALYSIS AND EVALUATION

Course credit is awarded based upon completion of the SLOs for that course. Degrees and certificates are awarded based upon successful completion of courses within the program. The College allots the appropriate number of units of credit for each course based on the Carnegie unit, which is a system by which students are awarded credit based on how much time they spend in direct contact with an instructor and/or homework requirements. Units of credit for courses are determined through the coordination of program faculty, the Curriculum Committee, and the assistant vice president for instructional support. Articulated courses meet the respective major and/or general education requirements of the institutions to which they transfer.

Standard II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

EVIDENCE OF MEETING THE STANDARD

Transfer-of-credit information is made available to every student via the College catalog the Transfer and Career Center website and its services and counseling services (IC2-05, IIA10-01). The College has a comprehensive Transfer Center plan to reach students and support its mission of transferring students to baccalaureate level institutions. Particularly, the efforts are aimed at increasing transfer rates among students from historically underrepresented groups. The Transfer and Career Center coordinator creates newsletters and transfer guides, updates information on the center's webpage, and offers advocacy, transfer workshops, and events for students (IIA10-02).

When transferring in credits to the College, a student's official transcript is evaluated by the evaluation analyst from Enrollment Services (IIA10-03).

Credit for prior learning may be earned for eligible courses for students who pass an authorized assessment in line with Board Policy 4235 and Administrative Policy 4235 (IIA10-04, IIA10-05). Approved credit for prior learning rubrics and portfolio requirements align with these policies in disciplines that offer credit for prior learning.

The College's articulation officer focuses on compliance with legislative changes concerning transfer curricula, adding and maintaining CID approved courses, development of Associate Degrees for Transfer (AD-T) with corresponding academic departments, and retaining articulation agreements to support lower-division preparation for the major and transfer to four-year institutions (IIA10-06).

ANALYSIS AND EVALUATION

The College makes available to students clearly stated transfer-of-credit policies through the catalog and the Transfer and Career Center and counseling services. The transcript evaluation process ensures that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. The College's articulation officer focuses on retaining articulation agreements to support lower-division preparation for the major and transfer to four-year institutions.

Standard II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

EVIDENCE OF MEETING THE STANDARD

The College has identified six learning outcomes that serve as both College wide outcomes and as outcomes for the general education program (IIA11-01, IB6-02). The learning outcomes are in: Communication; Scientific and Quantitative Reasoning; Critical Thinking; Information Literacy; Cultural Awareness and Community Engagement; and Personal and Professional Development.

These outcomes were most recently updated in 2019 through a College wide process. The Student Learning Outcomes Assessment Council (SLOAC) looked to the College's mission to ensure that all Institutional Student Learning Outcomes (ISLOs) align with it. As a result, these ISLOs serve as an umbrella for all GE area courses. Faculty of record for each course map their SLOs to program SLOs and to the institutional SLOs (IIA9-03).

Program SLOs are developed by discipline faculty through collaboration within their departments and put in place for each associate degree, transfer degree, and certificate of achievement program. Program SLOs are published in the catalog are publicly accessible through the curriculum website (IB2-03, IIA11-03).

Faculty assess ISLOs and PSLOs when course SLOs are assessed, which they have previously mapped to program SLOs, and course SLOs to institutional SLOs.

Courses are assessed a minimum of every three years, with departments creating their schedules. These schedules are available at Student Learning Outcomes website (IB1-04). Course SLOs and curriculum mapping are evaluated every five years as part of the mandatory revision process established by the Curriculum Committee. In addition, SLO coordinators review and approve revisions to SLOs and their corresponding mapping if revisions are needed before the mandatory revision process (IB2-08).

ANALYSIS AND EVALUATION

Mapping of all courses to institutional SLO/GE learning outcomes and to program-level learning outcomes ensures alignment between courses, programs, and College wide learning. This mapping looks at competencies acquired and required for successful program completion and helps ensure that the faculty are focused on appropriate pedagogy and instruction relative to the established outcomes.

Standard II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

EVIDENCE OF MEETING THE STANDARD

The College catalog publishes the general education statement of purpose and general education descriptors for each of the six GE areas: Communication; Scientific and Quantitative Reasoning; Critical Thinking; Information Literacy; Cultural Awareness and Community Engagement; and Personal and Professional Development (IIA11-01).

Administrative Procedure 4100 states that each associate degree program require the completion of the general education program, while Associate Degree for Transfer (AD-T) programs require completion of either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements (IC4-07). The GE component is included in each student's educational plan via DegreeWorks audit (IIA12-01). A complete DegreeWorks audit is required in the student's graduation application in order for a degree to be awarded (IIA12-02, IIA12-03, IIA12-04).

Faculty assess and revise transferable courses to retain or maintain GE transfer attributes to the UC or CSU systems. For example, discipline faculty revised Ethnic Studies courses to meet the newly added CSU Area F and IGETC Area 7 requirements (IIA12-04).

The General Education Committee (ad hoc committee of the Curriculum Committee), the articulation officer, and the ad hoc group, DART (Degree Articulation Review Team), reviews degrees that are going through revision.

The Academic Senate is in the process of updating the General Education Committee membership to include the articulation officer and also faculty representatives from academic departments to determine course inclusion and GE pattern changes impacted by California Assembly Bill (AB) 928 (IIA12-05).

ANALYSIS AND EVALUATION

The catalog clearly states the philosophy and descriptors for the general education program and each degree program requires completion of a GE pattern. The College relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree.

Standard II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

EVIDENCE OF MEETING THE STANDARD

The College offers 24 Associate in Science (AS) degrees, 17 Associate in Arts (AA) degrees, and 23 Associate Degree for Transfer (AD-T) programs (IIA13-01). Pursuant to Title 5 and following Administrative Procedure (AP) 4100, students earning a degree from the College must fulfill at least 18 semester units in an approved major as described in the College catalog (IC4-07). The major courses are either in a focused academic area or an interdisciplinary core. Interdisciplinary degree programs are the Associate in Arts in Liberal Arts, Associate in Arts in Public Safety, and Associate in Science in Physical Sciences (IIA13-02, IIA13-03).

Faculty identify coursework as the major requirements for all degrees. The Curriculum Committee deliberates, reviews, and approves major requirements (IIA13-04, IIA13-05, IIA13-06). Additionally, Program, Degree, and Certificate Student Learning Outcomes (PSLOs) are developed by faculty through collaboration within their respective programs or disciplines and across departments when appropriate. The PSLOs represent the desired overarching learning outcomes for all students pursuing degrees or certificates in the program or discipline. PSLOs are assessed based on the mapping from the course-level SLOs in eLumen to ensure alignment and so that the broader outcomes are assessed through the course-level outcomes (IIA13-07).

ANALYSIS AND EVALUATION

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Standard II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

EVIDENCE OF MEETING THE STANDARD

Based on the Program and Course Approval Handbook (PCAH, 7th Edition) and in alignment with Administrative Procedure (AP) 4102, the Curriculum Committee reviews career education proposed curriculum, certificates, degrees, and programs with an extra layer of scrutiny to ensure students receive industry informed training that prepares them for gainful employment and connects to livable wages (IIA14-01, IIA14-02).

Additionally, industry advisory committees provide expert guidance and assistance to career/technical programs and are utilized for planning purposes, curriculum development, College relations, and maintaining career and technical education programs that lead to gainful employment and livable wages.

All career/technical programs have regularly scheduled advisory committee meetings. Programs receiving grant or categorical funding and/or federal funding through Perkins must "have extensive business and industry involvement, as evidenced by not less than one formal annual business and industry advisory committee meeting." Industry advisory groups are comprised of a wide group of stakeholders including program faculty, working professionals, employers, workforce boards, economic development entities, students, alumni, community-based organizations, and high school representatives. Advisory groups regularly review and discuss student performance data, enrollment, program quality indicators, labor market needs, and community needs.

The College's Planning, Research, and Institutional Effectiveness' (PRIE) website publishes external licensure and state examination statistics for applicable programs, e.g., Dental Assisting, Registered Nursing, Medical Assisting, and Emergency Medical Technician (IIA14-04, IC12-08). The Registered Nursing program has a procedure for consistent assessment and preparation for NCLEX readiness to promote nursing program excellence. The employment outcomes data analysis is available via LaunchBoard, a data system supported by the California Community Colleges Chancellor's Office (IIA14-03).

In February 2022, standards and aspirational goals for licensure pass rates and employment outcomes were reviewed with the dean of Career Education and the director of Nursing, and revised based on a review of the previous data trends and continuous improvement activities. In March 2022, in preparation for the annual ACCJC reporting process, aspirational goals for fall-to-spring persistence, degree and certificate completion, and transfers to the UC and CSU systems were reviewed by PRIE. The trends showed fluctuations since the COVID-19 pandemic, so a decision was made to keep the current standards and review after an additional year of post-pandemic data were available.

The Career and Technical Education Employment Outcomes Survey (CTEOS) is administered annually to students classified as career education completers and/or skills-building students (IIA14-05). For example, the survey was administered in 2021-22 for completers and skill builders who finished their course work in 2018-19. Students received surveys by e-mail, text message (SMS), and telephone. The survey captured student perceptions of their CTE program, employment outcomes, and asked how students viewed their coursework and training as related to their current career. A total of 426 students were surveyed and 129 (30 percent) students responded: 44 percent by email, 34 percent by phone, and 22 percent by SMS. According to the 2021 College of Marin report, 71 percent of students secured a job closely related to their program of study, and 91 percent of respondents were satisfied with the education and training they received. Ninety-four percent of responding students found a job in six months or less. The performance target in the College's Educational Master Plan (EMP) for student employment post-completion is 85 percent (IIA14-06).

The program review process and resulting data analyses provide an additional mechanism to ensure program effectiveness, assess student learning, and examine alignment with industry standards and demand. Programs that fall short in these areas can then make necessary adjustments. For example, through the program review process and the assistance of its advisory committee, the Court Reporting program was re-engineered to offer four stackable certificates and one associate degree to best prepare students for the Certified Shorthand Reporter (CSR) licensure exam (IIA14-07).

ANALYSIS AND EVALUATION

Through tracking of employment data and surveys, program advisory committees, and program review, the College ensures that CTE students demonstrate technical and professional competencies that meet employment standards and other applicable standards and that prepare them for external licensure and certification.

Standard II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 4021 and Administrative Procedure (AP) 4021 outline the College's policy for discontinuance of programs (IIA15-01, IIA15-02).

Per AP 4022, when the Planning and Resource Allocation Committee (PRAC) deems a program at-risk, they may recommend to the Academic Senate that the program complete a revitalization process (IIA15-03). If a program undergoes significant curricular changes following the revitalization process, students are afforded Catalog Rights which maintain their requirements for achieving an associate degree (IIA15-04).

One recent example of revitalization is the Court Reporting program. Through the program review process and the assistance of the advisory committee, the Court Reporting program was re-engineered to offer four stackable certificates and one associate in science degree, which best lead to preparing students for the Certified Shorthand Reporter (CSR) licensure exam (IIA15-05, IIA15-06, IIA15-07).

If a program is not successful in its revitalization, it will move onto the procedure outlined in AP 4021. Per AP 4021, students who are already enrolled in a program under review for discontinuance will be allowed to complete requirements within the year of review or will be assisted in transferring to other programs. New students will not be allowed to enroll in the program while the program is being considered for discontinuance.

ANALYSIS AND EVALUATION

The College has policies and procedures in place when programs are eliminated, or program requirements are significantly changed to ensure that enrolled students may complete their education in a timely manner with a minimum of disruption.

Standard II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

EVIDENCE OF MEETING THE STANDARD

The College regularly evaluates and improves the quality and currency of all its programs through an equity-focused program review process and learning outcomes assessment. As described in Administrative Procedure (AP) 4020, the College regularly assesses all collegiate, pre-collegiate, career/technical, and continuing and community education courses and programs, regardless of delivery mode or location (IIA2-02).

The primary focus of program review is to document discussions and plans for improving student success in programs and link these plans to resource allocation and findings within the College community for the purposes of institutional improvement (IA3-03). Each program engages regularly in review of program data and in discussions based on the program review template (IB5-01). This information and data can be stored yearly in the eLumen template, captured in annual resource request Planning and Resource Allocation Committee (PRAC) presentations, and chair/department meeting minutes so that these discussions build on each other over time (IA3-11).

At year six, this information is synthesized and discussed through a process led by equity facilitators with intensive focus on review of disaggregated student success and retention data at the program level as compared to the institutional level (IIA16-01). The resulting document is reviewed by the dean, the Student Learning Outcomes Assessment Council, the Guidance, Resources, Integration, and Transformation (GRIT) Committee, which gives specific goals and feedback to departments for improvement. Equity facilitators are faculty from outside the department who help faculty examine and interpret program data, explore how they would like to shape a meaningful program review experience for their departments, and develop the knowledge and skills to advance equity-mindedness and equity-based instructional practices. The use of equity facilitators to lead departments through the program review process has led to meaningful improvements to the quality and currency of programs. For example, through the program review process, the Fine Arts Department identified the need to shift curriculum away from a predominantly white/Western focus and to embrace more inclusivity, which has led to a sabbatical project to explore this work further, as well as reflective professional learning opportunities for the full College (IA3-04, IB5-06).

The Business Department, based on equity-based discussions, developed BUS 163 – Personal Finance, specifically designed as a tool for equity and inclusion. The course includes a frank and honest exploration of the history of systemic racism embedded in the banking and financial systems. Likewise, based on feedback from GRIT, the Business Department balanced its mix of online and in-person modalities in all core course offerings. This change acknowledges both the significantly increased demand for online instruction as well as the inherent inequities that persist in online access, disproportionately impacting marginalized and underserved student households.

The program review template went through a College wide review process and full update in 2017-18, with the new six-year cycle launched in 2019. The College is on track to complete program reviews for all instructional programs by 2025 (IB1-08).

Program reviews are an integral part of the resource allocation process for program improvement. A program's level of engagement with program review, along with findings from program review, are integral to PRAC's consideration of requests for resource allocation recommendations (IA3-10).

Institutional research and development grants and District-directed projects support review and improvement within departments between program review cycles, such as the English Department's semester-long equity-focused project on research writing and student success in preparation for program review to increase throughput of students in ENGL 150 post-program review (IB5-04).

ANALYSIS AND EVALUATION

Equity is central to the program review process, and is a specific focus in the Educational Master Plan (EMP) 2019-2025 in Equity Goal 2, which states that academic programs identify and carry out data-informed, equity minded, program-specific changes through the program review process. To advance this goal, equity facilitators guide each program through their six-year program review.

Additionally, the College is working to shift towards a more regular focus on program review-related discussions throughout the cycle, not just every six years. This is done through weekly data coaching sessions and SLOAC's faculty division representatives' focus on supporting departments with assessments.

As part of the program review process, student learning outcomes assessment data is analyzed, including disaggregation of learning outcomes (CSLO, PSLO, ISLO), and programs are given data, including disaggregated data, to determine if meaningful programmatic changes are needed. The Fine Arts Department, for example, identified equity gaps in student achievement and learning outcomes through program review and, in conjunction with GRIT recommendations, implemented a tool lending library to mitigate these gaps. Subsequently, PRAC recommended eliminating all material fees and incorporating equivalent funds into each department's operating budget, with the intent of eliminating barriers for students to participate in traditionally higher cost programs, such as fine arts.

Resource allocation requests from program review must align with the EMP 2019-2025, Equity Goal 2 of decreasing existing racial equity gaps at the College, with the goal of eliminating gaps by the conclusion of the EMP in 2025.

The evaluation of DE courses is part of the regular program review process for all departments. All new courses offered through DE have an additional review process through Peer Online Course Review (POCR) evaluation before they can be offered.

CONCLUSIONS ON STANDARD II.A

All of the College instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the institution's mission and commitment to "educational excellence [that] is rooted in equity practices and fostering [the] success for all members of our diverse community" through the College's five core instructional areas (transfer, degrees/certificates, career technical education, basic skills, and English as a Second Language). Faculty have opportunities to regularly engage in dialogue and collaborative inquiry to ensure that content and methods of instruction meet academic and professional standards and expectations. Additionally, faculty exercise collective ownership over the design and ongoing improvement of the learning experience. A data- and equity-driven program review process

ensures that instructional programs support the College's mission and culminate in the achievement of student learning outcomes and success. Student learning outcomes are mapped and assessed at the course, program, and institutional levels to ensure that instructional programs are consistent with the mission and support students in achieving student learning outcomes. A rigorous peer review process for DE courses ensures regular and substantive interaction in all online courses. Through these processes, the College's instructional programs align with and advance its mission of, "Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities."

IMPROVEMENT PLAN(S)

None needed at this time.

II.A. EVIDENCE LIST

IA1-02	COM Mission Statement Webpage
IA2-08	PRIE Schedule Dashboard
IA2-13	PRIE Research Analysis and Surveys
IA3-03	Program Review Homepage
IA3-04	Program Review Fine Arts August 19, 2021
IA3-05	SLO Homepage
IA3-06	SLO Use Your Data Page
IA3-10	PRAC Guiding Principles 2022
IA3-11	ARTS PRAC Presentation February 28, 2023
IB1-04	SLO Assessment Schedules
IB1-08	Program Review Calendar
IB1-11	Curriculum Committee Homepage
IB2-01	SLO eLumen Course Outline of Record
IB2-03	PSLO eLumen Catalog
IB2-08	ISLO Mapping
IB5-01	Academic Program Review Template
IB5-04	GRIT PR Analysis – English February 2023
IB5-06	Completed Business Program Review
IB6-02	SLO College Wide Outcomes
IB6-03	SLO PSLO eLumen Report
IB8-02	Chairs GE Discussion Spring 2023
IB8-03	COM Student Remote Learning Survey Spring 2020
IC2-04	Catalog Graduation Degree Requirements
IC2-05	Catalog Transfer Information
IC4-06	BP 4100 Graduation Requirements
IC4-07	AP 4100 Graduation Requirements
IC7-05	UPM/MCCD Collective Bargaining Agreement 2021-2024
IC8-02	AP 4105 Distance Education
IC12-08	COM Annual ACCJC Reports
IIA1-01	Example Catalog Program AS-T in Business Administration
IIA1-02	ISLO FA22 Disaggregated Data

IIA1-03	eLumen COR ENGL 155
IIA1-04	eLumen AA-T ENGL
IIA1-05	PSLO Mapping
IIA1-06	Fine Arts Assessment Schedule
IIA1-07	Distance Education Guidelines
IIA2-01	BP 4020 Program Curriculum Course Development
IIA2-02	AP 4020 Program Curriculum Development
IIA2-03	Humanities 101 Course Outline
IIA2-04	Chairs Resources Program Review Process
IIA2-05	Business Program Review 2021
IIA2-06	Fine Arts Program Review 2021
IIA3-01	Curriculum Committee Mandatory Revision List 2022
IIA3-02	eLumen Workflow Course
IIA3-03	eLumen Workflow Program
IIA3-04	OIM Syllabi Master Tracker Fall 2022
IIA3-05	SLOAC Division Representative UDWC Call
IIA3-06	eLumen Data Steward UDWC Call
IIA3-07	CSLO Sample Report ENGL 150 Aggregated
IIA3-08	CSLO Sample Report ENGL 150 Disaggregated
IIA4-01	ESL Pathway Sheet
IIA4-02	Catalog Numbering System
IIA4-03	Placement Process
IIA4-04	Summer Bridge Program
IIA4-05	Summer Career Academies
IIA5-01	Catalog Certificate of Achievement Administrative Justice
IIA5-02	Catalog Associate Degree Nursing
IIA5-03	Catalog Certificates of Achievement Court Reporting
IIA5-04	AP 4023 Course Approval
IIA5-05	COM Course Outline Guide 2023 Draft
IIA6-01	Intersegmental General Education Transfer Curriculum (IGETC)
IIA6-02	California State University (CSU) General Education (GE) Breadth patterns
IIA6-03	CTE Program Pathways
IIA6-04	Degrees And Time Frame Earned by Type
IIA6-05	Time To Degree Units Accumulated By Degree Type
IIA6-06	Time To Degree Units Earned By Program Award
IIA6-07	Instructional Programs Goal 1
IIA6-08	Student-Centered Scheduling Department Chairs Fall 2022
IIA6-09	Student-Centered Scheduling BOT Meeting Spring 2023
IIA7-01	Post-Pandemic Visioning 2021
IIA7-02	Post-Pandemic Visioning 2023
IIA7-03	PRIE Fall 2020 Student Survey Results
IIA7-04	CVC-OEI and POCR Dec 2020
IIA7-05	PRIE Student Course Evaluation Sample
IIA7-06	Canvas Course Evaluation Announcement
IIA8-01	ATI TEAS Manual
IIA8-02	Multi-Criteria Admissions 2023

IIA8-03	HESI Exit Exam Validity Research
IIA8-04	CELSA
IIA8-05	Certiport Free of Bias Letter
IIA9-01	Catalog AST Business 2022
IIA9-02	Canvas Assignment Rubric with Embedded CSLOs
IIA9-03	Sample CSLO to ISLO Map
IIA10-01	Transfer and Career Center Homepage
IIA10-02	Transfer and Career Center Newsletter
IIA10-03	Transcript Evaluation COM Webpage
IIA10-04	BP4235 Credit for Prior Learning
IIA10-05	AP4235 Credit for Prior Learning
IIA10-06	OIM_CurricularChanges2022
IIA11-01	Catalog ISLO Information
IIA11-03	Catalog COA Real Estate 2022
IIA12-01	Degree Audit — COM GE Pattern
IIA12-02	Degree Audit — CSU Transfer Pattern
IIA12-03	Degree Audit — UC Transfer Pattern
IIA12-04	Ethnic Studies 110 Course Outline of Record
IIA12-05	Curriculum Committee Minutes December 08, 2021
IIA13-01	Catalog Degree List
IIA13-02	Catalog Interdisciplinary AA Degrees
IIA13-03	Catalog Interdisciplinary AS Degrees
IIA13-04	Curriculum Committee Public Safety Proposal May 13, 2021
IIA13-05	Curriculum Committee Minutes May 13, 2021
IIA13-06	Curriculum Committee Minutes September 30, 2021
IIA13-07	Course of Record Math 115
IIA14-01	AP 4102 Career Technical Programs
IIA14-02	CTE Advisory Committee Handbook October 2022
IIA14-03	LaunchBoard CTE Employment Data 2018-19
IIA14-04	PRIE Resources Webpage
IIA14-05	COM CTEOS Survey Results 2021
IIA14-06	EMP CER Goal 1
IIA14-07	Curriculum Committee Court Reporting Proposal
IIA15-01	BP 4021 Program Revitalization Discontinuance
IIA15-02	AP 4021 Program Discontinuance
IIA15-03	AP 4022 Program Revitalization
IIA15-04	Catalog Rights 2022-23
IIA15-05	Court Reporting Revitalization Memo Spring 2021
IIA15-06	Court Reporting Mini SWOT Analysis July 2019
IIA15-07	Court Reporting Stackable Courses Revitalization Outcome
IIA16-09	Academic Senate UDWC Call Equity Facilitators 2022-23

II.B. Library and Learning Support Services

Standard II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

EVIDENCE OF MEETING THE STANDARD

The College's libraries and learning support programs ensure that students have access to online and in-person services necessary for learning and success.

The College's Kentfield Library and Indian Valley Library support student learning and achievement (IIB1-01, IIB1-02). Students have access to print resources through the libraries' 70,042 print collection and through the LINKPlus library consortium (IIB1-03). Additionally, students have access to both print and online resources through the MARINet library consortium (IIB1-04). Online resources are provided through the libraries' Open Educational Resources (OER) project and additional digital resources (IIB1-05, IIB1-06). The libraries also facilitate a technology loan program that ensures students have access to laptops, calculators, and more (IIB1-07).

The Kentfield and Indian Valley libraries keep equity and learning at the forefront through information literacy instruction and support and through the COMmon Read Program, which reaches across the District to invite students, faculty, staff, and administration to read and learn together. The 2022-23 COMmon Read was *The 1619 Project: A New Origin Story* by Nikole Hannah-Jones. The Kentfield Library partnered with the Emeritus Students College of Marin (ESCOM), Associated Students College of Marin (ASCOM), the Professional Learning Committee, learning communities, and community partners to offer a diverse range of COMmon Read events. These included book discussions accessible in-person, via Zoom, and via recordings, a town hall, and a culminating event in April 2023: "1619 Revisited: Abolition, Gender & the Black Radical Tradition with Dr. Angela Davis and Dr. Robyn Spencer. With special guests - music by Kash Killion and poetry by Tongo Eisen-Martin" (IIB1-08, IIB1-09, IIB1-10, IIB1-11).

Additionally, the College provides free in-person and online learning support services for students. Students can access in-person and online assistance through a variety of services and labs, including the Tutoring and Learning Center, the Reading and Writing Lab, the Online Writing Center, the English as a Second Language Lab, the Computer Information Systems Lab, the Math Lab, and online student support (IIB1-12, IIB1-13, IIB1-14, IIB1-15).

ANALYSIS AND EVALUATION

The College supports student learning and achievement through the Kentfield Library, Indian Valley Library, and learning support services. Additionally, the College ensures that these services are sufficient in quantity, currency, depth, and variety through program review, SLO assessment, and student surveys. Standard II.C.3 includes more information about student support services.

Standard II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

EVIDENCE OF MEETING THE STANDARD

Faculty librarians are responsible for the selection and maintenance of the physical and digital materials in the Library's collection. In accordance with the Library's Collection Development Policy, the Library mission, and the College mission, librarians work to ensure that new materials supporting the curricular, research, and general interest needs of the College are continually added to the collection (IIB2-01). The Library selects materials across a range of formats and priority is given to materials supporting courses offered at the College.

Because feedback is an important tool in the selection of materials, librarians have developed methods to actively engage the College community in the collection development process, including outreach to constituents, online forms, and Flex projects (IIB2-02, IIB2-03). Additionally, librarians actively engage the College community in Weeding Projects to remove outdated material and to ensure adequate shelf space for new items and browsing (IIB2-04, IIB2-05). In addition, the Library partners with the Community College Library Consortium (CCLC), MARINet, and LINKPlus to increase accessibility of print and digital resources for the College and the greater community.

The College's Information Technology (IT) Department is responsible for selecting, maintaining, and upgrading information technology and computers for all learning support services and labs at both the Kentfield and Indian Valley campuses. These computers are equipped with appropriate software and online educational resources for specific areas. The IT Department tracks and plans computer rotations based on years of service (IIB2-06). Further, the College established access to technology as a basic need to ensure students have access to necessary educational equipment to support their learning (IIB2-07, IIB1-07).

ANALYSIS AND EVALUATION

Relying on the appropriate expertise of faculty, including librarians, and other learning support services professionals, and in response to student need, the College selects and maintains educational equipment and materials to support student learning and enhance the achievement of its mission.

Standard II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD

Library faculty administer an in-depth, library-specific survey on a regular basis (IIB3-01). The survey was not conducted during the pandemic, but a library question was included on College wide student surveys in fall 2020 and spring 2020 (IIA7-03, IB8-03). In response to survey data and input from the community, the Library has added additional online resources, including Zoom options for reference desk and instructional sections, and new databases, including NewsBank & Black Life in America Collection, Digital Theatre+, The Chronicle of Higher Education, Kanopy Digital Streaming, and Project EDU. Additionally, student feedback forms are distributed electronically on an automated basis every two weeks to every student emailing AskALibrarian@marin.edu.

The Library partners with the Student Learning Outcomes Assessment Council (SLOAC) to evaluate Instructional Student Learning Outcomes (ISLO) data on information literacy across the College, and the Library also partners with discipline faculty to evaluate SLO data on information literacy for specific courses, such as ENGL 150 (IB6-02, IIB3-02). These assessment activities help the Library improve access and services to better support student learning and success. For example, based on fall 2022 discussions, the Library will be reaching out to faculty College wide who teach classes mapped to the information ISLO to strengthen the partnership and collaboration between the Library and courses with an information literacy SLO, and to with follow-up with each to further analyze SLO data.

The Library conducted a full program review in 2015-16; the next full program review will be conducted during the 2024-25 academic year as per the newly launched 2019-2025 program review schedule (IIB3-03). In between program reviews, discussion and documentation occur every year to build towards the full program review (IIB3-04).

Learning support programs complete program review using the non-instructional program review template to evaluate the quality of their services, to ensure they are supporting student learning, and that they are in alignment with the College's mission (IA3-07). Once a non-instructional program review is completed, it is sent to the Guidance, Resources, Integration, and Transformation (GRIT) Committee for analysis using the GRIT program review analysis template. This analysis is then returned to the program and sent to the Planning and Resource Allocation Committee (PRAC), so that this analysis can inform program changes and improvements (IB6-02).

Through the program review process in spring 2021, the Reading and Writing Lab (RWL) discussed the need to better connect with and become involved with more campus wide community building activities, such as "Road to Success," to increase student use and awareness of the RWL for improved student success outcomes (IIB3-05). Since 2022, the RWL has collaborated across learning support programs to implement the Find Success event during Welcome Week, which is intended to increase student awareness and use. In fall 2022, the Find Success event included all learning communities, Student Accessibility Services, EOPS, and the Welcome Center (IIB3-06, IIB3-07).

ANALYSIS AND EVALUATION

The College regularly evaluates the Library and learning support services to assure their adequacy in supporting student learning and success. Program review is the primary means all programs and departments engage in evaluation, which is then used as the basis for improvement. Further, PRIE provides the Library and learning support services with SLO data, and solicits input from students on College wide surveys to ensure evidence-based assessment and improvement.

Standard II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

EVIDENCE OF MEETING THE STANDARD

The College has formal agreements with entities including MARINet, Marin County's library consortium of seven public and two academic libraries (IIB4-01, IIB4-02, IIB4-03). Through this consortium, libraries in Marin County collectively support each other in providing access to print and online materials. Further, a board comprised of directors of each of the nine member libraries ensures that the consortium is meeting its mission to share resources and to support the mission of each individual library partner. For resources not available through consortia, the Library contracts directly with vendors, such as Kanopy and Digital Theatre+.

The Library takes responsibility for and assures the security, maintenance, and reliability of services by regularly participating in shared governance responsibilities of these cooperative institutions. For example, librarians contribute to MARINet by serving on the MARINet Board of Directors and on a variety of committees. Further, the Library assesses the effectiveness of these services by gathering and analyzing usage data on an ongoing basis to determine the quality and usefulness of these resources to the College (IIB4-04).

The Foundation for California Community Colleges has an agreement with Link-Systems International, Inc. to provide online tutoring services that include the use of NetTutor. The College utilizes NetTutor to provide online tutoring after hours and during the weekend to support students when the College's online and in-person tutoring services are unavailable (IIB4-05).

ANALYSIS AND EVALUATION

By leveraging cooperative arrangements at the county, state, and regional levels, the Library is able to provide services and support that surpass what might be expected of a relatively small academic library. Further, by utilizing online tutoring services offered through the California Community Colleges, the College is able to provide access to after-hours tutoring. The College takes responsibility for and assures the security, maintenance, and reliability of services provided through contractual arrangement, and the College regularly evaluates these contract services to ensure their effectiveness.

CONCLUSIONS ON STANDARD II.B

The College's Library and learning support services forward the College's mission of fostering learning and the success of its diverse community. Through two comprehensive libraries, including robust online library resources, and through a breadth of learning support services, both in-person and online, the College ensures that students have the resources necessary to be successful learners. Additionally, the College engages in ongoing assessment of its Library and support services to ensure effectiveness, and when student needs arise, the College responds with revised and/or additional services.

IMPROVEMENT PLAN(S)

None needed at this time.

II.B. EVIDENCE LIST

IA3-07	Non-instructional Program Review
IB6-02	SLO College-wide Outcomes
IB8-03	COM Student Remote Learning Survey Spring 2020
IIA7-03	PRIE Fall 2020 Student Survey Results
IIB1-01	COM Library Homepage
IIB1-02	Getting Started Libguide Page
IIB1-03	LINKPlus Library Consortium Page
IIB1-04	MARINet About Page
IIB1-05	OER and ZTC Libguide Page
IIB1-06	A-Z Databases
IIB1-07	Borrowing Technology Devices Page
IIB1-08	Libguides by Subject Page
IIB1-09	Library Faculty Resources
IIB1-10	Ask A Librarian Page
IIB1-11	COMmon Read Libguide
IIB1-12	Tutoring and Learning Center Page
IIB1-13	Tutoring Labs Page
IIB1-14	Online Writing Center
IIB1-15	Online Student Support Hub
IIB2-01	Library Collection Development Policy
IIB2-02	Library Recommend Purchase Form
IIB2-03	Place an Item On Course Reserve
IIB2-04	Weeding Project 2019
IIB2-05	COMmon Weed
IIB2-06	IT Hardware Life Cycles
IIB2-07	Student Services Basic Needs Page
IIB3-01	PRIE Library Student Survey Spring 2015
IIB3-02	Spring 2022 Information Literacy Data Discussion
IIB3-03	Library Program Review 2015-2016
IIB3-04	Current Library Program Review
IIB3-05	PR Reading Writing Lab/Online Writing Center 2020-21

IIB3-06	Find Success Event Fall 2022
IIB3-07	Find Success Event Brochure
IIB4-01	MARINet Agreement
IIB4-02	CCLC Library Consortium Invoice
IIB4-03	OCLC Cataloging Metadata Subscription
IIB4-04	Hotspot Data Usage
IIB4-05	NetTutor Contract

II.C. Student Support Services

EVIDENCE OF MEETING THE STANDARD

Student support services are regularly evaluated to ensure that student learning is enhanced, regardless of location or means of delivery. Evaluation happens in three ways.

First, the College has identified goals, progress indicators, and champions in the Educational Master Plan and Strategic Plan to ensure that regardless of location or means of delivery, student support services are supporting student learning and success. Further, these goal areas are evaluated, assessed, and shared in progress reports to ensure that goals and progress indicators are being met (IIC1-01). For example, Student Access and Success (SAS) Goal 5 is "Ensure that all students reach milestones and complete educational goals in a timely manner." In support of this goal, the College has set two objectives:

Objective SAS5.1
Students who are experiencing academic difficulties are provided earlier, effective support.

Objective SAS5.2
Increase participation in student support and academic services such as learning communities, Extended Opportunity Programs and Services (EOPS), the Library, and tutoring (IIC1-02).

As identified champions for this goal, the dean of Enrollment Services and assistant vice president for Instructional Support are tasked with reporting progress annually to the Educational Planning Committee (EPC) (IA2-03).

The second level of assessment occurs through non-instructional program review, which ensures that student services support student learning and align with the College's mission (IA3-07). The non-instructional program review is then shared with the Guidance, Resources, Integration, and Transformation (GRIT) Committee for analysis using the GRIT Program Review Analysis Template (IIC1-03). The GRIT program review analysis is shared with the Planning and Resource Allocation Committee (PRAC), so that information can inform changes and improvements at the College level. The GRIT program review analysis is returned to programs to invite further review and improvements at the student services program level. For example, in 2020, the College assembled the Puente Program Review Task Force to evaluate the Puente program and how best to support Latinx students (IIC1-04). Through that work, GRIT recommended that an additional learning community be created to support Latinx students who do not qualify for Puente or are in pre-transfer courses, such as English as a Second Language (ESL). As a result, in fall 2022, the College approved the development of Mi Familia, a learning community that will be a resource center for the College's Latinx students and their families (IIC1-05, IIC1-06).

Third, the College regularly invites students to complete surveys to ensure it is responsive to their needs, to assess the quality of student services, and to highlight areas in need of improvement. For instance, as the College transitioned to online learning due to the pandemic, student surveys were used to identify ways to effectively support student learning, and student surveys were used to inform the transition back

to in-person instruction and services (IIA7-03, IB8-03, IIC1-07, IIC1-08). Additionally, these surveys disaggregate student responses based on enrollment status, age, gender, and race/ethnicity to help identify and address possible areas of inequitable access and success. These surveys are also helping the College determine the breadth and depth of student support services needed online and in-person in this post-pandemic teaching and learning environment.

ANALYSIS AND EVALUATION

The College provides a wide range of student support services to accommodate its diverse student population and fulfill its mission of fostering students' success. Further, ongoing evaluation of student support services ensures that regardless of location or means of delivery, student support services are supporting student learning and success.

Standard II.C.2. 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.

EVIDENCE OF MEETING THE STANDARD

Through the non-instructional program review process, the College has identified, and requires student services programs and departments to assess their achievement of, the following learning support outcomes:

- Programs will align with the College's current Strategic Plan and the Chancellor's Office Vision for Success.
- Programs will improve student access, retention, and/or success of all students.
- Programs will improve student access, retention, and/or success of Black, African American, and Latinx students through the use of internal and external research and/or promising antiracist and equity practices.
- Programs will assess implementation of outcomes with regard to systemic racism.
- Students will develop skills and knowledge that improve their ability to access, persist, and succeed in college.

The program review process and assessment data are used to continuously improve student support programs (IA3-07).

An example of how program review ensures achievement of improving student access for the success and retention of all students is the Student Accessibility Services (SAS) 2017 program review (IIC2-01). During the review, it was discovered that one of the barriers for students with disabilities was that "the SAS program currently has two tutors (one at 25 hours per week in Math and one in English at 16 hours per week). Tutoring services reached capacity during the first week in spring 2017, which limits availability for students who may have sought services after that period. The resource currently has a student waitlist."

To directly address this barrier to access for students with disabilities, SAS partnered with the Reading and Writing Lab (RWL), the Tutoring and Learning Center (TLC), and the Math Lab to ensure tutoring success through professional learning and increased tutoring access for students affiliated with SAS.

As an example of professional learning, in November 2021, SAS provided an online training for faculty and staff working in the RWL, "Becoming an Access-centered Educator: Disability Justice in Practice" (IIC2-02). In addition, weekly meetings and periodic training with RWL instructional specialists provide ongoing support for their work with students with disabilities (IIC2-03, IIC2-04).

To increase access to tutoring, RWL instructional specialists began in January 2022 to provide reading and writing tutoring for students affiliated with SAS through weekly one-hour appointments. Additionally, to expand math tutoring opportunities and support for SAS-affiliated students, SAS, the TLC, and the Math Lab combined resources in March 2022 to hire a full-time math instructional specialist in the TLC who could support students with math and statistics (IIC2-05). In addition, the two part-time Math Lab instructional specialists were brought up to full-time status to provide additional tutoring hours for SAS and EOPS students.

ANALYSIS AND EVALUATION

Through the non-instructional program review process, the College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. Further, this process ensures that student support programs and services are continuously improving and better achieving identified student learning outcomes.

Standard II.C.3. 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. (ER 15)

EVIDENCE OF MEETING THE STANDARD

In spring 2023, 66 percent of course sections were at the Kentfield campus; 12 percent at the Indian Valley Campus (IVC); 18 percent were online or hybrid; and 4 percent were off-campus. The College offers equitable access to student support services to ensure student learning and success for students at Kentfield, IVC, and online, and the College regularly gathers feedback from students and campus stakeholders to ensure access to needed student services. For instance, through the post-pandemic visioning process, several needs were highlighted, including online student support resources (enrollment, orientation, early support); flexible options for students (in-person and virtual appointment); and hours outside of 9 a.m. to 5 p.m., Monday through Friday. Additionally, utilizing new technology for student support services at IVC was highlighted as an area of growth (IIA7-01).

The College offers student support services in-person at the Kentfield campus, IVC, and online. All student support services are offered in-person at the Kentfield campus (IIC3-01). Select student services are also provided in-person at IVC, including a comprehensive library (IIB1-01). In addition, Enrollment Services offer regular hours at IVC (IIC3-02). Other student services, such as Student Health Services Counseling, and Student Psychological Services are located on both campuses by appointment, and

Student Accessibility Services are available at IVC by appointment (IIC3-03, IIC3-04). Additionally, all student support services are available online (IIB1-15).

The College has established IVC as a Strategic Plan area of focus with the goal of developing and implementing a plan for the educational use of IVC that brings more students to campus, allows degrees to be completed, and serves multiple student pathways (IIC3-05).

All of the College's student support services are assessed via the non-instructional program review process. In addition, the College utilizes regular surveys to ensure equitable access to student support services and to ensure these services meet their learning needs.

ANALYSIS AND EVALUATION

The College provides appropriate, comprehensive, and reliable student support services for students that ensures equitable access for all. As the College works towards its IVC goals, it will continue to build upon, and refine, the in-person student services available at that campus.

Standard II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions 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.

EVIDENCE OF MEETING THE STANDARD

The College's co-curricular and athletics programs contribute to its mission, values, and vision, as well as the social and cultural experiences of campus life. Further, co-curricular programs and athletics are administered in a manner that is consistent with the District's board policies and administrative procedures, both in terms of operations and finance.

All athletics programs follow board policies and procedures, the Bay Valley Conference and California Community College Athletic Association (CCCAA) Constitution and Bylaws, and the State Education Code and Title IX requirements (IIC4-01). Athletics recently completed the Bay Area Conference Program Review, ensuring adherence to CCCAA's Constitution and Bylaws and the rules and regulations of the state and conference (IIC4-02).

The College's Student Activities and Advocacy Office offers a variety of co-curricular programs that align with the College's mission of supporting equity and learning for its diverse student population. In 2021, Student Activities and Advocacy participated in the Equity Summit to share multiple equity projects and to invite new partnerships (IIC4-03, IIC4-04). Examples of these equity projects include QT Pie Café and Womxn of Color Café.

Associated Students College of Marin (ASCOM) also serves an important role in encouraging student involvement, professional and personal skill development, and leadership development. ASCOM's mission is to protect and advance the rights and interests of students; encourage education, leadership, and participation in democratic processes; and provide information and activities that positively influence campus life. Student clubs provide an opportunity to develop valuable leadership skills, explore areas of interest and passion, and prepare students for transfer to four-year institutions and future career

opportunities. Students learn effective communication skills, how to work with others, and engage in cross-cultural experiences across populations to build strong partnerships. ASCOM follows board policies and procedures (IIC4-05, IIC4-06, IIC4-07, IIC4-08, IIC4-09, IIC4-10).

ANALYSIS AND EVALUATION

The College's co-curricular and athletics programs contribute to the mission, vision, and values of the College as well as to the social and cultural experiences of campus life. The College's co-curricular and athletics programs follow all board policies.

Standard II.C.5. The institution provides counseling and/or 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.

EVIDENCE OF MEETING THE STANDARD

The College is dedicated to providing comprehensive counseling services as they are an essential part of the educational mission as stated in Board Policy (BP) 5110. The policy further states that the College will provide counseling services including academic, career, and personal counseling that is related to the student's education (IIC5-01).

In accordance with BP 5110 and the College's mission, the Counseling Department offers counseling services to all new, continuing, and returning students. Counseling faculty assist students in developing educational and career plans to achieve their goals most efficiently. They also support students seeking transfer, associate degrees and certificates, English as a Second Language (ESL) development, and lifelong learning. Counselors participate in the coordination of learning communities to help students transition to college life, develop strategies to overcome barriers to college success, and promote community. Counselors host workshops and classroom visits to assist in the transfer process. The department offers individual appointments that are highly personalized to meet the unique needs of each student. Appointments are available in-person, by Zoom, and by phone. Students can make appointments at any time through their MyCOM portal (IIC5-02).

Counselors offer classroom presentations to ESL credit and noncredit classes and orientations for new students. Counseling faculty teach college success and career planning courses to guide students towards success at the College and in developing educational and career goals. Counselors are guest presenters twice per semester in each section of Humanities 101 and in many of the ENGL 150 sections. The department has a designated counselor at the Indian Valley Campus who supports the career education programs primarily located there. The department has taken the lead in developing learning communities. Additionally, counseling faculty are represented on College governance and planning committees such as the Planning and Resource Allocation Committee (PRAC), Guidance, Resources, Integration, and Transformation Committee (GRIT), Curriculum Committee, Distance Education Committee, and the Academic Senate. Counselors also regularly serve on hiring committees.

The Counseling Department also provides online counseling services to students through the Ask a Counselor email service. The department offers dedicated counseling services to student veterans, athletes, and international students as well as regular evening individual in-person counseling appointments at both the Kentfield and Indian Valley campuses (IIC5-03).

The College provides counseling and academic advising programs to support student development and success. For example, the College offers a comprehensive online orientation and organizes College Success Saturday, a culminating event for graduating high school seniors; Career and Transfer Center activities; high school outreach; Summer Career Academies; learning communities; DegreeWorks Audit and Educational Planning Tool; COM CARE; in-service trainings; and collaboration with faculty, staff, and external professionals (IIC5-04, IIC5-05, IIA10-01, IIC5-06, IIC5-07, IIC5-08, IIC1-01, IIC5-09, IIC5-10, IIC5-11, IIC5-12).

ANALYSIS AND EVALUATION

The College's Counseling program provides students with a variety of tools, modalities, and locations to ensure that students have access to essential academic guidance and support. Counseling services will continue to adapt to meet changing needs and will work with other service areas to enhance the functionality of the tools and breadth of information available to students.

Standard II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

EVIDENCE OF MEETING THE STANDARD

The College has adopted and adheres to board policies (BP) and administrative procedures (AP) that are consistent with its mission of "providing equitable opportunities and fostering success for all members of our diverse community." The College has an open admissions policy and serves students of all ages. BP 5010 and AP 5010 outline the admissions policies and specify the eligibility of students (IIC6-01, IIC6-02). Admissions policies on high school and other young students, international students, and military students comply with Education Code, Title 5, Title 8, and Military and Veterans Code (IIC6-03, IIC6-04, IIC6-05). These policies are clearly stated on the College's website and published in the annual catalog.

The College ensures adherence to current admissions policies by maintaining a membership and subscription to the Open CCCApply admissions application offered through the California Community Colleges Chancellor's Office. Open CCC takes responsibility for accurately interpreting legislative policy and regulations for the community colleges of California. Additionally, the Academic Senate, in consultation with Enrollment Services, reviews and updates admissions policies.

All admitted students and prospective students have access to counseling services. Counselors use DegreeWorks, a software that helps users to reflect, plan, and track students' educational journey. New and revised programs are inserted in DegreeWorks annually following the changes in the catalog. Counseling faculty are trained to produce educational plans for students via DegreeWorks. Students

receive an educational plan or an update to their existing educational plan during counseling appointments.

The College formally integrated the Guided Pathways framework into its Educational Master Plan (EMP) in 2019. The College is also part of the second cohort of California "Guided Pathways 2.0" project. Through an equity-centered approach, multiple programs, support services, and resources were designed and rolled out. The efforts include utilizing Summer Bridge courses to orient students to pathways, promoting learning communities such as MAPs and Umoja, inclusion of educational plan development in foundational courses such as Humanities 101 and Counseling 133, assigning counselor liaisons to departments, and launching interest clusters of meta majors on the College's website. The College is committed to creating and maintaining structured pathways to give students equitable access to academic programs and enable them to stay on the path towards success.

As part of the College's Guided Pathways efforts, information about programs and degrees is included on the College's website. Users can filter these listings by interests, enabling them to easily explore areas of interest and potential career options linked to transfer opportunities and pathways followed by the degree or certificate (IC4-03). The transfer opportunity and pathways information have additional links to help users learn about courses offered in the field at both the UC and CSU system, GPAs across similar areas, which prep courses are needed, and information about similar fields of study at private colleges and universities and out-of-state schools. To ensure the implementation of Guided Pathways and clarify the pathway for students, the College embedded Guided Pathways work into the EMP and Strategic Plan with the following goals: Instructional Programs Goal 1 - Clarify various educational pathways, strengthen existing and develop new curriculum to support those pathways, connect pathways in new ways, and educate faculty to become more knowledgeable about pathway opportunities and Student Access and Success Goal 4 - Build awareness in students of educational goal options and paths to achieve these goals (IA2-01).

ANALYSIS AND EVALUATION

The College abides by the approved admissions policies and ensures that these policies are communicated to students in publications and on the website. The Guided Pathways framework has been adapted to align with the College's mission and values and launched as a collaborative initiative between the Counseling Department, content faculty, IT, the learning communities, and student learning and success. The work is ongoing and iterative based on the goals in the Educational Master Plan and current Strategic Plan.

Standard II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

EVIDENCE OF MEETING THE STANDARD

The College uses CCCApply for its admissions application validation and conformance to state regulations and system policies.

With regard to placement, the Math, English, and English as a Second Language (ESL) departments use multiple measures, including high school GPA and self-placement tools (IIC7-01, IIC7-02, IIC7-03). The noncredit ESL department or foundational skills also uses the CELSA test for students who apply through

the noncredit CCCApply application (IIC7-04). However, any credit ESL students who apply through credit CCCApply are placed through guided placement and counselor or instructor recommendation. Placement tests are not used for English and math in accordance with AB 705 and AB 1705. Since AB 705 took effect, the College has established placement criteria to provide pathways to place students directly into transfer-level English and Math courses. The placement information is published on the College's website and in the catalog. Since fall 2022, the College has not offered remedial English or math courses in compliance with AB 1705. Based on the placement grid, students with a high school GPA less than 2.6 or those who did not take high school calculus are highly encouraged to take part in the English or math companion courses that prepare students with the requisite skills to be successful in transfer-level courses.

ANALYSIS AND EVALUATION

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. Admissions standards are set by California Education Code. As an open admission institution, disparate impact and bias is only relevant within academic standards (probation and dismissal). These policies are regularly reviewed by the Academic Senate with consultation from Enrollment Services and Counseling as part of the participatory governance system. Academic standards are subsequently designed to provide support for students who are struggling while ensuring that the standards encourage meaningful progress toward degree and certificate completion.

Standard II.C.8. 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.

EVIDENCE OF MEETING THE STANDARD

The College's policies and procedures pertaining to student records are contained in Board Policy (BP) 5040, Administrative Procedure (AP) 5040 and AP 5045 (IIC8-01, IIC8-02, IIC8-03). The Enrollment Services Office maintains documents completed by the student, such as applications, petitions, and Advanced Placement and College Level Examination Program (CLEP) scores, for the period of time required by law. These records, as well as a permanent record of all academic work completed at the College, are maintained by the dean of Enrollment Services.

The College maintains all student records in locked cabinets behind a locked office door until any and all documents can be imaged via Laserfiche software in the Enrollment Services Office. Laserfiche is only accessible on a limited number of staff computers and only to authorized users with login and password protection. All records containing personally identifiable information that constitutes an education record are protected under Family Educational Rights and Privacy Act (FERPA) regulation guidelines that are published annually on the College website under the Consumer Information page, in the annual College catalog, and in the credit/noncredit class schedule each semester (IIC8-04, IC1-01),

External transcripts or test scores received from other institutions are matched weekly with enrolled students or applicants and scanned into Laserfiche, which is backed up nightly. The originals are then held for one year and shredded. External transcripts or test scores that are unmatched are checked weekly

against student records and, if unmatched, retained for three years. External transcripts and test scores are date stamped when received and verified whether they were provided in the properly secured method.

Student records are released in accordance with FERPA regulations and BP 5035 and AP 5040 (IIC8-05, IIC8-02). The privacy of student records and exceptions under which the College may authorize access to student records are set forth in AP 5040 and the U.S. Department of Education, Family Policy Compliance Office practices.

ANALYSIS AND EVALUATION

The College 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 College publishes and follows established policies for release of student records.

CONCLUSIONS ON STANDARD II.C

At the College, student support services enhance student learning and the mission of the College by providing a depth and breadth of services to ensure wellness, engagement, equity, learning, access, and success. Further, through ongoing assessment that includes regular student feedback, student services are responsive to the changing needs of the College's diverse student population.

IMPROVEMENT PLAN(S)

None needed at this time.

II.C. EVIDENCE LIST

IA2-01	Educational Master Plan
IA2-03	Strategic Plan Year 3 Progress Report
IA3-07	Non-instructional Program Review
IB8-03	COM Student Remote Learning Survey Spring 2020
IC1-01	COM Catalog eLumen Homepage
IC4-03	Career Degree Info
IIA7-01	Post-Pandemic Visioning 2021
IIA7-03	PRIE Fall 2020 Student Survey Results
IIA10-01	Transfer and Career Center Homepage
IIB1-01	COM Library Homepage
IIB1-15	Online Student Support Hub
IIB3-05	Non-instructional PR Reading Writing Lab and Online Writing Center 2020-21
IIC1-01	EMP Webpage-Student Access and Success Overview
IIC1-02	EMP Webpage-Student Access and Success Goal 5
IIC1-03	GRIT PR Analysis Template
IIC1-04	Puente Program Report Fall 2020
IIC1-05	PRAC President Approvals August 2022
IIC1-06	Mi Familia Report December 2021
IIC1-07	PRIE COMCare Survey Summary August 2021
IIC1-08	PRIE Return to Campus Survey Results Spring 2022

IIC2-01	SAS Program Review Spring 2021
IIC2-02	Becoming Access Centered RWL-OWC
IIC2-03	SAS RWL Learning Session March 2022
IIC2-04	SAS RWL Learning Session November 2022
IIC2-05	IS Math Stats TLC SAS Job Posting
IIC3-01	Student Services Homepage
IIC3-02	Enrollment Services Homepage
IIC3-03	Student Health Services Page
IIC3-04	Student Accessibility Services Page
IIC3-05	EMP IVC Overview Page
IIC4-01	BP 5700 Athletics
IIC4-02	BVC Program Review 2023
IIC4-03	Equity Summit 2021
IIC4-04	SAA Equity Programs
IIC4-05	BP 5400 Associated Students Organization
IIC4-06	BP 5410 Associated Students Elections
IIC4-07	BP 5420 Associated Students Organization Finance
IIC4-08	AP 5400 Associated Students Organization
IIC4-09	AP 5410 Associated Students Organization Elections
IIC4-10	AP 5420 Associated Students Organization Finance
IIC5-01	BP 5110 Counseling
IIC5-02	Counseling Department Page
IIC5-03	Ask-A-Counselor Webpage
IIC5-04	Orientation Webpage
IIC5-05	College Success Saturday Flyer
IIC5-06	High School Outreach SWP Midterm Project Report
IIC5-07	Summer Career Academies Flyer
IIC5-08	Learning Communities
IIC5-09	COM CARE
IIC5-10	Counseling Individual Counseling Subcommittee Notes
IIC5-11	Counseling Department Wide Subcommittee Notes
IIC5-12	Counselor Liaisons Spring 2023
IIC6-01	BP 5010 Admissions and Concurrent Enrollment
IIC6-02	AP 5010 Admissions
IIC6-03	AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students
IIC6-04	AP 5012 International Students
IIC6-05	AP 5013 Students in the Military
IIC7-01	ESL Placement Process
IIC7-02	English Placement Process
IIC7-03	Math Placement Process
IIC7-04	CO-Approved Assessments-ESL
IIC8-01	BP 5040 Student Records Directory Information
IIC8-02	AP 5040 Student Records Directory Information
IIC8-03	AP 5045 Student Records Challenging Content Access Log
IIC8-04	Family Educational Rights Privacy Act
IIC8-05	BP 5035 Withholding of Student Records

Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

Standard III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

EVIDENCE OF MEETING THE STANDARD

Administrative Procedure (AP) 3420 assures that employment procedures such as job analysis and validations, job descriptions, recruitment, applicant pools, screening and selection, and job announcements are implemented by the chief human resources officer (IIIA1-01). AP 7110 designates authority to the chief human resources officer to assure that proper job analysis is performed for every position filled by the District and to determine and validate the knowledge, skills, abilities, and characteristics an employee must possess to perform the job satisfactorily (IIIA1-02).

All job vacancies are posted on the District's employment website, the California Community Colleges Registry, and on a variety of external diversity "bulletin board" websites (IIIA1-31). This wide posting of vacancies ensures that all people seeking District employment or promotions have an opportunity to apply. The District's career opportunities webpage provides potential applicants with information on topics such as career opportunities, Equal Employment Opportunity, the application process, minimum qualifications and equivalency information for faculty and educational administrators, information for foreign degree holders, the selection process, accommodation information, additional resources for living and working in Marin County, and frequently asked questions (IIIA1-03, IIIA1-04, IIIA1-05).

AP 7120 and AP 7212 assure compliance with Title 5 regulations, Education Code, and the California Community College Chancellor's Office's standards outlined in the most recent "Minimum Qualifications for Faculty and Administrators in California Community Colleges" in hiring qualified administrators, faculty, and staff who have the education, training, and experience to provide and support programs and services (IIIA2-01, IIIA1-06, IIIA1-07). These documents provide guidelines that address a range of topics, including Equal Employment Opportunity, position authorization, minimum qualifications, position announcement development, Human Resources' role and responsibility, screening

committee structure, screening committee role and responsibilities, and other information about the recruitment process.

Human Resources creates and develops classified job descriptions in collaboration with the appropriate administrator to define the duties, responsibilities, and authority of the position. Classified job descriptions are subject to negotiations with the District's classified collective bargaining units: California School Employees Association (CSEA) and Service Employees International Union (SEIU) (IIIA1-08). Management, supervisory, and confidential job descriptions are created and developed by Human Resources in collaboration with the superintendent/president and vice president (IIIA1-09, IIIA1-10, IIIA1-11). Human Resources collaborates with the hiring administrator, department chair, and other designees as appropriate to create full-time and part-time faculty job announcements (IIIA1-12, IIIA1-13). Descriptions for short-term positions are developed by the appropriate administrator through the Request for Non-Student Hourly Employees form and are subject to review and approval by Human Resources (IIIA1-32).

Human Resources obtains approval from the superintendent/president, vice president, and chief human resources officer for all vacant positions by routing the job requisition form to initiate a recruitment (IIIA1-14). New positions must obtain a recommendation from the Planning and Resource Allocation Committee (PRAC), with approval from the superintendent/president. Once approved, Human Resources assists hiring departments by creating a recruitment planning guide for all active recruitments and all members of the committee must sign and acknowledge the confidentiality form (IIIA1-15, IIIA1-17). Applications and applicable materials must be submitted to the District's job website. Human Resources conducts the initial review of the applications to ensure minimum requirements are met, including verifying appropriate education, training, and experience for faculty, management, and classified positions. In addition, Human Resources reviews and approves all screening criteria, interview questions, presentation prompts, teaching demonstrations, and candidate assessments. The department also coordinates reference checks that assess finalists' skills, knowledge, abilities, commitment to diversity, equity, and inclusion, and monitors for adverse impact at each stage of the screening and recruitment process.

All members of the screening committee are provided with a copy of the Screening Committee Hiring Process Guide and are required to successfully complete training in EEO/diversity, equity, and unconscious bias training (IIIA1-16). The committee has College wide representation and includes a combination of administrators, faculty, and classified staff. All members of the screening committee must act as agents for the District and agree to participate in the confidential process.

In addition, the District uses the following board policies (BP), administrative procedures (AP), and supporting documents to ensure criteria, qualifications, and procedures for the selection of personnel are used for applicants and newly hired employees:

- AP 7210 – Academic Employees (IIIA1-19)
- AP 7240 – Confidential Employees (IIIA1-20)
- BP 7230 – Classified Employees (IIIA1-21)
- AP 7270 – Student Employees (IIIA1-22)
- AP 7236 – Substitute and Short-Term Employees (IIIA1-25)
- BP 7250 – Educational Administrators (IIIA1-23)
- BP 7260 – Classified Supervisors and Managers (IIIA1-24)
- AP 7125 – Verification of Eligibility for Employment (IIIA1-26)

- AP 7310 – Nepotism (IIIA1-27)
- AP 7126 – Applicant Background Checks (IIIA1-28)
- BP 7335 – Health Examinations (IIIA1-29)
- AP 7330 – Communicable Disease (IIIA1-30)

ANALYSIS AND EVALUATION

The College follows a robust recruitment and selection process, which assures the integrity and quality of its programs and services. Selected administrators, faculty, and staff are qualified to provide and support these programs given their education, training, and experience. Additionally, the hiring process ensures that job-related criteria, qualifications, and procedures for selecting personnel are clearly and publicly stated and address the needs of serving the student population. All job announcements require applicants to submit a statement of diversity in which the applicant describes how their life, academic, and/or professional experiences have influenced their commitment to diversity, equity, and inclusion. Applications are considered incomplete without this statement. Job descriptions and announcements are directly related to the mission and goals of the College and accurately reflect the position duties and responsibilities and the commitment to providing equitable opportunities and fostering success for all members of the College's diverse community.

Standard III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

EVIDENCE OF MEETING THE STANDARD

The College has procedures outlined Administrative Procedure (AP) 7120, AP 7210, AP 7211, and AP 7212 to ensure faculty have the education, training, skills, and experience for the service to be performed (IIIA2-01, IIIA1-19, IIIA2-02, IIIA2-03). This includes possession of the appropriate degrees, discipline expertise, potential to contribute to the mission of the College, and other requirements.

Human Resources develops full-time and part-time job announcements in collaboration with the appropriate administrator and department chair (IIIA2-04, IIIA2-05). These announcements include a description of the responsibilities, such as maintaining course outlines, program review, student learning outcomes assessment, other curricular development, representative courses to be taught, and minimum qualifications. These qualifications conform to the California Community College Chancellor's Office's "Minimum Qualifications for Faculty and Administrators in California Community Colleges" and also include the requirement of demonstrated sensitivity and understanding of the diverse backgrounds and learning styles of community college students and staff (IIIA1-06). Additionally, minimum qualifications include desirable knowledge, skills, and abilities that are considered in the screening criteria, and outline expectations that faculty participate in shared governance committees and in departmental activities.

Human Resources conducts the initial minimum qualifications screening of all applicants and ensures candidates meet the qualifications as outlined in AP 7210 for all faculty positions (IIIA1-19).

Applications that require equivalency determination are forwarded to the Academic Senate's Equivalency Committee as outlined in AP 7211 (IIIA2-02). Applicants with foreign degree credentials must submit a Foreign Transcript Evaluation (CL-635) to demonstrate their U.S. equivalent (IIIA2-06). Human Resources also ensures that applicants for teaching positions in the child development program hold the Child Development Permits (CL-797) and that applicants for instructors in the nursing program hold required licensure and professional experience as required by Title 16, Section 1425 (IIIA2-07, IIIA2-08).

Human Resources forwards all qualifying applications to the screening committee once the committee has finalized screening assessment tools, as outlined in the AP 7120 and AP 7212. The committee uses all relevant recruitment materials to formulate equity-minded, job-related screening assessments (IIIA1-16). This includes screening criteria, pre-interview exercises/activities, interview questions, and teaching demonstrations/presentations. All screening assessments promote equity, diversity, and inclusion to address the needs of a diverse student population.

Using these tools, the committee selects candidates for interviews, conducts interviews, and, for full-time faculty positions, recommends finalists to the superintendent/president or designee. The superintendent/president or designee invites finalists for an interview and final teaching demonstration/presentation. Reference checks are conducted prior to an offer being made to any finalist. For part-time temporary pools, the screening committee determines which candidates will be appointed to the pool and notifies Human Resources with written supporting documentation. After this, Human Resources notifies all pool applicants of their status.

AP 7212 provides the parameters for hiring qualified part-time/adjunct faculty for the College's part-time, temporary pools (IIIA2-03). These procedures require that temporary faculty qualifications include subject matter knowledge and requisite skills, including the appropriate degrees, professional experience, and teaching skills. Advertising and screening may be conducted on a year-round basis for most disciplines, allowing for continuous recruitment of part-time faculty. The determination of whether a discipline warrants year-round recruiting is made collectively by Human Resources and the administrative dean/director. Once submitted, pool applications are held for one year. After that, applicants who have not been appointed to the pool may re-apply.

ANALYSIS AND EVALUATION

The College conducts a robust screening and selection process for full-time and part-time/adjunct faculty, including those in vocational disciplines, nursing, and teachers in the child development center. This process is outlined in administrative procedures, State of California Commission on Teacher Credentialing, and California Code of Regulations and ensures that faculty possess required knowledge of the subject matter and requisite skills for the services necessary to perform successfully.

Job announcements are vetted thoroughly by appropriate personnel and subject matter experts in accordance with board policies, administrative procedures, and the District's EEO plan. This plan requires faculty to demonstrate their commitment to diversity, equity, and inclusion in order to achieve the District's mission and to support students in achieving their educational goals. In accordance with Education Code, Human Resources ensures that applicants applying for faculty positions meet the minimum qualifications and possess appropriate degrees, professional experience, discipline expertise, teaching skills, scholarly activities, KSAs, and the potential to contribute to the mission of the College.

Standard III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 7250 ensures that educational administrators with direct responsibility for formulating and supervising instructional and student services policies, programs, and operations possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality (IIIA1-23).

BP 7251 ensures educational administrators possess the required degrees from institutions accredited by recognized U.S. accrediting agencies as required by Title 5 §53406 and as outlined in the California Community College Chancellor's Office's "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (IIIA3-01, IIIA3-02, IIIA1-06). Management job descriptions for educational administrators include minimum qualifications that 1) conform to the California Community College Chancellor's Office's minimum qualifications; 2) require at least one year of formal training, internship, or leadership experience related to the administrative assignment; and 3) require "Demonstrated commitment to equity-minded practices in support of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students we serve and sensitivity to and knowledge and understanding of groups historically underrepresented, and groups who may have experienced discrimination" (IIIA3-03).

BP 7260 defines classified administrators as those managers with responsibility for formulating and/or administrating non-academic policy, programs, and operations. Management job descriptions for classified administrators require 1) bachelor's degree from an accredited college or equivalent; 2) at least one year of formal training, internship, or leadership experience related to the administrative assignment; and 3) demonstrated commitment to equity-minded practices in support of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students served and sensitivity to and knowledge and understanding of groups historically underrepresented, and groups who may have experienced discrimination (IIIA1-24).

As stated in Standard III.A.1, Human Resources creates and develops educational administrator, classified administrator, and supervisor job descriptions in collaboration with the superintendent/president and vice president (IIIA1-02). Administrative Procedure (AP) 7120 assures compliance with Title 5 regulations, Education Code, and the standards outlined in the most recently issued "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (IIIA1-06). These documents provide guidelines for the recruitment and selection process for permanent academic, management, and classified employees. Guidelines address a range of topics, including Equal Employment Opportunity, position authorization, minimum qualifications, position announcement development, Human Resources' role and responsibility, screening committee structure, screening committee role and responsibilities, and other information about the recruitment process.

Human Resources conducts the initial review of applications to ensure minimum requirements are met. For educational administrator applicants who request an equivalency or for applications where Human Resources is unable to determine if minimum qualifications are met, application materials may be sent to the Academic Senate's designee for assessment.

ANALYSIS AND EVALUATION

The College, through its Human Resources department, ensures administrators and other employees responsible for educational programs and services positions are carefully screened to verify they meet minimum qualifications. Job announcements clearly list the minimum requirements and other appropriate education, training, and experience necessary to provide and support these programs and services, including a process for applicants requesting an equivalency.

Standard III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

EVIDENCE OF MEETING THE STANDARD

Administrative Procedure (AP) 7210 and Board Policy (BP) 7251 ensure degrees held by faculty, administrators, and other employees are from institutions accredited by recognized U.S. accrediting agencies as required by Title 5 § 53406 (IIIA1-19, IIIA3-01, IIIA3-02). AP 7210 and BP 7251 ensure those employed in academic and educational administrator positions possess the qualifications required by the California Community College Chancellor's Office (IIIA1-06).

Per AP 7120 and AP 7212, Human Resources screens all applicants applying for positions that require degrees and college-level coursework to ensure compliance with Title 5 §53406 (IIIA2-01, IIIA2-03, IIIA3-02).

AP 7211 provides the process for academic applicants who either request an equivalency or require an equivalency determination to be forwarded to the Academic Senate's Equivalency Committee (IIIA2-02). These procedures determine the minimum qualifications and equivalences related to those qualifications. Applicants may include unofficial transcripts for application purposes as long as they confer the degree and show the coursework taken and grades achieved. Official transcripts are required for any position requiring a degree upon hiring. Transcripts must be unopened or sent from the institution directly to Human Resources.

The College uses an external transcript evaluation service approved by the Commission for Foreign Transcript Evaluation (CL-635) in interpreting foreign degrees or U.S. equivalents (IIIA2-06). Applicants must attach their evaluation with the employment application and include the name of the institution attended, a description of credentials, the major of study, and the U.S. equivalent for each credential (IIIA4-01*). Evidence of actual transcripts and foreign credential evaluations is kept on file in the Human Resources department. Additional information is available on the Human Resources Career Opportunities webpage (IIIA1-04).

ANALYSIS AND EVALUATION

The College has established a process to ensure that degrees of College personnel are from U.S. accredited institutions or the non-U.S. equivalent. Degrees awarded are verified through official transcripts, and foreign degrees are evaluated by third-party agencies.

Standard III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 7150 requires the superintendent/president to develop and maintain an evaluation tool for each employee category and to ensure all personnel are evaluated regularly and systematically (IIIA5-01). The policy also requires that employees are provided opportunities for professional development. Additionally, Administrative Procedure (AP) 7150 assures the College has established written criteria for evaluating all personnel, and that the evaluation process assesses the effectiveness of personnel and encourages improvement (IIIA5-02). The procedure also requires evaluations to be formal, timely, and documented. Employee evaluation forms are posted and updated on the MyCOM portal for all personnel.

Human Resources monitors and tracks classified, management, supervisory, and confidential personnel performance evaluations with coordination from the department or division level. Faculty evaluations are monitored and tracked by the Office of Student Learning and Success and coordinated with Human Resources once completed. Departments or divisions are notified in advance of the evaluation due date. If an evaluation does not meet the required due date, Human Resources follows up with a notice to the appropriate administrator. Once the evaluation is completed, all documentation pertaining to the employee performance evaluation is placed in their personnel file maintained by the Human Resources department.

Faculty Personnel Evaluation

The United Professors of Marin/Marin Community College District (UPM/MCCD) Collective Bargaining Agreement provides the criteria for evaluating permanent, probationary, and part-time faculty (IC7-05, Article 7). Additionally, child development program instructors, coaches, community education instructors, counselors, ESL faculty, the health center nurse, librarians, mental health counselors, nursing faculty, instructors with only Reading and Writing Lab assignments, and other unit members employed in primarily non-classroom environments are evaluated using similar criteria specific to those disciplines. The table below provides the stated intervals in which faculty and other classification personnel are evaluated.

Employee Type	Description	Frequency
Full-Time	Permanent	Once every 3 years
Tenure Track	Probationary	Once every year for the first 4 years
Part-Time	Senior ETUM (Eligible Temporary Unit Member)	Once every 6 semesters, starting with the 4th semester
Part-Time	Junior ETUM (Eligible Temporary Unit Member)	Once every 5 semesters, starting with the 5th semester
Part-Time	Temp Pool	1st semester, 3rd semester, and 6th semester
Full-Time & Part-Time	Child Development Program	Once every year
Hourly Instructor	Community Education (Not for Credit)	Once every 3 years

Faculty evaluation criteria may include self-evaluation, classroom observation plan, classroom observation, student feedback, teaching portfolio, online observation plan, online observation, and team evaluation. In addition, the evaluation process seeks to assess the effectiveness of employees and encourage improvement by outlining performance expectations specific to a discipline through various evaluation forms, including a development plan (IIIA5-03, IIIA5-04, IIIA5-05, IIIA5-06, IIIA5-07, IIIA5-08). These forms identify assigned duties, performance and institutional expectations, responsibilities, classroom expectations, professional responsibilities, and formally assess faculty professional development needs and goals in a timely manner and are documented accordingly. Each of the classifications listed above includes a process for taking appropriate action that assesses the effectiveness of personnel and encourages improvement.

Classified Personnel Evaluation

California School Employees Association/Marin Community College District (CSEA/MCCD) and Service Employees International Union/Marin Community College District (SEIU/MCCD) collective bargaining agreements provide the process for evaluating classified personnel (IIIA5-09, Article 5; IIIA5-10, Article 6). All classified employees serve a probationary period in accordance with Education Code Section 88013 and are evaluated systematically after recommendation for permanent status (IIIA5-12). The table below provides the stated intervals for classified personnel evaluation.

Employee Type	Description	Frequency
CSEA	6-Month Probationary Period Evaluation	Twice
CSEA	Performance Evaluation	Bi-Annual (2 years)
SEIU	6-Month Probationary Period Evaluation	Twice
SEIU	Performance Evaluation	Annual
SEIU – Police	12-Month Probationary Period Evaluation	Twice
SEIU – Police	Performance Evaluation	Annual

The classified personnel performance evaluation criteria documents successes and encourages improvement in the performance of duties, which is grounded in ongoing communication between the manager and employee. Employee job responsibilities and duties align with department goals and objectives and, where appropriate, to the College's mission and student success. The core job competencies that are assessed via the evaluation process include skills, knowledge, and abilities outlined in the job description, and are the criteria for establishing performance standards, goals, and objectives. Employees are provided with the opportunity for structured reviews of past performance relative to the employee's future performance goals. The classifications listed above include a process for taking appropriate action to assess effectiveness of personnel and encourage improvement.

Administrative, Supervisory and Confidential Personnel Evaluation

AP 7150 assures the College has established written criteria for evaluating management, supervisory, and confidential personnel (IIIA5-02). AP 7235 and Education Code Section 88013 provide the length of the probationary period for supervisory and confidential personnel, who are evaluated systematically after recommendation for permanent status (IIIA5-11, IIIA5-12).

Employee Type	Description	Frequency
Administrator	Performance Evaluation	Annual
Supervisory	6-Month Probationary Period Evaluation	Twice
Supervisory	Performance Evaluation	Annual
Confidential	6-Month Probationary Period Evaluation	Twice
Confidential	Performance Evaluation	Annual

Management, supervisory, and confidential personnel performance evaluation criteria include assessing leadership and interpersonal skills and include self-assessment prior to the performance evaluation discussion. Performance factors include decision-making, problem solving, communication, collaboration and teamwork, equity, commitment and contribution to goals, health and safety, quality of work, knowledge of job, stewardship, code of ethics, and supervision. In addition, the evaluation provides an opportunity for professional development, to develop next year's goals, and identify areas of performance improvement. These employee goals and objectives align with overall College goals, mission, and values, and are evaluated on a cycle from July 1 through June 30 every year. The classifications listed above include a process for taking appropriate action to assess effectiveness of personnel and encourage improvement (IIIA5-13, IIIA5-14, IIIA5-15, IIIA5-16, IIIA5-17). Human Resources monitors and tracks the completion of and timeliness of employee performance evaluations annually. As indicated in the Fiscal Year 2022-2023 Evaluation Status Report (IIIA5-19), completion rates included: MSC = 100 percent, Classified = 87 percent, and Faculty = 90 percent). Some departments are getting caught up with employee evaluations post-pandemic, due to recruitment challenges, staffing shortages, medical leaves of absences, and administrator vacancies; vacant positions will be filled within the coming months.

ANALYSIS AND EVALUATION

All employees are systematically evaluated at stated intervals using written criteria established in the three collective bargaining agreements and in board policy. Processes, forms, and schedules are formal and monitored by Human Resources. All employees must meet performance standards related to their respective job duties and responsibilities in alignment with the overall College goals, mission, and values. These performance evaluation procedures provide a process that assesses effectiveness of personnel, encourages improvement, and provides professional development opportunities. If improvements are warranted, a formal plan of action is agreed upon for a specific amount of time. The College's entire evaluation process is systematic, consistent, timely, and documented.

Standard III.A.6. This Standard is no longer applicable.

Standard III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

EVIDENCE OF MEETING THE STANDARD

As outlined in Board Policy (BP) 7210, the District works toward complying with its goals under the Education Code regarding the ratio of full-time to part-time faculty employed and for making progress toward the standard of 75 percent of total faculty workload hours taught by full-time faculty (IIIA1-19). California Code of Regulations, Title 5 Section 51025 requires community college districts to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES (IIIA7-01). The College has consistently met the required Faculty Obligation Number (FON) as shown in the table below:

Category	2016	2017	2018	2019	2020	2021	2022
Total FTEF attributable to instructional non-instructional FT Faculty	111.24	121.44	120.82	109.7	107.1	110.5	112.1
Total FTEF attributable to instructional and non-instructional PT Faculty	58.55	57.46	56.03	68	59.5	57.1	65.4
Total FTEF for FT Faculty and PT Faculty (Line 1+Line 2)	175.8	178.9	176.9	177.7	166.6	167.5	177.5
Percentage of FTEF attributable to FT Faculty (Line 1/Line 3)	66.7%	67.9%	68.3%	61.7%	64.3%	65.9%	63.2%
FT Faculty Obligation	64.5	63.5	60.3	57.5	56.5	49.5	52.5

In fall 2022, the College had an obligation of 52.5 faculty FTE. In fact, the College employed 112.1 full-time faculty resulting in a difference of 59.6 FTE. In addition to the full-time faculty, the report shows there were 65.4 part-time faculty FTE, for a combined full-time and part-time total of 177.5. This means that as of fall 2022, full-time faculty at the College comprised 63.2 percent of the total (IIIA7-02).

When faculty vacancies openings occur, whether by retirement/resignation or program change, the Planning and Resource Allocation Committee (PRAC) provides recommendations to the superintendent/president based on student needs and course-taking trends. Departments and divisions must present staffing requests through the resource allocation process, identifying the appropriate levels of faculty necessary to achieve the institutional mission and purpose. These requests must connect to program review and other data (IB4-05).

Administrative Procedure 7212 and sections of the Education Code provide parameters for maintaining sufficient qualified part-time and adjunct faculty through continuous temporary pool recruitments in each of the College's disciplines (IIIA1-07). Faculty who have been appointed to a temporary pool list may be placed on the priority assignment list referred to as Eligible Temporary Unit Member (ETUM) outlined in the UPM/MCCD collective bargaining agreement (IC7-05, Article 6.4.7). Temporary faculty must complete six semesters of instruction within a six-year period and receive three satisfactory performance evaluations to gain ETUM status. The ETUM process allows the College to maintain adequate levels of qualified part-time and adjunct faculty at any time as an available resource (IIIA7-03).

The UPM/MCCD collective bargaining agreement outlines professional duties beyond classroom instruction to ensure that the quality of institutional activities and services meets the College's mission and goals. Faculty are expected to perform professional service duties that may include periodic program review/revisions; curriculum development; course revision and updates; updating curricular materials; meeting accreditation requirements; managing class rosters; submitting final grades on time; responding to requests for academic information; and attending applicable meetings both on and off-campus (IC7-05, Article 8.1.1).

ANALYSIS AND EVALUATION

The College maintains a sufficient number of qualified faculty, including full-time, part time, and adjunct faculty, by ensuring structural oversight of educational programs and services through the Planning and Resource Allocation Committee and administrative procedures that allow for continuous temporary pool recruitments to meet student needs. The College continues to meet the CCCCO Faculty Obligation Number (FON) and the collective bargaining agreement enumerates faculty duties in support of the College's mission and goals.

Standard III.A.8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

EVIDENCE OF MEETING THE STANDARD

The College's employment policies and practices regarding orientation, oversight, evaluation, and professional development are outlined in the United Professors of Marin/Marin Community College District (UPM/MCCD) collective bargaining agreement as well as in board policies and administrative procedures.

Orientation

At the beginning of every semester, the College provides a new faculty orientation for all full-time and part-time faculty. This orientation covers essential employment-related activities and responsibilities. As an example, the agenda includes items such as a presentation by enrollment services that reviews the processes for add codes, roster management, waitlists, and financial aid; the MyCOM portal for communication and student grades; an overview of the Academic Senate; faculty handbook and course syllabi; review of student learning outcomes; student accommodations and mental health support; classroom management; and an overview of online instructional support (IIIA8-01).

Oversight

Division deans and managers are responsible for orienting part-time faculty to College and department policies and procedures in collaboration with department chairs and coordinators (IC7-05, Article 8.8.14). Full-time faculty serve as mentors for new faculty in the areas of course syllabus and curriculum development and assessment of student learning outcomes (IIIA8-02). Managerial oversight provisions are laid out in the UPM/MCCD collective bargaining agreement. The District's management responsibilities include: directing the work of employees; determining the method, means, and services to be provided; establishing educational philosophy and goals and objectives; ensuring the rights and educational opportunities of students; maintaining the efficiency of the District operations; determining the curriculum; building, moving, or modifying facilities; developing and implementing budget procedures; and the right to hire, assign, evaluate, promote, terminate, and discipline employees (IC7-05, Article 14).

Evaluation

The UPM/MCCD collective bargaining agreement provides the details of part-time faculty evaluation as discussed in Standard III.A.5.

Professional Development

Board Policy (BP) 7160 and Administrative Procedure (AP) 7160 serve as the framework for employees' professional development opportunities that align with the College's mission (IIIA8-03, IIIA8-04). These utilize an equity-minded framework that calls attention to the patterns of inequity in student outcomes and helps practitioners take personal and institutional responsibility for the success of students by critically reassessing their own practices. The California Community Colleges flexible calendar program allows the College to set aside a specified number of days/hours for professional development (Flex) activities in lieu of teaching each semester (IIIA8-05). All full- and part-time credit instructors are required to

complete a designated number of Flex hours based on the number of units assigned. The Flex formula is listed on the Professional Learning webpage (IIIA8-06). The webpage also contains links to online workshops and resources for individual professional development (IIIA8-07).

Additionally, the UPM/MCCD collective bargaining agreement outlines the Flex obligation for part-time faculty, which is prorated based on a full-time load flex obligation equivalent to 20 hours per semester (IC7-05, Article 9.8.2). If training is required by state or federal law, the District provides up to four hours per day, either during the Flex days or throughout the academic year so that attendance by unit members constitutes a valid Flex activity. In addition to Flex activities scheduled at the College, part-time faculty employed for the equivalent of .40 FTE/semester have the option to apply for Institutional Research and Development (IR&D) grants. The District provides Professional Development Leave and Honorary Leave funding up to $45,000 per academic year (IC7-05, Article 8.4.4).

Integration into the Life of the Institution

Part-time faculty are encouraged to attend convocation, serve on screening committees, attend department meetings, and join committees. They often take part in curriculum development, student learning outcomes assessment, and other departmental work. Their input is welcomed in all governance and institutional surveys. The Academic Senate includes three seats for part-time faculty (IIIA8-08).

ANALYSIS AND EVALUATION

The College's collective bargaining agreement with its faculty covers both full-time and part-time issues, including orientation, oversight, evaluation, and professional development. Part-time faculty are an integral part of College life and are encouraged to take part in convocation, new employee orientation, department meetings, and governance committees. They contribute to curriculum development and SLO assessments.

Standard III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

EVIDENCE OF MEETING THE STANDARD

Within departmental funding parameters, the District's administrative services are adequately staffed to support the educational, technological, physical, and administrative operations of the institution. When staff openings occur, whether by retirement/resignation or program change, the Planning and Resource Allocation Committee (PRAC) provides recommendations focused on operational, student needs, and course-taking trends. Departments and divisions must present staffing requests through the resource allocation process, identifying the appropriate levels of personnel data (IIIA9-01, IIIA9-02).

Board Policy (BP) 7110 and Administrative Procedure (AP) 7232 give final authority to the superintendent/president to establish non-administrative academic and classified positions as well as educational and classified administrators as appropriate to meet the needs of the District (IIIA1-02, IIIA9-03). Human Resources creates and develops classified job descriptions in collaboration with the appropriate administrator to define the duties, responsibilities, and authority of the position. Classified job descriptions are subject to negotiations with the District's classified collective bargaining units. Management, supervisory, and confidential job descriptions are created and developed by Human

Resources in collaboration with the superintendent/president and vice president. All job descriptions provide the essential functions, minimum requirements, skills, knowledge, and abilities related to the position (IIIA9-04).

AP 7236 and AP 7270 ensure that non-student hourly and student positions are developed by the appropriate administrator (IIIA1-25, IIIA1-22). These are subject to approval by Human Resources and must be in compliance with Education Code Section 88003.

AP 7120 ensures that staff responsible for supporting effective educational, technological, physical, and administrative operations of the College possess the qualifications necessary to perform institutional goals and objectives (IIIA2-01). Guidelines for the recruitment and selection process for staff include Equal Employment Opportunity, position authorization, minimum qualifications, position announcement development, and screening committee structure, role, and responsibilities. Human Resources screens all applicants for minimum qualifications based on the position specifications.

ANALYSIS AND EVALUATION

The College has sufficient staff with appropriate qualifications to support operations effectively. Job announcements clearly identify the essential functions, minimum requirements, skills, knowledge and abilities related to the position. Through its Human Resources department, the College ensures staff are screened and hired using consistent processes that help assure minimum requirements are met and job responsibilities match departmental needs.

Standard III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

EVIDENCE OF MEETING THE STANDARD

The District's management organizational structure includes 37 academic and classified administrator management positions (IIIA10-01). Board Policy (BP) and Administrative Procedure (AP) 7110 state that administrator positions are developed by Human Resources in collaboration with the superintendent/president, and assistant superintendent/vice president (IIIA1-02). The College ensures that administrators bring the proper preparation and experience to support their divisions and carry out the College's mission by following hiring and evaluation procedures, as described in Standards III.A.2, III.A.3, and III.A.5.

Management, supervisory, and confidential employees meet quarterly to participate in District updates, town halls, and professional development opportunities. Led by the superintendent/president and cabinet members, these meetings cover topics such as collective bargaining updates, committee co-chair updates, and training on various institutional initiatives. Additionally, the District participates in the Bay Area Consortium, which provides annual training for administrators (IIIA10-02). Managers may participate in professional development during Flex week activities and throughout the semester.

ANALYSIS AND EVALUATION

The College has a sufficient number of administrators to support College operations. These administrators have the appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the College's mission and purpose. These administrators have been appointed following board policies and procedures regarding screening and selection process to ensure continuity in supporting students, faculty, and staff.

Standard III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

EVIDENCE OF MEETING THE STANDARD

The College's personnel policies and procedures are established and governed by board policies, administrative procedures, and collective bargaining agreements (IIIA11-01, IC7-05, IIIA5-09, IIIA5-10). These policies and procedures are revised as needed to reflect changes in state regulations. They are administered consistently, fairly, and equitably throughout the College.

The College subscribes to the Community College League of California (CCLC) Policy and Procedure Service. The service provides the College with legally vetted policy and procedure templates that are either legally required, advised, or considered best practice. CCLC also provides the College with two updates per year to revise policies and procedures to incorporate new or revised laws and/or changes in Title 5 and Education Code.

All board policies and administrative procedures are modified using the updates provided by CCLC. In addition, any revisions recommended by the manager in charge of that section or by the Academic Senate for policies and procedures that fall under 10+1 are sent to the Office of the Superintendent/President. The office then incorporates changes into the existing policy/procedure. By the time the office receives requested changes, they have been reviewed with appropriate staff, stakeholders, and relevant governance committees.

Board policies and administrative procedures specific to personnel policies are regularly reviewed and updated (IIIA11-02). The District has adopted several board policies that ensure fairness in employment procedures. These include, but are not limited to, the examples below.

Board Policies

- BP 3410 Nondiscrimination
- BP 3430 Prohibition of Harassment
- BP 3433 Prohibition of Sexual Harassment Under Title IX
- BP 3540 Sexual and Other Assaults on Campus
- BP 7100 Commitment to Diversity
- BP 7160 Professional Development
- BP 7230 Classified Employees
- BP 7236 Substitute And Short-Term Employees
- BP 7240 Confidential Employees

- BP 7250 Educational Administrators
- BP 7330 Communicable Disease
- BP 7365 Discipline And Dismissal – Classified Employees
- BP 7600 District Police

Administrative Procedures

- AP 3410 Nondiscrimination
- AP 3430 Prohibition of Harassment
- AP 3434 Responding to Harassment Based on Sex Under Title IX
- AP 3435 Discrimination and Harassment Complaint Procedures
- AP 3540 Sexual and Other Assaults on Campus
- AP 3433 Prohibition of Sexual Harassment Under Title IX
- AP 7700 Whistleblower Protection

In addition, Human Resources provides written personnel policies and procedures in their new hire onboarding checklist and new employee onboarding presentation (IIIA11-03, IIIA11-04, IIIA11-05). For example, new employees are provided the following information related to their employment with the District.

Mandatory Training

- Mandatory Compliance Training – Sexual Harassment and Abusive Conduct Prevention for Non-Managers
- Mandatory Compliance Training – Sexual Harassment and Abusive Conduct Prevention for Managers and Supervisors
- Red Folder/Assisting Students in Distress
- College of Marin Emergency Guidelines Handbook

BP/AP

- BP/AP 3410 Non-Discrimination
- BP/AP 3430 Prohibition of Harassment
- BP/AP 3540 Sexual and Other Assaults on Campus
- BP/AP 3550 Drug and Alcohol-Free Environment and Drug Prevention Program
- BP/AP 3560 Alcoholic Beverages
- BP/AP 3570 Smoke-Free Learning and Working Environment
- BP/AP 3720 Information Technology Use
- BP/AP 3518 Child Abuse Reporting

Further, the College has a variety of personnel policies and procedures that have been negotiated in good faith as outlined in the collective bargaining agreements (IIIA11-06). These bargaining agreements are fair and administered equitably and consistently to new, current, and returning employees. Employees may access various policies and procedures on the Human Resources webpage (IIIA11-07). In addition,

employees receive annual notices, such as the Annual Equal Employment Opportunity Policy Statement and Drug and Alcohol Prevention Program (DAAPP) notice (IIIA11-09, IIIA11-08,). Administrative Services and Student Learning and Success provide employees with various information regarding activity on campus, as well as policies and procedures (IIIA11-10, IIIA11-11).

ANALYSIS AND EVALUATION

The College has processes to ensure personnel policies and procedures are equitably and consistently administered. These policies and procedures follow state guidelines, are legally vetted, are regularly updated through the oversight of the Office of the Superintendent/President, and are readily available on the College website. These policies and procedures guide administrators/managers who are held responsible for upholding the specific information delineated in the procedures such as ensuring policy implementation, responsibility, accountability, and standards of practice. Human Resources regularly updates personnel related board policies and procedures to ensure compliance with state guidelines and provide employees with resources to navigate employment activity within the College.

Standard III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

EVIDENCE OF MEETING THE STANDARD

The College is committed to the principles of equal employment opportunity as outlined in Board Policy (BP) 3420 and Administrative Procedure (AP) 3420 (IIIA1-01, IIIA12-01). Additionally, BP 7100 remains the core of the College's focus as described in the Educational Master Plan (EMP) and Strategic Plan (IIIA12-02). As an example, equity is one of the EMP's six focus areas and is also a lens through which the full plan was developed (IA2-01, IA3-02). The College defines equity as, "Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities" (IIIA12-03).

One of the many equity goals outlined in the EMP is to hire, support, and retain equity-minded employees reflective of the diversity of the student body, and to expect all College employees to approach their work with equity-mindedness. To support this goal, the College joined the University of Southern California Race and Equity Center's California Community College Equity Leadership Alliance in June 2020, adopted the COM Equity Statement in May 2021, and then the Diversity, Equity, and Inclusion Resolution in December 2021 (IIIA12-04, IIIA12-05).

Additionally, the College regularly assesses its record in employment equity and diversity consistent with its mission through longitudinal analysis review. The analysis compares the workforce demographic against the student population in order to address the equity gap. In September 2020, the College received the Dr. John W. Rice Diversity and Equity Award, a prestigious award celebrating the community college that has made the greatest strides toward faculty and staff diversity or student equity. The California Community Colleges Chancellor's Office honored the College for reducing equity gaps for students of color in completion and transfer and for reducing the gap between the College's proportion of students of color and faculty of color.

As outlined in BP 3420, the District is required to develop for review and adopt a plan for equal employment opportunity that complies with Title 5 of the California Code of Regulations, section 53000 et seq (IIIA1-01). In May 2016, the Board of Trustees adopted the District's EEO Plan (IIIA12-06). The plan is updated and revised every three years to reflect the District's commitment to equal employment opportunity in its recruitment and hiring policies and practices and to creating a work environment that is welcoming, affirming, and free of bias and discrimination.

The District has established an Equal Employment Opportunity Advisory Council to assist in implementing its EEO Plan (IIIA12-07). Efforts to maintain a diverse council membership will be documented to demonstrate the District's ongoing commitment to recruit and include monitored groups on the council.

In 2020, the College created the Faculty Diversity Internship Program (FDIP), initiated by the Academic Senate (IIIA12-08). The FDIP provides opportunities for faculty interns (graduate-level students) to receive a broad range of instructional-related experiences at the community college level. The program provides on-the-job experiences with faculty and staff, allowing interns to be immersed in the College culture where relationships and professional networks can develop organically. The internship supports the College's Student Equity Plan to "Hire, support, and retain equity-minded employees reflective of the diversity of the student body and expect all College employees to approach their work with equity-mindedness."

Human Resources continuously revises the administrative procedure covering employment recruitment. The College's employment and recruitment procedures align with the EEO plan, Strategic Plan, and EMP to ensure consistency within the hiring process and to ensure diverse applicant pools. The District recruits from both inside and outside the College to attract qualified applicants and achieve workforce diversity. Human Resources monitors and approves all screening criteria, interview questions, teaching demonstrations, presentations, and assessment materials during each stage of the recruitment and screening process, as outlined in AP 7120 (IIIA2-01). Additionally, the College ensures that it advertises all positions to a diverse set of websites to attract as many applicants as possible

As outlined in the College's EEO plan, prior to serving on a recruitment or screening committee, all individuals must receive mandatory EEO/diversity, equity, and unconscious bias training from Human Resources (IIIA1-18). Additionally, Human Resources collects applicant pool demographic data for each job search (IIIA12-09). On an annual basis, Human Resources compares this information with the District's workforce data published by the Office of Planning, Research, and Institutional Effectiveness. This allows for review of data required for the EEO plan and to determine underrepresentation in the applicant pools.

BP and AP 3410 demonstrate the College's commitment to equal opportunity in educational programs, employment, and all access to institutional programs and activities (IIIA12-10, IIIA12-11, IIIA12-12). The District encourages any individual who believes he or she has been the victim of harassment, discrimination, or retaliation to file a complaint.

BP 7160 serves as the framework for employees' professional learning opportunities that align with the mission of the College by utilizing an equity-minded framework that calls attention to the patterns of inequity in student outcomes and helps practitioners take personal and institutional responsibility for the success of students by critically reassessing their own practices (IIIA8-03).

ANALYSIS AND EVALUATION

The College, through its policies and practices, creates and maintains appropriate programs, practices, and services that support equity in its diverse employee population. Board policies and administrative procedures are clear and specific regarding equal employment opportunity, commitment to diversity, the Educational Master Plan, recruitment and hiring decisions, and

nondiscrimination in employment. The College places an emphasis on diversity, equity, and inclusion activities by providing employees with professional learning opportunities as a hiring and retention strategy for serving the student population and for reassessing their own practices. These policies and procedures are widely published and readily available. The College complies with federal and state regulations regarding equal opportunity in employment and in academic programs and activities that receive federal funds.

Standard III.A.13. The institution upholds a written code of professional ethics for all of its personnel including consequences for violation.

EVIDENCE OF MEETING THE STANDARD

The College's written code of professional ethics for all employees, including consequences for violations, is governed by Board Policy (BP) 3050 and Administrative Procedure (AP) 3050 (IC5-03, IC8-01). These policies and procedures outline the ethical standards for employees and students with regard to the principles of honesty, equity, and fairness.

Annually, Human Resources notifies, tracks, and monitors management, supervisory and other staff of the requirements to complete Form 700 Statement of Economic Interest as required by BP 2712 (IIIA13-01). In addition, management and supervisory employees must demonstrate as part of their annual performance evaluation process that they work with others to instill confidence; demonstrate integrity; adhere to the code of ethics; follow through on commitments; and are consistent in relationships with faculty and staff (IIIA5-18, IIIA5-16).

The United Professors of Marin/Marin Community College District (UPM/MCCD) collective bargaining agreement uses the AAUP Statement on Professional Ethics as a framework through which faculty engage in critical self-discipline and judgment in using, extending, transmitting knowledge, and practicing intellectual honesty (IC7-05, Article 24.1).

The District reviews and/or investigates any known or reported violation of policy in accordance with board policy, administrative procedures, and collective bargaining agreements (IC7-05, Article 24.2; IIIA5-09, Article 13; IIIA5-10, Article 26). The results of the review and/or investigation determine the appropriate action to be taken when a violation has occurred, including recommending to the superintendent/president corrective actions and discipline up to and including termination of employment.

ANALYSIS AND EVALUATION

The College upholds its written code of professional ethics for all personnel. A code of conduct is laid out in policy, administrative procedures, and collective bargaining agreements with language specific to disciplinary consequences for violations. These policies pertain to all employees, including the Board of Trustees.

Standard III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 7160 and Administrative Procedure (AP) 7160 serve as the framework for employees' professional development opportunities that are consistent with the College's mission and based on evolving pedagogy, technology, and learning needs (IIIA8-03, IIIA8-04). The District evaluates these programs and uses the results of evaluations as the basis for improvement. The procedures also require the College to create a committee and professional development plan as required by Education Code (IIIA14-01).

The Professional Learning Committee (PLC) operates as a subcommittee of the Planning and Resource Allocation Committee (PRAC) (IIIA14-02). The PLC is responsible for overseeing professional learning planning, programs, and evaluation. The committee ensures these support the College's mission, institutional plans and initiatives, accreditation, and legal requirements. The committee collaborates with the Office of Planning, Research, and Institutional Effectiveness (PRIE), Human Resources, campus police, and other departments to ensure all personnel have access to appropriate opportunities. For example, the PLC composition includes various constituent groups appointed by the Academic Senate, Classified Professional Liaison Committee (CPLC), Associated Students of College of Marin (ASCOM), and the superintendent/president.

In developing the 2021-2024 Professional Learning Plan, the PLC reviewed and incorporated elements from a range of sources including: the Educational Master Plan 2019-2025 and Strategic Plan 2019-2022, the College's mission and values, Professional Learning Plan 2017-2020, the Annual Professional Learning Survey, spring and fall 2020 Faculty Remote Instruction Surveys, Umoja Equity Institute Call to Action, Vision for Success goals, Chancellor's Office's requirements, Guided Pathways, California Education Code, Title 5 Accreditation Standards, and AB 705 (IIIA14-03).

The PLC conducts an annual professional learning needs assessment in compliance with Title 5 requirements for the flexible calendar program (IIIA14-04). In addition, employees are asked to complete online evaluations for each activity (IIIA14-05). The results of these assessments help guide future planning for faculty, staff, and administration.

As it relates to funding for faculty to attend conferences, workshops, and other training, the collective bargaining agreement outlines the structure for the Professional Development Leave Committee, which is composed of two administrators and two faculty union representatives. Information on how to apply for funds is posted on the Professional Learning webpage. The collective bargaining agreement also provides the process for sabbatical leave; faculty may request sabbatical leave and a committee reviews and recommends approval of these requests (IC7-05, Article 5.14 and Article 5.16). Additionally, the agreement outlines the responsibilities of the Union-District Workload Committee (UDWC), which oversees funding for Institutional Research and Learning project grants and other College-funded grants and initiatives designed to support institutional needs. The committee is composed of two administrators and two faculty union representatives (IC7-05, Article 8.4).

In fall 2016, the College instituted a Classified Professional Learning Day to give classified staff an opportunity to network with staff from other areas, gain training in specific skills, and enhance collegiality. This half-day program included an opening session, lunch, and breakout sessions related to technology training, employee effectiveness, and institutional effectiveness. Because of its success, this event continued as a full-day event each semester until spring 2020 when the original plans were canceled due to Covid-19 and the campus closure. In spring 2023, Classified Professional Learning Day resumed its normal schedule of events and activities in March (IIIA14-06).

Professional learning activities are also offered through other units including Human Resources, campus police, College operations, student services, library, and Students Accessibility Services.

The College implemented College Hour in fall 2019 and that time, approximately one hour every Monday and Wednesday during the semester, was made available for professional learning opportunities and activities for all constituent groups.

ANALYSIS AND EVALUATION

Professional development opportunities are available to all employees. Methods include on-site workshops, online training, professional conferences, outside training, in-house Instructional Research and Development project grants, faculty sabbaticals, and other activities designed to support institutional and professional goals. Needs are identified through analysis of a variety of resources including the Educational Master Plan and the Strategic Plan, professional development plan, evaluations from workshops, and changing educational practices and standards. The overarching goal of these opportunities is to support equity, student learning, and success while also improving institutional effectiveness. The College systematically evaluates its professional development activities and uses the results for improvement and planning.

Standard III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

EVIDENCE OF MEETING THE STANDARD

Administrative Procedure (AP) 7145 and AP 3310 outline the College policy regarding personnel records, which are private, accurate, complete, and permanent, in accordance with Title 5 Sections 59020 et seq and Education Code Section 87031 (IIIA15-01, IIIA15-02, IIIA15-03, IIIA15-04).

The Human Resources department is the official office of record for all employees' personnel records, including workers' compensation, health, and disability, which are stored separately from the personnel files. The employee personnel files are securely stored in a central and lockable file cabinet in the Human Resources department file room. Inactive employee personnel records are stored offsite by a vendor with expertise in records storage, retrieval, and safekeeping.

Employees may access their personnel file upon making a request with the Human Resources department. Additionally, copies of records are available upon written request.

ANALYSIS AND EVALUATION

The College maintains and follows administrative procedures for securing and preserving confidential personnel records, other documents, and employee access to their records. These procedures incorporate Title 5 Sections 59020 et seq and Education Code Section 87031 to keep personnel records safe and confidential. All employees have access to their personnel records, in accordance with law.

CONCLUSIONS ON STANDARD III.A

Through board policies and administrative procedures, Marin Community College District ensures the integrity and quality of its programs and services, institutional effectiveness, and academic quality by employing qualified administrators, faculty, and staff. Job descriptions and announcements are directly related to the College's mission and goals and accurately reflect the position's duties and responsibilities and the commitment to providing equitable opportunities and fostering success for all members of the College's diverse community. The College follows a robust recruitment and selection process, which assures the integrity and quality of its programs and services. The employee recruitment and selection process ensures applicants responsible for programs and services are carefully screened to verify they meet the qualifications necessary to perform the position's duties.

The College assesses employees' effectiveness and encourages improvement by systematically evaluating personnel in a formal, timely, and well-documented manner, and at stated intervals. The College upholds its written code of professional ethics for all personnel. The College has maintained sufficient qualified faculty, including full-time, part-time, adjunct faculty, administrators, and staff, by ensuring structural oversight of educational programs and services. Through its policies and practices, the College creates and maintains appropriate programs, procedures, and services committed to hiring, retaining, and attracting a diverse workforce that enriches the mission and supports students in achieving their educational and academic goals.

IMPROVEMENT PLAN(S)

None needed at this time.

III.A. EVIDENCE LIST

IA2-01	PRIE Educational Master Plan
IA3-02	PRIE Strategic Plan 2022-2025
IB4-05	PRAC Presentation Template 2022-2023
IC5-03	AP 3050 Institutional Code of Ethics
IC7-05	UPM/MCCD Collective Bargaining Agreement 2021-2024
IC8-01	BP 2715 Code of Ethics/Standards of Practice
IIIA1-01	AP 3420 Equal Employment Opportunity
IIIA1-02	AP 7110 Delegation of Authority, Human Resources
IIIA1-03	Employment FAQ Webpage
IIIA1-04	Career Opportunities Webpage
IIIA1-05	Equal Employment Opportunity Webpage
IIIA1-06	Minimum Qualifications for Faculty and Administrators in California Community Colleges
IIIA1-07	AP 7212 Temporary Faculty
IIIA1-08	Classified Job Description
IIIA1-09	Management Job Description
IIIA1-10	Supervisory Job Description
IIIA1-11	Confidential Job Description
IIIA1-12	Full-time Faculty Job Announcement
IIIA1-13	Part-time Faculty Job Announcement
IIIA1-14	Job Requisition Form
IIIA1-15	Recruitment Planning Guide
IIIA1-16	Screening Committee Hiring Process Guide
IIIA1-17	Confidentiality Form
IIIA1-18	EEO/Diversity, Equity and Unconscious Bias Training
IIIA1-19	AP 7210 Academic Employees
IIIA1-20	AP 7240 Confidential Employees
IIIA1-21	BP 7230 Classified Employees
IIIA1-22	AP 7270 Student Employees
IIIA1-23	BP 7250 Educational Administrators
IIIA1-24	BP 7260 Classified Supervisors and Managers
IIIA1-25	AP 7236 Substitute and Short-Term Employees
IIIA1-26	AP 7125 Verification of Eligibility for Employment
IIIA1-27	AP 7310 Nepotism
IIIA1-28	AP 7126 Applicant Background Checks
IIIA1-29	BP 7335 Health Examinations
IIIA1-30	AP 7330 Communicable Disease
IIIA1-31	California Community Colleges Registry
IIIA1-32	Request for Non-Student Hourly Employees
IIIA2-01	AP 7120 Recruitment Employment
IIIA2-02	AP 7211 Faculty Service Areas, Minimum Qualifications, Equivalency
IIIA2-03	AP 7212 Temporary Faculty
IIIA2-04	Full -time Faculty Job Announcement
IIIA2-05	Part-time faculty Job announcement
IIIA2-06	Foreign Transcript Evaluation (CL-635)
IIIA2-07	Child Development Permits (CL-797)

IIIA2-08	Title 16 Section 1425
IIIA3-01	BP 7251 Educational Administrator Retreat Rights
IIIA3-02	Title 5 §53406 Requirement for Accredited Degrees and Units; Definition of Accredited Institution
IIIA3-03	Management Job Description for Educational Administrators
IIIA4-01*	Online Employment Application (Available to the peer review team upon request)
IIIA5-01	BP 7150 Evaluation
IIIA5-02	AP 7150 Evaluation
IIIA5-03	UPM F7.A Classroom Observation Plan
IIIA5-04	UPM F7.B Classroom Observation
IIIA5-05	UPM F7.D Self Evaluation
IIIA5-06	UPM F7.E Teaching Portfolio
IIIA5-07	UPM F7.G Team Evaluation
IIIA5-08	UPM F7.H Development Plan
IIIA5-09	CSEA/MCCD Collective Bargaining Agreement
IIIA5-10	SEIU/MCCD Collective Bargaining Agreement
IIIA5-11	AP 7235 Probationary Period – Confidential and Supervisory
IIIA5-12	Employees Education Code Section 88013
IIIA5-13	Management, Supervisory and Confidential Performance Evaluation User Guide
IIIA5-14	Supervisory Probationary Performance Evaluation Form
IIIA5-15	Self-Assessment Supervisory Probationary Performance Evaluation Form
IIIA5-16	Supervisory Performance Evaluation Form
IIIA5-17	Self-Assessment Administrator Performance Evaluation Form
IIIA5-18	Administrator Performance Evaluation Form
IIIA5-19	Fiscal Year 2022-23 Evaluation Status Report
IIIA7-01	California Code of Regulations (CCR), Title 5 Section 51025
IIIA7-02	Fall 2016 - 2022 Full-Time Faculty Obligation Compliance and Percentage
IIIA7-03	ETUM List Fall 2023
IIIA8-01	New Faculty Orientation Agenda
IIIA8-02	New Faculty Mentor Call
IIIA8-03	BP 7160 Professional Development
IIIA8-04	AP 7160 Professional Development
IIIA8-05	California Community Colleges Flexible Calendar Program (Title 5 §55720)
IIIA8-06	Professional Learning Webpage
IIIA8-07	Flex Week Calendar – Fall and Spring 2022-23
IIIA8-08	Academic Senate Elected Senators FY 2022-23
IIIA9-01	PRAC Administrative Services Presentation
IIIA9-02	Administrative Services Organizational Chart
IIIA9-03	AP 7232 Classification Review
IIIA9-04	Classified Job Descriptions Job Announcement
IIIA10-01	District Management Organizational Structure
IIIA10-02	Bay Area Consortium Offered by LCW
IIIA11-01	2410 Board Policies an Administrative Procedures
IIIA11-02	Campus Policies Homepage
IIIA11-03	Board Policy and Administrative Procedures Chapter 7 – Human Resources
IIIA11-04	Faculty New Hire Onboarding – New Hire Action Items Checklist

IIIA11-05   New Employee Onboarding Presentation
IIIA11-06   Collective Bargaining Agreements Webpage
IIIA11-07   Human Resources Homepage
IIIA11-08   Annual Equal Employment Opportunity Policy Statement Notice
IIIA11-09   Drug and Alcohol Prevention Program (DAAPP) Notice
IIIA11-10   Administrative Services Newsletter
IIIA11-11   Student Learning and Success Newsletter
IIIA12-01   Title 5 of the California Code of Regulations, Section 53000 et seq.
IIIA12-02   BP 7100 Commitment to Diversity
IIIA12-03   COM Equity Statement
IIIA12-04   University of Southern California (USC) Race and Equity Center's
              California Community College Equity Leadership Alliance
IIIA12-05   Diversity, Equity and Inclusion Resolution
IIIA12-06   Marin Community College District's Equal Employment Opportunity Plan
IIIA12-07   Equal Employment Opportunity Advisory Council
IIIA12-08   Faculty Diversity Internship Program (FDIP)
IIIA12-09   Applicant Pool Demographic Data
IIIA12-10   BP 3410 Nondiscrimination
IIIA12-11   AP 3434 Responding to Harassment Based on Sex Under Title IX
IIIA12-12   AP 3435 Discrimination and Harassment Complaint Procedures
IIIA13-01   Form 700 Statement of Economic Interests
IIIA14-01   California Code, Education Code - EDC § 87150
IIIA14-02   Professional Learning Committee Webpage
IIIA14-03   Professional Learning Plan 2021-2024
IIIA14-04   Annual Professional Learning Needs Assessment
IIIA14-05   Flex Week Session Evaluation
IIIA14-06   Classified Professional Day Spring 2023
IIIA15-01   AP 7145 Personnel Files
IIIA15-02   AP 3310 Records Retention and Destruction
IIIA15-03   Title 5 Section 59020 et seq
IIIA15-04   CA Education Code Section 87031

III.B. Physical Resources

Standard III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

EVIDENCE OF MEETING THE STANDARD

The College currently maintains two campuses, in Kentfield and Novato, in Marin County, which is located in the north part of the San Francisco Bay Area. The Kentfield campus was originally constructed in 1926 and the Novato campus was constructed in 1974. The College has a total of 561,000 square feet of space that encompasses approximately 390 acres of land. The Kentfield Campus is approximately 60 acres and has 387,000 square feet, and the Indian Valley Campus (Novato) resides on 330 acres of land and has 174,000 square feet of space. Much more space is dedicated to outdoor facilities such as fields, pools, and an organic farm and garden.

The College's facilities are constructed to meet or exceed Division of the State Architect (DSA) standards, including the federal Americans with Disabilities Act and California Occupational Safety and Health (CalOSHA) standards, which assure access, fire/life safety, and structural/seismic safety, and workspace standards for environmental health. Building improvements or modifications are completed using the latest applicable codes, standards for accessibility, and coordination/approval with appropriate jurisdictional authorities such as the County of Marin, local municipalities, water districts, and flood control districts.

The Board of Trustees set a minimum standard of LEED certified for the 2004 Measure C bond program and for the 2016 Measure B bond program required a minimum of CalGreen standards. All completed projects met or exceeded those standards when completed. These standards are designed to achieve comfortable, healthy working and learning environments (IIIB1-01). Existing buildings are maintained and upgraded using as many of these strategies as possible to improve comfort and health, while aligning with the College's mission of social and environmental responsibility.

Buildings are designed and built with sufficient capacity to support programs and the College's class schedule. The College provides computers, projectors, and other instructional equipment and the infrastructure to support them, including data and audio-visual wiring for projectors and control systems.

Specific examples outlined below demonstrate that, in addition to being sufficient, the College's physical resources are accessible and offer safety and security while also contributing to a healthful learning and working environment. Passage of the Measure B bond in June 2016 ensured the College's projected physical resources needs will be met until at least 2030.

Access

Students, staff, and community members benefit from easy and safe access to the College, in alignment with its mission of equitable opportunities. The College's Accessibility Work Group is responsible for evaluating accessibility compliance across all College facilities. This group includes the College's director of Student Accessibility Services (SAS), coordinator of 504/ADA, and the College's ADA compliance officer, among others. All new facilities are reviewed for ADA compliance by the DSA in accordance with Title 24 Building Code for the State of California and the Americans with Disabilities Act. Barriers to accessibility in older buildings are reviewed when identified by students, staff, or

community members. If concerns are raised, the facilities department determines if a formal evaluation is needed or if it can be mitigated with existing staff resources. If a repair is needed or plausible, it is then added to the College's accessibility transition plans. These plans are regularly updated to prioritize projects and to determine funding for the ongoing work. An example of this is the inclusion of a walkway for the new diving complex. While this was not required by law, it was noted as a deficiency by the campus population and was subsequently completed 14 months after the facility was constructed based on input from students and staff alike (IIIB1-02).

Before beginning construction of a new Learning Resource Center (LRC), the College had to relocate several departments, including the Student Accessibility Services department. In determining temporary locations for these departments, the College took into consideration accessibility compliance and made changes as necessary to accommodate this transition. As an example, doors were replaced in the Student Services building to make the entrances easier to open from an ADA standpoint, and it allowed the College to bring those entrances to current code compliance so that the College could ensure access compliance across campus.

The College also added interior ADA parking near the new Miwok Aquatics Center that has reduced the path of travel to the facility by 75 percent. This improvement was not required by federal or state law but reflects the values of the College by breaking down barriers that allow for more participation in both academic and non-academic programming (IIIB1-03).

In terms of ADA compliant parking, the College ensures that it not only meets code requirements, but that it exceeds those requirements. This creates an adequate supply of ADA parking stalls on both campuses to meet the needs of the campus community

Electronic Lock Program

In 2018, the Board of Trustees approved a contract with SecureALL corporation to create a lock replacement plan for the Indian Valley Campus and for all buildings at the Kentfield Campus except the Science, Math, Nursing Building, which already had an electronic lock system in place. This plan was further enhanced with the passage of a new Facilities Master Plan in 2022 that outlined new facilities through both campuses. The update in door hardware brings the College into full compliance with all current ADA regulations; new handles are lever action rather than doorknobs for ease of use. Additionally, the new electronic door hardware allows for emergency lockdown of individual classrooms. Tutorial videos are provided to staff and faculty so that they understand how the lock system works in an emergency.

Emergency Plans and Guidelines

The campus Police Department is responsible for emergency response plans and procedures in all classrooms, hallways, and meeting spaces. These plans include the emergency operations plan, emergency response procedures, and other emergency or hazard response plans or procedures. The Emergency Guidelines Handbook is a quick reference for campus staff and visitors. The handbook includes information about campus emergency response centers, evacuation areas, emergency phone numbers for campus police and first responders, and suggestions for dealing with suspicious or disruptive people. Information about fire, earthquake, and other environmental threats, and utility blackouts is included. This handbook is posted in all classrooms and public areas across both campuses (IIIB1-04).

The Police Department's emergency preparedness webpage includes a video reenactment on how to prepare for an active shooter on campus and provides tips on staying safe and getting help in such a situation (IIIB1-06).

COM Connect and Emergency Operations Command Center

COM Connect is a mass emergency notification system that enables campus police and College officials to broadcast emergency messages to students, faculty, and staff via voice, text, and email (IIIB1-07). The emergency operations command center consists of 10 managers trained to implement strategic functions in the case of emergencies such as weather events, seismic events, active shooters, fires, or other emergencies. A secure, centrally located space at the Kentfield and Indian Valley campuses serves as a reliable hub to conduct business during an emergency. Planning and communication with local agencies strengthen the effectiveness of the effort.

Tree Health Project

In spring 2019, the College trimmed, pruned, and thinned trees at both campuses to create better sight lines and improve lighting across campus and in adjacent parking lots. Trees were also evaluated for fire mitigation due to wildfire dangers present in northern California. As a result, many trees were removed to protect assets. The College then planted trees in their place, pursuant to the environmental impact mitigation report (IIIB1-08). Trees were also examined for structural, disease, and pest issues that could compromise them and create a future risk management issue (IIIB1-09).

Healthful Learning and Working Environment

All projects are constructed and/or renovated with healthful learning and working environments in mind. In 2022, the College analyzed existing HVAC systems that needed to be replaced because of the environmental health concerns related to filtration of air particulate. The result was the allocation of federal stimulus dollars to replace 16 HVAC units in four buildings across both campuses (IIIB1-10).

The College has, and enforces, policies on drugs, alcohol, and smoking. These include Board Policy (BP) and Administrative Procedure (AP) 3550 and BP and AP 3570 (IIIB1-11, IIIB1-12, IIIB1-13, IIIB1-14).

ANALYSIS AND EVALUATION

The College has sufficient physical resources wherever it provides services. Facilities are constructed and maintained to provide accessibility to all and a safe environment by conducting ongoing inspections, remedying any deficiencies, and providing a variety of safety training for maintenance and operations staff. Security is enhanced by clear emergency protocols and training opportunities, installing uniform locking systems and security cameras, and improving exterior lighting. The College has created a healthful learning and working environment by removing asbestos contaminated materials, implementing an injury illness prevention program, and enforcing policies regarding a smoke, drug, and alcohol-free campus. With these practices, and LEED/CalGreen certified buildings, the College's physical facilities contribute to its mission of equitable opportunities for all and social and environmental responsibility.

Standard III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

EVIDENCE OF MEETING THE STANDARD

Over the last decade, the College's physical resources have improved immensely thanks to community and financial support of Marin County voters and the College's staff and leadership.

Current Facilities

The College includes two campuses, one in Kentfield and the Indian Valley Campus (IVC) in Novato, as well as a field station in Bolinas that was recently razed in preparation for a new facility there. Before 2006, the Kentfield Campus had 14 buildings on 77 acres (401,904 Gross Square Feet-GSF), all constructed prior to 1977. The Indian Valley Campus, with 333 acres (562,213 GSF), had 16 facilities constructed between 1975 and 1977. Since 2006, the Kentfield campus has undergone major changes and now has only seven of the original buildings remaining. The others have been either renovated or razed and replaced with new ones. IVC had eight of its older facilities razed and replaced with newer structures and five additional buildings underwent major renovations (IIIB2-01).

The College has completed a great deal of construction since the passage of the 2016 Measure B Bond, with the construction of the new Learning Resource Center (66,000 square feet) as the last major facility of this bond program. As this bond program draws to a close, the District will reevaluate its future needs after the opening of the new facility in 2026.

The Bolinas Field Station, acquired from the US Coast Guard in 1956, is located about 30 miles from Kentfield and included a house built in 1924 and a research laboratory constructed in the 1960s. The College's marine biology classes were held at the site and youth groups used the facilities for summer programs. However, several issues associated with the property, such as ADA compliance and problems with retrofitting the existing structure for seismic code proved to be problematic. The challenges with the age of the facility and its deterioration prevented continued utilization. Classes were suspended in 2007 and the building was razed in 2021 to prepare the site for a new facility. Construction will begin in late 2023 with an estimated completion in 2025. The site will be only one of two field stations in California and one of seven in the country located in a federally designated estuary (IIIB2-02).

Facilities Planning

The current Facilities Master Plan was adopted by the Board of Trustees in 2023 (IIIB2-01). Within this plan the College outlined several areas of improvement that were needed across both campuses. As the College worked to complete the numerous projects, it engaged several layers of the institution.

To understand the need for equipment replacement and maintenance, the College established the Instructional Equipment Committee, a sub-committee of the Planning and Resource Allocation Committee (PRAC). The committee reviews instructional and non-instructional equipment needs and reviews the life cycle of existing equipment, whether equipment can be repaired, or if new equipment is necessary to operate and facilitate the various programs across the College (IIIB2-03).

Part of the facilities planning process is that Administrative Services presents four levels of documents to the Board prior to moving to the next stage. Those stages are conceptual drawings, schematic design

documents, design development documents, and then final construction documents (IIIB2-04). This level of engagement helps ensure that there are no unintended monetary impacts, scope changes, or schedule impacts. If those do happen, the Board is made aware during each stage so they can take the appropriate actions to keep the project moving through the planning stages.

During the planning of these projects, the College worked extensively with staff who were instrumental in getting ready for one of the largest projects to date, the replacement of the Learning Resources Center. To complete this larger project, the College had to relocate some departments. As part of that, the College acquired two parcels of land adjacent to the Kentfield campus to establish a Welcome Center where Enrollment Services, Cashiering, Community Education, and the student ambassadors are located.

One of these was a former bank facility across the street from the Kentfield Campus located on College Avenue, almost directly adjacent to the new Learning Resources Center location. The College worked with staff from Enrollment Services, Community Education, Transfer Center, and Cashiering to ensure the space was adequate and met the programming needs of those departments (IIIB2-06). In planning for the other purchased property, the College worked with the current College Services department, made up of graphic design, printing, copy services, and receiving to address their needs and layout of the facility located at 941 Sir Francis Drake Blvd. in Kentfield.

The process for developing plans for the Learning Resources Center was more extensive. The College completed a programming document by a third party and then completed multiple surveys, planning groups, design committee, and an overarching meta committee due to the size and complexity of this project (IIIB2-05). This project took about five years to fully plan and implement before settling on a final document to present to the Board for approval. The Welcome Center and Learning Resources Center projects were conceptualized, planned for, and built around the Facilities Master Plan and the Strategic Plan. The building's groundbreaking is set for August 2023 with completion expected in 2025.

ANALYSIS AND EVALUATION

The continued work under the 2016 Measure B bond program has resulted in major upgrades and replacements of its facilities and instructional equipment. A new Facilities Master Plan is based on extensive facilities assessment and a wide range of input from internal and external constituencies. Facilities and instructional equipment prioritization align with the College's mission and programs and services as well as upgrades and changes that reflect its commitment to social and environmental responsibility.

Standard III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

EVIDENCE OF MEETING THE STANDARD

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.

The College contracted with Gilbane Building Company to perform a comprehensive facilities evaluation and condition assessment, including verification of mechanical units including HVAC data/building management systems, implementation of the electronic work order module, and scanned existing District drawings (IIIB3-01). In addition, the company completed an educational asset inventory on both campuses. This review documented current facility needs and scheduled maintenance for the next 10 years on the newer buildings. The College will update this survey in 2024 for the next 10-year cycle, along with adding newer equipment that has recently been procured.

In developing the most recent Facilities Master Plan, the College administered surveys to student, staff, and community members and met with each of 18 internal groups. The College also held 19 focus groups with external stakeholders. Additionally, the College studied existing facilities and environmental factors such as earthquakes, landslides, and flooding factors (IIIB2-01).

The College Facilities Planning Committee updates the facilities plan on an annual basis. Most recently, the capital project plan was revisited, and the committee concluded that the priorities are still valid for forecasted projects over $1 million (IIIB3-02).

Additionally, the College submits a five-year capital outlay plan to the California Community Colleges Chancellor's Office (CCCCO) each year. Progress on Measure B bond projects and projects funded by Physical Plant and Instruction Support (PPIS) Block Grants are reflected in this plan and timelines are presented for new projects. The space inventory is also updated to reflect any reductions or additions in square footage. All submitted five-year plans have been approved.

The five-year scheduled maintenance plan reflects current knowledge of the District's facilities needs. The CCCCO, however, allows districts considerable freedom to redirect money to respond to changing conditions. Projects for 2022-2026 reflect areas that are in sufficient need of repair or replacement. The College's scheduled maintenance plan is oriented heavily towards basic repairs, such as roofs, ADA compliance, life/safety, and energy efficiency, and will be changed as the College identifies facility needs through the Educational Master Plan and, subsequently, the Facilities Master Plan and the Measure B bond program. The plan was submitted to the CCCCO in fall 2022 and was finalized upon approval. The five-year scheduled maintenance plan was approved by the Board of Trustees in February 2023 (IIIB3-05).

Instructional and student services programs units complete full program reviews that include input on facilities issues and needs. The Facilities Planning Committee reads these reports and develops action plans to address those issues that can be readily resolved and makes recommendations for inclusion in updated facilities plans where appropriate.

Instructional equipment is requested through the annual presentations to the Planning and Resource Allocation Committee (PRAC) by the departments and vetted by the Instructional Equipment Committee

which makes recommendations to PRAC (IIIB2-03). PRAC sends final recommendations to the superintendent/president (IIIB3-04).

ANALYSIS AND EVALUATION

To assure the ability of its physical resources to support programs and services, 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. 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.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

EVIDENCE OF MEETING THE STANDARD

The Measure B Bond was approved by voters by 64 percent in the June 7, 2016 primary election and the new Facilities Master Plan was approved by the Board in fall 2016. To integrate total cost of ownership (TCO) into the evaluation of facilities, the College utilizes the Facilities Planning Committee (FPC), which incorporates program reviews, integrated planning, and TCO as part of its evaluation methodology.

In fall 2021, the FPC began reviewing all new buildings and renovations to ensure the College allocates resources in compliance with its Integrated Planning Model and Educational Master Plan. This not only ensures the College aligns projects with program reviews but also that members from each participatory governance group are integrated into the planning process from inception of a project to its completion.

The program review process allows the FPC to evaluate individual program needs in conjunction with data generated from the District's management information system such as program and student data from Banner and the College's Fact Book. The FPC charge allows for an integrated approach in the reviewing of pertinent data related to any College facilities project (IIIB4-01). Additionally, this integration allows for a life cycle approach to identifying data associated with a building. This cycle begins with planning a new building and ends with its decommissioning.

In developing TCO, the College reviewed what to include in this analysis and constructed a model that could be used year after year. In doing so, the College researched ways that costs are reviewed within different organizations. The Whole Building Design Guide, a program of the National Institute of Building Sciences, describes costs of a facility as including initial costs—purchase, acquisition, construction costs; fuel costs; operation, maintenance, and repair costs; replacement costs; residual values—resale or salvage values or disposal costs; finance charges—loan interest payments; and non-monetary benefits or costs.

While each of these categories is defined in more detail, they ultimately make up an equation that can be utilized in factoring the TCO. The equation is an industry standard and the College adopted this equation to calculate the TCO. However, the College added a few variables to the equation to come up with the following equation it uses:

TCO = REPL − RES + E = W+ OM&R + O + P TCO = total cost of ownership

> REPL = Present value of capital replacement costs
>
> RES = Present value (resale value, salvage value)
>
> E = Present value of energy costs
>
> W = present value of water costs
>
> OM&R = Present value of operating, maintenance, and repair costs
>
> O = Present value of other known costs (contracts for services)
>
> P = Payroll costs of maintenance and custodial personnel

Using this equation, the College determines the cost effectiveness of a facility in making recommendations on the planning and life cycle of the services/programs within any given building. With this kind of information, the College is making data-driven decisions that make campus planning more efficient. The FPC conducts the analysis on a routine basis, bi-annually, so that each building will be assessed using the above formula on its present values. While this number will change with the cost of many of the services the College procures, it will allow for trend analyses that can be used in planning for future resources.

ANALYSIS AND EVALUATION

The College's long-range capital planning is incorporated into its Integrated Planning Model and supports its Educational Master Plan. All constituents, including the Board of Trustees and the FPC, are involved from 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 construction of all additionally needed facilities.

CONCLUSIONS ON STANDARD III.B

The College ensures that facilities are safe and sufficient to support student learning and achievement. Facilities are maintained to provide a healthy learning and working environment. The College evaluates and documents institutional facilities needs through the Facilities Master Plan 2023-2028, as well as in the Educational Master Plan updates. The College has increased allocations to capital outlay projects in recent years and has implemented improvements to maintain physical resources and to lower long-term costs of ownership. Facilities-related needs of individual programs, services, and units are identified through the annual planning and budget process.

IMPROVEMENT PLAN(S)

None needed at this time.

III.B. EVIDENCE LIST

IIIB1-01	CalGreen Standards and Reference
IIIB1-02	Presentation to BOT on ADA-Related Repairs
IIIB1-03	Board Approval of Miwok ADA Parking
IIIB1-04	College Emergency Operations Handbook
IIIB1-06	Emergency Preparedness Video
IIIB1-07	College of Marin Connect Program
IIIB1-08	College Environmental Impact Report
IIIB1-09	College Tree Study 2017-2020
IIIB1-10	College HVAC Replacement Project
IIIB1-11	BP 3550 Drug and Alcohol Free Environment and Drug and Alcohol Abuse Prevention Program (DAAPP)
IIIB1-12	AP 3550 Drug and Alcohol Free Environment and Drug and Alcohol Abuse Prevention Program (DAAPP)
IIIB1-13	BP 3570 Smoke Free Learning and Working Environment
IIIB1-14	AP 3570 Smoke-Free Learning and Working Environment
IIIB2-01	Facilities Master Plan 2023-2028
IIIB2-02	Bolinas Drawings
IIIB2-03	Instructional Equipment Memo to PRAC
IIIB2-04	Presentation on LRC Update to BOT, July 18, 2023
IIIB2-05	LRC Programming Document
IIIB2-06	Welcome Center Programming and Layout
IIIB3-01	Facilities Condition Assessment
IIIB3-02	Facilities Planning Minutes
IIIB3-04	Final Draft Letter from PRAC to President
IIIB3-05	BOT Meeting Minutes February 15, 2023
IIIB4-01	Facilities Planning Committee Charge

III.C. Technology Resources

Standard III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

EVIDENCE OF MEETING THE STANDARD

The College's Information Technology department and its partners operate with the primary intention of supporting students, the institution, and, to a larger extent, the College community. Most efforts are guided by the Technology Plan 2021-2025 (IIIC2-01). That document provides the strategic vision and direction to be followed; however, because of the fast-changing technology landscape, a number of critical projects were initiated or expanded without a strong mandate from the Technology Plan. The most impactful factors are the COVID pandemic and increasing cyber threats. In addition, the relatively smaller size of the College permits a quicker turnaround of projects and initiatives. As a result, during the last several years, the department has improved its service portfolio, support, facilities, and equipment necessary to provide an appropriate level of support. The Information Technology (IT) department's major works are listed in the Information Technology Operational Guidelines (IIIC1-01).

The department includes 13 positions: two senior system analysts, one senior database administrator, two network PC telephone techs, one system engineer, one technology support specialist II, three technology support specialists I, one administrative assistant, and two managers. This IT team has the knowledge and experience necessary to address IT-related needs of the College. In fall 2022, the department worked on 1,576 tickets, drawing on its strength to quickly troubleshoot and resolve support tickets. However, with the high demand of IT professionals, it has been a challenge to keep the mid-level technician positions filled (IIIC1-02).

For more complex projects, the department leverages professional level-4 engineering services to augment the in-house expertise. These engineers help with system design and implementation. From 2020 through 2022, the College's fiber optics infrastructure was modernized and expanded (IIIC1-04). That foundational layer was integrated into a high-speed network on top of which security equipment was installed (IIIC1-05, IIIC1-06). Additionally, Wi-Fi was expanded outdoors to cover COVID distancing requirements.

College leadership has invested in adequate facilities to support computer-related course deliveries. Measure B bond funding has allocated more than $4 million to the renovation of facilities-integrated equipment (IIIC1-07). Higher Education Emergency Relief Fund (HEERF) was also used to assist with COVID-related spending. Facilities work includes designing spaces for group learning, huddle spaces, and large lecture rooms properly equipped with TVs, newer projectors, and cameras. The department is working to set up fully audio-visual rooms for the delivery of Hy-Flex course modality (IIIC1-08).

The IT department first and foremost allocates significant resources in support of academic programs. The College's yearly budget plan includes sufficient funding for hardware and software application procurements. Currently, in addition to a PC desktop, any staff member can request and receive an additional Windows laptop (IIIC1-03). The IT department has kept up with its computer lifecycle management plan (IIIC2-04). A parallel process was put in place for the much more expensive Macs (IIIC1-09). In regard to the software application procurement, COVID distancing has imposed a change from a licensing perspective. Rather than continuing with the lab or network-based licenses, the College

now offers user-based licenses wherever available, allowing students and faculty to effectively participate in remote learning and teaching.

ANALYSIS AND EVALUATION

All operational deliveries are listed in the IT Operational Guidelines and align with the Technology Plan, sourced from a broad consultation with stakeholders. This approach ensures that these documents capture the College's processes. To execute the plans, the IT Department developed a stricter yearly budget estimation that funds these projects.

Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

EVIDENCE OF MEETING THE STANDARD

Planning for IT activities is institutionalized at the College and begins with the Educational Master Plan 2019-2025 and the Technology Plan 2022-2025. These overarching documents provide the necessary guidance to both the IT department and the Technology Planning Committee (TPC) to generate subsequent plans.

The TPC, after polling the College community and seeking input from the IT department, generates the first draft of the Technology Strategic Plan (IIIC3-01, IIIC2-03, IIIC2-01). This proposed plan is vetted through the shared governance process. The adopted plan is then submitted to the IT Department and used as a general directive. Elements of the IT Strategic Plan serve as a framework for the IT Operational Guidelines.

The IT Department has developed its own Operational Guidelines for tracking projects' timelines and for providing accountability to the College community (IIIC1-01). The department continues with further planning at its operational levels. As a general practice, initiated projects are discussed in ad hoc meetings with functional teams, often including Enrollment Services, Fiscal Services, Human Resources, and the Office of Instructional Management. In these meetings, project elements such as priorities, communication, and implementation timelines are discussed and decided (IIIC2-05).

All projects have implementation and communication plans. The computer hardware lifecycle plan is consulted before budgeting for the upcoming semester (IIIC2-04). The department communicates with the College community about service disruptions, timeline changes, and expectations.

ANALYSIS AND EVALUATION

The College has several IT-related plans and follows them for action items. These planning processes permit a continuous adoption and modernization of technical support. Under the guidance of these plans and in conjunction with the other supporting departments, projects and initiatives are discussed, prioritized, and scheduled. These plans also document the effort to manage the College's software application portfolio through review, reevaluation, and replacement as necessary.

Standard III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

EVIDENCE OF MEETING THE STANDARD

The College assures reliable and safe access to technology resources at both of its campuses: the Kentfield Campus (KTD) and the Novato Indian Valley Campus (IVC).

At the physical layer, the College has invested in new fiber optic cables for backbone connectivity and copper wiring to reach the edge devices. The College has expanded connectivity to open areas, including the solar canopy parking lots (IIIC1-05, IIIC1-06). All solar canopy parking lots are now equipped with Wi-Fi access points and security cameras. The College also has entirely refreshed its network devices (new Ruckus switches and Fortinet firewalls) (IIIC3-02). In addition to the newer infrastructure, various communication services are deployed, including an IP phone system with the potential to handle up to 2000 DIDs; a datacenter with about 150 virtual servers; backup and archiving systems; and network-controlled media devices (IIIC1-01).

Previously, College data was hosted only on-site (inside on-premises servers). Now, the College has also integrated cloud applications such as Microsoft TEAMS, OneDrive, and SharePoint. These cloud applications are tightly integrated with the Identity Provisioning tool (IDP) and secured with Two Factor Authentication (2FA) and Single Sign On (SSO) through the College portal (MyCOM) (IIIC3-03). The email system has been moved to Microsoft Azure Cloud, making the service more reliable.

At the onset of the COVID pandemic, the IT department quickly redeployed its resources and applications to make them available off-site. Supporting remote teaching, learning, and working then became the department's focus. From spring 2020 through fall 2022, the department expanded adoption of remote user applications such as Zoom and integrated them into course delivery (Canvas) and Student Services activities (SARS). The Mitel PBX phone system was upgraded with new features to support both software and physical phones remotely (IIIC1-01).

In collaboration with the College's instructional groups, the department has adapted to new instructional software license modalities to recognize and support remote learning. As a result, many previously lab licenses were replaced with user licenses. Students have benefited from the ability to have the applications available remotely on their personal devices, including Adobe, ArcGIS, Rhino, Sketch Up, and Typesy (IIIC3-04).

Cybersecurity challenges have elicited appropriate responses. The IT department has completed many projects (evidence upon request), with the goal of becoming compliant with the CIS and the NIST 800-171 and CIS Controls. Even as it works toward this compliance, the College is continuously adapting to the threat landscape and staying current with vulnerability assessments. Over the last two years, the College has completed three security assessments (evidence upon request).

In terms of data protection and data access, the required balanced approach creates challenges for some user groups. For instance, the English as a Second Language (ESL) noncredit program managers indicated that full digitization of the student registration and enrollment processes creates a barrier for their students. This is not only because of the language barriers but also because of digital literacy issues. The high school dual-enrollment process also generates data protection concerns. As counselors and student ambassadors try to onboard these students, they are confronted with locked down systems with

not enough identity privileges to reset students' accounts. These are items the department is closely reviewing in order to find permanent solutions.

ANALYSIS AND EVALUATION

By design, the campuses have an integrated data and voice infrastructure intended for sharing resources, including network-based software applications. As the College has mostly transitioned to Software as a Service (SaaS) model, the application delivery is now ubiquitous through the HTTPS web protocol and users can now access these resources anywhere there is an Internet feed. As a result, access challenges are more related to intentional system configuration rather than physical locations.

The IT department has dedicated the necessary resources for supporting adequate teaching and learning at both the College's physical locations and remotely. Where the department lacks funding, the Instructional Equipment Committee (IEC) often steps in to support these needs. During this current post-COVID era, the College recognizes that hybrid support (remote and in-person) will be the new normal and has been preparing for it. The College still lags in application digitization and the overall modernization of its application portfolio.

Standard III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

EVIDENCE OF MEETING THE STANDARD

The College's IT ServiceDesk knowledge base as well as the IT Support website are intended to provide instructions and technical support for users. Over the last several years, the department has expanded its reach beyond the support of College owned devices and now addresses an increasing number of tickets related to personal devices (IIIC4-01, IIIC4-02). As remote teaching and learning becomes more prevalent, the most challenging technical issues relate to the use of personal devices. The ServiceDesk includes knowledge base articles and boilerplate answers that provide additional instructions to users (IIIC4-03). The department also sends frequent notifications about system upgrades or service disruptions (IIIC4-04).

The College has an instructional technical assistant to provide one-on-one instruction to faculty and support them in building accessible and effective courses in Canvas. This support is essential for the success of the College's distance education program. Similarly, the IT Department organizes a one-on-one brown bag training at the start of each semester (IIIC4-05). The goal is to offer an easy ad hoc setting for answering technical questions. Additionally, faculty regularly participate in Flex trainings, also organized at the start of each semester (IIIC4-06). The entire College staff has access to a variety of online courses under the ProLearning portfolio as well as to various cybersecurity awareness training with KnowBe4 (IIIC4-07).

The department has worked to improve technical support through the use of student workers. Federal Work Study students currently support several labs and the Library to address device failures and issues such as software and printing challenges. However, a larger percentage of students attend classes in the evenings, long after the IT department closing hours. The department hopes to hire more students and to

adopt flexible schedules with the benefit of expanding coverage and providing timely responses to off-hour tickets.

ANALYSIS AND EVALUATION

The College offers appropriate training and technical support for staff, faculty, and students. The Professional Learning Committee oversees Flex training activities, which focuses on instructional support. The Information Technology department is in the process of adopting additional student support applications, including an intelligent and automated chatbot to answer questions and to provide further off-hours coverage for IT, Enrollment Services, Financial Aid, Student Services, Counseling, and others. Additionally, the department will be implementing a closed loop student experience survey tool for collecting feedback and acting on that information.

Standard III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

EVIDENCE OF MEETING THE STANDARD

The College has a number of policies and procedures to guide the use of technology. These board policies (BP) and administrative procedures (AP) focus primarily on the use of the College's technology and equipment. The most prominent are:

- AP 3720 Information Technology Use (IIIC5-01)
- BP 3720 Information Technology Use (IIIC5-02)
- AP 3750 Use of Copyrighted Material (IIIC5-03)
- AP 3725 Technology Accessibility (IIIC5-04)
- BP 3725 Technology Accessibility (IIIC5-05)
- AP 4105 Distance Education (IIIC5-06)

In addition to the above policies and administrative procedures, the College also has technology-related guidelines:

- Accessibility Guidelines (IIIC5-07)
- COM General Email Use Guidelines (IIIC5-08)
- COM Password Standards (IIIC5-09)
- Distance Education Guidelines (IIIC5-10)
- Social Media Guidelines (IIIC5-11)
- Technology Equipment Requisition and Purchasing Policy and Procedures (IIIC5-12)
- Wireless Access and Mobile Device Registration (IIIC5-13)

Additionally, workgroups, such as the Digital Accessibility Workgroup, are reviewing the changing technology landscape and offering guidance either by suggesting changes in internal business processes or by sending out College wide notifications (IIIC5-14).

ANALYSIS AND EVALUATION

The current policies and procedures are generic and commonly suggested by advising legal entities. They are sufficient for the overall institutional requirements; however, for operational requirements, the College's approach is to issue guidelines written by functional workgroups with knowledge of the specific matter. Although most guidelines are not binding because they were generated outside of the shared governance review process, they are still essential in providing context and framework for IT decisions. Further guidelines may be necessary to keep up with changes in technology use and to account for remote working, social media, cybersecurity phishing, and other security requirements.

CONCLUSIONS ON STANDARD III.C

The College maintains the necessary technology services, facilities, application portfolios, level of staffing, and more to support its mission and vision. All IT operations, either assets acquisition and deployment or service deliveries, align with the Technology Plan and IT Operational Guidelines, the strategic plan, mission objectives, and the changing technology landscape. Over the last several years, a stronger emphasis has been placed on cybersecurity, data protection, access, and digital equity.

With the overarching goal of student success, the department has increased support for personal devices and offered loaner laptops to students in need. Additionally, the College has begun delivering software licenses directly to students rather than purchasing them for the labs. The department is adopting newer tools to provide automated support via a chatbot to students' inquiries and to survey students regularly.

The department evaluates and understands technological gaps through key performance indicators analyses that are of the IT Operational Guidelines. These gaps are then addressed through various investments, including in business process digitization, training, or new guidelines.

IMPROVEMENT PLAN(S)

None needed at this time.

III.C. EVIDENCE LIST

IIIC1-01	Information Technology Operational Guidelines 2021
IIIC1-02	Technology Support Statistics Fall 2022
IIIC1-03	Equipment Request Workflow
IIIC1-04	Fiber Optics Projects 2020-22
IIIC1-05	KTD Network & Surveillance System Upgrades SOW April 2020
IIIC1-06	IVC Network & Surveillance System Upgrades SOW April 2020
IIIC1-07	Measure B IT Funding
IIIC1-08	Hy-Flex Classroom Plan Design
IIIC1-09	Apple Device Request Flowchart
IIIC2-01	Technology Plan 2021 - 2025
IIIC2-02	Technology Plan Status Report November 2022
IIIC2-03	TPC Minutes September 11, 2022
IIIC2-04	2023 Computer Lifecycle Plan
IIIC2-05	Technology Meetings with Functional Teams

IIIC3-01	TPC Faculty Tech Survey Draft November 2022
IIIC3-02	Firewall Replacement 2022
IIIC3-03	Unifyed COM Contract Renewal Proposal
IIIC3-04	2021 Ereflect-Typesy Invoice INV-20554
IIIC4-01	IT Support Page Screenshot December 2022
IIIC4-02	IT Support Ticket Statistics November 2022
IIIC4-03	COM Service Desk Knowledgebase
IIIC4-04	Sample System Maintenance Email
IIIC4-05	Brown Bag Training Sessions Registration Form
IIIC4-06	eLumen Flex Training Fall 2022
IIIC4-07	COM KnowBe4 Training Dashboard
IIIC5-01	AP 3720 Information Technology Use
IIIC5-02	BP 3720 Information Technology Use
IIIC5-03	AP 3750 Use of Copyrighted Material
IIIC5-04	AP 3725 Technology Accessibility
IIIC5-05	BP 3725 Technology Accessibility
IIIC5-06	AP 4105 Distance Education
IIIC5-07	Accessibility Guidelines
IIIC5-08	COM General Email Use Guidelines
IIIC5-09	COM Password Standards
IIIC5-10	Distance Education Guidelines
IIIC5-11	Social Media Guidelines
IIIC5-12	Technology Equipment Requisition and Purchasing Policy and Procedures
IIIC5-13	Wireless Access and Mobile Device Registration
IIIC5-14	Digital Accessibility Workgroup Agenda & Minutes

III.D. Financial Resources

Planning

Standard III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

EVIDENCE OF MEETING THE STANDARD

The College has an overall unrestricted general fund budget of $76.8 million for fiscal year 2023 (IIID1-01). The budget is built around budget assumptions that are vetted and approved by governance committees in the early winter of each year. Upon completion of the budget assumptions, the Planning and Resource Allocation Committee (PRAC) conducts budget meetings throughout the spring to make final recommendations that are used to build the tentative budget (IIID1-02). Upon review by the superintendent/president, those final approvals are then used to support the adoption budget that is approved in August by the Board of Trustees (IIID1-03).

The unrestricted general fund is the primary operating fund of the District. It is used to account for those transactions that sufficiently cover the full scope of operations of the District, including instruction, administration, student services, maintenance and operations, and other necessary functions. Salaries and benefits represent approximately 84 percent of the total unrestricted budget (IIID1-01).

The Board of Trustees is committed to maintaining fiscal resources to support, sustain, and improve student learning programs and services while ensuring the ongoing fiscal stability of the College. The College's ongoing fiscal stability is essential for effective operations that support the College's mission and this emphasis on fiscal stability is codified in board policies, including Board Policy (BP) 6200, BP 6300, and BP 6320 (IIID1-04, IIID1-05, IIID1-06). BP 6300 requires that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the College community and Board of Trustees. BP 6320 requires the College to invest funds that are not required for the immediate needs of the College. The College's funds are invested by the Marin County Treasurer, which has an AAA rating by Fitch. The Marin County Treasurer's investment policy is to ensure preservation of capital, sufficient liquidity, and a rate of return consistent with the other two objectives (IIID1-07).

ANALYSIS AND EVALUATION

The College's financial procedures are clearly outlined in board policies and administrative procedures. Financial management at the College is transparent and follows standard accounting and internal control practices. The transparency is supported by having the financial information available to the College community and the public through the fiscal report's webpage. The College plans for long-term financial stability and invests its funds at a reasonable rate of return, balancing preservation of capital and liquidity. The College's resources are sufficient to support and maintain student learning programs and services and are allocated for that purpose. This is achieved by maintaining a healthy fund balance as guided by the District's reserve fund management administrative procedure.

Standard III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

EVIDENCE OF MEETING THE STANDARD

The College's mission is the foundation for all planning at the College, including everything from the Educational Master Plan (EMP), Strategic Plans, and other institutional plans to program reviews produced by departments.

The Planning and Resource Allocation Committee (PRAC), which integrates financial planning with institutional planning, considers EMP and Strategic Plan goals and progress, program review results and requests, and provides constituent input into the budgeting process (IA3-09). During the fall, the assistant superintendent/vice president of Administrative Services trains PRAC members on the budgeting process, including funding streams and expense categories, and updates the committee on current and projected budgets. Thanks to this training, when institutional planning and program review and other allocation requests are considered, committee members have a clear understanding of available funds (IIID2-01).

Once program reviews are completed by department chairs or managers, department managers prepare presentations for PRAC. These presentations outline their area's part in achieving the College's mission and strategic planning objectives. Department manager presentations go through continuous process improvement to better integrate requests and to provide a comprehensive picture as context for PRAC's work (IIID2-02). In addition, other governance committee recommendations for instructional equipment, facilities planning, program development, staffing, and technology planning are forwarded to PRAC in order to prioritize funding. PRAC makes final recommendations for the tentative budget to the superintendent/president. Results of this process are posted on the PRAC website (IIIB3-04).

BP 6200, BP 6250, and BP 6300 were all developed to ensure sound financial practices and financial stability (IIID1-04, IIID2-03, IIID1-05). They clearly require that the annual budget support the College's educational plans. These policies are routinely implemented in practice.

The College's tentative and adoption budget, financial audits, quarterly financial reports (CCFS 311-Q), and annual financial report (CCFS 311) are public documents filed with various organizations as required and are available to anyone who requests them (IIID1-03, IIID1-01, IIID2-04, IIID2-05, IIID2-06). In addition, the current and historical reports are posted on the College's Fiscal Services webpage (IIID2-08). The tentative and adoption budgets, annual financial audit, and quarterly financial reports (CCFS 311-Q) are also forwarded to the Board of Trustees for action or for information, as appropriate. Budget managers and their staff have online access to budget year-to-date actuals, encumbrances, and available balance so they can manage their departmental spending. Access to financial information is based on fund/organization security and not provided to everyone at the College.

ANALYSIS AND EVALUATION

The College's financial planning is based on the College's mission and institutional planning goals. It is part of a formally established comprehensive process that involves administrators, faculty, staff, and the Board of Trustees. Board policies require such integration and outline sound financial practices that promote financial stability. These practices are routinely followed. Fiscal planning is open and transparent. Information is disseminated via web postings, email, and newsletters, and is shared through participatory governance, especially PRAC. The College continues to streamline and improve its planning and budgeting process.

Standard III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

EVIDENCE OF MEETING THE STANDARD

The Planning and Resource Allocation Committee (PRAC) is the College's participatory governance body charged with integrating financial and institutional planning and program review as a basis for accomplishing the College's mission and goals (IA3-09). PRAC members are appointed from all College constituencies, including faculty, classified staff, students, and administration. The committee has six subcommittees whose members also represent all campus constituencies. PRAC reviews planning progress and recommendations made by its subcommittees as well as budget assumptions developed by the Fiscal Services Department and the tentative budget. Each year, the committee sends budget recommendations to the superintendent/president.

To improve the resource allocation process, PRAC reviews and modifies on a regular basis its charge and responsibilities. PRAC also reviewed and updated in April 2023 the board policy on budget preparation (IIID1-04). PRAC meetings include presentations and participation from all departments and offices at the College. These meetings provide PRAC with a better understanding of all resource requirements at the College and support more informed resource allocation discussions and budget recommendations. Standard III.D.4 provides additional information about budget development.

ANALYSIS AND EVALUATION

The budget processes are consistent with annual planning and provide all constituencies with the opportunity for active participation and feedback into financial planning and budget development. Relevant policies and components of the process are modified as needed to ensure sound financial planning and constituency involvement.

Fiscal Responsibility and Stability

Standard III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

EVIDENCE OF MEETING THE STANDARD

Budget assumptions have historically been developed by the Fiscal Services department and the assistant superintendent/vice president of Administrative Services, 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 (IIID1-02).

Annual tentative and adoption revenue budgets are developed based on the Fiscal Services department's receipt of the California Consumer Price Index and discussions with the Marin County Treasurer Division to determine anticipated property tax revenues for the upcoming year (IIID1-01, IIID1-03, IIID4-01, IIID4-02). Budget assumptions are then developed, based on revenue projections, the Board of Trustees' directed maintenance of a specified reserve level, and fixed costs such as permanent staff salaries, benefits, and utilities. These are shared with PRAC where institutional planning priorities are considered in light of these assumptions (IIID1-02).

The College includes a four-year forecast in the adoption budget along with the assumptions used to prepare the four-year forecast (IIID1-01, p29). Budget managers are responsible for developing an annual budget and for meeting quarterly with Fiscal Services to review their budget. The IT department created a budget builder tool to assist budget managers with developing their annual budgets, and a quarterly reporting tool to provide them with a simple way to pull budget versus actual financial information for the quarterly meetings.

The College continues to pursue development of new financial resources, which is one of the objectives in its Strategic Plan 2022-2025. In 2015, the College hired an executive director of advancement to assist with fundraising as an additional source of revenue. In 2016, the Board of Trustees approved establishing an auxiliary foundation to benefit the College in addition to the existing advancement program (IIID4-03). The College placed a facilities bond measure on the ballot in June 2016, seeking resources for additional building modifications as well as furniture and equipment needs of the College (IIID4-04). The College regularly pursues business opportunities, partnerships, and grants as potential funding sources. The most recent examples are the College's National Science Foundation grant, Workforce Alliance of the North Bay, and Novato Rotary – Bill and Adele Jonas Center (IIID4-05). All these activities support the College's mission and institutional planning goals.

ANALYSIS AND EVALUATION

The budget development process builds a realistic picture of available resources and is based on the identification of key budget assumptions, including fixed costs, forecasted expenditures, Board mandated reserves, and projected revenue. A variety of new financial resources have been developed that support the College's mission and planning goals. The annual planning and budget process has greatly improved the College's ability to consider planning needs and incorporates the results into budget development and a four-year forecast.

Standard III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 6300 requires that adequate internal controls exist and that fiscal objectives, procedures, and constraints are communicated to the College community and the Board of Trustees. Quarterly financial statements are provided to the Board and special study sessions and Board retreats are dedicated to reviewing issues that have a fiscal impact on the College (IIID1-05).

All budget managers have online access to the College's financial management system in Banner. Budget managers have the ability to drill down on their budgets as well as year-to-date actual spending. Fiscal Services department staff meet with budget managers quarterly and as requested to review their spending and answer questions regarding the budget process.

Evaluation of the College's financial management process is ongoing. The financial management of the College is formally evaluated through the annual audit conducted by an independent certified public accounting firm (IIID2-04). Examination of financial records, statements, and audits for compliance accord with generally accepted auditing standards and current Governmental Accounting Standards Board (GASB) requirements as specified in Statements on Auditing Standards published by the American Institute of Certified Public Accountants; Office of Management and Budget Circular A128 and A133; Government Auditing Standards issued by the Comptroller General of the United States; Standards for Audit of Governmental Organizations Programs, Activities, and Functions; and the standards specified in the California Community Colleges Contracted College Audit Manual. The audit report includes an opinion of the independent certified public accountant on the financial statements, as well as comments and recommendations about the internal control system and compliance with state and federal mandates. The annual audit provides the Board of Trustees with verification that processes and practices are sound.

In addition to audits, the College periodically evaluates its financial management practices to determine whether changes might strengthen internal controls. For example, the College is moving away from cash collection over time to prevent potential fraud, waste, and abuse and establish efficiency within departments as needed.

ANALYSIS AND EVALUATION

Past financial management practices demonstrate a consistent pattern of prudent fiscal management and appropriate accounting processes using widely accepted standards. Financial information is disseminated to the Board of Trustees and College constituents. Managers can access their budgets and expenditures at any time for review and can request assistance from Fiscal Services to support their understanding. Audits are the formal means of evaluation, but internal methods are used as well in order to improve financial controls, such as separating enrollment services and the cashiering function.

Standard III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

EVIDENCE OF MEETING THE STANDARD

To ensure that financial reports reflect appropriate use of financial resources, the Board of Trustees oversees the College budget processes and engages an independent certified public accounting firm to perform annual audits of the College's financial statements (IIID2-04). Annual audits include all College funds. The final audit report is reviewed and accepted by the Board.

The Board also reviews and approves the tentative and adoption budgets of the College (IIID6-01, IIID6-02). To ensure accuracy, budget drafts are closely aligned with revenue estimates provided by the Marin County Treasurer Division. In recent years, the College has submitted a revised adoption budget mid-year to true-up the impact of changes in budget assumptions and/or update changes to the prior year financial statements upon completion of the audit (IIID6-03).

The budget is developed using budget assumptions that evolve from the financial and institutional planning processes and those assumptions are included in the budget document for transparency and credibility purposes (IIID1-02). All budgets and quarterly and annual financial reports submitted to the California Community Colleges Chancellor's Office (CCCCO), as well as audited financial statements, can be found on the Fiscal Services website (IIID2-08). Additionally, in the interest of transparency, the assistant superintendent/vice president of administrative services meets with various constituent groups to present the budget in layperson's terms and respond to questions. Supporting student learning programs and services is vital to fulfilling the College's mission, and the mission drives institutional planning and resource allocation. In addition to the ongoing financial support of the College's range of academic programs and student support services, financial resources have been allocated to implement strategic planning goals that enhance these programs and services (IA3-02). Examples include new learning communities, expanding the Summer Bridge program, additional bus routes for students, COMPASS program, FIRE Foundry, and the creation of Mi Familia as a learning community.

ANALYSIS AND EVALUATION

Financial documents are accurate and credible, as evidenced by audits, which have resulted in an unqualified/unmodified opinion in all. Financial documents are made readily available to campus constituents, the Board of Trustees, and the public for transparency and credibility. All budgets and quarterly and annual financial reports submitted to the CCCCO, as well as audited financial statements, can be found on the Fiscal Services website. Resources are appropriately allocated to support student learning programs and services, as shown in the College's institutional plans.

Standard III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

EVIDENCE OF MEETING THE STANDARD

The College engages an independent certified public accounting firm to perform annual audits of the College's financial statements. These annual audits include all College funds

External audit findings are shared with the superintendent/president's cabinet and given to the appropriate department to prepare a response. Institutional responses are reviewed by the assistant superintendent/vice president of Administrative Services and included in the audit report. The external auditors typically present the annual audit to the Board of Trustees on or before the December 31 statutory deadline. The final audit is reviewed and accepted by the Board (IIID7-01).

The College has received positive unqualified/unmodified audits on its financial statements for the last 10 years. An unqualified or unmodified audit means the auditors did not have to list any audit exceptions or qualifications because of their review. Additionally, the auditors did not identify any deficiencies in internal control over compliance. It does not mean that the auditors did not have findings or recommendations for improvement. However, all audit findings and recommendations are responded to immediately by staff, and movement towards correction is immediate. If a correction is not made in a timely manner, that department must report to the superintendent/president's cabinet as to why mitigation efforts were not made in a timely manner.

ANALYSIS AND EVALUATION

The College responds to and makes timely comprehensive corrections to external audit findings. Audits are comprehensive. They include all funds and findings, and corrections are communicated to the superintendent/president's cabinet and to the Board of Trustees, who accept the audit.

Standard III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

EVIDENCE OF MEETING THE STANDARD

An independent certified public accountant performs the annual audit of all financial records of the College. The auditors express an opinion on the financial statements and the adequacy of the College's accounting procedures and internal controls. The most recent audit report, issued June 30, 2022, had unqualified/unmodified opinions on the College's financial statements with no material weaknesses (IIID2-04, IIID8-01).

The vendor used is selected every three years to ensure the College meets generally accepted accounting principles and that the College is efficient with taxpayer resources.

ANALYSIS AND EVALUATION

The College engages an independent public accounting firm annually to perform an audit of its financial statements and controls. The College also engages a third party to help review internal controls as they relate to cash handling, control, and deposits. This review will be completed again in fiscal year 2023-2024.

Standard III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

EVIDENCE OF MEETING THE STANDARD

Through careful planning and fiscal management, the College has maintained a healthy fund balance and reserve. In fact, doing so is one of the College's 2022-2025 strategic planning objectives (IA3-02).

The Board of Trustees ensures compliance with the California Community Colleges Chancellor's Office requirement to maintain a minimum reserve equal to 5 percent of the general fund budget. The institution has maintained stable reserve levels with some fluctuations, primarily due to the changes in the economy and those impacts on real estate. However, even with the fluctuations, the College has maintained more than the required 5 percent reserve level (IIID9-01).

The College is a community-supported (basic aid) district and relies on property taxes for its core funding. Property taxes are collected by the county and distributed to local agencies in December and April. The period from July through December is very difficult from a cash flow perspective and borrowing occurs during that period. The College may use the County of Marin as authorized by Article XVI, Section 6, of the Constitution of California, or use the Community College League Cash Flow Borrowing Program to arrange financing. Both methods provide a mechanism for borrowing the needed funds, at an advantageous placement cost, due to high program participation. Each fiscal year, the College requests short-term funding from the County of Marin to meet the College's cash flow needs (IIID9-02).

In addition to fiscal prudence, the College has appropriate policies for risk management. The College is covered by a comprehensive insurance plan that includes property, liability, workers' compensation, and employee bonding coverage. The College uses a self-insurance approach, supplemented by joint powers authority risk management to meet its insurance needs. Workers' compensation, property, and liability are insured through Northern California Community College Self Insurance Authority (NCCCSIA) (IIID9-03). This coverage includes all risk management mitigations to 100 percent of replacement cost on building and contents. Each member college has a deductible of $1,000 per occurrence for both property and liability claims, while the joint powers authority (JPA) that the College is a member of carries a $50,000 self-insured retention for both property and liability claims. Above and beyond the College and the JPA above, a parent organization provides up to a maximum of $50,000,000 for liability and $500,000,000 per occurrence for property losses.

In 2023, the College reviewed its standards for reserves and will raise reserves not only for unrestricted fund reserves but also reserves for capital management (IIID11-01). This will be done incrementally over several years. Setting aside resources for capital management allows the College to meet emergency needs in the areas of facilities and capital improvements as they arise, without hindering the reserve balance of the College.

ANALYSIS AND EVALUATION

The College has adequate reserves that consistently exceed the required level of 5 percent. Short-term borrowings have been established to meet cash flow needs with a relatively low cost. The College is sufficiently protected against risk through its participation in the pooled efforts of the NCCCSIA. The NCCCSIA is well managed, and the College is represented on the NCCCSIA Board of Directors. The College has updated its policies and procedures for fund reserves to provide adequate reserves for emergencies and capital management.

Standard III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

EVIDENCE OF MEETING THE STANDARD

The College practices effective oversight and management of all financial resources, including financial aid resources, grants, externally funded programs, and contractual relationships, investments, and other assets. Rigorous and prudent board policies direct effective fiscal management. In addition, these policies guide staff in developing administrative procedures that ensure compliance and sound fiscal management. Board Policy (BP) 6300 requires that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the College community and the Board of Trustees (IIID1-05).

External audits by independent auditors and state/federal program auditors identify any compliance deficiencies. An independent certified public accountant performs the annual audit of all financial records of the College. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal control. The most recent audit report, issued June 30, 2022, had unqualified/unmodified opinions on the College's financial statements with no material weaknesses (IIID2-04, IIID8-01).

ANALYSIS AND EVALUATION

The College has a history of compliance and sound financial management and oversight practices, as evidenced by independent external audits, audits conducted by external auditing firms, and grantors. The College has consistently received unqualified/unmodified opinions on its financial statements and performance audits.

Liabilities

Standard III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

EVIDENCE OF MEETING THE STANDARD

The College considers its long-range financial priorities and commitments when making short-range financial plans. In accordance with state regulations, the College has maintained a contingency reserve of 5 percent of its expenditures. In addition to this required reserve, the College has consistently had additional reserves available. The College developed an administrative procedure for reserve levels with plans to continue to increase those levels by 0.5 percent to 0.75 percent annually to eventually reach double-digit reserves (IIID11-01).

The assistant superintendent/vice president of administrative services works with the Planning and Resource Allocation Committee (PRAC) to provide members with pertinent information to educate them about short- and long-term financial planning as it relates to the College's activities, including planning and program review. The Fiscal Services Department develops short- and long-term budget assumptions for revenue and expenses to use in current and long-term forecasting for the College. As part of the District's continuous improvement and engaging of College constituencies in resource planning, these assumptions were shared with PRAC this year (IIID1-02). PRAC adopted both the short-term and long-term (three years outside of current year) budget assumptions.

The College contributes to its fiscal stability and long-term financial solvency by implementing strategies that result in a balanced operating budget. As an example, the College developed a four-year forecast with planning scenarios to inform budgeting and to lead to eliminating deficit spending or reduce reliance on a single source of revenue. Additionally, the College continues to develop other revenue sources. The College hired an executive director of advancement to assist with fundraising and the College often meets with external entities that are interested in private/public partnerships or renting facilities.

In terms of payment of liabilities and future obligations, the College clearly identifies and plans for these. The College has made tremendous progress on funding the retiree benefit liability, also known as Other Post-Employment Benefits (OPEB) (IIID11-02) and is currently fully funded as of fiscal year 2022-2023. (See Standard III.D.12 for more detail.)

The College's most significant debt obligations are associated with its bond measures. The bonds were issued for the purpose of renovation, construction of facilities, and the purchase of furniture, fixtures, and equipment. The 2004 General Obligation Bond Measure C that was authorized through an election of registered voters provided $249.5 million used over a period of 15 years. Bond obligations will be repaid by property taxes. In addition, this debt has been refinanced multiple times to save money for Marin County taxpayers (IIID11-03). In June 2016, voters approved bond Measure B for $265 million to complete all additional facilities work identified in the 2016 Facilities Master Plan. This work is needed to continue to support academic programs and student support services (IIID11-04). Measure B bonds have also been refinanced, resulting in a savings of more than $46 million since 2016.

ANALYSIS AND EVALUATION

The College plans for and has successfully discharged its past financial obligations and has plans to support future obligations. The College maintains reserves in excess of the amount required and has made tremendous progress in funding its OPEB liability. The College is contemplating strategies for managing the upcoming increase in pension liabilities. As a community supported (basic aid) college district, it is especially important to ensure that the College has the financial means necessary to meet future obligations as well as for emergencies. Consequently, reserves are being increased and additional sources of revenue sought. The College is committed to maintaining a four-year budget model to anticipate long-term commitments for financial planning purposes and to manage situations that arise outside of its control. The College successfully managed its $249.5 million Measure C facilities bond and was recently rewarded with Marin County voters' confidence in approving an additional $265 million to complete the remaining facilities work.

Standard III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

EVIDENCE OF MEETING THE STANDARD

The College provides post-employment healthcare benefits for certain employees. As a result of the new accounting principles, Governmental Accounting Standards Board (GASB) Statement 45, the College contracts for biannual actuarial studies (IIID12-01). The actuarial amount of any liability associated with this obligation must be reported in the notes of the audited financial statements.

The College clearly identifies and plans for payments of liabilities and future obligations. In 2015, the Board of Trustees approved the Adoption Budget Fiscal Year 2015-2016 that included additional funding for the retiree benefit liability (IIID12-02, IIID12-03). As part of the one-time funding received by the state in 2015-2016, the Board passed a resolution to pay an amount into the Other Post-Employment Benefits (OPEB) fund, allowing assets to equal expenditures to relieve the unrestricted fund from further obligations on an annual basis (IIID12-04).

ANALYSIS AND EVALUATION

The actuarial plan to determine OPEB liability is prepared as required by appropriate accounting standards and GASB guidance. The College's last study was conducted in 2022, and new studies will be commissioned biannually as required by GASB 43 and 45. The College plans for and allocates resources to manage this liability.

Standard III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

EVIDENCE OF MEETING THE STANDARD

As part of the annual budget development process, the College assesses and allocates resources for the payment of locally incurred debt (IIID1-02). Currently, the College has three types of local debt: general obligation (GO) bond debt, lease revenue bond debt, and capital lease obligations.

The College has $470 million in outstanding GO bond debt as of June 30, 2022 (IIID2-04, p39). Bond debt service is managed collaboratively by the College, its financial advisors, and the Marin County Assessor's Office through the levy of local property taxes as approved by voters. GO bond repayment schedules are established when bonds are sold. As respective tax proceeds are collected, they are deposited into a dedicated Debt Service Fund to assure timely and appropriate retirement of the obligation. Because GO bond debt repayment is supported by the College's taxpayers through ad valorem taxes, repayment schedules pose no adverse impact on the College's financial stability. Even so, reflecting the College's mission of social responsibility, the College has been diligent in refunding bond issues to save taxpayer money.

ANALYSIS AND EVALUATION

During the budget development process, which begins in fall and concludes with the adoption budget in August, resources are set aside to accommodate the payment/service of any local debt. The general fund and debt service funds serve to mitigate local obligations.

Standard III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

EVIDENCE OF MEETING THE STANDARD

All financial resources, including short- and long-term debt instruments and grants, are subject to oversight and policies, in addition to the appropriate prescriptive federal and state fiscal and program compliance guidelines, to ensure integrity of use.

Effective oversight begins with board policies (IIIA11-02). The Fiscal Services department is responsible for establishing and monitoring the internal control policies that protect the assets of the College (IIID14-01, IIID14-02). Oversight and management of financial resources at the institutional level is under the direction of the assistant superintendent/vice president of Administrative Services, in cooperation with the individual program deans or managers. An independent certified public accountant performs the annual audit of all financial records, including grants. Auditors express an opinion on the financial statements and the adequacy of internal controls. The most recent audit reports, issued June 30, 2022, had unqualified/unmodified opinions on the College's financial statements with no material weaknesses (IIID2-05, IIID8-01).

The use of bond funds for construction, modernization, and renovation efforts was dictated by Measure B ballot language, approved by voters in 2016 and reviewed and accepted quarterly, as required by law, by the Citizens' Bond Oversight Committee (IIID14-03, IIID14-04, IIID14-05, IIID14-06, IIID14-07).

Grant management is both centralized and decentralized at the College. Workforce grants are centralized and managed by the dean of career and technical education (IIID14-08). Grant managers, as program area experts, are responsible for monitoring expenditures and ensuring that grant funds are expended as intended. The College's Fiscal Services department supports grant managers by monitoring expenditures, generating reports, and assisting with state and federal audits. External auditors conduct annual audits of special-funded state programs including Extended Opportunity Programs and Services (EOPS), Student Accessibility Services (SAS), and others for accuracy of financial records and compliance with all local, state, and federal regulations. The external audit includes:

The following are all contained in the Audited Financial Statements, June 30, 2022 (IIID2-04):

- Independent Auditor's Report (p4)
- Management's Discussion and Analysis (p7)
- Basic Financial Statements (pp19-24)
- Required Supplementary Information (pp56-61)
- Supplementary Information (pp64-70)
- Independent Auditor's Report on State Compliance Requirements (pp78-79
- Independent Auditor's Report on Internal Controls over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed (pp73-74)
- Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control over Compliance (pp75-77)
- Findings and Recommendations (pp81-85)

ANALYSIS AND EVALUATION

Processes, safeguards, and internal controls are in place to ensure that all financial resources of the College, including short- and long-term debt instruments and grants, are used with integrity in a manner consistent with the intended purpose. For the 2021-2022 fiscal year, the College received a minor finding from its external auditors in relation to compliance with applicable state grant requirements. It pertains to the District not meeting the "Fifty Percent Law" that requires community colleges to spend at least half of current expense of education for salaries of classroom instructors. This was sufficiently addressed by the College with a corrective action plan (IIID2-04, p84).

To increase effectiveness, the College will build a collaborative and supportive relationship with the new auxiliary foundation to support the fundraising efforts defined by the College's mission, goals, and priorities. Additionally, the College needs to clarify its fundraising policies and procedures to ensure compliance with the College's mission, goals, and priorities.

Standard III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

EVIDENCE OF MEETING THE STANDARD

Per the National Student Loan Data System (NSLDS), the College's official three-year default rates for the last three years are: 20.4 percent (FY 2017), 11.9 percent (FY 2018), and 9.7 percent (FY 2019).

The College also receives regular updates on current and projected default rates through its contract with Education Credit Management Corporation (ECMC). In 2015, the College contracted with ECMC as a third-party service provider and 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. As part of this training, a team of enrollment services staff works with ECMC through meetings and web conferences on a semi-monthly basis. This includes an exchange of contact information so that ECMC can call specific staff to help students troubleshoot their unique issues and allows one-on-one support. It also allows staff to reach out directly to students who are in trouble falling into a default status with their respective loan(s).

With our third-party partner ECMC, College of Marin Enrollment Services staff work diligently to reduce the default rate for student loans issued at COM. Since 2019 all students requesting students loans are required to attend an extensive pre-loan workshop with an Enrollment Services staff member to discuss responsible borrowing, cash management, and basic budgeting. The risks and benefits of student loans are explained in detail in these highly individualized appointments (IIID15-01). Additionally, COM has partnered with SparkPoint to provide all students with personalized financial coaching.

Default rates and the steps taken to prevent defaults are an institutional responsibility spanning multiple areas of the College. The College is committed to reducing the default rate to stay in compliance with current federal regulations. Additionally, processes, safeguards, and internal controls are in place to ensure that all student financial resources, including scholarships, loans, and grants, are used with integrity and in a manner consistent with the intended purpose.

The Enrollment Services office (financial aid) and the Fiscal Services office work collaboratively to ensure that the College complies with all federal requirements with respect to student loans. The financial aid office administers a combination of student financial aid funds from various federal, state, and local agencies. Each stream of financial aid is tracked separately in the general ledger and spent according to requirements. The timing of financial aid drawdowns is performed to comply with the three-day cash management requirement. Federal regulations require that a school demonstrate that it is administratively capable of properly managing the Federal Student Aid (FSA) programs.

The College meets the federal requirements by meeting the optimum standard for electronic processes, having a qualified designated official, exchanging information on student loan borrowers through the National Student Loan Data System, providing financial aid counseling/advising, ensuring that there is sufficient professional, paraprofessional, and clerical staff, providing a system of checks and balances, establishing a satisfactory academic progress policy and procedure, maintaining an acceptable default rate, submitting annual compliance and financial statements institutional audits, and observing generally accepted accounting principles.

ANALYSIS AND EVALUATION

Internal controls and processes are in place to ensure student financial resources are used for their intended purpose and the College's loan default rate meets the federal standard. However, noticing that the default rate was increasing, the College took several steps to mitigate the rising rate. These steps include working with third party vendors who specialize in student loan management, training staff, and educating students on financial literacy and loans. The number of students taking out loans and the average amount of loan debt has declined. Quarterly monitoring will continue to ensure that the College's default rates are managed effectively and remain consistent or decline in accordance with US Department of Education regulations.

Contractual Agreements

Standard III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

EVIDENCE OF MEETING THE STANDARD

All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution. Board Policy (BP) 6100 requires that contracts be approved or ratified by the Board of Trustees before they constitute an enforceable obligation of the College (IIID16-01).

All contracts and agreements are monitored by the assistant superintendent/vice president of Administrative Services. The College's legal counsel reviews specialized contracts as necessary to ensure legal compliance. These agreements cover, among others, personal services, operating leases, lease purchase agreements, instructional programs and services, contract education, and outside facility use; all of which are necessary to support the College's mission and goals. The College developed a purchasing and contract authority matrix which clearly delineates authority by position (IIID16-02). In addition, the Board adopts a resolution annually that gives signatory authority to specific management team members of the College (IIID16-03).

All contracts and agreements for services contain the appropriate language to meet all state and federal regulations pertaining to the level of goods or services being procured. Purchasing practices are reviewed as part of the annual audit. This includes testing of expenditures for contracts. There have been no exceptions cited for contractual agreements with external agencies (IIID16-04, IIID2-04).

ANALYSIS AND EVALUATION

Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with Board policies and administrative procedures. College contract review and signatory processes ensure the integrity of such agreements, as do annual audits. No exceptions have been cited for contractual agreements with external agencies.

CONCLUSIONS ON STANDARD III.D

The College has sufficient financial resources to support and sustain learning programs and services to accomplish its mission. The mission, Strategic Plan, and Educational Master Plan guide the annual resource allocation process. The Planning and Resource Allocation Committee (PRAC) provides the opportunity for constituencies to participate in the budget development process. PRAC and its various subcommittees provide an opportunity for constituencies to participate in the budget development process and play an important role in framing the annual process and making essential recommendations to the funding priorities that emerge from it.

IMPROVEMENT PLAN(S)

None needed at this time.

III.D. EVIDENCE LIST

IA3-02	PRIE Strategic Plan 2022-2025
IA3-09	PRAC Homepage
IIIA11-02	Campus Policies Homepage
IIIB3-04	Final Draft Letter from PRAC to President
IIID1-01	Adoption Budget Fiscal Year 2022-2023
IIID1-02	Fiscal Year 2023-24 Budget Assumptions PRAC February 13, 2023
IIID1-03	Fiscal Year 2022-23 Tentative Budget
IIID1-04	BP 6200 Budget Preparation
IIID1-05	BP 6300 Fiscal Management
IIID1-06	BP 6320 Investments
IIID1-07	County of Marin Statement of Investment Policy Fiscal Year 2021-2022
IIID2-01	Administrative Services PRAC Presentation April 26, 2022
IIID2-02	2023-24 PRAC Requests
IIID2-03	BP 6250 Budget Management
IIID2-04	MCCD Audited Financial Statements June 30, 2022
IIID2-05	Quarterly Financial Status Report CCFS 311Q Fiscal Year 2022-2023 Q1
IIID2-06	Annual Financial Report CCFS 311 Fiscal Year 2021-2022
IIID2-08	COM Fiscal Services Webpage
IIID4-01	California Consumer Price Index
IIID4-02	Marin Community College 2023-24 Property Tax Revenue Estimate
IIID4-03	Board Item H5 January 19, 2016
IIID4-04	COM Measure B Bond Website
IIID4-05	Business Partnerships
IIID6-01	Board Approval of Tentative Budget
IIID6-02	Board Approval of Adoption Budget
IIID6-03	Board Approval of Budget Revision
IIID7-01	Board Item December 13, 2022
IIID8-01	Audit Findings
IIID9-01	Reserve Levels
IIID9-02	Marin Community College 2022-23 TAN-County Approved

IIID9-03	NCCCSIA Insurance Policy
IIID11-01	AP 6251 Reserve Fund Management
IIID11-02	Latest OPEB Report February 2023
IIID11-03	Bond Refinances and Savings for Marin County Taxpayers
IIID11-04	Measure B Bond Support for Academic Programs and Student Services
IIID12-01	COM Actuarial Study of Retiree Health Liabilities under GASB 74_75 June 30, 2022
IIID12-02	MCCD Adoption Budget Fiscal Year 2015-2016
IIID12-03	OPEB Report April 2017
IIID12-04	Adoption Budget Fiscal Year 2015-2016 OPEB funding and Unrestricted Fund
IIID14-01	BP 6500 Property Management
IIID14-02	BP 6520 Security for District Property
IIID14-03	2017-18 CBOC Annual Report
IIID14-04	2018-19 CBOC Annual Report
IIID14-05	2019-20 CBOC Annual Report
IIID14-06	2020-21 CBOC Annual Report
IIID14-07	2021-22 CBOC Annual Report
IIID14-08	Measure B Full Ballot Language
IIID15-01	COM Enrollment Services Financial Aid Workshops
IIID16-01	BP 6100 Delegation of Authority Business and Fiscal Affairs
IIID16-02	Purchasing Matrix
IIID16-03	Board Item June 21, 2022
IIID16-04	Fiscal Year 2022 Annual Audit No Exceptions Cited for Contractual Agreements

Standard IV

Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A. Decision-Making Roles and Processes

Standard IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 3260 outlines faculty, staff, and student roles in local decision-making, however, the College's culture of engagement goes beyond these requirements (IB7-03). The institutional program review process exemplifies this (IA3-03). This process is based on meaningful discussion at the program/department level and focuses on equity-minded program improvement. The Planning and Resource Allocation Committee (PRAC) process of tying program review-based goals and initiatives to both the institutional strategic planning process and the resource allocation process creates a loop of innovation incentive and funding to support that innovation (IA3-09). As the umbrella participatory governance committee for institutional planning, PRAC's annual planning and resource allocation process is the primary systematic participative process that is used to assure effective planning and implementation.

The President's Equity Summit, held in fall 2021, highlighted multiple examples of equity-minded program improvement (IVA1-01). Many of these initiatives began as grass-roots experiments and have since been institutionalized, with funding and other forms of support committed through the PRAC process. For example, the Umoja Equity Institute was first proposed by faculty and staff and then codified its alignment with the institutional strategic planning equity goals (IVA1-02). The institute then received financial and administrative support through the PRAC process. Because of this, the effort to expand professional development, community engagement, and student support were institutionalized at the College.

Examples of innovation and improvement beyond the PRAC/program review process include the creation of an academic department chair training/manual Canvas shell and the Individual Research & Development (IR&D) grant program in the faculty union's collective bargaining agreement (IVA1-03, IC7-05).

Recognizing the potential for academic department chairs to be impactful faculty leaders in hiring, assessment, and program improvement, the faculty union (United Professors of Marin, or UPM) and District negotiators worked together to codify in the contract a training program for elected department chairs. Administrators worked with current chairs to identify gaps in knowledge and skills and then developed research-based training materials in a Canvas course page that chairs can use as a manual throughout their time in the role. Additionally, the IR&D grant program fosters innovation by providing funding to faculty to engage in individual research projects and other professional development activities that will benefit both the faculty member and the College.

ANALYSIS AND EVALUATION

Fostering innovation and improvement is a strength of the College. All employees and students are encouraged to think creatively about better realizing the College's mission to provide equitable access and foster success for all members of the College's diverse community. Robust participatory governance processes routinely support and institutionalize improvement efforts resulting from collaborative innovation that supports the mission and strategic efforts of the College.

Standard IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 3260 authorizes administrator, faculty, staff, and student participation in decision-making processes, and it outlines the Academic Senate's responsibility for 11 specified areas of academic matters, commonly referred to as 10+1 (IB7-03). Administrative Procedure (AP) 3260 further delineates how this participation occurs, referencing the Academic Senate, Classified Senate, Student Senate, President's Cabinet, Management Council, and the Board of Trustees and their roles in decision-making (IVA2-01). AP 3260 also specifies that participatory governance system committees and councils must include students, faculty, staff, and administrators.

The Participatory Governance System (PGS) Plan includes all committees' and councils' charges, membership (delineating faculty, staff, student, and administrator inclusion), and how they intersect with each other (IB1-02). This ensures a coherent, integrated approach to participation in decision-making. BP 3250 requires the superintendent/president to ensure the institution has and implements a broad-based, comprehensive, systematic, integrated system of planning and resource allocation that involves appropriate segments of the College community (IVA2-02). The PGS Plan outlines how this happens in detail. BP 3250 also outlines the various plans that are created through participatory governance and support inclusive participatory planning efforts. The PGS Plan further details these efforts. It is through

these codified plans and committees that individuals have a formalized mechanism to bring forward ideas and work together on policy, planning, and other appropriate efforts.

ANALYSIS AND EVALUATION

Through policy and participatory governance committees and plans, the College ensures robust participation of all constituents, including students, in decision-making. While it can be difficult to ensure consistent student participation on all committees, the Student Senate has prioritized seating student representatives on participatory governance committees and in recent years the College has seen solid student participation.

Standard IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

EVIDENCE OF MEETING THE STANDARD

Administrator and faculty roles within the institutional governance structure are clearly outlined in Board Policy (BP) 3260 and Administrative Procedure (AP) 3260 (IB7-03, IVA2-01). These documents enumerate the Title 5-prescribed academic areas that faculty are primarily responsible for. They also codify the faculty and administrator bodies that the superintendent/president and trustees rely on for recommendations related to policy, planning, and budget. Additionally, the list of plans the institution creates and maintains to guide its work and effectiveness in BP 3250 corresponds to the College's participatory governance committee structure. This structure, outlined in the Participatory Governance System Plan, ensures administrators and faculty have substantive and clearly defined roles and a substantial role in policies, planning, and budget (IVA2-02, IB1-02).

Evidence of this role is seen in the College Council review and approval of board policies and administrative procedures (IVA3-01). Also demonstrating this is the process that leads to the Planning and Resource Allocation Committee's recommendations to the superintendent/president (IVA3-02). These recommendations are based on presentations from every area of the College, each of which is grounded in program review and strategic planning and align with the annual budget development process. Annually, administrators may request to participate on different governance committees or are assigned by the superintendent/president to roles within governance committees based on their areas of expertise, interest, or as professional growth opportunities. Faculty and staff representatives are selected by the Academic Senate and Classified Senate, respectively.

ANALYSIS AND EVALUATION

Through policy and practice the College has a participatory committee structure that clearly delineates faculty and administrator roles in developing and implementing policies, in planning, and in budget development.

Standard IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

EVIDENCE OF MEETING THE STANDARD

Academic administrator and faculty roles within the institutional governance structure are clearly outlined in Board Policy (BP) 3260 and Administrative Procedure (AP) 3260 (IB7-03, IVA2-01). These documents enumerate the Title 5-prescribed academic areas faculty are primarily responsible for. Each of these 11 areas has corresponding policies and procedures. Additionally, BP 4020 and AP 4020 detail faculty's and the Academic Senate's primary roles in assessing instructional programs and approving curriculum within the Senate's established committee structure (IIA2-01, IIA2-02). Senate committees include Academic Standards, Distance Education, Curriculum, and the Student Learning Outcomes Assessment Council (IVA4-01). The UPM collective bargaining agreement also enumerates department chair responsibilities for curricular recommendations, which include assisting department faculty with curricular revisions and attending Curriculum Committee meetings as needed (IC7-05, Article 8.1).

The Participatory Governance System Plan details not only the Academic Senate's responsibility for recommendations about curriculum, but also articulates how faculty and academic administrators develop, implement, and assess recommendations about student learning programs and services (IB1-02). This is evidenced by the academic area presentations within the Planning and Resource Allocation Committee's annual planning and resource allocation recommendation process (IB4-05).

ANALYSIS AND EVALUATION

Policy clearly outlines faculty and academic administrator responsibilities for curriculum and student services. Participatory governance structures further delineate these responsibilities and codify thorough procedures for curriculum and service review and recommendations.

Standard IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

EVIDENCE OF MEETING THE STANDARD

The consideration of relevant perspectives and decision-making aligned with expertise is described in Board Policy (BP) 3260 and further outlined in Administrative Procedure (AP) 3260 (IB7-03, IVA2-01). BP 3250 lists the institutional plans developed through this broad system of constituent involvement (IVA2-02). These plans also engage the appropriate administrators, faculty, and staff to enact and assess their contents in the form of goals, objectives, and action steps. This approach is outlined in the Participatory Governance System Plan (IB1-02).

The work of the Educational Planning Committee (EPC) exemplifies the appropriate consideration of relevant perspectives and timely action on plans and changes. EPC is responsible for leading an inclusive process to develop the institutional Strategic Plan. EPC then meets annually with those administrators and

faculty designated with primary oversight of the work to be accomplished within the plan. At these meetings, EPC engages these administrators and faculty in plan updates and adjustments. The committee then publishes an annual Strategic Plan Review Summary, which is presented to participatory governance committees and to the Board of Trustees (IA2-03).

To ensure appropriate consideration of student perspectives, the College administers a student survey each semester that focuses on needs and preferences regarding course offerings, modalities of instruction, educational support needs, and other topics that connect back to institutional planning efforts (IA2-13). Information obtained from these student surveys informed the College's recent student-centered scheduling work and considerations for expanding distance education offerings (IIA6-08, IB8-02). Finally, the Student Senate, Classified Senate, and Academic Senate are each afforded a monthly report to share their perspectives directly to the Board of Trustees via a standing agenda item.

ANALYSIS AND EVALUATION

The College has structured policies and systems that ensure participatory governance processes, which in turn ensure broad and appropriate consideration of relevant and diverse perspectives. The consideration of these perspectives is then used for timely action in support of the College's mission.

Standard IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

EVIDENCE OF MEETING THE STANDARD

The Participatory Governance System Plan includes the committee structure flow chart, which illustrates the processes for decision-making at the institutional and planning level (IB1-02). Documents within this structure that illustrate effective communication include the annual Planning and Resource Allocation Committee (PRAC) letter to area/division administrators, which outlines the process for program support and resource allocation; PRAC's annual memo to the superintendent/president, which catalogs PRAC's resource- and non resource-related recommendations; and the superintendent/president's response to PRAC, in which these recommendations are either accepted and built into the tentative budget or rejected, with rationale (IB4-06, IB6-06, IVA3-02). Each of these documents, along with the agendas, minutes, associated presentation documents, and other memos for all participatory governance committees appear on the Participatory Governance webpage (IB1-01). This webpage is accessible to all members of the campus community and to the general public. At any point, anyone can access, online, multiple years of documents chronicling the processes for decision-making and the resulting decisions.

ANALYSIS AND EVALUATION

The College's website makes documentation of process, deliberations, and decision outcomes related to planning and resource allocation easily accessible to the campus community and to the general public.

Standard IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

EVIDENCE OF MEETING THE STANDARD

The College's Participatory Governance System Plan (IB1-02) includes not only roles, governance structure, and decision-making procedures, but it also outlines policy and procedure review and the responsibilities of the Governance Review Council (GRC) (IVA7-01). GRC, composed of faculty, staff, administrators, and students, is charged with the ongoing monitoring and evaluation of the governance process to ensure the system's processes are transparent and equitable, committees effectively fulfill their charges and communicate with constituents, and recommendations are consistent with the College's mission and reflect a core commitment to anti-racism. An example of this work is the recent review by each committee of their charge, as coordinated by GRC. Committees were asked to review their charge for accuracy and to consider it through a lens of the College's definitions of equity and anti-racism (the College uses the following definition from Education Trust-West: "…recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address these disparities"). This review, along with subsequent amendments to include language referencing how committee work is rooted in antiracism, demonstrates the commitment to assuring integrity, effectiveness, and alignment with institutional values and mission (IVA7-02).

Annually, the office of Planning, Research, and Institutional Effectiveness (PRIE) publishes a summary online of each committee's work, documenting governance committee activities, recommendations, actions taken, and updates. GRC then uses this Governance Digest as the basis of ongoing, annual assessment of the governance system, along with the results of its survey of participatory governance (IB7-05, IB7-06). This survey is administered to all College employees and seeks to understand levels of participation, motivation for participation, perceived efficacy of the governance system, and other relevant feedback. This information is posted on the College's public website and is used to inform each committee's review of charge, responsibilities, and effectiveness, as noted in the example above (IVA7-03).

ANALYSIS AND EVALUATION

The College's Governance Review Council, part of the overall participatory governance system, is charged with regular and ongoing review and assessment of participatory processes and their effectiveness. GRC uses surveys, committee review of charges and procedures, and annual collection of committee work summaries to ensure effectiveness.

CONCLUSIONS ON STANDARD IV.A

At the College, administrators, faculty, staff, and students participate in planning, innovation, policy review, and decision-making as part of the governance structure. Faculty, staff, and students are asked to assume leadership roles with relevant areas of responsibility in both the development of plans and assessment of institutional efficacy. Policies, procedures, and governance documents clearly detail these roles and responsibilities and how recommendations and decisions are brought forth, endorsed, implemented, assessed, and communicated, allowing for broad engagement, and encouraging innovation from all constituents.

IMPROVEMENT PLAN(S)

None needed at this time.

IV.A. EVIDENCE LIST

IA2-03	Strategic Plan Year 3 Progress Report
IA2-13	PRIE Research Analysis and Surveys
IA3-03	Program Review Homepage
IA3-09	PRAC Homepage
IB1-01	PGS Homepage
IB1-02	PGS Plan
IB4-05	PRAC Presentation Template 2022-2023
IB4-06	PRAC Presentation Outline Letter 2022IB6-06
IB6-06	PRAC 2022 Synthesis
IB7-03	Board Policy 3260
IB7-05	PGS Digest 2021-2022
IB7-06	PGS Survey Results Spring 2023
IB8-02	Chairs GE Discussion Spring 2023
IC7-05	UPM/MCCD Collective Bargaining Agreement 2021-2024
IIA2-01	BP 4020 Program Curriculum Course Development
IIA2-02	AP 4020 Program Curriculum Development
IIA6-08	Student-Centered Scheduling Department Chairs Fall 2022
IVA1-01	President's Equity Summit
IVA1-02	Umoja Equity Institute
IVA1-03	Academic Department Chair Training Manual
IVA2-01	AP 3260 Participation in Local Decision Making
IVA2-02	BP 3250 Institutional Planning
IVA3-01	College Council Agenda December 8, 2022
IVA3-02	President's Response to PRAC Memo August 11, 2022
IVA4-01	Academic Senate Bylaws
IVA5-01	Board of Trustees Agenda August 16, 2022
IVA7-01	Governance Review Council Homepage
IVA7-02	PRAC Minutes-Discussion of Charge August 25, 2020
IVA7-03	PGS Record Archives Documents Webpage

IV.B. Chief Executive Officer

Standard IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD

The College is fortunate to have had Dr. David Wain Coon in the Superintendent/President role for more than 12 years. He is one of the longest-serving presidents in the California Community Colleges system. At the time of his retirement in December 2023, he will have provided stable, effective, and visionary leadership for 13 years. Board Policy (BP) 2430 delegates to the superintendent/president the executive responsibility for administering policies, executing decisions, taking administrative action, delegating responsibility, and fulfilling the duties outlined in the superintendent/president job description (IVB1-01, IVB1-02). These duties include applying Accreditation Standards and all applicable laws and regulations in planning, developing, implementing, and evaluating the instructional, student support, funding resources and fiscal management, community outreach, and overall academic direction of the District's educational and operational vision and service delivery.

The superintendent/president's role in planning and organizing is further outlined in the College's Participatory Governance System Plan (IB1-02). The plan states that all recommendations by governance committees are advisory to the superintendent/president, who provides written rationales when not following those recommendations. The Participatory Governance Committee organizational chart illustrates the superintendent/president's leadership role within the institution's organizational structure (IB9-03). The superintendent/president's leadership in planning is further articulated in the Educational Master Plan and Strategic Plan (IA2-01). The superintendent/president initiated the creation of the master plan, serving as co-chair of the 2019 Strategic Plan task force, as he did with previous iterations of the Educational Master Plan and Strategic Plan.

The superintendent/president's leadership in budgeting is demonstrated by his role in receiving the Planning and Resource Allocation Committee's (PRAC) resource allocation recommendations and incorporating these into the draft and adopted budgets each fiscal year. The superintendent/president responds to PRAC's recommendations with a written memorandum indicating which recommendations are accepted and his rationale for those decisions (IVA3-02).

The superintendent/president holds final authority for hiring and interviews every candidate for full-time faculty positions (IIIA2-01). He also provides oversight for the College's employee convocation program prior to each semester and the supplementary professional development agenda (IIIA8-07).

Finally, the superintendent/president provides leadership in assessing institutional effectiveness through oversight and coordination of accreditation activities and regular reports to the Board of Trustees on matters ranging from student success and support to community partnerships to fiscal stability (IVB1-03).

ANALYSIS AND EVALUATION

The College has enjoyed remarkably stable and effective presidential leadership. Board policy delegates overall responsibility for the quality of the institution to the superintendent/president, who provides leadership and direction for a robust participatory governance system that engages the College community in institutional success efforts.

Standard IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

EVIDENCE OF MEETING THE STANDARD

Via Board Policy (BP) 2430, the Board of Trustees delegates authority to the superintendent/president (IVB1-01). BP 3100 requires the superintendent/president to establish organizational charts that delineate lines of responsibility and general duties of employees within the District (IVB2-01). The District's organizational chart illustrates how the superintendent/president meets this responsibility in practice (IIIA10-01). Just as the College has enjoyed stable presidential leadership, both vice presidents have served in their roles for more than 10 years and the other members of the executive team have been in their roles at the College for more than five years.

BP 7110 demonstrates that the superintendent/president is empowered to set general duties of employees (IVB2-02). The superintendent/president evaluates the administrative structure's effectiveness based on his ability to successfully carry out duties and achieve the goals the Board sets for him annually (IVB2-03).

Additionally, BP 6150 grants authority to sign orders and other transactions to the superintendent/president and other officers appointed by the superintendent/president (IVB2-04). The Board updates this signature authority annually (IVB2-05).

ANALYSIS AND EVALUATION

The overall organization of the College aligns with its mission to provide equitable opportunities and foster success for all members of the diverse community, with significant human resources placed in the areas of student learning and success and other organizational areas designed to support the effectiveness of student learning and successful outcomes. That the superintendent/president grants signature authority to officers appointed by him illustrates that he delegates authority to administrators consistent with their areas of responsibility.

Standard IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement;ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

EVIDENCE OF MEETING THE STANDARD

The superintendent/president guides institutional improvement through Board Policy (BP) 3225 and Administrative Procedure (AP) 3225 (IVB3-01, IVB3-02). Both of these detail the District's commitment to assessing institutional effectiveness in the areas of accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines, including assessment of goals and objectives relating to the College's commitment to equity and inclusion.

The superintendent/president, with BP 3260 as a guide, has established a collegial process to set values, goals, and priorities, as evidenced by the Educational Master Plan and Strategic Plan as well as the Participatory Governance System Plan (IB7-03, IA2-01, IB1-02). The College has set institutional performance standards for student achievement (IB3-03). The Educational Master Plan also illustrates how evaluation and planning rely on research and analysis, as does the Participatory Governance System Plan, which states that data-based decisions and discussion are core principles.

The Planning and Resource Allocation Committee's annual cycle of activities demonstrates the connection between educational planning and resource allocation by requiring that areas seeking resources connect requests to elements of the Educational Master Plan and Strategic Plan (IB4-05). The committee's guiding principles which are used in resource allocation deliberations, also demonstrate that connection (IA3-10). The allocation of resources is further guided by plans focused on technology, distance education, student equity, and other topics that support the overarching goals and focus areas of the Educational Master Plan (IA3-13, IA3-12, IA2-04). Finally, the Governance Digest, which summarizes committee activities, recommendations, and outcomes, is used to enhance process effectiveness and ensure alignment with the mission by highlighting trends and themes across committee work, leading to Governance Review Council recommendations to committees for the following year (IB7-05). The superintendent/president closes the planning, allocation, and assessment loop by bringing the outcomes of these efforts to the Board annually (IVB3-03).

ANALYSIS AND EVALUATION

The superintendent/president has established a model for collegial consultation and participatory governance, guiding well-established and respected processes and governance structures in an ongoing planning, allocation, and assessment process.

Standard IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

EVIDENCE OF MEETING THE STANDARD

In accordance with Board Policy (BP) 3200, the superintendent/president has oversight and responsibility for compliance with Accreditation Standards and processes (IC12-01). The superintendent/president follows Administrative Procedure (AP) 3200 and ensures that those employees responsible for functions related to Accreditation Standards are involved in the development of the Institutional Self-Evaluation Report (ISER) (IC12-02). He also ensures there is active, campus wide involvement of administrators, faculty, classified staff, and students in the development of the ISER (IVB4-01).

The superintendent/president appoints an accreditation liaison officer, ISER co-chairs, and a steering committee to oversee the development of the ISER and then meets regularly with the steering committee to shepherd its work. The report is reviewed and approved by appropriate participatory governance groups and the Board of Trustees (IVB4-02, IVB4-03). The faculty collective bargaining agreement (IC7-05, sec. 8.1.1) also references faculty responsibility for assuring compliance with accreditation requirements as outlined in faculty professional duties.

The superintendent/president has additionally served on several visiting teams, including one currently. The vice presidents have also served on multiple visiting teams, as have a number of faculty members. This involvement has reinforced the value and importance of accreditation activities and has been of meaningful assistance to the College's own accreditation process.

ANALYSIS AND EVALUATION

The superintendent/president leads accreditation efforts by engaging faculty, administrators, and staff in the accreditation endeavor, supporting, and guiding their work, and by engaging the Board of Trustees throughout the process.

Standard IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees empowers the superintendent/president with the oversight of the College, including compliance with statutes, regulations, and board policies (IVB1-01). Board Policy (BP) 3275 requires the superintendent/president to submit periodic reports on the operation of the District, which includes the implementation of regulations and policies in alignment with the mission (IVB5-01). Examples of these reports can be found in the Board of Trustees Governance Calendar (IVB1-03). Additionally, board policies are routinely taken to the Board of Trustees by the superintendent/president for review, amendment, and adoption after participatory governance review. The Participatory Governance System (PGS) Plan outlines how governance committees intersect with and are responsible for implementing board policies. This assures institutional practice is consistent with the mission and policies (IB1-02).

Both the Planning and Resource Allocation (PRAC) annual cycle and the adopted institutional budget are evidence of effective control of budget and expenditures (IVB5-02, IIID1-01). PRAC provides recommendations to Fiscal Services about budget revenue and fixed expense assumptions to guide the development of the draft annual budget. PRAC's resource allocation recommendations, which flow from all areas of the College and are tested against mission-aligned guiding principles and connections to program review and the Strategic Plan, are then reflected in the adopted budget if the superintendent/president accepts them. PRAC monitors overall institutional expenditures to gauge whether the adopted budget assumptions play out each quarter of the subsequent fiscal year. This process assures effective control of budget and expenditures. Additionally, Administrative Procedure (AP) 6251 outlines the superintendent/president's duties with respect to financial reserves and fiscal management (IIID11-01).

ANALYSIS AND EVALUATION

The superintendent/president is charged with implementing policies, which he does through appropriate delegation and participatory governance systems. This approach ensures practices are consistent with the College's mission and are fiscally responsible.

Standard IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

EVIDENCE OF MEETING THE STANDARD

The superintendent/president has cultivated strong relationships with Marin County nonprofits, local industries, local K-12 districts, and governmental agencies. The College's commitment to addressing race-based inequities is at the center of these relationships. This cultivation comes in many forms, including the superintendent/president's participation in a variety of groups such as Marin Promise Partnership, San Rafael Chamber of Commerce, Giving Marin Partnership, North Bay Leadership Council, Larkspur Chamber of Commerce, San Rafael Leadership Institute, and College of Marin Foundation (IVB6-01).

Additionally, the superintendent/president hosts annual meetings with K-12 administrators, Friends of the Indian Valley Campus, College retirees, and donors. He also has written editorials in the Marin Independent Journal and meets with numerous community groups, including Canal Alliance, 10,000 Degrees, Rotary clubs, and many others (IVB6-02). The superintendent/president is sensitive to the needs and concerns of neighbors of both campuses and has proactively communicated about construction and other potential community/neighborhood impacts.

Internally, the superintendent/president communicates consistently with the campus community, both in email and in regular presidential forums (IVB6-03). Additionally, he provides updates on the state of the College at each semester's employee convocation and ensures other administrators communicate policy, procedure, and program updates for their areas of responsibility in a timely manner (IVB6-04, IB8-01). The standing CEO Report at the monthly Board of Trustees meeting provides an additional opportunity for the superintendent/president to communicate publicly about institutional planning, updates, and assessments (IVA5-01).

ANALYSIS AND EVALUATION

The superintendent/president works and communicates effectively with the communities served by the College and ensures regular and timely communication with campus constituents.

CONCLUSIONS ON STANDARD IV.B

The superintendent/president's role is clearly established and articulated via board policy, administrative procedure, and job description. As outlined in the Participatory Governance System (PGS) Plan and other documents, the superintendent/president effectively leads institutional planning efforts and has direct oversight of budgeting, personnel, and assessment of institutional effectiveness, including accreditation and compliance with regulations, policies, and Accreditation Standards. The superintendent/president, by policy and in practice, guides institutional improvement through participatory governance and a research-based, integrated focus on student achievement, aligning resources to this focus. The College enjoys strong and positive relationships with the communities it serves because of the exemplary efforts and long-term, stable leadership of the superintendent/president, who provides regular, consistent, and meaningful communication and opportunities for community involvement in the College and its programs and initiatives.

IMPROVEMENT PLAN(S)

None needed at this time.

IV.B. EVIDENCE LIST

IA2-01	PRIE Educational Master Plan
IA2-04	Student Equity Plan 2022-25
IA3-10	PRAC Guiding Principles 2022
IA3-12	Distance Education Plan
IA3-13	COM Technology Plan 2020-2025
IB1-02	PGS Plan
IB3-03	PRIE Performance on Institution-Set Standards
IB4-05	PRAC Presentation Template 2022-2023
IB7-03	Board Policy 3260
IB7-05	PGS Digest 2021-2022
IB8-01	Student Learning and Success News (Fall 2022-Volume 2)
IB9-03	Organizational Chart August 2022
IC7-05	UPM/MCCD Collective Bargaining Agreement 2021-2024
IC12-01	BP 3200 Accreditation
IC12-02	AP 3200 Accreditation
IIIA2-01	AP 7120 Recruitment Employment
IIIA8-07	Flex Week Calendar – Fall and Spring 2022-23
IIIA10-01	District Management Organizational Structure
IIID1-01	Adoption Budget Fiscal Year 2022-2023
IIID11-01	AP 6251 Reserve Fund Management
IVA3-02	President's Response to PRAC Memo Aug. 11, 2022
IVA5-01	Board of Trustees Agenda Aug. 16, 2022
IVB1-01	BP 2430 Delegation of Authority to Superintendent/President
IVB1-02	Superintendent/President Job Description
IVB1-03	Board of Trustees Governance Calendar
IVB2-01	BP 3100 Organizational Structure
IVB2-02	BP 7110 Delegation of Authority, Human Resources
IVB2-03	Board-Established Superintendent/President Goals
IVB2-04	BP 6150 Designation of Authorized Signatures
IVB2-05	Regular Meeting of the Board Minutes Reflecting Delegation of Signature Authority
IVB3-01	BP 3225-Institutional Effectiveness
IVB3-02	AP 3225-Institutional Effectiveness
IVB3-03	Board of Trustees Agenda EMP SP Draft
IVB4-01	Accreditation Steering Committee Participant List
IVB4-02	BOT Minutes June 20, 2023
IVB4-03	Academic Senate Agenda May 18, 2023
IVB5-01	BP 3275 Operational Reports
IVB5-02	PRAC Revenue and Expense Recommendation Notes
IVB6-01	Marin County Economic Vitality Strategic Plan
IVB6-02	Annual Marin School Administrator's Breakfast
IVB6-03	President Town Halls Spring 2020 thru Fall 2022
IVB6-04	President's Office Convocation Slides Fall 2022

IV.C. Governing Board

Standard IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

EVIDENCE OF MEETING THE STANDARD

The Marin Community College District is governed by a seven-member Board of Trustees elected by district, as codified in California Education Code Section 70902 and stated in Board Policy (BP) 2010 (IVC1-01, IVC-02). Additionally, the Board has one advisory student trustee. The District is fortunate to have stable leadership through long-standing members of the Board of Trustees. The majority of members have served more than 10 years and Trustee Wanden Treanor is in her 25th year of service.

The Board has authority over policy creation and governance of the District as outlined in BP 2200 (IVC1-03). Revised in 2021 and with authority derived from Education Code Section 70902, BP 2200 articulates the Board's responsibilities to represent the public interest by establishing policies that define the institutional mission and to ensure the District operates in an antiracist manner. All board policies are reviewed regularly and updated through Board action (IVA5-01).

Additionally, BP 2200 outlines those responsibilities of the Board beyond policy creation and oversight. The Board has responsibility for setting policies that guide the District, the Board of Trustees, the general institution, academic affairs, student services, business/fiscal affairs, and human resources. All policies can be accessed by the public on the College's website (IIIA11-02). These collective policies help the Board ensure the quality, integrity, and effectiveness of academic, student services, and human resource programs and operations, as well as the fiscal responsibility and financial stability of the institution as evidenced by the annual reports to the Board on each of these areas (IVB1-03).

The Board maintains oversight of these areas through BP 2410, which describes the process for development and regular review of board policies to ensure the Board maintains current and appropriate oversight (IIIA11-01). BP 6250 sets forth requirements for Board approval of certain budgetary changes and transfers, and Administrative Procedure 6251 calls for the Board's annual review of the Unrestricted General Fund Reserve (IIID2-03, IIID11-01). This further illustrates the Board's oversight of the financial stability of the institution.

Finally, Trustee Treanor has been invited in the past to present on effective board governance by ACCJC and the Community College League of California - California Community College Trustees Association. This further illustrates the understanding of the appropriate role of the Board in institutional governance and oversight.

ANALYSIS AND EVALUATION

The District has a seasoned governing board that is responsible for the development, review, and implementation of policies designed to enable the effective operation of the College in alignment with its mission.

Standard IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees is an independent policy-making body that acts collectively on issues before it. Board actions require a majority vote, except for certain actions that require a two-thirds majority, as outlined in Board Policy (BP) 2330 (IVC2-01). Once the Board reaches a decision, all members are expected to act collectively on behalf of the public's interest as stated in BP 2715 (IC8-01).

All Board members are oriented to their role, responsibilities, and board policies and the Board conducts ongoing review of policies as well as an annual Board evaluation to ensure all Board members understand and adhere to the tenets of BP 2715 and that they act collectively on behalf of the public's interest. The Board seeks to achieve consensus on items by first discussing them during Board meetings to address questions or concerns before voting, as evidenced by frequent unanimous votes on action items (IIIB3-05).

ANALYSIS AND EVALUATION

The Board of Trustees, both by policy and established practice, works collectively on behalf of the institution and supports the Board's decisions, regardless of individual vote/opinion.

Standard IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

EVIDENCE OF MEETING THE STANDARD

The College has been fortunate to have had stable presidential leadership for more than 12 years. With the superintendent/president's impending retirement at the end of 2023, the Board is currently engaged in the selection process for the next superintendent/president. Board Policy (BP) 2200 delineates the Board's responsibility to hire and evaluate the superintendent/president (IVC1-03). BP 2431 directs the Board to establish a fair and open search process to fill a vacancy when one occurs (IVC3-01). BP 2432 further clarifies that for extended absences of the superintendent/president of 90 days or less, the Board delegates authority to the superintendent/president to appoint an acting superintendent/president (IVC3-02).

The Board evaluates the superintendent/president annually per BP 2435 (IVC3-03). The Board evaluates the superintendent/president using a process and instrument developed and agreed to by the Board and the superintendent/president each year. Administrative Procedure 2435 outlines the criteria for evaluation, which is based on a process delineated in the superintendent/president's current contract (IVC3-04, IVC3-05*). The Board maintains sole authority for the annual evaluation. The Board may seek input from campus and community representatives at its discretion. One of the Board committees delineated in BP 2220 is the superintendent/president evaluation committee, which the Board president appoints (IVC3-06, IVC3-07). The committee conducts the evaluation process, which must include review of performance goals and objectives, with specific attention paid to those related to the District's commitment to diversity, equity, and inclusion.

ANALYSIS AND EVALUATION

The Board takes seriously its responsibility to select and evaluate the superintendent/president. The Board conducts a thorough annual evaluation based on criteria outlined by administrative procedures.

Standard IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees is comprised of seven members, elected by district within the institutional service area, and a student trustee elected by the student body. The Board governs on behalf of the citizens of the Marin Community College District and represents the public's interest by establishing policies that define the institutional mission and ensure the District operates in an antiracist manner, as stated in Board Policy (BP) 2200 (IVC1-03). This policy also articulates the Board's responsibility to monitor institutional performance and institutional quality. The Board accomplishes this through regular, open meetings of the full Board and its established committees, through regular review of policies, through receiving reports on educational programs and activities, and through its own self-evaluation.

The Board, as a whole and each Board member individually, protects the institution from undue influence or political pressure. BP 2715 broadly defines the Board's standards of ethical conduct, including the prevention of conflicts of interest and the perception of conflicts of interest (IC8-01). BP 2710 and Administrative Procedure (AP) 2710 define conflict of interest and require Board members to file statements of economic interest annually (IVC4-02, IVC4-01). Additionally, Board members must seek counsel from the District's general counsel in any case where questions arise. AP 2712 further delineates expectations and processes related to disclosures of economic interests and other potential conflicts (IVC4-03).

Examples of the Board's commitment to avoiding undue influence include the Board's research into potential conflicts related to campaign contributions in 2020 and the Board's review of Education Code in 2018 when two employees ran for seats on the Board (IVC4-04). In both cases, the Board sought legal counsel, ensuring all members of the Board shared a common understanding and appreciation of their obligations and that they adhered to BP 2710.

The Board also follows BP 2716, which prohibits members of the Board from using any District resources to engage in or support political activity (IVC4-05). This policy also outlines when the Board may have legitimate interest in expressing the Board's collective position on ballot measures but protects the Board from political pressure.

ANALYSIS AND EVALUATION

The Board of Trustees takes seriously its responsibility as an independent policy-making body representing the interests of the community as it relates to the mission and quality of the institution and adheres to policies and procedures designed to protect it from influence and pressure.

Standard IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, financial integrity, and stability

EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 2200 outlines the Board's responsibility to establish policies that define the institutional mission and to ensure the District operates in an antiracist manner (IVC1-03). This is consistent with the College's mission to provide equitable opportunities and foster success for all members of the diverse community. Additionally, BP 2200 charges the Board with the responsibility for setting ethical and legal standards and for assuring institutional quality, fiscal health, and stability.

BP 2410 further authorizes the Board to adopt policies necessary for the efficient operation of the District (IIIA11-01). The Board regularly assesses its policies in fulfilling the District's mission by reviewing and updating policies via the Board Policy Review Committee and participatory governance suggested changes. This work is ongoing and each month the Board receives, reviews, and votes on updated policies (IVA5-01). The Board has established policies that guide the District, the Board of Trustees, the general institution, academic affairs, student services, business/fiscal affairs, and human resources (IIIA11-02). These collective policies assure the quality, integrity, and effectiveness of academic, student services, and human resource programs and operations, as well as the fiscal responsibility and financial stability of the institution.

The Board exercises its responsibility for educational quality, legal matters, and financial integrity and stability through regular reports at its scheduled meetings. The Board of Trustees Governance Calendar (IVB1-03), a standing information item on each Board agenda, provides an overview of reports scheduled for the upcoming six-month period. Categories on the calendar include policy, planning, fiscal, capital projects, student success, personnel, community outreach, accreditation, and board development, among others. Reports, both written and oral/visual, allow Board members to ask questions and offer input directed at compliance with policy and alignment with the College's mission and strategic objectives (IA2-02). The Board regularly considers legal matters, including active and anticipated litigation, during closed sessions, as permitted under the Brown Act.

ANALYSIS AND EVALUATION

The Board of Trustees is responsible for establishing, maintaining, and updating institutional policies. The Board also routinely receives reports on and reviews the quality and improvement of mission-connected programs and services.

Standard IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees publishes all policies on its website, including those specifying the Board's size, duties, responsibilities, structure, and operating procedures (IIIA11-02). Additionally, the Board develops, reviews, and approves policies consistent with Board Policy (BP) 2410 and through its Policy Review Committee, referenced in BP 2220 (IIIA11-02, IVC3-06).

ANALYSIS AND EVALUATION

All policies are published on the Board's website and are developed, reviewed, and approved consistent with policy.

Standard IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees consistently follows its policies, both those outlining its structure and operating procedures and those it creates to govern fiscal, ethical, human resource, and other matters. Board and Board committee meeting minutes reflect this consistent adherence to policy.

The Board also regularly assesses its policies. Board Policy (BP) 2220 establishes the Board's Policy Review Committee, which meets regularly to review and update the Board's policies (IVC3-06). At each regular meeting the Board conducts first and second readings of all updated policies to ensure thorough vetting prior to adoption. Upon adoption, amended/reviewed policies are updated to include the latest date of review. BP 1200 is an example (IA1-01).

This work occurs in conjunction with and is informed by the College's participatory governance review of policies and procedures (IB7-01). Academic, Classified, and Student Senate reviews of policy and procedural updates lead to a review by the College Council (IVC7-01). After this step, updates are taken to the Board. The Office of the Superintendent/President maintains a policy and procedure review schedule, which is presented to the Board (IVC7-02). In addition, during its annual self-evaluation, the Board evaluates its performance in reviewing, following, overseeing, and monitoring board policies in various respects (IVA7-04).

ANALYSIS AND EVALUATION

The Board systematically reviews and updates its policies on an ongoing basis to ensure they facilitate the Board's responsibility of institutional oversight and quality assurance.

Standard IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

EVIDENCE OF MEETING THE STANDARD

The Board hears reports from the superintendent/president on the operation of the District, including recommendations for immediate and long-range priorities, as stated in Board Policy (BP) 3275 (IVB5-01). A standing Board agenda item, the CEO Report, is the typical forum for the Board to receive and review these reports, which provide updates on key indicators of student learning, achievement, and plans for improving academic quality (IVC8-01). Additionally, the Board's monthly meeting includes a study session for more in-depth Board analysis and discussion of topics related to student learning, and fiscal, facilities, and strategic planning. Two examples of reports and Board discussion related to student achievement and institutional plans for improving academic quality are the February 2023 Enrollment Report and the July 2022 Strategic Planning Update (IVC8-02, IA2-02).

The Board of Trustees Governance Calendar, a standing information item on each Board agenda, provides an overview of reports scheduled for the upcoming six-month period (IVB1-03). Categories include policy, planning, fiscal, capital projects, student success, personnel, community outreach, accreditation, and board development, among others. Reports, both written and oral/visual, allow Board members to ask questions and offer input directed at compliance with policy and alignment with the College's mission and strategic objectives. These reports also inform the Board's goals for the coming year.

ANALYSIS AND EVALUATION

The Board of Trustees regularly receives reports and discusses key indicators of institutional success, including enrollment, student success, and strategic planning, among others. These reports inform annual Board goal setting.

Standard IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

EVIDENCE OF MEETING THE STANDARD

All trustees are encouraged to achieve certification in Community College League of California's (CCLC) Excellence in Trusteeship Program (IVC9-01). Trustees regularly report on their professional development activities, as evidenced in regular meeting agendas and meeting minutes The Board receives training during Board meetings to ensure a shared understanding of important topics (IVC9-02). Topics of recent trainings have included sexual harassment prevention, the Brown Act, ethics, and conflicts of interest (IVC9-03).

The Board ensures new Board members are oriented to their role both by the current Board officers and the superintendent/president, who schedules meetings with executive staff and others to discuss District structure and policies, the Strategic Plan, student demographic and enrollment information, and other topics. In addition to this local orientation, Board Policy (BP) 2735 requires newly elected trustees in

their first year of service to participate in the CCLC Effective Trusteeship Workshop, the cost of which is covered by the District (IVC9-04).

Additionally, during a contested election in 2018, the District held an orientation for Board candidates (IVC9-05).

The Board ensures continuity of membership and has staggered terms of office (IVC9-06). BP 2100 requires each trustee's term of office to be four years and that elections be held every two years, in even-numbered years. Terms of trustees are staggered so that three trustees' terms end at one election and four at the next election. Administrative Procedure 2110 ensures continuity of board membership by outlining the procedure for filling a vacancy by appointment should a trustee position become open outside of an election cycle (IVC9-07). A person appointed to fill a vacancy holds the office only until the next regularly scheduled election for Board members, at which point the election will fill the vacancy for the remainder of the unexpired term.

ANALYSIS AND EVALUATION

The Board of Trustees is committed to ongoing professional development as a Board, including orientation for new Board members.

Standard IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

EVIDENCE OF MEETING THE STANDARD

The Board annually assesses its performance to identify strengths and areas for improvement in support of institutional effectiveness (IVC10-01). Board Policy (BP) 2745 establishes the process for Board evaluation, which includes the annual appointment of the Self-Evaluation Committee (IVC10-02). BP 2220 charges the committee with conducting the annual Board evaluation survey and developing recommendations for the Board to become more efficient and effective (IVC3-06, IVC10-03). The self-evaluation includes review of performance goals and objectives related to the District's and the Board's commitment to antiracism, diversity, equity, and inclusion (IVC10-04).

The Board also conducts regular training on topics ranging from sexual harassment prevention to Brown Act compliance, in addition to supporting trustee participation at conferences related to Board effectiveness (IVC10-05). Per BP 2735, trustees are expected to provide a report on conference participation at a meeting of the Board within 60 days of conference attendance (IVC9-04).

All Board members complete the annual Board evaluation survey (IVC10-03). After review by the Self-Evaluation Committee, a summary is presented and discussed in open session at a regular Board meeting (IVB4-02). Minutes of these meetings are publicly available. The results are then used to identify accomplishments, areas for improvement, and goals and objectives for the following year. This work is evidenced in regular Board meeting agendas and minutes (IVC10-06). Additionally, to foster ongoing trustee assessment of the Board's effectiveness, Board meeting evaluation is a standing item on every

regular Board meeting agenda. Each trustee offers their immediate reaction to that Board meeting and its efficiency and effectiveness. This information is used to ensure that subsequent meetings focus on continual improvement (IVC10-07).

ANALYSIS AND EVALUATION

The Board is committed to its continual improvement and uses a robust self-evaluation process to reflect on its performance and identify areas for improvement.

Standard IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

EVIDENCE OF MEETING THE STANDARD

The Board of Trustees has adopted a code of ethics, evidenced by Board Policy (BP) 2715 (IC8-01). This policy authorizes the Board president and the superintendent/president to consult with legal counsel when they are aware of actual or perceived violations of law or regulations, including conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Additionally, the Board has a conflict of interest policy, BP 2710, which addresses and defines financial interests, disclosure of remote interests, and prohibition of employment or activity that conflicts with or is inconsistent with duty as a Board member (IVC4-02). BP 2715 delineates how the Board should deal with behavior that violates the code of ethics.

No Board member has employment, family, ownership, or other personal financial interest in the institution. Administrative Procedure (AP) 2710 outlines a series of restrictions and requirements all Board members must adhere to (IVC4-01). These include: incompatible activities; strict limits of financial interests; that no employment with the District is allowed by a Board member; procedures to be followed when there is a financial interest in a decision; strict limits related to gifts; and prohibition of representation of District interests as agent or attorney within one year of relinquishing a Board position. AP 2712 (IVC4-03) further delineates specific procedures and timelines for reporting potential conflicts of interest. All trustees complete a State of California Conflict of Interest Form 700 annually (IIIA13-01).

ANALYSIS AND EVALUATION

The Board takes seriously its policy-driven approach to ethical conduct and the avoidance of even the perception of conflicts of interest.

Standard IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

EVIDENCE OF MEETING THE STANDARD

The Board delegates power and authority to the superintendent/president to effectively lead the District, as stated in Board Policy (BP) 2200 (IVC1-03). BP 2430 then outlines in detail those specific powers and expectations (IVB1-01). These include overall responsibility for administering adopted policies, executing all decisions of the Board requiring administrative action, further delegating powers as appropriate, reasonably interpreting board policy, fulfilling the duties outlined in the superintendent/president job description, ensuring all relevant laws and regulations are complied with, and making available information/reports requested by the Board of Trustees as a whole. The superintendent/president is empowered by the Board to develop and enforce administrative procedures in support of board policy.

The Board holds the superintendent/president accountable for the operation of the District through expectations outlined in the Board self-evaluation and goal-setting process and the evaluation of the superintendent/president, as outlined in BP 2435 and Administrative Procedure (AP) 2435 (IVC3-03, IVC3-04).

ANALYSIS AND EVALUATION

Policy makes clear the Board's delegation of responsibility and authority to administer board policies without interference. Evaluation policies and procedures ensure accountability of the superintendent/president for the operation of the College.

Standard IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

EVIDENCE OF MEETING THE STANDARD

The superintendent/president ensures the District complies with the accreditation process. This includes keeping the Board informed of accreditation status and reports and ensuring the Board is involved in the accreditation process (IVC13-01, IVC10-07). Administrative Procedure (AP) 3200 further outlines the Board's role in reviewing and approving the Institutional Self-Evaluation Report prior to submission (IC12-01).

At the Board's November 2022 meeting, the College's ACCJC liaison provided training to the Board on accreditation and the governing board's roles and responsibilities (IVC10-07). An accreditation update is a standing item in the CEO report during Board meetings, affording the Board an opportunity to understand and engage with the accreditation process on an ongoing basis (IVC13-01). The Board held an in-depth discussion about Standard IV at its February 14, 2023 meeting and reviewed and approved the Institutional Self-Evaluation Report at its July 18, 2023 (IVC13-02, IVC13-03).

ANALYSIS AND EVALUATION

One way the Board of Trustees is committed to its responsibility to monitor institutional performance, institutional quality, fiscal health, and stability is through ensuring the College maintains its accredited status. The Board's ongoing engagement with the development of this ISER and the accreditation process is well-documented.

CONCLUSIONS ON STANDARD IV.C

Marin Community College District has a Board of Trustees with authority over and responsibility for policies that ensure the academic quality, integrity, and effectiveness of programs and the financial stability of the institution. The Board takes seriously its responsibility regarding the public's interest in the College. The Board has established policies outlining its composition, duties, and ethical responsibilities. Additionally, the Board regularly hears reports and engages in discussions about institutional processes and activities related to learning, support, planning, and resource allocation to aid it in fulfilling its responsibilities.

The Board acts as a collective entity, delegates authority to the superintendent/president, and has clear policies and procedures governing the superintendent/president's hiring and evaluation. The Board also seeks to improve through consistent, regular self-evaluation and goal setting, with a focus on the College's mission and strategic planning. Board members collectively and individually are committed to their professional development and training, which is delineated in policy and procedure and evidenced in publicly available minutes and reports.

IMPROVEMENT PLAN(S)

None needed at this time.

IV.C. EVIDENCE LIST

IA1-01	BP1200 Mission Statement
IA2-02	BOT Agenda 071922
IB7-01	Memo September 12, 2022 Board Policy and Administrative Procedure Review
IC8-01	BP 2715 Code of Ethics/Standards of Practice
IC12-01	BP 3200 Accreditation
IIIA11-01	2410 Board Policies and Administrative Procedures
IIIA11-02	Campus Policies Homepage
IIIA13-01	Form 700 Statement of Economic Interests
IIIB3-05	BOT Meeting Minutes February 15, 2023
IIID2-03	BP 6250 Budget Management
IVA5-01	Board of Trustees Agenda
IVB1-01	BP 2430 Delegation of Authority to Superintendent/President
IVB1-03	Board of Trustees Governance Calendar
IVB4-02	BOT Minutes June 20, 2023
IVB5-01	BP 3275 Operational Reports
IVC1-01	Education Code Section 70902
IVC1-02	BP 2010 Board Membership

IVC1-03   BP 2200 Board Duties and Responsibilities

IVC2-01   BP 2330 Quorum and Voting

IVC3-01   BP 2431 Superintendent/President Selection

IVC3-02   BP 2432 Superintendent/President Succession

IVC3-03   BP 2435 Evaluation of the Superintendent/President

IVC3-04   AP 2435 Evaluation of the Superintendent/President

IVC3-05*   Current Superintendent/President Employment Contract
                 (Available to the visiting team on site upon request)

IVC3-06   BP 2220 Committees of the Board

IVC3-07   Superintendent/President Evaluation Committee Meeting Agenda

IVC4-01   AP 2710 Conflict of Interest

IVC4-02   BP 2710 Conflict of Interest

IVC4-03   AP 2712-Conflict of Interest Code

IVC4-04   Email dated November 16, 2020

IVC4-05   BP 2716-Political Activity

IVC7-01   College Council Agenda November 12, 2020

IVC7-02   Policy and Procedure Review Schedule

IVC8-01   BOT Minutes Sep. 20, 2022

IVC8-02   CEO Enrollment Report to BOT February 14, 2023

IVC9-01   BP 2740-Board Education

IVC9-02   BOT Meeting Minutes May 16, 2023

IVC9-03   BOT Meeting Minutes April 7, 2021

IVC9-04   BP 2735 Board Member Travel

IVC9-05   New Trustee Orientation Materials

IVC9-06   BP 2100 Board Elections

IVC9-07   AP 2110 Vacancies on the Board

IVC10-01   BOT Self-Evaluation Retreat Agenda June 24, 2022

IVC10-02   BP 2745 Board Self-Evaluation

IVC10-03   Board Self Evaluation Survey

IVC10-04   BOT Self-Evaluation Meeting Minutes June 24, 2022

IVC10-05   Special Board Meeting Agenda April 27, 2021

IVC10-06   BOT Meeting Agenda August 6, 2022

IVC10-07   BOT Meeting Minutes November 15, 2022

IVC13-01   BOT Meeting Agenda May 16, 2023

IVC13-02   BOT Meeting Minutes February 14, 2023

IVC13-03   BOT Meeting Agenda July 18, 2023

Quality Focus Essay

Introduction

Over the next seven years, in addition to many other projects aimed at supporting student success, the College will implement a Student Equity Plan that focuses on creating and strengthening programs to increase equitable outcomes and success for specific student populations who have been historically underserved and/or marginalized, with a committed emphasis on serving students of color. The College has already undertaken significant and transformative work in this area, including extensive and ongoing professional development aimed at dismantling systemic racism, course redesign, curriculum and pedagogy work, learning community development, hosting guest speakers and events, and the College's homegrown Umoja Equity Institute and Equity Summit. This equity work is essential to fulfilling the College's mission.

One group the College will continue to prioritize is Marin's rapidly growing Latinx population, including youth and high school graduates. In recent years, the College has expanded the activities of its Outreach department to collaborate more extensively with local high schools. In doing so, the College has increased college interest and enrollment, including concurrent enrollment, for Marin's substantial Latinx high school student population. In addition, the College will place a particular emphasis on increasing participation, persistence, and success for English as a Second Language (ESL) students, nearly 80 percent of whom are Latinx at the College. The need to create intentional, culturally relevant wraparound supports for the College's Latinx population specifically is underscored not just by changing demographics, growing interest and enrollment, and the College's Latinx student success data, but also by larger social context factors the College seeks to address. Marin County is still an area of stark contrasts, deeply ingrained systemic racism, and resistant to change. Against that backdrop, the College aims to be a welcoming sanctuary of support and upward mobility for Latinx students, as showcased by the project outlined within this document.

Latinx Equity Project: Mi Familia Learning Community

The project, aimed at increasing persistence, retention, and achievement for existing and incoming Latinx students, including English as a Second Language (ESL), is the establishment of a new learning community, Mi Familia. The Planning and Resources and Allocation Committee (PRAC) initially shone a light on the limitations of the Puente cohort model and asked for a task force to look at how the College could better serve Latinx students. That report then led to the Mi Familia concept, which came back to PRAC, was recommended for funding, and then recommended for further funding and expansion. The role of participatory governance in this cycle was a key part of the process and continuously expanded the number of voices included.

Plans for Mi Familia grew in response to the College's growing Latinx student population, minimal wraparound support services for credit and noncredit ESL students, and equity gaps in student progress and achievement. Key enrollment trends and student achievement data are highlighted below:

- Between fall 2010 and fall 2022, the proportion of the College's credit students identifying as Hispanic/Latinx has doubled, from 17 percent to 35 percent.
- Between 2017-18 and 2021-22, successful course completion among Latinx students averaged 71.5 percent, 10 percentage points lower than Asian and White students.[i]
- As a result of AB705, first-time, degree/transfer seeking Latinx students enroll in transfer-level English and math at the same rate as other students. However, because of lower course success rates, fewer complete transfer-level math or English. Between 2019-20 and 2021-22, 16 to 18 percent of Latinx students completed both transfer-level math and English in their first year, 3 to 6 percentage points lower than White students and 12 to 14 percent lower than Asian students.
- Among degree/transfer-seeking students eligible for transfer between 2017-18 and 2020-21, 8.2 percent of Latinx students transferred to a 4-year institution, compared to 12.1 percent of Asian students and 13.5 percent of White students.[ii]
- Credit and noncredit ESL enrollment dipped during the pandemic, but is rebounding; in 2021-22, ESL students comprised 14 percent of the College's student population. Approximately 80 percent of the College's ESL students identify as Hispanic/Latinx. [iii]Attendance and persistence in noncredit ESL courses demonstrate an opportunity for the College to increase engagement among these students. Between 2017-18 and 2022-23, students in lower-level foundational skills ESL courses attended an average of 48 percent of course contact hours. Students in the higher-level focused skills ESL courses attended an average of 63 percent of course contact hours. In addition, among 3,112 students who first enrolled in COM ESL courses during this period, 42 percent did not return to enroll in a second course.

Evidence shows that the College's existing learning communities Umoja (African American); MESA (STEM); Puente (Latinx); MAPS (Guided Pathways-based) do increase student success. For example, compared to their peers, Latinx students enrolled in learning communities are more likely to develop a Student Education Plan with a counselor by the end of their first term; have higher rates of fall-to-spring persistence; and have higher course success rates in the first year of enrollment. Additionally, the College can report anecdotally that the learning communities have transformed the campus into a vibrant and exciting environment and provided students with a sense of ownership in their college experience. However, there is also a large population of students not yet served by these learning communities due to restrictions in their busy schedules and requirements for participation; for example, the Puente learning community requires that students have transfer to a 4-year institution as a goal. While Puente intentionally recruits and supports Latinx students, the students served are limited in number due in part to the elements that make it so successful: the intimate cohort structure of the program, time commitment, and transfer student status requirement. Mi Familia will fill in each of those gaps.

In 2021, a faculty team of ESL instructors and counselors conducted extensive research via an internal research and development grant. Various stakeholders were interviewed during the process, including instructors, administrators, program coordinators, classified staff members, and students. Community-based organizations were consulted, research into programs that encompass part of the intended scope of Mi Familia was also conducted, and a final report in spring 2021 was forwarded to PRAC and the Superintendent/President, who approved another phase of funding. Preparatory work has continued since, and Mi Familia will open to students in fall 2023.

ANTICIPATED IMPACT ON MEASURABLE STUDENT ACHIEVEMENT AND LEARNING OUTCOMES

The intention of Mi Familia is to increase retention, persistence, and achievement with the students who participate, thus affecting Latinx student success data. According to the 2021 Mi Familia report, the learning community will increase enrollment, persistence, retention, and achievement amongst Latinx students, including transfer-bound students, credit ESL students, and noncredit ESL students.

Mi Familia Goals:

- With increased outreach to incoming students with non-degree/transfer seeking educational goals, including noncredit ESL students, the target goal is to increase participation in Mi Familia from 25 to 120 students by 2026-27.
- To support COM's institutional goal to eliminate transfer equity gaps, about 80 more Latinx students need to transfer per year, and Mi Familia is expected to contribute partially to meeting that goal.
- Course success rates among Latinx students will reach an average of 80 percent, equal to that of Asian and White students.
- Increased persistence for noncredit ESL students: by 2026-27, positive attendance in noncredit ESL courses will increase from 48 percent to 55 percent in foundational skills courses, and from 63 percent to 70 percent in focused skills courses. Students persisting to enroll in an additional course in a subsequent semester will increase from 42 percent to 50 percent.
- Steadily increasing attendance of Mi Familia-sponsored activities on- and off-campus
- With increased attendance and persistence in noncredit ESL courses, referrals of Latinx, especially ESL, students to student services will increase.

However, by its very nature, many of the intended outcomes of Mi Familia are social and emotional. To this end, Mi Familia will measure student engagement and impact of the learning community via qualitative surveys.

Furthermore, in the first few years of its implementation, Mi Familia will be focused on establishing and fostering connections with all existing College programs and services. Success will be measured by the number of weekly and semesterly activities and events that Mi Familia hosts, attendance and participation in these events, and surveys administered regarding their efficacy. Student use of the Mi Familia space and event attendance will also be tracked to measure student engagement.

DETAILED DESCRIPTION OF THE PROJECT

According to the fall 2021 Mi Familia report, the learning community will be "a physical space, resource center, and community for Latinx and all students and staff, including all levels of ESL students and their families. Mi Familia welcomes the larger community of all COM students and staff."

The learning community will be staffed by faculty coordinators, faculty team members, and student assistants. Mi Familia's offerings will include:

1. **Cultural Experiences**: Mi Familia provides access to cultural activities that celebrate Latinx history and heritage, including speakers, activism and community engagement, art, food, music and more.
2. **Academic Services**: Mi Familia bridges to and collaborates with established COM learning communities (Puente, UMOJA, MAPS, MESA), and other academic programs such as CTE/Strong Workforce.
3. **Support Services:** Mi Familia staff and resources bridge with other academic services such as group study, the Tutoring and Learning Center, the ESL Lab, Math Lab, and support services such as the EOPS/CARE/CalWORKs, the Transfer Center, and Counseling. Counseling and other services are provided in Spanish. Mi Familia also connects to off-campus groups (such as 10,000 Degrees) to provide non-duplicated but extensive support for students. In addition, College faculty use the center and resources to better engage Latinx students in their respective disciplines.
4. **Social Services**: Mi Familia connects students to resources such as tax preparation advice, legal and immigration advice, career services, and job opportunities.

GOALS OF THE MI FAMILIA PROGRAM AND RESOURCES

- Providing social events to engage the Latinx and extended College community for inclusion and cultural experiences.
- Examining the persistence of incoming college students participating in the program and equipping these students with the tools needed for successful educational program completion.
- Clarifying continuity of support that includes student services, financial aid, learning communities, and educational equity for all students that center around community building and cultivating a sense of belonging.
- Empowering all Latinx students throughout their academic journey at College of Marin, be it pursuit of a higher paying job, attainment of a credential, an AA, AS, or AD-T (Associate Degree for Transfer) degree, or transfer to a four-year institution.
- Empowering specifically the noncredit ESL (ESLN) student to persist and practice English, create a sense of belonging to the larger college community, and introduce students to expanded educational opportunities.

Specific Goals, Responsible Parties, Resources Needed, and Timeline

TIMELINE	ACTIVITIES	RESPONSIBLE PARTIES
YEAR 1		

Fall 2023	**Pilot Begins**
	
	1. Transform temporary space into a welcoming environment.
	2. Create internal tools for better understanding and assessing Mi Familia students' needs.
	3. Establish, schedule, and pilot regular events within the Learning Communities (LC).
	4. Produce protocols and mentorship for student assistants.
	5. Liaise with existing LCs to:
	   • Establish data protocols across LCs.
	   • Plan and execute campus wide events.
	   • Student recruitment (ongoing)
		• Mi Familia Team
		• Dean of Educational Success Programs
		• AVP of instruction
		• LC Coordinator
		• UMOJA
		• Puente
		• MAPS
		• MESA

Spring 2024	**Pilot Continues**
	
	1. Planning for full fall 24 launch:
	   • Identify new space for LC.
	   • Decide on Mi Familia campus wide events.
	   • Fine tune scheduling, protocols, and events within LC.
	2. Spring events with other LCs.
	3. Hiring student assistants for fall.
	4. Calls go out to recruit/sustain Mi Familia coordinators and faculty teammates.
	5. Institutionalize LC staffing needs by spring 25.
	6. Survey LC students.
	7. Establish yearly and semester checklists and duties.
	8. Recruit students.
		• Mi Familia Team
		• Student Assistants
		• Dean of Educational Success Programs
		• PRAC
		• LC Coordinator

TIMELINE	ACTIVITIES	RESPONSIBLE PARTIES
YEAR 2		

Fall 2024	**Official Launch**
	
	1. Furnish, decorate, and occupy new space.
	2. Review and reassess LC event offerings based on data gathered.
	3. Determine schedule for the year:
	    • LC internal events.
	    • Campus wide events with partners.
	    • Personnel
	4. Implement data protocols across LCs.
	5. Research long-term professional development for all LC faculty.
	6. Establish student participation baseline and affiliation guidelines.
		• Mi Familia Team
		• Student Assistants
		• LC Coordinator
		• PRIE (Planning, Research, and Institutional Effectiveness)
		• Professional Learning Committee (PLC)
		• Dean of Educational Success Programs

Spring 2025	1. Run through established checklist:
	    • Scheduling, events (LC and campus wide), protocols, data needs and feedback, inventory supplies.
	    • Hiring student assistants
	2. LC team (from across LCs) attends professional development.
	3. Research professional development for student assistants from all LCs
	4. Begin planning move to new LRC (Learning Resources Center) Building.
	5. Staffing protocols in place.
	6. Assess participation and identify plans to increase participation by 3% over two years
		• Mi Familia Team
		• Student Assistants
		• LC Coordinator
		• Dean of Educational Success Programs

TIMELINE	ACTIVITIES	RESPONSIBLE PARTIES
YEAR 3		
Fall 2025	1. Planning for academic year with previously established protocols. 2. Possible move to new building. 3. Attend professional development. 4. Begin academic needs assessment and protocols to examine Puente capacity for interested students. 5. Implement new plans to increase student participation and solidify student affiliation guidelines.	• Mi Familia Team • Student Assistants • AVP of Instruction • Dean of Educational Success Programs • LC Coordinator • LC Leadership • Puente Team members Counseling
Spring 2026	1. Review of Puente needs continues. 2. Documented protocols for planning, scheduling, staffing, campus wide and local events. 3. Ongoing duties: scheduling, planning, data gathering etc.	• Mi Familia Team • Student Assistants • AVP of Instruction • Dean of Educational Success Programs • LC Coordinator • LC Leadership • Puente Team members Counseling

CONCLUSION

Like that of Marin County, the College's fastest growing population by ethnicity is Latinx. The College's size and funding model dictate that as an institution, it is too wealthy to be declared a Hispanic Serving Institution, despite the institutional and county-wide numbers, including a staggering 25.5% increase in Marin's Hispanic population between 2010 and 2021. With the College's Latinx population at more than 40 percent and growing and given the wealth of our district and local community, College of Marin has a responsibility to ensure the access and success of our Latinx students. It is unacceptable that Latinx students continue to experience disproportionate impact in course success and completion compared to their White and Asian peers. The ongoing economic disparity in Marin County, along with these inequitable student success outcomes, have prompted the College to analyze how to better serve its Latinx population. Therefore, this project showcases not only College of Marin's intentional equity-based focus on student success, but also the institution's particular commitment to the inclusion, empowerment, and success of Latinx students.

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i   *ISER student achievement data, Figure B2: Credit Course Success by Race/Ethnicity, 2017-18 through 2021-22.*
ii   *Source: CCCCO LaunchBoard, Student Success Metrics, Degree/Transfer Students. Data for 2021-22 not yet available. Transfer is defined as follows: the number of students who earned 12 or more units at any time and at any college up to and including the selected year, who exited the community college system, and who enrolled in a four-year institution in the selected year.*
iii *COM Fast Facts 2021-2022*

Glossary

AA	Associate of Arts
AA-T	Associate of Arts for Transfer
AS	Associate of Science
AS-T	Associate of Science for Transfer
AD-T	Associate Degree for Transfer
AAUP	American Association of University Professors
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Americans with Disabilities Act
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
ASCCC	Academic Senate for the California Community Colleges
ASCOM	Associated Students College of Marin
BP	Board Policy
CalOSHA	California Occupational Safety and Health Administration
CalWORKs	California Work Opportunities and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CCCCO	California Community Colleges Chancellor's Office
CCLC	Community College League of California
CEO	Chief Executive Officer
CLO	Course Level Outcome
COM	College of Marin
COM CARE	College of Marin Campus Assessment, Response and Evaluation
COMPASS	College of Marin Providing Access and Supporting Success
COR	Course Outline of Record
CPT	Continuing Professional Training
CSEA	California School Employees Association
CSU	California State University
CTE	Career Technical Education
CTEOS	CTE Outcomes Survey
DE	Distance Education
DEC	Distance Education Committee
DSA	Division of the State Architect

DT	Dedicated Tutor
EAB	Education Advisory Board
EC	Education Code
ECMC	Educational Credit Management Corporation
EDAC	Equity and Diversity Advisory Committee
EEO	Equal Employment Opportunity
EMP	Educational Master Plan
EMT	Emergency Medical Technician
EOPS	Extended Opportunity Programs and Services
EPC	Educational Planning Committee
ES	Enrollment Services
ESCOM	Emeritus Students College of Marin
ESL	English as a Second Language
ESLN	Noncredit ESL
ETUM	Eligible Temporary Union Member
FAQs	Frequently Asked Questions
FDIP	Faculty Diversity Internship Program
FERPA	Family Educational Rights and Privacy Act
FMP	Facilities Master Plan
FPC	Facilities Planning Committee
FTE	Full-time Equivalent
FTFAC	Full-Time Faculty Allocation Committee
FYE	First Year Experience program
GASB	Governmental Accounting Standards Board
GE	General Education
GO	General Obligation
GPA	Grade Point Average
GRC	Governance Review Council
GRIT	Guidance, Resources, Integration, and Transformation
HIPAA	Health Insurance Portability and Accountability Act
HR	Human Resources Department
HVAC	Heating, Ventilation, and Air Conditioning
IDEA	Inclusion, Diversity, Equity, and Action
IEC	Instructional Equipment Committee
IGETC	Intersegmental General Education Transfer Curriculum

ILC	Information Literacy Classroom
IPM	Integrated Planning Manual
IR&D	Institutional Research & Development
ISLO	Instructional Student Learning Outcomes
IT	Information Technology
IVC	Indian Valley Campus
JSTOR	Journal Storage
KTD	Kentfield Campus
LC	Learning Community/Communities
LEED	Leadership in Energy and Environmental Design
LMS	Learning Management System
LRC	Learning Resources Center
MarinCap	Marin Curriculum Alignment Project
MARINet	Marin Automated Resources and Information Network
MCCD	Marin Community College District
MIS	Management Information System
M&O	Maintenance and Operations
NCCCSIA	Northern California Community College Self Insurance Authority
NCLEX-RN	National Council Licensure Examination-Registered Nursing
NSLDS	National Student Loan Data System
OCLC	Online Computer Library Center
OCR	Office of Civil Rights
OEI	Online Education Initiative
OIM	Office of Instructional Management
OPEB	Other Post-Employment Benefits
OSHA	Occupational Health and Safety Administration
OWC	Online Writing Center
PDLC	Professional Development Leave Committee
PLC	Professional Learning Committee
PDF	Portable document format
PG&E	Pacific Gas & Electric
PGS	Participatory Governance System
PLO	Program-level outcome
POCR	Peer Online Course Review
POST	Peace Officers Standards and Training

PRAC	Planning and Resource Allocation Committee
PSLO	Program, Degree, and Certificate SLOs
PRIE	Planning, Research, and Institutional Effectiveness Office
PSC	Professional Standards Committee
PV	Portable Village
RDA	Registered Dental Assisting
RWL	Reading and Writing Lab
SAA	Student Activities and Advocacy Office
SAS	Student Accessibility Services
SEIU	Service Employees International Union
SEP	Student Equity Plans
SLOAC	Student Learning Outcomes Assessment Council
SLOs	Student Learning Outcomes
SMN	Science, Math, Nursing
SSSP	Student Success and Support Program
STEM	Science, Technology, Engineering, and Mathematics
SWACC	Statewide Association of Community Colleges
TCO	Total Cost of Ownership
TEAS	Test of Essential Academic Skills
TLC	Tutoring and Learning Center
TOEFL	Test of English as a Foreign Language
TPC	Technology Planning Committee
UC	University of California
UDWC	Union-District Workload Committee
UEI	Umoja Equity Institute
UPM	United Professors of Marin
USDOE	U.S. Department of Education
VS	Village Square
WASC	Western Association of Schools and Colleges
WBDG	Whole Building Design Guide

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