

PEER REVIEW TEAM REPORT

835 College Ave
Kentfield, CA 94904

This report represents the findings of the Peer Review Team that conducted a focused site visit to College of Marin on March 7th, 2024. The Commission acted on the accredited status of the institution during its June 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Kathryn E. Jeffery, Ph.D.
Peer Review Team Chair

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Peer Review Team Roster

TEAM ISER REVIEW

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Superintendent/President

Dr. Annebelle Nery, Vice Chair
Santa Ana College
President

ACADEMIC MEMBERS

Dr. Michael Bagley
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ADMINISTRATIVE MEMBERS

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ACCJC STAFF LIAISON

Dr. Kevin Bontenbal

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Peer Review Team Roster

FOCUSED SITE VISIT

Dr. Kathryn Jeffery, Chair
Santa Monica Community College District
Superintendent/President

Dr. Annebelle Nery, Vice Chair
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President

ACADEMIC MEMBERS

Dr. Juan Buriel
English Professor
College of the Canyons

ACCJC STAFF LIAISON

Dr. Kevin Bontenbal
Vice President
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Summary of Focused Site Visit

INSTITUTION: College of Marin

DATES OF VISIT: March 7, 2024

TEAM CHAIR: Dr. Kathryn Jeffery

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In October 2023, the team conducted Team ISER Review (formative component) to identify where the College meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A three-member peer review team conducted a Focused Site Visit on March 7, 2024, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations. On March 7, 2024, the peer review team also hosted an in-person open forum from 11-12pm.

The team chair and vice chair held a preliminary Focused Site Visit meeting with the College CEO on August 28, 2023, to discuss and plan for the Team ISER Review and the Focused Site Visit to be held in March 2024. During the Focused Site Visit, team members met with approximately 16 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Team members did not meet with trustees from the College or observe a board meeting. The team held one open forum by zoom on October 5, 2023, from 4-5pm, which was well attended, and provided the College community and others opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Commendations

Commendation 1: The team commends the College for their robust integrated planning process, and how their six-step program review is used to inform course improvements, resource allocation, and improve equitable success and retention through sustained, substantive, and collegial dialogue. (I.B.1, I.B.5)

Recommendations

Recommendations to Meet Standards:

None.

Recommendations to Improve Quality:

None.

Introduction

In 2026, College of Marin will hold its culminating centennial celebration, commemorating 100 years of success in serving an increasingly diverse Marin community. 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.

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 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 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).

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.

In 2009-10, 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. 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 the ISER review, core inquiries development, and site visit, the peer review team was impressed with the leadership, organization, and exemplary equity-focused practices of the College. It was clear that excellent work has been underway at the College by multiple groups since the last accreditation.

Eligibility Requirements

1. Authority

The College 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. California Education Code, Division 7, establishes the California Community College System under the leadership and direction of the Board of Governors.

The College meets the Eligibility Requirement.

2. Operational Status

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. The institution is operational and has students actively pursuing degrees and certificates.

The College meets the 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. The College offers 66 associate degrees, including associate degrees for transfer, and 31 certificates of Achievement. In 2021-2022, 48 percent of credit students indicated that an associate degree, certificate, or transfer was their educational goal.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

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. The superintendent/president does not serve as the chair of the Board of Trustees. The College ensures that the Commission is notified when there are changes to the executive leadership.

The College meets the Eligibility Requirement.

5. Financial Accountability

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. The College is an approved Title IV institution and complies with all federal requirements to distribute financial aid.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

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

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
x	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
x	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

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

Standards and Performance with Respect to Student Achievement

Evaluation Items:

x	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
x	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

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 website. Additional student achievement metrics for instructional program learning outcomes are discussed in Standard I.B.2.

Credits, Program Length, and Tuition

Evaluation Items:

x	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
x	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
x	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
x	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

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. A minimum of sixty semester units are required to earn an associate degree. 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. Enrollment fees are published on the College’s website and referred to in BP 5030 and AP 5030.

Transfer Policies

Evaluation Items:

x	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
x	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
x	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
x	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
x	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

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. 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. 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

Evaluation Items:

For Distance Education:	
x	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> .
x	The institution ensures, through the methods outlined in the Commission <i>Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student’s completion of a course or competency.
x	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
x	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
x	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
x	The institution demonstrates compliance with the Commission <i>Policy on Distance</i>

	<i>Education and Correspondence Education.</i>
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[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission’s requirements.
	The College does not offer Distance Education or Correspondence Education.

Narrative:

The College offers hybrid and online asynchronous courses as part of its Distance Education (DE) program. The DE Coordinator and Instructional Designer, in collaboration with the DE Committee, ensure compliance with DE requirements as outlined in Administrative Procedure (AP) 4105 Distance Education 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. The College does not offer Correspondence Education.

Student Complaints

Evaluation Items:

x	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
x	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
x	The team analysis of the student complaint files identifies any issues that may be indicative of the institution’s noncompliance with any Accreditation Standards.
x	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
x	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints</i>

	<i>Against Institutions.</i>
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[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The College’s Student Complaint process is defined in AP 5530 Student Rights and Grievances and AP 3435 Discrimination and Harassment Complaint Procedures. Policies and procedures regarding student complaints are published in the Catalog, on the Student Services website, and on the Policies website. Students may access the COM CARE report system found on the Student Services website to submit a concern or complaint.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
x	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status.</i>
x	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution

	does not meet the Commission's requirements.
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Narrative:

The College 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. 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.

Title IV Compliance

Evaluation Items:

x	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
x	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
x	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
x	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
x	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

x	The team has reviewed the elements of this component and has found the institution
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	to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College demonstrates compliance with Federal Title IV regulations and US ED requirements. The College has no Department of Education findings and the student loan default rate is within the acceptable range. The Team examined the report of the independent auditor and confirmed that there are no audit findings related to compliance with Title IV regulations.

Standard I

Mission, Academic Quality and Institutional Effectiveness

Standard I.A. Mission

General Observations:

The institution demonstrates a 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 College demonstrates a commitment to meaningful assessment and evaluation by using a formative assessment/peer review model with multiple opportunities for improvement. 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.

Findings and Evidence:

The College's mission supports the intended student population pursuing educational, career, or personal development goals by offering community education courses as well as associate degrees in arts, science, and transfer along with certificates in career and technical education. The College's mission relates the institution's broad educational purpose to "respond to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes social, racial, and economic justice." The College demonstrates its commitment to student learning and achievement through its assessment of skills, knowledge and behaviors acquired by students (I.A.1).

The College uses data to determine how effectively it is accomplishing its mission. Data is regularly used to inform institutional level Educational Master Plan and Strategic Plan goals, which are aligned with the College's mission. The Planning, Research, and Institutional Effectiveness (PRIE) Office tracks and reports progress on the College's Educational Master Plan and Strategic Plan goals on a quarterly basis to the Board of Trustees. These quarterly reports include two components for each of the EMP goals and objectives, a "Looking Back" summary that describes the progress made toward the College's EMP goals as well as a "Looking Ahead" summary that describes the next steps needed to continue progress toward completion of these goals. PRIE also maintains a public Fact Book dashboard with current and historical institutional performance data on course enrollment, success, and retention as well as awards and transfer. The Fact Book web page also includes a dashboard with data illustrating how effectively the College is meeting its equity goals as well (I.A.2).

The College's six-year Educational Master Plan informs its mission and guides the College's two 3-year strategic planning cycles, annual planning, program review, resource allocation, and outcomes assessment. Both instructional and non-instructional programs are assessed via the program review process, which is directly linked to the EMP and mission. The College regularly

evaluates its programs and services to ensure that they are current, sustainable, continuously improved and adequately resourced, and most importantly, assigned with its mission. Evaluation takes place at the course, program, degree, service, department, and institutional levels. (I.A.3).

The College's mission statement is widely published in several areas, including the College's website, publications, and catalog. The mission statement is reviewed annually, most recently in April 2022, to reflect recommendations made by the Inclusion, Diversity, and Equity Activities Committee (IDEA) to reflect the College's commitment to diversity, equity and belonging (I.A.4).

Conclusions:

The College meets the Standard.

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College's program review process exemplifies its commitment to sustained, substantive, and collegial dialogue about outcomes assessment, equity, academic quality, institutional effectiveness and continuous improvement. The program review process includes six distinct steps. Step One begins with data coaching from the office of Planning, Research, and Institutional Effectiveness. Step Two includes an analysis of outcomes data with the Student Learning and Outcomes Assessment Council (SLOAC). Step Three consists of a consultation with Equity Facilitators who recommend equity related curricular changes, resource requests, and action steps needed to address any equity gaps. Step Four and Five includes a consultation with the area dean in order for the dean to present the department needs to the Planning and Resource Allocation committee on the department/program's behalf. Finally, the sixth and last step of the process includes a review by the Guidance, Resources, Integration, and Transformation (GRIT) Committee, who reviews and recommends options for continuous improvement.

Findings and Evidence:

Throughout the process, reflection, analysis, and action is centered upon "an intentional focus on dismantling oppressive practices in policies and procedures that impact historically underserved populations." The College's governance structure is designed to support collegiality through the processes of continuous institutional improvement. During the Academic Program Review process, use of Equity Facilitators who recommend equity related curricular changes, resource requests, and action steps for continuous improvement, use of disaggregated data and data coaches, and through the College's Guidance, Resources, Integration and Transformation committee that follows up to ensure that actionable steps toward continuous improvement in dismantling anti-racist processes and policies needed to close equity gaps for historically underserved populations will be implemented (I.B.1).

The institution defines and assesses student learning outcomes for instructional programs and student learning support services. Each of the College's credit and noncredit courses have equity-minded SLOs and, working collaboratively with SLOAC, the instructional programs set an assessment timeline for assessing SLOs. Course level SLOs are mapped to program and institutional level SLOs. Institutional level SLOs have also been identified for all non-instructional programs and services. Data from SLO assessment is used for continuous improvement, and the College has recently developed an overall assessment improvement plan to be launched in Fall 2023 in order to ensure regular assessment occurs for **all** instructional programs and student learning support services and results are used for continuous improvement (I.B.2).

The College has set standards for student achievement in place that align with the College's mission, and assesses how well it is achieving these standards, and publishes this information in order to continuously improve. The College has several mechanisms in place for reviewing these standards, and this information is distributed broadly via presentations, print communications, and data dashboards for internal and external use. Student equity and achievement data are reviewed via participatory governance processes (I.B.3).

The College uses assessment data and organizes its institutional processes to support student learning and achievement. The College's well-designed integrated planning model incorporates institutional effectiveness research and data analyses, including outcomes assessment data, into planning processes, such as academic program review, which consists of six steps. The Office of Planning, Research, and Institutional Effectiveness provides all academic programs with comprehensive student achievement data annually. This enables academic programs to monitor student achievement metrics, such as fall- to-spring persistence of first-time students, course retention and success, and completion rates. Non-academic programs monitor student achievement and institutional outcomes, specifically how well they are meeting the institutional outcome to "improve access, retention, and or success for all students." Deans and managers are charged with using this data to support resource requests in presentations to the Planning and Resource Allocation committee (I.B.4).

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. Academic Program Review is a multi-step, iterative process that includes formative assessment and continuous improvement using a collaborative, peer review model with the primary goal of closing equity gaps. The program review process includes six distinct steps. Step One begins with data coaching from the office of Planning, Research, and Institutional Effectiveness. Step Two includes an analysis of outcomes data with the Student Learning and Outcomes Assessment Council (SLOAC). Step Three consists of a consultation with Equity Facilitators who recommend equity related curricular changes, resource requests, and action steps needed to address any equity gaps based on analysis of disaggregated data by race/ethnicity. Step Four includes a consultation with the area dean in order for the dean to present the department needs to the Planning and Resource Allocation committee on the

department/program's behalf. Finally, the sixth and last step of the process includes a review by the Guidance, Resources, Integration, and Transformation (GRIT) Committee, who reviews and recommends options for continuous improvement. Throughout the process, reflection, analysis, and action is centered upon "an intentional focus on dismantling oppressive practices in policies and procedures that impact historically underserved populations." The College's governance structure is designed to support collegiality through the processes of continuous institutional improvement. Non-instructional programs and services assess how well they are meeting the overarching institutional outcome to "improve student access, retention, and/or success of all students." They do so by using both quantitative and qualitative data. The Office of Planning, Research, and Institutional Effectiveness (PRIE) provides data coaching during the program review and assessment processes (I.B.5).

The institution disaggregates and analyzes learning outcomes and achievement data for subpopulations of students, and when equity gaps are identified the institution allocates resources to close these gaps. Disaggregated institutional-level data is made available by Institutional Research, and one dashboard in particular provides data on disproportionate impact. PRIE offers weekly data coaching sessions and professional development opportunities to improve data literacy. The College analyzes outcomes assessment data at the course and program level and is working to make available disaggregated data of PSLOs available to monitor equity goals at the program level as well. The College's Student Learning Outcomes Assessment Committee is working to provide guidance on implementing strategies to mitigate equity gaps. The GRIT committee follows up by ensuring programs have actionable equity goals. Institutional performance data along with data from outcomes assessment and program review is used to inform the College's resource allocation processes (I.B.6).

The institution regularly evaluates its policies and practices across all areas. This is done via program review and participatory governance practices (I.B.7).

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. The Office of Planning, Research, and Institutional Effectiveness maintains several data dashboards that are available to the public. This Office also provides student achievement data to all instructional programs annually. Student and faculty survey results are also published on the PRIE website. The Educational Planning Committee provides opportunities for cross-functional dialog on institutional performance (I.B.8).

The institution engages in continuous, broad-based, systematic evaluation and planning and uses an integrated planning model consisting of program review, planning, and resource allocation. The institution's planning model is outlined in a manual that is currently under revision. Academic and non-academic units participate in program review which informs resource allocation. The College demonstrates a commitment to a sustained, collegial, and equity focused dialog in order to continuously improve student learning and achievement (I.B.9).

Conclusions:

The College meets the standard.

Commendation:

The team commends the College for their robust integrated planning process, and how their six-step program review is used to inform course improvements, resource allocation, and improve equitable success and retention through sustained, substantive, and collegial dialogue.
(I.B.1, I.B.5)

Standard I.C. Institutional Integrity

General Observations:

The institution ensures clarity, accuracy, and integrity of information, including its accreditation status, to both current and prospective students, personnel, and the public. Website content and print information are accurate and current. The College's accreditation page can be easily found on the website and is maintained regularly.

Findings and Evidence:

The Office of Instructional Management ensures information in the catalog and class schedule is accurate and current. This office also has a process for schedule changes and for communicating these changes Collegewide (I.C.1).

The institution publishes both print and online versions of the catalog for current and prospective students with accurate information (I.C.2).

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. This is done primarily through publicly accessible data dashboards and reports, such as the Fast Facts brochure, that are published on the College's website. Data is disseminated widely. (I.C.3).

The institution describes its certificates and degrees in terms of the purpose, content, course requirements, and expected learning outcomes. This information is available in several locations. A list of degrees and certificates is available in the online catalog and the College website. SLOs on all programs, degrees, and certificates can also be found in the catalog and website as well as on course syllabi (I.C.4).

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. This is completed using the CCLC Policy and Procedure Service and conducted via the participatory governance process (I.C.5).

The institution informs current and prospective students regarding the total cost of education via the MyCOM portal, course schedule, catalog, and Paying for College web page (I.C.6).

To assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies illustrate the College's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom is embraced (I.C.7).

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 (I.C.8).

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 (I.C.9).

Faculty and students are provided with notice of policies (I.C.10).

I.C.11 on operating in outside of the US -- not applicable

The institution agrees to comply with ACCJC Eligibility Requirements, Standards, and policies. (I.C.12).

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies (I.C.13).

The institution is a publicly funded institution and does not generate financial returns for investors. The College is a good steward of public resources (I.C.14).

Conclusions:

The College meets the standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

College of Marin offers instructional programs that align with the College's mission, are appropriate to higher education, and lead to the timely student achievement of learning outcomes, degrees, certificates, employment, career training and advancement, and transfer. The College has processes in place that allow for program sustainability and improvement, ensuring that incoming, current, and returning students are provided equitable opportunities to successfully complete innovative educational programs that prepare them for career or transfer.

Findings and Evidence:

The College offers degrees and certificates in both general education and career education. The College has five core instructional areas: transfer, degrees/certificates, career technical education, basic skills and ESL. Institutional learning outcomes are assessed, and the data is disaggregated to ensure that instructional programs are aligned with the mission of the College and the College's equity goals. The has identified student learning outcomes for all programs and published them in the Course Outlines of Record or Program Outline of Record and all data is available on the College's website. The College assesses SLO data to ensure high student achievement and ensure equity in access and opportunity. All departments maintain an assessment schedule and assess courses at a minimum of every three years. Learning is regularly assessed, and data can be seen on the Student Learning Outcomes website. Distance education course assessment data is published on the College's Distance Education website. Programs, regardless of location or means of delivery, are reviewed through the College's equity-driven program review process to ensure the curriculum aligns with the College's mission, is appropriate to higher education, and culminates in student success (II.A.1).

The College's faculty demonstrate collective ownership over the operation and improvement of the program review process through regular engagement in dialogue and collaborative inquiry. BP4020 and AP4020 outline the faculty role in program, curricular, and course development and establish the purview of the College's Curriculum Committee. AP4105 outlines the Distance Education peer review process. The team also reviewed the College's Program Review Calendar. In 2019 the College's program review template underwent College-wide review and its 6-year cycle was launched. The College strives for an equity-driven program review process by involving faculty equity facilitators and Guidance, Resources, Integration, and Transformation (GRIT) members. GRIT reviews all program reviews and provides

recommendations on antiracist practices, equity, and access.

College faculty regularly engage in program review to assess and improve courses and programs, regardless of delivery mode or location, once every six years on a rotating schedule. Program, curriculum, and course development are assessed and approved by the faculty-led Curriculum Committee, the Academic Senate. These processes ensure that the content and methods of instruction meet and will continue to meet academic and professional standards and expectations. The program review process ensures continuous improvement and data-driven decision-making concerning content and methods of instruction. Career programs and certificates are regularly reviewed through the program review process as well. Program review for DE instruction is accomplished through the Peer Online Course Review and the use of the CVC-OEI Course Design Rubric, and the @One Standards for Quality Online Teaching. The program review process is equity driven, includes discussions led by equity facilitators, and links plans for improving student success to resource allocation. Program reviews are presented to the Guidance, Resources, Integration, and Transformation (GRIT) committee, which provides recommendations to ensure that antiracist practices, equity, and access are embedded in programs (II.A.2).

Discipline faculty of CM develop student learning outcomes (SLOs) for courses that undergo evaluation at least every 5 years and include the College's Curriculum Committee and Academic Senate. SLO evaluation. (The College claims that many departments elect to assess course SLOs more regularly than required.) The Curriculum Committee utilizes eLumen as their curriculum management system. The team reviewed an English course outline of record, the eLumen workflow process, and the Curriculum Committee's 2022-2023 revision list sample. Faculty members of the Student Learning Outcomes Assessment Council (SLOAC) with relevant expertise lead department discussions on SLO assessment results. SLO assessment also includes assessment coordinators and an eLumen data steward. Each semester the College undertakes "the syllabi project" to review for current course SLOs.

Student learning outcomes (SLOs) for programs are documented on the campus website and in the catalog. SLOs for all courses within a program are also shown under the programs on the website. The College's Curriculum Committee (a subcommittee of the Academic Senate) evaluates courses and programs and ensures all are reviewed every five years by departments and discipline faculty. The Curriculum Committee uses eLumen as a central location for course proposals and revisions. SLO coordinators review SLOs and approve revisions. Departments maintain a course assessment schedule and data is stored in eLumen. The Student Learning Outcomes Assessment Council (SLOAC) also takes part in curriculum review as part of the regular review cycle and leads departments through the assessment cycle and course plans each semester. SLOAC faculty members with expertise in specific divisions lead departmental discussions of SLO assessment report data and encourage departments to implement changes based on findings and reassess to illuminate the effectiveness of changes made.

All courses have approved SLOs published in Course Outlines of Record or Program Outline of Record and all data is available on the College's website. Students receive syllabi which detail course SLOs and the College carries out the syllabi project each semester to review syllabi for student learning outcomes. The Office of Instructional Management collects syllabi from departmental administrative assistants for review and ensures that published syllabi match course outlines of record (II.A.3).

The College distinguishes pre-collegiate and collegiate level curriculum and offers innovative pathways that ensure student preparation, matriculation, and success. Courses numbered below 100 are non-degree applicable but may be used for certificates of achievement. The ESL program is clearly a priority, success, and source pride for the College. Established pathways exist between credit and non-credit ESL to College-level English. ESL courses include instruction in foundational skills (i.e. fundamentals of grammar, vocabulary, listening, speaking, reading) and focused skills (i.e. pronunciation). To assist graduating seniors' transition to College, the College offers a 3-week Summer Bridge program with review support in math, English, and ESL. The College also holds Summer Career Academies for high school students, offering condensed, career exploration courses worth 1-2 collegiate units. Since 2022 the College has not offered remedial English or math courses in compliance with AB 1705. With the passage of AB 705 the College established placement criteria and math and English companion courses. The team reviewed several sources of support program evidence (Summer Bridge website; ESL pathways course sequences; a sample schedule of courses for the Summer Career Academies; placement at-a-glance).

The College uses a course numbering system to clearly distinguish pre-collegiate level ESL curriculum from college-level curriculum and Summer Bridge courses: 0-099 for preparatory or foundational skills courses not applicable to associated degrees; 100-199 for courses applicable to an Associate degree; 200-299 for courses that are applicable to the Associate degree. The College has also provided several sections of support courses to be taken in conjunction with transfer-level courses in math and English for students who need extra help. The College uses a placement grid for placement for math, English and ESL. The College offers a robust ESL program with a pathway from non-credit courses to college-level English courses (II.A.4).

College of Marin's catalogue and policies (BP4100; AP4100) demonstrate that the College offers degrees and programs that are in alignment with those common to American higher education, including Title 5 standards and criteria. The College's programs are at the expected associate level and of appropriate breadth, rigor, and sequencing. The team reviewed the College's catalogue and found that it identifies, among other information, course sequencing, course and major requirements, and graduation requirements. Additionally, AP4023 establishes procedures for the creation of credit and noncredit courses while AP4020 outlines the preparation and maintenance of course outlines, degrees, and certificates.

The Board Policy 4100 and Administrative Procedure 4100 describe the criteria for programs of

study and requirements for graduation, which include the satisfactory completion of a minimum of 60 units of collegiate work. Credit requirements are clearly stated in the College catalog. The College's program pages on the website provide descriptions of program requirements for each major. Information about course sequencing and time to degree completion is available in the College catalog. The Curriculum Committee's preview and approval curriculum review processes ensure that programs have appropriate breadth, depth, and rigor and are aligned with the College's mission (II.A.5).

The College provides its students with a variety of schedule options that allow for the completion of certificates and degree programs within a timeframe that is consistent with established expectations for higher education. The College's course schedule is informed by academic department blueprints, IGETC, and CSU GE Breadth patterns. Tableau schedule visualization tools, enrollment and student achievement data, and student surveys also assist with scheduling. Tableau allows faculty, department chairs, and the Office of Instructional Management (OIM) to review the schedule as it is developed. Performance indicators reviewed by the College that inform the schedule include time-to-degree and accumulated units, indicators included in the College's Educational Master Plan (EMP) with the purpose of improving scheduling. A multi-semester, student-centered scheduling project launched in 2022 to identify and remove scheduling conflicts and barriers for students has resulted in the coordination of CTE and GE pathways, concurrent enrollment options for STEM courses, and the participation of counseling liaisons. The team reviewed a PowerPoint of the 2022 scheduling project, performance indicators reports, the EMP's goals for Instructional Programs. The College regularly evaluates time-to-degree and accompanying data as detailed in the Educational Master Plan (EMP). The College uses Tableau schedule visualization tools, class enrollment and student achievement data, and student surveys to collect data on course scheduling. Through Instructional Programs Goal 1 in the EMP, the College shows its commitment to regularly evaluating student scheduling. As part of Instructional Programs Goal 3 in the EMP, the College launched a student-centered scheduling project designed to remove student barriers to education through scheduling. The College has created a Tableau dashboard to improve coordination of scheduling for students across GE area requirements, with a particular focus on STEM majors. CTE program pathways provide timeline to degree and certificate completion. Course cancellations are first tested against student time-to-degree requirements. A variety of GE courses, times, and modalities are offered to ensure students can progress toward their goals in a timely manner (II.A.6).

The College uses a variety of delivery modes, teaching methodologies, and learning support services to deliver courses to address the diverse and changing needs of their student population. In 2022 AP 4105 was revised to include a definition of online delivery modes. The College has also adopted a definition of "equity" that recognizes historical and systemic disparities in opportunities and outcomes meant to be addressed through the institution's resource allocation process. A 2021 yearlong series of college-wide discussions on post-

pandemic visioning resulted in the inclusion of technology as a basic student need in the guiding principles of the Planning and Resource Allocation Committee (PRAC). The College also regularly solicits student feedback through surveys, includes the ZTC designation in the course schedule, and employs an OER coordinator to work directly with faculty on the development of course material. The team reviewed a “2021 Visioning Sessions” PowerPoint, a “2023 Post-Pandemic Visioning 2021” PowerPoint, PRAC guiding principles, and PRIE student survey findings.

The College assesses student needs and success through multiple methods deployed at multiple levels including student feedback at the course and institutional levels, a year-long series of college-wide discussions on post-pandemic visioning. Insights from collected data informed the Strategic Plan. Student survey data and course enrollment patterns inform the number of distance education courses offered, both hybrid and fully asynchronous. The College’s practices concerning delivery modes and teaching methodologies are mission driven and equity driven, and evaluations of all courses (DE and face-to-face) take place each semester. Guidance for DE instruction is provided to DE faculty through the Peer Online Course Review and the use of the CVC-OEI Course Design Rubric, and @One Standards for Quality Online Teaching. The Peer Online Course Review is equity-focused, and the College’s OER program coordinator works with faculty to develop materials to provide a zero textbook cost experience to students. A sample of 5% of Distance Ed courses were reviewed by the team through CANVAS and the majority of these clearly demonstrated regular and substantive engagement initiated by the instructor (II.A.7).

The College does not offer department-wide program examinations. However, some vocational programs culminate in national or state board exams. For example, the Nursing program administers the Test of Essential Academic Skills (TEAS) as an entry exam as well as a series of summative exams during the program to assess student preparation and learning for the NCLEX exam. The ESL program is currently developing a self-placement tool for ESL students following the use of CESLA for approximately 40 years. The College utilizes Microsoft MOS and Intuit QuickBooks Certification Exam to provide proof of proficiency in skills for programs that meet workforce demand.

The College does not have department wide course or program examinations. Where there are vocational programs that culminate in national or state board examinations, the College ensures that the agencies that provide these examinations are validating test reliability and controlling for bias (II.A.8).

The College awards course credit, degrees and certificates based on the students’ attainment of learning outcomes, reflecting generally accepted norms or equivalencies in higher education. The team reviewed College policies (BP4100; AP4100) that exhibit alignment with Title 5 and

practices common to American higher education in degree and program breadth, rigor, course sequencing, and synthesis of learning. Also, AP4023 establishes procedures for credit and noncredit course creation while AP4020 ensures the preparation and maintenance of course outlines, degrees, and certificates. SLOs are identified upon the creation of new courses and programs, with course SLOs mapped to program SLOs (PSLOs) for all degrees and certificates as well as to institutional SLOs. The team reviewed the SLOs and relevant mapping for the course Business 110: Law and Society.

The College awards course credit, degrees, and certificates according to the standards of higher education following applicable Board Policies and state regulations. All courses, certificates of achievement, and associate degree programs have approved student learning outcomes published in their official Course Outlines of Record or Program Outline of Record and all SLOs are reviewed every five-years as part of a regular revision cycle. The College uses the Carnegie unit to determine the number of credits per course, which bases the number of units per credit on the amount of time in direct contact with the instructor and/or homework requirements. Course credit is awarded based on meeting the SLOs for the course. SLOs can be embedded into Canvas rubrics so course assignments can be assessed in alignment with SLOs. Course SLOs are mapped to PSLOs. The College does not offer courses based on clock hours (II.A.9).

The College provides students with transfer-of-credit information via the catalog and the Transfer and Career Center's website and related services. The College has a Transfer Center plan, which emphasizes increasing the transfer rate among historically underrepresented groups and employs a Transfer and Career Center coordinator who prepares a newsletter and transfer guides along with organizing transfer workshops and events. BP4235 and AP4235 establish the College's policies on credit for prior learning, including the requirement for program assessments and rubrics to align with these policies. The College's articulation officer focuses on compliance, adding and maintaining CID approved courses, developing AD-T degrees with academic departments, and retaining articulation agreements with four-year institutions. The team reviewed an issue of the Transfer and Career Center newsletter, the Transfer and Career Center website, and a summary of 2022-2023 curricular changes.

The College clearly communicates transfer-for-credit policies to its students through its catalog and through the Transfer and Career Center portion of its website. The College has a Transfer Center plan to ensure students can transfer to baccalaureate level institutions. The College maintains articulation agreements with a variety of institutions. The College's articulation officer ensures compliance with legislative guidelines, concerning transfer curricula, the addition and maintenance of CID approved courses, the development of Associate Degrees for Transfer, and the retention of articulation agreements to support transfer to four-year institutions (II.A.10).

The team reviewed learning outcomes documentation for program-level and course-level outcomes, specifically the College catalog and the SLO website, and found that CM includes learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives in addition to program-specific learning outcomes. In 2019 GE outcomes were updated by college-wide process and SLOAC ensured the alignment of the College's mission with ISLOs. Faculty assess ISLOs and PSLOs when course-level SLOs are assessed. Course-level SLOs are assessed at minimum every 3 years with departments determining their assessment schedule. Department SLO assessment schedules are posted on the SLO website. SLO coordinators review and approve SLO revisions and mapping.

The College has institutional student learning outcomes (ISLOs) that cover communication, scientific and quantitative reasoning, critical thinking, information literacy, cultural awareness and community engagement, and personal and professional development. These SLOs also serve as SLOs for the general education program at the College. The Student Learning Outcomes Assessment Council (SLOAC) updated its institutional learning outcomes in 2019 to ensure alignment with the College mission. Faculty map course outcomes to program SLOs to program SLOs and the institutional SLOs in the Course Outline of Record. Faculty assess courses at a minimum of every three years and course mapping is evaluated every five years as part of the regular processes of the Curriculum Committee. Student Learning Outcomes (including mapping to PSLOs and ISLOs) and assessments made by SLO coordinators are available on the SLO website (II.A.11).

The College's GE statement of purpose and descriptors for the 6 GE areas (communication; scientific and quantitative reasoning; critical thinking; information literacy; cultural awareness and community engagement; personal and professional development) are published in the catalog. AP4100 identifies the AA degree program GE completion requirement. The GE component is included in each student education plan via Degree Works audit. Faculty assess and revise transferable courses to maintain GE transfer attributes to UC or CSU. The GE Committee, an ad hoc committee of the Curriculum Committee (which the Academic Senate is currently updating), the College's articulation officer, and the Degree Articulation Review Team (DART) review degrees undergoing revision. The team reviewed documentation related to a sample student education plan, GE Committee composition (12/8/22 Academic Senate meeting minutes), and CSU area F and IGETC area F requirements (Ethnic Studies 110 course outline of record).

The College publishes a general education statement of purpose in the catalog along with general education descriptor for the six GE areas: communication, scientific and quantitative reasoning, critical thinking, information literacy, cultural awareness and community engagement, and personal and professional development. A general education component is included in each student's educational plan via DegreeWorks audit, and a complete audit is

required before graduation. Discipline faculty assess and revise transferable courses to ensure GE alignment with CSU systems. The General Education Committee reviews degrees going through revision (II.A.12).

The College offers degree programs that include both focused and interdisciplinary studies. The catalog identifies that the College offers 24 AS degrees, 17 AA degrees, and 23 AD-T programs. Faculty determine the coursework that serves as major requirements for all degrees, along with developing SLOs for programs, degrees, and certificates. The Curriculum Committee approves major requirements. PSLOs are assessed based on mapping from course SLOs. The team reviewed the catalog, a sample program's major requirements, a set of Curriculum Committee meeting minutes (5/31/21; 9/30/21) pertaining to deliberation on a program's major requirements.

Traditional programs and majors at the College, as well as interdisciplinary programs at the College require a minimum of 18 credits aligned with the GE requirements for a focused study of the discipline. The College catalog describes disciplinary courses. The College offers 24 Associate in Science (AS) degrees, 17 Associate in Arts degrees, and 23 Associate Degrees for Transfer. Interdisciplinary degree programs are in the Associate in Arts in Liberal Arts, the Associate in Arts in Public Safety, and the Associate in Science Physical Sciences degree. Faculty design appropriate program, degree, student learning outcomes, and curriculum for all degrees and major requirements are reviewed by the Curriculum Committee. SLOs are mapped from course SLOs to PSLOs and recorded in eLumen to ensure PSLOs align down to the course level (II.A.13).

Graduates completing career-technical certificates and degrees at CM demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. AP4102, which outlines the Curriculum Committee's review of proposed CTE curriculum, certificates, and degrees, emphasizes the College's responsibility for its CTE programs to provide industry informed training. All CTE programs hold regularly scheduled industry advisory committee meetings consisting of faculty, working professionals, employers, workforce boards, students, alumni, and high school representatives. Industry advisory committees provide the College guidance and assistance with planning, curriculum development, industry relations, and gainful employment. The team reviewed a report for the 2021 CTE Employment Survey, a survey administered annually to students identified by the College as either career education completers or skill-building students. The College's EMP identifies an 85% performance target for student employment post-completion.

The College maintains information on all Career Education (CE) program courses, preparation, and requirements in its catalog and on its website. Departments with programs that lead to external licensure exams or certification use Advisory committees as part of the curricular

review process for CE courses and programs. Industry advisory groups are comprised of all stakeholders: program faculty, working professionals, employers, workforce boards, economic development entities, students, alumni, community-based organizations, and high school representatives to ensure graduates are prepared for living-wage employment. The Curriculum Committee reviews career education proposed curriculum, certificates, degrees, and programs. Data on student performance and employment is published on the PRIE website. The program review process ensures compliance with industry standards and ensures ongoing adjustments to programs when needed. The annual Career and Technical Education Employment Outcomes Survey shows a high level of satisfaction with the College's CE programs and successful outcomes for student respondents (II.A.14).

Following the College's BP4021 and AP4021, the College makes appropriate arrangements for students to complete their education when programs are eliminated or when the requirements are significantly changed. AP4021 affords students Catalog Rights if a program in which they are participating undergoes significant curricular change, specifically the options of completing requirements with the year during which the effected program is under review or transfer assistance. Per AP4022, PRAC deems a program at-risk and makes revitalization recommendations to the Academic Senate. The team reviewed an example of program revitalization (Court Reporting).

The College follows Board Policy 4021 and Administrative Procedure 4021 when programs are eliminated, or program requirements change significantly. The College's Planning and Resource Allocation Committee reviews programs and may recommend a revitalization plan or specific changes to the Academic Senate. If significant curricular changes to programs are made in the revitalization process, students are afforded Catalog rights which ensure attainment of degrees. Following AP 4021, the College has a process with clear instructions on how to initiate deletion of a program unsuccessful in its revitalization, including a phase-out plan which allows a final cohort of students to complete degree requirements within the year of review or be assisted in transferring to other programs (II.A.15).

The College regularly evaluates and improves quality and currency of all programs throughout an equity-focused program review process and the assessment of learning outcomes. The team reviewed policy outlining the College's program review process (AP4020), sample program review reports (Fine Arts; Business), the Program Review website, and an application for the positions (2) of Academic Senate program review equity facilitator. The College's program review process involves documenting discussions and plans for improving student success in programs and linking these plans to recourse allocation. During year 6 of program review, program information is discussed throughout a process led by equity facilitators with a focus on the review of disaggregated student retention and success data. Disaggregated student retention and success data at the program and institutional levels is compared, documented, and subsequently reviewed by deans, SLOAC, and GRIT; with GRIT providing feedback to

departments for improvement and equity facilitators assisting faculty with the examination and interpretation of program data.

The College follows Administrative Procedure 4020 to evaluate and improve the quality and currency of all its programs: collegiate, pre-collegiate, career/technical, and continuing and community education courses and programs regardless of delivery mode or location. The College's departments complete an equity-focused program review in which they report on what they have learned from overall assessment of their programs and courses. Program review is completed every six years. Annual planning evaluates completion of student learning outcomes and program review evaluates currency and fulfillment of the College mission. Equity facilitators lead discussions in the program review process that help shape goals for improving student success. Program reviews are seen by deans, the SLO Assessment Council, and the Guidance, Resources, Integration, and Transformation committee (GRIT) for further evaluation and suggestions for improvement. Evaluation of DE courses is also part of the program review process. The College notes that program reviews are used to inform resource allocation priorities for the coming year. Information and data stored in the eLumen program review template are used in annual Planning and Resource Allocation Committee (PRAC) presentations and are integral to the PRAC's consideration of requests for resource allocation recommendations (II.A.16).

Conclusions:

The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:

The College provides numerous learning support services to support student learning and success. Its Kentfield library and Indian Valley Library have more than sufficient library collections and support services that are current and accessible to students regardless of location and means of delivery. The College's library and learning support services ensure diversity, equity, and inclusiveness for all the College constituents. The expertise of faculty, including librarians, and other learning support services professionals, is used to select and maintain educational equipment and materials for student learning. The College evaluates the library and learning support services to ensure they meet student needs, and further, as a basis for continual improvement. There is evidence that these services are contributing to student learning outcomes. Cooperative agreements at the county, state, and regional levels have allowed them to provide services and support that are greater than what would be typical of a relatively small community College academic library. The College has taken responsibility for and guarantees the maintenance of services provided through contractual arrangements, and further, has evaluated these contract services to assure their effectiveness. The College's library and learning support services have been effective in forwarding the College's mission of fostering learning and the success of its diverse community.

Findings and Evidence:

The College provides numerous learning support services to support student learning and success. Its Kentfield library and Indian Valley Library have more than sufficient library collections and support services that are current and accessible to students regardless of location and means of delivery. Students have access to a large print collection in addition to online resources through the MARINet library consortium. The libraries have a technology loan program that allows all its students to have access to laptops and other necessary tools for coursework. Students are provided free in-person and online assistance in various ways, including the Tutoring and Learning Center, the Reading and Writing Lab, the Online Writing Center, the ESL Lab, the Computer Information Systems Lab, and the Math Lab. It is notable that all these library and learning support services ensure that equity and learning are paramount in the students' journey. The COMmon Read Program is an example of how they promote diversity and inclusiveness (II.B.1).

Faculty librarians at the College work to continually add new materials, both physical and digital, that support student needs as per the Library's Collection Development Policy and Library mission. The library team select materials across a range of formats, where priority is given to materials that support courses offered at the College. Librarians get feedback in many ways, including online forms and Flex projects, to best identify materials needed for student learning. In addition, librarians engage the College community in "weeding" projects to remove outdated materials. The College's IT Department selects and maintains the computers and technology resources needed for all learning support services. The College sets access to technology as a basic need so that all students have access to educational equipment needed for their education (II.B.2).

A library-specific survey is administered regularly to measure the perceived effectiveness of how the library and other support services are meeting student learning needs. Based upon survey data and input from the community, the library added online resources such as Zoom options for the reference desk and new online databases, including NewsBank and Black Life in America Collection. The library has partnered with another College committee to evaluate institutional student learning outcomes data on information literacy, as well as with discipline faculty to evaluate student learning outcomes data on information literacy for courses, including ENGL 150. It is worth noting that these assessment activities have resulted in improvements to the library and learning support services for student learning and success. The College library participated in the program review process, where discussion and documentation occur every year to build towards the full program review and allows for evaluation of the quality of their services. The program review process in spring 2021 informed the library that the Reading and Writing Lab would benefit from campus wide community building activities, and since then, the Reading and Writing Lab has collaborated across learning support programs (II.B.3).

The College has established cooperative agreements with outside institutions including MARINet, Marin County's library consortium of nine libraries, that have increased opportunities for its students. For resources not available through these agreements, the library has contracted with vendors like Kanopy and Digital Theatre+ to fill in gaps for services needed for student achievement. The library has assessed the effectiveness of these services via usage data. The College utilizes NetTutor to provide online tutoring when the College's online and in-person tutoring services are unavailable (II.B.4).

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

The College evaluates and assesses the quality of student supports services to ensure it enhances student learning and accomplishes the College mission in three ways: 1) by identifying goals, progress indicators, and champions in the EMP and SP and ensuring the goals are evaluated, assessed, and shared in progress reports to ensure goals and progress is being met; 2) Conducting non-instructional program reviews to assess that services support student learning and align with College mission; and 3) administering student surveys to ensure services are responsive to student needs, assess quality of services and identify areas of improvement.

Findings and Evidence:

The College provides quarterly reports of progress of the goals and progress indicators as outlined in the EMP and the SP related to student access and success. The reporting includes an evaluation and assessment of support services to offsite locations such as IVC and in various modalities. The College uses an EMP Progress Tracking Tool which color codes the extent to which activities designed to achieve the objective were implemented (red = no progress; yellow = substantial progress; green = objective is achieved). Based on the data obtained in the tracking tool, areas of strengths and progress are highlighted and recommendations for improvement are identified and noted. The College provided an example of objective SAS 5.1 and 5.2 as areas in which substantial progress has been made (yellow on tracking tool) but note that moving forward, they will revisit action steps with the Academic Senate to discuss and reframe the definition of academic probation and use more supportive language such as "warning" and to provide PD for faculty outreach to students when students are experiencing difficulty.

A non-instructional program review template exists and a process by which support services programs engage in an assessment of their effectiveness in supporting student learning. The GRIT committee analyzes the program review using a template/rubric and provides input on changes and improvements. The College provided an example of this assessment and evaluation process through program review when the Puente Program underwent program

review and through the evaluation process, the GRIT committee made recommendations for the addition of a new learning community to support Latinx students who do not qualify for Puente. Recommendations moved through the process for President consideration. This resulted in the development of Mi Familia learning community which the College is currently engaging in the pilot launch. Through program assessment and evaluation of student support services, the College uses the results of assessment to enhance student learning and move toward accomplishing the mission of the institution.

The College utilizes various surveys to capture student perspectives on the effectiveness of student support services, their experiences, as well as ways to better respond to student needs. Data is disaggregated by age, gender, race/ethnicity and other demographic characteristics to identify any inequities in access, either by modality or location or type of service (II.C.1)

Student support services engage in a non-instructional program review process to identify and assess their achievement of student learning outcomes in alignment with the College's strategic plan and the CCCCO Vision for Success goals. Assessment data is used to improve student support programs and services. For example, as a result of the program review process, the Student Accessibility Services (SAS) program discovered that tutoring services to students with disabilities had reached capacity during the beginning of the spring 2017 term which resulted in a gap in academic support services for students. Measures were identified and implemented to mitigate this access issue and additional support was provided to students through increased staffing and professional development. (II.C.2).

The non-instructional program review process is utilized to evaluate if equitable and appropriate access to student support services is provided to students regardless of location or delivery method. The College's student services webpages provided evidence that the College offers services in all modalities (in-person and online, with the full range of student services in-person at the Kentfield campus and select services in-person at IVC. COM conducted post-pandemic visioning sessions, and as a result of these exercises, the College identified additional student support needs to enhance student access to support learning. Visioning exercises provided campus community stakeholders an opportunity to share their input and brainstorm ways to improve services. Student access was an area in which accomplishments, gaps and potential solutions to address service gaps were identified and documented. The College planned to use the results of the visioning exercises to inform their next 3-year strategic plan.

The ISER states "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". The team found examples of surveys and survey results used to inform program improvement. Examples include a student survey administered in Fall 2022 to assess how COM CARE services supported students' continued enrollment in college and a survey administered

in Spring 2023 which assessed students' experience and satisfaction with academic support services offered by the Virtual Reading and Writing Lab (II.C.3)

Athletics programs follow established board policies and procedures as well as appropriate athletic conference regulations and CCCAA constitution and bylaws. College athletic programs undergo a Bay Area Conference program review process to ensure adherence to appropriate rules and regulations. Alignment of the Athletics program mission and vision with the College's mission is described on the Athletics webpage.

The College hosts a Student Activities and Advocacy (SAA) office whose commitment is to "facilitate learning that complements students' academic goals, while cultivating opportunities to empower and strengthen student participation in the life, governance, and success of the College" and "provide learning that supports and reflects our diverse student population". Co-curricular activities and programs demonstrate alignment with the College mission and is informed by the EMP and SP. The Associated Students (ASCOM) exists 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". ASCOM follows established board policies and procedures that govern its operations, finances, and decision-making processes (II.C.4).

The institution has an established board policy directing the president to ensure that academic, career, and personal counseling services are provided to all new, continuing, and returning students and that counseling faculty should be qualified to provide such services (IIC.5 evidence). Dedicated counseling services are provided to special student populations such as Veterans, athletes, and international students. Counselors support students in achieving their educational goals whether that is to transfer, earn associate degrees and certificates, gain ESL skills, or to engage in life-long learning. Services are provided to students in the form of classroom visits, workshops, individual appointments, College success and career planning courses, and classroom presentations. Counseling appointments are held in various modalities such as in-person, Zoom and by phone. The team noted that counseling and advising programs support student development and success through orientation, outreach events, summer academies, learning communities, and educational planning activities. The counseling department deploys an "Ask a Counselor" email service in which an FAQ is provided to students and students are encouraged to use this before submitting a question to a counselor. Counseling has established student learning outcomes associated with counseling and advising services "The department educates and facilitates students' problem-solving ability so that students become self-directed and responsible for making informed educational, career, and personal decisions." Counselors participate in campus-wide committees and are represented within the College governance and decision-making processes. Additionally, the team found evidence in department meeting notes, that counseling faculty and staff engage in professional

development and learning to ensure they stay current in the field of counseling and advising and improve the effectiveness of educational and transfer services (II.C.5).

The College's admissions policies and student eligibility guidelines are aligned to its institutional mission and are described in Board Policies and Administrative Procedures. Policy also includes eligibility requirements and admission policies for high school and other young students, international students, and military students. Furthermore, board policies, and procedures describe the process by which students may be admitted or denied admission to academic programs. The College website and College catalog also clearly outline the admissions processes and student eligibility for programs.

Student services and counseling faculty ensure that all admitted students have the opportunity to obtain educational planning and advising and establish clear roadmaps to achieving their educational goals. These educational planning services are provided to students during counseling appointments. The College uses Degree Works as the mechanism to plan and monitor students' educational goals and progress. This online software tool is integrated with curriculum processes so that new and revised programs are updated in the tool and reflect the most current program requirements.

As part of the California Guided Pathways project cohort, COM has designed and implemented several efforts to "creating and maintaining structured pathways to give students equitable access to academic programs and enable them to stay on the path toward success". These include Summer Bridge, promotion of learning communities such as Umoja, embedding educational planning in Humanities and Counseling courses, and assigning counselor liaisons to departments and meta majors or "interest clusters". Information about programs, degrees, and transfer pathways and the potential careers aligned with those pathways are posted on the College website. The guided pathways framework is embedded into institutional planning and processes and as evidence in the College's EMP and Strategic Plan (II.C.6).

The Institution has established placement processes for Math, English and ESL that include the use of multiple measures, including high school GPA, and self-placement tools. Processes for Math and English placement are in accordance with AB 705 and AB 1705. Information and steps to complete the placement process are on the College's website and in the College catalog.

The College engages in regular assessment and evaluation through the program review process. The Admissions and Records office completed program review in 2012-13 and the Office of Enrollment Services which is inclusive of Admissions and Records and Financial Aid departments completed program review during the 2016-17 academic year. Finally, the Assessment and Testing office completed program review in Spring 2015 (II.C.7).

The College has established board policies and administrative procedures regarding student records, maintaining student privacy, and the process for release of student records (II.C.8). All student documents and records are maintained by the Enrollment Services Office and measures are in place to keep records secured regardless of the type and form of the records and provisions are in place for the secured backup of student records. Only authorized Enrollment Services staff and other staff have the ability to access student records via Laserfiche software. Records are kept for a specified period of time and disposed of in an appropriate manner as required by law. The release of student records follows FERPA guidelines and board policies and administrative procedures (II.C.8).

Conclusions:

The College meets the standard.

Standard III

Resources

III.A. Human Resources

General Observations:

The College assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are appropriately qualified. Criteria for selection of personnel are clearly and publicly stated and address the needs of the institution. Job descriptions are directly related to the institutional mission and accurately reflect duties and responsibilities. Faculty qualifications are appropriate and job descriptions include development and review of curriculum and assessment of learning. Administrators and other employees possess necessary qualifications. Required degrees are held by institutions recognized by non-U.S. accredited agencies. The College evaluates personnel regularly and seeks to encourage improvement after assessing the effectiveness of personnel. The institution has a sufficient process to determine the number of qualified faculty it needs to assure the fulfillment of faculty responsibilities essential to the quality of education programs to achieve institutional goals.

The College provides for the professional development of part-time and full-time faculty including orientation, evaluation and oversight. The College has a sufficient number of staff and administrators with appropriate qualifications to meet the administrative operations of the institution. The College establishes and publishes personnel policies that are available to review, and they are fair and consistently administered. The College updates programming to meet the needs of diverse personnel and assesses its record in equity and diversity according to its mission. Professional ethics codes are upheld with consequences for violations made clear. The professional development of employees is regular, evaluated, and consistent with evaluations as a basis for improvement. Security is maintained for the confidentiality of personnel records.

Findings and Evidence:

The College assures us that employment protocols are handled correctly, and job vacancies are widely advertised.

The College has administrative procedures in place designed to assure that employment concerns are aligned with Title 5 regulations and the District's EEO plan. For recruiting purposes, employment opportunities are posted on the District's website, the CCC registry, and other diversity bulletin boards. Applicants can find information regarding the application process, minimum qualifications, equal employment opportunity, and other concerns on the District's

career opportunity webpage. The College follows administrative procedures to assure compliance with Title 5 regulations, education code, and the CCC chancellor's office's standards when hiring qualified administrators, faculty, and staff.

The District's human resources department works with classified staff, CSEA, and the SEIU when creating job descriptions for classified staff. Human resources collaborate with the superintendent, president, and vice president when creating management job descriptions. When creating faculty job descriptions, human resources cooperate with administration and faculty chairs as necessary.

The College has a Planning and Resource Allocation Committee (PRAC) that recommends new positions to the office of the president. Once a position has been approved, human resources pre-screens applicants to ensure they meet minimum qualifications, trains the screening committee, and maintains confidentiality in the hiring process (III.A.1).

The College follows administrative procedures to ensure minimum qualifications are met. Human resources develop job announcements in collaboration with administration and department chairs. Job announcements describe the responsibilities of the successful applicant, the minimum qualifications for employment, and the courses that may be taught. If an applicant requires equivalency, the application is forwarded to the equivalency committee. A screening committee recommends finalists to the president or designee, who conducts final interviews.

Compliance with minimum qualifications of applicants is conducted to ensure candidates meet requirements. Should academic equivalency be needed, a determination from the Academic Senate is sought. Search committees use a variety of screening assessments to determine the best candidate for the position and have participated in equity training, as well as an impressive unconscious bias training. A robust screening is in place and job announcements are well vetted for adherence to policies and mission (III.A.2).

The College follows board policy that ensures administrators and management employees possess the qualifications necessary to successfully perform their duties. Administrators and other staff appear to be properly screened to meet qualifications. The College has an established process to ensure degrees of college personnel are from U.S. accredited institutions, or if internationally awarded, the U.S. equivalent (III.A.3).

The College follows administrative procedure and board policy that ensures faculty, administration and other employees possess qualifications necessary to successfully perform their duties. There are mechanisms in place to allow for equivalency when appropriate. The College has an established process to ensure degrees of college personnel are from U.S. accredited institutions, or if internationally awarded, the U.S. equivalent (III.A.4).

The College follows board policy and maintains an evaluation tool for all categories of employees. All employees are evaluated regularly and systematically. Board policy also provides opportunities for professional development for all employees. Human resources maintain all performance evaluations.

The College's Human Resources office tracks performance evaluations for staff and managers and the Office of Student Learning and Success in coordination with Human Resources, monitors faculty evaluations. The schedule of frequency for evaluations is reasonable and faculty have criteria that are comprehensive in nature to potentially include but not limited to self-evaluation, classroom observation, student feedback, teacher portfolio, online observation and team observation. Development plans are in place, and a process for taking appropriate action to assess effectiveness, while encouraging improvement is in place. User guides are in place and clear reporting tools allow the College to see status. The College indicated that some departments are catching up their performance evaluations post-pandemic, and indications of good processes are in place to ascertain that this will reasonably occur. The College provided evidence that it has grown its base number of full-time faculty over the prior years in proportion to the amount of growth in funded credit FTES. They exceed their Faculty Obligation Number (FON) significantly. The College bargaining agreement that outlines professional duties beyond the classroom lays out appropriate additional duties to help the College meet its mission and goals.

Faculty evaluations follow evaluation criteria developed according to the UPM/MCCD collective bargaining agreement. Faculty evaluations include self-evaluation, observation, student feedback, and portfolio evaluation.

Classified evaluations follow evaluation criteria developed according to the CSEA/MCCD and SEIU/MCCD collective bargaining agreements. Classified evaluations include skills, knowledge, and abilities outlined in the job description, and are the criteria for establishing performance standards, goals, and objectives.

Administrative, supervisory, and confidential personnel are evaluated in accordance with administrative procedure. Evaluation criteria include assessing leadership and interpersonal skills, such as decision making, problem solving, communication, collaboration and teamwork, equity, quality of work, knowledge of job, and stewardship (III.A.5).

The district consistently meets the faculty obligation number for full-time to part-time ratio. The planning and resource allocation committee makes recommendations to the president based on student needs and enrollment trends. Administrative procedure defines the parameters for maintaining adjunct faculty pools (III.A.7).

The College follows the UPM/MCCD collective bargaining agreement and board policy concerning orientation, oversight, evaluation, and professional development of employees. All

full- and part-time faculty are offered orientation activities. Deans and managers are responsible for orienting part-time faculty to college and department policies, and faculty mentors are available for syllabus and curriculum development. Evaluations are conducted according to standard III.A.5 above. Professional development opportunities are outlined in board policy and administrative procedure, with emphasis on equity. Flex activities are offered each semester.

New faculty mentors are provided to new faculty members to guide their development. Orientation is provided on a regular schedule. The College provides a website where faculty can experience a professional learning program. The professional development offerings appear to well-align with the College's mission. The College maintains an organizational chart and staffing level regarding administrators and staff it deems appropriately sized and ensures staff meet minimum qualifications (III.A.8).

A review of the College's personnel policies indicates that they are revised routinely and within best practice policies and procedures for community Colleges, as provided by an outside expert service. Evidence shows that policies are provided in new hire packets and onboarding so new employees are up to speed. Policies are regularly updated.

The College has systems in place to ensure the students, faculty, and staff are supported as they work toward meeting the goals of the institution. Practices are stipulated in board policy and administrative procedure. The College utilizes the planning and resource allocation committee to determine the level of need. Departments and divisions present supporting data to the committee, which makes recommendations, and final decisions are made by the president or superintendent (III.A.9).

The College has systems in place to ensure it has the administrative staff needed to meet the institution's goals. Practices are stipulated in board policy and administrative procedure. Hiring procedures are stipulated in the above sections. Administration and leadership participate in community forums and training events created to inform and prepare them for the work of leading the College (III.A.10).

Personnel policies are established and governed by board policy, administrative policy, and collective bargaining agreements. Additionally, the College subscribes to the Community College League of California (CCLC) Policy and Procedure Service, and the academic senate monitors all policies that fall under 10+1 guidelines. The College has mandatory training in place for specific concerns, such as sexual harassment, identifying and assisting distressed students, and crisis management. All policies and procedures are implemented to ensure responsible and accountable practices (III.A.11).

The College follows board policy and administrative policy in its efforts to support personnel. This process is guided by the College's educational master plan and the strategic plan. Evident in

the educational master plan it the College's commitment to diversity, and equity. To this end, the College has implemented an equal opportunity employment advisory council and a faculty diversity internship program. All policies and procedures are reviewed regularly and are widely available.

Evidence of a commitment to supporting diverse personnel surrounds the College's efforts to hire, support and retain equity-minded employees. To support that, they have joined the Equity Leadership Alliance at the University of Southern California which provides framework and training. The College performs longitudinal analysis to keep close to its mission to match its workforce with student demographics. It is to be commended for winning the Dr. John W. Rice Diversity and Equity Award for reducing gaps in completion and transfer for students of color, and for reducing the gap in hiring faculty of color in proportion to student diversity (III.A.12).

The College maintains a written code of professional ethics, which is stated in board policy and administrative procedure. Management and supervisory employees must demonstrate 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. Violations of these policies are investigated by the District in accordance with board policy and the collective bargaining agreement. The College maintains appropriate ethics policies and tracks completion of Form 700's to maintain compliance. It investigates violations when appropriate (III.A.13).

Professional development and learning are integrated at the College through its Professional Learning Committee. It uses the Educational Master Plan, the Strategic Plan, learning surveys, Vision for Success goals, and other instruments to identify opportunities to develop employees and learning assessments and results guide programming.

The College provides professional development opportunities as described in board policy and administrative procedure. Professional development activities are assessed to determine how they may be improved. The College maintains a professional learning committee that plans and implements professional development activities by consulting with faculty, students, and the academic senate and in consultation with the educational master plan and strategic plan.

Classified Professional Learning Day affords classified staff an opportunity to gain additional skills and develop their effectiveness. Learning survey results clearly guide programming and classified receive extensive and innovative programming aligned with the College's mission (III.A.14).

The human resources department maintains all records in accordance with administrative procedure and Title 5. Lockable cabinets within Human Resources keep personnel files secure. Inactive employee records are stored offsite with a secure vendor (III.A.15).

Conclusion:

The College meets the Standard.

III.B. Physical Resources**General Observations:**

The College constructs and maintains physical resources to support access, safety, security and a healthy learning environment at all of its locations. The institution plans for upgrades and maintenance of its facilities to continually support programs and services. The College plans and evaluates its facilities and equipment on a regular basis. Long-range capital plans support institutional improvement goals and reflect total cost of ownership.

Findings and Evidence:

Environmental standards were laid out by the Board of Trustees to help achieve a comfortable and healthy learning environment. The College maintains safe and sufficient physical resources on its two campuses in Kentfield and Novato. All new construction follows good design principles and is either LEED certified or Cal Green certified. The team reviewed the evidence and found that the College facilities were constructed to meet or exceed the Division of the State Architect's standards. Adherence to the Department of State Architects Office guidelines ensures access for all students, faculty, and the public in general. Campuses maintain electronic locks and have published safety protocols. The College has also implemented several other health and safety actions, such as COM Connect, the Tree Health Project, and the healthful learning and working environment (III.B.1).

With assistance from the community and passage of a bond, the College has renovated and updated nearly all of its buildings on both campuses to meet health, safety, and environmental needs. A field station in Bolinas has been razed and a new facility will be built with a completion date of 2025. All facilities are planned and approved by the board after input from the planning and resource allocation committee. Faculty and staff are included in the planning process to ensure all improvements will meet the needs of the College.

In addition, the College's Measure B bond has provided extensive resources for the maintenance and upgrade of facilities including a new Learning Resource Center. Future needs will be evaluated as the bond program draws to a close. Linking marine biology classes with a site acquired from the Coast Guard looks to provide interesting programming once the old site is razed and a new one constructed. The Instructional Equipment Committee and Planning and Resource Allocation Committee examine resource needs, review the life cycle of existing equipment and make recommendations. Extensive participatory governance and input is evident in planning. Evidence of commitment to social responsibility is evident in "green"

construction efforts
(III.B.2).

The College maintains a facilities master plan and updates the plan regularly. The document lists the maintenance schedule and includes an asset inventory. The College maintains forecasting documents and annually provides the CCCCCO with a five-year capital outlay plan. New and replacement instructional equipment has been ordered after being assessed by the planning and resource allocation committee.

Buildings are maintained and upgraded to support the class schedule and equipment is provided to support learning. The passage of Measure B ensures the future projected physical resources will support needs until 2030. All new facilities are reviewed for compliance with accessibility laws. Repairs are reasonably made, when necessary, in accordance with the accessibility transition plan. The College provided evidence of its commitment to breaking down accessibility barriers by reducing paths of travel for students in adding accessible parking near the new Miwok Aquatics Center. A locking replacement plan will ensure an electronic locking system will be in place for safety. New electronic door hardware will allow for emergency lockdowns of classrooms. Tutorials were provided to staff for usage. An Emergency Guidelines Handbook provides quick reference for responses in emergencies. An emergency notification system allows broadcast messages to students, faculty and staff. Of particular note is the removal and thinning of trees to improve sight lines on campus for safety. This Tree Health Project along with the efforts of a healthy learning and working environment are impressive (III.B.3).

Multiple sources of evidence indicate that the College routinely evaluates its facilities and their condition and makes recommendations for improvement, maintenance or updates. The bond program has generously allowed for many of these updates to take place. Third party contractors have performed extensive facilities reviews that inform decision making. The College maintains a facility planning committee, which is charged with overseeing and evaluating facilities and the total cost of ownership. The committee integrates information from several resources including annual program reviews. The facilities planning committee has a comprehensive formula for determining the total cost of ownership and uses this tool before funds are encumbered (III.B.4).

Conclusion:

The College meets the Standard.

III.C. Technology Resources

General Observations:

Technology services are appropriate and adequate to support the institution's mission and

programming, teaching and learning, and support services. Plans for continuous upgrades and replacements are in place. Technology resources at all locations are maintained to assure access, safety and security. Appropriate instruction and support in the effective use of technology is provided. Policies guide appropriate technology usage.

Findings and Evidence:

The College maintains a technology plan and the information technology department operates with the focus of supporting students, the College, and the community. A portion of the recent bond funds were directed to information technology and the conversion of classes to online and hy-flex modality.

The College's information technology plan appears to outline the need for additional or updated technology, which is supported by surveys and ticketing software which informs forward strategy. It recognizes that rapidly changing technology affects delivery of service and has worked to combat that by improving its support. The College acknowledges that high demand positions are being lost due to a competitive market which impacts their ability to keep staff levels where they are desired. The Measure B bond supported technology equipment and infrastructure, as did the federal Higher Education Emergency Relief Fund. New group learning and huddle spaces address changing demands and needs. Hy-Flex course modality classrooms are in the works. The IT department has kept up with computer lifecycle management and provides updated computers to staff and faculty who need them. A strong replacement plan is in place that plans for future needs (III.C.1).

The College has developed and maintains an educational master plan and a technology plan. These documents serve as a guide for the information technology department and the technology planning committee. After surveying the faculty and staff, the TPC develops a technology strategic plan which is shared with the community. The technology department also developed operational guidelines for tracking projects and providing accountability.

The Technology Plan 2022-2025 sought participatory governance input and outlines projects and their timelines. Priorities to meet College needs are indicated. New fiber optic cables provide connectivity and additional connectivity has been provided in the solar canopy parking lots. Network devices have been refreshed (III.C.2).

The College has upgraded its network at both campuses and has also invested in using cloud technology to help students, staff, and faculty have reliable access to resources and information. Many software licenses have shifted from network licenses to individual licenses to enable remote learning. Integrated cloud applications support and have Two Factor Authentication and Single Sign On for improved security and reliability. The cybersecurity landscape is continually monitored for needed updates, and three security assessments have already been performed to inform this. Data protection and security concerns have created

some challenges for some user groups, the College acknowledges, and permanent solutions are being actively sought. Because of increased security factors in place in the College's online access system, the College has identified possible barriers to enrollment and success of ESL and high school students who are enrolling in dual enrollment classes (III.C.3).

The College supports technology on and off campus with its ServiceDesk knowledge base and IT support website. The IT Support Desk aids and monitors its usage to determine new strategies and needs. Hybrid support is being planned for, and the College acknowledges the need to modernize its application portfolio.

The College has a technology assistant who helps faculty build and implement courseware in the Canvas Learning Management System. Additionally, the College employs student workers who provide support in computer labs and the library. Instructional technological assistants provide one-on-one instruction to faculty to support them in building accessible and effective courses in Canvas. Flex trainings offer training in learning portfolios and cybersecurity awareness. IT has identified a need for more student worker support to provide more timely responses to off-hour support tickets. Policies and procedures are in place to guide technology usages and supplements them with guidelines for distance education, social media, accessibility and password standards. The College has identified they need more student assistants in the evenings and at night after the technology department has closed (III.C.4).

The College has several sections of board policy and administrative policy in place that guide the appropriate use of technology for the College (III.C.5).

Conclusion:

The College meets the Standard.

III.D. Financial Resources

General Observations:

Financial resources are sufficient to support and sustain learning and improve institutional effectiveness. Distribution of financial resources supports enhancement, maintenance and replacement. Financial stability is maintained. The College's mission guides financial planning, and information is disseminated. The institution follows its guidelines for financial planning and budget development within a participatory governance environment. Institutional planning reflects a realistic assessment of financial resources available. Internal controls are appropriate and financial management practices are regularly evaluated. Financial documents have a high degree of credibility and reflect appropriately the use of financial resources to support student learning. Responses to external audit findings are comprehensive and timely. Financial and internal control systems are evaluated and improved as identified. Sufficient cash flow exists to maintain stability. The College practices effective oversight of finances, the level of resources

provides for a reasonable expectation of financial solvency, and future obligations such as OPEB are planned for. The institution annually plans for repayment of debt, and all instruments are used with integrity. Student loan default rates ensure compliance with federal requirements. Contractual agreements with outside agencies are consistent with the mission and policies.

Findings and Evidence:

The College is to be commended for maintaining a strong financial position that maintains a reasonable ratio of salaries to the total budget. Preserving fund balance and liquidity are evident in the planning and execution phases of the budget. Policies are in place that support multi-year financial planning that is transparent and inclusive. The College's financial procedures are outlined in board policies and administrative procedures. Financial management at the College follows regular accounting practices. The College builds an annual budget in consultation with several committees and based on information provided in documents provided by the planning and resource committee (III.D.1).

The College's mission is stated in the educational master plan, the strategic plan, and program reviews. The planning and resource allocation committee works combines financial planning and institutional planning and is guided by the educational master plan and the strategic plan. The College adopts an annual budget and shares this information with the required agencies. The budget aims to meet College goals by supporting new learning communities, an expanded Summer Bridge program, additional bus routes, and more. Thus, planning and budgeting link to meet the College's mission (III.D.2).

The planning and resource allocation committee is composed of all groups in the College, including faculty, students, and administration. This committee also has six subcommittees which are composed of all constituencies. The planning and resource allocation committee reviews and updates its charge and responsibilities annually. Financial planning is integrated with the enrollment management plan and strategic plan and planning committees appear to fully understand availability of funds. Program reviews are completed and presented to the Planning and Resource Allocation Committee. Results are communicated on a website. Financial reports are publicly available. Planning and Resource Allocation Committee members represent a cross section of the College and send recommendations to the Superintendent-President. It reviews and modifies its charge routinely and has updated the board policy on budget preparation (III.D.3).

Realistic assumptions of financial resources are developed from a variety of resources, including an assessment of property tax revenues obtained from the local county treasurer and an assessment of the consumer price index. The College relies on the planning and resource allocation committee and the board of trustees for direction and planning. The College pursues additional sources of income through fundraising, business opportunities, partnerships, and grants.

Budget assumptions are developed with input from the Superintendent-President and the Board of Trustees. A four-year forecast is presented in the adopted budget along with all assumptions, which provides reasonable ways to predict future trends in enough time for the College to react to them. It has hired a new head of development as a result to develop new lines of revenue for the College operations and programming. Annual audits evaluate internal controls and the movement away from cash collection indicates an intent to improve internal controls routinely. The separation of cashiering and enrollment services is an additional way the College is improving internal controls (III.D.4).

The College follows board policy regarding responsible use of financial resources. Financial statements are provided quarterly. Budget managers have access to the budget information in Banner and can monitor spending at all times. Evaluation of the College's financial management is constant and ongoing (III.D.5).

The board of trustees oversees the financial health of the College, and the College is audited annually. The board reviews and approves all budgets and the College provides mid-year budget updates to the board. All budgets are submitted to the CCCC and financial documents are published on the internet for public access (III.D.6).

The College hires an independent certified public accounting firm to perform annual audits of the College's financial statements. Results are shared with administration, faculty, and staff, and responses are reviewed by the president or vice president of administrative services as necessary (III.D.7).

Audit findings identified have a corrective action plan with them with explanatory reasons for why the condition came to be, and future plans. To maintain strong internal controls, a vendor is selected every three years to ensure strong auditing practices. A third-party conducts evaluation of internal controls such as cash handling, control and deposits. The continued maintenance of a strong fund balance is presented in the evidence. With more than the state required 5% reserve, the District appears to remain stable financially. Risk management policies are sufficient to cover risk as determined by expert external agencies. The College reviews its reserves and does so incrementally over several years.

External audits maintain an unqualified opinion, and the College has a history of compliance. Progress has been made on funding long-term liabilities such as OPEB. Debt refinancing has saved the College money and has discharged past financial obligations. Actuarial studies are conducted and plans for future obligations are clear. Debt service is well managed, as determined by the external auditor. Student loan default rates have seen an impressive decline in recent years, likely due to interventions and support for students. Students have personalized financial coaching, which is commendable. Signature authority for contracts is outlined in board policy (III.D.8).

The College has systems in place to ensure the students, faculty, and staff are supported as they work toward meeting the goals of the institution. Practices are stipulated in board policy and administrative procedure. The College utilizes the planning and resource allocation committee to determine the level of need. Departments and divisions present supporting data to the committee, which makes recommendations, and final decisions are made by the president or superintendent.

The financial stability of the College is an important aspect of the strategic plan. 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 College is self-insured and follows established policies for risk management. The College plans to increase reserves incrementally over the next several years (III.D.9).

As stated above, the College follows board policy and maintains oversight of finances. The College is audited annually, and results are reported to the appropriate agencies (III.D.10).

The planning and resource allocation committee examines all purchases and assesses the short- and long-term implications of these purchases. The District and the College work together to plan for liabilities and implement strategies to ensure solvency for the College and District. Special consideration is given to retiree benefits and bond obligations (III.D.11).

The College provides health benefits for some of its employees, including post-employment benefits. The College completed required studies every two years (III.D.12).

The College develops an annual budget that accounts for all debt obligations (III.D.13).

All financial resources are subject to oversight and policies. Additionally, appropriate prescriptive federal and state fiscal and program compliance guidelines are applied to ensure integrity and responsibility. All financial statements are audited annually, and results are published. Processes are in place to ensure that all financial resources of the College are used with integrity in a manner consistent with the intended purpose (III.D.14).

The College has several mechanisms in place to help students who accept student loans manage and repay their obligations. The College saw increasing rates of default in 2017, so they implemented programs to mitigate the problem, resulting in lower default rates in 2018 and 2019. The number of students receiving loans and the average loan amount has declined in recent years (III.D.15).

Board policy requires ratification of all contracts by the board before they are implemented. Contracts are reviewed by legal services before ratification and monitored by administrative services. All contracts meet federal, state, and local regulations (III.D.16).

Conclusion:

The College meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Through records of dialogue, and other evidence, the team confirms that the College has defined areas of primacy and provides broad opportunity for input to collective decision-making which are functioning effectively. Committee charges and compositions are codified in the Planning and Resource Allocation Committee (PRAC). Overall, the College embraces wide participation in Participatory Governance, and fosters a culture of evidence-based self-reflection that encourages all constituents to suggest and implement innovations to enhance student success. Through policy and participatory governance committees and plans, the College ensures robust participation of all constituents, including students, in decision-making. The policies, Participatory Governance System Plan, and guidelines on governance procedures for the College, District, and Strategic Plan Review Summary Board of Trustees specify appropriate roles for faculty, staff, administration, and students. 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.

Findings and Evidence:

Board regulations and District policy specifically designate the participatory roles of leadership in Board Policy (BP) 3260 which outlines faculty, staff, and student roles in local decision-making. Through review of evidence, the team validates the assertion that the College creates and encourages innovation leading to institutional excellence. Standard met. Use the program review and resource allocation model along with Equity to fund innovative programs and practices (IV.A.1).

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. 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. AP 3260 also specifies that participatory governance system committees and councils must include students, faculty, staff, and administrators (IV.A.2).

Administrator and faculty roles within the institutional governance structure are clearly outlined in Board Policy (BP) 3260 and Administrative Procedure. Participatory Governance System Plan, institutional planning (BP 3250), and ensures administrators and faculty have substantive and clearly defined roles and a substantial role in policies, planning, and budget (IV.A.3).

Policy clearly outlines faculty and academic administrator responsibilities for curriculum and student Services. BP/AP 3260 Participation in local decision-making and BP/AP 4020 Program, curriculum, and course development (IV.A.4).

The consideration of relevant perspectives and decision-making aligned with expertise is described in the Educational Planning Committee (EPC), BP 3260 and further outlined in Administrative Procedure (AP) 3260. BP 3250 lists the institutional plans developed through this broad system of constituent involvement. The committee then publishes an annual Strategic Plan Review Summary, which is presented to participatory governance committees and to the Board of Trustees (IV.A.5).

The Participatory Governance System Plan includes the committee structure flow chart, which illustrates the processes for decision-making at the institutional and planning level. 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. Participatory Governance webpage. Along with the agendas, minutes, associated presentation documents, and other memos for all participatory governance committees appear on the Participatory Governance webpage (IV.A.6).

Governance Review Council (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. Annually, the office of Planning, Research, and Institutional Effectiveness (PRIE) publishes an online summary of each committee's work, documenting governance committee activities, recommendations, actions taken, and updates (IV.A.7).

Conclusion:

The College meets the standard.

IV.B. Chief Executive Officer

General Observations:

The superintendent/president's role is clearly established and articulated via board policy, administrative procedures, and job description. Within the participatory governance system, the superintendent/president effectively leads institutional planning efforts and has direct oversight of budgeting, personnel, and assessment of institutional effectiveness. In addition, the long-term stable leadership of the superintendent/president ensures strong positive relationships with the communities.

Findings and Evidence:

The CEO is charged with primary responsibility for institutional quality through a variety of Board policies and procedures and through planning and governance processes. The CEO 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. The CEO is the primary leader in institutional planning and oversight of major College initiatives and ongoing governance processes. The CEO oversees budget and planning and ensures that planning is linked to resource allocation. The CEO holds final authority for hiring and interviews every candidate for full-time faculty positions and 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 (IV.B.1).

The College maintains an organizational chart that clearly delineates the lines of responsibility and general duties of employees within the District (BP 3100). The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action (BP 2430). BP 7110 demonstrates that the superintendent/president is empowered to set general duties of employees. Additionally, BP 6150 grants authority to sign orders and other transactions to the superintendent/ president and other officers appointed by the superintendent/president (IV.B.2).

The College CEO guides the institutional improvement of teaching and learning environment through 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; ensures that educational planning is integrated with resource planning; ensures that the allocation of resources supports and improves learning and achievement; and establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution (IV.B.3).

The CEO takes oversight and responsibility for the accreditation process and ensures that those employees responsible for functions related to Accreditation Standards are involved in the development of the Institutional Self-Evaluation Report. The CEO 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 (BP 3200 and AP 3200) (IV.B.4).

The CEO 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. The CEO submits periodic reports on the operation of the District, which includes the implementation of regulations and policies in alignment with the mission. Board policies are routinely taken to the Board of Trustees by the superintendent/president for review, amendment, and adoption after participatory governance review. The CEO takes an active role in budget planning and implementation (IV.B.5).

The superintendent/president works and communicates effectively with the communities served by the College and ensures regular and timely communication with campus constituents. The CEO 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 Foundation. the CEO hosts annual meetings with K-12 administrators, Friends of the Indian Valley Campus, College retirees, and donors. Internally, the CEO communicates consistently with the campus community, both in email and in regular presidential forums. The CEO is actively engaged in the community and participates in several community-wide organizations (IV.B.6).

Conclusion:

The College meets the standard.

Standard IV.C – Governing Board

General Observations:

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.

Findings and Evidence:

The seven-member Board of Trustees of the Marin Community College District has authority over policy creation and governance in the District as outlined in BP2200. The Board has

responsibility for setting policies that guide the District, Board of Trustees, the general institution, academic affairs, student services, business/fiscal affairs, and human resources. BP 2410 describes the process for development and regular review of board policies to ensure the Board maintains current and appropriate oversight (IV.C.1).

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. 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 (IV.C.2).

Board Policy (BP) 2200 delineates the Board's responsibility to hire and evaluate the superintendent/president. BP 2431 directs the Board to establish a fair and open search process to fill a vacancy when one occurs. The Board evaluates the superintendent/president annually per BP 2435 (IV.C.3).

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. 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 (IV.C.4).

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. 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. 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 (IV.C.5).

The Board of Trustees publishes all policies on its website, including those specifying the Board's size, duties, responsibilities, structure, and operating procedures (IV.C.6).

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. 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 (IV.C.7).

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. 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 (IV.C.8).

All trustees are encouraged to achieve certification in Community College League of California's (CCLC) Excellence in Trusteeship Program. 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. Topics of recent trainings have included sexual harassment prevention, the Brown Act, ethics, and conflicts of interest. 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 (IV.C.9).

The Board annually assesses its performance to identify strengths and areas for improvement in support of institutional effectiveness. Board Policy (BP) 2745 establishes the process for Board evaluation, which includes the annual appointment of the Self-Evaluation Committee. BP2220 charges the committee with conducting the annual Board evaluation survey and developing recommendations for the Board to become more efficient and effective. 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 (IV.C.10).

The Board of Trustees has adopted a code of ethics, evidenced by Board Policy (BP) 2715. 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. BP 2715 delineates how the Board should deal with behavior that violates the code of ethics. Standard met (IV.C.11).

The Board delegates power and authority to the superintendent/president to effectively lead the District, as stated in Board Policy (BP) 2200. BP 2430 then outlines in detail those specific powers and expectations (IV.C.12).

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. Administrative Procedure (AP) 3200 further outlines the Board's role in reviewing and approving the Institutional Self-Evaluation Report prior to submission (IV.C.13).

Quality Focus Essay

The ACCJC's Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as "the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level." Colleges are asked to "identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement." The Team reviewed the QFE identified in the College's ISER. The College identified one project: Latinx Equity Project "Mi Familia Learning Community."

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.

Appendix A: Core Inquiries



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

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

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

Dr. Kathryn Jefferey
Team Chair

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Peer Review Team Roster

Team ISER Review

October 19, 2023

Dr. Kathryn E. Jeffery, Team Chair Santa Monica Community College District President	Annebelle Nery, Vice Chair Santa Ana College President
ACADEMIC MEMBERS	
Michael Bagley Yuba College Dean of STEM and Outreach Campuses	Juan Buriel College of the Canyons English Professor
April Ching Honolulu Community College Assistant Professor, English	Klint Rigby Bakersfield College Department Chair, Industrial Technology
ADMINISTRATIVE MEMBERS	
Reagan Romali LA Harbor College Vice President, Administrative Services	Marie Harris Madera Community College Vice President of Learning and Student Success
Joan Ahrens Grossmont College Sr. Dean, College Planning & Institutional Effectiveness	Renee Craig-Marius Gavilan College Assistant Superintendent/Vice President of Student Services
ACCJC STAFF LIAISON	
Kevin Bontenbal, Vice President	

Summary of Team ISER Review

INSTITUTION:

DATE OF TEAM ISER REVIEW: October 19, 2023

TEAM CHAIR: Dr. Kathryn Jeffery

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

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

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

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

Core Inquiries

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

<p>Core Inquiry 1: The team is interested in learning more about the College’s robust integrated planning process, and how their six-step program review is used to inform course improvements, resource allocation, and improve equitable success and retention.</p>
<p>Standards or Policies: I.B.1, I.B.5, II.C.1</p>
<p>Description:</p> <ul style="list-style-type: none"> a. The team observed that the College engages in sustained, substantive, and collegial dialogue during the Academic Program Review process using Equity Facilitators who recommend equity related curricular changes, resource requests, and action steps for continuous improvement. b. The team observed that the College’s Guidance, Resources, Integration and Transformation committee follows up to ensure that actionable steps toward continuous improvement in dismantling anti-racist processes and policies needed to close equity gaps for historically underserved populations will be implemented.
<p>Topics of discussion during interviews:</p> <p>How have the recommendations made during the PR process impacted course success and retention overall?</p> <ul style="list-style-type: none"> a. How have the recommendations made during the PR process impacted course success and retention for disproportionately impacted student populations in particular? b. What changes in policies and procedures have been made as a result of the PR process?
<p>Request for Additional Information/Evidence:</p> <p>Evidence of revised policies and procedures based on PR recommendations.</p> <p>Evidence of program improvements as a result of recommendations from GRIT.</p>
<p>Request for Observations/Interviews:</p> <p>Academic senate representatives</p> <p>Data coaches</p> <p>Equity facilitators</p> <p>Members of GRIT</p> <p>Vice President of Instruction</p> <ul style="list-style-type: none"> a. Programs/department faculty and staff who have implemented program improvements and/or recommendations made during the PR process