# INSTITUTIONAL SELF EVALUATION REPORT

of Educational Quality and Institutional Effectiveness
In Support of Reaffirmation of Accreditation

## 2017

COLLEGE OF
MARIN

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# COLLEGE OF MARIN

# Institutional Self Evaluation Report

*in Support of Reaffirmation of Accreditation*

*Submitted by*

College of Marin

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Kentfield, CA  94904

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*Submitted to*

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

*Date Submitted*

December 6, 2016

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# *Certification of the Institutional Self Evaluation Report*

Date:     December 6, 2016
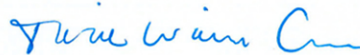
To:       Accrediting Commission for Community and Junior Colleges
          Western Association of Schools and Colleges

From:     David Wain Coon, Ed.D.
          College of Marin
          835 College Avenue
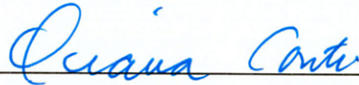          Kentfield, CA  94904


This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.
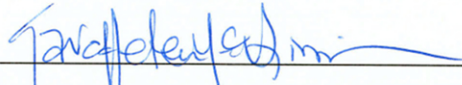

Signed:

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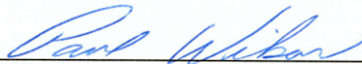
David Wain Coon, Ed.D., *Superintendent/President*

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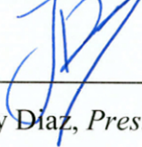
Diana Conti, *President, Board of Trustees*

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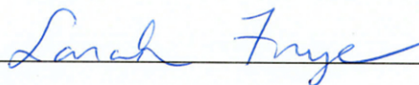Sara McKinnon, *President, Academic Senate*

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Paul Wilson, *President, Classified Senate*

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Amy Diaz, *President, Associated Students College of Marin*

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Christina Leimer, Ph.D., *Co-Chair and ALO*

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Sarah Frye, *Faculty Co-Chair*

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# Introduction

## *Brief History*

In 2016, College of Marin celebrated its 90th anniversary. Funded by a bond issue that passed by a two to one margin, Marin Union Junior College opened in August 1926 with 87 students. The founding campus was on the thirteen-acre Butler estate in Kentfield, with the Butler home housing the classes and the Butler barn housing the men's gymnasium. Shortly thereafter the campus expanded through the purchase of Tamalpais Center, a recreational facility that was converted to house a women's gymnasium and other programs. By the 1927-28 school year, the student body had increased to 205 full-time and 200 part-time students. Stanley Moore, who already had a year of college at Stanford, was the first graduate in 1927. In 1928 the College held its first commencement exercises.

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

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

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

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

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

No additional permanent facilities were added or significantly remodeled until the modernization program began in 2004 when Marin County voters approved Measure C, a $249.5 million facilities improvement bond to revitalize the aging Kentfield and Indian Valley

Campuses. The complete scope of the bond included eight major construction projects, including the Irwin P. Diamond Physical Education Center, Fine Arts Building, Performing Arts Building; Child Study Center; Science, Math, Nursing Building; and Academic Center at the Kentfield Campus; and Main Building and Transportation Technology Complex at the Indian Valley Campus. As part of the modernization process, the College also installed a new all-weather 400 meter eight-lane track at the Kentfield Campus and completed infrastructure improvements at both campuses.

These projects have resulted in more energy efficient facilities. Under the Leadership in Energy and Environmental Design (LEED®) Building Rating System, the Irwin P. Diamond Physical Education Center; Main Building; Fine Arts Building; Performing Arts Building; and Science, Math, Nursing Building achieved LEED® Gold; the Transportation Technology Complex was awarded LEED® Silver; and the Child Study Center achieved LEED® certification. LEED® Gold is pending for the Academic Center.

In 2009-2010, College of Marin experienced dramatic enrollment growth and received numerous awards and much recognition for the development of new academic programs and its use of green technology in its modernization program. However, since 2012, enrollment has declined and plans are in place to reverse this trend.

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 will allow completion of upgrades, repairs, and construction projects identified in the 2014 facilities assessment.

With the recent passage of Measure B and substantial categorical funding from the state to improve students' success and equitable achievement, stable leadership and a high percentage of new faculty and staff, new community and K-12 partnerships, and innovative learning support programs and operations, College of Marin is experiencing dramatic change, implementing its planning priorities, fulfilling its mission, and continually improving.

## *Summary Data on Marin County, College of Marin's Service Area*

Marin County is predominately White. College of Marin (COM) serves a much higher percentage of minority groups and specifically Hispanics than their representation in the county population.

| Marin County Breakdown by Race | Marin County 7/1/2015 Age 18 and Older (Projections) | % | COM # F13 (Credit) | % | COM # F14 (Credit) | % | COM # F15 (Credit) | % |
|---|---|---|---|---|---|---|---|---|
| Asian | 14,060 | 6.8 | 508 | 7.8 | 455 | 7.9 | 441 | 7.9 |
| Afr. Amer. | 5,918 | 2.8 | 488 | 7.5 | 373 | 6.5 | 296 | 5.3 |
| Hispanic/Lat | 33,288 | 16.0 | 1,489 | 22.8 | 1,436 | 25.0 | 1,481 | 26.5 |
| Multi-Race | 4,432 | 2.1 | 312 | 4.8 | 295 | 5.1 | 303 | 5.4 |
| Native | 498 | 0.2 | 26 | 0.4 | 14 | 0.2 | 14 | 0.3 |
| Pacific Islander | 401 | 0.2 | 16 | 0.2 | 15 | 0.3 | 20 | 0.4 |
| White | 149,361 | 71.8 | 3,449 | 52.9 | 2,981 | 52.0 | 2,902 | 51.9 |
| Not Stated | 0 | 0.0 | 236 | 3.6 | 168 | 2.9 | 137 | 2.4 |
| Grand Total | 207,958 | 100.0 | 6,524 | 100.0 | 5,737 | 100.0 | 5,594 | 100.0 |

*Source for Marin County Ethnicity: Report P-3: State and county total population projections by race/ethnic and detailed age 2010 through 2060 (as of July 1) December 15, 2014.*
*http://www.dof.ca.gov/Forecasting/Demographics/Projections/*

*Source for College of Marin's data: COM's enterprise data management system as of first census day*

Overall, Marin County high school performance results are higher than the state average. However, test results in terms of preparedness for entry-level college work on the California Assessment of Student Performance and Progress Results (CAASPP) vary substantially by Marin public high school, especially in the area of math. Recognizing these differences, COM has developed partnerships and programs with the lower performing schools to help improve students' college-readiness.

**California Assessment of Student Performance and Progress Results**
**Marin County Public High Schools - Students Who Met or Exceeded the Standard**
**(CAASPP 2015 Results) and College of Marin Capture Rate***

| | # Students Taking CAASPP | English | Math | College of Marin Capture Rate* Fall 2015 |
|---|---|---|---|---|
| San Rafael High, San Rafael | 582 | 57% | 33% | 41% |
| Terra Linda High, San Rafael | 480 | 65% | 32% | 28% |
| Novato High, Novato | 606 | 75% | 52% | 17% |
| San Marin High, Novato | 497 | 63% | 33% | 10% |
| Redwood High, Larkspur | 766 | 84% | 70% | 23% |
| Sir Francis Drake High, San Anselmo | 435 | 79% | 65% | 31% |
| Tamalpais High, Mill Valley | 549 | 72% | 52% | 18% |
| Marin County (based on 11th Grade Results) | | 70% | 48% | |
| California (based on 11th Grade Results) | | 56% | 29% | |

*http://caaspp.cde.ca.gov/sb2015/Search*

*\* Capture rate is defined as the number of students attending COM in fall 2015 who self-reported their high school graduation year as 2015 divided by the total number of graduating high school seniors in 2015 from each high school as provided by data personnel at the various high schools or districts.*

Marin County is well educated. However, there are differences among race/ethnic groups in education and earnings. African-Americans and Latinos are far less likely than Whites and Asians to have earned a bachelor's degree, and Latinos are considerably less likely to have earned at least a high school diploma. Median earnings reflect that educational difference. With COM's mission of providing equitable opportunities and social responsibility, the College is addressing these educational disparities.

## Education and Median Earnings by Ethnicity in Marin County

| | Less Than High School | At Least HS Diploma | At Least BA/BS Degree | Graduate or Professional Degree | Median Earnings (2010 dollars) |
|---|---|---|---|---|---|
| California | 19.5% | 80.5% | 29.7% | 10.7% | 31,551 |
| Marin County | 7.8% | 92.2% | 53.9% | 22.4% | 44,246 |
| Asian | 7.6% | 92.4% | 61.5% | 24.2% | 43.534 |
| Whites | 2.7% | 97.3% | 60.7% | 25.5% | 51,462 |
| African Americans | 16.8% | 83.2% | 21.8% | 8.4% | 31,608 |
| Latinos | 37.3% | 62.7% | 20.3% | 8.2% | 23,795 |

*http://www.measureofamerica.org/marin/ (See page 19)*


Marin County's population is older than in San Francisco and the state overall. Even though Marin County's annual median household income is greater than $95,000, higher than the median for San Francisco and California, 9 percent of people live in poverty.

## Social Indicators Comparison Table, 2005-2009 versus 2014

| | 2005-2009 | | | 2014 | | |
|---|---|---|---|---|---|---|
| Metric | Marin County | San Francisco | California | Marin County | San Francisco | California |
| Median Household Income ($) | 87,728 | 70,040 | 60,392 | 95,749 | 85,070 | 61,933 |
| Median Age (years) | 43.7 | 38.2 | 34.6 | 45.4 | 38.6 | 36.0 |
| % of Population under 18 years old | 20.4% | 14.3% | 26.0% | 20.7% | 13.4% | 23.6% |
| % of Population between 18 and 64 | 64.2% | 71.5% | 63.1% | 60.1% | 72.2% | 63.5% |
| % of Population 65 and above | 15.4% | 14.2% | 10.9% | 19.2% | 14.4% | 12.9% |
| % of Household with more than $200,000 annual income | 16.5% | 11.3% | 6.3% | 21.9% | 16.1% | 8.1% |

*http://www.marineconomicforum.org/report/2015/ECONOMIC_BULLETIN_Fall_2015_- Final.pdf (See page 16)*
*http://www.census.gov/quickfacts/table/PST045215/06041,00*

A widely used report, *A Portrait of Marin* (http://www.measureofamerica.org/marin/), in the section titled "The Way Forward," states that Marin County should address its demographic change, improve public transportation options, expand affordable housing, create good jobs, expand access to early childhood education, and increase educational equality. The College is contributing to these county goals in multiple ways. For example, all credit and noncredit students at COM can now ride the bus at substantially reduced cost and additional routes have been implemented. Several new initiatives (e.g., Summer Bridge, COMPASS, JumpStart) at COM help prepare students for college. Further, given the county's diversity, particularly in terms of educational levels and income, it is important that COM maintain a variety of educational offerings including strong credit and noncredit programs and courses, English as a second language, developmental math and English, and robust community education/lifelong learning classes as they primarily serve Marin residents who are older and have earned four-year degrees or higher.

The Marin Economic Forum completed a Comprehensive Development Strategy report that delineated targeted industries to focus on through 2020 based on recent growth in Marin County and the Bay Area.

### Targeted Industries, 2015-2020

| Agriculture | Specialty Manufacturing | Research and Design | Community Wellness |
|---|---|---|---|
| Food and Beverage Manufacturing | Pharmaceuticals | Life Sciences Research | Tourism (Why People Come to Marin) |
| Logistics | Artistic/Artisan Goods | Environmental Science Design | Outpatient Health Care |
| | | Interactive/Mobile Technologies | Residential Health Care |

*http://www.marineconomicforum.org/report/2015/ECONOMIC_BULLETIN_Fall_2015_-%20Final.pdf*
*(See page 13)*

As the following table shows, the two largest growth industries in Marin County between 2008 and 2015 were educational and health care and accommodation and food services. Finance and insurance substantially declined.

**Employment Levels, Payroll Employment, Marin County, 2008-2015**

| Industry | 2008 | 2010 | 2014 | 2015 YTD | Growth/Decline in Number of Jobs 2008 to 2015 |
|---|---|---|---|---|---|
| Total (includes Govt) | 107,400 | 101,800 | 113,000 | 116,000 | 8,600 |
| Farm | 500 | 500 | 400 | 400 | -100 |
| Construction | 6,600 | 4,800 | 6,200 | 6,500 | -100 |
| Retail Trade | 14,300 | 13,600 | 14,200 | 14,700 | 400 |
| Wholesale Trade | 2,600 | 2,400 | 2,900 | 3,000 | 400 |
| Information | 2,200 | 2,300 | 2,600 | 2,600 | 400 |
| Finance and Insurance | 8,200 | 6,900 | 6,900 | 6,900 | -1,300 |
| Professional and Business Services | 20,500 | 18,400 | 18,800 | 19,700 | -800 |
| Educational and Health Care | 16,400 | 16,300 | 19,500 | 19,900 | 3,500 |
| Accommodation and Food Services | 13,200 | 12,500 | 16,100 | 16,800 | 3,600 |
| Other Services | 4,900 | 5,200 | 5,200 | 5,300 | 400 |
| Government | 14,600 | 15,400 | 15,300 | 14,800 | 200 |

*http://www.marineconomicforum.org/report/2015/ECONOMIC_BULLETIN_Fall_2015_-%20Final.pdf*
*(See page 12)*

The table on the next page (p. 16) shows the fastest growing and largest growing occupations in the Bay Area by required educational level. Some types of information technology (IT) jobs as well as medical, legal, and research assistants and preschool teachers are among the occupations that require an associate degree. Other types of healthcare assistants, telecommunications, firefighters, cosmetologists, and skincare specialists require postsecondary education, but not a degree.

## 2012–2022 Comparison of Growing Occupations by Entry Level Education
## Marin, San Francisco, and San Mateo Counties

*http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html*
*(click on Long Term Projections (Ten-years) then Highlights for Marin County)*

| Fastest Growing (New Jobs from Industry Growth) | Entry Level Education | Largest Growing (New Jobs and Replacement Needs) |
|---|---|---|
| • Computer and Information Research Scientists (34.7% or 350 jobs)<br>• Biochemists and Biophysicists (31.7% or 260 jobs)<br>• Medical Scientists, Except Epidemiologists (25.3% or 1,130 jobs)<br>• Physical Therapists (22.6% or 190 jobs)<br>• Physicists (22.4% or 130 jobs) | **Doctoral or Professional Degree** | • Lawyers (3,640 jobs)<br>• Medical Scientists, Except Epidemiologists (2,060 jobs)<br>• Pharmacists (580 jobs)<br>• Clinical, Counseling, and School Psychologists (560 jobs)<br>• Computer and Information Research Scientists (510 jobs) |
| • Economists (56.6% or 430 jobs)<br>• Statisticians (46.7% or 210 jobs)<br>• Nurse Practitioners (30.6% or 150 jobs)<br>• Rehabilitation Counselors (17.8% or 160 jobs)<br>• Mental Health Counselors (16.7% or 180 jobs) | **Master's Degree** | • Economists (660 jobs)<br>• Educational, Guidance, School, and Vocational Counselors (560 jobs)<br>• Education Administrators, Elementary and Secondary School (430 jobs)<br>• Urban and Regional Planners (430 jobs)<br>• Mental Health Counselors (410 jobs) |
| • Biomedical Engineers (68.5% or 370 jobs)<br>• Logisticians (42.4% or 530 jobs)<br>• Market Research Analysts and Marketing Specialists (41.3% or 4,230 jobs)<br>• Interpreters and Translators (40.7% or 350 jobs)<br>• Operations Research Analysts (40.3% or 290 jobs) | **Bachelor's Degree** | • Software Developers, Applications (7,250 jobs)<br>• Accountants and Auditors (6,060 jobs)<br>• General and Operations Managers (5,680 jobs)<br>• Market Research Analysts and Marketing Specialists (5,630 jobs)<br>• Management Analysts (5,450 jobs) |
| • Web Developers (34.4% or 1,310 jobs)<br>• Medical and Clinical Laboratory Technicians (23.1% or 240 jobs)<br>• Social Science Research Assistants (22.0% or 90 jobs)<br>• Paralegals and Legal Assistants (19.7% or 630 jobs)<br>• Computer Network Support Specialists (18.6% or 460 jobs) | **Associate's Degree** | • Registered Nurses (4,790 jobs) Web Developers (1,910 jobs)<br>• Preschool Teachers, Except Special Education (1,440 jobs)<br>• Paralegals and Legal Assistants (1,160 jobs)<br>• Computer Network Support Specialists (850 jobs) |
| • Skincare Specialists (37.3% or 190 jobs)<br>• Telecommunications Equipment Installers and Repairers, Except Line Installers (34.1% or 440 jobs)<br>• Medical Assistants (24.5% or 1,010 jobs)<br>• Emergency Medical Technicians and Paramedics (23.1% or 180 jobs)<br>• Surgical Technologists (18.9% or 100 jobs) | **Postsecondary Non-degree Award** | • Medical Assistants (1,800 jobs)<br>• Nursing Assistants (1,530 jobs)<br>• Firefighters (920 jobs)<br>• Licensed Practical and Licensed Vocational Nurses (860 jobs)<br>• Hairdressers, Hairstylists, and Cosmetologists (780 jobs) |
| • Computer User Support Specialists (27.6% or 1,430 jobs)<br>• Teacher Assistants (9.9% or 690 jobs) | **Some College, No Degree** | • Teacher Assistants (2,270 jobs)<br>• Computer User Support Specialists (2,250 jobs)<br>• Computer, Automated Teller, and Office Machine Repairers (320 jobs) |
| • Hotel, Motel and Resort Desk Clerks (30.8% or 700 jobs)<br>• Medical Secretaries (26.6% or 1,200 jobs)<br>• Mixing and Blending Machine Setters, Operators and Tenders (26.2% or 160 jobs)<br>• Substance Abuse and Behavioral Disorder Counselors (25.6% or 110 jobs)<br>• First-Line Supervisors of Food Preparation and Serving Workers (23.0% or 1,290 jobs) | **High School Diploma or Equivalent** | • Office Clerks, General (5,250 jobs)<br>• Customer Service Representatives (4,180 jobs)<br>• Security Guards (3,820 jobs)<br>• Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (3,510 jobs)<br>• First-Line Supervisors of Office and Administrative Support Workers (3,460 jobs) |
| • Personal Care Aides (46.7% or 12,500 jobs)<br>• Home Health Aides (38.0% or 1,200 jobs)<br>• Cooks, Restaurant (26.0% or 2,560 jobs)<br>• Food Servers, Nonrestaurant (24.6% or 480 jobs)<br>• Combined Food Preparation and Serving Workers, Including Fast Food (24.2% or 3,320 jobs) | **Less than High School** | • Personal Care Aides (14,430 jobs)<br>• Waiters and Waitresses (14,130 jobs)<br>• Cashiers (10,930 jobs)<br>• Retail Salespersons (10,840 jobs)<br>• Combined Food Preparation and Serving Workers, Including Fast Food (8,570 jobs) |

## *Data on Enrolled and Incoming Students*

### *Credit Student Enrollment*

Credit student enrollment decreased 22 percent from 10,462 in 2011-2012 to 8,161 in 2015-2016. The majority of credit students attend classes at the Kentfield Campus. On average, 24 percent attend the Indian Valley Campus each year.

**Credit Student Enrollment Headcount by Academic Year 2011-2012 through 2015-2016 by Campus**

| Campus | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 5-year Average |
|---|---|---|---|---|---|---|
| | N | N | N | N | N | N |
| Kentfield | 8,917 | 8,337 | 7,416 | 6,990 | 6,763 | 7,685 |
| Indian Valley | 2,603 | 2,422 | 2,040 | 1,940 | 1,845 | 2,170 |
| Distance Education | 1,297 | 1,415 | 1,203 | 1,098 | 1,098 | 1,222 |
| Off-campus | 124 | 151 | 173 | 149 | 296 | 179 |
| Total Enrollments | 12,941 | 12,325 | 10,832 | 10,177 | 10,002 | **11,256** |
| Unduplicated Headcount | 10,462 | 9,813 | 8,765 | 8,291 | 8,161 | **9,098** |

*Source: COM Data Dashboard, August 2016.*

**Credit Student Enrollment Percentage by Academic Year, 2011-2012 through 2015-2016 by Campus**

| Campus | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 5-year Average |
|---|---|---|---|---|---|---|
| | % | % | % | % | % | % |
| Kentfield | 68.9 | 67.6 | 68.5 | 68.7 | 67.6 | 68.3 |
| Indian Valley | 20.1 | 19.7 | 18.8 | 19.1 | 18.4 | 19.3 |
| Distance Education | 10.0 | 11.5 | 11.1 | 10.8 | 11.0 | 10.9 |
| Off-campus | 1.0 | 1.2 | 1.6 | 1.5 | 3.0 | 1.6 |

The largest proportion of course enrollments is in the Math and Sciences division (34 percent), followed by Arts and Humanities (31 percent) and career workforce development (21 percent). The Learning Resources division, added in fall 2013, includes accelerated English. The enrollment decreases in Math and Sciences in fall 2013 is primarily due to kinesiology courses being moved from that division into Student Development/Special Services.

### Credit Student Enrollment by Academic Year, 2011-2012 through 2015-2016 by Division



| | Math & Sciences | Arts & Humanities | Career Workforce Development | Student Dev. Special Services | Basic Skills/ESL | Learning Resources |
|---|---|---|---|---|---|---|
| 2011-2012 | 37.3 | 31.9 | 22.3 | 2.4 | 6.1 | |
| 2012-2013 | 38.0 | 31.4 | 22.0 | 1.9 | 6.3 | 0.3 |
| 2013-2014 | 31.3 | 29.6 | 20.9 | 11.4 | 6.2 | 0.7 |
| 2014-2015 | 31.3 | 29.6 | 19.5 | 13.3 | 5.5 | 0.9 |
| 2015-2016 | 31.4 | 30.8 | 19.2 | 13.0 | 4.3 | 1.3 |
| 5-year Average | 33.9 | 30.7 | 20.8 | 8.4 | 5.7 | 0.8 |
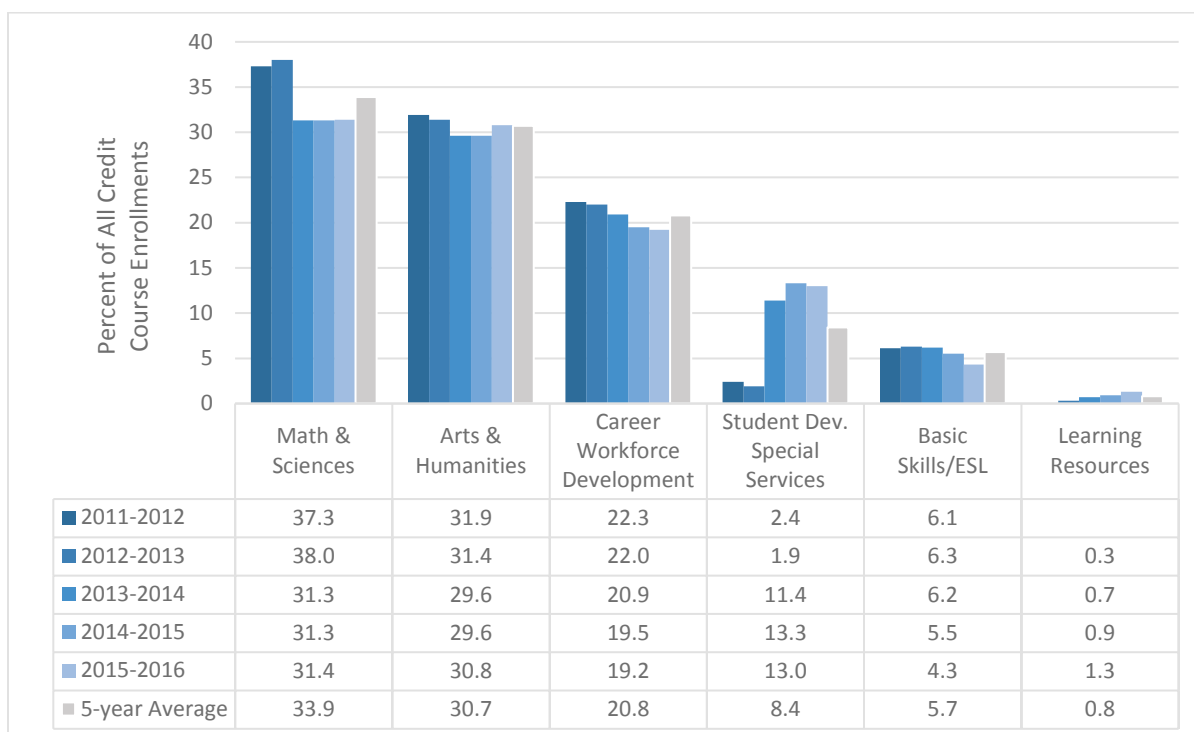
*Source: COM Data Dashboard, August 2016.*

Full-time students comprise 25 percent of students in the fall and 22 percent of those attending in spring semesters. The average unit load is consistent for both the fall and spring terms, at 7.3 and 7.2 respectively, and across these five years.

### Full Time and Part Time Credit Student Headcount Enrollment, 2011 through 2015 Fall Semesters

| Full/Part Time Status | 2011 | 2012 | 2013 | 2014 | 2015 | 5-year Average |
|---|---|---|---|---|---|---|
| % Full Time | 25.0 | 24.7 | 25.2 | 25.2 | 25.0 | 25.0 |
| % Part Time | 75.0 | 75.3 | 74.8 | 74.8 | 75.0 | 75.0 |
| Average Unit Load | 7.2 | 7.3 | 7.3 | 7.4 | 7.2 | 7.3 |

*Source: COM Data Dashboard, fall 2015.*
*Average unit load calculated using MIS SX Course Enrollment file.*

### Full Time and Part Time Credit Student Enrollment, 2012 through 2016
### Spring Semesters

| Full/Part Time Status | 2012 | 2013 | 2014 | 2015 | 2016 | 5-year Average |
|---|---|---|---|---|---|---|
| % Full Time | 21.9 | 22.7 | 22.1 | 22.2 | 20.7 | 21.9 |
| % Part Time | 78.1 | 77.3 | 77.9 | 77.8 | 79.3 | 78.1 |
| Average Unit Load | 7.2 | 7.3 | 7.3 | 7.3 | 7.1 | 7.2 |

*Source: COM Data Dashboard, August 2016.*

In fall terms, approximately 20 percent of COM's credit students transfer into the College, 10 percent are first-time students and 3.4 percent are concurrently enrolled high school students. A small percentage return to COM after stopping out for one or more semesters. In the spring terms, the percentage of first-time students and transfers decreases. The percentage of continuing students increases, as does those returning to COM after stopping out. The dip in the percentage of continuing students in fall 2015 and spring 2016 is noted and being investigated to determine whether this reflects a decline in persistence among continuing students or simply shifting proportions as a result of more high school and transfer students enrolling.

### Credit Student Enrollment in Fall Semesters, 2011 through 2015
### by Enrollment Status

| Enrollment Status | 2011 | 2012 | 2013 | 2014 | 2015 | 5-year Average |
|---|---|---|---|---|---|---|
| % Never Attended College (First-time) | 10.3 | 10.1 | 11.4 | 9.6 | 9.6 | 10.2 |
| % Transferred to COM | 19.6 | 19.7 | 20.6 | 19.4 | 21.3 | 20.1 |
| % Returning to COM | 1.8 | 2.2 | 1.6 | 2.5 | 3.2 | 2.3 |
| % Continuing | 65.2 | 64.9 | 63.4 | 65.1 | 61.4 | 64.0 |
| % Still Enrolled in High School | 2.9 | 3.0 | 2.9 | 3.4 | 4.6 | 3.4 |
| % Unknown | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

*Source: COM Data Dashboard, fall 2015.*

### Credit Student Enrollment in Spring Semesters, 2012 through 2016
### by Enrollment Status

| Enrollment Status | 2012 | 2013 | 2014 | 2015 | 2016 | 5-year Average |
|---|---|---|---|---|---|---|
| % Never Attended College (First-time) | 4.3 | 4.0 | 4.0 | 3.5 | 3.0 | 3.8 |
| % Transferred to COM | 12.4 | 10.3 | 11.0 | 11.2 | 11.3 | 11.2 |
| % Returning to COM | 9.2 | 8.8 | 9.1 | 9.5 | 9.9 | 9.3 |
| % Continuing | 70.1 | 73.2 | 72.0 | 70.1 | 66.7 | 70.4 |
| % Still Enrolled in High School | 4.0 | 3.7 | 3.0 | 4.0 | 7.1 | 4.4 |
| % Readmitted After Dismissal | 0.0 | 0.0 | 0.8 | 1.7 | 1.8 | 0.9 |
| % Unknown | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

*Source: COM Data Dashboard, August 2016.*

Since 2011-2012, the percentage of students without a specific educational goal has dropped substantially. Correspondingly, the percentage of students choosing to earn an associate degree or transfer has increased. More than half of COM credit students are pursuing one of these two options. Approximately 17 percent, on average, are pursuing career development. The slight decline in this pathway over time is being monitored.

### Credit Student Enrollment in Fall Semesters, 2011 through 2015 by Educational Goal

| Educational Goal | 2011 | 2012 | 2013 | 2014 | 2015 | 5-year Average |
|---|---|---|---|---|---|---|
| % Associate Degree (AA/AS) | 30.0 | 35.0 | 37.8 | 39.1 | 38.7 | 36.1 |
| % BA/BS Transfer | 9.7 | 14.8 | 15.6 | 15.6 | 15.1 | 14.2 |
| % Certificate of Achievement | 2.3 | 2.6 | 2.6 | 2.8 | 2.6 | 2.6 |
| % Career Development | 17.6 | 18.6 | 16.7 | 15.7 | 14.9 | 16.7 |
| % Basic Skills/High School Diploma | 7.2 | 11.1 | 8.8 | 9.1 | 10.0 | 9.2 |
| % Educational Development | 8.5 | 9.1 | 8.0 | 7.8 | 8.5 | 8.4 |
| % Meeting 4-Year College Requirements | 3.3 | 0.5 | 4.0 | 6.3 | 6.9 | 4.2 |
| Unspecified/Unknown | 21.3 | 8.3 | 6.4 | 3.8 | 3.4 | 8.6 |

*Source: COM Data Dashboard, fall 2015.*

### Credit Student Enrollment in Spring Semesters, 2012 through 2016 by Educational Goal

| Educational Goal | 2012 | 2013 | 2014 | 2015 | 2016 | 5-year Average |
|---|---|---|---|---|---|---|
| % Associate Degree (AA/AS) | 37.5 | 37.8 | 37.8 | 37.8 | 37.2 | 37.6 |
| % BA/BS Transfer | 15.4 | 14.7 | 14.9 | 14.9 | 14.8 | 14.9 |
| % Certificate of Achievement | 2.6 | 2.4 | 2.8 | 2.8 | 2.5 | 2.6 |
| % Career Development | 16.8 | 15.9 | 15.2 | 15.2 | 13.9 | 15.4 |
| % Basic Skills/High School Diploma | 9.5 | 10.7 | 10.9 | 10.9 | 11.5 | 10.7 |
| % Educational Development | 8.7 | 8.5 | 9.3 | 9.3 | 9.7 | 9.1 |
| % Meeting 4-Year College Requirements | 3.9 | 5.8 | 6.4 | 6.4 | 6.1 | 5.7 |
| Unspecified/Unknown | 5.7 | 4.1 | 2.7 | 2.7 | 4.4 | 3.9 |

*Source: COM Data Dashboard, August 2016.*

*Demographics of Credit Students*

The majority of COM students are female, approximately 58 percent on average.

### Credit Student Headcount Enrollment in Fall Semesters, 2011 through 2015 by Gender

| | Female | Male |
|---|---|---|
| 2011 | 59.0 | 40.1 |
| 2012 | 58.2 | 40.7 |
| 2013 | 57.8 | 41.2 |
| 2014 | 57.9 | 41.2 |
| 2015 | 56.0 | 42.3 |
| 5-year Average | 57.8 | 41.1 |
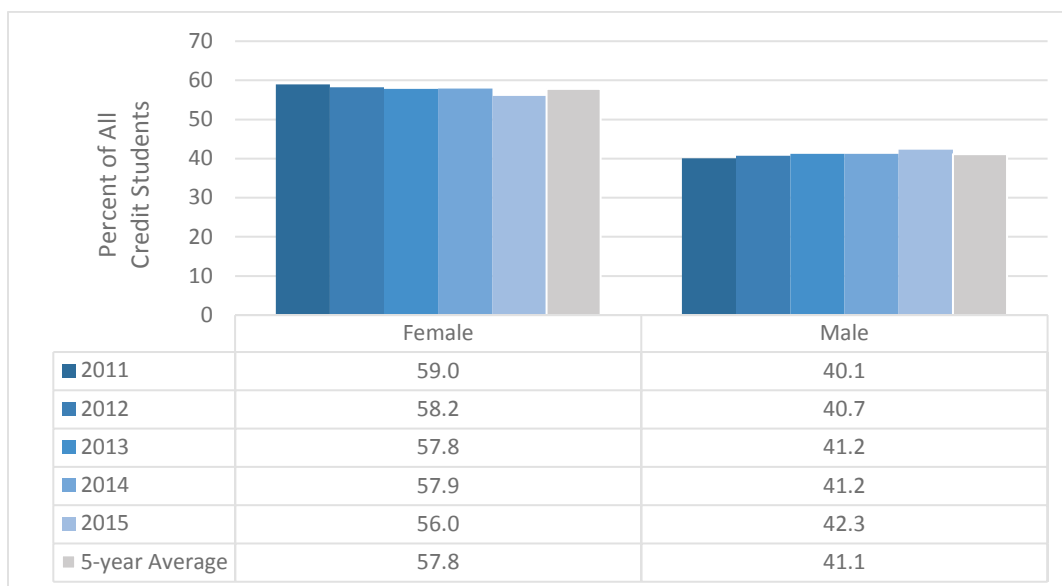
*Source: COM Data Dashboard, fall 2015.*

In the last five years, the percentage of students identifying as Hispanic/Latino increased substantially, from approximately 19 percent to approximately 27 percent. A slight majority of COM students identified as White. Approximately 8 percent identified as Asian or Pacific Islander, 7 percent as Black/African-American and 5 percent as Multiracial.

### Credit Student Headcount Enrollment in Fall Semesters, 2011 through 2015 by Race/Ethnicity



| | White | Hispanic | Asian/ Pacific Islander | Black/ African American | Multi-racial | Native American/ Alaska Native |
|---|---|---|---|---|---|---|
| 2011 | 56.6 | 18.9 | 8.1 | 6.3 | 3.7 | 0.5 |
| 2012 | 53.6 | 21.4 | 8.1 | 7.5 | 4.4 | 0.4 |
| 2013 | 52.9 | 22.8 | 8.0 | 7.5 | 4.8 | 0.4 |
| 2014 | 52.0 | 25.0 | 8.2 | 6.5 | 5.1 | 0.2 |
| 2015 | 51.9 | 26.5 | 8.2 | 5.3 | 5.4 | 0.3 |
| 5-year Average | 53.4 | 22.9 | 8.1 | 6.6 | 4.7 | 0.4 |
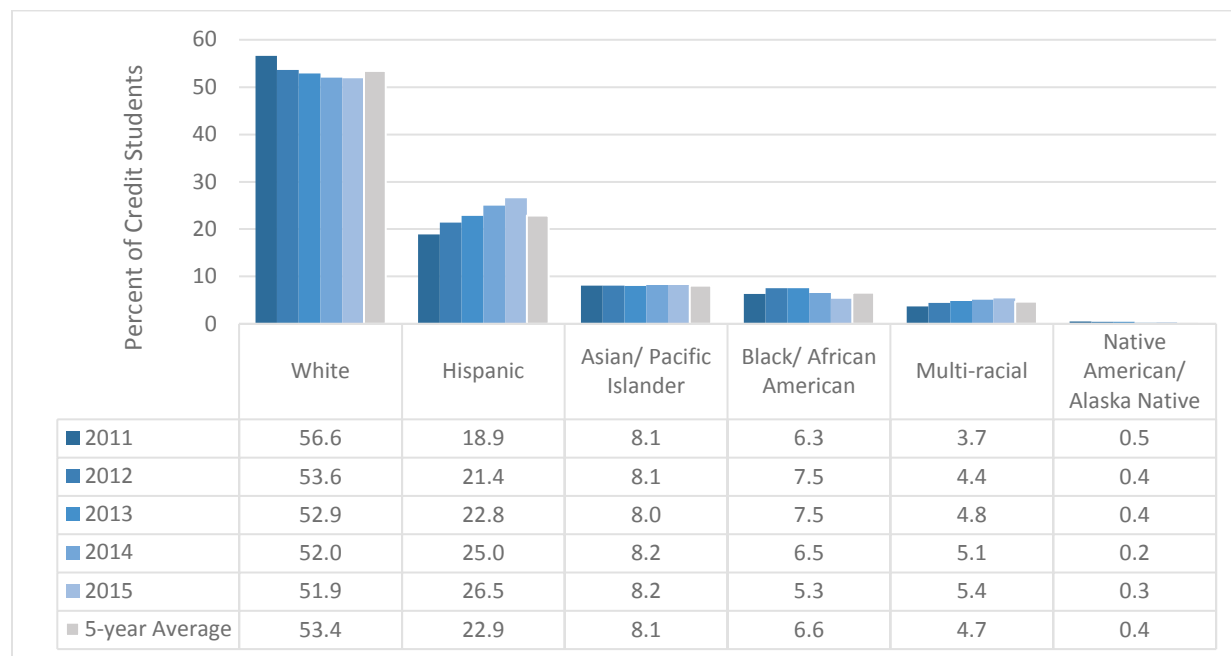
*Source: COM Data Dashboard, fall 2015.*

Perhaps reflecting increased high school outreach, the median age of COM credit students declined from 28 to 25 between 2011 and 2015.

**Credit Student Headcount Enrollment in Fall Semesters, 2011 through 2015 by Age Group**
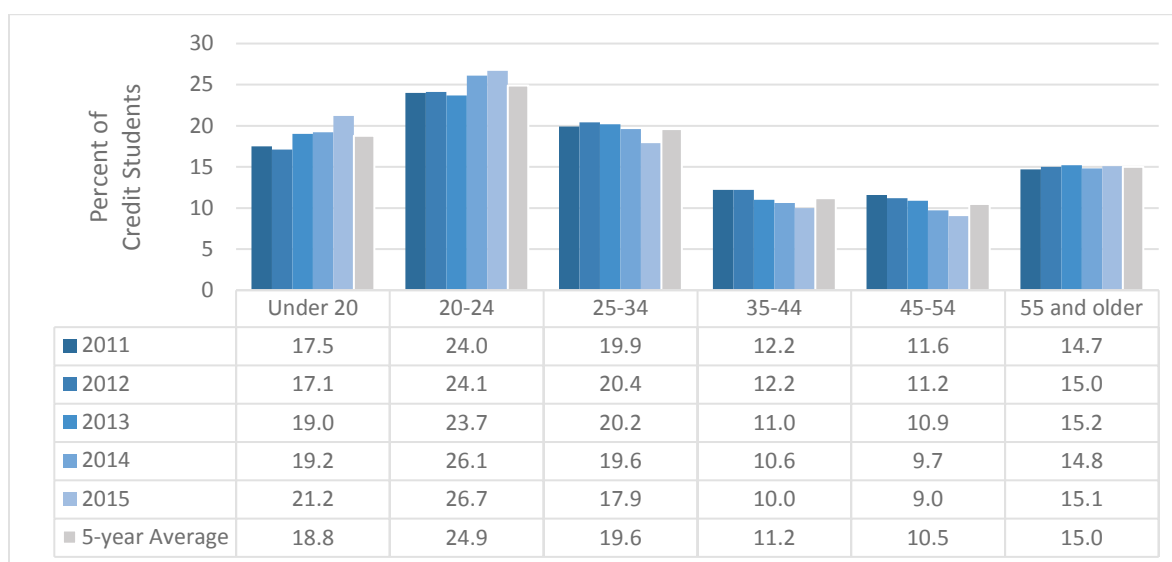


|  | Under 20 | 20-24 | 25-34 | 35-44 | 45-54 | 55 and older |
|---|---|---|---|---|---|---|
| 2011 | 17.5 | 24.0 | 19.9 | 12.2 | 11.6 | 14.7 |
| 2012 | 17.1 | 24.1 | 20.4 | 12.2 | 11.2 | 15.0 |
| 2013 | 19.0 | 23.7 | 20.2 | 11.0 | 10.9 | 15.2 |
| 2014 | 19.2 | 26.1 | 19.6 | 10.6 | 9.7 | 14.8 |
| 2015 | 21.2 | 26.7 | 17.9 | 10.0 | 9.0 | 15.1 |
| 5-year Average | 18.8 | 24.9 | 19.6 | 11.2 | 10.5 | 15.0 |

|  | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| Mean age | 34.5 | 34.4 | 33.5 | 32.6 | 33.0 |
| Median age | 28 | 28 | 26 | 26 | 25 |

*Source: COM MIS Student Characteristics (ST) and Student Enrollment (SX) files.*

The proportion of economically disadvantaged* students increased from one-third in 2011 to almost half in fall 2013 and 2014, then decreased in fall 2015.

**Credit Student Headcount Enrollment in Fall Semesters, 2011 through 2015 by Economic Status**



|  | % Economically Disadvantaged | % Not Economically Disadvantaged |
|---|---|---|
| 2011 | 35.8 | 64.2 |
| 2012 | 34.1 | 65.9 |
| 2013 | 47.7 | 52.3 |
| 2014 | 46.7 | 53.3 |
| 2015 | 38.3 | 61.7 |
| 5-year Average | 40.5 | 59.5 |
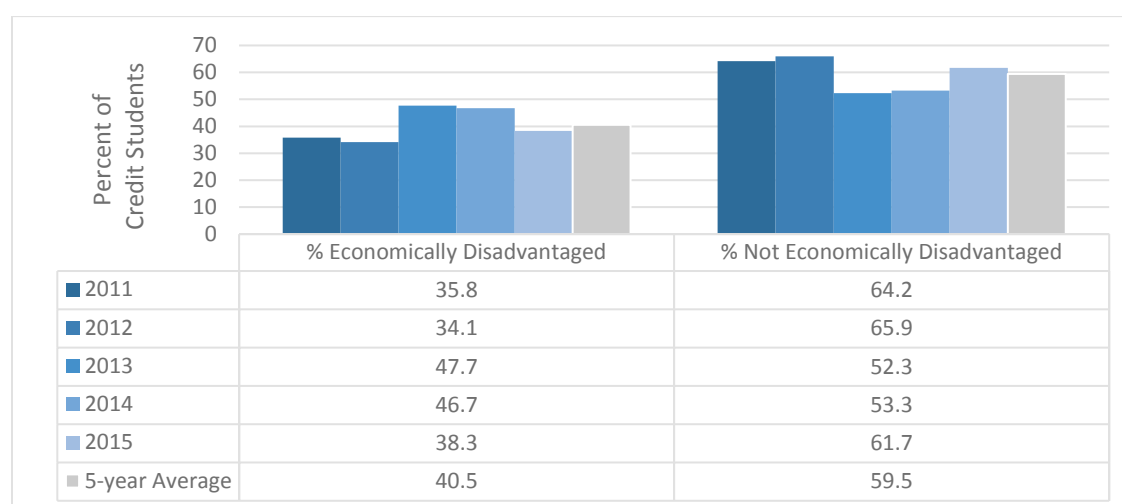
*Source: COM MIS Files Student Enrollment (SX), Student VTEA (SV) and Financial Aid (FA) files.*
*\*Economically Disadvantaged is based on eligibility for CALWORKS/TANF, Supplemental Security Income (SSI), general assistance program (GA), BOG Waiver status, and PELL grant status.*

## Demographics of Distance Education Students

On average, two-thirds of distance education students are female. This percentage is higher than among all credit students (58 percent female shown in the table above).

**Distance Education Student Headcount Enrollment in Fall Semesters, 2011 through 2015 by Gender**

| | Female | Male |
|---|---|---|
| 2011 | 66.7 | 33.3 |
| 2012 | 67.5 | 32.5 |
| 2013 | 65.2 | 34.8 |
| 2014 | 64.3 | 35.7 |
| 2015 | 66.1 | 33.9 |
| 5-year Average | 65.9 | 34.1 |
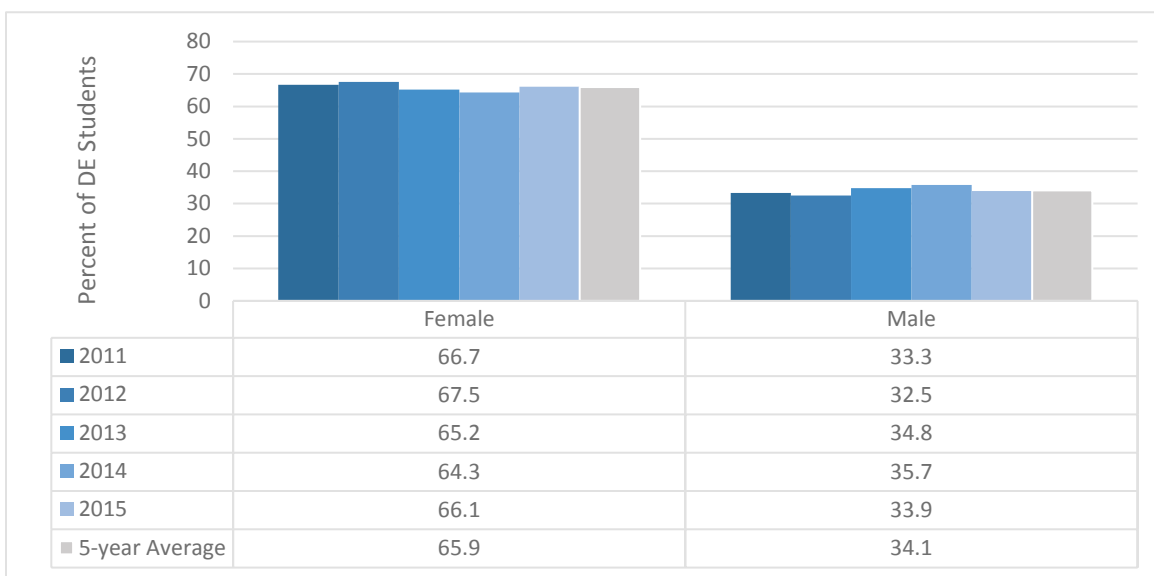
*Source: COM Data Dashboard, June 2016.*

Enrollment in distance education (DE) courses among racial/ethnic groups is proportionally similar to credit student enrollment overall, with a slightly higher percentage of African-American students enrolled in DE courses than in credit courses overall. Enrollment in DE courses among these groups has varied since fall 2011, with an increase in Hispanic and Multiracial students, and a decline in African-American students, reflecting the overall shifts in the student body.

**Distance Education Student Headcount Enrollment in Fall Semesters, 2011 through 2015 by Race/Ethnicity**

| | White | Hispanic | Black/ African American | Asian/ Pacific Islander | Multi-racial | None/ Unknown | Native American/ Alaska Native |
|---|---|---|---|---|---|---|---|
| 2011 | 54.0 | 19.0 | 8.9 | 7.7 | 5.3 | 4.2 | 0.8 |
| 2012 | 50.8 | 19.7 | 11.8 | 7.3 | 5.4 | 3.7 | 1.3 |
| 2013 | 49.5 | 20.7 | 11.9 | 6.5 | 7.7 | 3.4 | 0.3 |
| 2014 | 55.2 | 19.5 | 8.7 | 7.2 | 7.5 | 1.7 | 0.3 |
| 2015 | 49.8 | 23.0 | 7.9 | 9.1 | 8.2 | 1.6 | 0.4 |
| 5-year Average | 51.9 | 20.4 | 9.8 | 7.5 | 6.8 | 2.9 | 0.6 |
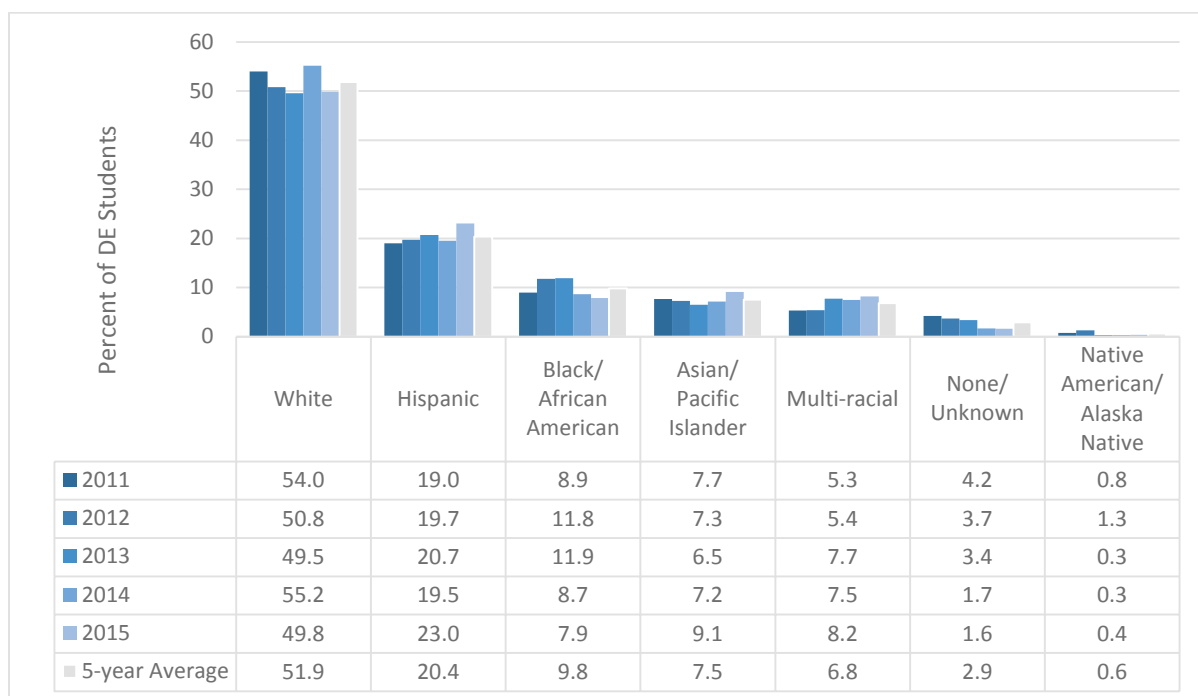
*Source: COM Data Dashboard, June 2016.*

Enrollment in DE courses has dropped among students age 25 and older and increased among younger students, who comprised 38 percent of DE students in 2011 and more than half in 2015.

### Distance Education Student Headcount Enrollment in Fall Semesters, 2011 through 2015 by Age Group



| | Under 20 | 20-24 | 25-34 | 35-49 | 50 and older |
|---|---|---|---|---|---|
| 2011 | 11.0 | 28.4 | 29.0 | 21.7 | 9.9 |
| 2012 | 13.6 | 25.9 | 31.0 | 19.8 | 9.7 |
| 2013 | 11.6 | 30.6 | 30.7 | 18.8 | 8.3 |
| 2014 | 18.3 | 27.0 | 29.0 | 16.7 | 9.0 |
| 2015 | 17.7 | 33.8 | 24.6 | 15.5 | 8.4 |
| 5-year Average | 14.4 | 29.1 | 28.9 | 18.5 | 9.1 |
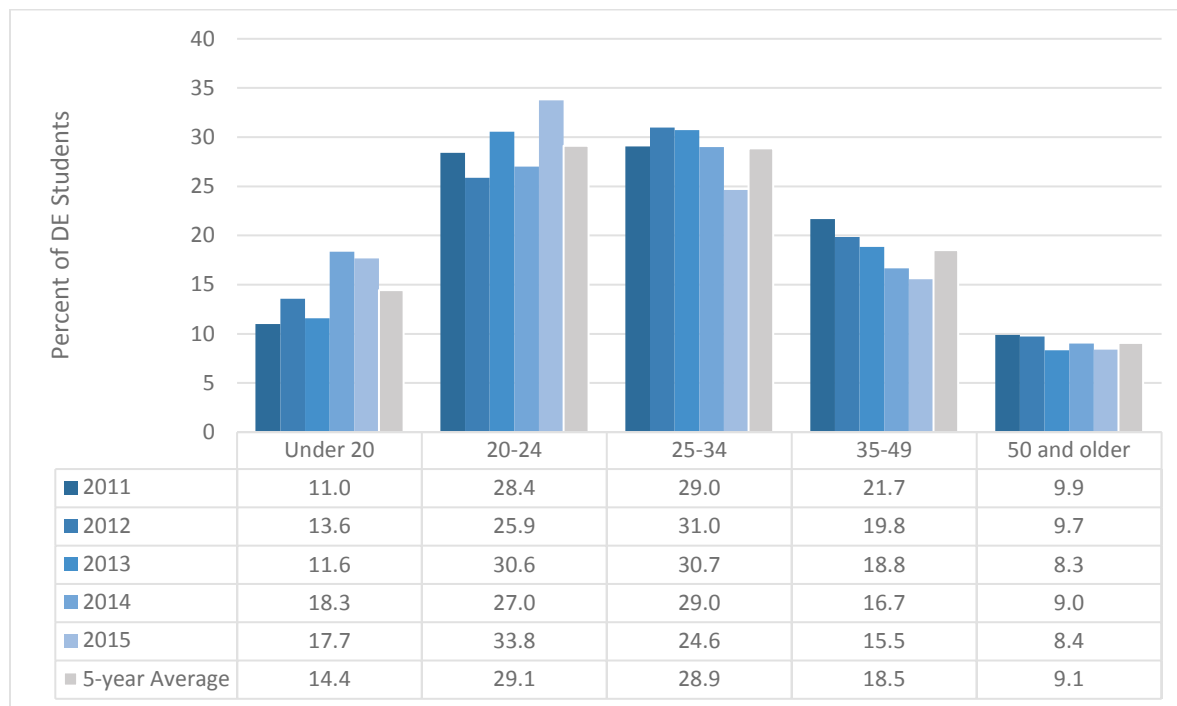
*Source: COM Data Dashboard, June 2016.*

COM tracks enrollment of students in special populations defined by the Student Equity Plan as well as student athletes, concurrently enrolled high school students and those who participate in various student success and opportunity programs COM offers. While there has been a decline in the number of students using disability services, the number requiring services remains substantial. The dramatic increase in first generation students coincides with a rise in financial need (as shown in the economic status table above).

### Credit Student Headcount Enrollment in Fall Semesters, 2012 through 2015
### Special Populations

| Special Populations | 2012 | 2013 | 2014 | 2015 | 4-year Average |
|---|---|---|---|---|---|
| Athletes | 114 | 96 | 98 | 89 | 99 |
| CalWORKs - California Work Opportunity & Responsibility to Kids | 41 | 34 | 33 | 32 | 35 |
| CARE - Cooperative Agencies Resources for Education | 13 | 23 | 21 | 13 | 18 |
| DSPS - Disabled Students Programs & Services | 434 | 473 | 354 | 385 | 412 |
| EOPS - Extended Opportunity Programs & Services | 212 | 235 | 218 | 229 | 224 |
| First Generation | 442 | 546 | 656 | 771 | 604 |
| Foster Youth | 116 | 113 | 83 | 96 | 102 |
| International Students (Student Visa F-1 or M-1) | 66 | 60 | 60 | 58 | 61 |
| Military (Active Duty, Active Reserve, National Guard) | 34 | 29 | 23 | 26 | 28 |
| Special Admit (concurrently enrolled high school students) | 257 | 184 | 199 | 290 | 233 |
| Veteran | 94 | 73 | 65 | 75 | 77 |

*Source: COM Data Dashboard, fall 2015.*

*Placement Tests—Incoming and Enrolled Students*

While the percentage of students placing into college-level English and math has increased slightly, the vast majority of COM students require remediation in one or both of these subjects. On average, approximately 24 percent of COM students place in college-level English and 15 percent place into college-level math.

### Placement in College-Level Math and English Courses
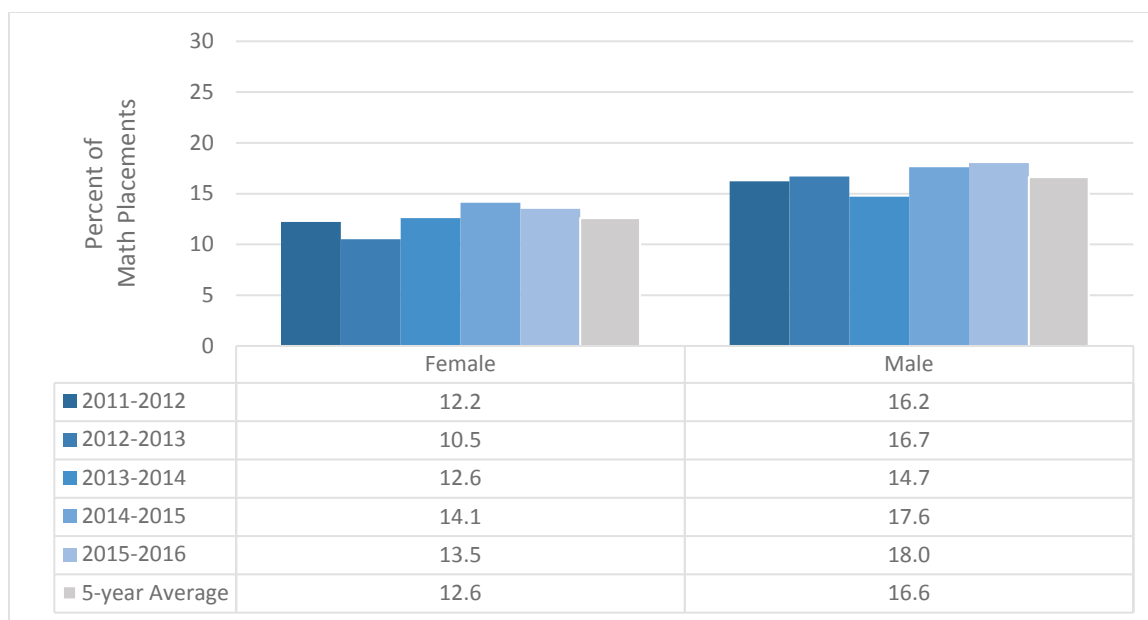### Academic Years 2011-2012 through 2015-2016

| Placement Tests | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 5-year Average |
|---|---|---|---|---|---|---|
| **English Placement level** | | | | | | |
| % 4 levels below college | 9.5 | 10.1 | 12.4 | 10.0 | 9.6 | 10.4 |
| % 3 levels below | 17.0 | 19.2 | 19.9 | 17.7 | 21.0 | 19.0 |
| % 2 levels below | 20.8 | 21.7 | 21.8 | 23.3 | 11.9 | 19.9 |
| % 1 level below | 28.2 | 26.3 | 23.5 | 24.5 | 31.8 | 26.9 |
| Total number unprepared | 1,078 | 1,206 | 1,125 | 1,047 | 1,033 | 1,098 |
| Number college level | 348 | 353 | 325 | 338 | 358 | 344 |
| % Prepared (placed at college level) | 24.4 | 22.6 | 22.4 | 24.4 | 25.7 | 23.9 |
| Total English assessments | 1,426 | 1,559 | 1,450 | 1,385 | 1,391 | **1,442** |
| **Math Placement Level** | | | | | | |
| % 4 levels below college | 28.1 | 26.0 | 27.9 | 22.8 | 23.9 | 25.7 |
| % 3 levels below | 6.0 | 7.0 | 6.2 | 6.3 | 4.7 | 6.0 |
| % 2 levels below | 16.5 | 17.8 | 16.3 | 18.1 | 17.5 | 17.2 |
| % 1 level below | 35.5 | 35.8 | 35.2 | 36.7 | 38.3 | 36.3 |
| Total number unprepared | 1,526 | 1,613 | 1,536 | 1,403 | 1,414 | 1,498 |
| Number college level | 245 | 251 | 257 | 268 | 263 | 257 |
| % Prepared (placed at college level) | 13.8 | 13.5 | 14.3 | 16.0 | 15.6 | 14.6 |
| Total Math assessments | 1,771 | 1,864 | 1,793 | 1,671 | 1,677 | **1,755** |

*Source: COM Assessment and Testing Center, August 2016. Numbers represent total placements given, including retests, and not the total number of students who tested.*

## PLACEMENT IN COLLEGE-LEVEL MATH BY DEMOGRAPHIC GROUPS

Males were more likely to place into college-level math than females. Placement rates have not changed substantially for either group since 2011-2012.

**Placement in College-Level Math Courses, Academic Years 2011-2012 through 2015-2016 by Gender**

| | Female | Male |
|---|---|---|
| 2011-2012 | 12.2 | 16.2 |
| 2012-2013 | 10.5 | 16.7 |
| 2013-2014 | 12.6 | 14.7 |
| 2014-2015 | 14.1 | 17.6 |
| 2015-2016 | 13.5 | 18.0 |
| 5-year Average | 12.6 | 16.6 |

*Source: COM Assessment and Testing Center and COM MIS Student Characteristics (SB) file.*

Students identifying as Asian/Pacific Islander or White placed into college-level math at higher rates than Multiracial, Black/African-American or Hispanic students. Since 2011-2012, rates increased among Asian students, and less so among White and Multiracial students, while decreasing among Hispanic/Latino students. The rate among African-American students increased in 2015-2016.

**Placement in College-Level Math Courses, Academic Years 2011-2012 through 2015-2016 by Race/Ethnicity**

| | Asian/Pacific Islander | White | Multi-racial | Black/African American | Hispanic/Latino |
|---|---|---|---|---|---|
| 2011-2012 | 23.0 | 19.9 | 9.1 | 3.2 | 5.5 |
| 2012-2013 | 21.9 | 18.7 | 11.8 | 5.7 | 4.7 |
| 2013-2014 | 25.0 | 20.6 | 11.0 | 2.2 | 4.3 |
| 2014-2015 | 36.8 | 22.1 | 13.2 | 2.9 | 4.0 |
| 2015-2016 | 29.0 | 22.8 | 13.5 | 10.0 | 2.3 |
| 5-year Average | 27.1 | 20.8 | 11.7 | 4.8 | 4.2 |
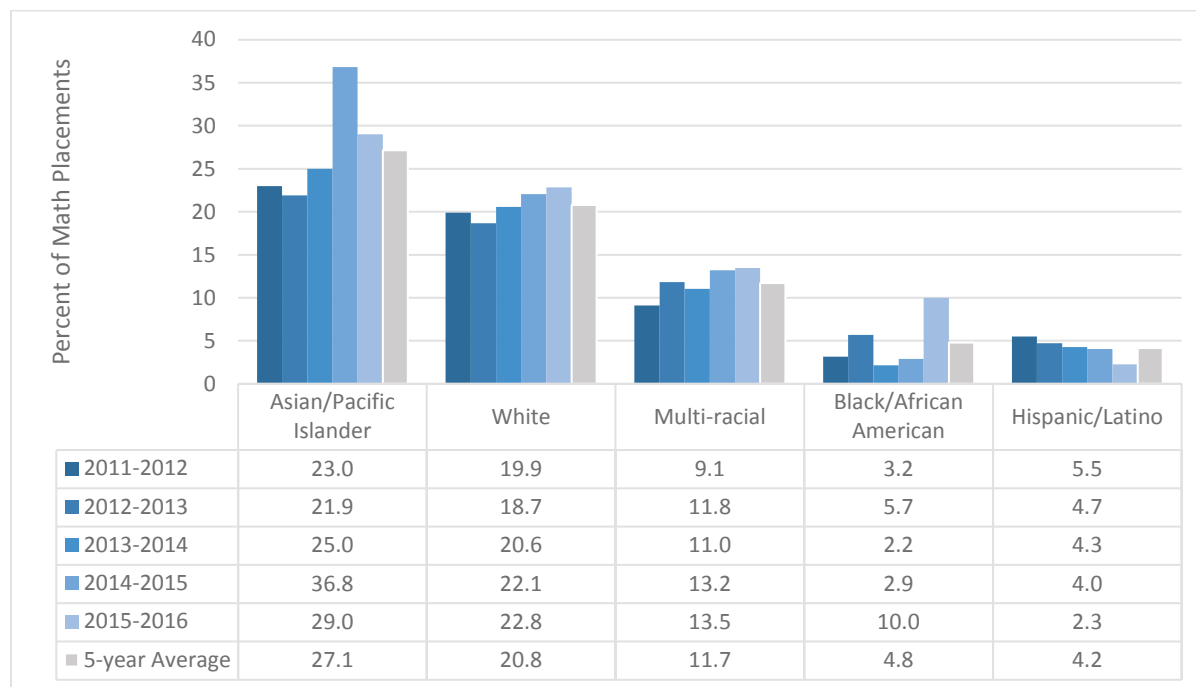
*Source: COM Assessment and Testing Center and COM MIS Student Characteristics (SB) file.*

Students under age 20, many of whom attend COM while enrolled in high school, consistently placed in college-level math at the highest rates. On average, students age 25-44 were least likely to place in college-level math.

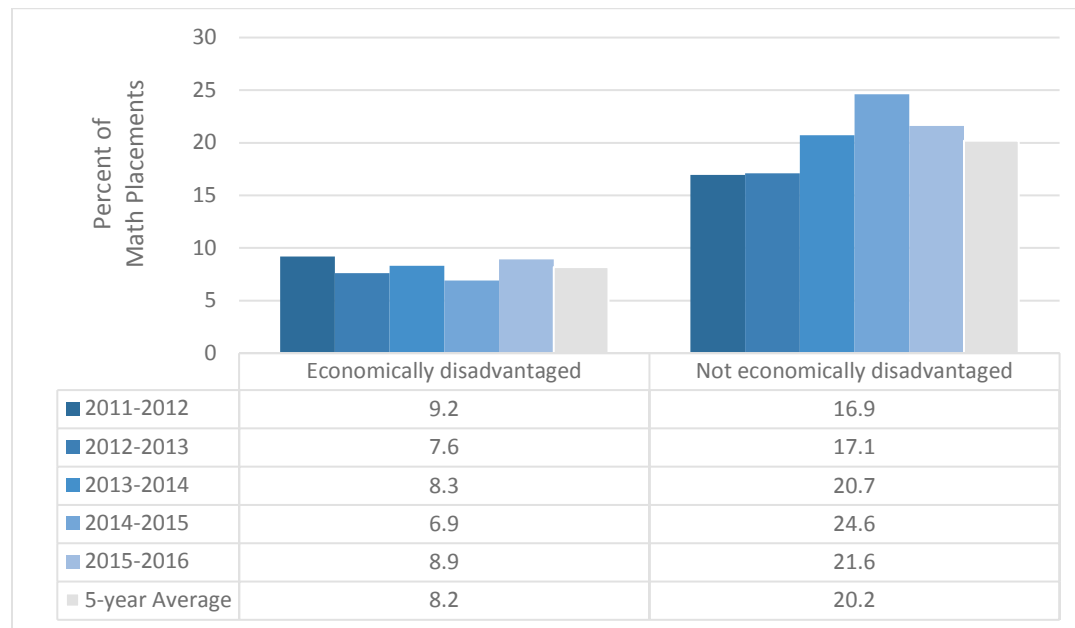### Placement in College-Level Math Courses, Academic Years 2011-2012 through 2015-2016 by Age Group

| | Under 20 | 20-24 | 25-34 | 35-44 | 45-54 | 55 and older |
|---|---|---|---|---|---|---|
| 2011-2012 | 19.2 | 11.6 | 5.3 | 6.3 | 8.4 | 3.5 |
| 2012-2013 | 17.7 | 9.7 | 7.4 | 12.9 | 9.7 | 2.9 |
| 2013-2014 | 17.1 | 9.2 | 9.9 | 11.0 | 5.8 | 18.6 |
| 2014-2015 | 22.2 | 11.6 | 5.9 | 4.6 | 14.6 | 16.7 |
| 2015-2016 | 18.8 | 11.5 | 11.0 | 4.2 | 19.2 | 20.7 |
| 5-year Average | 19.0 | 10.7 | 7.9 | 7.8 | 11.5 | 12.5 |
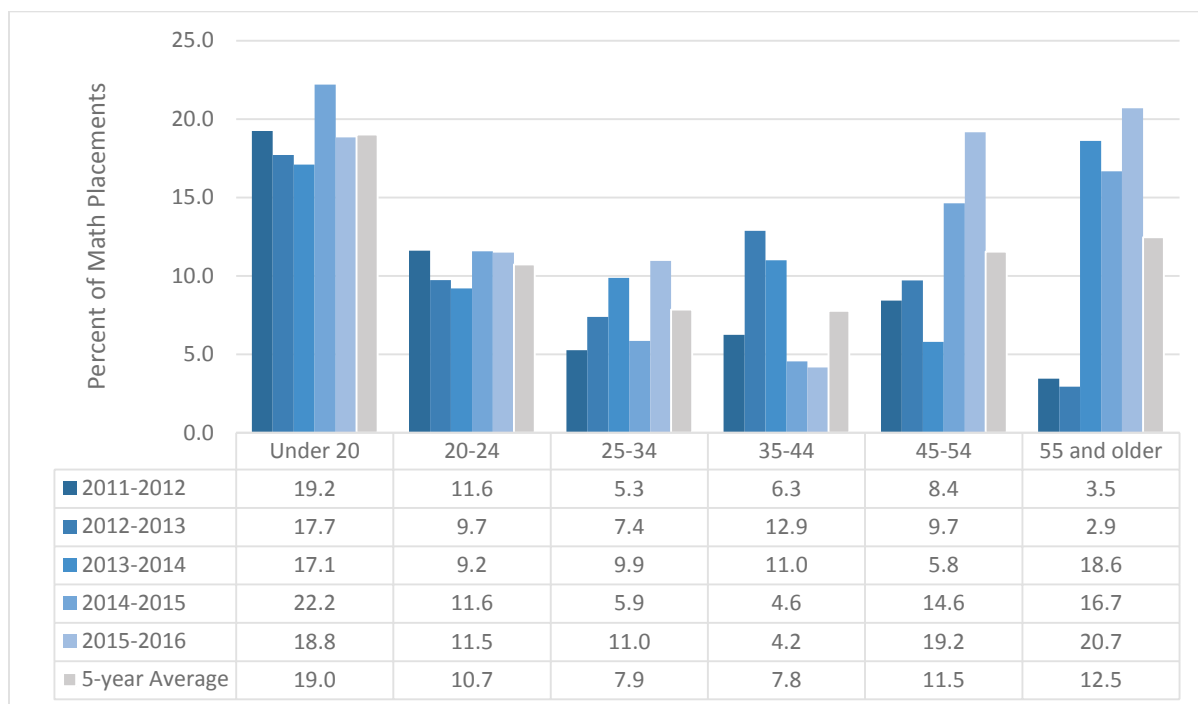
*Source: COM Assessment and Testing Center and COM MIS Student Characteristics (SB) file.*

Since 2011-2012, an average of 8 percent of economically disadvantaged students placed into college-level math, compared to 20 percent of those not economically disadvantaged.

### Placement in College-Level Math Courses, Academic Years 2011-2012 through 2015-2016 by Economic Status

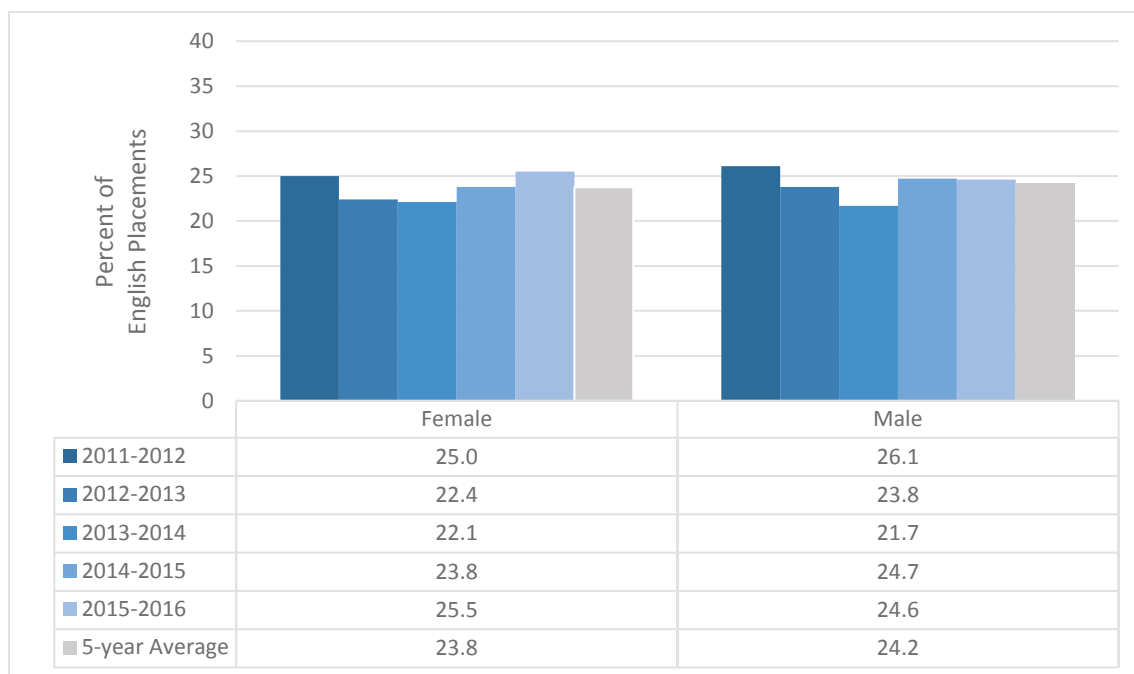| | Economically disadvantaged | Not economically disadvantaged |
|---|---|---|
| 2011-2012 | 9.2 | 16.9 |
| 2012-2013 | 7.6 | 17.1 |
| 2013-2014 | 8.3 | 20.7 |
| 2014-2015 | 6.9 | 24.6 |
| 2015-2016 | 8.9 | 21.6 |
| 5-year Average | 8.2 | 20.2 |

*Source: COM Assessment and Testing Center and COM MIS VTEA (SV) and Financial Aid (FA) files.*

## PLACEMENT IN COLLEGE-LEVEL ENGLISH BY DEMOGRAPHIC GROUPS

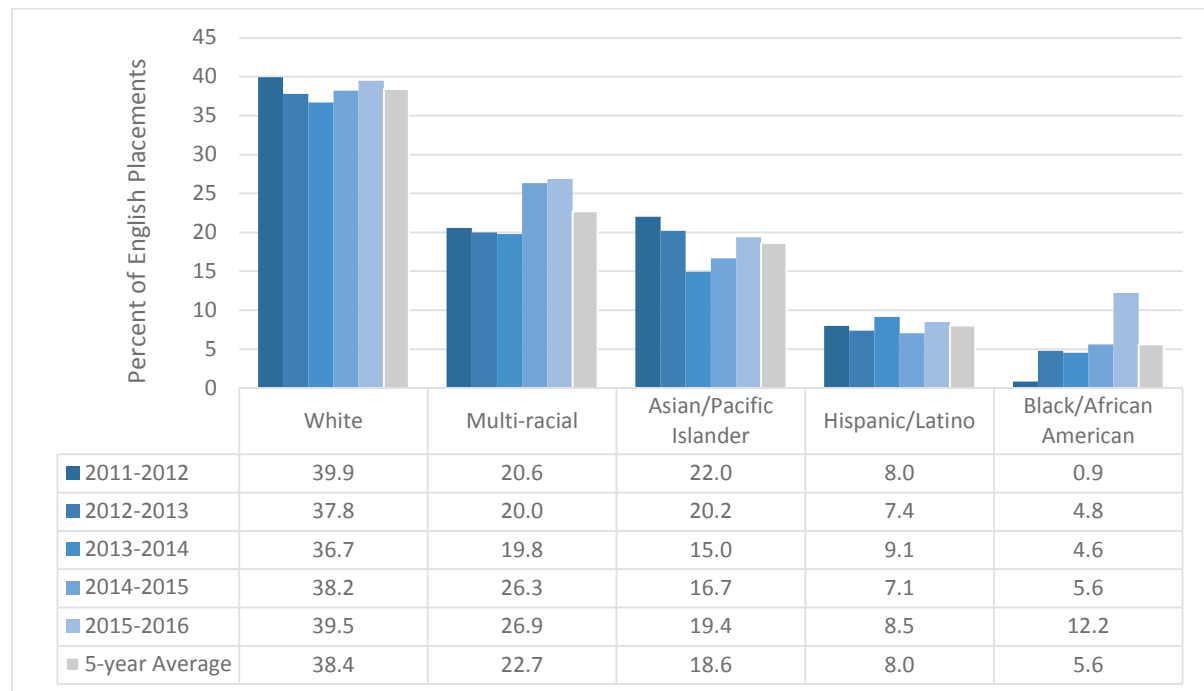Female and male students placed into college-level English at equivalent rates.

### Placement in College-Level English Courses, Academic Years 2011-2012 through 2015-2016 — by Gender

|  | Female | Male |
|---|---|---|
| 2011-2012 | 25.0 | 26.1 |
| 2012-2013 | 22.4 | 23.8 |
| 2013-2014 | 22.1 | 21.7 |
| 2014-2015 | 23.8 | 24.7 |
| 2015-2016 | 25.5 | 24.6 |
| 5-year Average | 23.8 | 24.2 |

*Source: COM Assessment and Testing Center and COM MIS Student Characteristics (SB) file.*

White students placed into college-level English courses at much higher rates than all other groups, with few Hispanic and Black/African-American students placing at college level. The rate among Black/African-American students increased substantially in 2015-2016, though was still comparatively low.
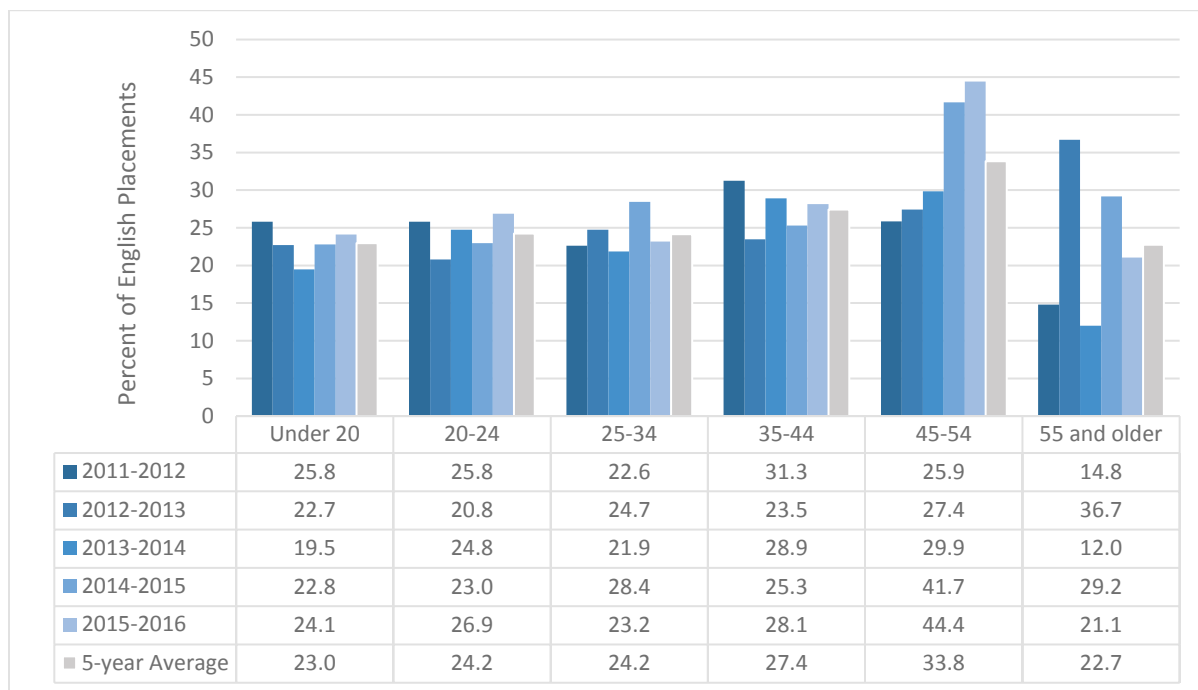
**Placement in College-Level English Courses,
Academic Years 2011-2012 through 2015-2016 — by Race/Ethnicity**

| | White | Multi-racial | Asian/Pacific Islander | Hispanic/Latino | Black/African American |
|---|---|---|---|---|---|
| 2011-2012 | 39.9 | 20.6 | 22.0 | 8.0 | 0.9 |
| 2012-2013 | 37.8 | 20.0 | 20.2 | 7.4 | 4.8 |
| 2013-2014 | 36.7 | 19.8 | 15.0 | 9.1 | 4.6 |
| 2014-2015 | 38.2 | 26.3 | 16.7 | 7.1 | 5.6 |
| 2015-2016 | 39.5 | 26.9 | 19.4 | 8.5 | 12.2 |
| 5-year Average | 38.4 | 22.7 | 18.6 | 8.0 | 5.6 |

*Source: COM Assessment and Testing Center and COM MIS Student Characteristics (SB) file.*

On average, students in age groups 35 and older placed in college-level English at higher rates than younger students, though the group differences varied each year.
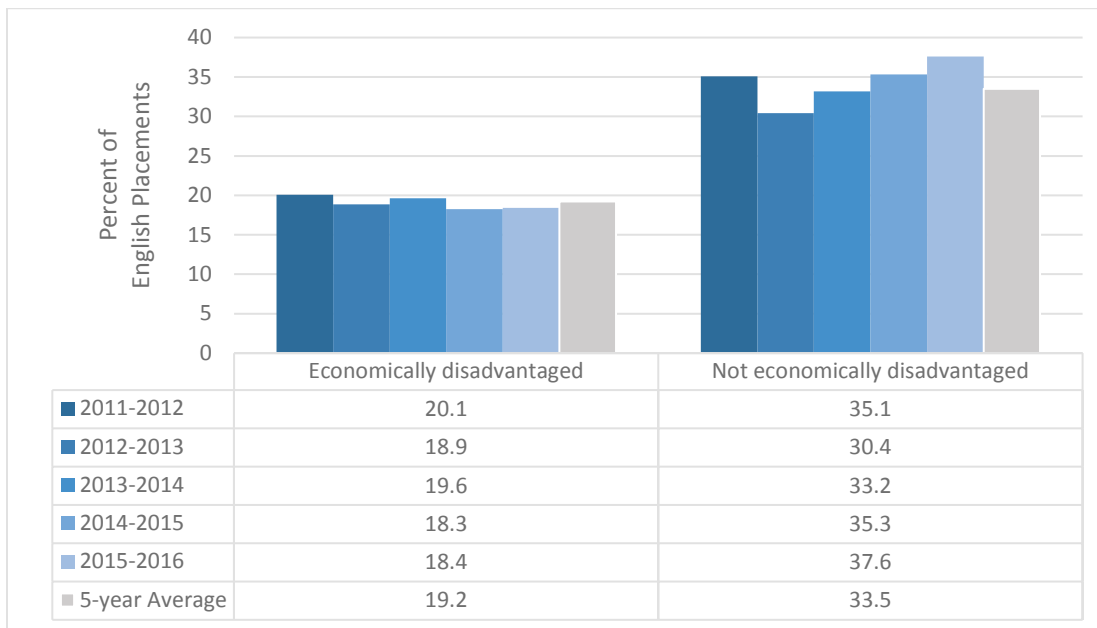
### Placement in College-Level English Courses, Academic Years 2011-2012 through 2015-2016 — by Age Group



| | Under 20 | 20-24 | 25-34 | 35-44 | 45-54 | 55 and older |
|---|---|---|---|---|---|---|
| 2011-2012 | 25.8 | 25.8 | 22.6 | 31.3 | 25.9 | 14.8 |
| 2012-2013 | 22.7 | 20.8 | 24.7 | 23.5 | 27.4 | 36.7 |
| 2013-2014 | 19.5 | 24.8 | 21.9 | 28.9 | 29.9 | 12.0 |
| 2014-2015 | 22.8 | 23.0 | 28.4 | 25.3 | 41.7 | 29.2 |
| 2015-2016 | 24.1 | 26.9 | 23.2 | 28.1 | 44.4 | 21.1 |
| 5-year Average | 23.0 | 24.2 | 24.2 | 27.4 | 33.8 | 22.7 |

*Source: COM Assessment and Testing Center and COM MIS Student Characteristics (SB) file.*

Since 2011-2012, an average of 19 percent of economically disadvantaged students placed into college-level English, compared to 34 percent of those not economically disadvantaged.

**Placement in College-Level English Courses,
Academic Years 2011-2012 through 2015-2016 — by Economic Status**
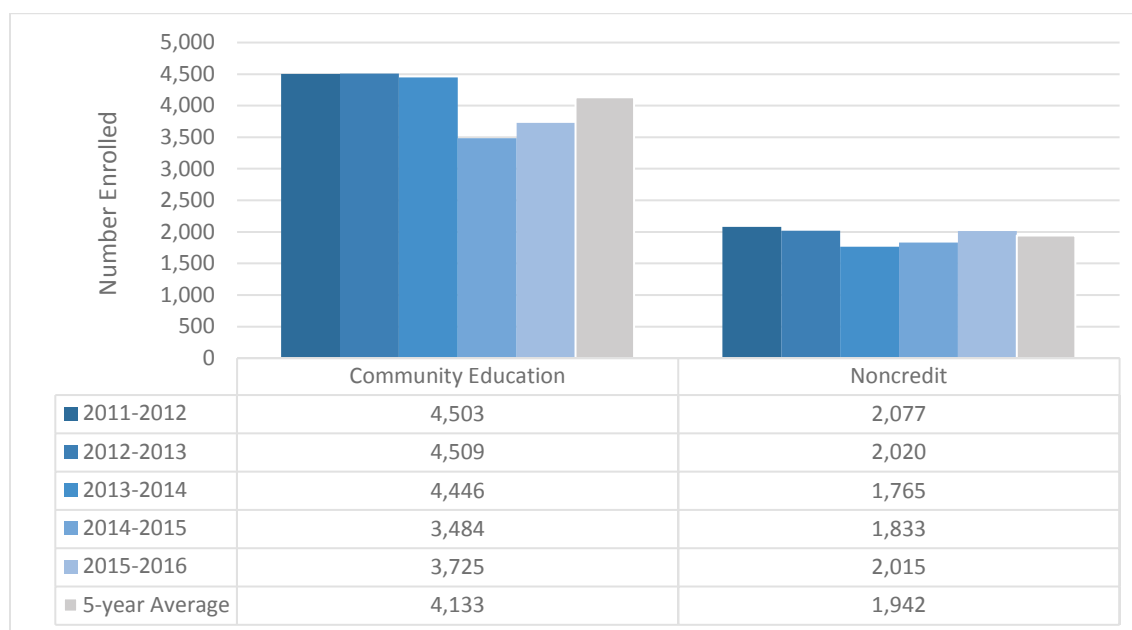


| | Economically disadvantaged | Not economically disadvantaged |
|---|---|---|
| 2011-2012 | 20.1 | 35.1 |
| 2012-2013 | 18.9 | 30.4 |
| 2013-2014 | 19.6 | 33.2 |
| 2014-2015 | 18.3 | 35.3 |
| 2015-2016 | 18.4 | 37.6 |
| 5-year Average | 19.2 | 33.5 |

*Source: COM Assessment and Testing Center and COM MIS VTEA (SV) and Financial Aid (FA) files.*

*Community Education and Noncredit Students*

COM's noncredit program serves the lifelong learning, community and cultural enrichment and English as a second language aspects of COM's mission through a broad offering of community education courses and noncredit (predominantly ESL) courses. Enrollment in both programs has declined since 2011-2012 but increased in 2015-2016.
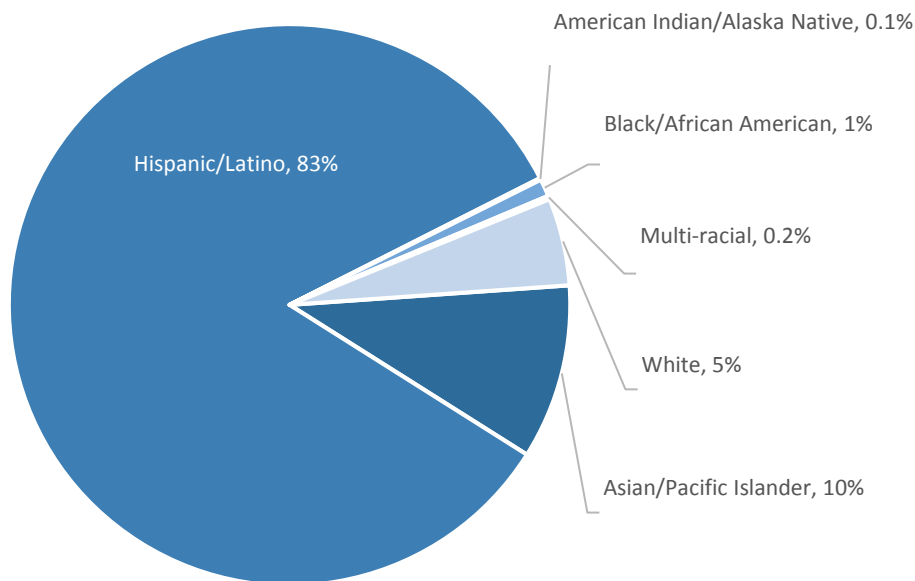
**Community Education and Noncredit Headcount Enrollment, 2011-2012 through 2015-2016 — by Academic Year**



| | Community Education | Noncredit |
|---|---|---|
| 2011-2012 | 4,503 | 2,077 |
| 2012-2013 | 4,509 | 2,020 |
| 2013-2014 | 4,446 | 1,765 |
| 2014-2015 | 3,484 | 1,833 |
| 2015-2016 | 3,725 | 2,015 |
| 5-year Average | 4,133 | 1,942 |

*Source: COM Data Dashboard, August 2016.*

COM's community education and noncredit students are demographically different than the College's credit students. Students in COM's Community Education courses are 73% female, with a median age of 63. Most of COM's noncredit students are enrolled in the English as a Second language (ESL) program, which is comprised of 88% noncredit students. A vast majority of the ESL students are Hispanic/Latino.

### Headcount Enrollment in Credit and Noncredit ESL Combined, Academic Year 2014-2015 by Race/Ethnicity

American Indian/Alaska Native, 0.1%

Black/African American, 1%

Hispanic/Latino, 83%

Multi-racial, 0.2%

White, 5%

Asian/Pacific Islander, 10%

*Source: COM Fast Facts*
*http://www.marin.edu/WORD-PPT/COM-FastFacts-brochure-2016-e.pdf*

# Institution-Set Standards and Student Achievement Data

College of Marin's (COM's) *Educational Master Plan 2009-2019* (EMP) is the principal document guiding all other institutional planning and decision making, including strategic planning, resource allocation, evaluation, program review, and outcome assessment. The EMP projected the future of COM and set high-level directions that address then current and foreseeable challenges. A new EMP will be developed beginning in 2018.

The plan's analysis of internal and external data and the resulting 19 broad recommendations (organized into four categories: student access, student success, college systems, and community responsiveness) provide a common foundation for discussion about the College's effectiveness in fulfilling its mission. Together they serve as the basis for the College's three-year strategic plans and to inform annual unit plans.

COM's *Strategic Plan 2015-2018* is the third of three strategic planning cycles under the current EMP. It carries forward and expands on some of the existing EMP goals and adds new objectives. Progress on the objectives in this plan are measured with performance indicators to provide a solid focus on the outcomes of COM activities. In addition, these performance indicators and their targets demonstrate that the College's expectations exceed its institution-set standards.

## *Institution-Set Standards*

COM sets standards for student achievement and regularly assesses performance on these standards. Each year, the Planning, Research, and Institutional Effectiveness Office (PRIE) generates data on student achievement and the Academic Senate, Student Learning Outcomes Assessment Council (SLOAC) and PRIE review these data to determine if any changes should be made to the standards and whether COM is meeting those standards. The career technical education (CTE) deans collect and review the data on licensure and employment. In the spring 2016 review, each of these standards was confirmed at its current threshold.

COM's current institution-set standards include

- successful course completion;
- the number of students awarded degrees;
- the number of students awarded certificates;
- the number of transfers to the University of California (UC) and California State University (CSU) systems;
- fall-to-spring persistence;
- licensure pass rates for emergency medical technician (EMT), registered nursing (RN), and registered dental assisting (RDA) (including the RDA law and ethics, written and practical components); and
- graduate employment rates for Dental Assisting, Medical Assisting, and RN programs.

Since 2013, when most of these standards were established, COM has met or exceeded them for successful course completion, completion of degrees and certificates, transfer and job placement rates. Two licensure pass rates have fallen below the set standard—EMT in 2013 and Registered

Dental Assisting Practical in 2015. EMT licensure pass rates have risen from the low of 75 percent in 2013 to 91 percent in 2014 to 100 percent in 2015. The institution-set standard for EMT licensure pass rate is 80 percent. For Dental Assisting Practical, the institution-set standard is 70 percent. The most recent performance is below this standard, due largely to changes in the test. Dental assisting faculty are working to incorporate those changes into the curriculum.

### Recent Performance Evaluated Against Institution-Set Standards

| Institution-Set Standard | | Performance | | | Comparison to Established Standard | | |
|---|---|---|---|---|---|---|---|
| Definition | Standard | 2013-2014 | 2014-2015 | 2015-2016 | 2013-2014 | 2014-2015 | 2015-2016 |
| Successful course completion (fall semester) | 70% | 70% | 71% | 73% | ↔ 0% | ↑ 1% | ↑ 3% |
| Number of students transferring to UC or CSU | 180 (UC/CSU) | 264 | 204 | 223 | ↑ 84 | ↑ 24 | ↑ 43 |
| Percent of first-time students persisting from fall to spring terms | 66% | 70.0% | 67.6% | 66.1% | ↑ 4% | ↑ 1.6% | ↑ 0.1% |
| Number of students receiving a certificate or degree | 230 | 328 | 318 | 342 | ↑ 98 | ↑ 88 | ↑ 112 |
| Number of students receiving a degree | 190 | 223 | 255 | 272 | ↑ 33 | ↑ 65 | ↑ 82 |
| Number of students receiving a certificate | 40 | 76 | 63 | 74 | ↑ 36 | ↑ 23 | ↑ 34 |
| Emergency Medical Technician licensure pass rate | 80% | 75% | 91% | 100% | ↓ 5% | ↑ 11% | ↑ 20% |
| Registered Nursing licensure pass rate | 81.78% | 93.3% | 95.1% | 97.4% | ↑ 11.5% | ↑ 13.3% | ↑ 15.6% |
| Registered Dental Assisting (RDA Law and Ethics) | 80% | 95% | 88% | 100% | ↑ 15% | ↑ 8% | ↑ 20% |
| Registered Dental Assisting (written) | 85% | 100% | 96% | 100% | ↑ 15% | ↑ 11% | ↑ 15% |
| Registered Dental Assisting (practical) | 70% | 88.9% | 70.0% | 64.7% | ↑ 18.9% | ↔ 0% | ↓ 5.3% |
| Registered Nursing graduate employment rate | 45% | 69% | 53.6% | 89.5% | ↑ 24% | ↑ 8.6% | ↑ 44.5% |
| Registered Dental Assisting graduate employment rate | 70% | 75% | 75% | 100% | ↑ 5% | ↑ 5% | ↑ 30% |
| Medical Assisting graduate employment rate | 40% | 44% | * | 50% | ↑ 4% | * | ↑ 10% |

*Less than 10 graduates*

## *Student Achievement Data*

Student achievement is an essential component of COM's mission and therefore the College routinely tracks and disaggregates a wide range of data in multiple ways. PRIE has also conducted numerous research studies and analyses focused on COM's student success and equity. These data and research findings are key to COM's integrated planning process and the performance indicators in the Strategic Plan.

Descriptive data on student achievement are available on COM's PRIE Fact Book Web page. Program evaluations and higher-level research and analysis are available on the PRIE Research and Analysis Web page. Monthly summaries of college- and program-level data and research are distributed to students, faculty, and staff as Data Nuggets via the president's newsletter.

*Successful Course Completion and Course Retention*

Successful course completion and retention are tracked and disseminated to the College via the PRIE website each semester. In addition, PRIE recently completed extensive research reports on high-failure-rate courses, course attrition, and repeated course enrollment.

The College tracks course success and retention using the California Community Colleges Chancellor's Office (CCCCO) Management Information System (MIS) files and generates its own rate using data from COM's enterprise system, Banner. The MIS rates have been reported to the Accrediting Commission for Community and Junior Colleges (ACCJC) annually and are used to report progress on COM's institution-set standard for course success. COM's internal rate, calculated separately, differs from the CCCCO rate in that the internally generated rate excludes enrollments dropped before the first census and includes some courses that were not reported in the MIS data. Consequently, this rate more closely reflects COM's courses and student activity in those courses, making it more useful for planning, evaluating and making changes.

Using either data source, COM has met or exceeded its institution-set standard for course success rates (70 percent) each fall term since 2011. The internally calculated rate improved from a low of 71.3 percent in 2012 to a high of 75.7 percent in 2015. The CCCCO rate has varied between 70 percent and 73 percent.
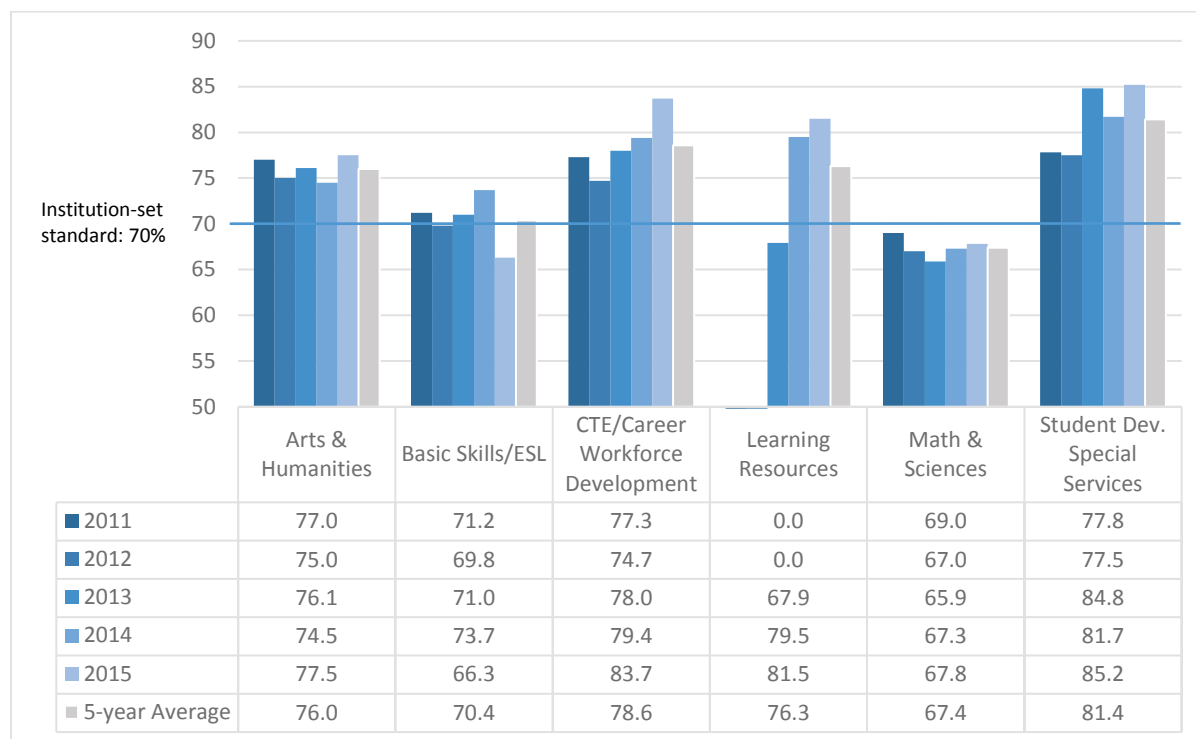
### Course Success Rates in Fall Semesters, 2011-2015
### by Data Source

| Data | 2011 | 2012 | 2013 | 2014 | 2015 | 5-year Average |
|------|------|------|------|------|------|----------------|
| Chancellor's Office MIS files | 73.0 | 71.0 | 70.0 | 71.0 | 73.0 | 72.0 |
| COM Data Enterprise System | 73.4 | 71.3 | 73.3 | 73.9 | 75.7 | 73.5 |

All course success rate information below is based on COM's internally generated rates.

Courses in the Basic Skills division in fall 2015, and Math and Sciences division in all terms, fell short of the College's institution-set standard. In both cases, a small number of below-college-level courses with high enrollment and failure rates above 70 percent have a large impact on the average success rates, pulling the average success rate for that division below 70 percent.
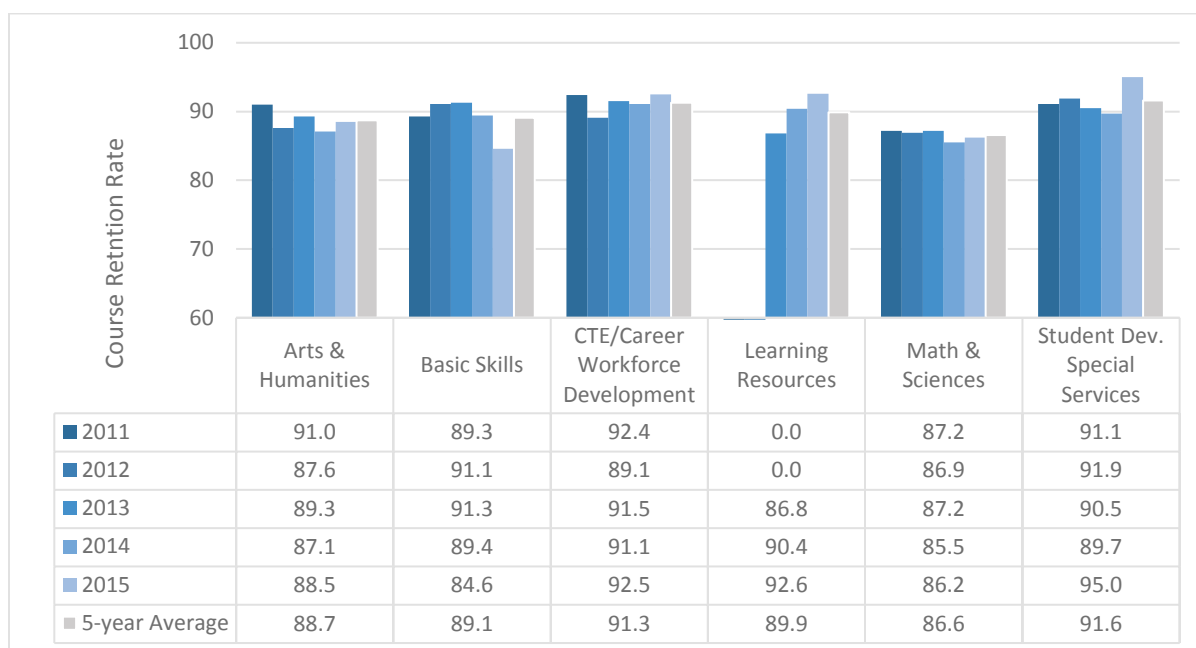
## Course Success Rates in Fall Semesters, 2011-2015 by Division

| | Arts & Humanities | Basic Skills/ESL | CTE/Career Workforce Development | Learning Resources | Math & Sciences | Student Dev. Special Services |
|---|---|---|---|---|---|---|
| 2011 | 77.0 | 71.2 | 77.3 | 0.0 | 69.0 | 77.8 |
| 2012 | 75.0 | 69.8 | 74.7 | 0.0 | 67.0 | 77.5 |
| 2013 | 76.1 | 71.0 | 78.0 | 67.9 | 65.9 | 84.8 |
| 2014 | 74.5 | 73.7 | 79.4 | 79.5 | 67.3 | 81.7 |
| 2015 | 77.5 | 66.3 | 83.7 | 81.5 | 67.8 | 85.2 |
| 5-year Average | 76.0 | 70.4 | 78.6 | 76.3 | 67.4 | 81.4 |

Institution-set standard: 70%

*Source: COM Data Dashboard, fall 2015.*

Overall, course retention has remained steady since 2011, averaging 88.8 percent. Course retention does not vary significantly across divisions, even though a 2015 PRIE study on course attrition rates found some specific courses, particularly math and English courses, with high enrollment and high attrition rates.

**Course Retention Rates in Fall Semesters, 2011-2015 by Division**
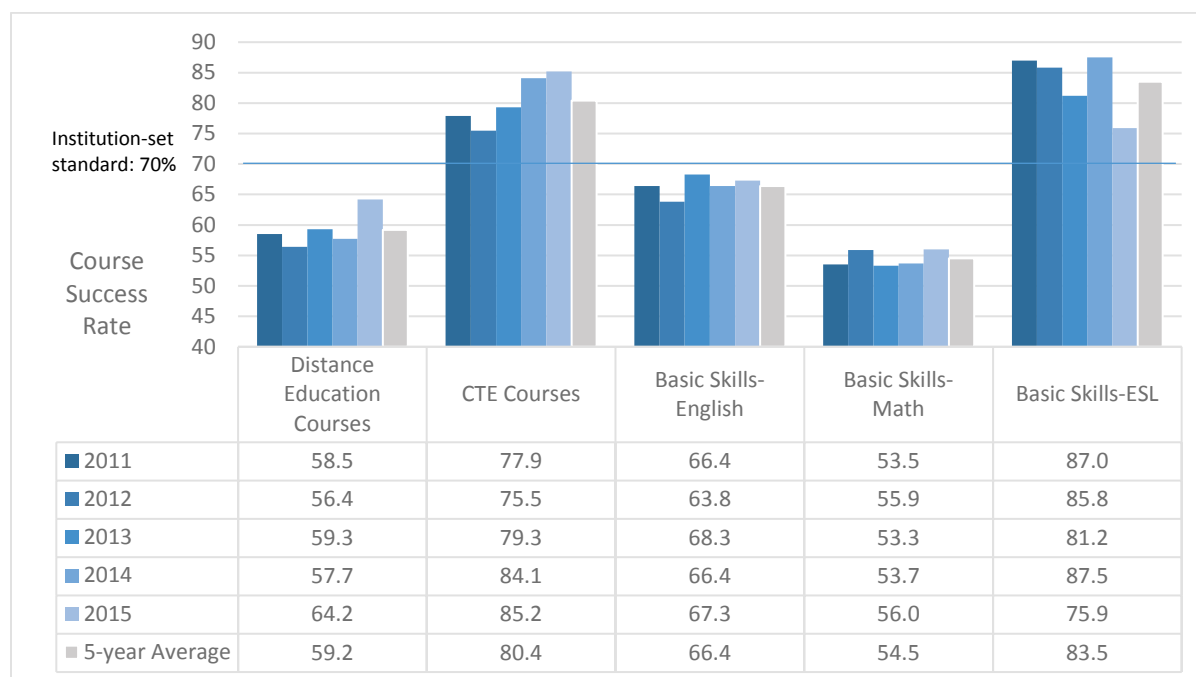
| | Arts & Humanities | Basic Skills | CTE/Career Workforce Development | Learning Resources | Math & Sciences | Student Dev. Special Services |
|---|---|---|---|---|---|---|
| 2011 | 91.0 | 89.3 | 92.4 | 0.0 | 87.2 | 91.1 |
| 2012 | 87.6 | 91.1 | 89.1 | 0.0 | 86.9 | 91.9 |
| 2013 | 89.3 | 91.3 | 91.5 | 86.8 | 87.2 | 90.5 |
| 2014 | 87.1 | 89.4 | 91.1 | 90.4 | 85.5 | 89.7 |
| 2015 | 88.5 | 84.6 | 92.5 | 92.6 | 86.2 | 95.0 |
| 5-year Average | 88.7 | 89.1 | 91.3 | 89.9 | 86.6 | 91.6 |

*Source: COM Data Dashboard, fall 2015.*

As shown above, in most years the overall course success rate for the Basic Skills division is just below or above the institution-set standard. It is a large number of enrollments and higher success rates of ESL students that are keeping the division rate at this level. As the graph below shows, successful course completion in basic skills English and math courses have been lower than 70 percent each year. The average success rate for basic skills English courses was 66.4 percent and for math courses, 54.5 percent, with neither rate varying substantially across semesters.

Success rates in courses offered through DE also fall below 70 percent, averaging 59.2 percent across five years. The College has engaged in extensive DE program review to address success rates in DE courses, resulting in the elimination and/or restructuring of several courses. This likely contributed to the improved success rate in fall 2015, and the College will continue to closely monitor these success rates for continuous improvement. A new DE plan is being developed and improving DE course success is one of the action projects in COM's Quality Focus Essay.

Successful course completion in CTE courses exceeded the overall average for all courses, at 80.4 percent average since 2011. Course retention was also higher, averaging 92.5 percent.
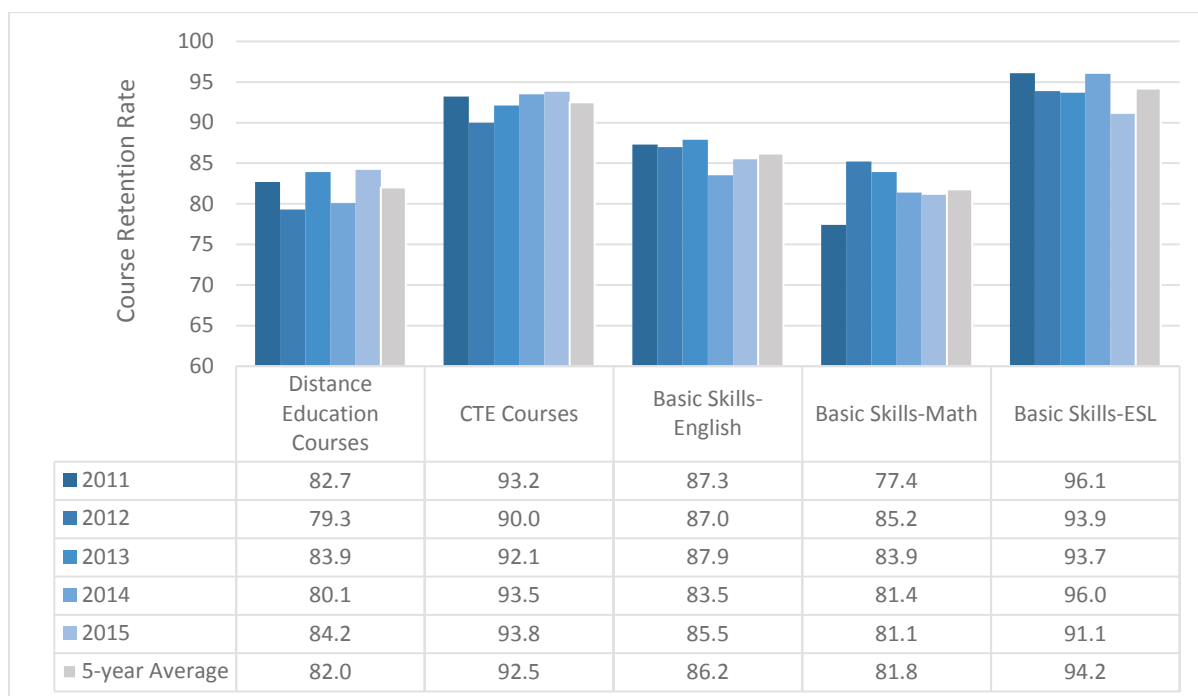
### Course Success Rates in Fall Semesters, 2011-2015
### Distance Education, CTE, and Basic Skills Courses

| | Distance Education Courses | CTE Courses | Basic Skills-English | Basic Skills-Math | Basic Skills-ESL |
|---|---|---|---|---|---|
| 2011 | 58.5 | 77.9 | 66.4 | 53.5 | 87.0 |
| 2012 | 56.4 | 75.5 | 63.8 | 55.9 | 85.8 |
| 2013 | 59.3 | 79.3 | 68.3 | 53.3 | 81.2 |
| 2014 | 57.7 | 84.1 | 66.4 | 53.7 | 87.5 |
| 2015 | 64.2 | 85.2 | 67.3 | 56.0 | 75.9 |
| 5-year Average | 59.2 | 80.4 | 66.4 | 54.5 | 83.5 |

*Source: COM Data Dashboard, fall 2015.*

Retention rates are lowest in DE and basic skills math courses.

**Course Retention Rates in Fall Semesters, 2011-2015**
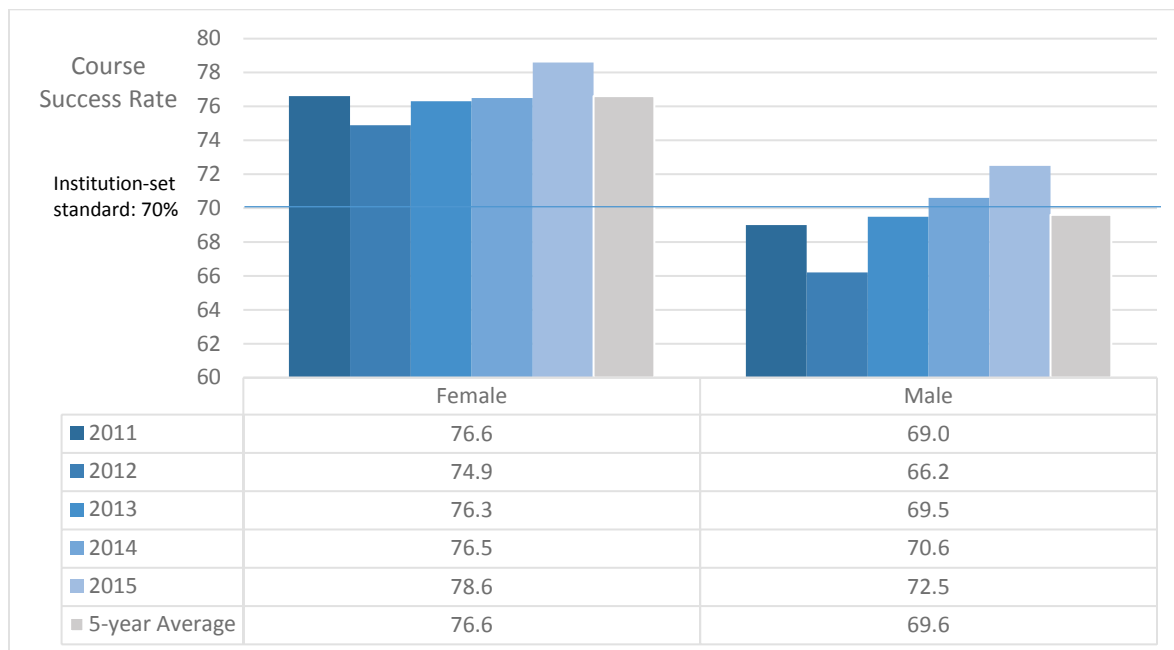**Distance Education, CTE, and Basic Skills Courses**

| | Distance Education Courses | CTE Courses | Basic Skills-English | Basic Skills-Math | Basic Skills-ESL |
|---|---|---|---|---|---|
| 2011 | 82.7 | 93.2 | 87.3 | 77.4 | 96.1 |
| 2012 | 79.3 | 90.0 | 87.0 | 85.2 | 93.9 |
| 2013 | 83.9 | 92.1 | 87.9 | 83.9 | 93.7 |
| 2014 | 80.1 | 93.5 | 83.5 | 81.4 | 96.0 |
| 2015 | 84.2 | 93.8 | 85.5 | 81.1 | 91.1 |
| 5-year Average | 82.0 | 92.5 | 86.2 | 81.8 | 94.2 |

*Source: COM Data Dashboard, fall 2015.*

## COURSE SUCCESS AND RETENTION BY DEMOGRAPHIC GROUPS

Female students successfully completed courses at higher rates than males, averaging 76.6 percent and 69.6 percent, respectively. The male rate is, at times, below the institutional standard and at other times barely meets that standard.

Retention rates were similar for both genders, on average 89.4 percent for females and 88.1 percent for males.

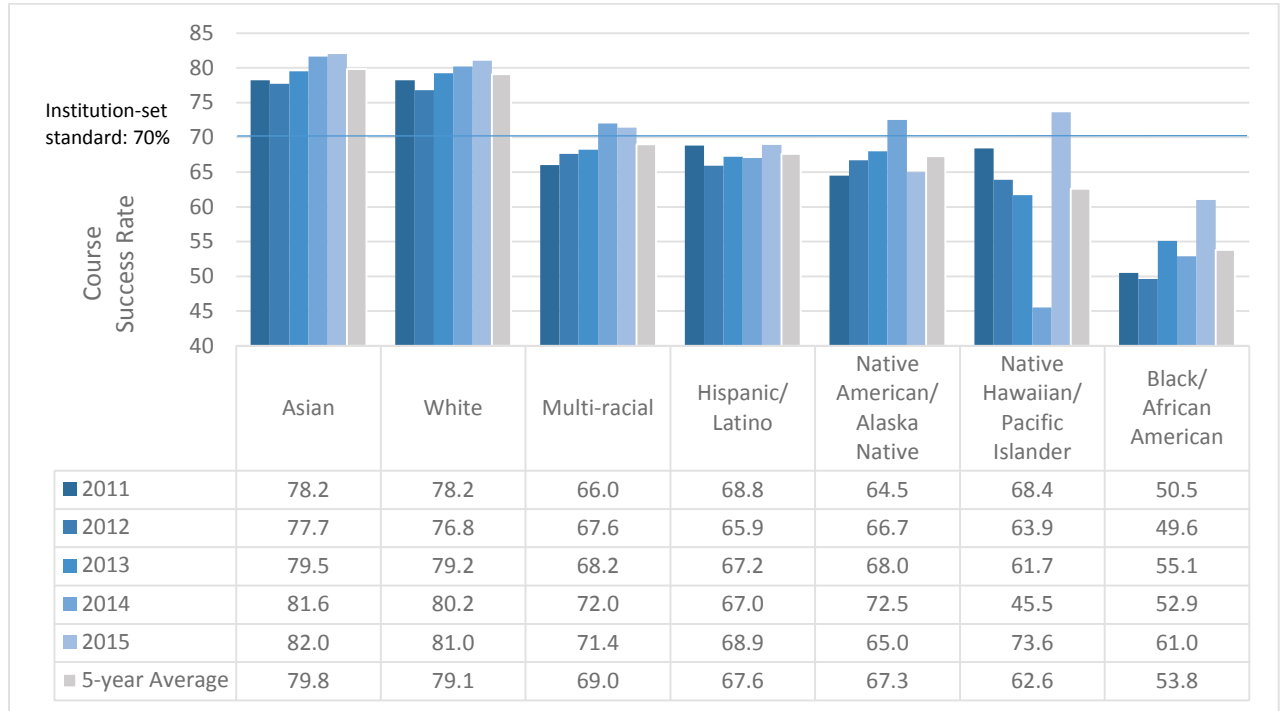### Course Success Rate in Fall Semesters, 2011-2015 by Gender

Course Success Rate

Institution-set standard: 70%

|  | Female | Male |
|---|---|---|
| 2011 | 76.6 | 69.0 |
| 2012 | 74.9 | 66.2 |
| 2013 | 76.3 | 69.5 |
| 2014 | 76.5 | 70.6 |
| 2015 | 78.6 | 72.5 |
| 5-year Average | 76.6 | 69.6 |

### Course Retention Rate in Fall Semesters, 2011-2015 by Gender

Course Retention Rate

|  | Female | Male |
|---|---|---|
| 2011 | 89.8 | 89.4 |
| 2012 | 88.7 | 86.8 |
| 2013 | 89.7 | 88.9 |
| 2014 | 88.7 | 86.8 |
| 2015 | 89.9 | 88.6 |
| 5-year Average | 89.4 | 88.1 |
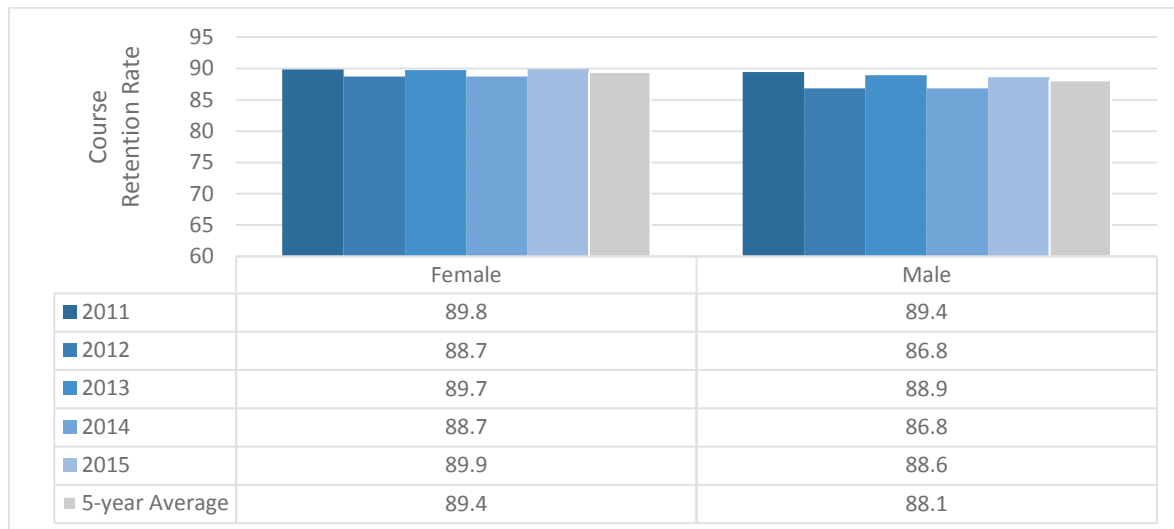
*Source: COM Data Dashboard, May 2016.*

There are substantial differences in successful course completion by race/ethnicity. Asian-American and White students have the highest average course success rate at 79.8 percent and 79.1 percent, respectively. On average, Multiracial students, Hispanic/Latino students, Native American/Alaska Native students, Native Hawaiian/Pacific Islander and African-American/Black students did not meet the institution-set standard. Success rates among Asian, Multiracial and White students all improved during the most recent five-year period. The rate for African-American/Black students showed improvement as well but remains substantially lower than other groups' rates.

### Course Success Rate in Fall Semesters, 2011-2015 by Race/Ethnicity

| | Asian | White | Multi-racial | Hispanic/ Latino | Native American/ Alaska Native | Native Hawaiian/ Pacific Islander | Black/ African American |
|---|---|---|---|---|---|---|---|
| 2011 | 78.2 | 78.2 | 66.0 | 68.8 | 64.5 | 68.4 | 50.5 |
| 2012 | 77.7 | 76.8 | 67.6 | 65.9 | 66.7 | 63.9 | 49.6 |
| 2013 | 79.5 | 79.2 | 68.2 | 67.2 | 68.0 | 61.7 | 55.1 |
| 2014 | 81.6 | 80.2 | 72.0 | 67.0 | 72.5 | 45.5 | 52.9 |
| 2015 | 82.0 | 81.0 | 71.4 | 68.9 | 65.0 | 73.6 | 61.0 |
| 5-year Average | 79.8 | 79.1 | 69.0 | 67.6 | 67.3 | 62.6 | 53.8 |

Institution-set standard: 70%

*Source: COM Data Dashboard, fall 2015.*

Retention rates were also highest among Asian and White students, averaging 92 percent and 90 percent respectively. Rates are lowest for Native Hawaiian/Pacific Islander and Black/African-American students.
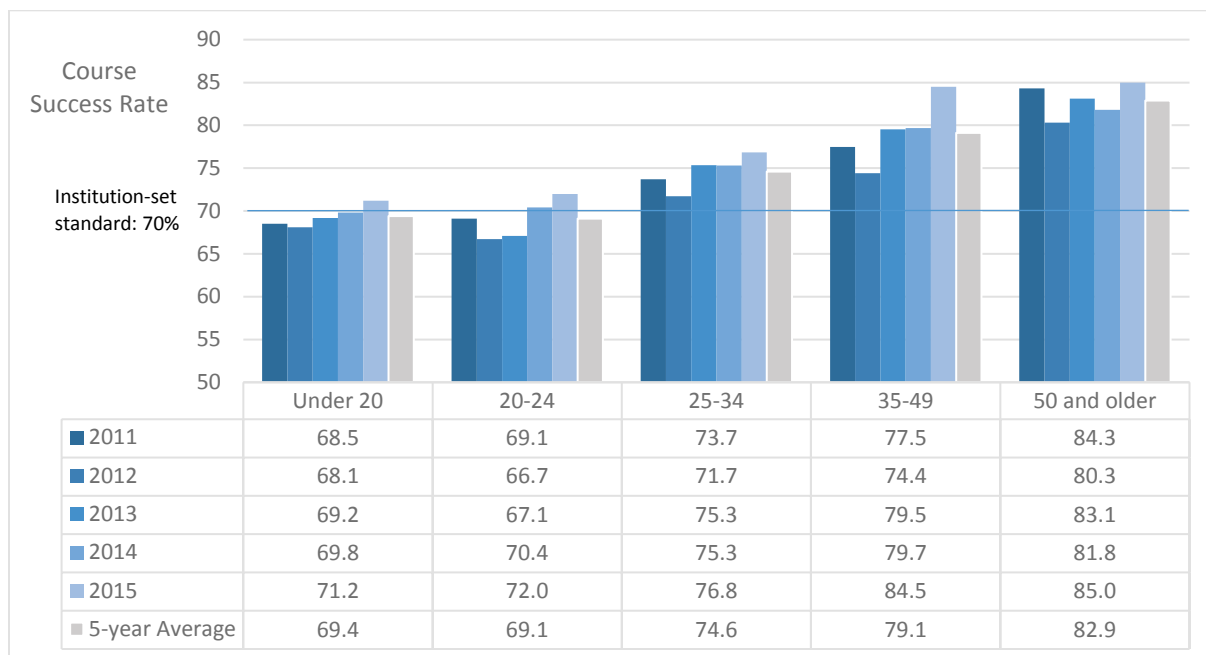
**Course Retention Rate in Fall Semesters, 2011-2015 by Race/Ethnicity**



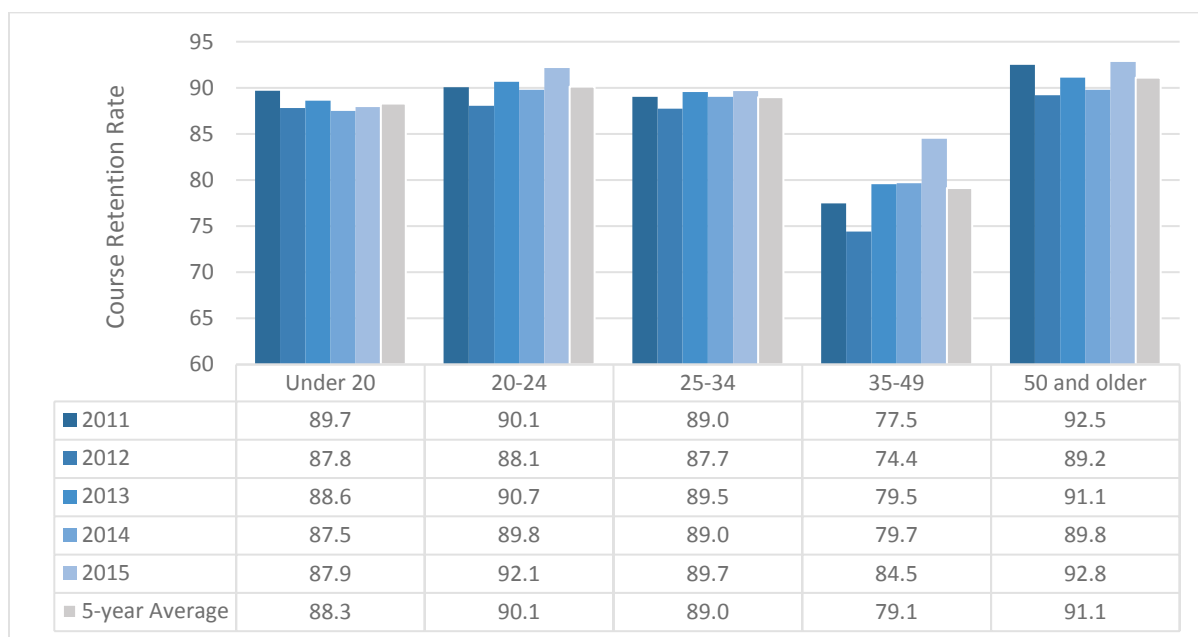| | Asian | White | Native American/ Alaska Native | Hispanic/ Latino | Multi-racial | Native Hawaiian/ Pacific Islander | Black/ African American |
|---|---|---|---|---|---|---|---|
| 2011 | 91.6 | 90.2 | 92.1 | 89.8 | 86.8 | 93.0 | 83.7 |
| 2012 | 90.6 | 88.9 | 84.8 | 88.3 | 85.3 | 75.0 | 80.4 |
| 2013 | 92.2 | 90.5 | 92.0 | 88.2 | 87.7 | 80.9 | 83.3 |
| 2014 | 92.6 | 89.8 | 85.0 | 85.3 | 87.1 | 72.7 | 80.4 |
| 2015 | 92.8 | 90.8 | 87.8 | 86.9 | 87.5 | 92.5 | 80.4 |
| 5-year Average | 92.0 | 90.0 | 88.3 | 87.7 | 86.9 | 82.8 | 81.6 |
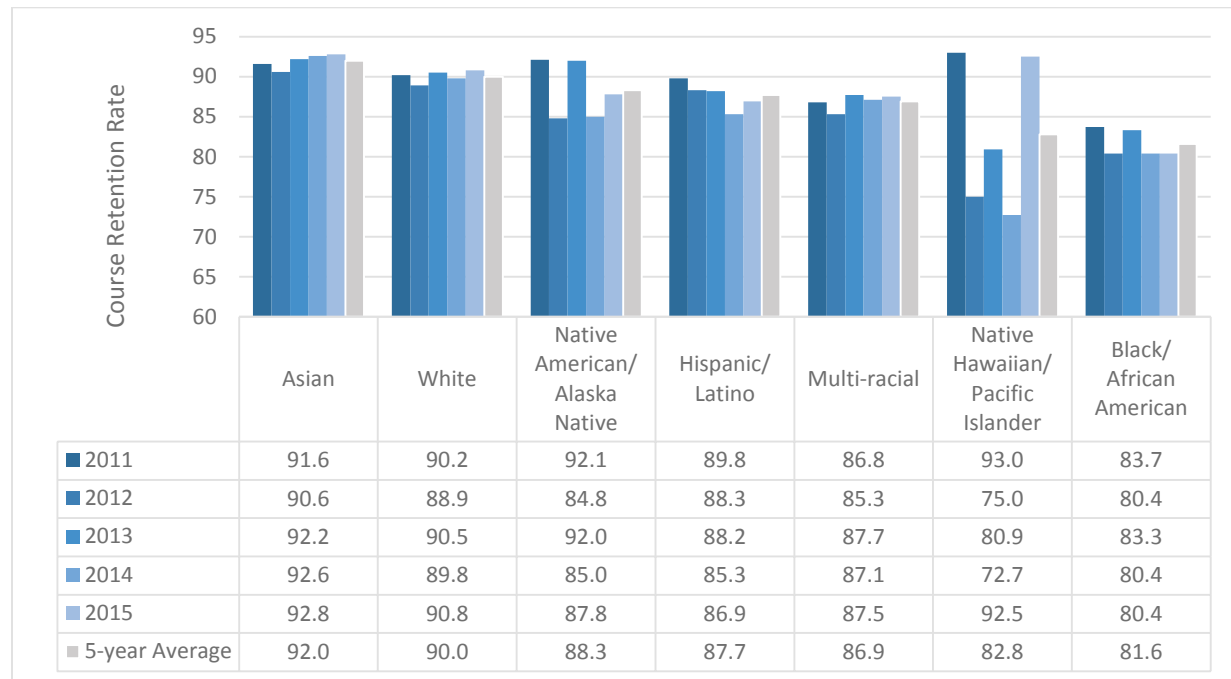
*Source: COM Data Dashboard, fall 2015.*

Younger students are less likely to achieve the institution-set standard for course success rate than older students. Student groups age 25 and older exceeded the standard each year. However, students in the 35-49 age group were far less likely than others to be retained.

### Course Success Rate in Fall Semesters, 2011-2015 by Age Group

| | Under 20 | 20-24 | 25-34 | 35-49 | 50 and older |
|---|---|---|---|---|---|
| 2011 | 68.5 | 69.1 | 73.7 | 77.5 | 84.3 |
| 2012 | 68.1 | 66.7 | 71.7 | 74.4 | 80.3 |
| 2013 | 69.2 | 67.1 | 75.3 | 79.5 | 83.1 |
| 2014 | 69.8 | 70.4 | 75.3 | 79.7 | 81.8 |
| 2015 | 71.2 | 72.0 | 76.8 | 84.5 | 85.0 |
| 5-year Average | 69.4 | 69.1 | 74.6 | 79.1 | 82.9 |

*Source: COM Data Dashboard, May 2016.*

### Course Retention Rate in Fall Semesters, 2011-2015 by Age Group

| | Under 20 | 20-24 | 25-34 | 35-49 | 50 and older |
|---|---|---|---|---|---|
| 2011 | 89.7 | 90.1 | 89.0 | 77.5 | 92.5 |
| 2012 | 87.8 | 88.1 | 87.7 | 74.4 | 89.2 |
| 2013 | 88.6 | 90.7 | 89.5 | 79.5 | 91.1 |
| 2014 | 87.5 | 89.8 | 89.0 | 79.7 | 89.8 |
| 2015 | 87.9 | 92.1 | 89.7 | 84.5 | 92.8 |
| 5-year Average | 88.3 | 90.1 | 89.0 | 79.1 | 91.1 |

*Source: COM Data Dashboard, May 2016.*

Students meeting the definition of economically disadvantaged had course rates below the 70 percent institution-set standard in each fall term, averaging 69% compared to 78% among those not economically disadvantaged. Economically disadvantaged students also had a lower average course retention rate than those not economically disadvantaged.

### Course Success Rate in Fall Semesters, 2011-2015 by Economic Status
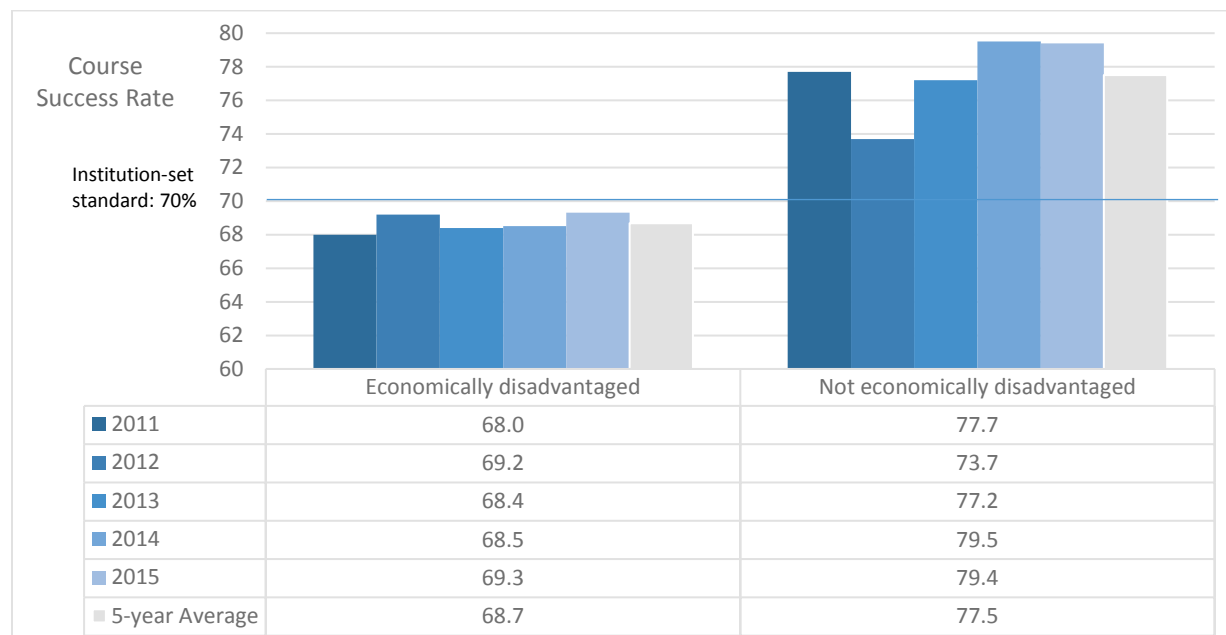
| | Economically disadvantaged | Not economically disadvantaged |
|---|---|---|
| 2011 | 68.0 | 77.7 |
| 2012 | 69.2 | 73.7 |
| 2013 | 68.4 | 77.2 |
| 2014 | 68.5 | 79.5 |
| 2015 | 69.3 | 79.4 |
| 5-year Average | 68.7 | 77.5 |

### Course Retention Rate in Fall Semesters, 2011-2015 by Economic Status

| | Economically disadvantaged | Not economically disadvantaged |
|---|---|---|
| 2011 | 87.2 | 91.6 |
| 2012 | 86.7 | 88.4 |
| 2013 | 87.1 | 91.4 |
| 2014 | 84.9 | 90.1 |
| 2015 | 86.1 | 91.6 |
| 5-year Average | 86.4 | 90.6 |
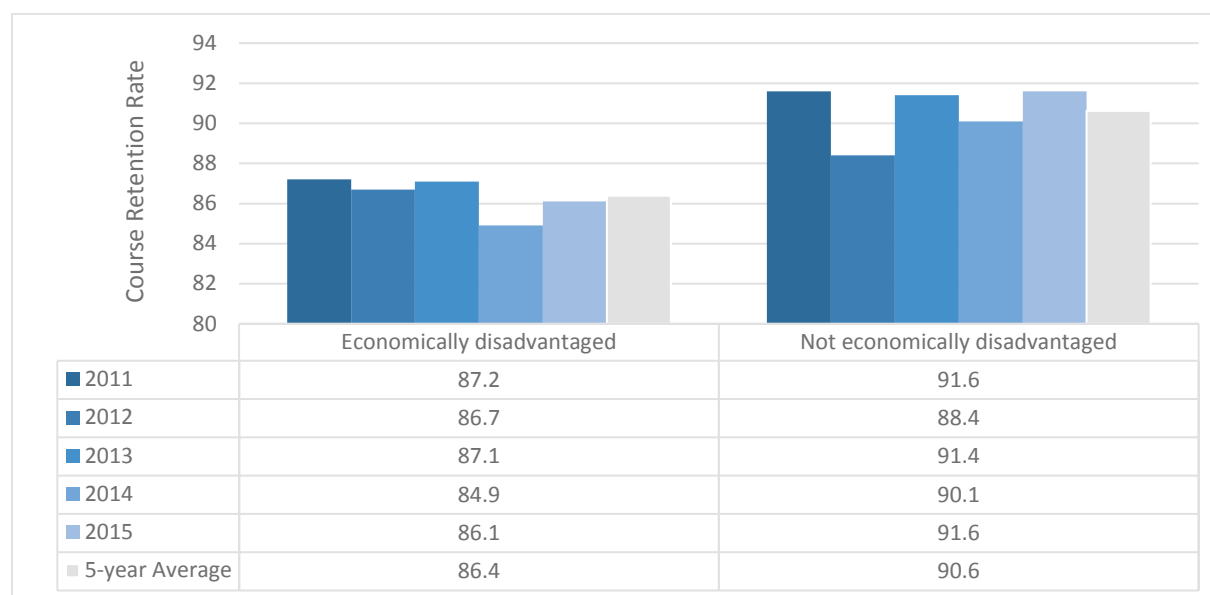
*Source: COM Data Enterprise System; COM MIS Financial Aid (FA) and Student VTEA (SV files), June 2016.*

*Transfers*

COM transfer students are most likely to transfer to a California four-year institution, primarily to a CSU; secondarily to a UC.  The combined number of UC and CSU transfer students has exceeded the institution-set standard of 180 each year since 2011-2012.

## Number of Transfers to Four-Year Institutions, Academic Years 2011-2012 through 2015-2016

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 5-year Average |
|---|---|---|---|---|---|---|
| ■ Out of state | 56 | 59 | 68 | 63 | Data not available | 61.5 |
| ■ In-state private | 59 | 61 | 56 | 50 | Data not available | 56.5 |
| ■ CSU | 121 | 105 | 166 | 122 | 129 | 128.6 |
| ■ UC | 106 | 99 | 98 | 83 | 94 | 96.0 |
| Total | 342 | 324 | 388 | 317 | | 342.8 |
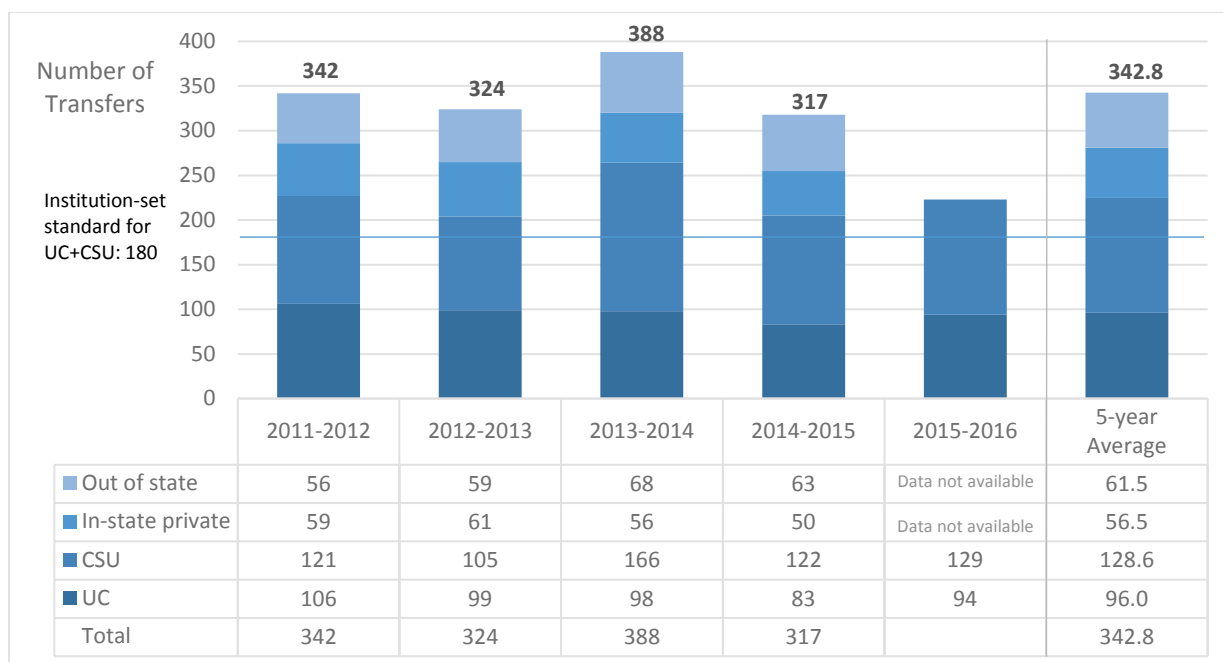
*Sources for UC and CSU transfers:*

*http://www.calstate.edu/as/ccct/index.shtml*

*https://www.universityofcalifornia.edu/infocenter/admissions-source-school*

*Source for In-State Private and Out-of-State Transfers: CCCCO DataMart Transfer Volume http://www.marin.edu/WORD-PPT/TransfersISPOOSDetail.pdf*

## TRANSFERS BY DEMOGRAPHIC GROUPS

Females comprised a slight majority of transfers each year.

### Percent of COM Students Transferring to Four-year Colleges, Academic Years 2011-2012 through 2015-2016 — by Gender

| | Female | Male |
|---|---|---|
| 2011-12 | 53.5 | 45.2 |
| 2012-13 | 51.2 | 48.8 |
| 2013-14 | 58.9 | 41.1 |
| 2014-15 | 54.7 | 44.6 |
| 2015-16 | Data not available | Data not available |
| 5-year Average | 54.6 | 44.9 |
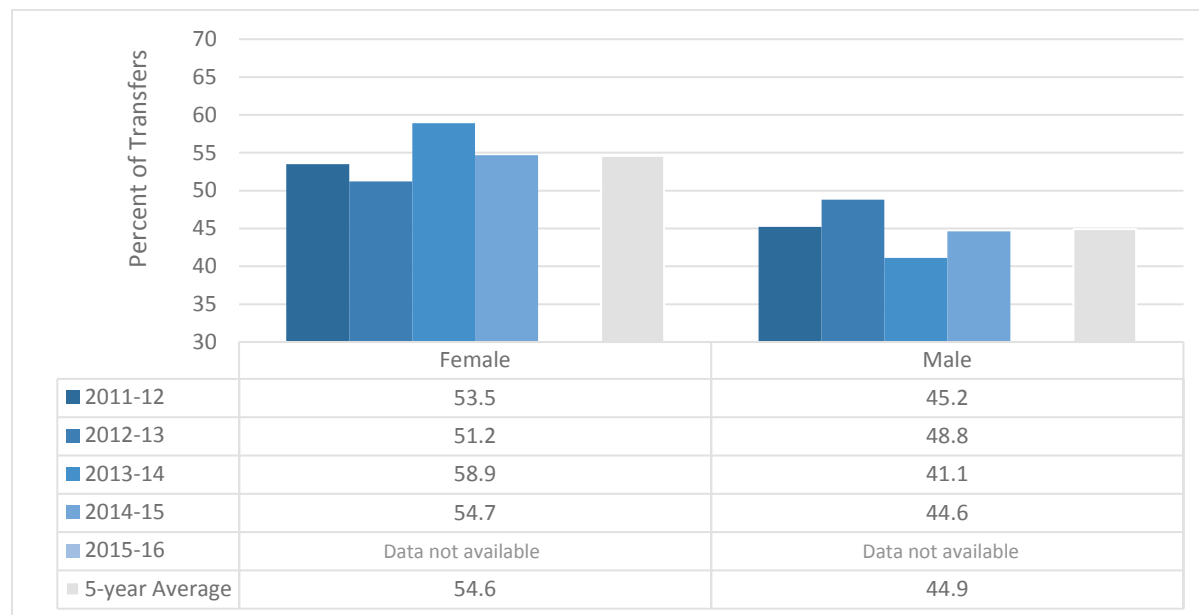
*Source: COM MIS, First (FirstsRef), Student Demographics (ST), and Student Enrollment (SX) files.*

*Note: Demographic disaggregations for transfers include students who completed at least 12 units at COM and subsequently transferred to a four-year college. The criteria used by the UC, CSU, and CCCCO to determine transfers may results in different numbers and/or students.*

The majority of transfers are White students, and this is a little higher proportion of White students than in the credit-seeking student body at COM. Asian students also transfer at higher rates than their proportion in the student body. Hispanic and Black/African-American students transfer at rates lower than their percentage of the student body.

**Percent of COM Students Transferring to Four-year Colleges, Academic Years 2011-2012 through 2015-2016 — by Race/Ethnicity**



| | White | Hispanic | Asian | Multi-racial | Black/ African American | Native Hawaiian/ Pacific Islander | Native American/ Alaska Native |
|---|---|---|---|---|---|---|---|
| ■ 2011-2012 | 60.6 | 13.3 | 11.2 | 4.6 | 2.5 | 0.8 | 0.8 |
| ■ 2012-2013 | 55.1 | 15.7 | 12.5 | 3.5 | 3.1 | 0.4 | 0.4 |
| ■ 2013-2014 | 57.7 | 16.3 | 10.0 | 8.2 | 2.5 | 0.9 | 0.3 |
| ■ 2014-2015 | 57.3 | 16.9 | 10.4 | 5.9 | 4.2 | 0.7 | 0.0 |
| ■ 2015-2016 | Data not available | | | | | | |
| ■ 5-year Average | 57.7 | 15.6 | 11.0 | 5.6 | 3.1 | 0.7 | 0.4 |
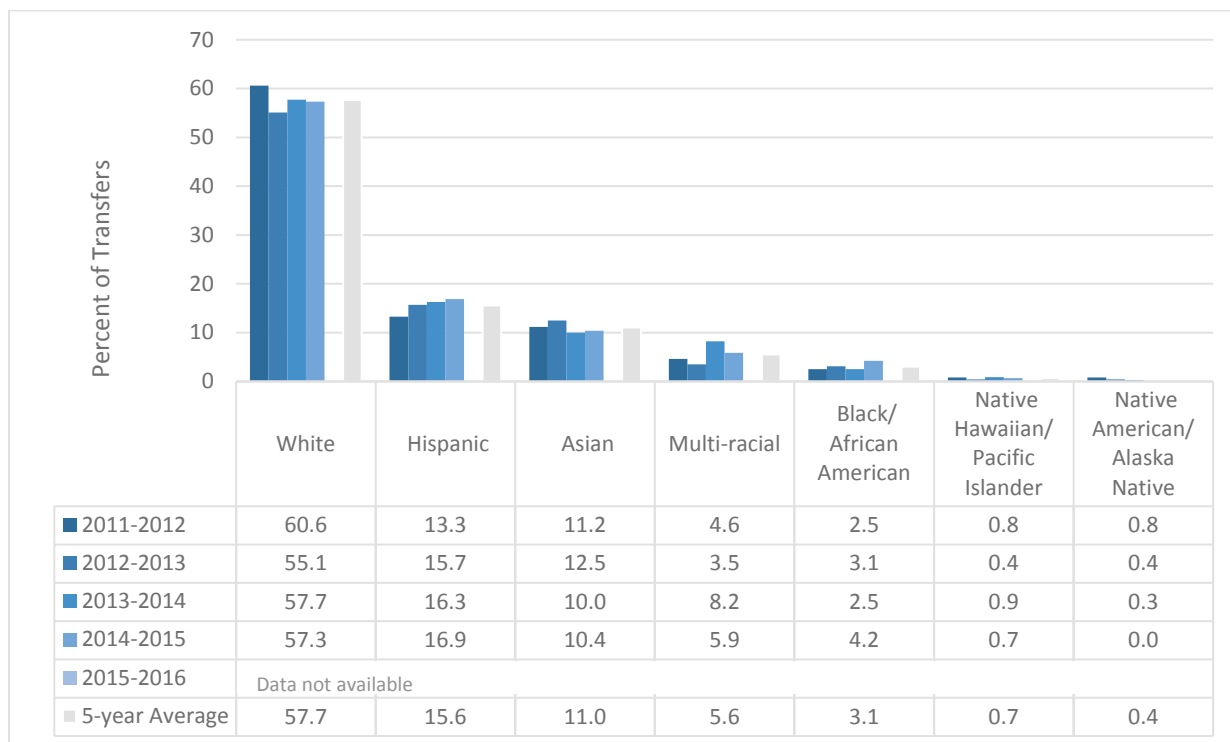
*Source: COM MIS, First (FirstsRef), Student Demographics (ST), and Student Enrollment (SX) files.*

More than half of students transferring to four-year colleges since 2011-2012 were age 20-24.

**Percent of COM Students Transferring to Four-year Colleges,**
**Academic Years 2011-2012 through 2015-2016 — by Age Group**

| | Under 20 | 20-24 | 25-34 | 35-49 | 50 and older |
|---|---|---|---|---|---|
| 2011-2012 | 18.3 | 58.5 | 14.1 | 7.1 | 2.1 |
| 2012-2013 | 18.5 | 53.7 | 15.3 | 8.4 | 4.2 |
| 2013-2014 | 16.6 | 55.5 | 16.3 | 8.5 | 3.1 |
| 2014-2015 | 22.8 | 52.4 | 14.3 | 7.2 | 3.3 |
| 2015-2016 | Data not available | | | | |
| 5-year Average | 19.1 | 55.0 | 15.0 | 7.8 | 3.2 |
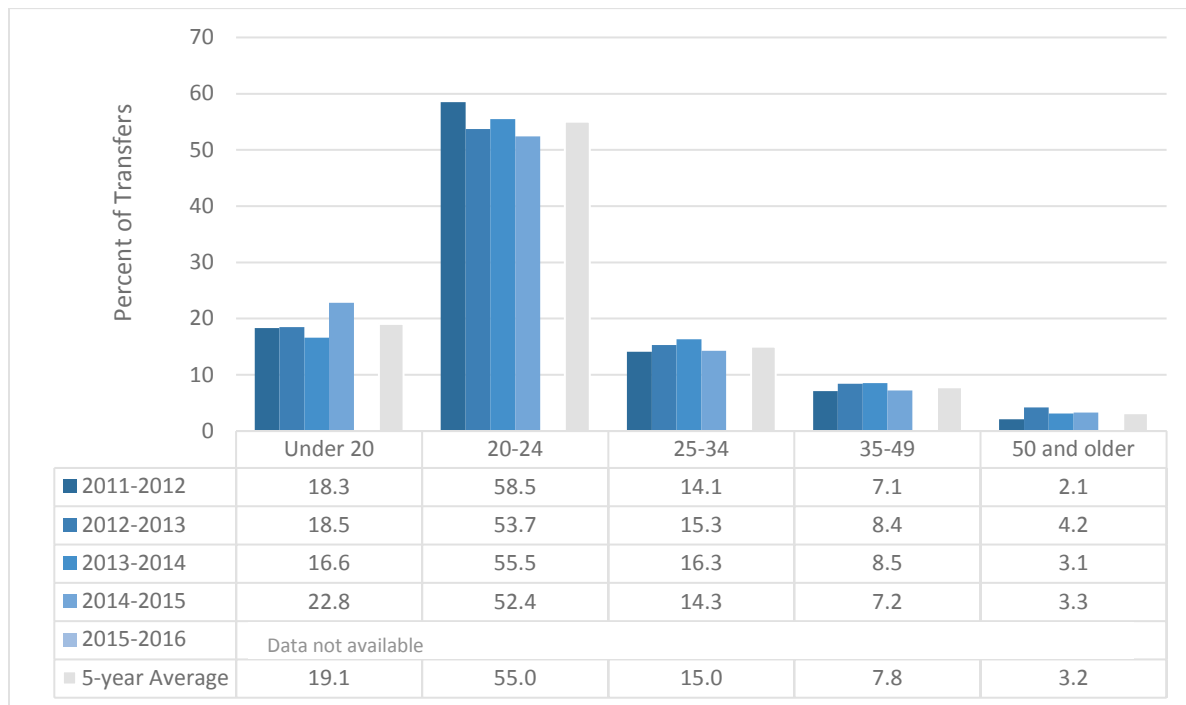
*Source: COM MIS, First (FirstsRef), Student Demographics (ST), and Student Enrollment (SX) files.*

*Degrees and Certificates*

## DEGREES

Associate of arts (A.A.) degrees are by far the largest proportion of degrees awarded each year, averaging 59 percent of all degrees awarded, followed by associate of science (A.S.) at 27 percent. The number of A.A-Transfer and A.S-Transfer degrees, first offered beginning in 2009, has increased since 2011-2012 as would be expected given the time required to complete a degree.

**Number of Degrees Awarded*,
Academic Years 2011-2012 through 2015-2016 — by Degree Type**



| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 5-year Average |
|---|---|---|---|---|---|---|
| ■ AS-Transfer | 0 | 4 | 12 | 31 | 38 | 17 |
| ■ AS | 85 | 84 | 90 | 81 | 80 | 84 |
| ■ AA-Transfer | 3 | 19 | 20 | 31 | 57 | 26 |
| ■ AA | 167 | 241 | 188 | 158 | 161 | 183 |
| Total Degrees | 255 | 348 | 310 | 301 | 336 | 310 |
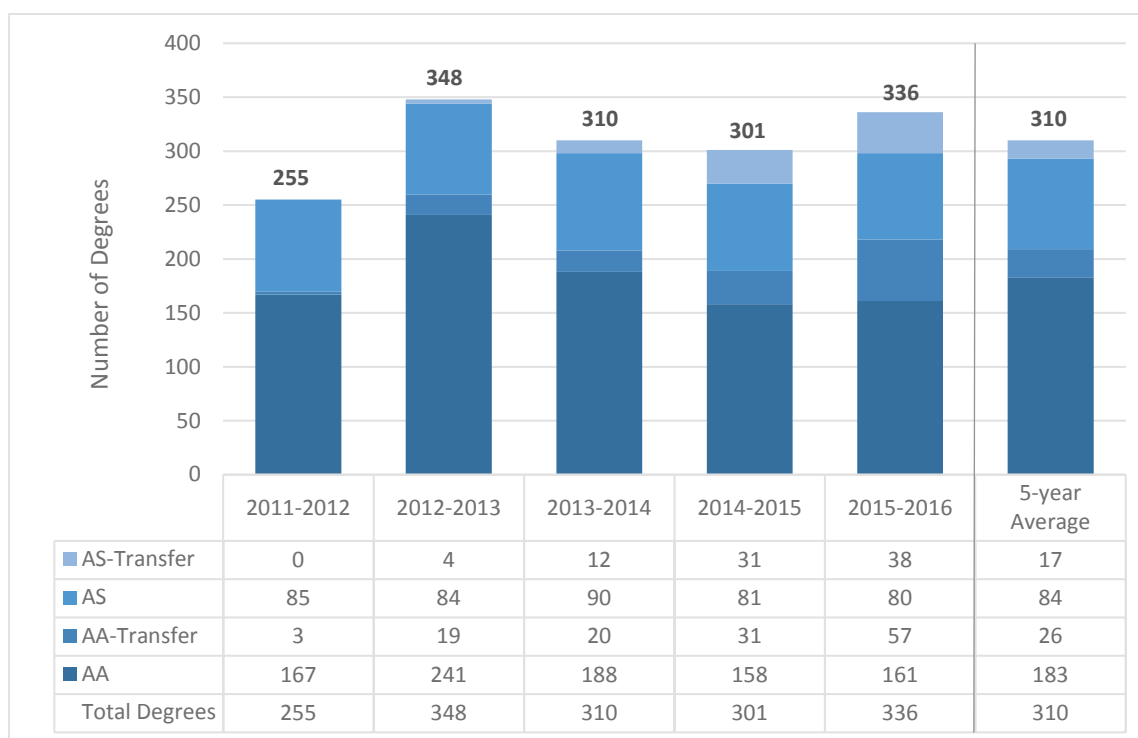
*Source: COM data enterprise system, June 2016.*

*\*Students may have earned more than one degree. The numbers in this metric represent degrees, not students, so will be slightly larger than the numbers presented in the institution-set standards.*

Degree programs with the highest average degrees conferred are liberal arts (social and behavioral science and natural science), nursing, business, Spanish, and psychology. The number of degrees in Spanish and business has increased since 2012-2013, while the liberal arts degrees cited above decreased.

### Number of Degrees Awarded by Program, Academic Years 2011-12 through 2015-16

| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 4-year Average |
|---|---|---|---|---|---|
| Administration of Justice | 3 | 3 | 5 | 7 | 4.5 |
| Anthropology | 0 | 0 | 0 | 5 | 1.3 |
| Applied Design | 1 | 0 | 2 | 0 | 0.8 |
| Art | 8 | 7 | 3 | 6 | 6.0 |
| Automotive Technology | 1 | 1 | 0 | 2 | 1.0 |
| Biology | 2 | 2 | 2 | 4 | 2.5 |
| Business | 29 | 26 | 34 | 35 | 31.0 |
| Business Office Systems | 1 | 1 | 0 | 0 | 0.5 |
| Computer Information Systems | 2 | 2 | 3 | 3 | 2.5 |
| Court Reporting | 1 | 1 | 3 | 3 | 2.0 |
| Chemistry | 1 | 0 | 0 | 0 | 0.3 |
| Communication | 12 | 16 | 14 | 13 | 13.8 |
| Computer Science | 1 | 0 | 1 | 0 | 0.5 |
| Dance | 4 | 1 | 6 | 4 | 3.8 |
| Dental Assisting: Registered | 2 | 1 | 2 | 5 | 2.5 |
| Drama | 3 | 0 | 3 | 3 | 2.3 |
| Environmental Landscaping | 1 | 2 | 0 | 1 | 1.0 |
| Early Childhood Education | 2 | 9 | 2 | 5 | 4.5 |
| Economics | 0 | 0 | 1 | 1 | 0.5 |
| Engineering | 2 | 1 | 1 | 0 | 1.0 |
| English | 1 | 1 | 2 | 6 | 2.5 |
| Ethnic Studies | 1 | 0 | 0 | 0 | 0.3 |
| French | 4 | 2 | 1 | 7 | 3.5 |
| History | 0 | 0 | 0 | 4 | 1.0 |
| Kinesiology and Health | 1 | 2 | 1 | 1 | 1.3 |
| Liberal Arts: Lang. Arts and Humanities | 18 | 7 | 8 | 12 | 11.3 |
| Liberal Arts: Social and Behavioral Science | 112 | 95 | 72 | 61 | 85.0 |
| Liberal Arts: Visual and Performing Arts | 3 | 4 | 2 | 2 | 2.8 |
| Liberal Arts: Natural Science | 44 | 42 | 37 | 32 | 38.8 |
| Mathematics | 4 | 2 | 5 | 5 | 4.0 |
| Medical Assisting | 6 | 4 | 6 | 3 | 4.8 |
| Multimedia Studies | 1 | 2 | 3 | 2 | 2.0 |
| Music | 1 | 1 | 1 | 4 | 1.8 |
| Physical Science | 7 | 8 | 4 | 9 | 7.0 |
| Physics | 0 | 0 | 0 | 1 | 0.3 |
| Political Science | 8 | 2 | 6 | 8 | 6.0 |
| Psychology | 11 | 10 | 11 | 17 | 12.3 |
| Real Estate | 1 | 2 | 1 | 2 | 1.5 |
| Registered Nursing | 40 | 44 | 43 | 35 | 40.5 |
| Sociology | 2 | 3 | 6 | 7 | 4.5 |
| Spanish | 7 | 6 | 10 | 21 | 11.0 |

**DEGREES AWARDED BY DEMOGRAPHIC GROUPS**

Females earn the majority of degrees awarded, but the proportion awarded to males increased in the most recent year.

### Percent of Degrees Awarded, Academic Years 2011-2012 through 2015-2016 by Gender



| | Female | Male |
|---|---|---|
| 2011-2012 | 66.3 | 33.3 |
| 2012-2013 | 59.5 | 40.2 |
| 2013-2014 | 64.5 | 35.2 |
| 2014-2015 | 64.5 | 35.2 |
| 2015-2016 | 56.5 | 43.5 |
| 5-year Average | 62.3 | 37.5 |
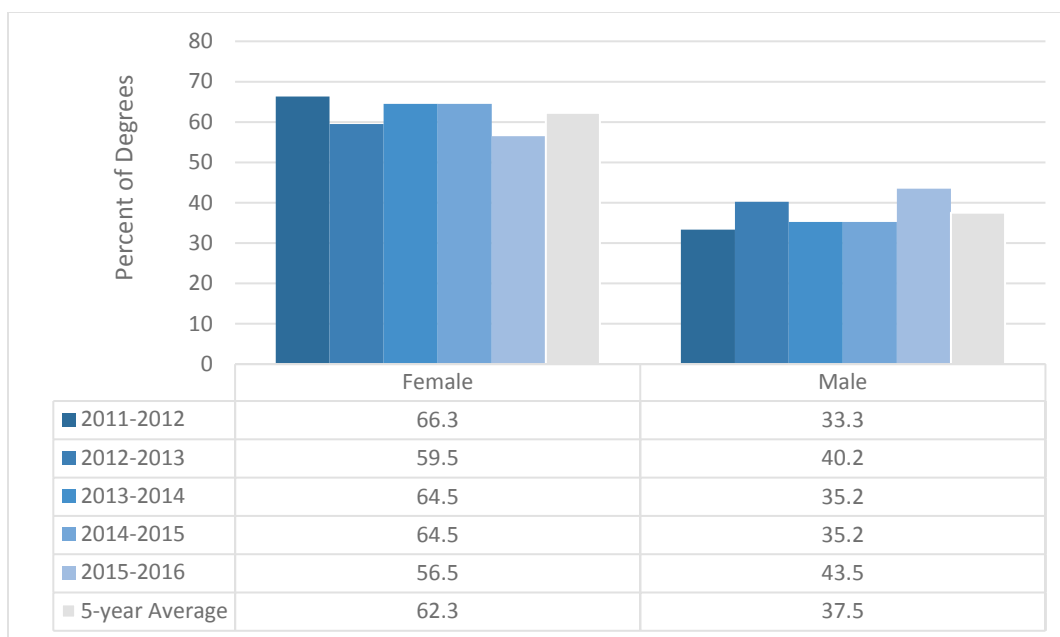
*Source: COM data enterprise system, May 2016.*

White students earned just over half of the degrees awarded, which corresponds to this group's proportion of the credit-seeking student body. Asian students earn a higher proportion of degrees than their presence in the student body. Conversely, Black/African-American students earn proportionally fewer degrees. The proportion of degrees earned by Hispanic students is increasing, along with Hispanic enrollment.

**Percent of Degrees Awarded, Academic Years 2011-2012 through 2015-2016 by Race/Ethnicity**



| | White | Hispanic | Asian | Black/ African American | Multi-racial | Native American/ Alaska Native | Native Hawaiian/ Pacific Islander |
|---|---|---|---|---|---|---|---|
| 2011-2012 | 52.6 | 16.1 | 15.7 | 4.3 | 3.1 | 0.8 | 0.0 |
| 2012-2013 | 51.0 | 15.8 | 12.2 | 3.3 | 0.9 | 0.6 | 1.2 |
| 2013-2014 | 53.7 | 17.7 | 10.7 | 4.7 | 1.0 | 1.0 | 0.7 |
| 2014-2015 | 50.9 | 22.0 | 10.3 | 4.5 | 2.4 | 1.4 | 0.0 |
| 2015-2016 | 49.3 | 24.8 | 12.2 | 3.0 | 3.9 | 0.9 | 0.0 |
| 5-year Average | 51.5 | 19.3 | 12.2 | 4.0 | 2.3 | 0.9 | 0.4 |
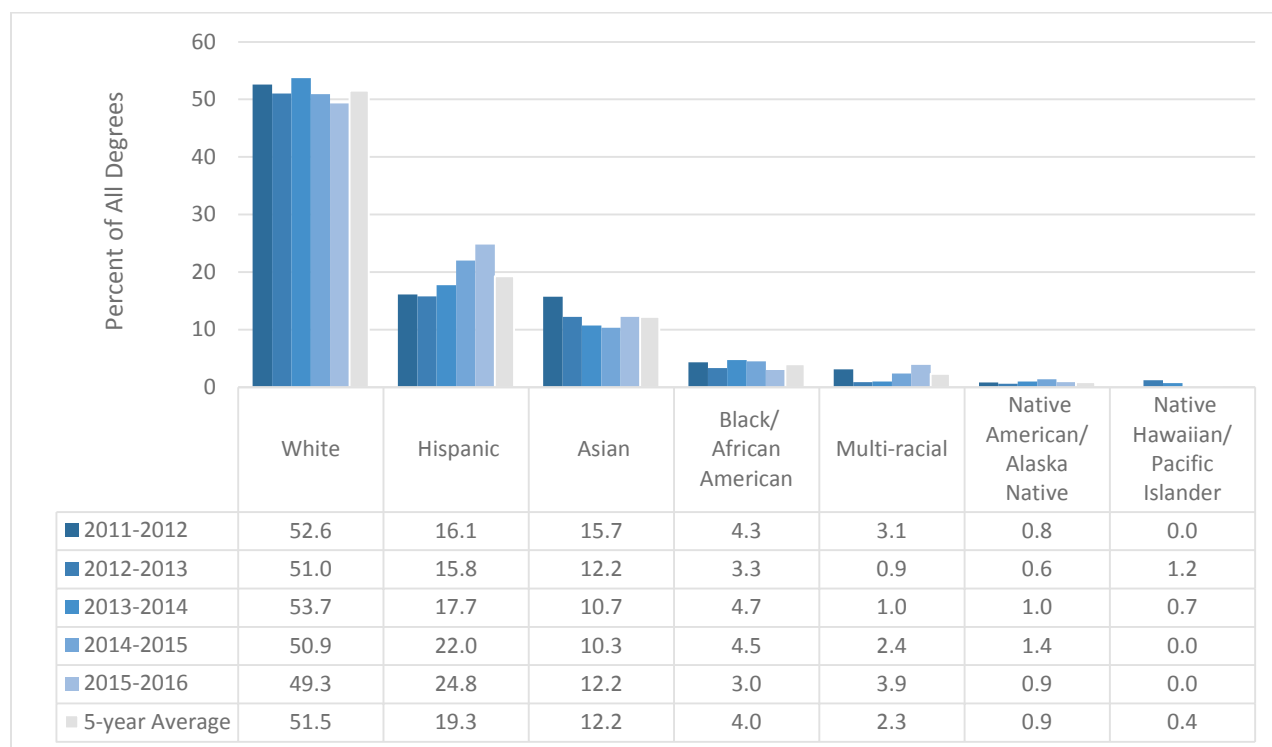
*Source: COM data enterprise system and MIS Student Demographics (ST) file, August 2016.*

The median age of students awarded degrees increased in 2012-2013 and held steady through 2014-2015, then dropped to the youngest in 2015-2016, when a majority of students earning degrees was under 25 and the median age was 24. Likely this drop in age reflects COM's increased outreach to high schools.

**Percent of Degrees Awarded and Median Age,**
**Academic Years 2011-2012 through 2015-2016 — by Age Group**
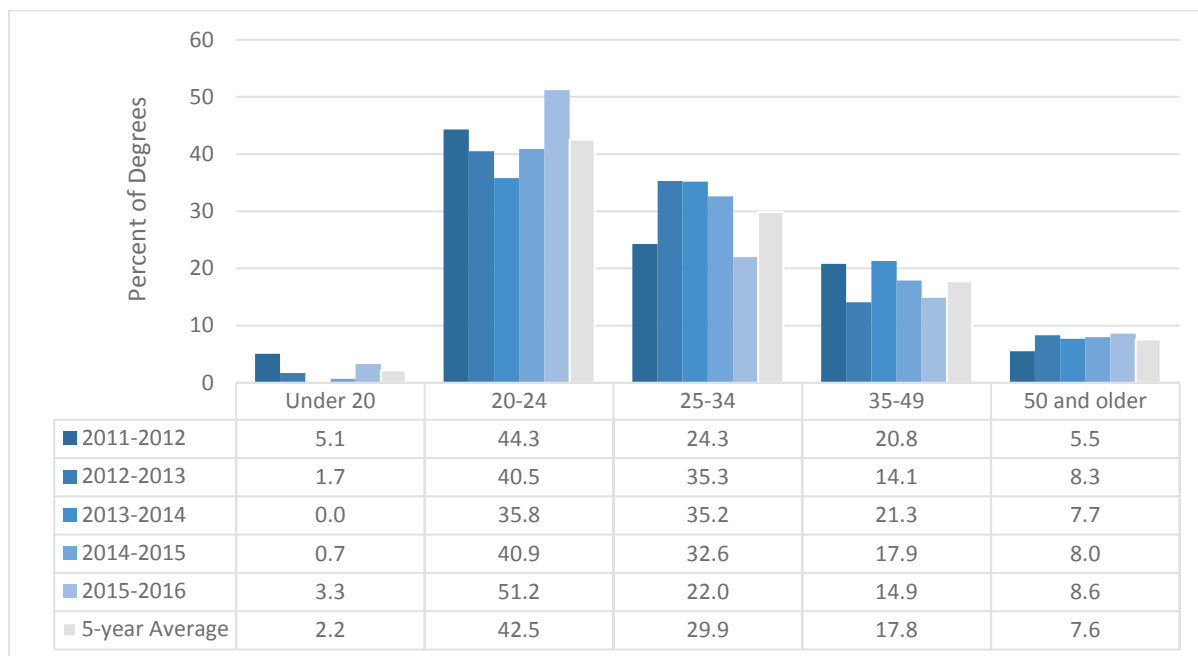
| | Under 20 | 20-24 | 25-34 | 35-49 | 50 and older |
|---|---|---|---|---|---|
| 2011-2012 | 5.1 | 44.3 | 24.3 | 20.8 | 5.5 |
| 2012-2013 | 1.7 | 40.5 | 35.3 | 14.1 | 8.3 |
| 2013-2014 | 0.0 | 35.8 | 35.2 | 21.3 | 7.7 |
| 2014-2015 | 0.7 | 40.9 | 32.6 | 17.9 | 8.0 |
| 2015-2016 | 3.3 | 51.2 | 22.0 | 14.9 | 8.6 |
| 5-year Average | 2.2 | 42.5 | 29.9 | 17.8 | 7.6 |

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| **Mean age** | 29.5 | 29.9 | 31.3 | 30.5 | 29.5 |
| **Median age** | 25 | 28 | 29 | 29 | 24 |

*Source: COM data enterprise system, August 2016.*

**TIME TO DEGREE**

COM's three-year *Strategic Plan 2015-2018* set a performance target of 5.5 years for completion of A.A./A.S. degrees using 2012-2013 (6.5 years) as the baseline. This baseline was selected because the subsequent two years of data that were available showed longer times-to-degree for the overall rate (see table below), a trend that needed to be reversed. Articulated transfer degrees, however, are typically earned in shorter periods of time. The longer rates in the earlier years in the graph below likely reflect students who were pursuing a degree prior to implementation of the articulated degree.

Time-to-degree is calculated in years using the first day of a student's first term at COM and the last day of the term in which the specific degree was conferred. Since this performance target was just established in 2015, sufficient time has not yet passed to expect that activities designed to decrease time to degree would influence this long-term outcome. Shorter term metrics are built into the strategic plan as milestones to track whether the College is on course to achieve this longer-term outcome.

### Time to Degree in Years, Academic Years 2012-2013 through 2015-2016 by Degree Type



| | AA | AS | AA-Transfer | AS-Transfer | All degrees |
|---|---|---|---|---|---|
| ■ 2012-2013 | 6.0 | 7.9 | 6.0 | 6.1 | 6.5 |
| ■ 2013-2014 | 7.0 | 8.6 | 3.1 | 6.1 | 7.2 |
| ■ 2014-2015 | 6.6 | 8.4 | 4.3 | 5.6 | 6.8 |
| ■ 2015-2016 | 7.6 | 6.8 | 4.8 | 4.3 | 6.6 |
| ■ 4-year Average | 6.8 | 7.9 | 4.6 | 5.5 | 6.8 |
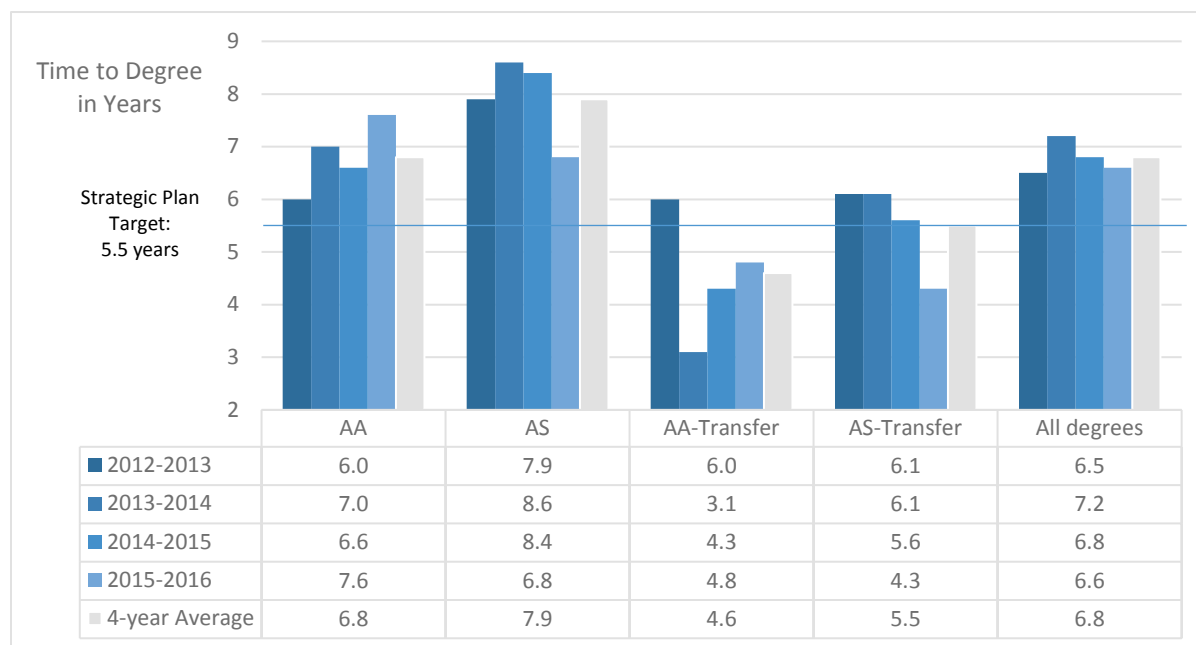
*Source: COM Data Enterprise System, August 2016*
*http://www.marin.edu/WORD-PPT/TimeToDegreeOct2015_Final.pdf*

*Note: Time to degree for AA-T awards was substantially higher in 2012-2013 because of 20 degrees awarded, nine were begun in 2003 or earlier, skewing the average. In subsequent years all students earning AA-T degrees started in 2009 or later.*

As would be expected, students who enroll full-time finish their degree sooner. Students who enrolled full-time (12 or more units) in their first fall or spring term completed in 5.1 years on average, well below the performance target of 5.5 years. On the other hand, students who first enrolled part-time took almost eight years, on average, to complete a degree.

**Time to Degree in Years, Academic Years 2012-2013 through 2015-2016 by Full-Time/Part-Time Enrollment in First Fall or Spring Term**

| | Full-time | Part-time |
|---|---|---|
| 2012-2013 | 4.9 | 7.5 |
| 2013-2014 | 4.6 | 8.6 |
| 2014-2015 | 5 | 7.8 |
| 2015-2016 | 5.9 | 7.8 |
| 4-year Average | 5.1 | 7.9 |
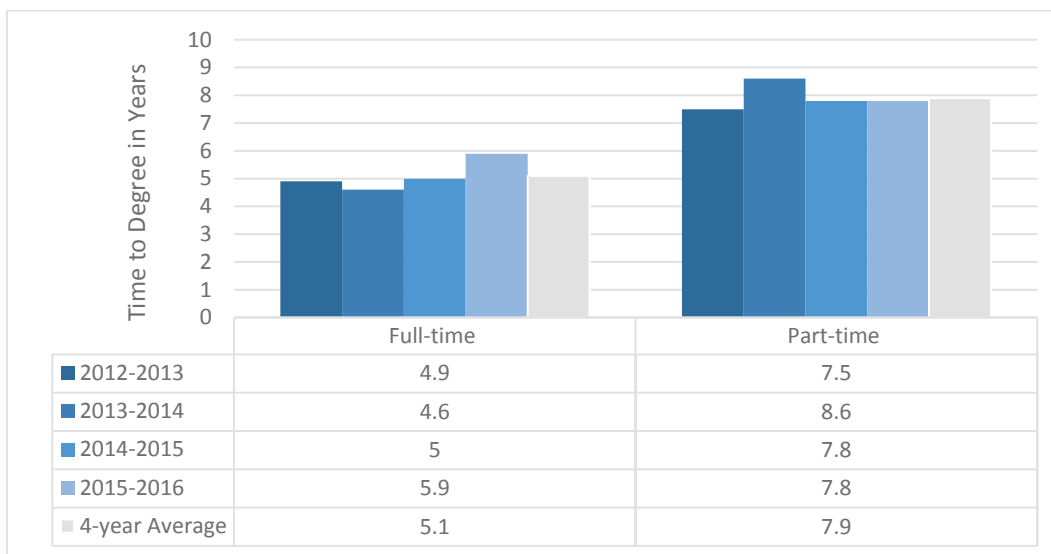
*Source: COM Data Enterprise System, June 2016.*

## TIME TO DEGREE BY DEMOGRAPHIC GROUPS

On average, male students complete their degree approximately half of a year sooner than female students.

**Time to Degree in Years, Academic Years 2012-2013 through 2015-2016 by Gender**

| | Female | Male |
|---|---|---|
| 2012-2013 | 6.8 | 6.1 |
| 2013-2014 | 7.3 | 7.1 |
| 2014-2015 | 6.9 | 6.6 |
| 2015-2016 | 7.1 | 6.0 |
| 4-year Average | 7.0 | 6.5 |
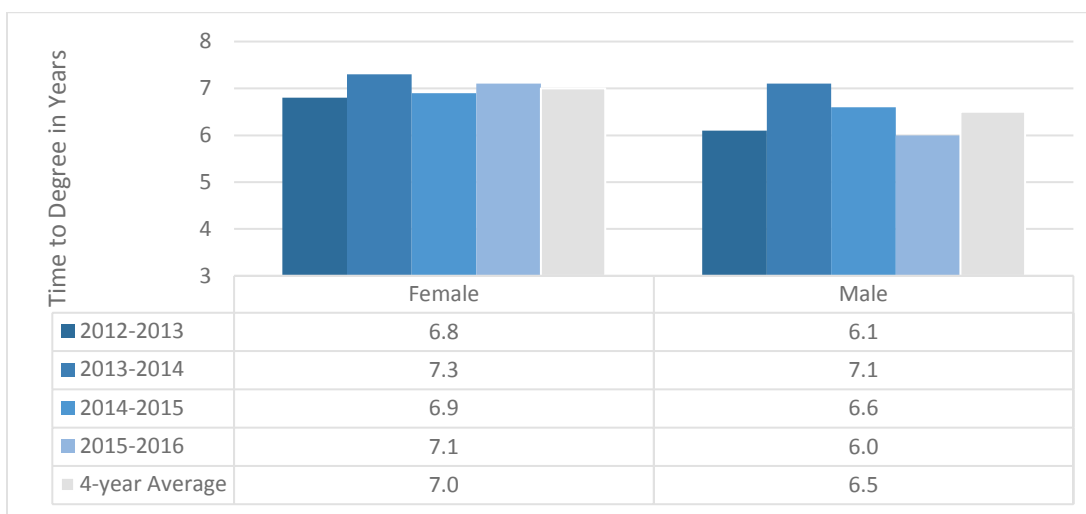
*Source: COM Data Enterprise System, June 2016.*

Average time to degree varied by ethnicity. Of the groups large enough to compare*, Asian students had the shortest time to degree at 5.8 years, followed by Hispanic (6.2 years), and Black/African-American (7 years) and White students (7.1 years).

**Time to Degree in Years, Academic Years 2012-2013 through 2015-2016 by Race/Ethnicity**



| | White | Black/ African American | Hispanic | Native American/ Alaska Native | Asian | Native Hawaiian/ Pacific Islander | Multi-racial |
|---|---|---|---|---|---|---|---|
| 2012-2013 | 6.7 | 7.8 | 5.6 | 2.5 | 5.1 | 5.8 | 3.8 |
| 2013-2014 | 7.8 | 6.6 | 6.3 | 9.8 | 6.3 | 4.8 | 3.5 |
| 2014-2015 | 7.0 | 6.5 | 6.4 | 8.4 | 6.5 | | 3.0 |
| 2015-2016 | 6.7 | 7.2 | 6.3 | 3.0 | 5.1 | | 3.5 |
| 4-year Average | 7.1 | 7.0 | 6.2 | 5.9 | 5.8 | 5.3 | 3.5 |
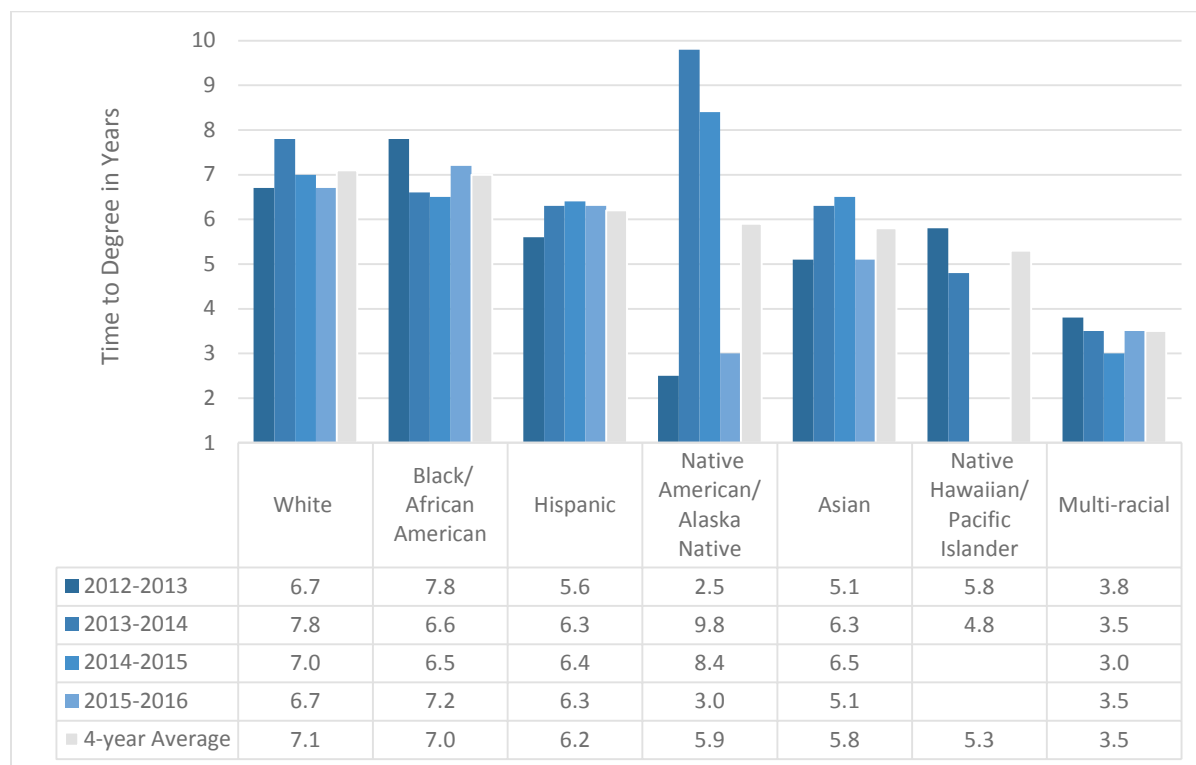
*Source: COM Data Enterprise System.*

*\*Native Hawaiian/Pacific Islander, Native American/Alaska Native, and students identifying as more than one race all had fewer than 10 students earning degrees each year, so are excluded from the comparison.*

Time to degree was on average far higher for older students than for those under age 25. In fact, students age 19 and under are finishing a degree in approximately 150 percent of the normal expected time based on program requirements for their field of study.

**Time to Degree in Years, Academic Years 2012-2013 through 2015-2016 by Age Group**

| | Under 20 | 20-24 | 25-34 | 35-49 | 50 and older |
|---|---|---|---|---|---|
| 2012-2013 | 3.3 | 3.8 | 7.1 | 10.3 | 11.2 |
| 2013-2014 | | 3.7 | 7.3 | 10.5 | 13.9 |
| 2014-2015 | 2.5 | 3.9 | 7.1 | 10.4 | 12.0 |
| 2015-2016 | 2.9 | 4.1 | 7.0 | 10.9 | 13.9 |
| 4-year Average | 2.9 | 3.9 | 7.1 | 10.5 | 12.8 |
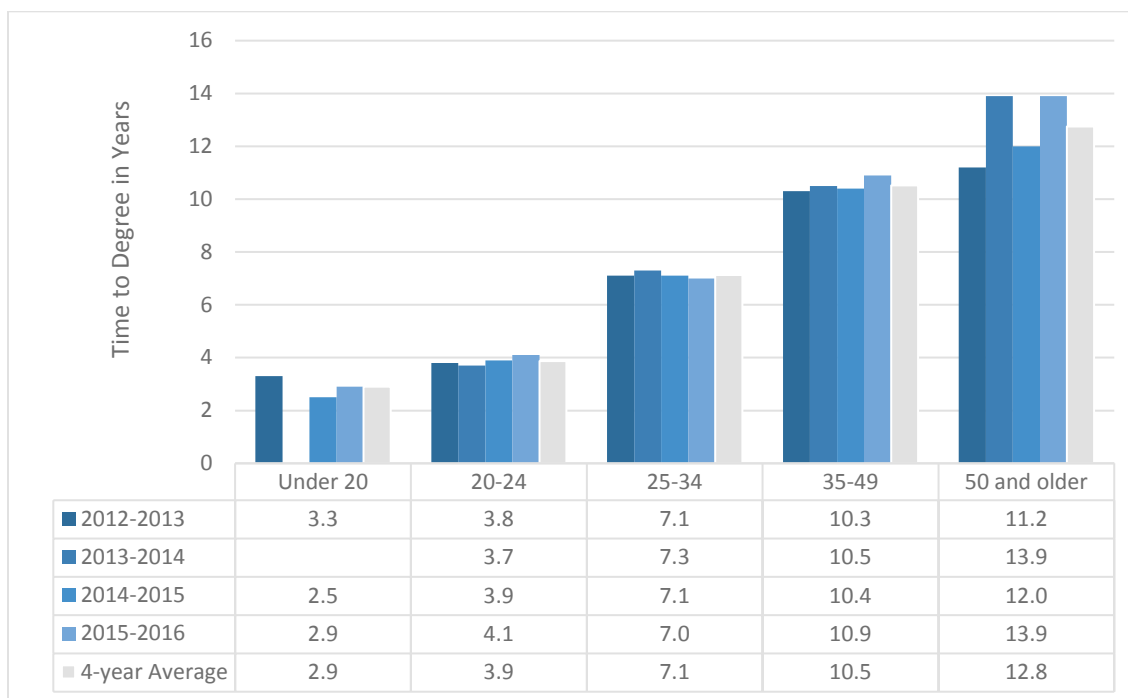
*Source: COM Data Enterprise System, June 2016.*

**CERTIFICATES**

The number of certificates awarded averaged 76 between 2011-2012 and 2015-2016, with a low of 63 in 2014-2015 and ending close to the average in 2015-2016 at 78 certificates awarded.  The largest number of awards were in the health sciences, particularly dental and medical assisting. The majority of programs offering certificates award very few each year.

### Number of Certificates Awarded by Program, Academic Years 2011-2012 through 2015-2016

| Program | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 5-year Average |
|---|---|---|---|---|---|---|
| Administration of Justice | 3 | 6 | 6 | 2 | 2 | 4 |
| Applied Accounting | 8 | 12 | 4 | 6 | 7 | 7 |
| Automotive Collision Repair | 2 | 1 | 1 | 0 | 1 | 1 |
| Automotive Technology | 6 | 8 | 6 | 4 | 11 | 7 |
| Business | 3 | 2 | 2 | 2 | 1 | 2 |
| Business Office Systems | 1 | 0 | 0 | 0 | 4 | 1 |
| Computer Information Systems | 1 | 1 | 0 | 0 | 3 | 1 |
| Court Reporting | 0 | 17 | 9 | 8 | 9 | 9 |
| Dental Assisting: Registered | 15 | 18 | 20 | 17 | 11 | 16 |
| Early Childhood Education | 1 | 1 | 2 | 3 | 0 | 1 |
| Environmental Landscaping | 3 | 1 | 5 | 2 | 2 | 3 |
| Machine and Metals Technology | 4 | 0 | 2 | 2 | 2 | 2 |
| Medical Assisting | 20 | 14 | 17 | 14 | 21 | 17 |
| Multimedia Studies | 3 | 0 | 10 | 1 | 4 | 4 |
| Natural History | 1 | 0 | 0 | 0 | 0 | 0 |
| Real Estate | 0 | 1 | 2 | 2 | 0 | 1 |
| Total Certificates | 71 | 82 | 86 | 63 | 78 | 76 |

*Source: COM Data Enterprise System, June 2016.*

## CERTIFICATES AWARDED BY DEMOGRAPHIC GROUPS

Females earned about two-thirds of the certificates awarded.

### Percent of Certificates Awarded, Academic Years 2011-2012 through 2015-2016 by Gender

| | Female | Male |
|---|---|---|
| 2011-2012 | 66.3 | 33.3 |
| 2012-2013 | 59.5 | 40.2 |
| 2013-2014 | 64.5 | 35.2 |
| 2014-2015 | 64.5 | 35.2 |
| 2015-2016 | 70.5 | 29.5 |
| 5-year Average | 65.1 | 34.7 |
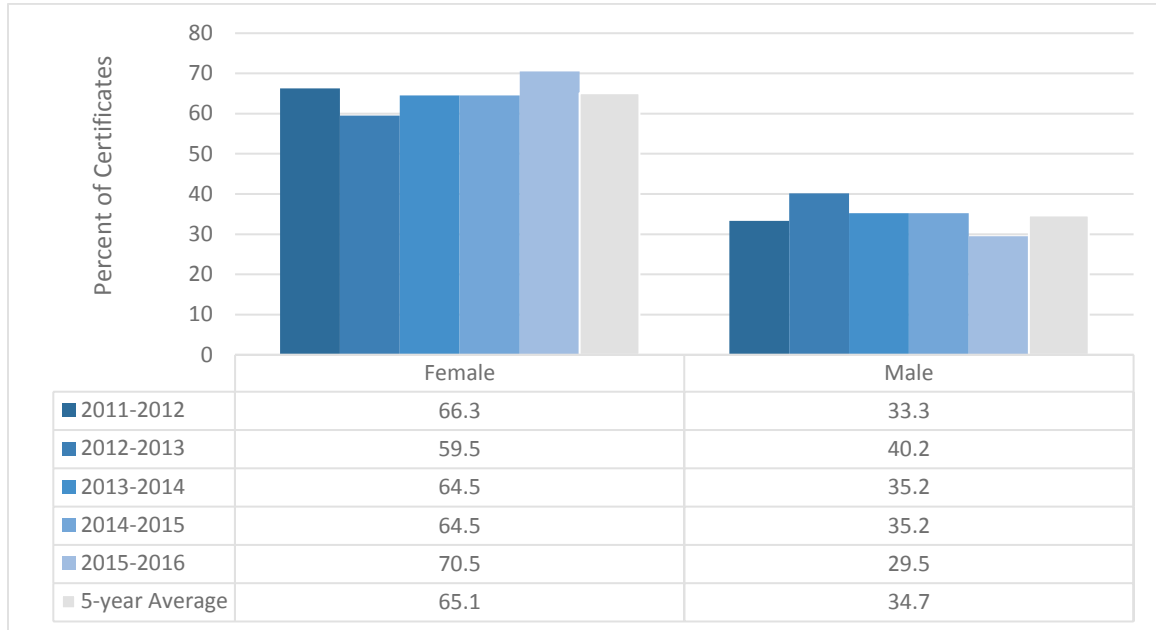
*Source: COM Data Enterprise System, June 2016.*

By race/ethnicity, White students are most likely to earn a certificate and secondarily, Hispanics. However, these also are the two largest groups in the student population, so this award pattern would be expected and on average the rate approximates their proportion in the student body. On average, both Asian and Black/African-American students earn certificates approximately in proportion to their representation in the student body as well.

### Percent of Certificates Awarded, Academic Years 2011-2012 through 2015-2016 by Race/Ethnicity

| | White | Hispanic | Asian | Black/ African American | Multi-racial | Native Hawaiian/ Pacific Islander | Native American/ Alaska Native |
|---|---|---|---|---|---|---|---|
| 2011-2012 | 52.0 | 18.0 | 10.0 | 6.0 | 6.0 | 2.0 | 0.0 |
| 2012-2013 | 48.8 | 28.1 | 8.5 | 7.3 | 0.0 | 0.0 | 1.2 |
| 2013-2014 | 57.0 | 31.4 | 3.5 | 1.2 | 3.5 | 0.0 | 0.0 |
| 2014-2015 | 57.1 | 22.2 | 7.9 | 6.4 | 4.8 | 0.0 | 0.0 |
| 2015-2016 | 42.3 | 35.9 | 7.7 | 9.0 | 3.9 | 0.0 | 0.0 |
| 5-year Average | 51.4 | 27.1 | 7.5 | 6.0 | 3.6 | 0.5 | 0.3 |
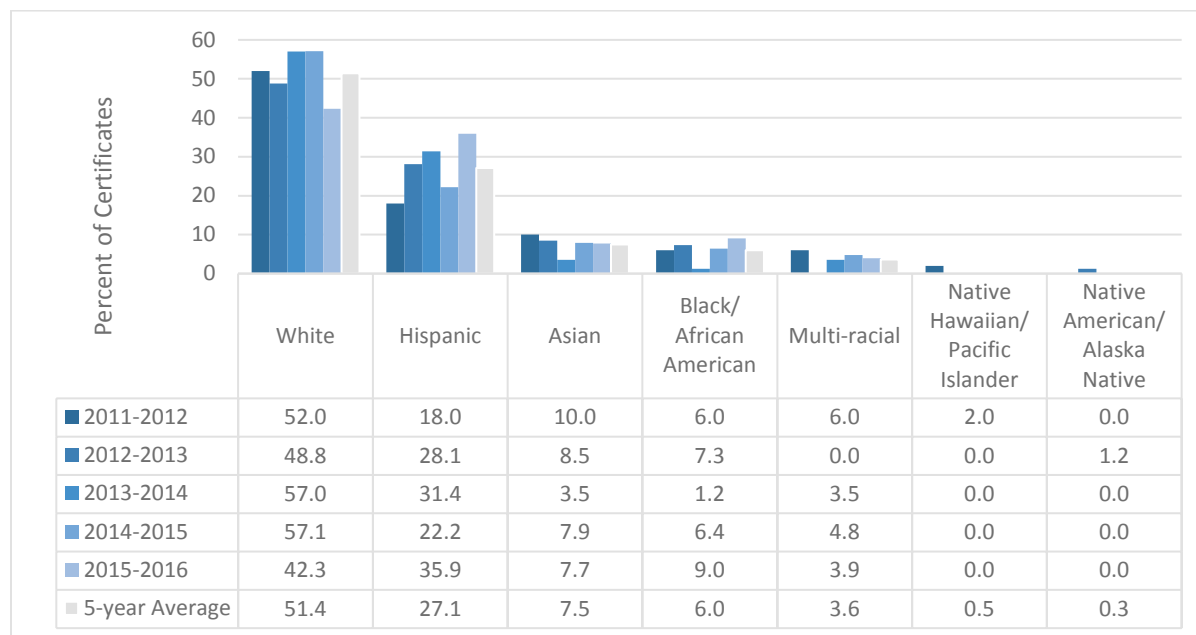
*Source: COM Data Enterprise System, June 2016.*

A large majority of certificates were awarded to students age 25 and older and the rates within each of these age categories vary quite a bit from year to year. This variation may be due, at least in part, to the relatively small number of students receiving certificates within each age group. Few students younger than age 20 earned a certificate.

## Certificates Awarded, Academic Years 2011-2012 through 2015-2016 — by Age Group



| | Under 20 | 20-24 | 25-34 | 35-49 | 50 and older |
|---|---|---|---|---|---|
| 2011-2012 | 1.4 | 16.9 | 18.3 | 14.1 | 49.3 |
| 2012-2013 | 1.2 | 30.5 | 30.5 | 26.8 | 11.0 |
| 2013-2014 | 1.2 | 19.8 | 23.3 | 29.1 | 26.7 |
| 2014-2015 | 4.8 | 33.3 | 30.2 | 7.9 | 23.8 |
| 2015-2016 | 0.0 | 25.3 | 16.5 | 35.4 | 22.8 |
| 5-year Average | 1.7 | 25.2 | 23.8 | 22.7 | 26.7 |
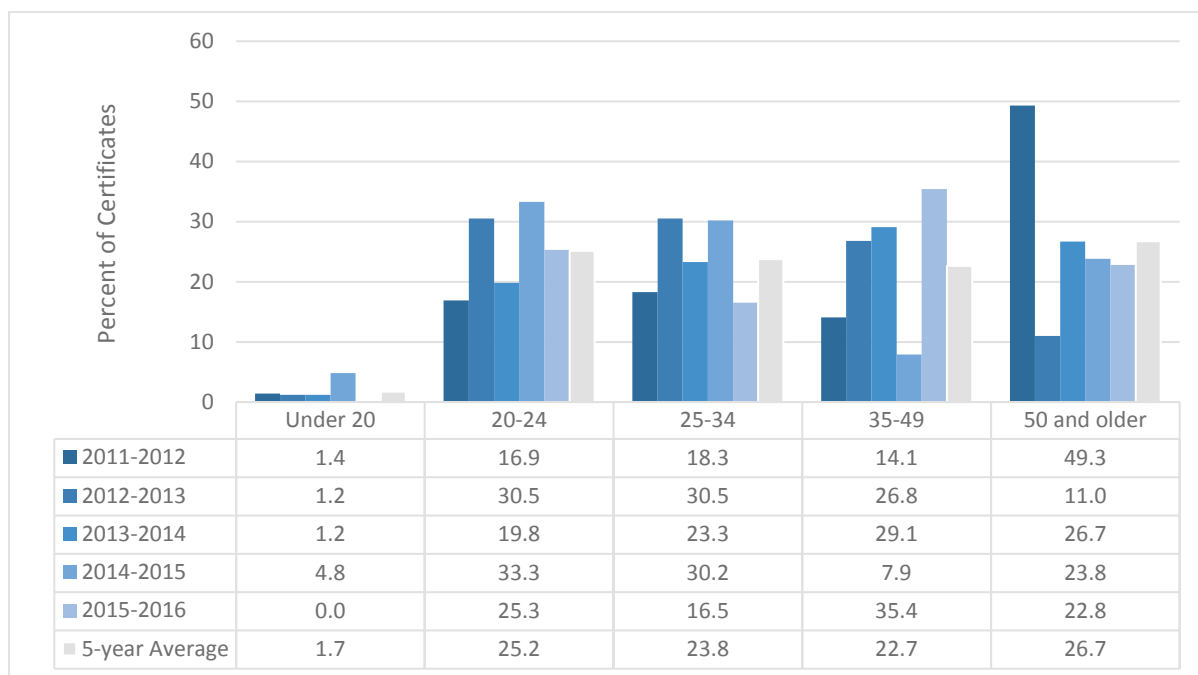
*Source: COM Data Enterprise System, June 2016.*

## Licensure/Certification Exams

Of COM's programs that require licensure, institution-set standards were usually exceeded or met. One exception is the practical portion of the RDA exam. In the most recent year, COM graduates fell below the standard due to changes in the exam that had yet to be incorporated into the curriculum. The RDA faculty is implementing those changes. The other exception was the EMT exam in 2013. That rate has since improved. All COM EMT graduates passed this licensure test in the most recent year. The passage rate for the Registered Nursing exam has risen steadily since 2011, exceeding the standard every year.

**College of Marin Health Sciences Program Examination Results, 2011 through 2015**



|  | RDA Written | RDA Law & Ethics | RDA Practical | EMT | Registered Nursing |
|---|---|---|---|---|---|
| 2011 | 100.0 | 100.0 | 70.0 | 95.0 | 89.3 |
| 2012 | 94.1 | 88.9 | 92.0 | 92.0 | 91.5 |
| 2013 | 100.0 | 95.0 | 88.9 | 75.0 | 93.3 |
| 2014 | 96.0 | 88.0 | 70.0 | 91.0 | 95.1 |
| 2015 | 100.0 | 100.0 | 64.7 | 100.0 | 97.4 |
| 5-year Average | 98.0 | 94.4 | 76.6 | 90.6 | 93.3 |

*Source: Dental Board of California; California Emergency Medical Services Authority;*
*California Board of Registered Nursing*

Between March 2015 and February 2016, just under one-third of COM students taking the English portion of the California Court Reporting Exam passed. No student passed that portion the first time. Thirty-eight percent passed the Professional Practice portion of the exam, with one student passing the first time. The pass rate for the Dictation portion was 6.6 percent, with one of three students passing the first time. Because fewer than 10 students finish the Court Reporting program each year, there is no institution-set standard for exam pass rates.

**College of Marin California Court Reporting Exam Results, 2015 through 2016**

|  | Total # Apps | Overall # Pass | Overall % Pass | First-time Apps | First-time # Pass | First-time % Pass |
|---|---|---|---|---|---|---|
| **English** | | | | | | |
| **March 2015 through February 2016** | 10 | 3 | 30.0 | 3 | 0 | 0.0 |
| **Professional Practice** | | | | | | |
| **March 2015 through February 2016** | 8 | 3 | 37.5 | 4 | 1 | 25.0 |
| **Dictation** | | | | | | |
| **July 2015 through March 2016** | 15 | 1 | 6.6 | 3 | 1 | 33.3 |

*Source: http://www.courtreportersboard.ca.gov/applicants/index.shtml*

## Job Placement Rates by Certificate Program

Most of the graduates who responded to the CTEO Survey were employed. However, both the number of certificate/degree completers and the number of survey respondents is small, resulting in substantial variation in rates. In programs with more than 10 completers, the percentage employed is low but so is the number of responses to the survey. Therefore, reliable conclusions cannot be drawn from these data. Discussions are underway to determine how to supplement this statewide-collected data to improve the response rate or whether a different follow-up methodology should be used.

| | # Completed Certificate/ Degree in 2012-2013 | # Responded to survey in 2015 | Employed | | |
| --- | --- | --- | --- | --- | --- |
| | | | N | % (of responders) | % (of completers) |
| Administration of Justice | 5 | 2 | 2 | 100.0 | 40.0 |
| Applied Accounting | 11 | 4 | 3 | 75.0 | 27.3 |
| Automotive Electrical/Performance Technician | 1 | 0 | - | - | - |
| Automotive Master Repair Technician | 4 | 1 | 1 | 100.0 | 25.0 |
| Business Administration | 4 | 2 | 2 | 100.0 | 50.0 |
| Business Administration -- Transfer | 12 | 0 | - | - | - |
| Business Management | 1 | 0 | - | - | - |
| Business Office Systems: Office Management Specialty | 2 | 1 | 1 | 100.0 | 50.0 |
| Business, General | 1 | 1 | 1 | 100.0 | 100.0 |
| Computer Information Systems: Microcomputer Manager Specialty | 1 | 0 | - | - | - |
| Computer Information Systems: Microcomputer Programmer | 1 | 0 | - | - | - |
| Court Reporting, Certified Shorthand Reporter | 2 | 1 | 1 | 100.0 | 50.0 |
| Dental Assisting: Registered | 17 | 4 | 3 | 75.0 | 17.6 |
| Design, Applied--Interior | 1 | 0 | - | - | - |
| Early Childhood Education | 2 | 2 | 1 | 50.0 | 50.0 |
| Machine Shorthand | 3 | 0 | - | - | - |
| Medical Assisting | 1 | 0 | - | - | - |
| Medical Assisting: Administrative and Clinical | 9 | 3 | 3 | 100.0 | 33.3 |
| Medical Assisting: Clinical | 3 | 2 | 2 | 100.0 | 66.7 |
| Multimedia Studies: Authoring Specialty | 1 | 1 | 1 | 100.0 | 100.0 |
| Nursing: Registered | 37 | 13 | 13 | 100.0 | 35.1 |
| Real Estate | 1 | 0 | - | - | - |

*Source: 2015 CTE Outcomes Survey*

*Fall-to-Spring Persistence of Credit Students*

The fall-to-spring persistence rate is the proportion of first-time college students who enrolled in three or more units in the fall term and also enrolled in the following spring term for 0.5 or more units. COM's institution-set standard for this metric is 66 percent. During the five-year period examined, fall-to-spring persistence rates averaged 68.5% and did not fall below the institution-set-standard in any year, though the lowest was 66.1% in 2015-2016.

**Fall-to-Spring Persistence, 2011-2012 through 2015-2016**
**First-Time Students**

| | First-Time Students |
|---|---|
| ■ 2011-2012 | 70.7 |
| ■ 2012-2013 | 68.0 |
| ■ 2013-2014 | 70.0 |
| ■ 2014-2015 | 67.6 |
| ■ 2015-2016 | 66.1 |
| ■ 5-year Average | 68.5 |
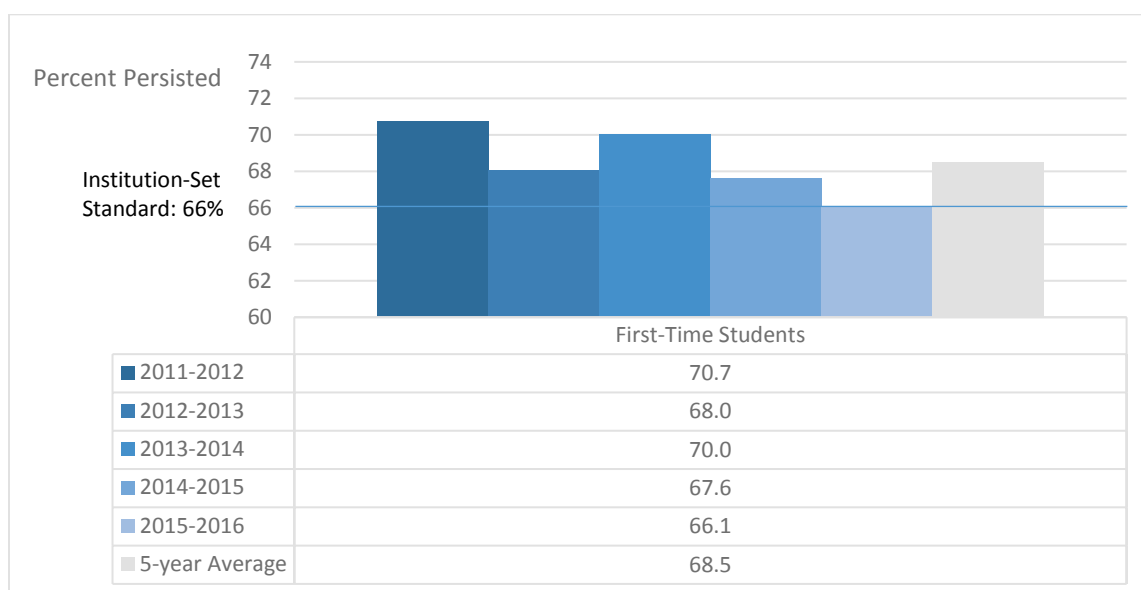
*Source: COM Data Dashboard, August 2016. N=Students enrolled in a minimum of three credits in the fall term. Percent persistence is based on the number enrolled in 0.5 credits in the following spring term.*

**FALL-TO-SPRING PERSISTENCE BY DEMOGRAPHIC GROUPS**

Females persist at slightly higher rates than males.

### Fall-to-Spring Persistence, 2011-2012 through 2015-2016 by Gender

| | Female | Male |
|---|---|---|
| ■ 2011-12 | 71.1 | 69.8 |
| ■ 2012-13 | 67.9 | 68.9 |
| ■ 2013-14 | 72.6 | 66.9 |
| ■ 2014-15 | 68.8 | 65.4 |
| ■ 2015-16 | 68.1 | 63.7 |
| ■ 5-year Average | 69.7 | 66.9 |
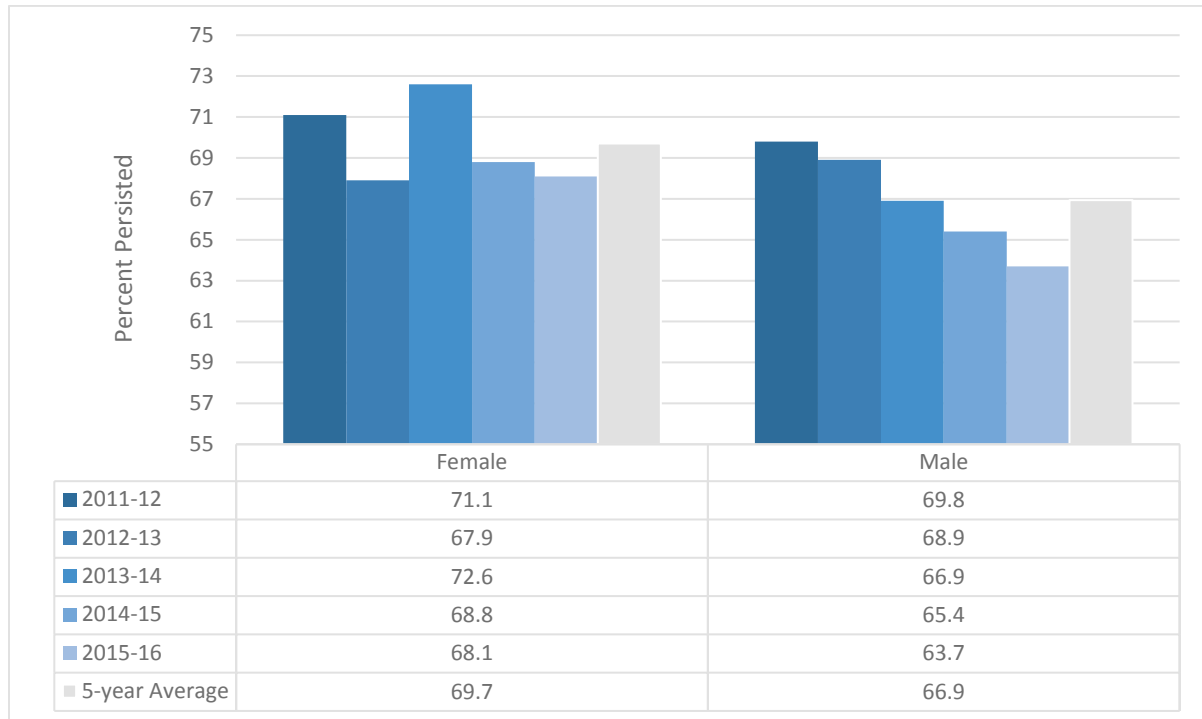
*Source: COM Data Dashboard, August 2016.*

In terms of race/ethnicity, persistence is highest among Asian and Hispanic students. White students' persistence barely meets the institution-set standard and fell below it in 2015-2016. Persistence is lowest, and falls below the standard, among Black/African-American students. The variation in the Native Hawaiian/Pacific Islander and Native American/Alaska Native rates is due to small numbers.

**Fall-to-Spring Persistence, 2011-2012 through 2015-2016 by Race/Ethnicity**



| | Asian | Hispanic | Multi-racial | White | Black/ African American | Native Hawaiian/ Pacific Islander | Native American/ Alaska Native |
|---|---|---|---|---|---|---|---|
| 2011-12 | 86.8 | 75.2 | 73.3 | 67.1 | 63.3 | 66.7 | 75.0 |
| 2012-13 | 78.1 | 74.1 | 64.0 | 71.4 | 43.5 | 100.0 | 33.3 |
| 2013-14 | 79.4 | 67.6 | 68.4 | 68.0 | 67.6 | 75.0 | 50.0 |
| 2014-15 | 69.4 | 69.4 | 40.0 | 67.6 | 51.0 | 100.0 | 50.0 |
| 2015-16 | 70.8 | 70.1 | 50.0 | 62.7 | 56.4 | 20.0 | 50.0 |
| 5-year Average | 76.9 | 71.3 | 59.1 | 67.4 | 56.4 | 72.3 | 51.7 |
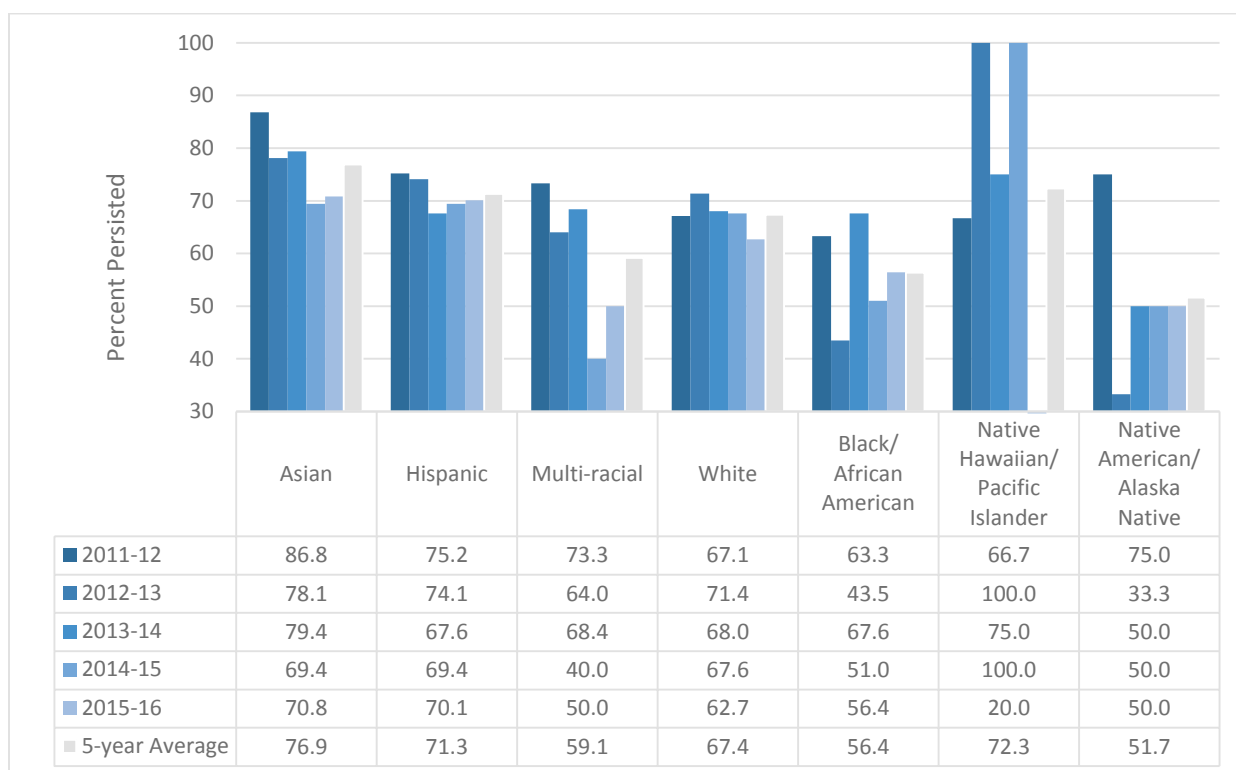
*Source: COM Data Dashboard, August 2016.*

Average persistence rates were higher for students under 25 than for older students, with those in the under 20 age group consistently persisting at the highest rate.

**Fall-to-Spring Persistence, 2011-2012 through 2015-2016 by Age Group**



| | Under 20 | 20-24 | 25-34 | 35-49 | 50 and older |
|---|---|---|---|---|---|
| 2011-12 | 74.9 | 58.0 | 65.2 | 72.1 | 61.5 |
| 2012-13 | 78.7 | 51.7 | 47.0 | 56.4 | 46.4 |
| 2013-14 | 75.9 | 51.8 | 42.6 | 65.7 | 72.2 |
| 2014-15 | 73.2 | 51.5 | 50.0 | 45.0 | 35.7 |
| 2015-16 | 71.4 | 59.1 | 50.0 | 54.2 | 27.8 |
| 5-year Average | 71.9 | 67.5 | 51.0 | 58.7 | 64.0 |
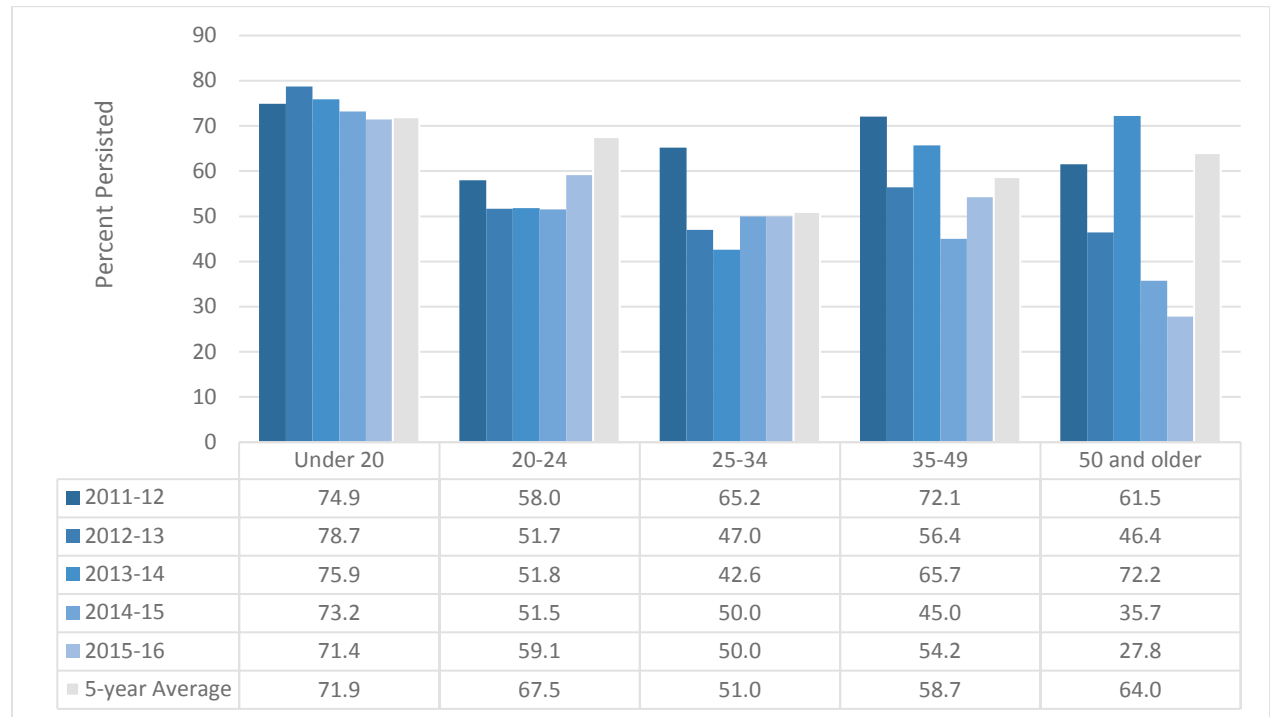
*Source: COM Data Dashboard, August 2016.*

Persistence among students who are not economically disadvantaged falls below COM's institution-set standard. Further, though still above the standard, the non-economically disadvantaged students' persistence rate has declined.

### Fall-to-Spring Persistence, 2011-2012 through 2015-2016 by Economic Status

| | Economically disadvantaged | Not economically disadvantaged |
|---|---|---|
| 2011-2012 | 75.7 | 61.0 |
| 2012-2013 | 76.8 | 57.8 |
| 2013-2014 | 73.5 | 59.9 |
| 2014-2015 | 70.5 | 58.8 |
| 2015-2016 | 69.6 | 59.1 |
| 5-year Average | 73.2 | 59.3 |
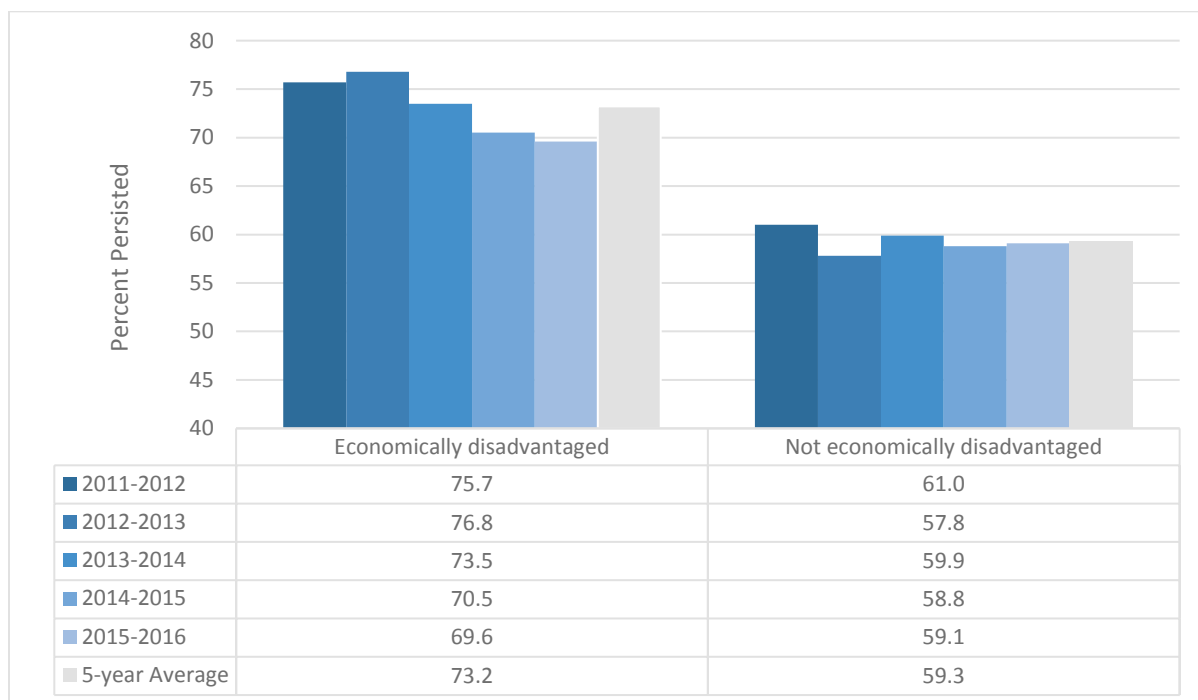
*Source: COM MIS VTEA and FA files and Data Dashboard, August 2016.*

## Basic Skills Progress Rates

COM's strategic plan objective for basic skills is to increase the percentage of students advancing from pre-college level courses (English, math, and ESL) to college-level courses by 2018. COM tracks progress toward achieving this objective using the California Community Colleges Chancellor's Office Basic Skills Cohort Tracker. Students beginning in below-college-level English, math, and advanced ESL courses are tracked over a three-year period. Those starting at one level below college-level are tracked at one, two and three years. Students starting at two levels below college-level are tracked at two and three years. Students beginning at three levels below are tracked across three years. The baseline cohort for this combined measure was students beginning in 2011-2012 and tracked through 2013-2014. Performance was then tracked for the cohort beginning in academic year 2012-2013 and tracked through 2014-2015. Though, as the table below shows, performance is higher than baseline in math and ESL, the activities in the plan are expected to show the greatest impact on students who began in 2015-2016, the first year of this cycle of strategic planning.

The performance target measures for the strategic plan were set at 10 percentage points above the baseline measure, an improvement COM considers to be a stretch goal.

| | English | | | Math | | | ESL* | | |
|---|---|---|---|---|---|---|---|---|---|
| | Target | N pre-college | % advanced | Target | N pre-college | % advanced | Target | N pre-college | % advanced |
| **Baseline 2011-2012 through 2013-2014** | 58.6 | 960 | 48.6 | 35.7 | 1,128 | 25.7 | 60.0 | 130 | 50.0 |
| **Performance 2012-2013 through 2014-2015** | | 965 | 46.3 | | 1,148 | 28.7 | | 100 | 55.0 |

*http://www.marin.edu/sharedgov/committee/EPC/documents/2015-16EPCStudentSuccess41ReportCorrected.pdf*

*\* ESL metric tracks students enrolled in ENG98SL and ENG120SL, advanced ESL courses on the college-level English pathway.*

# Organization of the Self Evaluation Process

In October 2014, the superintendent/president assembled a team to begin the self-evaluation process for re-accreditation. He then received notice that the site visit was extended further out in time and therefore modified the process accordingly. A shared reporting and writing database was established, standards were reviewed and discussed, and some team members participated in accreditation training. In fall 2015, the superintendent/president, working with the administrative staff and the Academic Senate president, prepared self-evaluation task force job descriptions. The descriptions were advertised college wide seeking faculty participants and the superintendent/president worked with the Union-District Workload Committee (UDWC) to screen applicants. Final selections for the 2015-2017 accreditation team were made by the superintendent/president.

The Accreditation Steering Task Force is co-chaired by the superintendent/president, the ALO, and the faculty lead. Each Standard is co-chaired by a faculty member and an administrator. The task force began meeting once a month starting October 2015 through the end of spring 2016 with subsequent meetings as needed. Meetings are chaired by the superintendent/president with the faculty lead and the ALO. Individual Standards committees made up of faculty, administrators, and classified staff met on a regular basis to draft responses to the Standards. The superintendent/president composed the teams

with a balance of individuals new to the process and those who have served on previous accreditation teams for the College in order to give new employees experience for future accreditation visits and as a way to help integrate them into the College. Members new to the process who did not attend the previous year's accreditation training attended an ACCJC training in fall 2015 and three attended the ASCCC Accreditation Institute in February 2016. During Flex week in January 2016 faculty serving on the Accreditation Steering Task Force offered to the campus community a Q&A session on the Standards and the evaluation process. At the spring 2016 Convocation, the superintendent/president introduced the task force and the faculty lead offered an overview and status update.

At the fall 2016 Convocation, the ALO and faculty lead provided a presentation on the self-evaluation process to date as well as the next steps for College wide review. The Institutional Self Evaluation Report was made available to the College community on September 12, 2016, along with a survey by which reviewers could provide their feedback. The review period closed on October 7, and the production team integrated edits accordingly. The revised report was presented for final governance review on November 3, 2016. College Council conducted its final review on November 10, and the report was presented to the Board of Trustees on November 15, 2016. The Board approved the report at their December 6, 2016 meeting.

## Accreditation Team for 2017 Self Evaluation

| Standard I | Standard II | Standard III | Standard IV |
|---|---|---|---|
| **Champion**<br>Christina Leimer | **Champion**<br>Jonathan Eldridge | **Champion**<br>Greg Nelson | **Champion**<br>David Wain Coon |
| **Co-Chairs**<br>Cara Kreit<br>Carol Hernandez | **Co-Chairs**<br>Beth Pratt<br>Susan Rahman | **Co-Chairs**<br>Sara McKinnon<br>Greg Nelson | **Co-Chairs**<br>Yolanda Bellisimo<br>Carol Hildebrand |
| **Contributors**<br>Tonya Hersch<br>Lucas Drisdell<br>Diane Traversi<br>Annie Ricciuti<br>Patricia Seery<br>Nicole Cruz<br>Nekoda Harris | **Contributors**<br>Karen McSween<br>Kathy Takemoto<br>Cheo Massion<br>Paul Cheney<br>Bob McCoy<br>A Joe Ritchie<br>Cari Torres-Benavides<br>Marian Russell<br>Kevin Muller<br>Sara McKinnon<br>David Patterson<br>Sarah Frye<br>Derek Levy<br>Andrea Mann<br>Sadika Sulaiman Hara<br>Becky Reetz<br>Steve Berringer<br>Anna Pilloton<br>Gina Cullen<br>Diane Traversi<br>Nancy Willett | **Contributors**<br>Kristina Combs<br>Jonathan Eldridge<br>Kirsten Gisle<br>Julie Breakstone<br>Nekoda Harris<br>Devon Kinka Ruiz<br>Connie Lehua<br>Beth Patel<br>Diane Traversi<br>Derek Levy<br>Laura McCarty<br>Heidi Rank<br>Maridel Barr<br>Patrick Ekoue-totou<br>Mina Namvar<br>Peggy Isozaki<br>The Professional Development Committee<br>The Facilities Planning Committee<br>The Technology Planning Committee | **Contributors**<br>Stephanie O'Brien<br>Kathy Joyner<br>Jonathan Eldridge |

# Organizational Information

## 2016 District Management Organizational Structure

**Board of Trustees**

**Superintendent/President**
David Wain Coon

Community, Stakeholders, & Students

**Senior Vice President of Student Learning and Student Services**
Jonathan Eldridge

**Executive Director of Development**
Linda Frank

**Vice President of Finance and College Operations**
Gregory Nelson

**Executive Director of Planning, Research & Institutional Effectiveness**
Christina Leimer

**Executive Director of Human Resources & Labor Relations**
Kristina Combs

Interim Director of Child Dev. and Early Childhood Ed. Programs
Lori Moraca

Comm. Ed., Lifelong Learning and International Education Program Administrator
Elizabeth Hampson

Director of Library Services
Vacant

Program Administrator Health Sciences
Angela Olmanson

**Assistant Vice President for Instructional Support**
Cari Torres

Director of Community Education, Lifelong Learning & International Ed.
Carol Hildebrand

Dean of Arts & Humanities
David Snyder

Dean of Health Sciences
Marshall Alameida

Director of Kinesiology & Athletics
Ryan Byrne

Dean of Math & Sciences
Carol Hernandez

Dean of Career & Technical Education
Beth Pratt

Career Pathways & Workforce Dev. Grant Administrator
Katheryn Horton

Dean of Enrollment Services
Vacant

Interim Assistant Dean of Enrollment Services/Student Financial Assistance
Robin Darcangelo

Dean of Student Success
Derek Levy

Director of Student Activities & Advocacy
Sadika Sulaiman-Hara

Director of Student Accessibility Services
Vacant

Director of EOPS, CARE & CalWORKS
Becky Reetz

Director of School and Community Partnerships
Anna Pilloton

**Chief Information Officer/Director of Information Technology**
Patrick Ekoue-Totou

Director of Fiscal Services
Peggy Isczaki

Director of Facilities Planning, Maintenance & Operations
Heidi Rank

Interim Assistant Director of Facilities Planning, Maintenance & Operations
Billy Pate

**Director of Modernization**
Vacant

Acting Chief of Police
John Adams

Director of College Services
Annie Ricciuti

Interim Assistant Director of Human Resources
Nekoda Harris

Manager of Employee & Labor Relations
Connie Lehua

**COLLEGE OF MARIN**

Management Organizational Structure
October 2016

*Office of Human Resources*

## Office of the Senior Vice President of Student Learning and Student Services

**Fall 2016**

**Office of the Senior Vice President of Student Learning and Student Services**

Senior Vice President of Student Learning and Student Services
Jonathan Eldridge

Executive Assistant
Rhonda Jones

### Dean of Math and Sciences — Carol Hernandez

Admin Asst (1 FTE)
Admin Assist (Shared)

**Life and Earth Sciences**
Physical Sciences-1(1 FTE)
Social Sciences, Behavioral Sciences, Business-1(1 FTE)

**Life and Earth Sciences**
FT Faculty-9(9 FTE)
PT Faculty-14
Lab Coord-1(13 FTE)
Lab Tech-3(.25 FTE)

**Mathematics**
FT Faculty-8(8 FTE)
PT Faculty-12
Lab Coord-1(.27 FTE)
Inst Spec-2(1.2 FTE)

**Physical Sciences**
FT Faculty-5(5 FTE)
PT Faculty-12
Lab Tech-2(2 FTE)

**Social Sciences**
FT Faculty-5(5 FTE)
PT Faculty-11

### Dean of Arts and Humanities — David Snyder

Admin Asst (1 FTE)

**Fine Arts**
FT Faculty-6(6 FTE)
PT Faculty-16(65 FTE)
Admin Staff-1(1 FTE)
Lab Tech-2(1.17 FTE)

**Performing Arts**
FT Faculty-6(6 FTE)
PT Faculty-16(.45 FTE)
Admin Asst-2(2 FTE)
Tech Dir-2(1.6 FTE)
Accompanist-1(.33 FTE)

**Communication**
FT Faculty-3(3 FTE)
PT Faculty-6(1.5 FTE)

**English and Humanities**
FT Faculty-10(10 FTE)
PT Faculty-9(2 FTE)

**Library**
FT Librarian-10 (10 FTE)
PT Librarian-9 (2 FTE)
Library Tech-5 (5 FTE)

**World Languages and Cultures**
FT Faculty-4(.3 FTE)
PT Faculty-10(4 FTE)

### Dean of Health Sciences — Marshall Alameida

Program Administrator-1(1 FTE)
Admin Assist-1(1 FTE)

**Registered Nursing**
FT Faculty-7(7 FTE)
PT Faculty-10
Skills Lab Tech-1(.4 FTE)

**Medical Assisting**
FT Faculty-1(1 FTE)
PT Faculty-3
Inst Spec-1(.4 FTE)

**Dental Assisting**
FT Faculty-1(1 FTE)
PT Faculty-3
IS
1(.4 FTE)

**Emergency Medical Technician**
PT Faculty-2

**Behavioral Sciences**
FT Faculty-5(5 FTE)
PT Faculty-11

### Dean of Career and Technical Education — Beth Pratt

**Workforce Grants**
Director-1(1 FTE)
Grants Spec-1(1 FTE)
Office Tech-1(.53 FTE)

**Career Ed**
Admin Asst-1(1 FTE)
FT Faculty-8(8 FTE)
PT Faculty-18(? FTE)
Lab Tech-1(1 FTE)
Inst Asst-1(.4 FTE)
Inst Spec-1(.43 FTE)

**BIS**
Admin Asst-1(.5 FTE)
FT Faculty-6(6 FTE)
PT Faculty-13
Inst Asst for BUS/CIS-1(.8 FTE)
Inst Spec for CIS-1(1 FTE)

### Assistant Vice President of Instructional Support — Cari Torres

**OIM**
Admin Staff 4-(4 FTE)

**IS Program**
Instructional Specialists-3(3 FTE)
PT Admin Staff-3

**Distance Education**
Faculty Coordinator-1(.2 FTE)
Instructional Technologist-1(1 FTE)

**CDP & ECE Coordinator**
Director-1(1 FTE)
Admin Staff-1(1 FTE)
FT Faculty-10(10 FTE)
PT Faculty-6

**Faculty Professional Development**
Faculty Facilitator-1(.5 FTE)

**Basic Skills Program**
Director-1(1 FTE)
Faculty Chair-1(1 FTE)
Faculty Coordinator-1(.26 FTE)

**College Skills**
Admin Staff-2(1.5 FTE)
FT Faculty-8(8 FTE)
PT Faculty-30

### Dean of Student Success — Derek Levy

Admin Asst 1(.5 FTE)

**Counseling**
FT Counselors-13(13 FTE)
PT Counselors-5(1 FTE)
Admin Assist-1(.5 FTE)

**Transfer and Career Center**
Coordinator-2(2 FTE)
Admin Assist-1(.5 FTE)

**EOPS/CalWORKs/TLC**
Director-1(1 FTE)
FT Counselors-2(2 FTE)
Classified-1(1 FTE)
Coordinator-2(2 FTE)

**Student Accessibility Svcs**
Director-1(1 FTE)
FT Counselor-2(2 FTE)
PT Faculty-1(.76 FTE)
Classified-6(4.46 FTE)

**Student Activities and Advocacy**
Director-1(1 FTE)
Admin Assist-1(1 FTE)
Equity and Diversity Pgm Coordinator-1(1 FTE)

**Assessment and Testing**
Coordinator-1(1 FTE)
Classified-2(1.5 FTE)

**Veteran and Military Student Resource Center**
Student Resource Center Specialist-1(1 FTE)

**Health Center**
FT Faculty-1(1 FTE)
Classified-2(2 FTE)

### Dean of Enrollment Services — Vacant

Admin Asst (1 FTE)

Assistant Dean/ Financial Aid-1(1 FTE)

ESA I-2(2 FTE)
ESA II-5(5 FTE)
ESA III-4(4 FTE)
Academic Evaluator-1(1 FTE)

### Director of Community Ed, Lifelong Learning, and International Education — Carol Hildebrand

Admin Asst (1 FTE)

**Community Education and Lifelong Learning**
Pgm Administrator-1(1 FTE)
Pgm Coordinator-1(1 FTE)
Program Specialist-2(2 FTE)
ESA I-1(1 FTE)
ESA II-1(1 FTE)

**International Education**
Student Advisor-1(1 FTE)
IEP Coordinator-1(.4 FTE)
PT Faculty-4

### Director of Kinesiology and Athletics — Ryan Byrne

Admin Asst (1 FTE)

**Athletics**
Athletic Trainer-1(1 FTE)
Equip Mgr-1(1 FTE)
PT Sports Info Dir-1(1 FTE)
PT Faculty-5(.8 FTE)
PT SAASP Coord-hourly
PT Aquatics Pgm Dir-hourly

**Kinesiology and Health Education**
FT Faculty-4(4 FTE)
PT Faculty-5(.4 FTE)

**Adapted PE**
FT Faculty-2(.62 FTE)
PT Classified-3(.4 FTE)

### Director of Outreach and School Relations — Anna Pilloton

**School and Community Partnerships**
Coordinator-1(1 FTE)
Student Ambassadors-10

COMPASS Coordinator-1-(1 FTE)

## Office of the Vice President of Finance and College Operations

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                    ┌─────────────────────────┐
                    │     Vice President      │
                    │  Finance and College    │
                    │      Operations         │
                    │     Gregory Nelson      │
                    └─────────────────────────┘

    ┌─────────────────────────┐        ┌─────────────────────────┐
    │    Chief Information     │        │       Director of       │
    │  Officer/Director of     │        │    College Services     │
    │      Information         │        │     Annie Ricciuti      │
    │       Technology         │        └─────────────────────────┘
    │  Patrick Ekoue-totou     │
    └─────────────────────────┘

    ┌─────────────────────────┐        ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐
    │    Director of Fiscal    │          Chief of Police
    │       Services          │        │        Vacant           │
    │     Peggy Isozaki        │        └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┘
    └─────────────────────────┘

    ┌─────────────────────────┐        ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐
    │  Director of Facilities  │         Capital Projects &
    │       Planning,          │        │     Operations          │
    │    Maintenance &         │             Vacant
    │      Operations          │        └ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┘
    │      Heidi Rank          │
    └─────────────────────────┘

    ┌─────────────────────────┐
    │    Interim Assistant     │
    │  Director of Facilities  │
    │ Planning, Maintenance    │
    │    & Operations          │
    │      Billy Pate          │
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# ELIGIBILITY REQUIREMENTS

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# Certification of Continued Institutional Compliance with Eligibility Requirements

## *Eligibility Requirement 1: Authority*

*The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

College of Marin is authorized to operate as a postsecondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges through 2016-17 (ER1-1). This authority to operate is noted in the *College Catalog 2016-2017* (ER1-2). The College is approved by the United States Department of Education to participate in federal student financial aid programs.

The College is listed on the California Community Colleges Chancellor's Office website as one of the 113 community colleges in the state of California (ER1-3). California Education Code, Division 7, establishes the California Community College System under the leadership and direction of the Board of Governors.

### EVIDENCE LIST

| ER1-1 | ACCJC Certificate of Accreditation, February 28, 2011 |
| ER1-2 | *College Catalog 2016-2017*, p. 9 |
| ER1-3 | California Community Colleges Chancellor's Office, College of Marin Web page |

## *Eligibility Requirement 2: Operational Status*

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

The College serves approximately 9,000 students each term. Approximately 5,600 students enroll in COM's credit program. About 1,200 students enroll in free noncredit English as a Second Language classes. Approximately 1,900 enroll in community education classes. Some students enroll in both credit and noncredit classes to meet their goals (ER2-1).

In 2015-2016, the College enrolled 8,161 credit students (unduplicated). Of these credit students, 25 percent were enrolled full-time in fall 2015 and 20.7 percent were enrolled full-time in spring 2016. In fall 2015, 63.3 percent had an identified educational goal to achieve an associate degree, certificate, to transfer, or to meet four-year college requirements. In spring 2016, 60.6 percent of the credit students reported one of these educational goals. (Data on Enrolled and Incoming Students, page 17-20 of this report.)

Every year, the College grants degrees and certificates. As noted in the Student Achievement Data section of this report on pages 55 and 64, the College granted 336 degrees and 78 certificates in the 2015-2016 academic year. The Fact Book, published online, contains enrollment history, student characteristics, and other measures that span five years or more (ER2-2). The credit/ noncredit and community education class schedules are available to the public both online and in printed format (ER2-3 and ER2-4).

### EVIDENCE LIST

| | |
|---|---|
| ER2-1 | About Planning, Research, and Institutional Effectiveness Web page, Enrollment Statistics At-A-Glance |
| ER2-2 | Fact Book Web page |
| ER2-3 | *Credit/Noncredit Class Schedule Summer/Fall 2016* |
| ER2-4 | *Community Education Class Schedule, Fall 2016* |

## *Eligibility Requirement 3: Degrees*

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

College of Marin (COM) offers 62 associate degrees, 24 certificates of achievement, and 20 skills certificates (ER3-1) in a wide range of disciplines and has articulation agreements with 53 public and private universities. A list of degrees and certificates with links to their course credit requirements and expected outcomes is available on the College website (ER3-2). The *College Catalog 2016-2017* also delineates all programs in a comprehensive table (ER3-3) and provides detail regarding degree requirements for each program of study in Section 6: Course Descriptions (ER3-4). All degree programs require a minimum of 60 units to complete, include a general education (GE) component, and concentration within a major (ER3-5). GE requirements and courses are listed in the catalog (ER3-6).

Full-time students meeting the English and math requirements can earn the 60-unit degrees within two years. The catalog describes the course numbering system used to distinguish degree-applicable courses (ER3-7).

In fall 2015, 38.7 percent of credit students indicated that an associate degree was their educational goal. In spring 2016, 37.2 percent of credit students reported an associate degree educational goal. (Credit Student Enrollment by Educational Goal, page 20 of this report.) Credit student enrollment by major is available in the College's Fact Book (ER3-8). As noted in the Student Achievement Data section of this report, the College granted 336 degrees and 78 certificates in the 2015-2016 academic year.

### EVIDENCE LIST

| | |
|---|---|
| ER3-1 | Chancellor's Office Inventory of Degrees and Certificates |
| ER3-2 | Degree Information Web page |
| ER3-3 | *College Catalog 2016-2017*, p. 55 |
| ER3-4 | *College Catalog 2016-2017*, p. 68-212 |
| ER3-5 | AP 4100 Graduation Requirements for Degrees and Certificates |
| ER3-6 | *College Catalog 2016-2017*, pp. 48-65 |
| ER3-7 | *College Catalog 2016-2017*, p. 68 |
| ER3-8 | See ER2-2, Fact Book Web page, Academic Programs, Credit Students by Major |

## *Eligibility Requirement 4: Chief Executive Officer*

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

The College of Marin Board of Trustees appointed the current College superintendent/president, Dr. David Wain Coon, (ER4-1) in closed session on September 21, 2010, with an effective start date of December 1, 2010 (ER4-2). The superintendent/president is the full-time chief executive officer of the institution and has the executive responsibility for administering Board policies and executing all decisions of the Board of Trustees requiring administrative action (ER4-3). The superintendent/president issues administrative procedures to be used in implementing Board policies (ER4-4). Standards IV.C.12 and IV.B.5 provide further discussion regarding this delegation of authority. The superintendent/president does not serve as the chair of the governing board but does serve as secretary to the Board (ER4-5). College of Marin notifies the Commission when there is a change in institutional chief executive officer (ER4-6).

### EVIDENCE LIST

| | |
|---|---|
| ER4-1 | Office of the President Web page |
| ER4-2 | Board Meeting Minutes, September 21, 2010, p. 2 |
| ER4-3 | BP 2430 Delegation of Authority to Superintendent/President |
| ER4-4 | BP 2410 Board Policy and Administrative Procedure |
| ER4-5 | BP 2210 Officers |
| ER4-6 | Letter to ACCJC, December 10, 2010 |

## *Eligibility Requirement 5: Financial Accountability*

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

As required by law, College of Marin undergoes regular financial audits conducted by external certified public accountants. The College has had one qualified audit on its financial statements in the past five years (2012) (ER5-1, ER5-2, ER5-3, ER5-4, ER5-5, and ER5-6). In 2014, the College hired separate independent auditors to perform an audit specific to its financial aid procedures. That audit resulted in a qualified opinion. Subsequently, the U.S. Department of Education (USDOE) was notified and worked with auditors to correct internal control deficiencies that were present within financial aid (See III.D.10). Corrections were noted and the College of Marin received an unqualified opinion in 2015 for the entire College. The Marin Community College District Board of Trustees reviews the annual audit reports to ensure the financial stability of the College (ER5-7). The annual audit reports, budgets (ER5-8, ER5-9, ER5-10, ER5-11, and ER5-12), and quarterly and annual financial reports submitted to the California Community Colleges Chancellor's Office are publicly displayed on the College website (ER5-13).

Approved as a Title IV institution, College of Marin complies with all federal requirements to award financial aid. The College's student loan default rates fall within the acceptable range. The College's three-year cohort default rates during the available cohort years were under the Department of Education's 30 percent default threshold. The fiscal year 2012 cohort default rate was 25.6 percent, the fiscal year 2011 cohort default rate was 23.9 percent, and the fiscal year 2010 cohort default rate was 17.7 percent (ER5-14). College procedures to address current and projected loan default rates are discussed in Standard III.D.15. In 2014 the College began using US Bank to distribute financial aid to students but replaced this vendor with BankMobile (Formerly HigherOne). Additional information regarding the College's compliance with Title IV federal regulations can be found in the College's response to the Policy on Institutional Compliance with Title IV.

### EVIDENCE LIST

| | |
|---|---|
| ER5-1 | Audited Financial Statements June 30, 2013 |
| ER5-2 | College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2013 |
| ER5-3 | Audited Financial Statements June 30, 2014 |
| ER5-4 | College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2014 |
| ER5-5 | Audited Financial Statements June 30, 2015 |
| ER5-6 | College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2015 |
| ER5-7 | Board Meeting Agenda Item I.2, December 8, 2015, example |
| ER5-8 | Adoption Budget Fiscal Year 2014-2015 |
| ER5-9 | Revised Adoption Budget Fiscal Year 2014-2015 |
| ER5-10 | Adoption Budget Fiscal Year 2015-2016 |
| ER5-11 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016 |
| ER5-12 | Adoption Budget Fiscal Year 2016-2017 |
| ER5-13 | Fiscal Reports Web page |
| ER5-14 | Student Loan Default Rates Summary |

# COMMISSION POLICIES

# Certification of Continued Institutional Compliance with Commission Policies

## *Policy on Rights and Responsibilities of the Commission and Member Institutions*

College of Marin (COM) is committed to quality assurance and continuous institutional improvement through voluntary, self-regulation and the rights and responsibilities that entails to our accreditation Commission partner and the public. Members of COM's administration and faculty participate in Accrediting Commission for Community and Junior College (ACCJC) training, on ACCJC evaluation teams, and provide feedback to the Commission.

COM's chief executive officer (CEO) is the primary institutional representative to the Commission with secondary delegation to the accreditation liaison officer (ALO), the executive director of planning, research, and institutional effectiveness. COM's CEO and ALO communicate information about the Commission's Standards, changes, institutional compliance requirements, and the re-accreditation process to institutional constituencies through publications, emails, in person at campus forums and committee meetings, and through the institutional self-evaluation process.

The CEO, ALO, and a faculty member chair and manage a steering task force established to coordinate and ensure that all activities necessary for re-accreditation are completed in a timely manner and that all campus constituencies are involved and public feedback is solicited. A variety of communication methods are used to ensure campus constituencies are knowledgeable of progress in preparing the Institutional Self Evaluation Report, the process for the evaluation team visit, and the expectation of their participation with the evaluation team as needed. Third-party comment was solicited prior to the evaluation team visit through a press release to local newspapers, social media, and email announcement to the campus community. A College Web page was established to send comments to the Commission (P1-1).

The ALO maintains all correspondence and records of accreditation history of the institution, including posting reports submitted to the Commission, team evaluations, and Commission and College responses on the College website so they are readily accessible by the College's internal constituencies and the public (P1-2 and P1-3). All substantive change applications and their outcomes are maintained by the Office of Instructional Management. The Human Resources Department maintains student records of discrimination complaints while the Student Activities and Advocacy Office maintains and handles all other student complaints and grievances and maintains those records. These student records can be made available to the visiting team within the guidelines of federal regulations and with adequate notice to retrieve archived paper copies.

### EVIDENCE LIST

| | |
|---|---|
| P1-1 | Accreditation Web page |
| P1-2 | Annual Reports to ACCJC Web page |
| P1-3 | Accreditation History Web page |

## *Policy on Institutional Degrees and Credits*

Degree programs offered at the College fall within the minimum length of 60 semester credit hours that is the standard at community colleges throughout the state and considered acceptable for transfer by four-year institutions (P2-1). The Course Outlines of Record, degrees, and certificates are vetted by the Curriculum Committee to ensure that the credit hours and units comply with the regulations set forth by the California Community Colleges Chancellor's Office (CCCCO) in the *Program and Course Approval Handbook*. All courses, regardless of delivery mode, must meet the correct number of contact hours. All degrees and certificates of achievement are reviewed by the Curriculum Committee to confirm that they meet the overall unit requirements and the required 18 minimum units for the major. All courses, degrees, and certificates of achievement are approved by the CCCCO, which is the final step in the validation process (P2-2). See Standards II.A.5 and II.A.9 for more detail

### EVIDENCE LIST

| | |
|---|---|
| P2-1 | AP 4100 Graduation Requirements for Degrees and Certificates |
| P2-2 | BP 4020 Program, Curriculum, and Course Development |

## *Policy on Transfer of Credit*

Board Policy (BP) 4050 Articulation (P3-1), Administrative Procedure (AP) 4050 Articulation (P3-2), and AP 4100 Graduation Requirements for Degrees and Certificates (P3-3) are the primary policies and procedures for transfer of credit. The ongoing review and updating of these, and all other BPs and APs, is ensured by the College's BP/AP Review/ Approval Process which is guided by the Community College League of California Policy and Procedure service.

The criteria for transfer of credit earned at another institution of higher education is published in both AP 4100 Graduation Requirements for Degrees and Certificates and the College catalog which is available to students and the general public online (P3-4). Students may only 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 only when evaluated by University of California (UC), California State University (CSU), or an evaluating service recognized by COM. The service recommended to prospective students by the College is International Education Research Foundation, Inc.

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). When appropriate, course descriptions and Course Outlines of Record are reviewed to determine where a course is equivalent.

For further detail on the College's policies and procedures for transfer of credit, see Standard II.A.10.

### EVIDENCE LIST

| | |
|---|---|
| P3-1 | BP 4050 Articulation |
| P3-2 | AP 4050 Articulation |
| P3-3 | See P2-1, AP 4100 Graduation Requirements for Degrees and Certificates |
| P3-4 | *College Catalog 2016-2017*, p. 31 |

## *Policy on Distance Education and Correspondence Education*

The College offers online and hybrid courses through distance education (DE) but does not offer any degrees or certificate programs through this medium. The number of DE courses has expanded in an effort to offer most Intersegmental General Education Transfer Curriculum (IGETC) areas to allow transfer students flexibility to take offerings online or in a hybrid format. All course outlines, regardless of delivery mode, are reviewed by the Curriculum Committee, and online and hybrid courses must be reviewed as a separate course outline to ensure compliance with accessibility regulations and the College's DE policy (P4-1).

Further, each online and hybrid course is vetted by the College's instructional technologist and faculty DE coordinator to ensure it meets a minimum of a "3 - Accomplished" on the Online Education Initiative (OEI) rubric. Active DE and hybrid courses are monitored by the faculty coordinator and instructional technologist on a semester basis to confirm compliance with local policies and regulations. Students' identity is authenticated through the College's learning management system, Moodle, and the MyCOM Portal.

The Distance Education Committee (DEC) meets monthly to discuss and take action on items related to the distance education program. The committee consists of the instructional technologist, distance education coordinator, a counselor, and three faculty members from physical sciences, behavioral sciences, and English.

College of Marin develops and controls all of its DE courses and student learning outcomes for course outlines, regardless of delivery mode, are the same.

DE students are supported by online tutoring, library, and counseling services in addition to the Online Writing Center that is available 55 hours a week. The instructional technologist provides Moodle support for students and faculty and holds weekly laboratory hours to provide in-person training and assistance.

The faculty DE coordinator and instructional technologist facilitate Flex sessions for faculty on Moodle training, best practices in online pedagogy, and have brought in OEI representatives to provide formal training on site. The College was one of the sites for the OEI regional workshops in May 2016.

The College complies with FERPA regulations and student privacy information as set forth in AP 5040 Student Records and Directory Information (P4-2) and on the College's website (P4-3).

The College is moving to the statewide learning management system, Canvas, in fall 2017.

### EVIDENCE LIST

| P4-1 | AP 4105 Distance Education |
| P4-2 | AP 5040 Student Records and Directory Information |
| P4-3 | Family Educational Rights and Privacy Act (FERPA) Web page |

## *Policy on Representation of Accredited Status*

An accreditation history summary and all regional accreditation reports submitted since the last self-study in 2010, as well as evaluation team reports and ACCJC response letters, are posted on College of Marin's (COM) website (P5-1). This page can be accessed from a link entitled Accreditation on the home page. In addition, the College's accredited status using the required Commission language is shown on the Accreditation Web page. In the recent past, some COM publications included a slightly different version of the required accreditation status language. In that language, the Commission on Recognition of Postsecondary Accreditation was shown instead of the Council for Higher Education Accreditation and the statement about additional information on accreditation and filing complaints was not included. As of spring 2016, the College now uses only the required accreditation status language on the College website, in the College catalog (P5-2), and in all other College materials where accreditation status is stated. That language is:

*College of Marin is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at:* www.accjc.org

### EVIDENCE LIST

P5-1  See P1-1, Accreditation Web page
P5-2  *College Catalog 2016-2017*, p. 9

## *Policy on Student and Public Complaints against Institutions*

To ensure that students at College of Marin (COM) can fully participate in the academic and social opportunities at the College without being discriminated against or harassed, Board Policies (BP) have been written, including BP 5500 Standards of Conduct, BP 3410 Nondiscrimination, BP 3430 Prohibition of Harassment and BP 3540 Sexual and Other Assaults on Campus. Under the direction of the executive director of human resources, Title IX and Americans with Disabilities Act (ADA) compliance officer, Academic Procedure (AP) 3435 Discrimination and Harassment Complaint Procedures is implemented should a grievance complaint be filed when there is an alleged violation of the BPs. Students and employees are encouraged to file an informal or formal complaint within 180 days when it is an employment related matter, and within one year for non-employment matters (AP 3435). An investigation is opened in order to understand the full complaint, including interviews with the parties involved and witnesses, and concludes with a final determination after all findings have been assessed.

AP 5530 Student Grievances includes a list of other available procedures in place to address specific concerns and outlines the steps a student or applicant should take in resolving a grievance when no other administrative procedure, District departmental procedure, collective bargaining agreement, or statutory procedure applies.

These BPs and APs are available on the COM website (P6-1 and P6-2), as well as in the Student Activities and Advocacy Office upon request by a student. Students are made aware of the policies and procedures and where they can be found in the online orientation, which is required for all students to gain priority enrollment. BPs and APs that pertain to grievances are published in the print and online College catalog and credit/noncredit schedule of classes.

Grievance procedures by College employees are outlined in their respective collective bargaining agreements. Refer to Standard III.A.11 for more information.

All COM Board meetings are open to the public and time for public comment is included at the beginning of the meeting and again prior to taking action on any given agenda item. The Office of the Superintendent/President maintains an online suggestion box where members of the campus community, as well as the public, can submit their suggestions and indicate whether they have communicated them to anyone else at the College.

Contact information for the College and its departments are included in the print and online College catalog, credit/noncredit class schedule, and on the College website.

### EVIDENCE LIST

| | |
|---|---|
| P6-1 | Policies and Procedures Web page |
| P6-2 | Consumer Information Web page |

## *Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status*

The College ensures that publications disseminated in its name include clear, current, and accurate information. Defined workflow and content review procedures guide the production of online and print materials intended for students, prospective students, and the general public. Information on specific publications and content areas related to this Policy is included in Standard I.C1, I.C.2, and I.C.4 through I.C.10.

### Advertising, Publications, Promotional Literature

The College's educational programs and services are the focus of print and electronic advertisements, publications, promotional literature, and recruitment activities. The College catalog, credit/noncredit class schedule, community education class schedule and the College website are the primary methods used to represent the institution to prospective and current students, current personnel, and the public.

Both the College catalog site and website contain all of the elements outlined in the policy. The catalog is available in both online and print formats. The credit/noncredit class schedule, available online and in print, has information for all of the required elements except for members of the Board of Trustees, a list of faculty with degrees held and conferring institution, the academic freedom statement, and policies on transfer of credits from other institutions. All of the information included is accurate and current.

### Student Recruitment for Admissions

The Outreach and School Relations Department manages local outreach to middle and high schools and maintains strong relationships with community-based organizations. The goal is to foster ongoing communication and engagement with these partners and to provide access and support for prospective and continuing students.

Student recruitment is officially conducted by members of the outreach team, consisting of the director of school and community partnerships, school and community partnerships coordinator, and student ambassadors. Trained student ambassadors serve as College liaisons, lead campus tours, and assist with on-campus activities. The Outreach and School Relations Department refers prospective students to well-qualified admissions officers with clearly specified credentials, purposes, and identifiable positions.

The College avoids all practices that are prohibited per this policy. All information shared in recruiting sessions is based on published figures and updated on an ongoing basis. No financial incentives are involved in the College's recruitment efforts.

The Enrollment Services Office offers integrated admissions, financial aid, and scholarship services to COM students. The online scholarship system, AcademicWorks, provides a comprehensive and cohesive application process for all scholarship seekers. And verifies initial eligibility criteria. Final award determinations are made by committees of faculty, staff, and members of the community who further verify eligibility based on merit, financial need, or other requirements as outlined by the funding restrictions.

### Representation of ACCJC Accredited Status

COM adheres to all requirements specified in this section of the policy as stated in the response to the Policy on Representation of Accredited Status.

## *Policy on Contractual Relationships with Non-Regionally Accredited Organizations*

The College contracts for a number of student support services and works to ensure that all such services meet all applicable laws, codes, and regulations, as well as accreditation standards. Services include:

- BankMobile (Formerly HigherOne) for financial aid disbursement
- Strata Information Group (SIG) for customization of Ellucian/Banner components
- Education Advisory Board for research-oriented results for student services and academic affairs and development of the Navigate student success tool
- MARINet consortium for county wide library access
- DegreeWorks, education planning software used by student services personnel, including counselors
- Ellucian/Banner, the College's enterprise resource platform used by nearly all College departments and employees

For more information, see Standard III.D.16.

## *Policy on Institutional Compliance with Title IV*

College of Marin's (COM) loan default rate remains below 30 percent as required by federal regulations. However, the rate has been increasing. Therefore, COM is proactively working with a third-party servicer, Educational Credit Management Corporation (ECMC), and receiving consultation from Parker Pierson & Associates (California Community Colleges Chancellor's Office sponsored consultants) on default prevention initiatives. The Enrollment Services Office is developing many interventions to assist the current cohort of students. All student borrowers are now required to participate in the new Loan Financial Literacy workshop. Excessive borrowing is being limited and other options for students are being provided through educational money management strategies. Students who are on academic probation or warning status are being monitored to ensure they are receiving additional student support services if needed. This support ensures COM is doing everything possible to aid students' success, reduce loan defaults, and protect funding for current and future students.

In fall 2014, the College conducted an internal review of its financial aid practices and identified enough errors that a third-party accountant was hired to verify the findings. Subsequently, COM self-reported to the U.S. Department of Education (USDOE) and underwent a full Title IV program review. The College has made significant changes, including automation, to ensure all Title IV funds are appropriately allocated and Title IV refunds are timely, as well as addressing selective service and Clery Act findings. Consequently, the findings noted in the USDOE program review have been mitigated. For more information, see Standard III.D.10.

*NOTE: The Program Review Report and the College's response are confidential and available to the visiting team on campus upon request.*

# STANDARD I

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# STANDARD I

*Mission, Academic Quality and Institutional Effectiveness, and Integrity*

## I.A. Mission

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

**EVIDENCE OF MEETING THE STANDARD**

College of Marin's (COM) mission statement guides the College's planning activities and educational programs and reflects its commitment to equity and students' success. On April 11, 2015, the Board of Trustees approved the latest iteration of the mission statement. The current mission statement reads as follows:

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

- preparation for transfer to four-year colleges and universities

- associate degrees and certificates
- career technical education
- basic skills improvement
- English as a second language
- lifelong learning
- community and cultural enrichment

College of Marin responds to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes social and environmental responsibility (I.A.1-1).

The mission statement refers to the broad educational purposes of the College, its intended student population, the types of degrees and credentials it offers, and its commitment to student learning.

### Broad Educational Purposes

The College's mission statement includes offering "student-centered programs and services in a supportive, innovative learning environment." The mission statement specifically references the core offerings, which attract a diverse array of students to COM: transfer preparation, degrees and certificates, career technical education, basic skills improvement, English as a second language, lifelong learning, and community and cultural enrichment.

Students cannot complete a degree online at the College, but the College does offer 40 online courses to make our educational offerings more easily accessible. In addition, the College offers lifelong learning and cultural enrichment opportunities through its course offerings; community education; music, dance, and drama performances; art exhibitions; mini-medical series; and its library.

## Intended Student Population

COM is an open-access institution. The intended population constitutes "all members of our diverse community" who wish to advance themselves personally and academically. Approximately 80 percent of COM students are from Marin County, where more than half of adults age 25 or older hold a bachelor's degree or higher. Consequently, the College serves a large number of older adults, particularly those who are retired and take classes for lifelong learning and personal enrichment. On the other end of the age continuum, COM serves concurrently enrolled high school students and recent high school graduates, as well as adult learners who are returning to college after many years away from school. A large portion are students for whom English is a second language and many need developmental academic work. Demographically, the College's credit-seeking students are more diverse than the county overall; approximately half are White, 8 percent are Asian, 5 percent are Black or African-American and the Hispanic population is growing and is now about 27 percent. (Credit Student Enrollment in Fall Semesters, 2011 through 2015 by Race/ Ethnicity, page 22 of this report.) Most of COM's noncredit students are ESL learners, 83 percent of whom are Hispanic/Latino. (Headcount Enrollment in Credit and Noncredit ESL Combined, Academic Year 2014-2015 by Race/Ethnicity, page 38 of this report.) This diversity in our community is at the heart of COM's mission.

## Types of Degrees/Credentials Offered

As shown in the mission statement, COM prepares students to transfer to four-year colleges and universities and confers associate degrees (A.A., A.S., A.S.-T, and A.A.-T degrees), certificates of achievement and skills certificates. COM offers 62 associate degrees, 24 certificates of achievement and 20 skills certificates (I.A.1-2 and I.A.1-3) in a wide range of disciplines and has articulation agreements with 53 public and private universities.

## Commitment to Student Learning and Achievement

The College's primary focus is academic success for students. As shown in the mission statement, COM is committed to "educational excellence," "equitable opportunities," and "fostering success" for all students. The College provides a variety of programs to support students academically. Some of these programs focus on helping high school students transition to college; others on supporting students while in college.

Both the Summer Bridge and JumpStart programs are partnerships with local high schools designed to help students transfer to college well-prepared. The College of Marin Providing Access and Supporting Success (COMPASS) program is focused on ensuring that Marin County students can successfully transition to college after graduating from high school. The Marin Curriculum Alignment Project (MarinCap) brings together math faculty from the College and county high schools to strengthen academic transitions from high school to college through curriculum alignment.

The College has a Puente program, Umoja program, Extended Opportunity Programs and Services (EOPS) program, and the First Year Experience program to support students pursuing their educational goals, especially first-generation college students, traditionally under-represented minorities, and students who need accessibility accommodations.

In addition to the programs listed above, numerous support services are provided through the Counseling Department; Transfer, Career, and Job Placement Center; Child Development program; Health Center; Tutoring and Learning Center; Student Accessibility Services; Veteran and Military Student Resource Center; various learning labs; open entry/open exit noncredit

courses; California Work Opportunity and Responsibility to Kids (CalWORKs); and services for student athletes and international students. These programs can be viewed on the College's website (I.A.1-4).

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 6. COM's mission statement includes the College's broad educational purposes, its intended student population, the types of degrees and credentials offered, and its commitment to student learning and achievement. Further, the mission statement guides the College's planning and the academic programs and support services it offers.

## EVIDENCE LIST

| | |
|---|---|
| I.A.1-1 | Mission Web page |
| I.A.1-2 | Chancellor's Office Inventory of Degrees and Certificates |
| I.A.1-3 | *College Catalog 2016-2017*, pp. 55 and 69-212 |
| I.A.1-4 | Student Services Web page |

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

## EVIDENCE OF MEETING THE STANDARD

### How Effectively Accomplishing Its Mission

As part of its growing culture of inquiry, the use of data is increasingly widespread at College of Marin (COM) and research and evaluation to help understand student needs, drive improvement, and gauge the effectiveness of programs and initiatives to support students' success is becoming more sophisticated. In fact, improving the use of data, research and analysis for planning, decision making, and student success is an objective in the College's *Strategic Plan 2015-2018*. The capacity of the Planning, Research, and Institutional Effectiveness (PRIE) Office has been strengthened to support this objective and data have been made readily available to campus constituents through an online Fact Book and direct access through the Data Dashboard and California Community Colleges Chancellor's Office DataMart.

Through the online Fact Book, a variety of progress and outcome measures are routinely tracked and disseminated, such as student success and retention rates (disaggregated by division, course type, and student race/ethnicity), persistence to next term (by student race/ethnicity), progression from pre-college to college-level courses, degrees awarded, and number of transfers to four-year institutions (I.A.2-1). Student Success Scorecard metrics are tracked and disseminated via the PRIE website and are reported to the Board of Trustees annually (I.A.2-2).

### Directing Institutional Priorities

College of Marin's ten-year *Educational Master Plan 2009-2019* (EMP), anchored in the College's mission, was developed using internal and external data (I.A.2-3). The EMP establishes the institution's direction and priorities. From this long-term plan, three-year strategic plans were derived. The Educational

Planning Committee (EPC) monitors progress on the strategic plan each year. An annual progress report is shared with the campus community and the Board of Trustees (I.A.2-4) and serves as the basis for establishing subsequent strategic plans as well as work plans. The most recent *Strategic Plan 2015-2018* includes primarily quantitative performance indicators to help the College more clearly see if its objectives are being met.

In addition to tracking progress annually, the College uses research and analysis to understand the factors contributing to or detracting from student success and is beginning to evaluate the effects of its interventions. Numerous research studies and analyses focused on COM's student success and equity have been disseminated to relevant campus groups and the campus at large. Many are posted on PRIE's Research and Analysis Web page (I.A.2-5).

For example, to understand where work on student equity is needed, an analysis of disproportionate impact showed which student groups are achieving at lower rates (I.A.2-6). However, some students within the low-achieving groups achieve at higher rates, and some in higher achieving groups achieve at lower rates. Cluster analysis research examined the disproportionate impact findings in more nuanced ways to provide deeper understanding and potential for tailoring support (I.A.2-7). Further, COM employees were surveyed to help determine their readiness to address student equity issues (I.A.2-8) and provide a basis for discussion about relevant professional development.

As another example, to improve its course success rates, one of the College's institution-set standards, COM's analyses focused on identifying high failure rate courses (I.A.2-9) and repeated course enrollment (I.A.2-10) for further investigation and improvement of those courses. Another strategic plan and equity plan performance indicator aligned with the

College's mission is increasing the percentage of students enrolled in pre-college courses who advance to college-level courses. In addition to performance tracking of these rates, and disaggregation of the data, a study focused on where students start in the developmental sequence and when they move up (I.A.2-11). A regression analysis examined whether accelerated English is more likely than regular English to help students succeed (I.A.2-12).

The College is increasingly acting on what it learns from its data and research. Community College Survey of Student Engagement (CCSSE) data were used in developing a new transportation program for COM students with Marin Transit (I.A.2-13), and to set a strategic plan objective and performance indicator to decrease the percentage of students who register late for classes (I.A.2-14). High failure rate courses data were used in eliminating a hybrid distance education (DE)/face-to-face English 120 section and an analysis of math course attrition and failure were considered in retaining some courses. An analysis of Student Success Scorecard data suggested that course prerequisites did not exist or were not being enforced several years ago but have been in place in recent years. An analysis of concurrently enrolled high school students resulted in a strategic plan objective and improvement target to increase this student population (I.A.2-15).

Another example of COM's use of data in an iterative process of continuous improvement is the development of a new basic skills master plan. In spring 2013, PRIE created a *Student Achievement Report* (I.A.2-16) that was presented to department chairs and the Planning and Resource Allocation Committee (PRAC) for discussion. Based on data in this report, in fall 2013 PRAC recommended the creation of a developmental math task force to research and discuss interdisciplinary solutions to remedy the poor remedial math success rates. The task force began meeting at the end

of 2013 and through the spring of 2014. After the task force work was concluded, it became clear that a larger basic skills master plan was in order. Based on task force work and recommendations from the Student Access and Success Committee's trend analysis of that year's program reviews (I.A.2-17), the Basic Skills Master Plan Task Force was created in fall 2014. Five faculty members from the Counseling, English Skills, Math, and Sociology Departments comprised this task force, known as the Faculty Led Inquiry Team (FLIT). They conducted additional research and developed recommendations for the basic skills master plan (I.A.2-18).

## ANALYSIS AND EVALUATION

The College meets the Standard. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. The EPC tracks all strategic plan progress indicators to determine how effectively the College is accomplishing its mission each year. A variety of student progress and outcome measures are routinely tracked and posted online. Several research studies and analyses focused on COM's student success and equity have been conducted and the College uses these analyses for continuous improvement. FLIT is a great example of faculty utilizing data to meet the educational needs of students. COM has increased its capacity for the use of data and research and that use is growing.

## EVIDENCE LIST

| | |
|---|---|
| I.A.2-1 | Fact Book Web page |
| I.A.2-2 | 2016 Student Success Scorecard presentation, July 19, 2016 |
| I.A.2-3 | *Educational Master Plan 2009-2019* |
| I.A.2-4 | *Strategic Plan 2015-2018* Progress Report, Year One: 2015-2016 |
| I.A.2-5 | PRIE Research and Analysis Web page |
| I.A.2-6 | Student Equity Metrics, PRIE report |
| I.A.2-7 | A Different Way to Look at Student Groups and Their Success, PRIE report |
| I.A.2-8 | College of Marin Preparedness to Address Student Equity & EEO/Diversity, survey results |
| I.A.2-9 | High Failure Rate Courses, fall 2011-spring 2015, PRIE report |
| I.A.2-10 | Repeated Course Enrollment, fall 2012-spring 2015, PRIE report |
| I.A.2-11 | Developmental to College-Level: When Do Students Move Up? PRIE report |
| I.A.2-12 | Student Performance in Accelerated versus Regular English, PRIE report |
| I.A.2-13 | Transportation to Campus, CCSSE results |
| I.A.2-14 | Promising Practices, CCSSE results |
| I.A.2-15 | *Strategic Plan 2015-2018*, p. 8 |
| I.A.2-16 | *Student Achievement Report*, spring 2013 |
| I.A.2-17 | SAS Committee Memo, Student Access Data from Program Reviews, May 13, 2014 |
| I.A.2-18 | *The FLIT Report: Recommendations for the Basic Skills Master Plan* |

*Standard I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

## EVIDENCE OF MEETING THE STANDARD

### Mission Guides Decision-making, Planning, Resource Allocation, and Student Success Goals

Planning, decision-making, resource allocation, and goals for student learning and achievement occur through College of Marin's (COM) integrated planning process as outlined in the *Integrated Planning Manual* (I.A.3-1). The mission drives the long-term educational master plan (EMP), the three-year strategic plan and program review. From these institutional plans, unit or function-specific plans are developed such as the professional development plan, student learning outcome assessment plan, technology plan, facilities master plan, equal employment opportunity plan, and student equity plan, all of which support the goals in the EMP, strategic plan, and consequently the mission. Resources are allocated to support the goals in these plans as well as requests made as part of program reviews. (See I.B.9 for more detail on COM's integrated planning and program review process.)

For instance, COM's mission includes "providing equitable opportunities and fostering success for all" students. To improve equity in student success between demographic and other groups in which disproportionate impact is evident, funding is provided to support the initiatives in the student equity plan. Also, because many students enter COM unprepared for college, resources are allocated to support programs such as College of Marin Providing Access and Supporting Success (COMPASS), which is designed to assist primarily low-income, traditionally underrepresented students as early as ninth grade to become college-ready. For

students who enroll needing developmental coursework, resources have been allocated to support curricular alignment, modified assessment procedures, scheduling practices, and support services (I.A.3-2). Programs such as College Success Saturday and Summer Bridge help orient students to COM, thereby providing them with a strong transition into college. Further, because the College understands the importance of the first semester and first year in assuring students' success, resources have been allocated for learning communities and a First Year Experience program.

### Programs and Services Align with Mission

In addition to ensuring student equity and success, and the examples above, COM's mission includes providing "student-centered programs and services." Supporting this aspect of the College's mission requires recognizing the diversity and variety of needs within its student population and developing numerous support systems. For example, in response to its growing Hispanic student population, COM launched the Puente program to support these students in preparing and transferring to four-year colleges and universities. Realizing the consistently lower success rates of its African-American students, COM recently implemented Umoja, a cohort-based support program primarily for this student group.

In 2015, COM relocated and renovated the Veteran and Military Student Resource Center and hired a new veterans resource specialist who provides support to students who are veterans, active duty, and reservist members of the military and their families. The center assists veteran students as they transition from military to student life.

In addition to the programs listed above, numerous support services are provided, such as counseling services; Transfer, Career and Job Placement Center; Child Development program; Health Center; Tutoring and Learning Center; Student Accessibility Services; Extended Opportunity Programs and Services (EOPS) program; various learning labs; open entry/open exit noncredit courses; California Work Opportunity and Responsibility to Kids (CalWORKs); and services for student athletes and international students. These programs can be viewed on the College's website.

Academically, COM offers a wide range of programs to support each element of its mission: A.A.-T and A.S.-T degrees to assure curricular alignment and a smooth transition for students who choose to transfer to a four-year college or university; associate degrees and certificates and workforce education for students seeking employment; courses that help students improve their basic English and math skills; and English as a second language to improve the English language skills of students whose native language is not English.

The COM Community Education Department offers a wide variety of short-term courses designed to meet the lifelong learning needs of the community. The courses are geared to individuals who wish to explore their personal interests or enhance their careers. Emeritus Students College of Marin (ESCOM) offers low-fee classes for older adults who wish to discover new interests, reconnect with lifetime passions, and find engaging interaction with like-minded individuals.

The College offers approximately 40 distance education sections each semester for those students who prefer or need more flexibility in their schedule.

See Standard II.A.1 for more information on academic programs and II.C.1 for more information on student support programs and services.

## ANALYSIS AND EVALUATION

The College meets the Standard. Through the College's integrated planning process, the educational master plan and strategic plan provide direction for the College's decision-making and effectiveness in fulfilling its mission, and along with the program review process and unit and functional plans, ensures that resources are allocated to support students' learning and achievement goals. The College's programs and services are aligned with its mission, reflecting the range of learning purposes and interests and the diversity and variety of needs of its student population.

### EVIDENCE LIST

I.A.3-1      *Integrated Planning Manual*, revised July 23, 2012

I.A.3-2      *Strategic Plan 2015-2018*, p. 13

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

## EVIDENCE OF MEETING THE STANDARD

### Widely Published

The Board-approved College of Marin (COM) mission statement is published widely through a variety of means. For example, a link to the mission statement is provided on the College's home page for easy public access under the heading About COM (I.A.4-1). The mission statement is also published in the College catalog (I.A.4-2), the class schedule (I.A.4-3), through a link on the Board of Trustees page on the College website (I.A.4-4), in all core planning documents which are available on the Planning, Research, and Institutional Effectiveness Web page (I.A.4-5) and on framed posters in most buildings on the two campuses. In addition, it is published in the *Classified Professionals Handbook* (I.A.4-6) and the *Faculty Handbook* (I.A.4-7).

### Board-Approved and Periodically Reviewed

COM Board Policy 1200 states, "The mission is evaluated and revised on a regular basis" (I.A.4-8). Following this policy, and the mission review process outlined in the *Integrated Planning Manual* (I.A.4-9), the mission statement is widely reviewed every three years at the beginning of each new cycle of strategic planning. It is revised as needed, then sent to the Board of Trustees for approval.

The COM mission statement was reviewed and updated in September 2012 and again in April 2015 after a survey (I.A.4-10) was completed to evaluate whether the current statement adequately reflected the College's purpose.

As described in the minutes of the January 16, 2015, Board retreat, 75 percent of those that responded felt that it did (I.A.4-11). Survey comments included reducing redundancy, rewording two of the bullet points, adding degrees and certificates, and focus on student success. There were also suggestions to simplify the mission, clarify what is meant by "foundation of sustainability" and reconsider the use of "environmental sensitivity" in the mission statement.

A proposed revision of the mission statement that kept the majority of the original content and language and highlighted existing areas of emphasis, including lifelong learning, community and cultural enrichment and a focus on student-centered programs, degrees and certificates, was shared and reviewed by the Board of Trustees at their retreat in January 2015. A memo showing the proposed changes (I.A.4-12) was widely circulated and reviewed by the Planning and Resource Allocation Committee (PRAC); campus community members at the President's Forums at the Kentfield and Indian Valley Campuses in February 2015; College Council; Classified Senate; Associated Students College of Marin (ASCOM); Emeritus Students College of Marin (ESCOM); the Academic Senate on February 12, and February 26, 2015; at a managers, supervisors, and confidential staff meeting; and postings in the *President's Weekly Briefing* February 25, 2015 (I.A.4-13); and again March 27, 2015 (I.A.4-14). The new mission statement was approved at the April 11, 2015, Board meeting (I.A.4-15).

**ANALYSIS AND EVALUATION**

The College meets the Standard and ER 6. The COM mission statement is readily and easily available in multiple locations on the College's website, in its official publications and throughout campus. As established in policy, the mission statement is regularly reviewed and approved by the Board of Trustees through a shared and inclusive process set out in the *Integrated Planning Manual*. The mission statement review aligns with the College's strategic planning process and is revised as needed to reflect the ongoing and changing needs of students and the institution.

**EVIDENCE LIST**

| | |
|---|---|
| I.A.4-1 | See I.A.1-1, Mission Web page |
| I.A.4-2 | *College Catalog 2016-2017*, p. 9 |
| I.A.4-3 | *Credit/Noncredit Class Schedule, Summer/Fall 2016*, p. 97 |
| I.A.4-4 | Board of Trustees Web page |
| I.A.4-5 | PRIE Planning Web page |
| I.A.4-6 | *Classified Professionals Handbook* Web page, About the College |
| I.A.4-7 | *Faculty Handbook* Web page |
| I.A.4-8 | BP 1200 Mission |
| I.A.4-9 | *Integrated Planning Manual*, revised July 23, 2012, pp. 10-11 |
| I.A.4-10 | Mission Statement Survey Results |
| I.A.4-11 | Board Retreat Minutes, January 16, 2015, p. 1 |
| I.A.4-12 | Mission Statement Memo, January 28, 2015 |
| I.A.4-13 | *President's Weekly Briefing*, February 25, 2015, p. 1 |
| I.A.4-14 | *President's Weekly Briefing*, March 27, 2015, p. 1 |
| I.A.4-15 | Board Retreat Minutes, April 11, 2015, p. 3 |

## I.B. Assuring Academic Quality and Institutional Effectiveness

### Academic Quality

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

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) has structured its dialog about academic quality, student outcomes, equity, and institutional effectiveness through a variety of channels that engage administrators, faculty, staff, and students in sharing information and perspectives in order to foster continuous improvement. The primary vehicle for this dialog is participatory governance committees (I.B.1-1), including the Student Access and Success Committee, Planning and Resource Allocation Committee (PRAC), Educational Planning Committee, Professional Development Committee, Facilities Planning Committee, and Technology Planning Committee. The philosophy that undergirds this system is one of cooperation, collaboration, trust, teamwork and participation from all segments of the college community (I.B.1-2).

Another part of the participatory governance system where such dialog occurs is in the Academic Senate committees, particularly in the General Education Committee (GEC), Distance Education Committee (DEC), Curriculum Committee, and the Student Learning Outcomes Assessment Council (SLOAC). Such discussions occur in committees such as the Basic Skills Initiative Steering Committee (BSISC), division, and departmental meetings as well.

Numerous College processes and departments support this dialog, including the integrated planning process in which data and research are central (I.B.1-3), program review, the Planning,

Research, and Institutional Effectiveness (PRIE) Office, Flexible (Flex) professional development workshops, and our College's Faculty Led Inquiry Team (FLIT). Data and information are regularly shared through many venues, such as College Convocation presentations, the *President's Weekly Briefing*, the PRIE website, division and department meetings, department-initiated emails, division newsletters, and oral presentations from various managers and faculty. These structures, processes, and information sharing methods allow for iterative, cross-constituent discussions over time that further our collective understanding of the College and result in long- and short-term planning and implementation of new policies, programs, and initiatives that improve the collegiate experience for our students.

Discussions focus on a variety of issues such as course success rates, the need for remedial course work and adequacy of placement testing, helping students advance from pre-college to college-level courses, distance education courses, disproportionate success rates between groups of students and how to close achievement gaps, class scheduling, aligning curriculum with K-12 and preparing students to enroll college-ready, orienting new COM students and helping them navigate college systems, how to help students with college costs, and potential new educational pathways and certifications.

One example of improvement directly resulting from this structured dialog is student transportation. Transportation issues were

making it difficult for students to arrive on time and to attend classes. This issue first came to light in multiple departmental program reviews. Subsequent participatory governance discussions and data collection and analysis occurred over approximately two years, ultimately resulting in students voting to enact a transportation fee and Marin Transit modifying routes to facilitate COM student ridership (I.B.1-4). Another topic has been the low math course success rates that were brought to attention when PRIE presented a *Student Achievement Report* to PRAC in 2013 (I.B.1-5). Task forces were created to further research, discuss and make recommendations through the Student Access and Success Committee, BSISC, the GEC and FLIT (I.B.1-6, I.B.1-7, and I.B.1-8). See I.A.2 for more detail on FLIT's process leading to recommendations for the basic skills master plan. This dialog and research resulted in the introduction of Statway as an alternative to intermediate algebra for students majoring in disciplines other than science, technology, engineering, or math (STEM). Statway was offered for the first time in fall 2016.

Such dialogs are the impetus for the College's goals and institutional plans and have led to improvements, for example, in the basic skills English sequence, the English 92 lab curriculum, additional learning communities that support traditionally under-represented students, and piloting of a new registration and advising system as well as the examples in the previous paragraph.

## ANALYSIS AND EVALUATION

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

## EVIDENCE LIST

| | |
|---|---|
| I.B.1-1 | *Participatory Governance System Plan*, revised March 2016 |
| I.B.1-2 | *Participatory Governance System Plan*, revised March 2016, p. 4 |
| I.B.1-3 | *Integrated Planning Manual*, revised July 23, 2012, pp. 5-6 |
| I.B.1-4 | Marin Transit and COM Announce Partnership, news release, May 11, 2015 |
| I.B.1-5 | See I.A.2-16, *Student Achievement Report*, spring 2013 |
| I.B.1-6 | PRAC Meeting Minutes, November 12, 2013, p. 1 |
| I.B.1-7 | See I.A.2-17, SAS Committee Memo, Student Access Data from Program Reviews, May 13, 2014 |
| I.B.1-8 | See I.A.2-18, *The FLIT Report: Recommendations for the Basic Skills Master Plan* |

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

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) has student learning outcomes (SLOs) defined for instructional and non-instructional programs and assesses these SLOs. SLOs are defined and measured at the course level, program level, degree level, and college wide/general education level with assessment cycles synced with the program review cycle.

The SLO *Assessment Plan 2012* (I.B.2-1), with an addendum added in spring 2016 (I.B.2-2), describes COM's ongoing work to define and assess SLOs for all instructional programs and student and learning support services. The plan created a formal process that includes a timeline with benchmarks and describes how SLO assessment results are used to inform the planning and resource allocation decisions at COM.

SLO assessment work at COM is captured through department discussion reports (I.B.2-3), COM tracking tool assessment results (I.B.2-4), and, most prominently, in program review (I.B.2-5). In program review, programs/disciplines describe and analyze the SLO assessment work they have done and their plans for changes in pedagogy, Course Outlines of Record (CORs), or service as a result of current SLO assessment findings. Programs and disciplines also analyze the impacts of previous changes to curriculum, pedagogy, CORs or service as a result of SLO assessment. The Student Learning Outcomes Assessment Council (SLOAC) offers Flex training to share best practices for SLO assessment and to prepare departments for the sections of program review that involve SLOs.

**College Wide/General Education SLOs**

COM has five college wide/general education (GE) SLOs, which were formally adopted in 2009:

- Written, Oral, and Visual Communication: Communicate effectively in writing, orally, and/or visually using traditional and/or modern information resources and supporting technology.
- Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
- Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives, and investigate ways to resolve it.
- Information Literacy: Formulate strategies to locate, evaluate, and apply information from a variety of sources — print and/or electronic.

These learning outcomes reflect the core competencies required for students who complete the GE program. They are published in the College catalog (I.B.2-6) and on COM's Instructional SLOs Rubrics Web page (I.B.2-7). As a result of the broad scope of the five learning outcomes, they are also incorporated in the GE area SLOs, the degree/certificate SLOs, and in many course-level outcomes.

To assess these SLOs, faculty teams developed rubrics, which, through a series of pilot tests and subsequent revisions, evolved into our

current six main college wide rubrics for SLO assessment (I.B.2-8): Written communication, visual communication, scientific reasoning—physical sciences, scientific reasoning—life/earth/social sciences, critical thinking and problem solving (combined), and information literacy. Some departments such as Modern Languages and Speech Communication have developed and shared their own rubrics that address the college wide outcomes. A common tracking tool (I.B.2-9) was created where faculty can input student scores to measure student achievement of these SLOs. These results are submitted to the SLO or program review facilitator and posted on the SLO website (I.B.2-10).

Assessment of these SLOs occurs according to the GE/degree matrices (I.B.2-11) and includes a list of core GE courses for each required area that are regularly offered and have sufficient student enrollment to participate in regular episodic assessment, as described in the SLO *Assessment Plan 2012* (I.B.2-12). Instructors teaching these core GE courses, working with the department chairs, determined which of the college wide/GE SLOs were most relevant and should be assessed in each course. Faculty then mapped out a rotation cycle for the courses up for assessment. Since spring 2013, the rotation cycles are every three years, synced to program review cycles. Through program review, departments describe their use of the shared assessment rubrics and individual practices to measure the SLOs, what they learned, changes they would like to make or have made based on these assessment results, and requests for resources that can improve student achievement of these SLOs.

Mapping individual course SLOs to these college wide/GE outcomes and use of the common assessment tools has improved COM instructors' ability to assess SLOs, evaluate data, implement changes, and evaluate results of these changes.

For example, in 2012 the English Department faculty updated the SLOs in individual courses across the composition sequence. The result was a new set of SLOs for English 120, 150, 151, and 155 that were measurable using the relevant college wide/GE SLO common assessment tools and were more closely aligned across the English sequence (I.B.2-13). Additionally, the English and English Skills Departments now hold joint effective practices meetings throughout the semester to discuss issues related to student success across the composition sequence. Currently, this group is norming grading for each English composition course, focusing on sentence clarity and conventions (I.B.2-14).

The Communication Department took a similar approach. They mapped their course-level SLOs to all five college wide outcomes, created student surveys that connected the course-level SLOs with the college wide SLOs, assessed students, and made observations about the data (I.B.2-15). One major discovery was the importance of using the terminology from the field of communication when discussing activities and assignments. Limitations of these data were also discussed, such as the likelihood of students overrating their abilities in some areas such as searching databases and reference areas, noting the library's importance in providing supplemental instruction with online research guides, course-integrated instruction, and one-on-one assistance to both faculty and students.

Another example of a department using SLO assessment to make change is the Behavioral Sciences Department (I.B.2-16), which includes the disciplines of anthropology, psychology, and sociology. Their 2015-2016 program review showed areas where students excelled and where they needed more support. Consequently, faculty recognized the need to connect students to support services on campus, such as the Writing Center, and the need for additional scaffolding exercises, such as

reviewing sample assignments, to improve students' writing.

An additional finding from the department's program review was that critical thinking SLO assessment scores, along with student engagement and success, were higher when the instructor incorporated curriculum that allows students to connect course content to their own personal experience or to issues directly affecting their families and communities. Consequently, the instructor incorporated more of these types of assignments and implemented a service-learning project in her courses to reinforce skills, with positive results. Subsequently, in August 2016, she offered a Flex workshop to help other instructors do the same.

Other program review SLO assessment reflections by departments in 2015-2016 identified similar issues, areas where faculty could more effectively connect with instructional services on campus and improve skills mastery with curricula that closely connects topics with the student's own experience.

### General Education Area SLOs

COM has developed learning outcomes for each of the areas of the COM general education pattern. These learning outcomes reflect the broader knowledge and methodologies common to the courses in each of the eight areas (A-H), which include Area A. Natural Sciences, Area B. Social and Behavioral Science, Area C. Arts and Humanities, Area D. Written Composition, Area E. Communication and Analytical Thinking, Area F. American Institutions, Area G. Cross-Cultural Studies, and Area H. Physical Activity.

The General Education Committee (GEC), as an interdisciplinary subcommittee of the Academic Senate and in conjunction with discipline faculty, developed these GE area outcomes and regularly reviews them for revisions. These outcomes are published in

section 4 of the College catalog (I.B.2-17) and on the GEC Web page.

The GEC also uses the learning outcomes for each area as criteria for accepting new courses into the COM GE pattern. Discipline faculty must explain how their courses, including course-level SLOs, relate to the GE area outcomes. In conjunction with SLOAC, the GEC maintains a map of how course-level SLOs correspond to the GE area outcomes for each of the courses in the COM GE pattern. This map is published on the GE Web page. Currently, the GEC is advising the development of CurricUNET to facilitate the mapping of SLOs electronically. Broader GE area outcomes are assessed through the more discrete course-level outcomes (I.B.2-18).

### Degree/Certificate SLOs

Degree and certificate SLOs are developed by faculty through collaboration within their respective programs or disciplines and across departments when appropriate. The SLOs represent the desired overarching learning outcomes for all students pursuing degrees or certificates in the program or discipline. COM began developing these SLOs for degrees and certificates in 2010 and completed the process in 2012. Degree and certificate SLOs are submitted to the Curriculum Committee for review and are available through a link on the Class Schedules and Catalogs Web page (I.B.2-19 and I.B.2-20) and on the SLOs/ Program Review Web page. Also, they are searchable online from the Degrees and Certificates link at the bottom of the College website.

SLO matrices were originally created for each degree or certificate and course-level SLOs were mapped to the broader degree or certificate outcomes. The broader outcomes are assessed through the more discrete course-level outcomes. The matrix for each degree or certificate (I.B.2-21) is posted on the SLO website.

### Course-Level SLOs

Course-level SLOs are a mandatory component of the COR for all credit and noncredit classes. Courses have been in compliance since 2012. SLOs are developed by faculty within each program or discipline and they determine the appropriate methods of assessing SLOs, developing assessment tools, and analyzing data.

Course-level SLOs were mapped onto the GE/degree/certificate matrices for each department and to the eight GE areas. The matrix then dictated the assessment schedule for each course-level SLO. The college wide/GE outcomes for each course are assessed at least once within a three-year period, with faculty determining which course SLOs are assessed each semester. Departments use the matrices to track these assessments. Starting in fall 2016, discipline blueprints were used to create the assessment schedule going forward.

A best practice for SLO assessment at the course level has come from COM's tenure process in which probationary instructors use the tenure self-evaluation process as an opportunity to focus specifically on measuring SLOs for their courses, assessing results, reporting on these findings, and piloting changes to curriculum and pedagogy as a result. While not required, many instructors have chosen this path, shifting the culture in many departments towards this approach. For example, a sociology instructor demonstrates use of SLO data, along with measures for student engagement and other variables, to evaluate student success in their self-evaluation (I.B.2-22).

Another example of improvement is based on a Faculty Inquiry Group (FIG) research project (I.B.2-23). In 2013, a FIG designed an interdepartmental just-in-time remediation to improve an SLO in a chemistry lab. A math instructor taught a lesson on proportions to the chemistry students before their lab assignment. Students' learning improved as a result.

This interdepartmental approach to SLO achievement was used again in a biology class with the support of an English skills instructor in spring 2016. The purpose was to analyze the effect of student reading level on SLO achievement in Biology 110, which is a high failure rate course at COM (I.B.2-24).

Some individual efforts to disaggregate SLO data have begun but the introduction of CurricUNET in spring 2017 will give the College the tool needed to more broadly disaggregate SLO data going forward.

### Student and Learning Support Services

Student learning and support services have SLOs defined for each program as well as college wide learning outcomes for the student services division. In 2011, a student services SLO facilitator, working with PRIE, guided the process of developing these SLOs and established an assessment and analysis cycle for each that is tied to program review as shown in the SLO *Assessment Plan 2012* (I.B.2-25). Program-level SLO measurement has followed this cycle up to the present.

The division-level SLO plan for student services has changed since the original 2012 plan due to administrative changes, the development of the California Community Colleges' Student Success Task Force recommendations and the passage of the Student Success Act of 2012. In 2013, all members of the student services division began meeting to re-envision program goals and review metrics (referred to as student learning assistance outcomes) of the Student Success and Support Program (SSSP) and student equity plan (SEP). Related initiatives are included in the evolving SSSP and SEP, and have been incorporated into COM's *Strategic Plan 2015-2018*, with overlapping embedded outcomes and performance indicators.

Student services units addressed revised division-wide student learning assistance outcomes in 2015-2016 program reviews.

Going forward, these outcomes will focus on areas of equity, student success, and student services in the library. (See II.C.2.)

The Transfer and Career Center exemplifies a student service using division-level and program-level SLO assessment data to better serve students (I.B.2-26). The Transfer and Career Center measures SLOs through surveying students at major events such as Transfer Day each year. These data are used to inform and make changes to the program each subsequent year. Changes include greater outreach efforts to increase university representative participation, paired with greater in-reach to raise student awareness about events and services provided by the Transfer and Career Center. Representative participation has not yet improved, but students' attendance at events and drop-in has increased. New data-driven goals for the center have been set accordingly in the new *Institutional Transfer Plan and Outcomes Report*.

### ANALYSIS AND EVALUATION

The College meets the Standard and ER 11. On the instructional side, COM has SLOs defined for credit and noncredit courses. These SLOs are assessed regularly based on a clear assessment plan. Course-level SLOs are mapped to higher-order SLOs at the degree/certificate level and GE area levels as well as to the college wide/GE level. Additionally, COM has SLOs defined for all student learning and support services, along with new division-level SLOs aligned with the SSSP, SEP, and strategic plan of the College.

Measurement of SLOs continues to increase across campus, with improvements to instruction and programs occurring as a result of SLO assessment. The influx of new tenure-track faculty and the focus on SLO assessment in the self-evaluation process is helping to shift the culture in many departments towards a greater focus on SLO assessment as a means to improve student success. From department discussions to interdepartmental collaboration to more far-reaching campus wide inquiry, the campus is engaging in discussions about SLO assessment at a broader level than ever before, and using assessment results as an important factor in decisions being made about student learning.

Moving forward, the College needs to make greater progress on its efforts to disaggregate SLO assessment data. While SLO data disaggregation and analysis has begun, implementation of CurricUNET will help make greater progress.

### EVIDENCE LIST

| I.B.2-1 | *Assessment Plan 2012* |
|---|---|
| I.B.2-2 | *Assessment Plan* Addendum, spring 2016 |
| I.B.2-3 | Instructional SLOs Results Web page, Department SLO Assessment Analysis Discussion Results |
| I.B.2-4 | See I.B.2-3, Instructional SLOs Results Web page |
| I.B.2-5 | See I.B.2-3, Instructional SLOs Results Web page, Discipline and Program Review SLO Reports from Program Reviews |
| I.B.2-6 | *College Catalog 2016-2017*, pp. 48-49 |
| I.B.2-7 | Instructional SLOs Rubrics Web page |
| I.B.2-8 | See I.B.2-7, Instructional SLOs Rubrics Web page, COM Common Rubrics |
| I.B.2-9 | Instructional SLOs Assessment Web page |
| I.B.2-10 | See I.B.2-3, Instructional SLOs Results Web page |
| I.B.2-11 | Instructional SLOs Matrix Web page |
| I.B.2-12 | *Assessment Plan 2012*, pp. 23-30 |

I.B.2-13    English and Humanities Program Review, 2013, pp. 39-46

I.B.2-14    Summary of College Skills/English Effective Practices Meetings 2015-2016

I.B.2-15    Communication Department Program Review, fall 2014, pp. 18-23

I.B.2-16    Full Program Reviews, Student Learning Outcomes Assessment, 2015-2016, pp. 2-9

I.B.2-17    *College Catalog 2016–2017*, pp. 48-51

I.B.2-18    General Education Committee Web page

I.B.2-19    Class Schedules and Catalogs Web page, Helpful Links, Degrees and Certificates

I.B.2-20    Degree Information Web page, SLO Example, screenshot

I.B.2-21    See I.B.2-11, Instructional SLOs Matrix Web page

I.B.2-22    Sociology Instructor Professional Self-Evaluation, spring 2016
*Available to the visiting team on flash drive.*

I.B.2-23    Final Report: Biology/Math FIG, fall 2013

I.B.2-24    Final Project Report, Biology 110 Success and Reading Skills: Is there a Connection?

I.B.2-25    *Assessment Plan 2012*, pp. 19-21

I.B.2-26    *Institutional Transfer Plan and Outcomes Report*, p. 28

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

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**EVIDENCE OF MEETING THE STANDARD**

## Standards Appropriate to Its Mission

In its *Strategic Plan 2012-2015* (I.B.3-1), College of Marin (COM) set standards for student achievement (Recent Performance Evaluated Against Institution-Set Standards, page 40 of this report) and continues to monitor performance on those standards annually (I.B.3-2, I.B.3-3, and I.B.3-4). The standards were set based on a review of five fall semesters of data in the *Student Achievement Report,* spring 2013 (I.B.3-5). Standards are set for successful student course completion, persistence, completion of degrees and certificates (separate and combined), number of students yearly who transfer to four-year colleges and universities, and licensure pass rates and graduate employment rates for specific career technical education (CTE) certificate/degree programs (I.B.3-6). These metrics correspond to COM's mission of

student success and offering opportunities for transfer preparation, degrees and certificates, and CTE. Additionally, for two standards—successful course completion and degree and certificate completion—COM has focused extensively on disaggregating the data by student demographics and, for successful course completion, by course modality as well to ensure the College is fulfilling its mission of "providing equitable opportunities and fostering success for all members of our diverse community."

## Assesses How Well It Achieves Standards

The College regularly assesses how well it meets each of these standards. Each year, the Planning, Research, and Institutional Effectiveness (PRIE) Office generates data on student achievement and the Academic Senate, Student Learning Outcomes Assessment Council (SLOAC), and PRIE review these data to determine if any changes should be made to

the standards and whether COM is meeting those standards.

COM has met or exceeded standards for successful course completion, completion of degrees and certificates, transfer, and job placement rates (Recent Performance Evaluated Against Institution-Set Standards, page 40 of this report) since they were established in 2013. Two licensure pass rates have fallen below the set standard—National Registry of Emergency Medical Technician (NREMT) exam in 2013 and Registered Dental Assisting (RDA) Practical in 2014 and 2015. NREMT licensure pass rates have risen from the low of 75 percent in 2013 to 91 percent in 2014 to 100 percent in 2015. The institution-set standard for the EMT examination is 80 percent. For the RDA Practical examination, the institution-set standard is 70 percent. The licensure pass rate first fell below this standard in 2014, to 65.3 percent, when the dental assisting licensure exam was changed to reflect new functions listed in state Assembly Bill 2637. COM's Dental Assisting Department is working to incorporate these new procedures into the curriculum and train faculty in the methodology of these procedures in order to improve the pass rate and return to meeting or exceeding the standard.

While COM continually meets its set standard of 70 percent for successful course completion, the College noticed a downward trend in performance on this standard. Consequently, COM has responded in a variety of ways, knowing that course completion is fundamental to achieving all other standards, and, by extension, the mission.

One approach, generated out of strategic planning activity, was the launch of Faculty Inquiry Groups (FIGs) (I.B.3-7) to explore issues affecting student success and to help support a culture of inquiry on campus. In 2013, the FIG program launched with eight faculty inquiry teams. Based on FIG findings, in 2014 COM launched a First Year Experience

program to support incoming freshmen students by creating learning communities of paired English and counseling courses for the academic year. Continuing in this vein, in 2014, a College wide Faculty Led Inquiry Team (FLIT) was formed to conduct research and make recommendations in response to low success rates for COM's basic skills students. Through this research and interdisciplinary discussions of results, FLIT made recommendations that will guide the development of COM's new basic skills master plan to improve the success of COM's basic skills students (I.B.3-8).

Another response to improve course completion rates, and reflect COM's mission of equity and diversity, is implementing the student equity plan. This plan is based on analysis of disaggregated student demographic data and is designed to increase successful course completion rates, and other metrics such as degree and certificate completion and transfer, for student groups who are achieving at lower rates. Reflecting COM's mission of "student-centered programs and services in a supportive, innovative learning environment," the *Student Equity Plan 2015-16* (I.B.3-9) set goals with performance indicators to address these achievement gaps through innovative programs such as JumpStart and the expansion of other programs such as College of Marin Providing Access and Supporting Success (COMPASS) and Summer Bridge.

In fall 2014 and again in 2015, COM's course completion rate overall began to rise, with course success reaching 75.7 percent in fall 2015 (Recent Performance Evaluated Against Institution-Set Standards, page 40 of this report). Course success rates in some high failure rate courses have improved, but overall success rates in basic skills courses have yet to do so. With the re-envisioning of PRIE, as part of COM's growing culture of inquiry, the College is conducting research and evaluation to better understand the effect of institutional

practices and changes designed to improve performance and is gaining more in-depth knowledge about factors that affect student success and potential points at which to intervene. For instance, studies of high failure rate courses (I.B.3-10), course repeats (I.B.3-11), and course attrition (I.B.3-12) identify courses for discussion and potential modifications. Knowing that course success in the very first semester is crucial to completing a degree, certificate, or transferring (I.B.3-13) leads to greater focus on first-semester and first-year support. Further, students who successfully complete all their courses in the first year are far more likely to achieve their ultimate completion goal than are students who earn less than a C in even one course (I.B.3-14). In addition, COM students are less likely to successfully complete distance education (DE) courses than face-to-face courses. Looking ahead, COM is focusing on improving its DE course completion rates, which have improved but still hovered approximately six percentage points below the institution-set standard in fall 2015 (I.B.3-15).

### Publishes Standards and Performance

At the institutional level, PRIE generates and provides this student success data (I.B.3-16) to the College. Tools such as the Data Dashboard enable all COM faculty and staff to access live COM data to track and study patterns and trends, including disaggregated data on these standards, and PRIE offers training for Data Dashboard use.

Course completion rates and related indicators of student success are analyzed by each program in program review and are subsequently reviewed by the Student Access and Success Committee (I.B.3-17), which makes recommendations to disciplines and the Planning and Resource Allocation Committee (PRAC) based on the information.

The College broadly publishes institution-set standards information in the Accrediting Commission for Community and Junior Colleges (ACCJC) Annual Reports (I.B.3-18) and the information is also published in the COM Fact Book on the PRIE website (I.B.3-19). These institution-set standards data are included in the Institution-Set Standards and Student Achievement Data section of this Institutional Self Evaluation. Progress towards achieving the *Strategic Plan 2012-2015* institution-set standard objective is published in the College's tracking tool for *Strategic Plan 2012-2015* progress (I.B.3-20).

### ANALYSIS AND EVALUATION

The College meets the Standard and ER 11. Overall, COM has student achievement standards set that align with its mission and regularly reviews performance on those standards. COM has met or exceeded each of these set standards since they were set in 2013, with the exception of licensure exam pass rates in 2013, 2014, and 2015. The rate for one of these programs again meets COM's standard and the other program is taking action that is expected to improve its rate to meet the standard as well. COM disaggregates standards data to ensure that the College is fulfilling its mission to provide equitable opportunity and foster success for all students. In addition, research is helping the College understand how to improve performance. COM identified one institution-set standard where performance on this indicator was in decline and responded with innovative teaching practices, the *Student Equity Plan 2015-16*, and other interventions. Performance on the institution-set standards is disseminated to the College community annually and is available at any time on the PRIE website.

## EVIDENCE LIST

| | |
|---|---|
| I.B.3-1 | *Strategic Plan 2012-2015*, pp. 36-37 |
| I.B.3-2 | 2016 ACCJC Annual Report, pp. 2-3 |
| I.B.3-3 | 2015 ACCJC Annual Report, pp. 2-3 |
| I.B.3-4 | 2014 ACCJC Annual Report, pp. 2-3 |
| I.B.3-5 | *Student Achievement Report*, spring 2013, p. 8 |
| I.B.3-6 | See I.B.3-2, 2016 ACCJC Annual Report, pp. 2-3 |
| I.B.3-7 | Faculty Inquiry Groups Final Report, fall 2013 |
| I.B.3-8 | See I.A.2-18, *The FLIT Report: Recommendations for the Basic Skills Master Plan* |
| I.B.3-9 | *Student Equity Plan 2015-16* |
| I.B.3-10 | See I.A.2-9, High Failure Rate Courses, fall 2011-spring 2015, PRIE report |
| I.B.3-11 | See I.A.2-10, Repeated Course Enrollment, fall 2012-spring 2015, PRIE report |
| I.B.3-12 | Course Attrition Rates, fall 2012-spring 2015, PRIE report |
| I.B.3-13 | First Term and First Year Crucial to Student Success, PRIE report |
| I.B.3-14 | What Most Influences COM Students' Completion? PRIE report |
| I.B.3-15 | Distance Education Program Review, 2015-2016, p. 8 |
| I.B.3-16 | See I.A.2-5, PRIE Research and Analysis Web page |
| I.B.3-17 | SAS Committee Memo, Student Access Data from Program Reviews, May 19, 2015 |
| I.B.3-18 | Annual Reports to ACCJC Web page |
| I.B.3-19 | See I.A.2-1, Fact Book Web page |
| I.B.3-20 | Tracking System for Evidence for *Strategic Plan 2012-2015* Web page, Objective 6 |

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

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### EVIDENCE OF MEETING THE STANDARD

Research and data are central to College of Marin's (COM) integrated planning process. Consequently, the College uses a wide range of quantitative and qualitative data in assessing how effectively it supports student learning and achievement. Some of these data are gathered through ongoing, structured processes while other collection and analyses are done on an as-needed basis, thereby making assessment as useful as possible for application to practice.

The two primary processes through which COM collects and uses assessment data are delineated in its *Integrated Planning Manual* (IPM) (I.B.4-1). See Standard I.B.9 for more detail on the IPM. Those processes are program

review and the student learning outcomes (SLO) assessment plan managed by the Student Learning Outcomes Assessment Council (SLOAC). The Planning, Research, and Institutional Effectiveness (PRIE) Office complements these processes by providing data; conducting related research and evaluation; and training faculty, staff, and managers on using the Data Dashboard in order to access basic data on student achievement. In addition, the Basic Skills Initiative Steering Committee conducts research on an ad hoc basis and student services managers periodically administer surveys and conduct focus groups to determine how well their departments are supporting students and where improvement is needed.

## Organizes Institutional Processes

Program review of instruction, administration, and student services is a key component of COM's integrated planning process. Through it, quantitative and qualitative data are collected to determine each program and departments' effectiveness in supporting student success and contributing to achieving the College's strategic directions and goals. See Standard II.A.16 for more program review detail.

Through the program review process, instructional programs, and when applicable, student services programs, use student access and success data obtained through the College's Fact Book (I.B.4-2), individual work with PRIE, and the Data Dashboard (I.B.4-3) to review patterns and trends in enrollment, persistence, completion rates and grades, and compare performance among subgroups to identify differences. Programs combine these data with SLO results and qualitative information along with knowledge of their departments to determine the ways they are supporting students well and where they should improve (I.B.4-4). In addition, programs evaluate past changes they have made and describe their plans to modify curriculum, pedagogy, or course outlines, for example, as a result of what they learned.

The *Integrated Planning Manual* guides the timing of program review. Career technical education programs conduct an in-depth analysis, or full program review, every two years. In the year between, they complete a mini program review if they are requesting additional funding. For other departments, full program reviews are completed every three years, with mini program reviews completed in the years in between based on the needs of the programs (I.B.4-5).

Another major means of collecting data on student learning, also part of COM's integrated planning process, is the SLO assessment plan and process (described in more detail in Standard I.B.2 and II.A.3). SLOs are defined

for instructional and student learning and support programs. For instructional programs, SLOs are defined and assessed at the course, program, degree, general education, and college wide level with assessment cycles synced with the program review cycle. The *Assessment Plan 2012* (I.B.4-6) describes COM's ongoing work to define and assess student learning and includes a timeline with benchmarks and describes how SLO assessment results are to be used in decision making.

SLO assessment work at COM is captured through department discussion reports, COM tracking tool assessment results, and most extensively in program review (I.B.4-7). In program review, programs/disciplines describe and analyze the SLO assessment work they have done and their plans for changes in pedagogy as a result of findings.

Individual program reviews are reviewed broadly at the college wide level through SLOAC, the Student Access and Success Committee (SASC), and the Planning and Resource Allocation Committee (PRAC). SLOAC uses a rubric to rate program reviews with regard to the quality of the student learning outcomes and their assessment (I.B.4-8). SASC looks at program reviews to see issues for students that are noted in many disciplines. It then sends recommendations based on this review to PRAC at the end of each year.

## Institution Uses Assessment Data

COM's culture of inquiry and continuous improvement increasingly results in COM's use of data and research to support student learning and achievement. Examples can be found in Standards I.A.2, I.B.2, I.B.3 and I.B.6 in addition to the following.

The development and expansion of an accelerated English course, English 120AC, was prompted by data showing that a low percentage of students starting in basic skills

courses were advancing through the English sequence to transfer-level courses (I.B.4-9). This was due to the length of the sequence. It provided too many points at which students could become discouraged and quit. To remedy this problem, the English Skills Department developed and piloted, in spring 2013, a five-unit accelerated course (English 120AC) that combines two basic skills English classes, English 98 (three units) and English 120 (three units). PRIE research (I.B.4-10) on the pilot and subsequent semesters of English 120AC showed its success in moving students through the sequence more quickly and with the same or better results. Based on these findings, the English Skills Department expanded its offerings of English 120AC in fall 2015 from three to five courses and in spring 2016 from two to four courses. Currently, PRIE is replicating and elaborating on its previous research using the 2015-2016 English 120AC courses.

The College of Marin Campus Assessment, Response, and Evaluation (COM CARE) program, launched in 2014, is another example of data analysis leading to a new way to support students' success. COM CARE is an early alert and intervention program that gives staff and faculty a way to refer students who are exhibiting academic or behavioral problems to appropriate campus personnel who can assist. The online reporting tool provides a structure for coordinated identification and response for struggling students, and empowers more staff to intervene, thus reducing time between alert and intervention (I.B.4-11 and I.B.4-12).

Initially described in Standard I.A.2 of this Institutional Self Evaluation, the Basic Skills Master Plan Task Force, known as the Faculty Led Inquiry Team (FLIT), is a good example of using data to impact student learning and success of which the College is especially proud. Data from PRIE showing the low success rates of COM's basic skills students prompted FLIT's formation. This five-member faculty team from multiple departments conducted additional research in the form of 38 focus groups with students, faculty, staff, and administrators. Over 400 individuals participated. Focus group findings and interdisciplinary discussions led to 14 recommendations to improve students' success (I.B.4-13). One of these is a transferable orientation course (Humanities 101) to familiarize students with academic mores and build necessary skills in reading, writing, research, and critical thinking. The College allocated resources to develop Humanities 101. The course will start in fall 2017. Another recommendation is expanding supplemental instruction to include support to all departments rather than English only. In April 2016, the California Community Colleges Chancellor's Office awarded COM a $1.3 million Basic Skills and Student Outcomes Transformation Program grant based largely on FLIT's work and recommendations that will support the implementation of these two recommendations, among others (I.B.4-14).

### ANALYSIS AND EVALUATION

The College meets the Standard. COM has structured and uses its comprehensive integrated planning model, which includes program review and its SLO assessment plan and process, to analyze assessment data in meaningful, applied ways to enhance student learning and achievement. PRIE regularly contributes to these processes as well as working with campus constituents to conduct ad hoc research and analysis that furthers understanding and decision making about student success. In addition, FIGs and FLIT have engaged faculty interest and energy in ways that have expanded research and data use, fostered cross-disciplinary teams, and led to recommendations for student success initiatives that are being implemented, funded, and will be evaluated for their effects on student learning and achievement.

**EVIDENCE LIST**

| | |
|---|---|
| I.B.4-1 | See I.A.3-1, *Integrated Planning Manual*, revised July 23, 2012 |
| I.B.4-2 | See I.A.2-1, Fact Book Web page |
| I.B.4-3 | PRIE Data Dashboard Web page |
| I.B.4-4 | Program Reviews Web page |
| I.B.4-5 | *Integrated Planning Manual*, timeline updated April 14, 2015 |
| I.B.4-6 | See I.B.2-1, *Assessment Plan 2012* |
| I.B.4-7 | See I.B.2-3, Instructional SLOs Results Web page |
| I.B.4-8 | Program Review SLO Assessment Response Sheet |
| I.B.4-9 | *Student Achievement Report*, spring 2013, pp. 14-15 |
| I.B.4-10 | See I.A.2-12, Student Performance in Accelerated versus Regular English, PRIE report |
| I.B.4-11 | Student Success and Support Program Plan (Credit Students), 2014-2015, p. 17 |
| I.B.4-12 | *Student Equity Plan 2015-16*, pp. 39-40 |
| I.B.4-13 | See I.A.2-18, *The FLIT Report: Recommendations for the Basic Skills Master Plan* |
| I.B.4-14 | Basic Skills and Student Outcomes Transformation Program Grant Award Letter, April 1, 2016 |

# *Institutional Effectiveness*

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

**EVIDENCE OF MEETING THE STANDARD**

The major means by which College of Marin (COM) assesses accomplishment of its mission are articulated in the College's *Integrated Planning Manual* (I.B.5-1). These include program review, planning goals and objectives, and student learning outcomes (SLOs). Student achievement is routinely tracked and disaggregated in multiple ways and programs and initiatives designed to improve it are evaluated. Research, both quantitative and qualitative, is at the center of COM's integrated planning model in order to inform and assess accomplishment of its mission.

For more detail about COM's integrated planning model and process see Standard I.B.9, for program review I.B.4 and II.A.16 and for student learning outcomes I.B.2 and I.B.4.

**Program Review**

All instructional and student support programs and administrative departments go through program review to determine their effectiveness and contribution to the College's mission and goals. Therefore, accomplishments by program type and, in the case of instructional programs, modality, are examined. Further, the program review process uses quantitative and qualitative data.

English as a second language (ESL) is one of the focal areas in COM's mission and it is a good example of how the College uses program review to assess accomplishment of its mission. In the 2013 program reviews for both noncredit ESL (I.B.5-2) and credit ESL (I.B.5-3), faculty identified the difficulty of getting students to progress from noncredit ESL (ESLN) into

credit ESL (ESL). Many students stopped at ESLN 40, the last ESLN class. In fall 2013 and spring 2014, the ESLN faculty conducted research through a Faculty Inquiry Group (FIG) funded by the Basic Skills Initiative Committee (I.B.5-4) to examine why students were not continuing. Two factors that surfaced were a lack of understanding about the ESL program and the cost of ESL credit courses. As a result, the two disciplines created mirror noncredit course outlines of the credit courses. With this change, noncredit ESL students can attend credit-level courses as noncredit students allowing them to move through the intermediate and advanced levels of ESL without cost. In doing so, their financial risk is lower while they gain skills needed to eventually navigate college-level credit programs. Consequently, noncredit ESL enrollment has increased. Program review helped these departments identify and define the problem, and prompted research and discussion that led to a workable and successful solution to enhance student achievement in accordance with the College's mission.

Another strong example is the Court Reporting program, part of COM's mission-driven commitment to provide career technical education. In 2013, the Court Reporting program noted that important factors influencing student success are financial stress, family responsibilities, commute time, and work hours. Success in court reporting school is predicated upon time-on-task. The Court Reporters Board of California recommends a minimum of 15 hours of practice on the stenotype machine outside of class per week, so students with long work hours, many family responsibilities, and long commutes are at a disadvantage. In response, the Court Reporting program switched from a four-day schedule to a longer three-day schedule based on student data during the summer session and student feedback (I.B.5-5).

Following up in their 2015 program review, the department reported that the lengthening of the skills class sessions from 80 minutes to 100 minutes allowed for more read-back opportunities, and the department provided increased sit-down time and more detailed feedback to reinforce skills. Scores on the fall 2015 final exam for skills classes were substantially higher than in previous semesters, with an average score of 91.32 (I.B.5-6). In an effort to even further address students' needs and success, the Court Reporting program is now considering adding synchronous distance access, using Zoom to their skills classes to allow students who are not able to attend class in person on a given day the opportunity to participate rather than fall behind.

While not actually a program, distance education (DE) courses are assessed using program review to ensure that the College is providing "equitable opportunities and fostering success for all members of our diverse community," as its mission states. DE courses are evaluated based on both their merit within a particular department and quality as DE courses. Student success and retention rates, course design, student/faculty engagement, faculty professional development, and regular and effective contact are evaluated (I.B.5-7). In addition, DE courses are reviewed each semester to monitor student success rates longitudinally across disciplines and are compared to statewide DE student success rates. Further, DE course success and pass rates are compared to their face-to-face program type equivalents (I.B.5-8). As noted in their 2015 program review, DE course success improved by 6.41 percent but the success rate was still 11.63 percent below the College's overall average and 5.85 percent below the College's institution-set standard of 70 percent. In light of this lower student achievement in DE courses, the DE program outlined its plan to increase success rates over the next few years.

## Evaluation of Goals and Objectives

The *Educational Master Plan 2009-2019* (EMP) and the three-year strategic plans derived from the EMP set institutional objectives, including those for student success and student access, and progress is regularly tracked. The current *Strategic Plan 2015-2018* includes performance indicators, benchmarks, and targets for assessing whether COM is improving and achieving its objectives (I.B.5-9). Each year the Educational Planning Committee (EPC) monitors progress on the strategic plan using a rating and tracking system for recording evidence. The Planning, Research, and Institutional Effectiveness (PRIE) Office synthesizes this information into an annual progress report for the campus community and Board of Trustees (I.B.5-10). Every three years, the EPC considers this progress to make recommendations for the next round of strategic planning or, as will be the case in 2018, as part of the development of the next EMP. Tracking progress on the strategic plan and using it in making recommendations for future plans helps ensure that the College is fulfilling its mission.

With the re-envisioning of PRIE, as part of COM's growing culture of inquiry, the College is gaining more in-depth knowledge about factors that affect student success and is beginning to evaluate the effects of new student-support programs and services being implemented. For instance, the College now knows, through research, that applying to COM early and participating in College Success Saturday increased persistence. However, the effect of participating in College Success Saturday was stronger (I.B.5-11). As another example, the descriptive data on disproportionate impact in COM's *Student Equity Plan 2015-16* shows African-American and Hispanic students typically succeed at lower rates than other racial/ethnic groups. However, PRIE's research found that traditionally underrepresented students perform differently depending on non-ascribed characteristics such as college readiness and English and math enrollment in the first year and that those characteristics are stronger predictors of success. Such findings identify nuance that can lead to more tailored learning and support tactics and help COM fulfill its mission of equity and social responsibility (I.B.5-12 and I.B.5-13).

## Student Learning Outcomes (SLOs)

In addition to delineating COM's SLOs, Standard I.B.2 provides examples of using SLOs to improve student learning—the central component of COM's mission. Another example is the Biology and Allied Health Sciences Departments' findings on the critical thinking SLO (I.B.5-14). In Biology 108A, assessment showed that students were not necessarily growing in their ability to think critically and problem solve over the course of the semester, and the department noted that stronger students with better experience in writing performed better on these tasks, suggesting that the students were not necessarily learning these new skills in the class itself. In response, the department is taking extra time in the lecture/lab course to review the mathematical steps of the exercise, spending more time in the laboratory linking the steps of the scientific method with the lab activities students perform, and developing reading guides to help students focus on key content. Based on SLO data, the Biology and Allied Health Sciences Departments adjusted teaching methods to ensure that students achieve in accordance with the College mission.

Some individual efforts to disaggregate SLO data have begun but the introduction of CurricUNET in spring 2017 will give the College the tool needed to more broadly disaggregate SLO data going forward.

## Student Achievement

Student achievement is an essential component of the mission and therefore one the College tracks and assesses in multiple ways. Further, ensuring that all institutional and programmatic decisions reflect sound data and analysis of factors impacting student achievement is one of COM's *Strategic Plan 2015-2018* objectives (I.B.5-15). Examples of research, analysis, and use of student achievement data to gauge effectiveness and improve are shown in Standards I.B.3 and I.B.6.

A variety of progress and outcomes measures are routinely tracked and disseminated by PRIE such as student success and retention rates (disaggregated by division, course type and student race/ethnicity), persistence to next term (by student race/ethnicity), progression from pre-college to college-level courses, degrees awarded, and number of transfers to four-year institutions. Also, PRIE has conducted numerous research studies and analyses focused on COM's student success and equity.

COM's student equity plan (I.B.5-16) is another mechanism through which student achievement is gauged. Where data show disproportionate impact between student groups' successful course completion, persistence, completion or transfer, activities to close the achievement gaps are being implemented and their outcomes monitored.

Each year the Basic Skills Initiative Steering Committee (BSISC) funds EMP and strategic plan-related projects, as well as faculty-inspired projects, designed to improve instructional practices, support services or issues affecting COM's basic skills students, including initiatives intended to improve course success and pass rates. Assessments are a required part of the projects. Over the past several years, BSISC has been instrumental in piloting initiatives that support student success which are later scaled up and institutionalized. Some

of these are the Dedicated Tutor program, English 120AC (accelerated basic skills), the First Year Experience, English 92 lab curriculum redesign, and Summer Bridge (I.B.5-17). While the committee has funded projects to support students in math, such as using dedicated tutors, success and pass rates have not improved. Unrelenting in its efforts, BSISC is supporting piloting Statway, a math course for non-STEM majors. BSISC funded joining the Statway network, training instructors, and gathering materials in preparation for teaching the Statway course in fall 2016.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM assesses the accomplishment of its mission by multiple means including program review, evaluation of planning goals and objectives, and student learning outcomes. Considerable attention is focused on tracking student achievement, disaggregating data, and conducting research and evaluation to gauge progress as well as inform decisions. When gaps are identified through any of these means, the College implements changes designed to close those gaps. In fact, closing gaps through piloting new initiatives to improve basic skills students' success is the express purpose of the BSISC and each project implemented is assessed. Progress on strategic and equity planning goals is tracked annually using clear performance indicators, benchmarks, and targets and results are shared with the College community, Board of Trustees, and are available to the public online. Both quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery as exemplified through the program reviews, DE's comparisons with face-to-face course success rates, and data tracking and research done by PRIE.

**EVIDENCE LIST**

| | |
|---|---|
| I.B.5-1 | See I.A.3-1, *Integrated Planning Manual*, revised July 23, 2012 |
| I.B.5-2 | Noncredit ESL Program Review, 2013 |
| I.B.5-3 | Credit ESL Program Review, 2013 |
| I.B.5-4 | Faculty Inquiry Groups Final Report, spring 2014, pp. 3-4 |
| I.B.5-5 | Court Reporting Program Review, 2013 |
| I.B.5-6 | Court Reporting Program Review, 2015-2016, p. 12 |
| I.B.5-7 | Distance Education Program Review, 2015-2016 |
| I.B.5-8 | Success and Pass Rates for Face-to-Face and DE Courses, fall 2011-spring 2015 |
| I.B.5-9 | *Strategic Plan 2015-2018* |
| I.B.5-10 | See I.A.2-4, *Strategic Plan 2015-2018* Progress Report, Year One: 2015-2016 |
| I.B.5-11 | Are College Success Saturday Students More Successful than other First-Time Students? PRIE Report |
| I.B.5-12 | See I.A.2-7, A Different Way to Look at Student Groups and Their Success, PRIE report |
| I.B.5-13 | See I.B.3-14, What Most Influences COM Students' Completion? PRIE report |
| I.B.5-14 | Biology/Allied Health Program Review, 2015-2016, pp. 11-14 |
| I.B.5-15 | *Strategic Plan 2015-2018*, p. 12 |
| I.B.5-16 | See I.B.3-9, *Student Equity Plan 2015-16* |
| I.B.5-17 | BSI Projects at College of Marin Web page |

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

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**EVIDENCE OF MEETING THE STANDARD**

**Disaggregates and Analyzes Learning Outcomes and Achievement**

College of Marin (COM) disaggregates and analyzes achievement data for subpopulations of students. As shown in Standard I.B.3, COM first set standards for student achievement in its *Strategic Plan 2012-2015* and continues to monitor performance on those standards. COM disaggregates these standards data, particularly successful course completion, persistence, and degree and certificate completion by student demographics and course modalities (Student Achievement Data and Institution-Set

Standards, see pages 39-76 of this report) to ensure that the College is fulfilling its mission of "providing equitable opportunity and fostering success for all students."

COM analyzes disaggregated data from a variety of sources. At the institutional level, the Planning, Research, and Institutional Effectiveness (PRIE) Office generates and provides disaggregated student success data to the College. Several progress and outcomes measures are routinely tracked and disseminated by PRIE via the online Fact Book (I.B.6-1) including student success and retention rates (disaggregated by division, course type, and student race/ethnicity),

persistence to next term (by student race/ethnicity), progression from pre-college to college-level courses, degrees awarded, and number of transfers to four-year institutions. Student Success Scorecard metrics are disaggregated by race, gender and age for the student equity plan (SEP) and are tracked and disseminated via the PRIE website. PRIE also conducts specific research studies and analyses (I.B.6-2) focused on COM's student success and equity and disseminates these findings to relevant campus groups and the campus at large.

At the department and program level, tools such as the Data Dashboard enable all COM faculty and staff to access live COM data to track and study patterns and trends, including disaggregated data on these standards to identify differences in course completion, persistence, and other metrics. Course completion rates and other related indicators of student success are analyzed by programs and departments in program review, and these sections of the program review are reviewed by the Student Access and Success Committee, which makes recommendations to disciplines and the Planning and Resource Allocation Committee (PRAC) based on this information.

Disaggregation of collected student learning outcomes (SLO) data is in its beginning stages. It is organized by the Student Learning Outcomes Assessment Council (SLOAC) with a current focus on comparing SLO achievement based on course mode of delivery (distance education (DE) or face-to-face). CurricUNET will be implemented in spring 2017 to help with this process.

### Identifying and Mitigating Performance Gaps

Having identified performance gaps in student success based on disaggregated student achievement data, the College is implementing strategies to mitigate these gaps and beginning to evaluate the efficacy of these strategies. The

SEP is being implemented to address areas where analysis of disaggregated student demographic data showed disproportionate impact for successful course completion rates, advancement from pre-college to college-level courses, and completion and transfer. The *Student Equity Plan 2015-16* (I.B.6-3) set goals and indicators to close these gaps. These equity objectives and performance indicators are part of the *Strategic Plan 2015-2018* as well.

COM's equity objectives are resulting in new, innovative programs. Learning communities, such as the Puente program, are one example. Puente is an existing program that focuses on improving the success, retention, and transfer rates of educationally disadvantaged students, particularly of Latino/a students, which data (I.B.6-4) indicate are less likely to complete college. In its eighth year at COM, Puente is having a positive impact on its students' achievement. The College continues to evaluate this program's effectiveness and make changes accordingly (I.B.6-5).

Building on Puente's success, COM allocated resources to launch the Umoja program in fall 2015 as part of the student equity plan. Umoja's goal is to improve the low course success and persistence rates of African-American students at COM. The Umoja program includes a learning community of two English courses, a counseling course, and an ethnic studies course in one year. COM will be evaluating the effectiveness of this program this year.

COM's Summer Bridge program was expanded as part of the student equity plan and data that showed achievement gaps for basic skills students. The goal of Summer Bridge is to improve low-income and first-generation students' college readiness and potentially shorten the basic skills sequence for these students. PRIE research shows that students who start lower in the course sequence are less likely to persist. Summer Bridge provides intensive three-week preparation in math and

English along with counseling before students begin at COM, with the goals to accelerate entry into academic programs of study, minimize the time to get college-ready, increase retention rates and full-time enrollment rates, and connect students with campus resources, programs, professors and student community. COM measured the success of the pilot Summer Bridge (I.B.6-6) and the results were positive. Over 80 percent of the first cohort, students who entered in 2014, increased their math or English placement by at least one level. Lasting impacts such as course completion and grade point average in subsequent terms were higher compared to non-participants but not statistically significant, perhaps due to small sample size. COM expanded and made changes to the program in summer 2015 based on these and other findings (I.B.6-7). For the 2015 cohort, which was twice the size of the 2014 cohort, a lower, but still high, percentage of students improved their placement test level. Persistence was slightly lower than the 2014 cohort as well (I.B.6-8).

A majority of these Summer Bridge students felt they were more familiar with the campus and the transfer process and were able to use DegreeWorks, the software that allows them to establish their educational plan, as a result of participating in the program. Summer Bridge is an activity in both the College's strategic and equity plans and was offered again in summer 2016 with analyses of its effects to be conducted at the appropriate time in 2016-2017.

At present, COM's *Strategic Plan 2015-2018*, with its focus on improving student access and student success and use of performance indicators to measure progress, directs much of COM's analysis of disaggregated data for subpopulations of students. In fact, strategic objective S.S. 3.1 (I.B.6-9) ensures that institutional/programmatic decisions about student success are based on sound data

and research, and much of this effort has been to identify subpopulations of students. Increasingly, as COM's capacity for research deepens, the College is evaluating the effectiveness of current interventions for improvement and using analyses to help decide on future initiatives.

Strategic objectives S.A. 3.1 and S.A. 3.2 focus on improving COM's distance education (DE). One way that disaggregated data analysis has played a role in planning for improvement is through comparing face-to-face and DE course success rates (I.B.6-10). Also, in the DE program review process (I.B.6-11), enrollment, retention, and success data were disaggregated by age, gender, ethnicity and Student Accessibility Services used this information to determine if performance gaps existed.

Results of these analyses revealed gaps in achievement. Overall course success rates of DE courses fell below the institution-set standard of 70 percent and below the overall success rates of face-to-face courses. High failure rate DE courses and disproportionately impacted subpopulations were identified. As a result, the distance education coordinator, instructional technologist, and assistant vice president for instructional support, in collaboration with the DE Committee, began to implement a series of interventions to address these gaps. In line with strategic performance indicator S.A. 3.2, faculty members are being trained in best pedagogical practices for online instruction to ensure that all DE courses meet a minimum score of 3 (accomplished) based on the statewide course design rubric for the Online Education Initiative. This training occurs in a variety of venues including one-on-one, in Flex workshops, and regional workshops held at the College. The DE plan is in progress.

**ANALYSIS AND EVALUATION**

The College meets the Standard. COM's commitment to providing equitable access to education, as stated in its mission, is demonstrated through its use of disaggregated data analysis to analyze the success of subpopulations of students at COM. In alignment with the current strategic plan, PRIE collects, analyzes, and disseminates these data at the institutional level, and departments/programs can use the Data Dashboard during the program review cycle to track and study subpopulations of students. When COM recognizes performance gaps, the College responds with interventions such as those shown in the student equity plan and evaluates their effectiveness.

One area the College is currently focusing on for improvement is DE, as disaggregated data analysis shows that DE course success rates and other factors are lower than face-to-face courses.

Moving forward, the College needs to make greater progress on its efforts to disaggregate SLO assessment data. While SLO data disaggregation and analysis has begun, implementation of CurricUNET will help make greater progress.

**EVIDENCE LIST**

| | |
|---|---|
| I.B.6-1 | See I.A.2-1, Fact Book Web page |
| I.B.6-2 | See I.A.2-5, PRIE Research and Analysis Web page |
| I.B.6-3 | See I.B.3-9, *Student Equity Plan 2015-16* |
| I.B.6-4 | What Most Influences COM Students' Completion? PRIE report, p. 3 |
| I.B.6-5 | Comparison of Student Success Outcomes: Puente Program and Non-Puente Students, PRIE Report |
| I.B.6-6 | College of Marin Summer Bridge Program Effect on Student Progress, PRIE report |
| I.B.6-7 | Summer Bridge and JumpStart Programs Help Students Transition to College, news release, April 9, 2015 |
| I.B.6-8 | Final Report: Summer Bridge 2.0 |
| I.B.6-9 | Strategic Objective SS3.1 Report to the Educational Planning Committee 2015-2016 |
| I.B.6-10 | See I.B.5-8, Success and Pass Rates for Face-to-Face and DE Courses, fall 2011-spring 2015 |
| I.B.6-11 | See I.B.5-7, Distance Education Program Review, 2015-2016 |

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

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**EVIDENCE OF MEETING THE STANDARD**

**Board Policies and Administrative Procedures**

College of Marin (COM) regularly revises its policies for all areas of the institution using the Community College League of California (CCLC) Policy and Procedure Service. Templates provided by CCLC include language that is legally required, advised, or best practice and is legally vetted. The service also provides the College with two updates per year relative

to policy and procedure revisions and incorporation of new, revised, or changed legislation, Title 5, and Education Code.

A complete review and revision of all Board policies (BP) and administrative procedures (AP) in accordance with CCLC template language and numbering was completed in 2012 (I.B.7-1). BPs and APs are continually reviewed and updated as necessary to reflect organizational change and ensure effectiveness in supporting academic quality and accomplishment of mission.

In October 2014, College Council (CC) reviewed and shared with constituent groups a revised BP/AP review process that disbanded the Board Policy Task Force. This new process began in January 2015. It maintains the practice of using CCLC recommended changes and final Board of Trustees approval and added review and revisions by the chapter manager or the Academic Senate depending on the nature of the BP/AP, 10 + 1 categories, institutional or Chapter 2 (I.B.7-2). Subsequently, in October 2015, as part of the Participatory Governance System (PGS) evaluation, PGS committees were added into the review process for BP/APs that are relevant to their charge. Also, CC decided that non-substantive changes such as editorial modifications and changes to references or code could be made by staff and provided to senates and CC for information (I.B.7-3).

### Institutional Practices

The College regularly reviews practices in all areas of the institution to improve their effectiveness as needed. For example, the PGS has been modified several times since its creation in 2005. Feedback from PGS surveys and Governance Review Council (GRC) recommendations inform changes to assure the system's effectiveness.

Currently, changes are being implemented that were initially informed by spring 2014 PGS member survey results, review of Governance Digests, PGS committee meeting attendance, seat vacancies, participation time estimates, and anecdotal experiences from those who had served on governance committees. Based on these sources, in spring 2015 the GRC recommended addressing low attendance at meetings, lack of quorum, and unfilled positions on multiple committees to CC and the superintendent/president. The broad intent of the recommendations is raising participatory governance visibility and cultivating a desire to participate (I.B.7-4).

To gather additional information on employees' experiences with and knowledge of the PGS in order to inform potential changes, in spring 2015 a college wide PGS survey of employees was administered. Results showed that participatory governance is valued by COM employees and those who serve on committees benefit from a sense of engagement, teamwork, and learning. Scheduling conflicts and available time to participate were noted as common factors inhibiting participation as well as lack of awareness of committees' purposes and how to join. Survey respondents offered characteristics of both effective and ineffective committees that can be used to improve participatory governance at the College (I.B.7-5).

Based on these findings the superintendent/president supported actions such as:

Adding Flex week events to orient new faculty and staff to PGS, educating employees on running effective meetings, requiring participation in a Flex Week activity for PGS committee chairs and members and publishing PGS-related information in the *President's Weekly Briefing* (I.B.7-6).

Numerous examples of practice changes are shown throughout this Institutional Self-Evaluation. Some of those are:

- In 2015-2016, presentations by the superintendent/president, vice presidents, and deans were incorporated into the Planning and Resource Allocation Committee (PRAC) process. Each presented a high-level overview of their area's responsibilities, relationship to the College mission, assessment and resource needs. These presentations allow PRAC to see a coherent, big-picture view of the College and make high-level recommendations that are aligned with College planning priorities and external requirements that must be funded while making the best use of resources. The practice replaces PRAC's previous process of reviewing myriad small funding requests from every department going through program review (I.B.7-7).

- As part of COM's evolving planning process, development of the *Strategic Plan 2015-2018* included performance indicators with benchmarks and targets that will allow COM to clearly see whether it is meeting its objectives (I.B.7-8). In addition, to increase visibility and awareness of the College's strategic directions and goals across the campuses and in its external community, the plan was distributed in brochure form (I.B.7-9) and printed poster-sized, framed and hung throughout the Kentfield and Indian Valley Campuses.

- Each year the Educational Planning Committee (EPC) reviews and hears reports from managers with primary responsibility for each strategic plan objective and rates progress. Minor changes to the method of rating are typically made based on a year-end

review of the process (I.B.7-10). Until 2015-2016, progress had been determined primarily based on the extent to which action steps were implemented. With the inclusion of specific performance indicators in the *Strategic Plan 2015-2018* and the continuing desire to assure implementation is occurring, the EPC revised the rating system to include both activity and whether the performance indicators show that the objective was met (I.B.7-11).

- In order to better coordinate the multiple new and emerging student success and equity initiatives and strengthen discussion and use of data and research, the Student Access and Success Committee (SASC) charge was revised, its membership expanded, and SASC and the Basic Skills Initiative Steering Committee (BSISC) will periodically meet jointly (I.B.7-12).

- In spring 2016, the Academic Senate disbanded the Program Review Committee and PRAC and academic departments began discussing potential changes to the program review process based on feedback from programs about their experience with the program review template, process, and cycle.

- Since fall 2013, the College has been increasing professional development opportunities for faculty, staff, and administrators. A faculty facilitator for professional development was hired and in fall 2014 the number of Flex professional development days at the beginning of each semester was increased (I.B.7-13, I.B.7-14, and I.B.7-15). Offerings support academic quality, institutional effectiveness, and planning goals, utilizing the themes of teaching and learning; student success;

technology training; institutional effectiveness; and employee effectiveness (I.B.7-16). The College community is surveyed to determine professional development needs. Flex sessions offered are evaluated and the Professional Development Committee uses these findings in its planning.

- The College developed a four-year forecast with planning scenarios to support the development of informed budgeting and eliminate deficit spending or reduce reliance on a single source of revenue. For example, in February 2015, the College hired an executive director of development to assist with fundraising and who will be responsible for the Auxiliary Foundation.
- In 2016 the College reviewed its standards for college wide reserves and will raise reserves not only for unrestricted fund reserves but also reserves for capital management. This will be done incrementally over several years. By setting aside resources for capital management, it allows the College to meet emergency needs in the areas of facilities and capital improvements as they arise without hindering the reserve balance of the College (I.B.7-17).
- Based on an information technology network security assessment (I.B.7-18), the College prioritized and funded changes that mitigated the risk of hacking, including implementing single sign-on, and simultaneously allowed wireless services to be redesigned for different user groups with mobile device management that allows personal devices to be used while maintaining network security.
- Facilities needs are assessed in a variety of ways and numerous changes

have occurred at COM over the last several years, each for the purpose of better supporting students. For example, Cashiering Services was relocated to a prominent space in the Student Services Center at the Kentfield Campus and its visibility heightened by creating an open floor plan with spacious service windows. Students can easily identify the space and the layout streamlines the cashiering process to help reduce queues during peak times. All workstations and counters meet Americans with Disabilities (ADA) requirements providing accessibility for both students and staff. As another example, two suites housing the Student Accessibility Services Department, on the second floor, were combined into one suite on the ground floor to improve access for disabled students, provide for existing services and allow expansion of services for the more than 500 students that rely on this department.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM regularly reviews and updates its BPs and APs based on legal requirements, best practices, and institutional changes to assure academic quality and mission effectiveness. In addition, the BP/AP review process has been modified as needed. Participatory governance committees make changes based on year-end reviews and the GRC recommends improvements to the governance system overall based on annual evaluations, or when appropriate. Many other institutional practices, such as the examples shown here and throughout this report, have been reviewed and modified for improvement. Doing so is an ongoing, institutionalized way of working at COM.

**EVIDENCE LIST**

| | |
|---|---|
| I.B.7-1 | Policies, Review Process Web page |
| I.B.7-2 | BP/AP Review/Approval Process, April 7, 2016 |
| I.B.7-3 | College Council Minutes, October 15, 2015, p. 2 |
| I.B.7-4 | Governance Review Council Recommendations, April 20, 2015 |
| I.B.7-5 | College of Marin Campus Community Experience and Evaluation of Participatory Governance, May 6, 2015 |
| I.B.7-6 | President's Response to Recommended Changes to PGS, February 1, 2016 |
| I.B.7-7 | PRAC Budget Creation Presentations for FY 2016-2017, administrator presentations |
| I.B.7-8 | See I.B.5-9, *Strategic Plan 2015-2018* |
| I.B.7-9 | *Strategic Plan 2015-2018*, brochure |
| I.B.7-10 | EPC Agendas, Minutes, and Meeting Materials Web page, 2015-2016 Academic Year, Additional Materials |
| I.B.7-11 | See I.A.2-4, *Strategic Plan 2015-2018* Progress Report, Year One: 2015-2016 |
| I.B.7-12 | Student Access and Success Committee Web page |
| I.B.7-13 | Academic Calendars 2013-2017 |
| I.B.7-14 | Flex Calendar At-a-Glance, spring 2015 |
| I.B.7-15 | Flex Calendar At-a-Glance, fall 2015 |
| I.B.7-16 | *Professional Development Plan 2013-2016*, pp. 10-11 |
| I.B.7-17 | AP 6251 Reserve Fund Management |
| I.B.7-18 | Network Security Assessment<br>*Confidential and will be made available to the visiting team on site upon request.* |

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

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**EVIDENCE OF MEETING THE STANDARD**

The results of College of Marin's (COM) assessment and evaluation activities are broadly communicated to the campus community and the public through a variety of means such as reports to the Board of Trustees (I.B.8-1 and I.B.8-2); the *President's Weekly Briefing* (I.B.8-3); in the *Student Services and Student Learning Newsletter*; at College Convocation (I.B.8-4); through the Planning, Research, and Institutional Effectiveness (PRIE) website; at department, program, and participatory governance meetings and on the Participatory Governance System (PGS) website; and at presentations for community partners (I.B.8-5)

and other local organizations. The purpose of such communication is to assure broad understanding of the College's students, its strengths and challenges, and to serve as a foundation for discussion and decisions about ways to improve as needed. The methods and topics of communication are expanding as one means of strengthening COM's culture of inquiry and continuous improvement.

Research is central to COM's integrated planning model, and PRIE provides leadership and support for institutional planning, research, and accreditation processes. Consequently, much of COM's assessment and evaluation results are available on the PRIE website or

from links to its site such as Student Learning Outcomes Assessment, Program Review, Accreditation, and Participatory Governance.

COM's Fact Book (I.B.8-6) is available on the PRIE website and provides the results of in-depth analysis on a variety of institutional priorities and questions as well as data tables that show patterns and trends over time in enrollment, courses, and student progress and outcomes. Areas of assessment and evaluation covered in the online Fact Book include:

- Assessment test placements
- Distance education and face-to-face courses comparison
- Student progress and outcomes
- Degrees and certificates awarded
- Transfers to four-year institutions
- Licensure certification and exam results
- Student Success Scorecard reports

In addition to the website, and Data Nuggets that are a monthly part of the *President's Weekly Briefing*, PRIE publishes a small hard-copy Fast Facts brochure that was first created in 2015. Fast Facts has been used by the Board of Trustees, the superintendent/president and others to share data about COM's students, employees, courses, degrees, and transfers with Marin County constituencies. This information has been received positively, as has demographic and progress data about COM students shared by the superintendent/president with Marin County high school principals that allows them to see, in aggregate, how their former students are faring in college.

PRIE's research, analyses, and evaluations are driven primarily by COM's strategic and equity plan priorities. A few examples of recent research and reports from PRIE that are available to the College community and to the public include:

- Students Who Left COM: Where Did They Go? (I.B.8-7)

- A Different Way to Look at Student Groups and Their Success (I.B.8-8)
- First Term and First Year Crucial to Student Success (I.B.8-9)
- Are College Success Saturday Students More Successful Than Other First-Time Students? (I.B.8-10)

PRIE studies are commonly shared across the campuses through committees, the *President's Weekly Briefing*, or college wide emails that specifically focus on particular findings relevant to COM planning goals and initiatives in an effort to improve the College's understanding of its strengths and weaknesses. PRIE occasionally presents findings to governance committees, departments, and the Board of Trustees.

Strategic planning identifies goals and objectives that are assessed and evaluated against performance indicators in the strategic plan. The information contained in the *Strategic Plan 2015-2018* is available on the website (I.B.8-11) and was, for the first time, condensed into a brochure (I.B.8-12) that was widely distributed on campus and at public presentations and events. Also new with this cycle of planning, the brochure was printed in a poster format and 71 copies were hung throughout buildings at both the Kentfield and Indian Valley Campuses.

Every year, the Educational Planning Committee (EPC) records progress on the strategic plan and makes it available to anyone with a Web browser through its evidence tracking Web page (I.B.8-13). PRIE's annual summary of that progress, provided to the Board of Trustees and the campus community, is available to all on the PRIE website (I.B.8-14).

Program review and student learning outcomes assessment findings are shared with the relevant governance committees. Once program reviews are complete they are posted on the Student Learning Outcomes and Program

Review Web page (I.B.8-15). Comprehensive student learning outcomes assessment reports are posted as well (I.B.8-16). All of COM's accreditation reports and self-studies since 2010 are available on the College's public website for transparency (I.B.8-17).

Participatory governance committee members serve as representatives of their respective constituencies, communicating needs and concerns to the committee and disseminating information from the committee to their constituents. Information from PGS committees is also communicated through the *President's Weekly Briefing* and posted to the PGS website. In conjunction with the Governance Review Council, PRIE conducts an annual survey, and other forms of evaluation, to assess PGS committee member perceptions and satisfaction with the governance system. Results of these annual surveys are posted to the PGS Web page (I.B.8-18) and emailed to the campus community. Results of COM's Community College Survey of Student Engagement (CCSSE) and faculty survey results are available online, as are professional development needs surveys, COM's preparation for equity support survey, community and technical education outcomes surveys, and a COM community image survey.

## ANALYSIS AND EVALUATION

The College meets the Standard. The College uses multiple venues and formats to communicate its strengths and weakness to the campus community and the public at large. In the last two years, this sharing has expanded as part of the growth of COM's culture of inquiry and effectiveness. The strategic plan's visibility has increased with its posting around the campuses and sharing of a brochure with Marin County constituent groups. Facts about the College, its students, and their progress have been widely disseminated as well, with a positive response. In-depth research and evaluation that buttresses strategic planning goals is widely shared with campus constituents in a variety of forms and is available online to the public. The College uses this understanding to set appropriate goals and priorities. Program review and student learning outcomes assessment results are discussed in departments and participatory governance committees and are accessible to all online. These planning, research, assessment, and evaluation results are communicated internally to assure a shared understanding that can serve as the basis for innovative approaches to effectiveness as well as to maintain transparency with and support from the public.

## EVIDENCE LIST

| | |
|---|---|
| I.B.8-1 | Board Meeting Minutes, April 21, 2015, p. 6 |
| I.B.8-2 | Board Meeting Minutes, July 19, 2016, pp. 3-4 |
| I.B.8-3 | *President's Weekly Briefing*, March 18, 2016, p. 1 |
| I.B.8-4 | *President's Weekly Briefing*, January 22, 2016 |
| I.B.8-5 | Marin County School Boards Association presentation, April 29, 2015 |
| I.B.8-6 | See I.A.2-1, Fact Book Web page |
| I.B.8-7 | First-Term Stop-Outs and Drop-Outs at COM: How Did They Do and Where Did They Go? PRIE report |
| I.B.8-8 | See I.A.2-7, A Different Way to Look at Student Groups and Their Success, PRIE report |
| I.B.8-9 | See I.B.3-13, First Term and First Year Crucial to Student Success, PRIE report |
| I.B.8-10 | See I.B.5-11, Are College Success Saturday Students More Successful than Other First-Time Students? PRIE report |
| I.B.8-11 | See I.B.5-9, *Strategic Plan 2015-2018* |

| I.B.8-12 | See I.B.7-9, *Strategic Plan 2015-2018*, brochure |
| I.B.8-13 | See I.B.7-10, EPC Agendas, Minutes, and Meeting Materials Web page, 2015-2016 Academic Year, Additional Materials |
| I.B.8-14 | See I.A.2-4, *Strategic Plan 2015-2018* Progress Report, Year One: 2015-2016 |
| I.B.8-15 | See I.B.4-4, Program Reviews Web page |
| I.B.8-16 | See I.B.2-3, Instructional SLOs Results Web page |
| I.B.8-17 | Accreditation Web page |
| I.B.8-18 | COM Participatory Governance System Web page, PGS Committee Participant Surveys |

## *Institutional Effectiveness*

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

### EVIDENCE OF MEETING THE STANDARD

The *Integrated Planning Manual* describes College of Marin's (COM) continuous, broad-based, systematic process in which goals are set, progress monitored, and resources are allocated to improve institutional effectiveness and academic quality (I.B.9-1). The mission drives the long-term educational master plan (EMP) and guides the three-year strategic plans and annual program review. These plans set institutional priorities that are funded and regularly assessed and tracked for both implementation and success in meeting objectives. The Educational Planning Committee (EPC) monitors progress on strategic plans and has a tracking system for evidence, which is available on the Planning, Research, and Institutional Effectiveness (PRIE) website (I.B.9-2). PRIE produces an annual progress report that is widely shared through the Planning and Resource Allocation Committee (PRAC), the campus community, and the Board of Trustees.

In addition to these institutional-level plans, the College also maintains the following functional work plans: professional development plan, student learning outcome assessment plan, technology plan, facilities master plan, equal employment opportunity plan, and student equity plan. An academic or administrative department is responsible for implementing each of these plans with recommendations and support from a corresponding governance or advisory committee to assure broad-based knowledge and participation. Each of these plans align with and support the EMP and strategic plan. This integration as described above and depicted graphically in the integrated planning model shown on page 140 assures the College's planning and evaluation is comprehensive, aligning institutional and program-level goals and activities as well as its human, physical, technological, and financial resources to achieve its goals.

College Mission

Educational Master Plan

Outcome Assessment

Internal and External Research

Strategic Plan

Implementation

Resource Allocation

Program Review (Administrative, Instructional, and Student services)
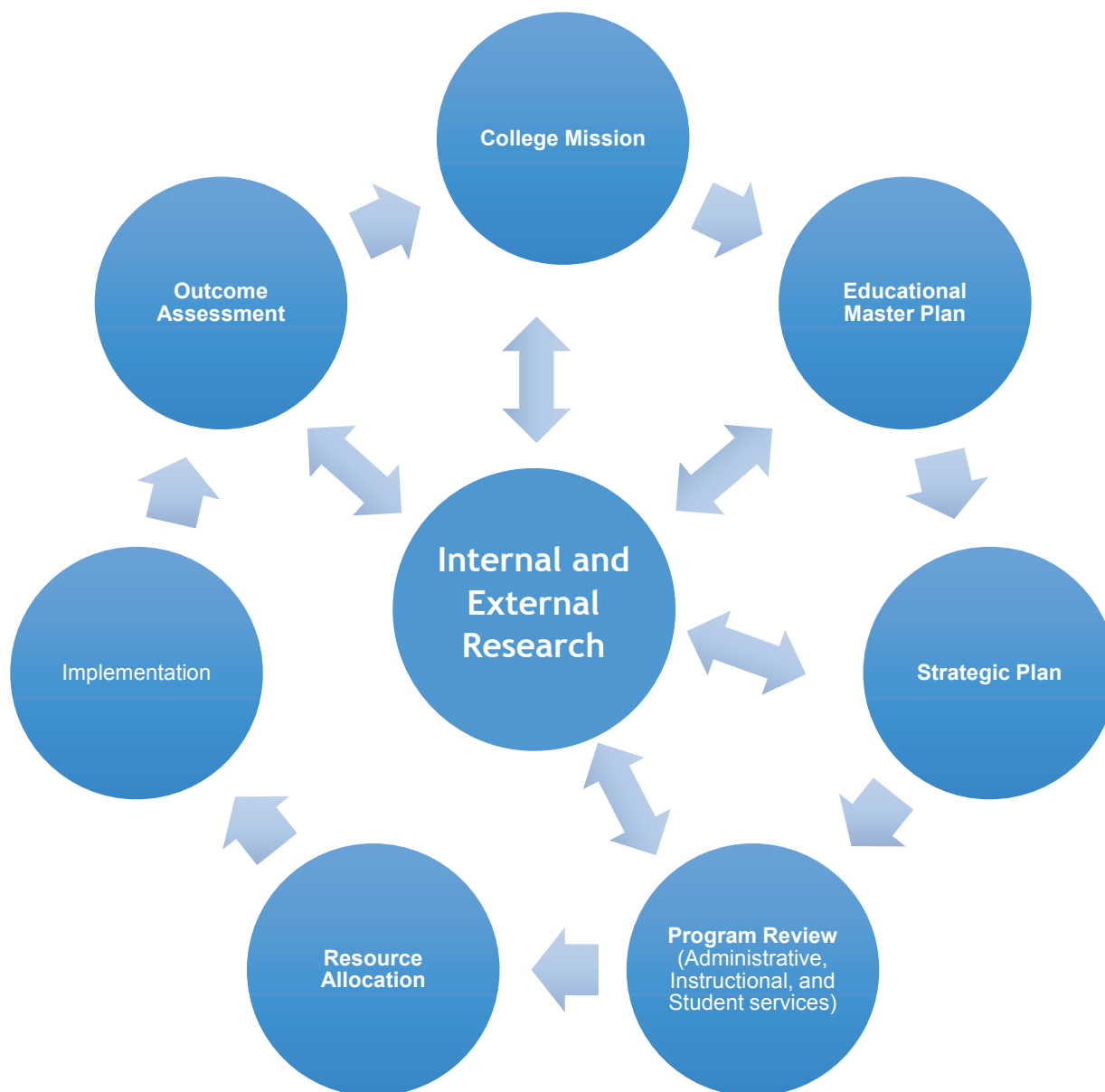
While COM's planning and evaluation process is continuous and systematic, it is also evolving and improving as part of the College's growing culture of inquiry and effectiveness. The basic process is as follows. In fall 2015, the Educational Planning Committee (EPC) reviewed the recommendations in the *Educational Master Plan 2009-2019* and progress on the *Strategic Plan 2012-2015*. They then provided PRAC with recommendations for developing the new strategic plan for 2015-2018 (I.B.9-3). In

spring 2016, a Strategic Planning Task Force composed of managers and faculty across the College created the current *Strategic Plan 2015-2018* (I.B.9-4) based primarily on these recommendations. The draft plan was widely shared through governance committees and the campus community and approved by the College Council. The Board of Trustees approved the *Strategic Plan 2015-2018* on October 20, 2015. This is the last strategic plan developed to support the *Educational Master Plan 2009-2019*, which will be revised

in late 2018. One new element of this strategic plan is that performance indicators are built in to allow the College to clearly know whether it is improving and achieving the objectives set out in the plan. This change reflects COM's increasing use of data, research, and evaluation. Another new part of the process is framing and posting the plan in buildings across the two campuses to heighten awareness of the Colleges' direction and priorities within its community, both internal and external.

COM's program review process, which is more fully described in I.B.4, is a major component of institutional planning and evaluation. Each program submits a full program review every three years, except for career technical education (CTE) programs that submit every two years. These reviews include programs' plans, assessments, and resource needs. Mini program reviews are submitted on an annual basis if funding needs arise that were not included in the regular two-year review or if requests in those reviews were not funded and are still needed the following year. After program reviews are submitted to PRAC, each area dean presents to PRAC a high-level overview of their area's responsibilities, relationship to the College mission, assessment, and resource needs in order to align priorities college wide for making the best use of resources. Again, reflecting the College's ongoing evolution of its processes as part of its commitment to continuous improvement, the deans' presentations is a new part of the resource allocation process implemented in 2015-2016. It allows PRAC to see a coherent, big-picture view of the College and make high-level recommendations aligned with College planning priorities and external requirements that must be funded. After PRAC reviews the College budget assumptions provided by fiscal services and the deans' presentations, PRAC considers the budget proposed by senior leadership and requests from the

programmatic areas, and makes funding and resource allocation recommendations to the president (I.B.9-5).

Because the integrated planning process drives the institution and is integrated with the College's Participatory Governance System, numerous goals, initiatives, and improvements have originated and are discussed and funded through these comprehensive system processes. Examples are shown throughout this Institutional Self Evaluation, especially in Standards I.A.2, I.B.1, and I.B.6. However, one example of which COM is especially proud is its recognition of and actions to resolve transportation issues that were keeping students from attending class or arriving late. One of COM's EMP directions and strategic plan priorities is assuring student access, and it is one of the areas on which programs report in their program review. When the problem of transportation came up in multiple program reviews, the Student Access and Success Committee (SASC) and PRAC discussed this finding and shared it with other constituencies. To learn more about students' transportation difficulties, transportation-related questions were added to the College's administration of the Community College Survey of Student Engagement in spring 2014 (I.B.9-6).

Along with this data collection, SASC and PRAC recommended an ad hoc Commute and Transportation Initiative to provide a platform for discussing, developing and executing a holistic transportation plan. Further, an objective to develop and implement transportation initiatives in partnership with Marin Transit was written into COM's *Strategic Plan 2015-2018*. Students' home origins were mapped to understand where they are traveling from and which bus lines they are (or potentially could be) using (I.B.9-7). Additionally, data were gathered on the start times of classes each day at both campuses to learn when students would need to be on campus and how bus lines could be adjusted

accordingly (I.B.9-8). Then COM administered a transportation survey developed by Sonoma-Marin Area Rail Transit, (SMART), Marin Transit, and the College that went out to approximately 5,000 students. The results echoed the conclusions drawn from the mapping, giving Marin Transit a solid understanding about which routes they needed to modify and add.

Facilitated by Associated Students College of Marin (ASCOM), the students voted and passed a transportation fee which helped refine the current bus routes, add new routes, and provides unlimited 24/7 access to bus rides in the local service areas (I.B.9-9). Appropriate administrative departments implemented fee changes and collection as well as facilities modifications to accommodate bus turnarounds. The new program provides all COM students 24/7 unlimited transportation on local transit buses anywhere in Marin County after paying a nominal transportation fee. Bus service to the Kentfield and Indian Valley Campuses has improved, and the positive environmental impact reflects COM's mission of social and environmental responsibility. The new transportation fee and bus routes began in fall 2015. During the fall 2015 semester, COM conducted a post-implementation survey developed in conjunction with Marin Transit. Based on the student feedback the schedule was revised to better meet the needs of students enrolled in spring 2016.

For other examples of academic and institutional effectiveness improvements made through integrated planning and participatory governance, see Standards I.A.2, I.B.1, and I.B.6.

See Standards III.A.7, III.A.9, III.A.10, III.B.2, III.B.3, III.C.9, III.D.1 and III.D.2 for additional information about human resources, physical facilities, technology, and financial resources allocation.

**ANALYSIS AND EVALUATION**

The College meets the Standard and ER 19. The College's integrated planning process combines short- and long-term planning, program review, and resource allocation into a comprehensive process that aligns departments and programs and human, physical, technological, and financial resources to achieve institutional goals. Embedding this process into COM's Participatory Governance System assures broad-based participation. Annual tracking of planning progress and program reviews help assure that planning and evaluation are continuous and systematic.

The EMP is the tool for long-term planning and the strategic plan, functional plans, and program review reflect shorter-term planning. COM regularly assesses the progress of strategic plan implementation and performance indicators through the EPC's annual process and results are widely shared with the campus community and Board of Trustees. Further, integrated planning at COM, while continuous and systematic, also is modified as needed to facilitate the College's culture of inquiry and effectiveness. Such changes include incorporating clear performance indicators into the strategic plan, posting the strategic plan throughout the campuses to increase awareness of COM's goals, and deans' presentations to PRAC to provide a comprehensive foundation from which to make resource allocation recommendations.

The new transportation program is one example of integrated planning and participatory governance leading to COM accomplishing its mission and being effective. Other examples are shown throughout this Institutional Self Evaluation.

**EVIDENCE LIST**

| | |
|---|---|
| I.B.9-1 | See I.A.3-1, *Integrated Planning Manual*, revised July 23, 2012 |
| I.B.9-2 | See I.B.3-20, Tracking System for Evidence for *Strategic Plan 2012-2015* Web page |
| I.B.9-3 | EPC Strategic Plan Recommendations, January 28, 2015 |
| I.B.9-4 | See I.B.5-9, *Strategic Plan 2015-2018* |
| I.B.9-5 | Planning and Resource Allocation Committee Web page |
| I.B.9-6 | See I.A.2-13, Transportation to Campus, CCSSE results |
| I.B.9-7 | Enrollment by Address, spring 2013 |
| I.B.9-8 | COM Class Start Times |
| I.B.9-9 | Student Government Election Results 2015, pp. 1-2 |

# I.C. Institutional Integrity

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

## EVIDENCE OF MEETING THE STANDARD

The clarity, accuracy, and integrity of information disseminated from the institution is assured through workflow and review procedures that begin with the content generator and move through an approval process dependent on the type of information.

Efforts to ensure clarity, accuracy, and integrity of information have been ongoing and continue to take advantage of emerging technology. The College uses InCopy to manage the production process for the College catalog and credit/noncredit class schedules. This software allows designated contributing editors to write and edit content within the document that has been laid out by the designer, rather than submitting content to the designer to place within the document. Allowing the content experts to generate the information for their areas of responsibility ensures that accuracy and clarity are maintained across the documents.

The College *Communications Guide* is currently being updated to reflect departmental reorganizations. The guidelines ensure brand and information consistency throughout the many outlets and publications where the institution's image is represented and promoted.

### College Catalog and Course Schedules

The College catalog is updated each year to ensure currency, accuracy, and clarity. College of Marin's (COM) Office of Instructional Management (OIM) is responsible for gathering data, preparation, and proofing the annual College catalog with design, printing, and editorial assistance by the College Services Department and the Superintendent/President's Office. OIM works with designated content editors from academic departments, and departments such as Student Services, Fiscal Services, Maintenance and Operations, and Career and Technical Education who review, edit, and submit current, complete, correct narrative annually. These editors are aware of changes in their area and update information accordingly throughout the year. Students are notified that information could change and where to find updated content:

"Over the course of the next year when the catalog will be in use, there will be changes in curriculum, faculty, and other important areas. Information about changes will be available in class schedule booklets, which are issued two times each year for fall and spring semesters, and summer sessions. All information is current at the time of publication but is subject to change" (I.C.1-1).

New catalogs begin production in summer for publication before the fall semester begins. After publication, all information is updated in the online edition if changes occur that are merited as significant. The current catalog and previous years' editions are posted on the College website for reference dating back to 2003-2004 (I.C.1-2). The catalog is offered in portable document format (PDF) downloadable from the College's home page and also is available in hard copy in various student services offices on campus, through counselors,

the School and Community Partnerships Office, and the bookstore.

A similar review, update, and publication process is used for class schedules. The respective offices partner to oversee content submitted by assigned editors of the credit/noncredit class schedule and the community education class schedule to ensure that the published information accurately reflects the College mission, programs, and services.

Two credit/noncredit class schedules are published each year, a summer/fall edition and a spring edition. The credit/noncredit class schedule production cycle was changed in 2014 when the first combined summer and fall class information edition was created. The community education class schedule is produced quarterly.

### College Website

Web content is developed and published by a technical contact within the department, program, or service associated with particular Web pages. The area manager or supervisor is assigned as the content responsible contact and is tasked with monitoring the information provided to ensure that it remains consistent with information contained in approved College publications.

This decentralized website maintenance places content responsibility on staff to maintain their department, program, and administration Web pages. The dean or department head is ultimately responsible for ensuring the accuracy of content on their respective Web pages. Again, by allowing the content experts to generate the information for their areas of responsibility, accuracy and clarity are maintained. For the catalog and schedules, however, there is an additional final review process to ensure that department chairs, deans, directors, administrative assistants, and the vice presidents verify the information before publication occurs.

Web content showing COM's mission, learning outcomes, educational programs and support services is accurate and up-to-date. COM is in the process of building a new website with a responsive Web design approach. With the new content management system, Web pages can be updated and maintained easily and in a timely manner. Phase I of the new website was launched in mid-August 2016 and included top-level and priority pages. While responsible staff actively maintain the new pages created during Phase I, the College is developing Phase II pages simultaneously.

### College Social Media

The College participates in social media and maintains official pages on Facebook, Twitter, Instagram, Pinterest, and YouTube. In an effort to assure the integrity of the institution is represented on a variety of department, program, and service-related social media sites, the Superintendent/President's Office developed guidelines that are posted on the College website (I.C.1-3). In spring 2016 a social media workshop was held to introduce those on campus interested in developing a social media presence to these guidelines (I.C.1-4).

### Accreditation Status

COM describes the institution's accreditation status accurately and consistently to students and the public. Any changes in the College's accreditation status have been communicated broadly to the campus community and the general public. It publishes its accreditation status in the catalog (I.C.1-5) and course schedules (I.C.1-6) and on the College website (I.C.1-7), using the language recommended by Accrediting Commission for Community and Junior Colleges (ACCJC). In addition, a succinct history of COM's accreditation status is posted on the College's website to assure clarity and transparency (I.C.1-8).

**ANALYSIS AND EVALUATION**

The College meets the Standard and ER 20. The clarity, accuracy, and integrity of information disseminated about the College is ensured through workflow and review procedures and an established approval process based on the type of information. Personnel who are content experts in their respective areas review and update information annually and throughout the year as changes occur. For the catalog and class schedules, the review process involves final verification by department chairs, deans, directors, administrative assistants, and the vice presidents prior to publication. This process ensures that facts are being checked for accuracy and readability so that information is easily understood by the College's diverse population and the public.

The College's website and social media follow COM's communication guidelines and Web pages are updated by content experts associated with particular pages. The College is building a new website. Pages on the new site and those scheduled for migration are actively maintained.

The institution provides an electronic catalog with printed copies available for its constituencies that contains accurate and current information. The information included in the catalog is precise and includes all of the accreditation and ER 20 required items.

COM provides accurate information about its accreditation status and makes it available online in an easily understandable form.

**EVIDENCE LIST**

| | |
|---|---|
| I.C.1-1 | *College Catalog 2016-2017*, p. 8 |
| I.C.1-2 | See I.B.2-19, Class Schedules and Catalogs Web page |
| I.C.1-3 | Social Media Guidelines Web page |
| I.C.1-4 | Facebook for COM Departments presentation |
| I.C.1-5 | See I.A.4-2, *College Catalog 2016-2017*, p. 9 |
| I.C.1-6 | See I.A.4-3, *Credit/Noncredit Class Schedule, Summer/Fall 2016*, p. 97 |
| I.C.1-7 | See I.B.8-17, Accreditation Web page |
| I.C.1-8 | College of Marin's Accreditation History, 2004-2014 |

*Standard 1.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)*

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) publishes a print (I.C.2-1) and online catalog (I.C.2-2) annually that provides a complete overview and detailed information about the College. The catalog is offered in portable document format (PDF) downloadable from the College's home page and also is available in hard copy in various student services offices on campus, through counselors, the School and Community Partnerships Office, and the bookstore. It is free of charge to students.

The table of contents (I.C.2-3) published in the catalog gives a concise overview of what the College offers and information for students. This includes general information, policies, degree and program information, enrollment process details, student services, transfer information, course descriptions, faculty, staff and management names and titles, procedures, and maps. Within these broad categories, the catalog is precise in that it contains each of the accreditation and ER required items in detail.

The current catalog is posted on the website along with previous editions dating back to 2003-2004. The catalog is published annually to ensure information is current. New catalogs begin production in summer for publication before the fall semester begins. After publication, all information is updated in the online edition if changes occur that are significant.

COM's Office of Instructional Management (OIM) is responsible for the gathering of data, preparation, and proofing of the catalog, with design, printing, and editorial assistance by the College Services Department and the Superintendent/President's Office. OIM works with designated content editors from academic departments, and departments including

Student Services, Fiscal Services, Maintenance and Operations and Career and Technical Education. These editors review, edit, and submit current narrative annually for inclusion in the catalog. In addition, they review the information, edit and update online throughout the year using InCopy software. Graphic designers assign each section to these internal editors, who are aware of the most current information and changes in each area and check their area's information for updates, completeness, and correctness. Students are notified that information could change and where to find updated content:

"Over the course of the next year when the catalog will be in use, there will be changes in curriculum, faculty, and other important areas. Information about changes will be available in class schedule booklets, which are issued two times each year for fall and spring semesters, and summer sessions. All information is current at the time of publication but is subject to change" (I.C.2-4).

The catalog is available to distance education (DE) students online and contains information about the program (see page 10 of the *College Catalog 2016-2017)*. A detailed list of online courses is available through a link on the DE Web page (I.C.2-5). The online catalog and DE Web page include the same resources available to all students and to the community, including financial aid, counseling, and other learning resources found on the DE Student Support Services Web page (I.C.2-6). The description in the catalog gives a concise overview about how DE functions for students and recommends they speak to a counselor for more assistance.

The policy on academic freedom was added into the *College Catalog 2016-2017*.

**ANALYSIS AND EVALUATION**

The College meets the Standard and ER 20. The catalog is widely available for both current and prospective students, including DE students. Thorough due diligence, editing is performed during the production cycle and throughout the year to ensure accuracy and currency. The information included in the catalog is precise and includes all of the accreditation and ER 20 required items: official name, contact info, website address, mission, accreditation information, course, program and degree offerings, student learning outcomes, an updated academic calendar and program length, academic freedom statement, financial aid, learning resources, information on staff, faculty, administrators and governing board members, requirements for admission, tuition and fees, degrees, certificate, transfer and graduation information, and major policies. The catalog also points the reader to locations online and in other publications where other policies and information is available. The College keeps the information current and easily accessible in multiple forms.

**EVIDENCE LIST**

| | |
|---|---|
| I.C.2-1 | *College Catalog 2016-2017* |
| I.C.2-2 | See I.B.2-19, Class Schedules and Catalogs Web page |
| I.C.2-3 | *College Catalog 2016-2017*, Table of Contents |
| I.C.2-4 | See I.C.1-1, *College Catalog 2016-2017*, p. 8 |
| I.C.2-5 | Online Courses Web page |
| I.C.2-6 | Distance Education Student Support Services Web page |

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

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) compiles, publishes, and disseminates student learning and student achievement assessments and evaluation data through a number of different reports and formats. Planning, Research, and Institutional Effectiveness (PRIE) is the primary office responsible for collecting, analyzing, and publishing student achievement data. The information and data-driven evidence are used to support College decision-making. Standardized and customized reports are provided to administrators, faculty, staff, and external agencies and constituent groups and are available to the general public on PRIE's website (I.C.3-1).

This website is an easily accessible repository for at-a-glance data, in-depth data tables, surveys, and research and analysis reports. These include a Fact Book with demographic and student progress and outcomes data, including degrees and certificates awarded, and transfer to four-year institutions (I.C.3-2).

COM Fast Facts is a small format, tri-fold brochure that provides at-a-glance figures on headcount enrollment, classes offered, degrees and certificates awarded, students transferring to four-year colleges and universities, and

demographic information about students, faculty, staff, and administrators for an academic year. This brochure has been widely distributed to constituent groups, community members, and potential funders with positive feedback (I.C.3-3).

Aggregate data is also shared at an annual breakfast meeting the superintendent/president holds with Marin County K-12 administrators at which he reports on the progress of their former students enrolled at COM. This information, too, is positively received. Similar data is provided to K-12 schools throughout the year as it is requested. As another example, Summer Bridge students' aggregated placement test results are shared with graduating high school seniors, parents, high school administrators, counselors, and teachers to show them the value of this transition program in helping to increase students' placement test scores.

Student achievement and progress data and research findings related to strategic and equity plan goals are shared as a monthly Data Nugget that is published in the *President's Weekly Briefing* (I.C.3-4) in fall and spring semesters and is posted to the PRIE Data Nuggets Web page (I.C.3-5).

Research studies and analyses conducted by PRIE, including those on courses, degrees/certificates and completion, and student success and equity are posted on the Research and Analysis Web page on the PRIE website where they are accessible to the campus community and all members of the public (I.C.3-6). Notification of new reports is sent to the COM community via the college wide employee email distribution list.

PRIE submits Institutional Effectiveness Partnership goals to the California Community Colleges Chancellor's Office and publishes Student Success Scorecard data online. Student Success Scorecard data is also reported annually to the Board of Trustees (I.C.3-7) as is the College's annual strategic planning progress—which includes some student achievement performance indicators. This information is also shared via the *President's Weekly Briefing* and College employee email distribution list.

Student learning outcomes (SLOs) and student services SLOs are listed on the Student Learning Outcomes and Program Review website available to students, prospective students, as well as the general public (I.C.3-8). SLOs are also included on course syllabi for students.

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 19. Over the last few years COM has broadened the scope of collecting, documenting, and disseminating data about the College, including student achievement data and assessment results to the campus community, external constituents, and the general public. The information is robust and easily accessible through prominent links on the College's PRIE website. Printed publications such as the Fast Facts brochure provide basic student achievement and demographic data and institutional characteristics in an easy to distribute format, which has been shared with external constituencies who provided positive feedback about the method of communication and information shared.

## EVIDENCE LIST

| | |
|---|---|
| I.C.3-1 | About Planning, Research, and Institutional Effectiveness Web page |
| I.C.3-2 | See I.A.2-1, Fact Book Web page |
| I.C.3-3 | Fast Facts, Academic Year 2014-2015 |

I.C.3-4        *President's Weekly Briefing*, April 17, 2015, p. 1
I.C.3-5        Data Nuggets Web page
I.C.3-6        See I.A.2-5, PRIE Research and Analysis Web page
I.C.3-7        See I.A.2-1, Fact Book Web page, Accountability, Student Success Scorecard Reports
I.C.3-8        Student Learning Outcomes and Program Reviews Web page

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*Standard 1.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

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### EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) describes its certificates and degrees in a number of locations available to students through several online and printed resources. The information is reviewed for clarity and accuracy by department personnel, deans, and the Office of Instructional Management. Student learning outcomes are included in the degree and certificate information online, as well as in course syllabi.

Students have access to a complete list and description of degrees and certificates on the Degree Information Web page (I.C.4-1). This link provides the degree name, units required, complete course requirements, purpose, expected outcomes, and description. After courses, a detailed list of expected learning outcomes are shown for each degree.

Degrees and certificates are outlined in the *College Catalog 2016-2017*, currently in Section 4 (I.C.4-2). The COM credit/noncredit class schedule (I.C.4-3), published twice annually, lists A.A./A.S. graduation requirements. The College home page includes a link to these documents and they are available as printed copies free to students and the public.

Expected learning outcomes for each course can be found via hyperlinks for the Course Record Number in the catalog and the course name or section number in the class schedule in the online versions, both of which are updated as needed. The catalog describes the purpose of its general education courses, along with associate degrees, certificates of achievement and skills certificates beginning on page 48 to help students understand the reasons for the different degrees and certificates in relation to their educational goals.

Several student services departments offer information on degrees as well as helpful links for students. The Counseling Department offers a self-service connection to DegreeWorks, through the student portal, where students can access an overview of degrees and requirements for those degrees, as well as "What if?" Scenarios they can review with their counselor. The Counseling Department FAQs on the Web page (I.C.4-4) provide answers to questions regarding degrees and certificates such as: What is an Associate of Arts (A.A.) or Associate of Science (A.S.) degree? Do I have to get an A.A./A.S. degree to transfer? What is a Certificate? The Transfer and Career Center FAQs (I.C.4-5) describe associate degrees and their meaning and relationship to transferring and acquiring a bachelor's degree. The Transfer and Career Center's Web page also provides a definition of terms (I.C.4-6) and gives detailed explanations of the definition of degrees and the purpose of different degrees.

Board Policy (BP) 4100 adopted March 18, 2008, describes the graduation requirements,

purpose, and learning outcomes for degrees and certificates at COM and references the policy as a mirror to that of the Board of Governors for California Community Colleges:

"The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest." (I.C.4-7)

Administrative Procedure (AP) 4100 (I.C.4-8) gives a detailed description of graduation requirements for degrees and certificates, including A.A. and A.S., transfer, certificates of achievement, skills certificates, and other degree information and requirements. Approved December 9, 2008, it was revised June 18, 2013, June 16, 2015, December 8, 2015, and again May 17, 2016.

Distance education (DE) students have access to all of the information above through the websites and information received from instructors through the student portal.

Career technical education (CTE) courses of study have additional program descriptions and a Student Progress Pathway Sheet (I.C.4-9) that outlines the course of study, length of study, rotation schedule of required courses, and job and wage outlook information. CTE programs meet with advisory committees that include local industry partners who provide current insights and recommendations on technical

skills and knowledge and professional skills that are essential in the current job market. CTE Student Progress Pathway Sheets are updated in October of each year. Currently, 15 Student Progress Pathway Sheets are created annually. Local economic trends and labor analysis is provided to the College by the California Economic Development Department (EDD), Marin Economic Forum, the local chambers of commerce, and local economic commissions.

Several departments have also created informational flyers with course information, degree, transfer, and career information. These include Dance, Drama, and Fine Arts. Other departmental flyers are underway.

In spring 2016, COM began piloting the Navigate platform in partnership with the Educational Advisory Board. As one of the first community colleges participating in Navigate's development, this system is being customized for COM. Navigate's purpose is user-friendly onboarding and registration. The platform asks students a set of questions and provides a variety of information to help them choose an educational path aligned with their goals and interests, generate a schedule that fits their work and life circumstances, and proactively nudge them to appropriate campus resources. Students can see an overview of each degree, including job and wage opportunities, but the system will orient them toward this information on degrees that match their interests.

## ANALYSIS AND EVALUATION

The College meets the Standard. The institution's degrees and certificates are described in detail in terms of their purpose, content, course requirements, and expected learning outcomes. The information is vetted, verified, and kept up to date and is available in several locations, in hard copy, as well as on the Web and as portable document format (PDF) for DE students. Degree and certificate information is also available in a variety of

I.C. Institutional Integrity

forms from lists, to "What if?" questions, to selections linked to students' interests as expressed through their answers to questions in Navigate. This range of informational options best serves COM's educational and student

diversity and piloting Navigate reflects the College's mission of providing "student-centered programs and services in a supportive, innovative learning environment."

## EVIDENCE LIST

| | |
|---|---|
| I.C.4-1 | Degree Information Web page |
| I.C.4-2 | *College Catalog 2016-2017*, pp. 46-55 |
| I.C.4-3 | *Credit/Noncredit Class Schedule, Summer/Fall 2016*, pp. 76-80 |
| I.C.4-4 | Counseling, Frequently Asked Questions Web page |
| I.C.4-5 | Transfer and Career Center, Frequently Asked Questions Web page |
| I.C.4-6 | Transfer and Career Center, Glossary of Terms Web page |
| I.C.4-7 | BP 4100 Graduation Requirements for Degrees and Certificates |
| I.C.4-8 | AP 4100 Graduation Requirements for Degrees and Certificates |
| I.C.4-9 | Pathway Progress Worksheets |

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

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### EVIDENCE OF MEETING THE STANDARD

As shown in Standard I.B.7, the College regularly reviews its policies and procedures and in Standard I.C.1 and I.C.2, its publications.

College of Marin (COM) regularly revises its policies for all areas of the institution using the Community College League of California (CCLC) Policy and Procedure Service. Templates provided by CCLC include language that is legally required, advised, or best practice and is legally vetted. The service also provides the College with two updates per year relative to policy and procedure revisions and incorporation of new, revised, or changed legislation, Title 5, and Education Code. Board Policy (BP) 3920 (I.C.5-1) and Administrative Procedure (AP) 3920 (I.C.5-2) refer to communication with the public and AP 3050 (I.C.5-3) provides an institutional code of

ethics to assure the credibility of the institution with the public.

The College catalog, credit/noncredit class schedule, community education class schedule, and the College website are the primary methods used to represent the institution to prospective and current students, personnel and the public. The College catalog is reviewed and produced annually; credit/noncredit class schedules are reviewed and produced twice a year. The production process is overseen by the Office of Instructional Management in collaboration with the College Services Department, Superintendent/President's Office, and designated content editors from the academic departments, and departments such as Student Services, Fiscal Services, Maintenance and Operations and Career and Technical Education. The Community Education Department collaborates with the College Services Department to produce quarterly

community education class schedules. These processes ensure the published information accurately reflects the College mission, programs, and services.

The College's mission, programs, and services are represented on its website as well. Web content is developed and published by a technical contact within the department, program, or service. The area manager or supervisor is assigned as the responsible contact and is tasked with monitoring the information to ensure it remains consistent with information included in approved College publications.

The College participates in social media and maintains official pages on Facebook, Twitter, Instagram, Pinterest, and YouTube. In an effort to assure integrity of the institution represented on a variety of department, program, and service-related social media sites, the

Superintendent/President's Office developed guidelines that are posted to the College website (I.C.5-4). In spring 2016 a social media workshop introduced campus personnel interested in developing a social media presence to these guidelines (I.C.5-5).

**ANALYSIS AND EVALUATION**

The College meets the Standard. College BPs and APs are updated as necessary to reflect recommended language from CCLC and an institutional code of ethics is in place to ensure the institution's credibility with the public. College publications are reviewed frequently and go through various levels of approval to ensure the integrity of print and Web collateral used to represent the College mission, programs, and services.

**EVIDENCE LIST**

| | |
|---|---|
| I.C.5-1 | BP 3920 Communication with the Public |
| I.C.5-2 | AP 3920 Communication with the Public |
| I.C.5-3 | AP 3050 Institutional Code of Ethics |
| I.C.5-4 | See I.C.1-3, Social Media Guidelines Web page |
| I.C.5-5 | See I.C.1-4, Facebook for COM Departments presentation |

*Standard 1.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) follows the guidelines from the California Community Colleges Chancellor's Office (CCCCO) and the Department of Education (DOE), regarding tuition, fees, and material fees. The College accurately informs current and prospective students of the cost of tuition and fees. Current tuition and fees are shown in the College catalog (I.C.6-1), and in the credit/noncredit

class schedule (I.C.6-2). In addition to print versions, both documents are posted on the COM website (I.C.6-3). Additionally, an explanation of the full cost of education can be found on the College's Consumer Information Web page (I.C.6-4). The Student Net Price Calculator provides key information for financial aid recipients at COM.

Materials fees, including for career specific supplies or equipment, are posted in the online

schedule and appear by clicking the Course Record Number (CRN) for the course of interest. Required textbooks are determined by the instructor and included in the course syllabus. Costs of textbooks are based on the texts faculty select. The textbook information and costs are available at the College Bookstore and on Moodle in the MyCOM Student Portal. Students can choose to order the book online, rent/purchase the text(s) at the bookstore, or use library course reserves when available. The Admissions drop down menu on the College website includes a link entitled Paying for College, which directs the user to the fee schedule. Estimated costs for tuition, fees, books and supplies for career and technical education (CTE) programs of study are included in the Student Progress Pathway Sheets (I.C.6-5).

The College sends out a welcome letter to every student who applies through open CCCApply. The welcome letter provides the six matriculation steps and the conclusion of that letter includes a link to all of the College's financial aid services.

COM offers a robust scholarship program open to all students. It operates on an annual cycle with awards disbursed annually and semi-annually. The dean of enrollment services sends out emails inviting all students to apply. Scholarship information is also available through a link on the Enrollment Services website (I.C.6-6) and at the Advancement Office. The College recently purchased a scholarship software program, AcademicWorks, that brings the entire scholarship process online with dynamic functions designed to provide access to all students.

Enrollment Services offers student loan workshops weekly at both campuses (I.C.6-7). These workshops, which started in spring 2015, educate students about the loan process and their responsibilities as financial aid recipients.

These workshops are advertised via prominent signage throughout campus and on the Financial Aid website. Any student who applies for a loan receives an email providing the workshop information. In addition, COM participates in Cash for College through WebGrants 4 Students via the California Student Aid Commission and in partnership with 10,000 Degrees of Marin County. These initiatives provide financial literacy events, workshops, and materials to all students to assist in paying for college.

There has been a decline in the number of students and the dollar amount in student loan borrowing since implementation of the student loan workshops. The June 2016 Update from Educational Credit Management Corporation (ECMC), COM's loan management partner, shows the current (23.71 percent, 12.79 percent) and projected (25.77 percent, 28.72 percent) loan default rates for fiscal years 2014 and 2015 (I.C.6-8), respectively.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM follows the guidelines from the CCCCO and the DOE regarding tuition, fees, and materials fees. The College not only accurately informs students of the cost of tuition and fees via the catalog and website, but also invites personal engagement through the welcome letter with a link to all financial aid services. Information about costs is available by several means and in detail for each program. The Student Net Price Calculator offers key information for financial aid recipients. COM has a robust scholarship program to help students cover the cost of education. Weekly student loan workshops are offered at both campuses to provide heightened financial awareness and literacy to potential student borrowers. The number of students taking out loans and the dollar amount of the loans have decreased.

**EVIDENCE LIST**

| | |
|---|---|
| I.C.6-1 | *College Catalog 2016-2017*, pp. 18-19 |
| I.C.6-2 | *Credit/Noncredit Class Schedule, Summer/Fall 2016*, pp. 10-12 |
| I.C.6-3 | See I.B.2-19, Class Schedules and Catalogs Web page |
| I.C.6-4 | Consumer Information Web page, Cost of Attendance and Net Price Calculator |
| I.C.6-5 | See I.C.4-9, Pathway Progress Worksheets |
| I.C.6-6 | Enrollment Services, Scholarships Web page |
| I.C.6-7 | Enrollment Services, Loan Programs Web page |
| I.C.6-8 | ECMC Solutions College of Marin Update, June 2016 |

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

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**EVIDENCE OF MEETING THE STANDARD**

Board Policy (BP) 4030, adopted December 8, 2009 and revised April 19, 2016 by the Board of Trustees, describes College of Marin's (COM) commitment to "an educational climate in which teachers and students can assert their ideas without fear of reprisal" (I.C.7-1). As such, BP 4030 states that COM faculty and students "have a responsibility, under the guidelines of academic freedom, to engage in teaching and learning that honors, respects, and supports divergent viewpoints." Likewise, BP 3900 (I.C.7-2), adopted July 27, 2010, and Administrative Procedure (AP) 3900 (I.C.7-3), adopted June 22, 2010, also defines staff, faculty, and student rights of free expression. These policies protect academic freedom in all courses across all modes of delivery. AP 5530 (I.C.7-4), adopted March 19, 2013, describes the grievance policy to follow if students feel their academic freedom has been violated.

The faculty statement on professional standards and academic freedom, negotiated by the faculty union and published in the United Professors of Marin/Marin Community College District (UPM/MCCD) Collective Bargaining Agreement (Articles 24 (I.C.7-5) and 17 (I.C.7-6) respectively) expresses the need to practice intellectual honesty, promote freedom of inquiry and expression, and protect the academic freedom of students, and it delineates the limitations of the faculty right to academic freedom. The UPM/MCCD Collective Bargaining Agreement describes both the grievance policy if faculty feel their academic freedom has been violated and the disciplinary procedures if faculty violate this policy.

The College's policy on academic freedom, BP 4030, is published for faculty in the *Faculty Handbook* (I.C.7-7) and for students in the College catalog (I.C.7-8). In 2016, COM recognized the College needed to do more to inform students about its academic freedom policy so the College began publishing this information in both the class schedule and catalog.

The 2011 Faculty/Staff Survey shows that 72 percent of faculty agree or strongly agree that the College supports academic freedom (I.C.7-9).

**ANALYSIS AND EVALUATION**

The College meets the Standard and ER 13. The College's policies and faculty contract clearly and unequivocally support academic freedom, academic honesty and responsibility, and the educational climate to support its

expression. Grievances processes exist if violations occur. A substantial majority of the faculty agrees academic freedom is supported at COM. Through its practices, COM maintains an atmosphere in which intellectual freedom exists for all constituencies.

**EVIDENCE LIST**

| | |
|---|---|
| I.C.7-1 | BP 4030 Academic Freedom |
| I.C.7-2 | BP 3900 Speech: Time, Place, and Manner |
| I.C.7-3 | AP 3900 Speech: Time, Place, and Manner |
| I.C.7-4 | AP 5530 Student Grievances |
| I.C.7-5 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 24 |
| I.C.7-6 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 17 |
| I.C.7-7 | *Faculty Handbook*, Opportunities/Responsibilities Web page |
| I.C.7-8 | *College Catalog 2016-2017*, p. 43 |
| I.C.7-9 | Faculty/Staff Survey Report, fall 2011, p. 12 |

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

**EVIDENCE OF MEETING THE STANDARD**

The College catalog (I.C.8-1) includes information regarding student honesty, responsibility, and academic integrity. Similarly, the College of Marin (COM) Consumer Information Web page (I.C.8-2) and the credit/noncredit class schedule for fall 2016 (I.C.8-3) refer to student conduct in general and academic conduct more specifically.

The *Faculty Handbook* on the College website (I.C.8-4) has a section titled "Classroom Management." It includes information on disruptive students, student standards of conduct and due process, prohibition of harassment policy, and student complaints. The "Syllabus, SLOs and Assessment" section recommends information for instructors to

include on syllabi in terms of academic and behavioral expectations. In addition, in the section, "What Should I put in my Syllabus?," there is a link to netiquette guidelines. This link directs faculty to appropriate netiquette for both instructors and students.

Faculty policies on the consequences of plagiarism are noted in course syllabi given to students the first week of the semester. The recommendation to publish these policies is spelled out on the College website in the *Faculty Handbook* under, "Requirements for Course Syllabus" (I.C.8-5). In fall 2016, a Flex activity focused on what to include in a syllabus.

Through the syllabus, instructors are to refer students to the current catalog and schedule

both of which outline College policies regarding plagiarism and general student conduct. Academic deans and department chairs assist faculty when issues of possible academic dishonesty arise. Faculty can also submit a College of Marin Campus Assessment, Response and Evaluation (COM CARE) report.

COM CARE, instituted in fall 2014, is accessed through the MyCOM Portal on the College website (I.C.8-6) using the Faculty Tab. A CARE report on a student assists counselors and other staff to intervene with any student for whom there are concerns about behavioral or academic issues such as poor attendance or performance or academic dishonesty. COM CARE personnel evaluate student behavior with reference to Board Policy (BP) 5500 Standards of Conduct (I.C.8-7). Students who engage in any of the conduct outlined in BP 5500 are subject to the procedures outlined in Administrative Procedure (AP) 5520 Student Discipline and Due Process (I.C.8-8). A resolution will be reached on any case pursued through the COM CARE system within a maximum of ten days.

Every semester there is a Flex event introducing faculty and staff to COM CARE (I.C.8-9) that outlines how to make a referral, the procedure followed by COM CARE for dealing with a referral, the timeline for resolution, and five keys to effective classroom management.

With regard to distance education (DE) classes, the College addresses academic honesty, responsibility, and academic integrity through Moodle, its learning management system. The College uses a single sign-on system whereby once a student signs into the MyCOM Portal, they will immediately have access to Moodle. This single sign-on system promotes student ID verification. Another means of using technology to monitor academic integrity is the use of Turnitin, software that identifies plagiarism, encourages originality, and

identifies improper citations. All class content is maintained in Moodle which helps keeps the class contained with little opportunity for fraud.

Through professional development activities held every semester, the College ensures that faculty are well-informed regarding DE best practices and course design that promotes academic honesty and meets accessibility and authentication standards. The College recommends posting the DE academic policy on courses and syllabi. Some instructors require students to sign an agreement committing themselves to academic honesty and integrity. Students who violate honesty and integrity are referred to COM CARE, the system used for all students enrolled in the College whether in face-to-face or DE classes.

The College is adopting a new learning management system, Canvas, to replace Moodle. Canvas has the potential for stronger authentication. It has been vetted by the Online Education Initiative (OEI). In February 2016, DE personnel met with the Academic Senate to get approval to embark on soliciting feedback from the rest of the campus on the viability of Canvas. The College is scheduled to implement Canvas in fall 2017.

The College has a number of BPs and APs on expected academic honesty and behavior from students, faculty, and staff. These APs and BPs listed below can be viewed on the College's website (I.C.8-10) by accessing the drop-down menu "About COM."

BP 3720 Information Technology Use (I.C.8-11) and AP 3720 Information Technology Use (I.C.8-12) pertain to faculty, students, and staff. All constituencies are obligated to respect software copyrights and licenses, respect the integrity of technology-based information resources, avoid unauthorized access, and respect the rights of other people using the technology.

AP 3750 Use of Copyrighted Material (I.C.8-13) adopted on June 19, 2012, provides guidance to employees and students regarding the reproduction of copyrighted materials. These materials may not be reproduced without prior permission of the copyright owner, except as allowed by the "fair use" doctrine.

BP 5500 Standards of Conduct (I.C.8-14) was adopted on May 17, 2011, and revised on June 18, 2013. It outlines conduct that constitutes good cause for discipline including cheating, plagiarism (including plagiarism in a student publication), or knowingly engaging in other forms of academic dishonesty such as copying from another student in an examination to submitting someone else's work in one's own name. Students who engage in any of the conduct outlined in BP 5500 are subject to the procedures outlined in AP 5520 Student Discipline and Due Process.

AP 5520 Student Discipline and Due Process (I.C.8-15) was approved on January 17, 2012, and revised on April 16, 2013, and September 15, 2015. The purpose of this procedure is to provide a prompt and equitable means of addressing alleged violations of the standards of conduct that guarantees the student involved the due process rights granted them under state and federal constitutional protections.

AP 5530 Student Grievances (I.C.8-16) was approved on March 19, 2013. It provides a prompt and equitable means of resolving student grievances when no other AP, District, departmental procedure, collective bargaining agreement, or statutory procedure applies.

BP 3430 Prohibition of Harassment (I.C.8-17) deals with faculty, staff, and student behavior with regard to creating an "academic work environment that respects the dignity of individuals and groups."

AP 3900 Speech: Time, Place, and Manner (I.C.8-18) states that students and employees of the District and members of the public shall be permitted to exercise their rights of free expression subject to the time, place, and manner policies and procedures contained in the AP.

AP 3410 Nondiscrimination (I.C.8-19) revised September 15, 2015, states that the District shall provide access to its services, classes, and programs without regard to age, ancestry, color, religious creed (including religious dress and grooming practices), family and medical care leave, disability (mental and physical) including HIV and AIDS, marital status, medical condition (including cancer and genetic characteristics), genetic information, military and veteran status, national origin (including language use restrictions), race, sex (which includes pregnancy, childbirth, breastfeeding, and medical conditions related to pregnancy, childbirth or breastfeeding), gender, gender identity, and gender expression, sexual orientation or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

AP 3550 Drug and Alcohol Free Environment and Drug Prevention Program (I.C.8-20) states the District's commitment to providing its employees and students with a drug and alcohol free workplace and campus environment. It emphasizes prevention and intervention through education.

In addition, the College's United Professors of Marin/Marin Community College District (UPM/MCCD) Collective Bargaining Agreement (January 1, 2014-December 31, 2016) for faculty addresses non-discrimination in Article 18 (I.C.8-21) and professional standards with reference to issues of honesty, responsibility, and academic integrity in selected sections of Article 24 (I.C.8-22).

**ANALYSIS AND EVALUATION**

The College meets the Standard. Numerous policies and procedures promote honesty, responsibility, and academic integrity and create the conditions for its expression as well as consequences for its violation and due process for those charged with violations. The *Faculty Handbook*, College catalog, College website, and class schedule all publish clear information regarding honesty, responsibility, and academic integrity as it applies to all constituencies. COM CARE is a forum for addressing student issues of academic expectations and behavior, and single-sign on and Turnitin are technological means used to support academic integrity in DE classes. In addition, Flex activities for faculty focus on practices that promote academic honesty and reduce plagiarism. In fall 2017, the College is adopting a new online learning management system that has even stronger authentication potential.

**EVIDENCE LIST**

| | |
|---|---|
| I.C.8-1 | *College Catalog 2016-2017*, pp. 40-44 |
| I.C.8-2 | See I.C.6-4, Consumer Information Web page, Standards of Student Conduct |
| I.C.8-3 | *Credit/Noncredit Class Schedule, Summer/Fall 2016*, pp. 90-91 |
| I.C.8-4 | *Faculty Handbook*, Classroom Management Web page |
| I.C.8-5 | *Faculty Handbook,* Syllabus, SLOs, Assessment Web page |
| I.C.8-6 | COM CARE Report Interface screenshot |
| I.C.8-7 | BP 5500 Standards of Conduct |
| I.C.8-8 | AP 5520 Student Discipline and Due Process |
| I.C.8-9 | COM CARE presentation |
| I.C.8-10 | Policies and Procedures Web page |
| I.C.8-11 | BP 3720 Information Technology Use |
| I.C.8-12 | AP 3720 Information Technology Use |
| I.C.8-13 | AP 3750 Use of Copyrighted Material |
| I.C.8-14 | See I.C.8-7, BP 5500 Standards of Conduct |
| I.C.8-15 | See I.C.8-8, AP 5520 Student Discipline and Due Process |
| I.C.8-16 | See I.C.7-4, AP 5530 Student Grievances |
| I.C.8-17 | BP 3430 Prohibition of Harassment |
| I.C.8-18 | See I.C.7-3, AP 3900 Speech: Time, Place, and Manner |
| I.C.8-19 | AP 3410 Nondiscrimination |
| I.C.8-20 | AP 3550 Drug and Alcohol Free Environment and Drug Prevention Program |
| I.C.8-21 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 18 |
| I.C.8-22 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, pp. 121-133 |

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

## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) has adopted the Professional Ethics Statement of the American Association of University Professors (AAUP), which speaks to the fair and objective delivery of professionally accepted views. It can be found in Article 24 of the United Professors of Marin/Marin Community College District (UPM/MCCD) Collective Bargaining Agreement. Faculty are required by contract to adhere to this ethics code (I.C.9-1).

Board Policy (BP) 4030 Academic Freedom balances the rights of faculty to teach and students' rights to learn in an environment that allows both parties to engage in "honest intellectual discourse and the transmittal of knowledge." The policy encourages faculty members and students "to assert their ideas without fear of reprisal as a protected right that includes having the responsibility to engage in teaching and learning that honors, respects, and supports divergent viewpoints" (I.C.9-2).

The Curriculum and Career and Technical Education (CTE) Advisory Committees are responsible for ensuring that course outlines follow the accepted views in a discipline. Review of the Course Outline of Records (CORs) are signed off by the department chair and dean. The Curriculum Committee plays both a supportive and evaluative role for ongoing development of courses and programs at the College as defined by "academic standards as set forth by Title 5 regulations, the California Community Colleges Chancellor's Office, and the duties as set forth by the Academic Senate for California Community Colleges" (I.C.9-3). The advisory committee ensures that CTE program curriculum meets current industry needs.

College faculty present information fairly and objectively and adhere to widely accepted professional standards in their area. One way this is demonstrated is during tenure review where faculty are observed for delivering honest intellectual discourse in their field.

## ANALYSIS AND EVALUATION

The College meets the Standard. The College has adopted, and faculty are required to abide by, the AAUP Professional Ethics Statement. BP 4030 Academic Freedom establishes the expectations that faculty present material fairly and objectively. The COM Curriculum Committee and CTE Advisory Committee ensure that course outlines follow accepted views in a discipline as well as Title 5 academic standards. The tenure review process includes observations of faculty delivering the content of their field.

## EVIDENCE LIST

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|---|---|
| I.C.9-1 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, pp. 121-122 |
| I.C.9-2 | See I.C.7-1, BP 4030 Academic Freedom |
| I.C.9-3 | Curriculum Committee Web page |

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

**EVIDENCE OF MEETING THE STANDARD**

As a public community college, and not a faith based institution, the College does not seek to instill specific beliefs or worldviews or require conformity to these specific beliefs or worldviews using specific codes of conduct. The College protects the academic freedom of all constituents. Board Policy (BP) 4030 Academic Freedom states that College of Marin (COM) is committed to "an educational climate in which teachers and students can assert their ideas without fear of reprisal" (I.C.10-1). As such, BP 4030 states that COM faculty and students "have a responsibility, under the guidelines of academic freedom, to engage in teaching and learning that honors, respects, and supports divergent viewpoints." Likewise, BP 3900 Speech: Time, Place, and Manner (I.C.10-2) and Administrative Procedure (AP) 3900 Speech: Time, Place, and Manner (I.C.10-3) also define staff, faculty, and student rights of free expression.

COM also protects this safe and open learning environment on campus with a code of conduct for students, BP 5500 Standards of Conduct (I.C.10-4), which describes conduct that is not permitted at the school, such as discriminatory behavior and intimidating conduct; students who engage in this conduct are subject to the procedures outlined in AP 5520 Student Discipline Procedures (I.C.10-5). AP 5530 Student Grievances (I.C.10-6) describes the grievance policy to follow if students feel their rights have been violated.

The College's policy on academic freedom, BP 4030, is published for faculty in the *Faculty Handbook* (I.C.10-7) and for students in the College catalog (I.C.10-8).

**ANALYSIS AND EVALUATION**

The College meets the Standard. As a public community college, and not a faith based institution, the College does not seek to instill specific beliefs or worldviews or require conformity to specific beliefs or worldviews. The College seeks to protect the rights of all constituents to assert their opinions and beliefs freely in a learning environment which honors and respects divergent viewpoints.

**EVIDENCE LIST**

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|---|---|
| I.C.10-1 | See I.C.7-1, BP 4030 Academic Freedom |
| I.C.10-2 | See I.C.7-2, BP 3900 Speech: Time, Place, and Manner |
| I.C.10-3 | See I.C.7-3, AP 3900 Speech: Time, Place, and Manner |
| I.C.10-4 | See I.C.8-7, BP 5500 Standards of Conduct |
| I.C.10-5 | See I.C.8-8, AP 5520 Student Discipline and Due Process |
| I.C.10-6 | See I.C.7-4, AP 5530 Student Grievances |
| I.C.10-7 | See I.C.7-7, *Faculty Handbook*, Opportunities/Responsibilities Web page |
| I.C.10-8 | See I.C.7-8, *College Catalog 2016-2017*, p. 43 |

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

## EVIDENCE OF MEETING THE STANDARD

The College does not operate in any foreign locations.

## ANALYSIS AND EVALUATION

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

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

## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) is committed to maintaining honesty and transparency in all dealings related to compliance with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure (I.C.12-1), institutional reporting, team visits, and prior approval of substantive changes. Requests for information and action from the Commission are responded to in a timely manner, as evidenced in previously submitted institutional self-study reports, follow-up reports, mid-term reports, and annual reports to ACCJC. The College even offers a succinct history of accreditation actions and responses to make this information quick and easy to see and understand (I.C.12-2).

The College ensures that COM constituents and the general public are aware of the institution's efforts to disclose information required by the Commission to carry out its accrediting responsibilities through press releases (I.C.12-3) and links to correspondence with the Commission on the Accreditation website (I.C.12-4). COM describes the institution consistently to accrediting agencies and the public. Any changes in the College's accreditation status have been communicated broadly to the campus community and to the general public. It publishes its accreditation status in the catalog (I.C.12-5) and on the College website, using the language recommended by ACCJC (I.C.12-6).

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 21. COM is steadfast in its commitment to comply with requirements, standards, policies, guidelines and requirements set forth by ACCJC and responds to requests in a timely manner. COM's accreditation status is communicated to the public through publication in the College catalog, College website, and on printed collateral. COM has and will continue to comply with all requests to disclose information required by the Commission.

**EVIDENCE LIST**

I.C.12-1        Accreditation History Web page
I.C.12-2        See I.C.1-8, College of Marin's Accreditation History, 2004-2014
I.C.12-3        Accreditation News Releases, 2011 through 2014
I.C.12-4        See I.B.8-17, Accreditation Web page
I.C.12-5        See I.A.4-2, *College Catalog 2016-2017*, p. 9
I.C.12-6        See I.B.8-17, Accreditation Web page

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*Standard 1.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

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**EVIDENCE OF MEETING THE STANDARD**

As a public institution and one funded by Marin County taxpayers, College of Marin (COM) is subject to a myriad of federal, state, and local regulations, statutes, permits and other requirements. In every case, the College responds in a timely, straightforward, cooperative manner. Such behavior is consistent with its Administrative Procedure (AP) 3050 Institutional Code of Ethics (I.C.13-1).

For instance, COM submits a variety of data and reports to the U.S. Department of Education and to the California Community College Chancellor's Office throughout the year. The College complies with Title 5 and California Education Code requirements, discloses federally required information on its website such as campus crime statistics (I.C.13-2) and cost of attendance (I.C.13-3), hosts visits for reviewers from agencies such as the California State Board of Registered Nurses, the Office of Civil Rights (OCR), California Community College Athletic Association, and inspections by entities such as the Marin County Health Department and Kentfield and Novato Fire Departments. External financial audits occur annually

(I.C.13-4). The College also submits annual reports to ACCJC (I.C.13-5) as well as substantive change requests, as appropriate, and has been responsive to all requests and timelines in the current reaccreditation process.

To offer a few examples of COM's integrity in external relationships, as shown in Standard III.B.1, the College received a visit from the OCR in spring 2015. During this visit, OCR inspected the accessibility of the College's facilities at the Kentfield and Indian Valley Campuses to ensure compliance with applicable federal regulations. Based on the OCR's report, the College conducted a self-assessment and supported the OCR review team's on-site visits. The College responded to the review team's letter of findings with a voluntary compliance plan and has addressed the items in accordance with the timelines in that plan (I.C.13-6 and I.C.13-7).

As shown in Standard III.D.10, in fall 2014 the College completed a self-assessment of its Financial Aid Department practices and procedures following the retirement of a long-time financial aid manager. Many of the processes had been done manually and were not automated through Banner's financial aid module. Enough discrepancies and errors were

identified in this internal review that COM hired a forensic accounting firm to review its findings. Upon confirmation of the College's findings, COM self-reported to the San Francisco Department of Education field office and a full Title IV program review in 2015 resulted in subsequent findings. The College responded to the findings with a mitigation plan that has been implemented (I.C.13-8).

COM's physical facilities undergo a variety of periodic reviews (See Standard III.B.1). For example, the Marin County Environmental Health Department's recent inspection of the cafeteria in the Student Services Center at the Kentfield Campus on April 21, 2015, identified several violations. Most were vendor operation issues and those were corrected (I.C.13-9).

The College ensures that COM constituents and the general public are aware of the institution's efforts to disclose information required by the Commission to carry out its accrediting responsibilities through press releases (I.C.13-10) and links to correspondence with the Commission on the Accreditation website (I.C.13-11). COM describes the institution consistently to accrediting agencies and the

public. Any changes in the College's accreditation status have been communicated broadly to the campus community, ACCJC, and to the general public. The College publishes its accreditation status in the catalog (I.C.13-12) and on the College website, using the language recommended by ACCJC (I.C.13-13) and provides a brief history to make the information clear and easily understandable.

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 21. COM demonstrates honesty and integrity in its relationships with external agencies, including compliance with all regulations and statutes within the required deadlines and in a cooperative manner. In some cases, the College itself has initiated reviews based on its own self-assessment. When findings have occurred, actions have been taken to mitigate any problem and ensure compliance. Such actions align with the intent of COM's AP 3050 and Board Policy (BP) 3050 Institutional Code of Ethics.

## EVIDENCE LIST

| | |
|---|---|
| I.C.13-1 | See I.C.5-3, AP 3050 Institutional Code of Ethics |
| I.C.13-2 | Annual Campus Security Report Web page |
| I.C.13-3 | Net Price Calculator Web page |
| I.C.13-4 | Fiscal Reports Web page, Financial Information, Audited Financial Statements |
| I.C.13-5 | See I.B.3-18, Annual Reports to ACCJC Web page |
| I.C.13-6 | Office of Civil Rights Findings Report, April 10, 2015 |
| I.C.13-7 | Voluntary Compliance Plan, July 16, 2015 |
| I.C.13-8 | College of Marin Financial Aid Program Review Report, October 30, 2015 <br> *Confidential and will be made available to the visiting team on site upon request.* |
| I.C.13-9 | County of Marin Environmental Health Services Food Program Inspection Report |
| I.C.13-10 | See I.C.12-3, Accreditation News Releases, 2011 through 2014 |
| I.C.13-11 | See I.C.12-1, Accreditation History Web page |
| I.C.13-12 | See I.A.4-2, *College Catalog 2016-2017*, p. 9 |
| I.C.13-13 | See I.B.8-17, Accreditation Web page |

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

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) is a publically funded institution and does not generate financial returns for investors, contribute to a related or parent organization, or support external interests other than the educational needs of its community and ensuring that the College is a good steward of the public's resources.

The College ensures that its commitment to high-quality education, student achievement, and student learning are paramount to any other objective. COM's mission states its commitment to "providing equitable opportunities and fostering success for all members of our diverse community" and responding to community needs by "offering student-centered programs and services in a supportive, innovative learning environment."

COM's mission statement is the driver of its decision making, as evidenced in its *Educational Master Plan 2009-2019* (EMP) (I.C.14-1) and strategic plans (I.C.14-2). COM's EMP provides the guiding principles for all other institutional planning and decision-making. These plans state COM's commitment to student access, student success, improving college systems and community responsiveness, and back up this commitment with actions and measurements of performance. The Educational Planning Committee (EPC) reviews progress towards objectives in the strategic plan to ensure the College's continued focus on achieving these objectives. Numerous examples of COM's mission-driven approach are shown throughout this Institutional Self-Evaluation.

**ANALYSIS AND EVALUATION**

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

**EVIDENCE LIST**

| | |
|---|---|
| I.C.14-1 | See I.A.2-3, *Educational Master Plan 2009-2019* |
| I.C.14-2 | See I.B.5-9, *Strategic Plan 2015-2018* |

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# STANDARD II

Student Learning Programs
and Support Services

# STANDARD II

## *Student Learning Programs and Support Services*

## II.A. Instructional Programs

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

**EVIDENCE OF MEETING THE STANDARD**

### Consistent with Mission and Appropriate to Higher Education

Board Policy (BP) 4020 Program, Curriculum, and Course Development states, "The District shall offer credit, noncredit, and community services classes in conformance with definitions and a classification system consistent with state law" and approved by the California Community College Chancellor's Office (CCCCO). Programs and curricula are to be high quality and relevant to student and community needs and are to be regularly evaluated for quality and currency. Further, this policy requires the awarding of credit to be consistent with federal definitions and practices (II.A.1-1). College of Marin (COM) follows the required standards for degree requirements (See II.A.5) and distinguishes between its pre-collegiate and collegiate courses using CCCCO definitions and protocols (See II.A.4). Such practices assure the College's curricula and programs are appropriate to higher education.

All instructional programs at COM are offered in fields of study consistent with the institution's mission in providing transfer courses, associate degrees and certificates, career technical education (CTE), basic skills improvement, noncredit courses including

English as a second language (ESL), lifelong learning, and community and cultural enrichment (II.A.1-2, II.A.1-3 and II.A.1-4).

COM ensures the quality and appropriateness of all programs and services as they relate to the mission of the College through multiple institutional processes, including annual planning, program review, and regular curriculum review. These processes include the development and evaluation of student learning outcomes (SLOs) for all courses, degrees, and certificates. The curriculum approval process requires SLOs for all courses, degrees, certificates, and programs.

Discipline faculty develop degrees and certificates according to the standards set forth by COM's Curriculum Committee (II.A.1-5), in the COM Course Outline Guide (II.A.1-6), and the CCCCO *Program and Course Approval Handbook*. COM provides Flex training for faculty to promote their professional development and ensure that the student's needs, transfer agreements, and COM policies all are being followed (II.A.1-7). All new degrees and certificates must be reviewed and approved by the Curriculum Committee and relevant faculty and administrators to determine feasibility and alignment with the College mission. Once approved by the Curriculum Committee, the senior vice

president of student learning and student services, and the Board of Trustees, new programs are submitted to the California Community Colleges Chancellor's Office for approval. All approved programs are published in the electronic catalog with clearly stated expected learning outcomes, program goals and objectives, target populations, and possible careers associated with each program (II.A.1-8).

New CTE programs must provide labor market information drawn from a number of data sources, including recent employer surveys, regional economic studies, and newspaper/magazine articles on industry or employment trends to help assure relevance (II.A.1-9). All CTE programs have advisory committees that meet two times per year to ensure that curriculum developed meets industry needs (II.A.1-10).

COM offers courses through distance education (DE) but does not offer an online degree. With many general education/transferable courses now available online, the DE Department conducts regular assessments to assure the offerings are consistent with other modes of teaching. Courses delivered through distance education are based on the same Course Outlines of Record (CORs) as face-to-face courses to ensure consistency and academic rigor and include an addendum outlining regular effective contact methods. The DE plan, being developed, provides thoughtful, college wide DE planning and promotes the mission, vision, and strategic direction of the College. In addition, the College offers online support in the form of tutoring, counseling, library services, and an Online Writing Center (II.A.1-11).

### Culminate in Student Learning and Achievement

All courses and programs at COM culminate in defined student learning outcomes and achievement (II.A.1-12 and II.A.1-13) (See

I.B.2, I.B.3, I.B.4, II.A.3, II.A.14). SLOs are established and assessed at the course, program, general education, and degree/certificate levels. SLO data are used to ensure that all students who complete courses and programs have learned specified skills and knowledge (See II.A.3) and to improve teaching methods and curricula (See I.B.2).

Through regular and systematic assessment, COM demonstrates that students who complete programs achieve the identified outcomes and that the standards for student achievement are met (See I.B.3, I.B.4, I.B.5, II.A.14). Institution-set achievement standards include course completion, persistence, transfers, degree/certificate completion, and licensure pass rates (Recent Performance Evaluated Against Institution Set Standards, page 40 of this report). These metrics are routinely tracked and made available to the COM community and are annually reported to ACCJC. Students who successfully complete CTE programs are appropriately prepared for employment or further training and students who complete transfer courses are prepared to continue their academic studies at four-year institutions (II.A.1-14) (See II.A.14).

### ANALYSIS AND EVALUATION

The College meets the Standard and ER 9 and ER 11. Board policies and compliance with California Education Code and federal requirements and practices ensure that COM's instructional programs are appropriate to higher education. Planning, program review, and curriculum review align the College's programs with its mission and learning outcomes to assure student and community needs are met. Systematic review and assessment processes, including SLOs and student achievement metrics, ensure that standards for learning and student success are set and met. COM's distance education courses are subject to the same reviews and standards.

**EVIDENCE LIST**

| | |
|---|---|
| II.A.1-1 | BP 4020 Program, Curriculum, and Course Development |
| II.A.1-2 | *Credit/Noncredit Class Schedule, Summer/Fall 2016*, pp. 21-80 |
| II.A.1-3 | *College Catalog 2016-2017*, pp. 68-212 |
| II.A.1-4 | *Community Education Class Schedule, Fall 2016*, pp. 6-27 |
| II.A.1-5 | See I.C.9-3, Curriculum Committee Web page |
| II.A.1-6 | Course Outline Guide, revised spring 2014 |
| II.A.1-7 | Professional Development Web page |
| II.A.1-8 | See I.C.4-1, Degree Information Web page |
| II.A.1-9 | Update on Career & Technical Education Programs Presentation, February 16, 2016 |
| II.A.1-10 | AP 4102 Career/Technical Programs |
| II.A.1-11 | See I.C.2-6, Distance Education Student Support Services Web page |
| II.A.1-12 | See I.B.2-20, Degree Information Web page, SLO example, screenshot |
| II.A.1-13 | Course Information Web page, SLO example, screenshot |
| II.A.1-14 | See I.A.2-1, Fact Book Web page, Student Progress and Outcomes, Transfers to Four-Year Institutions |

*Standard II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

**EVIDENCE OF MEETING THE STANDARD**

College of Marin's (COM) full-time faculty are responsible for ensuring that all credit courses, in both content and methods of instruction, meet accepted academic and professional standards and expectations. The Office of Instructional Management (OIM) works closely with the Curriculum Committee to ensure that all curriculum and instructional courses are continuously reviewed and improved (II.A.2-1). The course revision cycle is every five years and the list of courses that are due for updating is posted online (II.A.2-2). The Curriculum Committee follows the state procedures outlined in the California Community College *Program and Course Approval Handbook*. The COM Course Outline Guide, which was updated in 2014, provides guidelines and standards aligned with all

relevant state and national standards for the development and review of quality, integrated Course Outlines of Record (CORs) (II.A.2-3). The Curriculum Committee will update the guide in the near future as the College incorporates CurricUNET.

Proposed courses are appropriate for lower-division instruction and fulfill requirements for general education, major transfer preparation, basic skills, and/or career/workforce education. Additionally, faculty ensure quality of courses through the development of an integrated COR that contains all elements required by Title 5 of the California Code of Regulations—unit values, contact hours, requisites, catalog description, objectives, and content—and emphasizes critical thinking, writing or problem solving. All approved CORs are available through the Credit Course Outline

Form and Noncredit Course Outline Form links on the Curriculum Committee Web page (II.A.2-4).

Course syllabi for all faculty, including adjunct and part-time faculty, are developed based on the standards recorded on the official COR, which include minimum standards for content, student learning outcomes (SLOs) and methods of instruction. Academic deans regularly review full- and part-time faculty course syllabi during the faculty evaluation process to ensure that the standards of scholarship in course sections are consistent with the expectations listed on the official COR.

To reflect shifts in curriculum practice on the statewide level, changes have been made to conform to the California Alignment Project including Course Identification Numbering System (C-ID) articulation and associate degree for transfer development information (II.A.2-5).

During 2010-2011, California mandated the development of new associate degrees in the California Community Colleges system designed to simplify transfer to the California State University (CSU) system. The Curriculum Committee has allowed courses for C-ID purposes to be submitted on a rolling basis to be responsive to the C-ID process. The C-ID process must take place first before the associate degrees for transfer can be submitted. In response to this legislation, between 2010 and 2015, COM developed 20 associate degrees for transfer that provide students with guaranteed admission to the CSU system. Development of these degrees required new courses and modifications of existing courses

to align with academic standards established statewide by discipline faculty from both the California Community College and CSU systems (II.A.2-6).

In addition to the curriculum review and approval process, full-time faculty review and improve courses and programs through the program review process (See I.B.4 and I.B.5). As part of the program review process, at least every five years (every two years for CTE programs) program faculty review all courses for currency and work with the dean of the area to update relevancies of the curriculum (II.A.2-7). Review of CTE programs takes place every two years, per state mandate, and requires input from each program's advisory committee to ensure curriculum is appropriate and compliant with state and federal laws (II.A.2-8).

## ANALYSIS AND EVALUATION

The College meets the Standard. Faculty at COM regularly and systematically review and improve course and program curricula to ensure academic rigor and alignment with current standards of scholarship in professional and academic fields. CORs include all required and recommended elements and the Curriculum Committee follows a schedule for updating all courses that is available on its website. Courses and programs have been modified to correspond to requirements of the state's new associate degrees for transfer and changes to the review process will be made when the College migrates to CurricUNET. In addition to the curriculum review process, faculty review and improve programs through the program review process.

**EVIDENCE LIST**

| | |
|---|---|
| II.A.2-1 | See I.C.9-3, Curriculum Committee Web page |
| II.A.2-2 | COM Course Revision Cycle, Fall 2016 Web page |
| II.A.2-3 | See II.A.1-6, Course Outline Guide, revised spring 2014 |
| II.A.2-4 | Board-Approved Course Outlines Web page |
| | *Available to the visiting team on site upon request.* |
| II.A.2-5 | C-ID Designation Lists Web page |
| II.A.2-6 | *Program and Course Approval Handbook* |
| II.A.2-7 | Program Review template, 2015-2016 |
| II.A.2-8 | Bi-Annual Occupational Program Review, November 2015 |

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

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**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) has identified student learning outcomes (SLO) for all courses and programs and those SLOs are formally assessed (See I.B.2). Through this process, faculty members develop and use assessment tools for course, program, and degree and certificate level SLOs, and all programs use the results to make improvements. Assessment results are used in course and program review, and when shared with students, encourage them to become more actively involved in their own education.

**Institutional Procedures**

The Academic Senate, working with the vice president of student learning created the Student Learning Outcomes Assessment Council (SLOAC) in 2009 to prepare an assessment plan and administer the assessment process. The assessment plan was completed in 2012 and sets out a formal process that all College constituents follow in assessing general education (GE), degree/certificate and course SLOs. The plan also includes a timeline with

benchmarks and describes how SLO assessment results are used to inform planning and resource allocation decisions at the College (II.A.3-1).

Each discipline at the College creates a matrix that lists courses in the program and maps course level SLOs to degree, certificate or program level SLOs, and to the college wide/GE SLOs (II.A.3-2). The matrix includes the assessment timeframe. SLOAC initially set the rotation cycle to begin in spring 2012 and to be completed spring 2013 for all SLOs identified in all the matrices. Thereafter, cycles follow the program review rotation over a three-year period. SLOAC examines the SLO section of each program review using a template and then rates the discipline's SLO work as in progress or proficient. Comments from the review and rating are made available to the program faculty, the department chair, the dean, and the Planning and Resource Allocation Committee (PRAC) through the program review site. Examples of these reviews can be found on each year's program review site (II.A.3-3).

## Identifying and Assessing SLOs

### College Wide/General Education SLOs

The Academic Senate approved a set of five broad SLOs for the College as a whole in January 2009. They are as follows:

- Written, Oral, and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
- Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
- Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
- Information Literacy: Formulate strategies to locate, evaluate, and apply information from a variety of sources-print and/or electronic.

These learning outcomes reflect the core competencies required for students who complete the GE program. As a result of the broad scope of the five learning outcomes, they are also evident in the GE area SLOs, the degree/certificate SLOs and in many course level outcomes as well. (See Standard I.B.2. for more detail on GE area SLOs.)

### Course SLOs

To support faculty in developing and using SLOs, the *Faculty Handbook*, which is available online, includes a chapter with links, resources, and step-by-step guides for creating and measuring student learning outcomes (II.A.3-4). Faculty list the student learning outcomes in their course syllabi. These are also listed in the Course Information section of the College website (II.A.3-5). For each specific course, faculty are required to include what students are expected to know and be able to demonstrate as a result of taking the course; course SLOs, including one or more of the aligning program SLOs; and relevant GE SLOs, if the course provides GE credit.

SLOs common to all courses, or several courses, or a sequence of courses within a program/discipline are assessed using a common set of criteria agreed upon by faculty. The criteria articulate specific standards set by faculty responsible for teaching these courses.

Course SLOs are assessed each semester as determined by the faculty within the program/discipline. The expectation is that each course will be assessed at least once within a three-year period. Each department keeps a schedule for determining when assessment will take place within the three-year cycle and tracks which SLOs were assessed, what rubric or assessment tool was used, the results or outcomes of the assessment, and the interventions (if appropriate) that the program/discipline intends to employ, or employed, as a result of assessment findings.

Faculty members can use various reporting tools as they see fit. Faculty members can use the COM General Education Common Rubrics and Tracking Tools (II.A.3-6) or design a reporting tool specific to their program via the Course Level SLO Report Sheet (II.A.3-7).

Each semester, faculty may participate in evaluating the results of the assessment activities, noting what student needs and issues were revealed and how the assignments or teaching activities could be altered, if necessary, to improve and/or maintain student learning. Faculty members, as a group, may address these findings in department/program meetings and report this work in their program review. Funding needs identified as a result of

SLO assessment are presented in program review.

Course SLOs are mapped to college wide/GE SLOs, GE area SLOs, and degree and certificate SLOs, as appropriate. These are reported in the matrices for each discipline or program.

**Degree and Certificate SLOs**

Degree and certificate SLOs are developed by faculty through collaboration within their respective programs or disciplines and represent the desired overarching learning outcomes for all students pursuing degrees or certificates in the program or discipline. These SLOs are assessed by the program or discipline faculty responsible for awarding the degree and/or certificate and are reported in program review. Degree and certificate SLOs are submitted to the Curriculum Committee for review and results are posted on the Curriculum Committee site. Assessment and tracking take place via the rubrics developed by SLOAC and are reported using the college wide tracking tool overseen by the program review facilitator. The GE Committee, a subcommittee of the Academic Senate, works closely with the Curriculum Committee. One of the responsibilities of the GE Committee is to review and revise or update the overall framework of the GE program as related to the College's GE SLOs.

For degrees and/or certificates where more than one department contributes courses to fulfill the requirements, SLOs are established through collaboration among representatives from the various programs or departments. Degree and certificate SLOs are submitted as part of the degree or certificate to the Curriculum Committee for review and are posted on the Degrees and Certificates link at the bottom of the College's website (II.A.3-8). The online catalog also links to this Web page (II.A.3-9). Whenever possible, degree and/or certificate SLOs are mapped to course SLOs and to

college wide/GE SLOs to provide for the assessment of higher order outcomes. Using a matrix for each degree/certificate, discipline faculty lay out a timeline for assessment and they demonstrate how college wide, GE, and degree and/or certificate SLOs interconnect for assessment purposes. Matrices, once completed, are posted on the SLO assessment Web page.

**Career Technical Education SLOs**

For career technical education (CTE) programs, SLO attainment is cross-walked to relevant industry certificates and reviewed by the respective CTE advisory committees. For example, automotive technology and collision repair students can qualify to take Automotive Service Excellence certification examinations on a wide range of automotive topics and techniques. Similarly, students who pass COM's solar panel installation course can sit for the North American Board of Certified Energy Practitioners entry level examination. COM's medical assisting, dental assisting, nursing, and court reporting students are eligible to take exams in their respective disciplines. Computer information systems and business office skills students can take exams for relevant industry certifications such as Microsoft, which demonstrate the acquisition of industry specific skills.

Other sources of SLO verification for CTE can be found in COM's Annual Perkins' Indicators by TOP Codes report. These indicators measure skills attainment and persistence of CTE students in the programs (II.A.3-10). Additionally, the CTE Outcomes Survey (CTEOS) provides evidence that CTE students are successfully building skills and gaining employment in their field of study. The latest survey results reflect that completing CTE studies and training is related to positive employment outcomes. Respondents overall posted an 18.5 percent increase in their hourly wage after completing their studies at COM (II.A.3-11).

## Approved and Current Course Outlines and Syllabi

Curriculum development and maintenance at COM is ongoing to assure currency. Curriculum development and review begins with faculty collaboration and development at the department level. Any new or revised course outlines require the department chair's signature after which the course outlines are shared with deans and forwarded to the Curriculum Committee for review. In the Curriculum Committee, course outlines are evaluated according to processes and criteria shown in II.A.5 established by the Academic Senate for the California Community Colleges. Curriculum Committee representatives attend statewide conferences to keep the committee up-to-date on any changes in requirements from the California Community Colleges Chancellor's Office. Each course outline is reviewed three times by members of the committee, and if there is an identified problem with the outline, it is returned to the department for correction. In a few cases, the committee may take up an issue for discussion, particularly if there is evidence student outcomes aren't being met (II.A.3-12 and II.A.3-13). Once the Curriculum Committee has determined course criteria in the outline are met, it is reviewed by the Union-District Workload Committee (UDWC) for workload issues. Upon recommendation by UDWC the outline is signed by the senior vice president of student learning and student services and forwarded to the Board of Trustees for final approval (II.A.3-14).

Each course at COM includes appropriate course-level SLOs, which are developed in accordance with Course Outlines of Record (CORs) SLOs and course objectives (II.A.3-15 and II.A.3-16). COM's Curriculum Committee reviews CORs for new and revised courses to confirm the inclusion of SLOs, course objectives, and appropriate methods of assessment of course objectives.

Course syllabi for all faculty, including part-time faculty, are developed based on the standards recorded on the official COR, which include standards for content, SLOs, and methods of instruction. Academic deans collect and regularly review course syllabi during the faculty evaluation process to ensure that the standards of scholarship in all course sections are consistent with the expectations listed on the official COR. Course syllabi are kept on file in the division office and posted in the College's learning management system platform.

## ANALYSIS AND EVALUATION

The College meets the Standard. All instructional programs have established and recorded SLOs for existing courses, programs, certificates, and degrees using established institutional procedures and SLOs are required in the approval process for all new courses. SLOAC assists programs in developing and using assessment tools for course, program, degree, and certificate level SLOs to ensure that all programs use the results of their assessments to make improvements. Assessment results are used in course and program review. Assessment of student learning is used to document and improve the College's programs, enabling the school to identify which teaching practices have been successful and which have not, leading to modifications in teaching methods to increase student success. Student learning outcomes for courses are identified and shared with students in course syllabi, thereby encouraging them to become more actively involved in their own learning process.

**EVIDENCE LIST**

| | |
|---|---|
| II.A.3-1 | See I.B.2-1, *Assessment Plan 2012* |
| II.A.3-2 | See I.B.2-11, Instructional SLOs Matrix Web page |
| II.A.3-3 | Full Program Reviews 2014-2015 Web page, Executive Summaries and Reviews by Committees |
| II.A.3-4 | See I.C.8-5, *Faculty Handbook,* Syllabus, SLOs, Assessment Web page |
| II.A.3-5 | See II.A.1-13, Course Information Web page, SLO example, screenshot |
| II.A.3-6 | See I.B.2-9, Instructional SLOs Assessment Web page, Tracking Tool for COM General Education Common Rubrics |
| II.A.3-7 | Course Level SLO Report Sheet |
| II.A.3-8 | See I.B.2-20, Degree Information Web page, SLO example, screenshot |
| II.A.3-9 | See I.B.2-19, Class Schedules and Catalogs Web page, Helpful Links, Degrees and Certificates |
| II.A.3-10 | Perkins IV Core Indicators of Performance by Vocational TOP Code, Indicators for 2014-2015 Fiscal Year Planning |
| II.A.3-11 | Career and Technical Education Employment Outcomes Survey 2015, p. 2 |
| II.A.3-12 | See II.A.2-2, COM Course Revision Cycle, Fall 2016 Web page |
| II.A.3-13 | Curriculum Committee Agenda, Minutes, and Course Approval Schedules 2016 Web page |
| II.A.3-14 | Board Meeting Agenda Item H.8, June 21, 2016 |
| II.A.3-15 | See I.C.8-5, *Faculty Handbook*, Syllabus, SLOs, Assessment Web page |
| II.A.3-16 | Course Outline Guide, revised spring 2014, pp. 16-17 |

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

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**EVIDENCE OF MEETING THE STANDARD**

New students to College of Marin (COM) are required to take math and English placement tests. These tests determine whether a student is college-ready and, if not, where in the developmental sequence the student should begin. The Assembly Bill 86 Comprehensive Regional Plan: Marin County Adult Education Consortium states that from January 2014 to January 2015 over 80 percent of COM students placed one to four levels below transfer in math and over 75 percent placed one to four levels below transfer in English (II.A.4-1). Consequently, pre-collegiate courses are a substantial part of the College's offerings as is support for students enrolled in these courses.

**Distinguishing Curriculum**

Pre-collegiate level curriculum at COM is centered in the English as a second language (ESL), English skills and developmental math sequences. All curriculum submitted to the California Community Colleges Chancellor's Office (CCCCO) must be coded on a variety of elements. One of these elements, CB 21, indicates levels below transfer for math, writing, reading and ESL developmental sequences. In 2009, discipline faculty from across California collaborated to create rubrics describing outcomes for each CB 21 level below transfer in these four pre-collegiate areas. The CCCCO then asked colleges to align the CB 21 coding on their Course Outlines of Record with these rubrics. Faculty used these CB 21 rubrics as guides to determine the

coding for the course outlines in these areas (II.A.4-2 and II.A.4-3).

### Direct Support

Basic skills courses in both English Skills and the Math Department have clear pathways to completion of college-level courses in these areas (II.A.4-4). Students are strongly encouraged to enroll in developmental math and/or English courses their first semester if needed. If students enrolled in pre-collegiate level courses subsequently enroll in college-level courses, they are most likely to do so within their first three semesters (II.A.4-5).

The College directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum through a number of best practices including support structures, program implementations, and tutoring, some of which are shown below.

### Acceleration

In spring 2013, the English Skills program began offering accelerated English 120AC which combines the content of courses that are one and two levels below transfer into a single one-semester course. Since then, additional sections have been added to accommodate demand for this course. The effectiveness of the English 120AC pathway was analyzed by the office of Planning, Research and Institutional Effectiveness (PRIE) in April 2015. The study found that English 120AC students earn higher grades and pass and success rates in the course than do students in English 120 and English 98. English 120AC students in this study who subsequently enrolled in English 150 experienced similar success in that course as students who had completed English 120 (II.A.4-6).

### The English Alignment Project

The English Skills and the English Department have met on a regular basis to align pre-collegiate courses with college-level and transfer-level courses through the Alignment Project. After discussing the current efforts along the composition sequence, faculty reviewed, revised and developed exit skills—the core skills students should have by the end of each course for ENGL 98/98SL, 120/120AC/120SL and 150. The Alignment Project has worked in tandem with pre-collegiate college skills writing lab requirements through the creation of 15 reading and writing integrated modules that help students achieve core concepts. Further, this project facilitates effective tutoring for students in the English skills writing lab (II.A.4-7).

### Math Jam

Math Jam is a one-week intensive math program that offers COM students the opportunity to prepare for their upcoming math courses they will be taking or to improve their math placement results. Students enroll in one of three basic skills math levels; Math 95 (Pre-Algebra), Math 101 (Introductory Algebra), or Math 103 (Intermediate Algebra). Students are enrolled in one of the three levels based on their math placement score or on the last math course they successfully completed at COM. Students in each level are exposed to the different concepts of the level to better prepare them for the course they will be taking the following semester. By introducing students to the concepts they will encounter when they take the course, the goal is that they will be better prepared to pass the course on their first attempt, thus reducing the need to repeat the class. This will allow the students to continue through the math sequence faster and earn a degree more quickly. At the end of Math Jam, all students are given the opportunity to repeat the placement test to try and improve their placement score. Math Jam is open to all students but specifically targets students who have received a letter grade of C or those who have had unsuccessful attempts in basic skills math courses. COM offers two Math Jam Sessions each year: one in August and one in

January, prior to the beginning of the fall and spring semesters.

### Collaborative Learning

COM offers collaborative learning in the Puente, FYE, and Umoja programs. Activities associated with these programs are intended to strengthen the social connections among students and increase their retention and completion. The Puente learning community was established eight years ago and continues to thrive. FYE offers English combined with counseling classes. The Umoja learning community links a GE course with English and counseling. (See I.B.6, II.A.7, and II.C.5.)

### Academic Support Services

COM has a variety of academic support services. The College has an established Writing Center for all students in all disciplines, as well as a Tutoring Center, but it was determined that more direct assistance was needed for basic skills students. The Dedicated Tutor (DT) program arose in response and has been institutionalized since 2015. The DTs attend classes so that their out-of-class tutoring sessions with students are more effective and contextualized for the course assignments (II.A.4-8).

Students in English 120AC or English 98 and below can fulfill the lab requirement and receive individual tutoring at the English Skills Lab. The lab is staffed by instructors and instructional specialists. In addition, the Online Writing Center (OWC) can be accessed through students' MyCOM Portal to receive writing assistance in any course, pre-transfer and transfer. Summer Bridge was developed as a three-week intensive program for basic skills students in both English and math (II.A.4-9). (See I.B.6 and II.C.1). Counseling is also provided, including the development of an educational plan that can stipulate taking developmental English and math courses in the first semester.

### Basic Skills Master Plan

COM is developing a basic skills master plan designed to improve these students' educational outcomes. The foundation for this plan integrates the work of the Basic Skills Initiative, Developmental Math Task Force, College Skills Department and other efforts on campus with promising- and best-practice research into a COM-specific coherent, unifying plan that supports COM's educational master plan, strategic plan, and student equity plan. This effort in large part will be the outcome of two years of coordination, effort and work by the Faculty Led Inquiry Team (FLIT) (II.A.4-10) that resulted in recommendations that will become the basic skills master plan. (See Standards I.A.2 and I.B.4 for more information on FLIT.) Some of the objectives in this plan will be funded through a three-year $1.3 million Community College Basic Skills and Student Outcomes Transformation Program grant awarded in late spring 2016 (II.A.4-11).

### ANALYSIS AND EVALUATION

The College meets the Standard. COM has a substantial population of students who need pre-collegiate coursework in English or math. Therefore, pre-collegiate courses in math, English, and ESL are offered and they are clearly identified. These courses are aligned and coded according to CCCCO guidelines that clearly distinguish their content from college-level curriculum. The College offers many types of direct support for these students from accelerated courses to learning communities and support services such as the Tutoring and Learning Center and dedicated tutors, the Writing Center and Online Writing Center, English skills, ESL and math labs, Math Jam, and Summer Bridge. The foundational work for the basic skills master plan itself will focus on strategies to support these students throughout the curriculum and implementation will be supported through a $1.3 million grant.

## EVIDENCE LIST

| | |
|---|---|
| II.A.4-1 | AB 86 Comprehensive Regional Plan: Marin County Adult Education Consortium, p. 40 |
| II.A.4-2 | CCCCO, CB-21 Course Prior to College Level Rubrics Web page |
| II.A.4-3 | Recoding of College Skills |
| II.A.4-4 | *Credit/Noncredit Class Schedule, Summer/Fall 2016*, pp. 40 and 52 |
| II.A.4-5 | See I.A.2-11, Developmental to College-Level: When Do Students Move Up? PRIE report |
| II.A.4-6 | See I.A.2-12, Student Performance in Accelerated versus Regular English, PRIE report |
| II.A.4-7 | See I.B.2-14, Summary of College Skills/English Effective Practices Meetings 2015-2016 |
| II.A.4-8 | See I.B.5-17, BSI Projects at College of Marin Web page, College Skills English and Math Dedicated Tutor Pilot Projects, Development, Programs, and Training Sessions |
| II.A.4-9 | See I.B.6-6, College of Marin Summer Bridge Program Effect on Student Progress, PRIE Report |
| II.A.4-10 | See I.A.2-18, *The FLIT Report: Recommendations for the Basic Skills Master Plan* |
| II.A.4-11 | Basic Skills and Student Outcomes Transformation Program Application |

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

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**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) follows common degree and program practices of higher education in the United States. Board Policy (BP) 4100 Graduation Requirements for Degrees and Certificates statement on general education encourages a synthesis of learning. BP 4100 follows the policy of the Board of Governors of the California Community Colleges which states that "General Education reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by various disciplines" (II.A.5-1).

In compliance with California Code of Regulations (CCR) Title 5 §55060, et seq., COM requires a minimum of 60 semester credits to graduate with an A.A., A.S., A.S.-T, or A.A.-T degree, as well as requiring a breadth

of study compatible with the California State University (CSU) general education (GE) or University of California (UC) Intersegmental General Education Transfer Curriculum (IGETC) pattern per Administrative Procedure (AP) 4100 Graduation Requirements for Degrees and Certificates (II.A.5-2). Requirements established by the Board of Trustees include minimum times of completion and appropriate course sequencing. These requirements are shown in section 4 of the College catalog (II.A.5-3).

Faculty and the Curriculum Committee (II.A.5-4) have a central role in establishing courses and degree programs, following Title 5 § 55002 (Standards and Criteria for Courses). BP and AP 4020 Program, Curriculum and Course Development (II.A.5-5 and II.A.5-6) require that the Curriculum Committee reviews and approves new and modified courses, degrees and certificates, as well as that it undertakes

regular reviews of current courses. The committee evaluates courses based on a Course Outline Guide (II.A.5-7) with wide participation of the College's academic community and departments following the guidelines of AP 4020 (See II.A.3).

State requirements mandate that the governing boards of colleges offering vocational and occupational training programs must review those programs biannually to ensure that they meet a documented labor market demand, do not unnecessarily duplicate local training programs, and that they are effective in completion rates and ultimate employment. The College completed its biannual review of its career technical education (CTE) programs and found that the programs meet these standards (II.A.5-8).

While COM's curriculum review process is effective and overall objectives are being met,

the College continually seeks to improve the evaluation process to involve the Curriculum Committee in a more regular manner. To this end, discussion is currently underway as to how the Curriculum Committee can evaluate the relevant CTE requirements in CTE course outlines (II.A.5-9, II.A.5-10, and II.A.5-11).

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 12 as demonstrated by the explicit requirements of the Board's policies and the activities of the Curriculum Committee and other stakeholders. The College catalog clearly states minimum times of completion as 60 semester credits for associate degrees as well as appropriate course sequencing. The College has in place an effective curriculum evaluation process and is working to make it even better.

## EVIDENCE LIST

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|---|---|
| II.A.5-1 | See I.C.4-7, BP 4100 Graduation Requirements for Degrees and Certificates |
| II.A.5-2 | See I.C.4-8, AP 4100 Graduation Requirements for Degrees and Certificates |
| II.A.5-3 | See I.C.4-2, *College Catalog 2016-2017*, pp. 46-55 |
| II.A.5-4 | See I.C.9-3, Curriculum Committee Web page |
| II.A.5-5 | See II.A.1-1, BP 4020 Program, Curriculum, and Course Development |
| II.A.5-6 | AP 4020 Program and Curriculum Development |
| II.A.5-7 | See II.A.1-6, Course Outline Guide, revised spring 2014 |
| II.A.5-8 | See II.A.2-8, Bi-Annual Occupational Program Review, November 2015 |
| II.A.5-9 | See II.A.1-9, Update on Career & Technical Education Programs Presentation, February 16, 2016 |
| II.A.5-10 | Curriculum Committee Meeting Minutes, March 10, 2016, p. 2 |
| II.A.5-11 | Curriculum Committee Meeting Minutes, March 17, 2016, p. 2 |

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

### EVIDENCE OF MEETING THE STANDARD

The course schedule is informed by academic department blueprints (II.A.6-1), the Intersegmental General Education Transfer Curriculum (IGETC) and California State University (CSU) General Education (GE) Breadth patterns (II.A.6-2), career technical education (CTE) program pathways (II.A.6-3), students' declared educational goals (II.A.6-4), and day/evening offerings to ensure students can take the courses they need to reach their goals.

Blueprints are revised every two years to keep current with changing degree, certificate, and transfer requirements. CTE program pathways are revised every two years to provide students specific steps and a timeline to degree and certificate completion.

In advance of finalizing each semester's course schedule, department schedules are vetted by academic counselors to identify missing courses and problems with the number of sections or time/day that courses are offered. Declared educational plans drive course sequencing and rotation of offerings.

Courses required for major preparation are maintained in the schedule as a commitment to our transfer students so that they are able to transfer with the requisite courses within the required timeline established by the receiving four-year institutions. Any course cancellation due to low enrollment is first tested against this commitment.

A student's specific educational goal and status as either a full-time or part-time student affects their time to completion as does their preparation for college upon entry. The rotation of GE courses and sequencing of offerings considers the cross-section of students and their goals by ensuring a day complement and evening complement of courses required for transfer, degrees, and certificates to help ensure students can progress toward their goals in a timely manner. Through various delivery modes (online, hybrid, and face-to-face) and day/evening offerings, students have access to the courses required to complete the GE patterns, degrees, certificates or major preparation.

### ANALYSIS AND EVALUATION

The College meets the Standard and ER 9. Courses are scheduled in a manner that allows students who come in prepared to begin a degree or transfer path to complete in a period of time consistent with established expectations. College of Marin ensures this by creating departmental blueprints that are coordinated such that offerings needed for transfer are available for students' day or evening schedule. Every two years this blueprint is reviewed based on changes in degree, certificate, and transfer requirements.

### EVIDENCE LIST

| | |
|---|---|
| II.A.6-1 | Department Blueprints |
| II.A.6-2 | IGETC Master Schedule, spring 2015 |
| II.A.6-3 | See I.C.4-9, Pathway Progress Worksheets |
| II.A.6-4 | DegreeWorks Student Education Plans summary, spring 2016<br>*Available to the visiting team on flash drive.* |

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

## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) works to support equity in success for all of its students per its mission. The student equity plan (SEP) guides COM's work in this direction. SEP goals are equitable access, progress, and outcomes for student groups experiencing inequity. Specifically, those goals are equitable access, successful course completion, advancement from pre-collegiate to collegiate-level coursework, persistence, transfer, and completion (II.A.7-1).

### Delivery Modes

The College's students represent a range of cultures, languages, sexual orientations, ages, employment schedules, family responsibilities, learning styles, educational goals, socio-economic status, and educational backgrounds (II.A.7-2). The College also recognizes that all students have different ways in which college fits into their lives and therefore offers a robust evening schedule, Friday/Saturday classes, distance education (DE), and summer sessions to accommodate students with nontraditional schedules and requirements. DE faculty and staff have access to training and one-on-one support with in-house DE experts and guest speakers from the California Community College Online Education Initiative so that they are informed and kept up-to-date about learning needs and pedagogical approaches related to DE (II.A.7-3 and II.A.7-4).

### Teaching Methodologies

Faculty members understand the importance of using a variety of delivery modes and teaching methods to reach their students. Students learn in many different ways whether it be visual, aural, oral, or kinesthetic and COM instructors' teaching approaches are more effective when they are varied. Students who learn visually may need to have information projected on the screen. Some students learn well by talking through issues so small group breakout sessions have been beneficial. The range of approaches includes lectures with discussions, Prezi/PowerPoint presentations with outlines and images of important concepts, guest lectures, reading assignments, writing assignments, oral presentations, in-class activities (including discussion questions and films that reinforce core concepts), and the use of rubrics and study guides.

Discussions are held to address students' diverse learning needs in a variety of venues such as department meetings, during program review (II.A.7-5) and through Flex workshops (II.A.7-6). The Basic Skills Initiative (BSI) has led to deeper reflection on students' learning styles and needs through a college wide assessment, workshops, and the ongoing work of the BSI Steering Committee (II.A.7-7). Through best practices shared at collaborative events, faculty members are able to apply these practices, measure their success, and receive support in analyzing the results. In addition, professional development opportunities engage faculty and student support staff in discussions about the relationship between teaching methodologies and student performance.

## Learning Support Services

COM is dedicated to minimizing the disproportionate barriers for student populations at COM. The College provides a full range of student support services for students in person while also providing comparable services to distance education students through its efforts in distance advising, tutoring, library services, and the Online Writing Center. In responses to the data showing disproportionate impact for some student groups, a number of programs are in place that are intended to lead to higher success rates. These programs include Student Accessibility Services (SAS) and Extended Opportunity Programs and Service (EOPS). Both programs include services to help bridge the equity gap and shorten time to completion, which is another COM strategic plan objective and performance indicator.

When intervention is needed to help achieve success, students are supported through one-on-one tutoring, which the College offers through a variety of instructional labs, such as the English Skills Lab, the English Writing Lab, the Math Lab, the ESL Lab, and the peer tutoring center. In addition, COM has three learning communities that offer both academic and student support to improve students' progress and success. These are Umoja, Puente, and the First Year Experience (FYE).

## Umoja

The Umoja program is new at COM. It provides a variety of support services intended primarily to improve African-American students' retention, graduation, transfer to four-year institutions and overall academic success. These include first-year classes that students take together as a learning cohort (English 92 in the fall with Counseling 110, and English 120AC in the spring with Counseling 116 and Ethnic Studies 112), academic counseling, student mentoring, financial support (including course materials and potential scholarships),

special seminars, cultural workshops, and field trips. The program is open to all COM students. If students have already taken the coursework, they are still eligible for other services and participation (II.A.7-8).

## Puente

Puente is a highly-acclaimed English and mentoring program that supports educationally disadvantaged students who plan to transfer to four-year universities and has existed at COM for eight years. This one-year learning community offers instruction in English 120 in the fall along with a counseling course, and English 150 in the spring. Also, students are paired with a mentor, often from the business/professional community in a field of interest to the student. After a year of Puente English classes, mentoring, and counseling support, students receive sustained counseling until they transfer. The mission of the Puente project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees, and return to their respective communities as leaders and mentors to future generations. Currently, Puente is being evaluated to determine its success in order to decide how to grow the program per COM's strategic plan (II.A.7-9 and II.A.7-10).

## First Year Experience

In fall 2014, the Counseling, College Skills, and English Departments piloted two sections of FYE learning communities. One section consisted of a one unit Counseling 125 course linked with six units of English 92. The second section was a three unit Counseling 110 course and a three unit English 98 course. In the spring of 2015, the English 92 students advanced to English 98 and Counseling 110. The English 98 students moved to English 120 linked with Counseling 125. All of the participating students had updated educational plans (II.A.7-11). No longer a pilot, FYE continues with modified offerings.

**ANALYSIS AND EVALUATION**

The College meets the Standard. COM is implementing its student equity plan to ensure its mission of success for all students is achieved. Recognizing the variety of needs and learning styles among its diverse student population, the College's faculty uses multiple delivery modes and a range of teaching methodologies. Faculty and student support staff collaboratively engage in discussions, professional development and implementing best practices. Learning support services address financial and disability needs, labs and tutoring address academic needs, and learning communities support specific student groups in multiple ways to help achieve equitable progress and success for all.

**EVIDENCE LIST**

| | |
|---|---|
| II.A.7-1 | See I.B.3-9, *Student Equity Plan 2015-16* |
| II.A.7-2 | See I.A.2-1, Fact Book Web page, Student Characteristics |
| II.A.7-3 | DE Course Checklist |
| II.A.7-4 | Distance Education Faculty Support Services Web page |
| II.A.7-5 | Full Program Reviews, Student Access and Success, 2015-2016 |
| II.A.7-6 | See II.A.1-7, Professional Development Web page |
| II.A.7-7 | Basic Skills Initiative Web page |
| II.A.7-8 | Umoja Web page |
| II.A.7-9 | Puente Project Web page |
| II.A.7-10 | See I.B.6-5, Comparison of Student Success Outcomes: Puente Program and Non-Puente Students, PRIE report |
| II.A.7-11 | First Year Experience Pilot Program Report 2014-2015 |

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

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**EVIDENCE OF MEETING THE STANDARD**

Some vocational programs culminate in national or state board exams, but College of Marin (COM) does not create these assessments. Validation and reliability testing of these examinations, as well as controls for bias, are performed and assured by the agencies that create and/or publish these exams. Dental assisting program graduates can sit for multiple certification exams administered by the Dental Board of California (II.A.8-1). Likewise, the Court Reporters Board of California administers the licensing examination and recognizes COM's court reporting program as meeting state curriculum standards (II.A.8-2). Graduates of the nursing program can sit for the National Council Licensure Examination-Registered Nursing (NCLEX-RN) developed by the National Council of State Boards of Nursing (II.A.8-3).

The registered nursing program administers the Assessment Technologies Institute (ATI) test at program completion in order to predict success on the NCLEX-RN. This test has been validated by ATI (II.A.8-4). Prior to entry into the registered nursing program, applicants are required to successfully pass the Test of Essential Academic Skills (TEAS), which has also been validated by ATI. Applicants who do not meet the composite minimum cut score of

62 percent are offered a remediation plan. Upon successful completion of the remediation plan, the achievement of a passing score on the TEAS, and resubmission of the application form, the student becomes eligible for acceptance into the registered nursing program. Remediation must be completed prior to taking a repeat TEAS exam (II.A.8-5).

The emergency medical technician (EMT) program also has pre-admittance requirements that assess prior learning; applicants must submit proof of current advanced first aid certification and basic life support level/cardiopulmonary resuscitation certification (II.A.8-6). EMT program graduates can sit for multiple certification exams administered by the National Registry of Emergency Medical Technicians (II.A.8-7).

**ANALYSIS AND EVALUATION**

The College meets the Standard. Where departmental course and/or program examinations are used, appropriate procedures are implemented to minimize test bias and validate the examinations' effectiveness in measuring student learning. Tests administered by licensing agencies are validated by the company administering the test.

**EVIDENCE LIST**

| | |
|---|---|
| II.A.8-1 | Dental Board of California, Approved Registered Dental Assistant Programs |
| II.A.8-2 | Court Reporters Board of California, Recognized Reporter Training Schools Web page |
| II.A.8-3 | National Council of State Boards of Nursing Web page |
| II.A.8-4 | ATI Nursing Education Web page |
| II.A.8-5 | Registered Nursing Program Student Handbook 2015-2016, p. 46 |
| II.A.8-6 | Emergency Medical Technician Information Flyer |
| II.A.8-7 | National Registry of Emergency Medical Technicians Web page |

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

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) awards course credit, degrees, and certificates in a manner consistent with generally accepted norms or equivalencies in higher education and in accordance with statutory and system regulatory requirements (See II.A.4 and II.A.5). All certificates and degrees offered by COM have met approval by the California Community College Chancellors' Office, which ensures that these awards meet the standards prescribed in Title 5.

**Credits and Awards Based on SLOs**

In addition to the above, COM awards course credit based on student attainment of learning outcomes. Each credit course at COM includes appropriate course-level student learning outcomes (SLO) that are developed in accordance with course objectives (II.A.9-1 and II.A.9-2). Course Outlines of Record (COR) require SLOs and course objectives (II.A.9-3 and II.A.9-4). COM's Curriculum Committee reviews CORs for new and revised courses to confirm the inclusion of SLOs, course objectives, and appropriate methods of assessment of course objectives. Course credit is awarded based on successful mastery of course SLOs, course objectives, and content and course assessments.

The same academic standards applied to traditional courses are applied to distance education (DE) courses. Therefore, academic credit for DE courses is awarded through the same procedures as those for COM's traditional courses. In addition, CORs for new and revised DE courses are reviewed by COM's DE Committee as part of the curriculum development process.

COM regularly updates each COR every five years or sooner, at which time all elements of the course—SLOs, course objectives, content, assessment methods—are reviewed and, if necessary, updated (II.A.9-5 and II.A.9-6).

Each program at COM includes program-level outcomes (PLO) which are developed through analysis of program objectives. Every course-level SLO is mapped to the appropriate degree or certificate program SLO (II.A.9-7). Thus, students achieving the course level SLOs of required and elective courses in a program also meet the relevant degree or certificate program SLOs. Degrees and certificates are awarded based on student attainment of PLOs.

**Units of Credit Awarded**

COM allots the appropriate number of units of credit for each course based on the Carnegie unit, which is a system by which students are awarded credit based on how much time they spend in direct contact with an instructor and/or homework requirements. In compliance with Title 5, section 55002.5, COM requires a minimum of 16 to 17.5 hours of lecture, lab, practicum, and/or activity service value hours, for one unit of credit (II.A.9-8).

**Hours Per Unit of Credit**

| Category | In-Class Hours | Homework | Total Hours |
|---|---|---|---|
| Lecture | 18 | 36 | 54 |
| Laboratory | 54 | 0 | 54 |
| Combined Lecture and Lab | 36 in-class + 54 lab | 72 | 162 |

Units of credit for courses are determined through the coordination of program faculty, the Curriculum Committee and the assistant vice president for instructional support. Articulated courses meet the respective major and/or general education requirements of the institutions to which they transfer.

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 10. COM awards course credit, degrees, and certificates according to generally accepted norms or equivalencies in higher education and in accordance with statutory and system regulatory requirements as assured by the California Community Colleges Chancellor's Office approval. Course credit, degrees, and certificates are awarded based on successful attainment of course SLOs, which are mapped to institutional SLOs. COM's Curriculum Committee regularly reviews all CORs, including SLOs, to ensure that credit is awarded in compliance with all requirements. COM's DE Committee regularly reviews DE courses, as does the Curriculum Committee, to ensure compliance.

## EVIDENCE LIST

| | |
|---|---|
| II.A.9-1 | See I.C.8-5, *Faculty Handbook,* Syllabus, SLOs, Assessment Web page |
| II.A.9-2 | Expected Outcomes for Students Web page, Course-Level SLOs |
| II.A.9-3 | See II.A.3-16, Course Outline Guide, revised spring 2014, pp. 16-17 |
| II.A.9-4 | Psychology 110 Course Outline, sample COR |
| II.A.9-5 | See II.A.2-2, COM Course Revision Cycle, Fall 2016 Web page |
| II.A.9-6 | Courses due for Revision, Deactivation, Deletion by Fall 2016 |
| II.A.9-7 | See I.B.2-11, Instructional SLOs Matrix Web page |
| II.A.9-8 | Course Outline Guide, revised spring 2014, pp. 19-21 |

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

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## EVIDENCE OF MEETING THE STANDARD

College of Marin's (COM) current student transfer-of-credit and articulation policies are readily available to all students in multiple formats for easy accessibility. Academic credits are awarded based on commonly established higher education standards, California Education Code, and COM Board policies (See II.A.9) and numerous articulation agreements exist to help facilitate students' mobility.

### Clearly-Stated Transfer of Credit Policies

The College catalog, transfer of credit/articulation websites and the Transfer and Career Center provide resources for students regarding articulation and transfer policies and procedures from COM to a four-

year institution. The College catalog includes a general overview of transfer requirements to California State University (CSU) and University of California (UC) campuses. The catalog provides information on associate degrees for transfer, the CSU General Education Breadth Requirements and UC Intersegmental General Education Transfer Curriculum (IGETC) (II.A.10-1). Course descriptions included in the College catalog identify transferability of specific classes to CSU and UC (II.A.10-2). Information about transferability of courses is included in the print and online schedule of classes (II.A.10-3). COM's Transfer and Career Center has multiple Web pages that explain the transfer process for different four-year institutions. An overview page explains how to transfer (II.A.10-4), while a Frequently Asked Questions (FAQs) page (II.A.10-5) provides students with an immediate answer to some of the most common transfer-related questions.

The UC Transfer page explains and includes links to system specific information including minimum requirements, guidelines, pathways, general education requirements, transfer agreements with specific UC campuses, and a checklist and timetable for UC transfer application (II.A.10-6). The CSU Transfer page explains and includes links to system specific information including minimum transfer requirements, recommended transfer guidelines, a list of impacted majors, an explanation and identification of associate degrees for transfer (A.A.-T and A.S.-T), and a checklist and timetable for transfer application (II.A.10-7). Both pages include links to Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the online student transfer information system that provides transfer and articulation information among public higher education systems in California. District approved classes are maintained in ASSIST in compliance with Title 5 §§ 51022 and Board policy (II.A.10-8).

The Transfer and Career Center's Other Institutions Transfer Web page provides general planning advice and a list of those private institutions that have entered into specific articulation agreements with COM. A link on this page directs students to the articulation agreement itself or a comparable Web page hosted by the destination transfer institution (II.A.10-9). The Transfer and Career Center sponsors a Transfer Club designed to promote an on-campus community of transfer-oriented students (II.A.10-10). The Transfer Club also maintains a dedicated Facebook page to broadcast COM transfer-related events and notices via social media (II.A.10-11).

The Transfer and Career Center further promotes the transfer process by hosting transfer workshops (II.A.10-12) and sponsoring visits by campus representatives. The center occupies a dedicated space on campus that includes twelve computers where all students can research transfer options and procedures. Staff are on-hand to assist students, and students may make an appointment for assistance.

The Counseling Department provides additional information regarding transfer of credit and articulation. Students are encouraged to meet with a counselor for up-to-date information regarding current transfer of credit and articulation agreements. The Counseling Department maintains a transfer-related FAQ Web page. Also, students may submit additional questions regarding transfer of credit and articulation online through Ask a Counselor (II.A.10-13).

## Comparable Learning Outcomes

The College catalog provides specific guidelines for evaluation of credits from other institutions, international transcripts, military credits, credit by examination, and advanced placement (II.A.10-14).

The process starts with submission of official transcripts to the College. Each transcript is

validated as originating from an accredited institution. Courses are evaluated for transferability by cross-referencing CSU and IGETC articulation in ASSIST. When appropriate, course descriptions and Course Outlines of Record are reviewed to determine where a course is equivalent. International transcripts must be evaluated by a UC, CSU, or an evaluating service recognized by the College (II.A.10-15). For military credits, veterans submit official documentation (Form DD214) to the Enrollment Services Office; the amount of military credit awarded depends on length of service (II.A.10-16). COM students may earn credit by examination and advanced placement in compliance with COM policies and Title 5 Regulations, §§ 55050 and 55052 (II.A.10-17). Students must meet the criteria listed in the College catalog (II.A.10-18). Prerequisite Equivalency Form/Petition and Petition for Credit by Examination forms are available online and through the Enrollment Services Office (II.A.10-19 and II.A.10-20). Students can earn advanced placement credits towards the A.A./A.S. IGETC and CSU general education with scores of 3 or higher.

In compliance with Title 5 §§ 51022 and Board policy, the College certifies that expected learning outcomes for transferable courses are comparable. Course proposal and revision must address CSU and UC transferability (II.A.10-21). The Course Outline Form, which the Curriculum Committee reviews for all credit and noncredit courses, must indicate categories of transferability to UC and CSU systems (II.A.10-22). Noncredit classes are non-transferable. When appropriate, the articulation officer sends courses to C-ID (Course Identification Numbering System) for approval to ensure COM courses are equivalent and comparable to the same offered at the CSU level (II.A.10-23). When appropriate, Course Outlines of Record are also submitted to UC for IGETC approval. Courses approved for transfer are identified in the College catalog

and the online schedule of classes and are included in ASSIST.

## Articulation Agreements

The College has established important and effective articulation agreements appropriate to its mission. On the local level, there are articulation agreements between COM and several high school and regional occupational centers (II.A.10-24) since the College is actively focused on workforce development within the context of the regional economy. These agreements comply with the 2006 Perkins Act, Title 5 §§ 51022, and Board policy. COM was recently awarded a California Career Pathways Trust grant to develop and implement greater career pathways opportunities for high school students (II.A.10-25). Pathway agreements currently exist in welding, auto technology, medical assisting, and multimedia studies (an agreement in soil chemistry is pending). Course Outlines of Record are reviewed by COM faculty and high school instructors to assure course equivalencies; approved articulation agreements are posted on the Statewide Career Pathways website (II.A.10-26).

Where patterns of student enrollment between institutions are identified, the College develops articulation agreements, including Transfer Admission Guarantees (TAGs) with specific UC campuses and A.A.-Ts, and A.S.-Ts to facilitate transfer to CSU. In accordance with its mission to prepare students to transfer, COM has established a TAG with six UCs. The College offers twenty A.A.-T/A.S.-T degrees, all of which facilitate transfer into the CSU system. The College has additional articulation agreements with many private four-year institutions.

## ANALYSIS AND EVALUATION

COM meets the Standard and ER 10. The College makes available to its students its

policies regarding transfer of credit, whether credit is to be transferred to or from COM, through diverse media and institutional efforts. Multiple Web pages provide transfer information in a clear and logical manner (most notably the FAQ pages) to facilitate access to this information by students regardless of their location or the time of day. This information is available online, in-person, and in hard-copy publications thereby ensuring greater accessibility. The Transfer and Career Center has implemented a number of initiatives to develop a campus culture highly aware of transfer opportunities and procedures available to all students, including new, larger on-campus space and outreach programming.

The College ensures quality and comparability of learning outcomes between courses accepted for transfer and those offered at COM. Courses transferred in are evaluated against standards established by CSU and UC. Courses offered for transfer are carefully vetted at different levels within the institution in a methodical and rigorous fashion in order to assure they conform to expected learning outcomes for courses at the CSU and UC. Numerous articulation agreements exist to facilitate students' mobility and academic credits are awarded based on generally accepted practices in higher education and in accordance with the California Education Code and COM Board policies.

## EVIDENCE LIST

| | |
|---|---|
| II.A.10-1 | *College Catalog 2016-2017*, pp. 58-65 |
| II.A.10-2 | *College Catalog 2016-2017*, pp. 69-212 |
| II.A.10-3 | See II.A.1-2, *Credit/Noncredit Class Schedule, Summer/Fall 2016*, pp. 21-80 |
| II.A.10-4 | Transfer and Career Center, How to Transfer Web page |
| II.A.10-5 | See I.C.4-5, Transfer and Career Center, Frequently Asked Questions Web page |
| II.A.10-6 | Transfer and Career Center, UC Transfer Web page |
| II.A.10-7 | Transfer and Career Center, CSU Transfer Web page |
| II.A.10-8 | BP 4050 Articulation |
| II.A.10-9 | Transfer and Career Center, Other Institutions Web page |
| II.A.10-10 | Transfer and Career Center, Transfer Club Web page |
| II.A.10-11 | Transfer Club College of Marin: Now and Beyond Facebook page |
| II.A.10-12 | Transfer and Career Center, Workshops and Guides Web page |
| II.A.10-13 | Counseling, Ask a Counselor Web page |
| II.A.10-14 | *College Catalog 2016-2017*, pp. 28-31 and 62 |
| II.A.10-15 | *College Catalog 2016-2017*, p. 31 |
| II.A.10-16 | *College Catalog 2016-2017*, p. 30 |
| II.A.10-17 | AP 4235 Credit by Examination |
| II.A.10-18 | See II.A.10-14, *College Catalog 2016-2017*, pp. 28-31 and 62 |
| II.A.10-19 | Prerequisite Equivalency Form |
| II.A.10-20 | Petition for Credit by Examination |
| II.A.10-21 | Course Outline Guide, revised spring 2014, pp. 12-14 |
| II.A.10-22 | Course Outline form sample |
| II.A.10-23 | See II.A.2-5, C-ID Designation Lists Web page |
| II.A.10-24 | See II.A.10-16, *College Catalog 2016-2017*, p. 30 |
| II.A.10-25 | College of Marin Career and Tech Ed. Gets $550K Piece of $15M California Career Pathways Trust Grant, news release, June 12, 2014 |
| II.A.10-26 | Statewide Career Pathways Website, College of Marin Articulation Agreements |

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

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**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) is committed to the educational growth of all undergraduates and institutional learning outcomes have been put into place for students pursuing degrees, transfer, and certificates of achievement. In January 2009, the Academic Senate approved a set of five broad instructional student learning outcomes (SLOs) for the College as a whole. Within any major, through program SLOs and individual course SLOs, one or more college wide/general education (GE) SLOs are achieved. Those include written, oral and visual communication, scientific and quantitative reasoning, critical thinking, problem solving, and information literacy (II.A.11-1) (See II.A.3 and I.B.2).

In successfully achieving degree requirements, students receive direct instruction in, and are required to complete, a minimum of one course from each GE category (A-H), and in doing so, they become conversant in the institutional learning outcomes. In degree programs, these outcomes statements apply to all GE patterns, including the COM local GE pattern, Intersegmental General Education Transfer Curriculum (IGETC), and California State University (CSU) GE Breadth (II.A.11-2).

Ethical reasoning is addressed in Category B-Social and Behavioral Sciences, Category C-Humanities and other coursework. In addition, completion of all degree programs requires a cross-cultural studies course from Area G which includes ethnic studies courses and history, political science, and arts and humanities courses that focus on race, ethnicity or gender issues in the U.S.

Each degree matrix includes program-specific learning outcomes that are mapped to the student learning outcomes of specific coursework for the degree (II.A.11-3). Certificates of achievement in career technical education areas such as automotive technology, court reporting, dental assisting or multimedia studies also include these outcomes, as applicable to each program, in addition to occupational skills needed to enter the workforce.

**ANALYSIS AND EVALUATION**

The College meets the Standard. COM awards degrees when the outcomes in communication competency, information competency, quantitative competency, analytical inquiry skills, ethical reasoning, and the ability to engage diverse perspectives, achieved through major requirements and GE requirements, have been successfully met.

**EVIDENCE LIST**

| | |
|---|---|
| II.A.11-1 | Instructional Student Learning Outcomes Web page, Instructional College wide (Institutional) / General Education Learning Outcomes |
| II.A.11-2 | *College Catalog 2016-2017*, pp. 46-54 |
| II.A.11-3 | See I.B.2-11, Instructional SLOs Matrix Web page |

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

## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) students are awarded local degrees upon completion of required major preparation and a minimum of 20 semester units of general education (GE) credits as a portion of their program requirements. Associate degrees for transfer require completion of either the California State University (CSU) General Education Breadth or Intersegmental General Education Transfer Curriculum (IGETC) pattern (II.A.12-1). Board policy based on a faculty-developed rationale provide the underlying philosophy and criteria for associate degrees and GE (II.A.12-2).

COM includes the following areas for its GE program: A. Natural Sciences; B. Social and Behavioral Sciences; C. Arts and Humanities; D. Written Composition; E. Communication and Analytical Thinking; F. American Institutions; G. Cross Cultural Studies; and H. Physical Activity (II.A.12-3).

The GE curriculum in these areas prepare students for participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

## General Education Philosophy

The College's Academic Senate created a GE Committee (II.A.12-4) in fall 2011. The GE Committee developed a GE statement of purpose that is published in the College catalog (II.A.12-5). It reads:

**College of Marin General Education Statement of Purpose**

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

- Become effective written, oral and visual communicators for many audiences;
- Be flexible, curious, and open to new experiences;
- Recognize how they connect to and affect their community and the world beyond;
- Enhance economic survival skills for the workplace and marketplace;

- Think critically, ethically, independently, and creatively about a variety of topics that will be useful to them in the real world and hone these thinking skills
in a way which can be used throughout their life;
- See the interconnectedness of topics and use multiple disciplines to help achieve deeper understanding of past, present
and future events at local, national and global levels;
- Become a more widely informed citizen who appreciates the importance of intellectual, scientific and artistic accomplishments;
- Engage in healthful living and wellness physically, intellectually, emotionally and socially.

### Determines Appropriateness of Courses

The GE requirements for students and the standards by which courses are approved as general education are explicit and assure that students are exposed to the skills of oral and written communication, scientific and quantitative reasoning, and critical thinking/logical analysis. The GE Committee created these SLOs for each GE area (See I.B.2). Course-level SLOs are mapped to GE outcomes and this mapping is one criterion used to determine if new courses meet the requirements in a particular GE area. The Office of Instructional Management submits new course outlines to the CSU and UC systems for inclusion in CSU Breadth and IGETC and the GE Committee uses a course's acceptance by one or both of these as another criterion for inclusion in the College's local GE pattern. The COM Curriculum Committee also reviews courses for their appropriateness.

The COM Board of Trustees reviews and approves the GE designation for courses based on recommendations by faculty via the approval and assessment process for new courses.

### ANALYSIS AND EVALUATION

The College meets the Standard and ER 12. The College catalog explicitly states the above stated GE requirements for degrees awarded by the institution and the faculty's philosophy in which the GE curriculum is based. These GE offerings are designed to help students participate in civil society, provide skills for lifelong learning and foster the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. Based on COM faculty's educational philosophy, the GE Committee and the Curriculum Committee, both subcommittees of the Academic Senate, evaluate and approve new courses for inclusion in the local GE pattern as well as the student learning outcomes that are assessed.

### EVIDENCE LIST

| | |
|---|---|
| II.A.12-1 | See I.C.4-8, AP 4100 Graduation Requirements for Degrees and Certificates |
| II.A.12-2 | See I.C.4-7, BP 4100 Graduation Requirements for Degrees and Certificates |
| II.A.12-3 | See I.B.2-17, *College Catalog 2016-2017*, pp. 48-51 |
| II.A.12-4 | See I.B.2-18, General Education Committee Web page |
| II.A.12-5 | *College Catalog 2016-2017*, p. 48 |

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

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## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) awards students associate of arts (A.A.) and associate of science (A.S.) degrees (II.A.13-1). Each degree includes general education (II.A.13-2) (See II.A.12), giving students a wide breadth of knowledge, and a major, which gives them depth in a specific area of study. Each major consists of an appropriate concentration of courses determined by COM's academic departments, Curriculum Committee and senior vice president of student learning and student services, in accordance with current discipline standards and accepted discipline norms. All COM courses pertaining to these degrees have course level outcomes (CLOs) which are mapped to the program level outcomes (PLOs) for each program (II.A.13-3). Attainment of the requisite CLOs indicates attainment of the requisite PLOs for each program.

COM awards associate degrees for transfer (ADT or A.A.-T/A.S.-T) which comply with the Transfer Model Curriculum templates developed cooperatively by California Community Colleges and the California State University (CSU) system (II.A.13-4). These degrees allow students direct transfer to a CSU for completion of the baccalaureate degree (II.A.13-5).

All COM courses pertaining to these degrees have CLOs which are mapped to the PLOs for each program. Attainment of the requisite CLOs indicates attainment of the requisite PLOs for each program.

## ANALYSIS AND EVALUATION

The College meets the Standard. Each of COM's degree programs includes an appropriate major determined by COM departments and committees in accordance with accepted discipline standards and norms. Mastery of key theories and practices are determined by achievement of SLOs which map to PLOs at every level.

## EVIDENCE LIST

II.A.13-1    *College Catalog 2016-2017*, pp. 51-55
II.A.13-2    *College Catalog 2016-2017*, pp. 48-51 and 48-51
II.A.13-3    See I.B.2-11, Instructional SLOs Matrix Web page
II.A.13-4    *College Catalog 2016-2017*, pp. 54, 58 and 69-212
II.A.13-5    *College Catalog 2016-2017*, p. 58

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

## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) offers a wide range of occupational and vocational degrees and certificates. COM assures that graduates of career and technical education (CTE) programs have appropriate knowledge and skills as required by the industry through various methods of review and assessment. Each program is periodically and rigorously reviewed through the program review process (II.A.14-1 and II.A.14-2). This review process includes all courses in the catalog and the sequence of courses that make up the programs. The dean of career technical education reviews all Perkin's funded vocational programs annually utilizing the Perkins' application and California Community Colleges Vocational and Technical Education Act Indicator reports (II.A.14-3). The CTE dean works with program coordinators to review and show progress based on indicator reports measurement of CTE students' progress in skill attainment, completion or transfer, persistence, employment, and non-traditional completion.

Education Code (EC) 78016 states that every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program meets local and regional workforce needs, meets a documented labor market demand, does not represent unnecessary duplication of other manpower training programs in the area, and is of demonstrated effectiveness as measured by the employment and completion success of its students.

All vocational programs have advisory committees composed of area professionals (II.A.14-4). The advisory committees meet twice per year and give relevant

recommendations to keep programs current with evolving professional standards, expected competencies, new trends and offer advice on equipment and software purchases. In addition, members of the advisory committees provide formal feedback on the quality of students and their preparedness for practice on an annual basis or more often as needed.

Some of COM's occupational programs, including registered nursing, dental assisting, emergency medical technician (EMT), and court reporting, are overseen by agencies that require periodic external review (II.A.14-5). These programs must comply with the standards established by the external licensing and certifying agencies. This sometimes requires these programs to provide additional assessment and feedback per their respective accrediting agency's or licensing body's established evaluation requirements and processes.

For programs that have specialized accrediting agencies, the evaluation of a student's preparedness for licensure or employment occurs through a combination of preparatory exams and licensure exams. For example, in the registered nursing program, the first measure of student preparedness for licensure is successful demonstration of course objectives as distinguished from course SLOs. To achieve this, students are required to take standardized tests composed of validated questions at the end of specific instructional units.

In addition to using standardized exams and board licensure pass rates as a measure of the students' preparedness for professional practice, many of the accredited programs use input from their advisory committees, which include staff from community facilities.

**ANALYSIS AND EVALUATION**

The College meets the Standard. All CTE programs, including those overseen by specialized agencies, complete COM's program review every other year. The program review process ensures that each program and its requisite courses have developed student learning outcomes and, with the contributions from respective advisory committees, meet the employment sector's labor force needs. The CTE dean monitors the progress of CTE programs through the Perkin's application and indicator reports. Some CTE programs are overseen by agencies that require periodic external review and additional assessment.

**EVIDENCE LIST**

| | |
|---|---|
| II.A.14-1 | Full Program Reviews 2015-2016 Web page, By Discipline/Program, Career Technical Education |
| II.A.14-2 | See II.A.2-8, Bi-Annual Occupational Program Review, November 2015 |
| II.A.14-3 | College Aggregate Core Indicator Information, 2015-2016 |
| II.A.14-4 | *College Catalog 2016-2017*, pp. 222-223 |
| II.A.14-5 | See I.A.2-1, Fact Book Web page, Student Progress and Outcomes, Licensure Certification/Exam Results |

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

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**EVIDENCE OF MEETING THE STANDARD**

College of Marin's policy regarding program elimination is stated in Board Policy (BP) 4021 Program Revitalization and Discontinuance (II.A.15-1). Its procedures for eliminating or revitalizing programs are outlined in Administrative Procedure (AP) 4021 Program Discontinuance (II.A.15-2) and AP 4022 Program Revitalization (II.A.15-3).

If a program is to be eliminated, AP 4021 Program Discontinuance states: Students who are already enrolled in the program will be allowed to complete requirements within the year of review or will be assisted to transfer to other programs. New students will not be allowed to enroll in the program while the program is being considered for discontinuance.

If a program undergoes significant curricular changes, the Catalog Rights Guidelines found in the College catalog outline how rights are established in light of curricular changes (II.A.15-4).

If a degree or certificate has been phased out, AP 4100 Graduation Requirements for Degrees and Certificates (II.A.15-5) outlines the following procedure for students: If courses that are part of a deleted degree or certificate of achievement have also been phased out, students and counselors should work with the discipline department chairs or coordinator to determine suitable/appropriate courses to substitute for requirements that are no longer offered.

Over the last seven years the following programs have gone through revitalization: multimedia studies (2010-2011), computer science (2010) (II.A.15-6), automotive

technology/automotive collision repair technology (2012-2013) (II.A.15-7), court reporting—a complete curriculum update—(2014) and communication covering the disciplines of communication, speech, film and journalism (2014-2016) (II.A.15-8). Revitalization strategies have included curriculum and degree/certificate requirement changes, scheduling changes, professional development for faculty, classroom resources or technology and/or delivery format adjustments.

## ANALYSIS AND EVALUATION

The College meets the Standard. College of Marin has established policies and procedures around revitalization and/or discontinuance of programs. Students are informed of their catalog rights in the College catalog. The administrative procedure concerning graduation outlines steps students and counselors can take to find course substitutions if needed. Although several programs have followed the revitalization procedures, the College has not eliminated any programs in recent years.

## EVIDENCE LIST

| | |
|---|---|
| II.A.15-1 | BP 4021 Program Revitalization and Discontinuance |
| II.A.15-2 | AP 4021 Program Discontinuance |
| II.A.15-3 | AP 4022 Program Revitalization |
| II.A.15-4 | *College Catalog 2016-2017*, p. 46 |
| II.A.15-5 | See I.C.4-8, AP 4100 Graduation Requirements for Degrees and Certificates |
| II.A.15-6 | PRAC Meeting Minutes, March 9, 2010, p. 3 |
| II.A.15-7 | Automotive Technology Revitalization Report, May 2013 |
| II.A.15-8 | Communication Revitalization Report, fall 2015 |

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

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## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) evaluates and improves its instructional programs on an ongoing basis through a variety of means, including program review and curriculum review. Identified program improvements are incorporated into the College's strategic plan, distance education plan and basic skills master plan for the purpose of improving student learning and achievement.

### Program Review

COM regularly evaluates and improves the quality and currency of all instructional programs offered through its program review processes. All academic disciplines, collegiate, pre-collegiate and noncredit, submit a full program review every three years. Distance education (DE), Puente, student support services, counseling, and the library also follow this cycle. All career technical education (CTE) and health sciences programs submit their full reviews every two years. College of Marin has a published schedule for full program reviews for all programs (II.A.16-1).

Disciplines answer questions regarding student access and success such as "What significant

factors or barriers are influencing student access to your courses or program?" and "What do faculty in your discipline feel are significant factors or barriers influencing student success in your courses or programs?" Reviewers are encouraged to look at their program data available in the Data Dashboard. The dashboard provides enrollment, retention and success data with a variety of variables that can be manipulated. It offers the option of basic cohort studies as well (II.A.16-2).

Full program review includes questions related to the currency of the discipline's curriculum. Questions related to both college wide/general education and course-level student learning outcomes (SLOs) include what has been assessed, what was learned and what changes are planned. Disciplines are asked to detail what improvements they plan to implement over the following two to three years (II.A.16-3). CTE program reviews include analysis of current labor market trends from data from the Employment Development Department (II.A.16-4).

Starting in 2015-2016, division deans and directors made presentations to the Planning Resource Allocation Committee (PRAC), based on the discipline program reviews above, which demonstrated how all the disciplines and departments in their divisions fit together and how they fit with the College's mission and strategic priorities (II.A.16-5). These presentations were part of the justification for resources or staffing requests that programs need to improve their offerings.

### Curriculum

All credit and noncredit courses follow a similar cycle of review of their Course Outlines of Record (CORs). Each spring the Curriculum Committee posts the list of courses that are up for review and due by the beginning of the fall semester (II.A.16-6). This review includes course descriptions, content, outcomes, objectives, critical thinking, methods of instruction or evaluation, or recommended

texts. Materials fees, pre- and co-requisites and advisories are also re-evaluated (II.A.16-7). New courses must explain how they connect to the College's mission and those in CTE fields must show a justification based on current labor market trends.

### Distance Education

COM does not have degrees or certificates available solely through its DE offerings and most courses offered through DE are also offered face-to-face. Therefore, evaluation of effectiveness follows the processes outlined above. However, there is additional scrutiny around ADA accessibility and regular and effective contact between the instructor and students. The DE faculty coordinator submits a program review every three years as well and an updated DE plan is being developed. The *Strategic Plan 2015-2018* includes initiatives to provide more training in best practices for instructional technology for faculty (II.A.16-8). Online Education Initiative members trained COM faculty to use the statewide Course Design Rubric for the Online Education Initiative to assess their courses in May 2016.

### Community Education

The Community Education program strives to provide the community with high-quality educational opportunities that are responsive, up-to-date, relevant, and accessible. Potential instructors submit course proposal forms which detail course content, methods of instruction and evaluation, student learning outcomes and critical thinking skills (II.A.16-9). The director of community education, lifelong learning, and international education reviews these proposals. Many of the community education courses are offered through Emeritus Students College of Marin (ESCOM). The ESCOM Curriculum Committee reviews course proposals, ensures no overlap with credit classes, interviews the potential instructors, and makes recommendations to the director of community education, lifelong learning and international education (II.A.16-10).

### College wide Initiatives

The English and English Skills Departments have worked on aligning and norming their exit skills (outcomes) throughout the English composition sequence (II.A.16-11). In spring 2016, these instructors took the next step to make this information widely available so that faculty in other disciplines can make informed decisions regarding pre- or co-requisites and advisories to better guide counselors and students.

In addition, course outlines based on Statway were approved through the curriculum review process and were offered starting fall 2016 in order to provide an alternative to students who are not majoring in disciplines where intermediate algebra is a pre-requisite.

### Basic Skills Master Plan

As mentioned in many other standards, an interdisciplinary group of faculty has undertaken a deep analysis of the College's underprepared students' needs across the curriculum and after much research and open discussion developed recommendations for a basic skills master plan (II.A.16-12). While many initiatives are already underway, the proposals will continue to be funded over the next three years by the California Community Colleges Chancellor's Office Basic Skills and Student Outcomes Transformation Program grant awarded in spring 2016.

### ANALYSIS AND EVALUATION

The College meets the Standard. COM regularly evaluates and improves the quality and currency of all its instructional programs through regular curricular review and a scheduled cycle of full program reviews. All departments are held to the evaluation and review schedule as outlined in the program review calendar. Faculty prepare review documents, including information on SLO assessment, course objectives, labor market analysis (if required as an evaluation of CTE programs) and include changes and updates to future course outlines, curriculum, and learning objectives. Faculty and program staff work together to finalize review outcomes and resolutions which enhance and update the curriculum. Distance Education faculty ensure that their curriculum standards align with statewide standards through the use of the California Community Colleges Chancellor's Office Online Education Initiative's Course Evaluation Rubric. Community education course proposals follow similar content standards as academic programs. The College has undertaken a number of initiatives to address widespread issues for underprepared students across the curriculum.

### EVIDENCE LIST

| | |
|---|---|
| II.A.16-1 | See I.B.4-5, *Integrated Planning Manual*, timeline updated April 14, 2015 |
| II.A.16-2 | Possible Variables for Different Sections of Data Dashboard |
| II.A.16-3 | See II.A.2-7, Program Review template, 2015-2016 |
| II.A.16-4 | See II.A.1-9, Update on Career & Technical Education Programs Presentation, February 16, 2016 |
| II.A.16-5 | See I.B.7-7, PRAC Budget Creation Presentations for FY 2016-2017, administrator presentations |
| II.A.16-6 | See II.A.2-2, COM Course Revision Cycle, Fall 2016 Web page |
| II.A.16-7 | See II.A.10-22, Course Outline form sample |
| II.A.16-8 | *Strategic Plan 2015-2018*, p. 7 |
| II.A.16-9 | Community Services Course Outline form |
| II.A.16-10 | Community Education, ESCOM Courses Web page |
| II.A.16-11 | See I.B.2-14, Summary of College Skills/English Effective Practices Meetings 2015-2016 |
| II.A.16-12 | See I.A.2-18, *The FLIT Report: Recommendations for the Basic Skills Master Plan* |

## II.B. Library and Learning Support Services

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

### EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) supports student learning and achievement with libraries at both the Kentfield and Indian Valley Campuses. Students find high-quality assistance at both campuses and online through a variety of services and labs including the Tutoring and Learning Center (TLC), Writing Center, Online Writing Center, English Skills Lab, Distance Education Office, Computer Information Systems (CIS) / Business Office Systems (BOS) Lab, Language and Culture Lab, Math Lab, Science Center Computer Lab, and the English as a Second Language Lab.

Under the direction of the dean of arts and humanities, the College of Marin Library provides a wide variety of services to support student learning and achievement. The Library is currently undergoing an extended period of transformation to expand and improve its services for students, faculty, staff, and community members. These services include physical space and technology, staffing, information literacy instruction, programming, and collections.

### Sufficient Physical Space and Technology

COM has libraries at both the Kentfield and the Indian Valley Campuses. The libraries offer a variety of day and evening hours based on the needs of COM's diverse learning community. The Library at Kentfield is 16,698 square feet in size, which includes areas for quiet and group study, computer use, teaching, and

events. The Kentfield Library serves many students each day, averaging well over 100,000 visits per academic year, as shown in the table below.

| Kentfield Campus Library: Patron Visits by Academic Year | |
|---|---|
| 2013-2014 | 111,368 |
| 2014-2015 | 111,266 |
| 2015-2016 | 113,296 |

*Source: Library Program Review, 2015-2016 (II.B.1-1), 2015-2016 figures as of August 4, 2016*

The Library began collecting statistics of patron visits at the Indian Valley Campus during spring 2016. These numbers will be tracked for each academic year in the future.

The Kentfield Library's main computer area consists of 24 computers. In spring 2016, the Library opened the Multimedia Lab, which contains five Mac computers, two Windows computers, and three 3M-Audio MIDI music keyboards. These computers support music, art, and architecture students with course-specific software.

The Information Literacy Classroom (ILC) has 22 student computers, an instructor computer with a ceiling-mounted projector, and a print station. When not being used for teaching information literacy, the ILC serves as a space for quiet computer use for students, teaching by non-librarian faculty, and events.

The physical space at the Kentfield Campus Library has been significantly reconfigured to better meet the needs of COM's diverse

learning community. These updates include new furniture, improved signage, expanded staff work areas, and the development of the William Keith Room—a new event space named after a locally renowned artist. In June 2016, Marin County voters passed a bond measure that will, among other facilities projects, fund the design and construction of new facilities that will replace the Library and Learning Resources Center at Kentfield.

The Library at the Indian Valley Campus was re-designed in spring 2012. Occupying 2,236 square feet, this Library includes a main computer area with eight Mac computers, 16 Windows computers, and a small offset study area. Adjacent to the Library is a self-service Internet Café with tables to accommodate 40 students. Next to the Library is a computer classroom that is available to library faculty for providing information literacy instruction.

The College's recent implementation of the GoPrint print management system allows students to print, photocopy, and scan documents in the Library. Improvements to the College's wireless network technology have significantly enhanced Internet access for library patrons.

### Adequacy of Staffing

The Library's most valuable asset is its human resources. Current staffing across both campus Libraries includes three full-time faculty librarians, 1.0 full-time equivalent (FTE) adjunct librarians, five full-time library technicians, and 2.7 FTE student workers. Library faculty help support student achievement through their primary role as information literacy instructors. Library faculty are also responsible for developing the Library's collection and participating in shared governance. Library classified staff support student achievement in two important ways. First, the circulation staff are often the initial point of contact for students and ensure the basic day-to-day operations of the Library.

Second, technical services staff order, process, and organize materials ensuring access for students. All library faculty and staff provide a wide variety of technological support. Based on the Standards of Practice for California Community College Library Faculty and Programs report, the Library determines these staffing levels to be minimally adequate to service two campuses and, through the College's program review process, the Library has asked for one additional librarian and library technician.

### Quantity, Currency, and Depth of Instruction

The role of library faculty is unique in that they not only provide instruction to students, but also to faculty, staff, administrators, and the greater community. As information professionals, the library faculty have taken the lead in promoting information literacy as a college wide student learning outcome. Librarians champion information literacy by providing course-integrated instruction, online research guides, the Library Web page and reference instruction.

### Course-integrated Instruction

Library faculty collaborate with discipline faculty at both campuses to provide customized information literacy instruction across a variety of disciplines. The table below shows an increase in information literacy instruction in the most recent two years.

| Academic Year | Information Literacy Instruction Sessions |
|---|---|
| 2013-2014 | 135 |
| 2014-2015 | 160 |
| 2015-2016 | 146 |

The Library records the duration of information literacy sessions to calculate total hours of instruction. Library faculty provide an average of approximately 86 hours of information literacy instruction each semester.

In spring 2015 the three full-time and three adjunct librarians taught over 1500 students in over 70 course-integrated information literacy sessions across 13 disciplines, including (in descending order of frequency) English 150 and above, basic skills English, speech, English as a second language (ESL), counseling, and political science for a total of 85.92 instructional hours (II.B.1-2).

The librarians have also provided instruction to support the College's many student success programs such as Summer Bridge, Umoja, First Year Experience, Puente, College of Marin Providing Access and Supporting Success (COMPASS), credit and noncredit ESL and the Intensive English Program. These sessions have resulted in approximately 50 additional hours of librarian-led information literacy instruction for 800 students.

| Semester | Hours of Library Instruction |
|----------|------------------------------|
| Fall 2013 | 70 |
| Spring 2013 | 79 |
| Fall 2014 | 110 |
| Spring 2015 | 86 |
| Fall 2015 | 90 |
| Spring 2016 | 83 |

### Online Research Guides

In 2013 the library faculty began utilizing LibGuides Software to supplement information literacy instruction. This software provides a platform for highly customizable online research guides, enabling librarians to organize content and provide additional depth beyond what can be covered within an information literacy session (II.B.1-3). Once created, these guides are linked to the Library website and are often embedded in instructors' courses through the course management software. By extending information literacy instruction beyond the Library, LibGuides provide 24/7 research assistance and access to the Library collections for all members of the College's learning community. The Library now has over 300 LibGuides which support student learning outcomes in information literacy across all disciplines.

LibGuides are viewed approximately 15,000-20,000 times per semester, as shown in the graph below:

## LibGuides Views
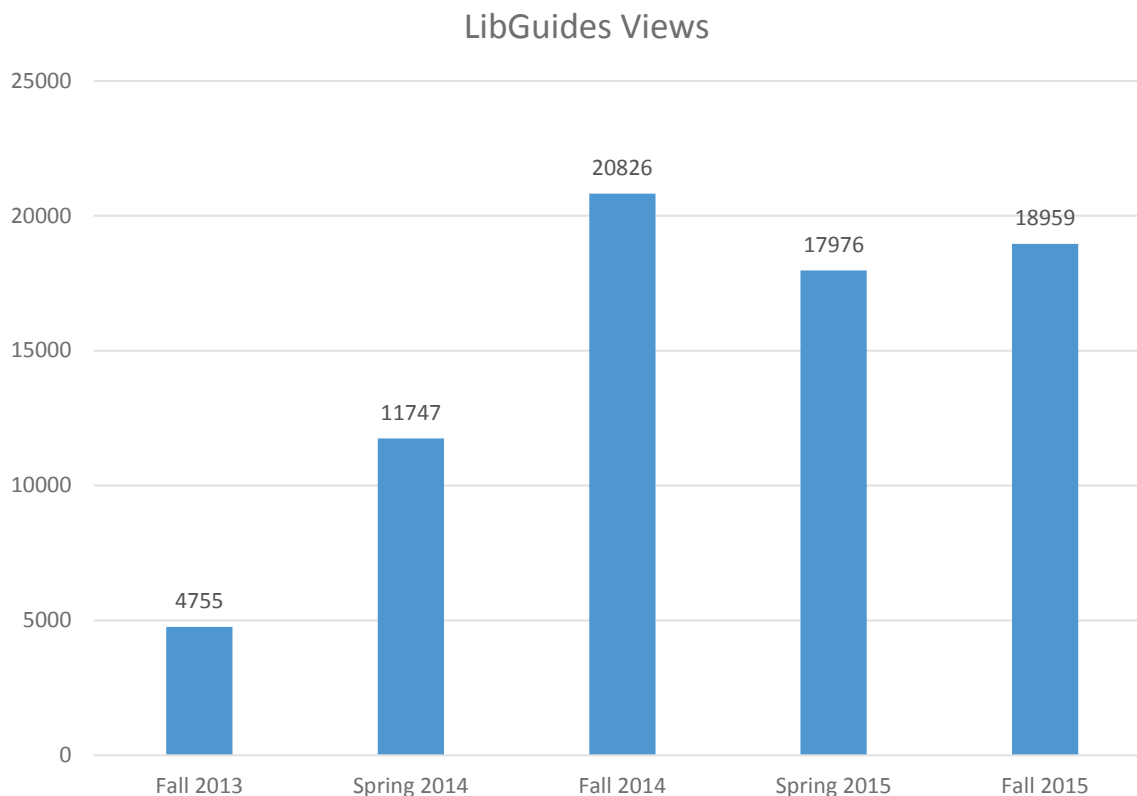


*Source: LibGuide Administrator: Statistics Module (II.B.1-4)*

### Library Web page

The Library has made significant improvements to its Web presence in the last three years. The Library completely redesigned its website (II.B.1-5) in fall 2013 and is in the process of improving it further. In addition to adding LibGuides, the Library developed a collection of instructional resources designed to assist faculty and other personnel who are responsible for student learning at the College. As part of its website redesign, the Library began providing virtual reference via the Ask A Librarian online form, accessible directly from the website (II.B.1-6). Students and other members of the learning community may also request reference instruction via email at askalibrarian@marin.edu. While these improvements support students in all COM courses, they are especially useful for students enrolled in distance education courses.

### Reference Instruction

Librarians provide face-to-face instruction at the reference desk at both the Kentfield and Indian Valley libraries for all walk-in inquiries, as well as instruction via telephone and email for inquiries from off-campus. The number of instructional hours provided at the Kentfield (KTD) library's reference desk has increased from 48 to 53 hours per week since 2010 (II.B.1-7). Face-to-face reference desk service is available at the Indian Valley (IVC) library during peak hours. When face-to-face reference desk service is not available at IVC, the library technician calls a reference librarian at KTD who helps the student over the phone. Students at IVC also receive reference assistance via email.

## Programming Adds Variety to Support College Mission

Library programming is an integral part of the college wide effort to promote student equity. In fall of 2014, the Library began an ambitious programming schedule of hosting events in the William Keith Room. Free to students, faculty, staff, and community members, these events present a diverse range of speakers (II.B.1-8) and have included the Haddie Author Lecture Series, sponsored by the Emeritus Students College of Marin (ESCOM), COMmon Read, organized by the Professional Development Committee and the Library, and a variety of programs supporting One Book One Marin, hosted by MARINet, the Marin County library consortium.

Many events are designed to support the curriculum of specific courses. For example, faculty have integrated the 2015-2016 COMmon Read selection, *Becoming Dr. Q: My Journey from Migrant Farm Worker to Brain Surgeon* by Alfredo Quiñones-Hinojosa (II.B.1-9), into counseling (Puente), English, ESL, biology, geography and early childhood education courses.

## Currency, Depth, Variety and Access to Print Collection

The Library's physical resources are shared across both campuses in order to best support learning in all areas of the College's curriculum. Collectively, this includes nearly 90,000 books, magazines, newspapers, DVDs, music CDs, audiobooks, and maps. The Library's physical resources also include a growing collection of English as a second language readers and leisure reading in support of basic skills students. In summer 2014, COM joined the MARINet library consortium, which has expanded student access to 1.2 million items from nine library systems with 18 locations. Most importantly, MARINet provides COM members with access to the extensive academic resources of the library at

Dominican University of California (II.B.1-10). The majority of resources may be delivered to any library in Marin County, usually within two days. While MARINet's delivery service supports all students, it is especially helpful for students enrolled in distance education courses. In fall 2015, COM joined the LINKPlus library consortium, which has further expanded student access to over 11 million physical resources from 36 public and 24 academic libraries across California and Nevada (II.B.1-11).

One of the most highly used areas of the Library's collection is course reserves. In 2012 the librarians partnered with Associated Students College of Marin (ASCOM) to update and expand textbook offerings in this section. Each year, ASCOM provides $12,000 for the purchase of textbooks and other materials that are specific to courses taught that year. As one of the library's most significant contributions to addressing student equity issues, the course reserve collection provides students with a no-cost alternative to purchasing expensive textbooks. With the potential to save students hundreds of dollars each semester, this resource is especially beneficial to the College's low-income students. The Library continues to increase the course reserve collections at both KTD and IVC.

The Math Textbook Program is another example of how the Library works to achieve greater student equity through access. Begun as a pilot in 2014, this program provides a free math textbook to students enrolling in particular sections of Math 103. This course was selected due to the high cost of the textbook coupled with this course being one of the more challenging graduation requirements. By partnering with ASCOM and the Mathematics Department, the Library has loaned free textbooks to over 200 students. Given the price of new Math 103 textbooks—nearly $250—this program has collectively saved students approximately $50,000 and, just

as important, provided each student with a book on the first day of instruction (II.B.1-12).

### Currency, Depth, Variety and Access to Digital Collection

The Library's digital resources support the research needs of all members of our learning community but are particularly essential for students enrolled in distance education courses. These digital resources include over 50 reference and journal databases that are accessed through the MyCOM Portal. Since 2012, the Library has increased its budget for digital collections by approximately $15,000 through the program review process (II.B.1-13). New database subscriptions support courses across the curriculum, especially art and art history, English, history, sociology, speech, political science, and the physical sciences. Additionally, the Library has added EBSCOHost's Discovery Service, SuperSearch, which provides federated searching (II.B.1-14).

Students are also supported by digital resources available through MARINet, including electronic book collections such as Enki Library, Overdrive, Safari Tech Books Online, and 3M Cloud Library. MARINet also provides access to language learning resources such Mango Languages, and collections geared towards leisure reading through Zinio.

### Learning Support Services Support Variety of Instruction

Learning support services at COM are sufficient in quantity, currency, depth, and variety to support the College's educational programs. Tutoring is an essential part of the College's commitment to student success. Free face-to-face and online peer tutoring is available to all students, including DE students, from the Tutoring and Learning Center (TLC) in Learning Resources Center (LC) 160 at KTD and Building 27 at IVC (II.B.1-15).

The TLC can provide tutoring to students in 197 courses, up 40 percent from 140 courses a few years ago. In addition, one-on-one tutoring for Extended Opportunity Programs and Services (EOPS) students is available. Each semester, over 60 EOPS students receive one-on-one tutoring in addition to general drop-in sessions (II.B.1-16).

All tutors have been recommended by faculty and have completed tutor training. The TLC's tutoring staff of 35-45 tutors per semester, supervised by the full-time tutoring center coordinator, is a diverse group that includes students varying in age, socio-economic, and ethnic backgrounds—approximately half of which are bilingual—allowing the TLC to honor requests from ESL students to receive tutoring in their home language. Tutors provide thousands of hours of academic support for several hundred students every semester. Tutors gain work experience and mastery of the subjects that they tutor, while tutees develop effective study habits, gain a deeper understanding of what they are studying, and learn study skills that can help them to be more successful in all of their classes.

Free online tutoring is available for all math courses, Biology 110, financial accounting, Chemistry 114 and 131, Political Science 100 and 101, Spanish, and statistics in ten different online tutoring rooms. In addition, students can request online tutoring for all other courses. A Quick Orientation Guide introduces students to the online tutoring environment, hosted by California Community Colleges (CCC) Confer, and a practice room allows students to experiment with the available tools (II.B.1-17). To augment communication, students can call in during the tutoring sessions to talk directly to tutors.

The Writing Center at KTD offers drop-in individualized instruction on writing assignments for all courses. In addition, the Writing Center helps students with transfer essays each term, giving students support with

college applications (II.B.1-18). The Writing Center is staffed by English instructors and instructional specialists who are trained to help students develop ideas for a paper, check for organization in a paper, and work on revision techniques. Data from SARS Track log-in system indicates that during the period August 10, 2015 to December 12, 2015, there were 8,078 visits by 712 students to the Writing Center, resulting in almost 12,000 hours of writing support across many disciplines (II.B.1-19). Before working with an instructor, students log-in and fill out a brief questionnaire that helps them reflect on their writing process and focus their writing questions (II.B.1-20). Sessions are usually fifteen minutes. At IVC, the Writing Center hours are held before and after English courses in the same classrooms as the courses that they are supporting.

The Online Writing Center (OWC), easily accessed via Moodle, offers free writing tutoring 24/7 to any student for any course or application. Students self-enroll; easily upload drafts of their writing assignments or questions about writing in any course; and receive detailed, supportive responses, within 24 hours. Staffed with instructional specialists, the OWC also provides helpful grammar and composition links, as well as instructional materials about all aspects of the writing process and essay mechanics. The OWC helps students with any writing assignment, college entrance essays, scholarship applications, resumes, and cover letters. It includes Library and Tutoring Center blocks, enabling students to access information from within the Moodle site to assist with research and applications for transfer. Serving between 480 and 550 students per semester, the OWC has experienced an increase in requests for assistance. In response, the College expanded instructional specialist hours per week from 40 to 55 and hired a combination of four additional full- and part-time instructional specialists in 2015. The OWC and the Writing Center tutors receive some cross training. While helpful to all students, the OWC is

particularly important to DE students who are unable to come to campus to access services.

The English Skills Lab at KTD supports students' reading and writing skills in basic skills English courses, such as English 62, 92, 98, and 120AC. In a supportive environment that encourages persistence, students work with instructors and instructional specialists to get one-on-one help with their writing assignments and to complete required lab hours. Serving 150-200 students each semester, the English Skills Lab at KTD is located next to the Writing Center in LC 120 and in the Career Study Center, Building 17 at IVC.

The Math Lab, located at KTD in Science, Math, Nursing (SMN) 129 and at IVC in Building 17, room 100, offers two kinds of learning support—drop-in tutoring for any math class and self-paced courses, such as Math 95, 101, and 103. Students receive one-on-one tutoring from a math instructor, an instructional specialist, and—at KTD—a tutor. Tutors are selected by faculty and must take a two-unit math seminar course that trains them in tutoring techniques. The Math Lab provides computers for building math skills and a robust and popular collection of donated math textbooks. There is an instructor present at all times so both drop-in and self-paced classes are possible. At peak hours, the Math Lab serves approximately 25-30 students.

DE students and instructors are well-supported by the College's Distance Education Office, which offers flexible assistance in a variety of modalities, including online, via email, over the telephone, or face-to-face. Face-to-face drop-in services are available to students and faculty (II.B.1-21).

The ESL Lab, located in Academic Center (AC) 111, provides a supportive environment for ESL students to practice their English skills and receive assistance with writing assignments. An ESL instructor is always present, tutoring students one-on-one or in

small groups. The ESL Lab has ten new computers that students use to complete assignments, and build English skills. It also has a collection of books for ESL students to check out to use for assignments in their reading classes and books on tape that they can listen to in the lab. ESL instructors keep assignments on file for students to complete (II.B.1-22).

The CIS/BOS Lab, located at KTD in LC 39 and AC 116, and at IVC in Building 14, supports students enrolled in computer and information systems (CIS) and business operation systems (BOS) courses as well as any COM student needing access to technology. The main lab in LC 39 offers thirty cutting edge, touch screen computers loaded with the latest versions of Windows and Microsoft Office. The CIS/BOS Lab provides a quiet and supportive environment for students to complete required lab hours and to get assistance with learning. DE students in business courses, such as BUS 144 and CIS 110, receive online help from their online instructors. In addition, DE students in these courses report that getting face-to-face help in the CIS/BOS Lab is very useful since technology issues can sometimes be easier to address in person.

Other computer labs open for students to use include: the Science Center Computer Lab in SMN 130 and 132; the Career Study Center at IVC, Building 17 (this lab, which is open to all students, has 30 computers loaded with special software to support students in math, court reporting, and medical assisting courses); and the Language and Culture Lab, located in LC 150, which is a state-of-the-art computer language lab where students can practice language skills when their instructor is present.

Lab technicians offer assistance in these labs; and instructors, instructional specialists, and tutors are frequently available as well.

Additionally, specific groups of students receive customized learning support services. For example, the Kinesiology and Athletics Department provides learning support for student-athletes. This support includes a dedicated hourly employee who coordinates the Student-Athlete Academic Services Program, providing student-athletes with information about tutoring and other learning support services, setting up one-on-one tutoring, and tracking their grades. Student-athletes have a dedicated room for study, open during business hours, which is equipped with four computers and access to the department printer.

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 17. At both campuses and online, the COM Library and learning support services are sufficient in quantity, currency, depth, and variety and support student success and the College's mission. The COM Library is transforming its physical space and technology, staffing, information literacy instruction, programming, and collections. By updating the print collection and joining library consortia, the level and variety of resources has dramatically expanded and access to those resources is available 24/7 from any location. Several databases have been added to the Library's collection as well. Consequently, the Library better serves students across a wider variety of disciplines at both campuses and online. This has been a result of the increased number of information literacy sessions taught by librarians in a wider range of disciplines as well. Innovative programming, event hosting and initiatives such as free textbooks further address the needs of COM's student population and support the mission.

All 46 of the KTD Library's public computers were replaced within the past two years. The GoPrint print management system ensures a uniform and cost-effective method of printing.

The introduction of Mac computers at both campus libraries provides students with more computing choices, including a greater variety of software applications. The Library's new Multimedia Lab provides course-specific software and hardware for students in the Music and Art Departments. The Library has made major strides toward developing programs that support course curricula and the missions of the Library and the College. By promoting these new resources, the Library has attracted a wider variety of students, faculty, staff and community members, many of whom may otherwise have been unaware of library services. With the recent passage of a bond measure, new facilities for the Library and Learning Resources Center will be built at KTD.

## EVIDENCE LIST

| | |
|---|---|
| II.B.1-1 | Library Program Review, 2015-2016, p. 10 |
| II.B.1-2 | Library Instruction Report, spring 2015 |
| II.B.1-3 | Library LibGuides Web page |
| II.B.1-4 | LibGuides Statistics Module, fall 2013 to fall 2015 |
| II.B.1-5 | Library Web page |
| II.B.1-6 | Ask a Librarian online form |
| II.B.1-7 | Library Reference Statistics |
| II.B.1-8 | Upcoming Events at College of Marin Library Web page |
| II.B.1-9 | COMmon Read: College of Marin Reads Becoming Dr. Q Web page |
| II.B.1-10 | MARINet Member Libraries Web page |
| II.B.1-11 | LINKPlus Member Libraries Web page |
| II.B.1-12 | Math 103 Textbook Affordability presentation |
| II.B.1-13 | Library Program Review, 2015-2016, p. 31 |
| II.B.1-14 | Library Online Databases, screenshot |
| II.B.1-15 | Tutoring and Learning Center Web page |
| II.B.1-16 | Tutoring and Learning Center Program Review, 2014-2015, p. 6 |
| II.B.1-17 | Quick Introduction to Online Tutoring |
| II.B.1-18 | See I.C.2-6, Distance Education Student Support Services Web page, Writing Center/English Lab |
| II.B.1-19 | Writing Center SARS Track Student Visits, August 10, 2015 through December 12, 2015 |
| II.B.1-20 | Writing Tutor Worksheet |
| II.B.1-21 | See I.C.2-6, Distance Education Student Support Services Web page |
| II.B.1-22 | English as a Second Language - Labs Web page |

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

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**EVIDENCE OF MEETING THE STANDARD**

Faculty librarians are responsible for the selection and maintenance of the physical and digital materials in the Library's collection. In accordance with the Library's Collection Development Policy (II.B.2-1), the Library mission (II.B.2-2) and the College mission (II.B.2-3), librarians work to ensure that new materials that support the curricular, research, and general interest needs of College of Marin's (COM) learning community are continually added to the collection.

Librarians began developing the Library Collection Development Policy in late 2014 with a review of best practices established by the American Library Association and Association of College and Research Libraries. Library faculty also examined the policies of similarly sized colleges in California. This research provided a foundation for designing a thoughtful process to select and maintain materials that best support student learning at COM. While all members of the College community are encouraged to participate in the selection of instructional materials and equipment, the librarians recognize that recommendations from subject experts are particularly important in developing resources to support student success.

Therefore, this policy now guides the selection of library materials and ensures decisions are informed by student learning needs while drawing on input from faculty, staff, students, and the community.

Funding is one of the key challenges of collection development. Librarians assess student needs on an annual basis and input these needs into program review. These requests are forwarded to the College's Planning and Resource Allocation Committee

(PRAC), which assesses and makes recommendations for the funding of specific materials and equipment.

## Materials

The Library selects materials across a range of different formats including, but not limited to, books, magazines, newspapers, journals, movies, documentaries, music, and audiobooks in physical and digital format. This enables the Library to accommodate a variety of learning styles among our diverse population. The emphasis of the Library collection is primarily directed toward an initial study level, which is appropriate for a community college library.

The following guidelines have been established to assist faculty librarians in selecting quality materials for inclusion in the Library collections. Priority is given to resources that support courses offered at COM. Other general factors taken into account include currency, relevance to student and faculty needs, accessibility of materials to students on- and off-campus, ability to promote interest in reading and lifelong learning among all students, availability through MARINet, affordability, authority of publisher or sponsoring organization, and probable need based on existing programs and collections.

In selecting online materials, the librarians also consider whether the resource provides information not available in print, enhances and complements the existing collection of print and other materials, provides wider accessibility, is compatible with existing technology at COM, and has user-friendly interfaces and robust search capabilities.

The Library partners with the Community College Library Consortium, MARINet and LINKPlus to increase accessibility of print and

digital resources for the College and the greater community. While resource sharing is a cost-effective means to enhance the collection, materials for which there are recurring needs are purchased by the Library.

Because feedback is an important tool for helping inform selection of materials, librarians have developed a number of methods to actively engage the College community in the collection development process:

**Instruction**
Information literacy instruction is tailored to specific courses, assignments, and subject areas, which generates conversation about library resources between librarians and instructors. As an example, creating a LibGuide for the Dental Assisting Program resulted in a fruitful dialogue with the subject faculty on how to evaluate and maintain resources for this program.

**Distance Education**
Librarians work closely with DE and other instructors to ensure digital resources meet the needs of all those who use the course management system. The Library gathers information about student achievement and needs through discussions with faculty and student surveys.

**Liaison Areas**
Each academic discipline has a faculty librarian designated as the liaison to that subject area. Librarians collaborate with faculty to develop the collection; outreach is accomplished through periodic emails soliciting recommendations for the purchase of course reserves and other library materials (II.B.2-4).

**Surveys**
In spring 2015, librarians implemented a semi-annual survey to gather information from students regarding satisfaction of Library services to include equipment and material needs (II.B.2-5).

**Online Forms**
All members of the College learning community are encouraged to submit suggestions via the Recommend a Purchase link on the Library Website (II.B.2-6).

**Collection Development Flex Project**
This project, which was created in 2015 to respond to the Kentfield Library's largely outdated collection, provides an opportunity for faculty to share their expertise with librarians in exchange for up to five hours of Flex credit per semester (II.B.2-7).

**Outreach to Special Programs**
Librarians provide outreach to programs targeting student success. For example, library faculty have collaborated with the Umoja Program to improve the Library's African and African-American resources for students in this program.

### Equipment
Students in the English Skills Lab and Writing Center use computers to submit assignments via TurnItIn.com. The Tutoring and Learning Center, which recently expanded its space for tutoring and computers, has nine computers and a collection of textbooks to support tutoring. To measure students' use of learning support services and to track positive attendance in relevant self-paced courses, SARS Track was implemented in 2014 in the Writing Center, ESL Lab, and English Skills Lab.

Since 2012, the library has made dramatic progress toward updating materials and equipment at both campuses and online (See II.B.1). Some of the more notable accomplishments include:

- increased the library's annual print collection development budget from $12,000 to $25,000 (planned 16-17)
- increased the library's annual budget for databases from $33,000 to $45,000
- initiated a free textbook program to support student success in Math 103

- increased the course reserve textbook collection
- subscribed to LibGuides software that enables creation of online research guides
- redesigned Library website to improve access to new materials.

New collections have been developed in the DVD, audiobook, CD, new arrivals, very short introductions, career, and leisure reading sections, and a variety of databases have been added. COM now subscribes to 53 databases, providing 24/7 access to periodicals, reference materials, and books. Joining the MarinNet Library Consortium and LINKPlus offers expansive access to resources, including to the materials of research libraries (See II.B.1).

The Information Technology (IT) Department is responsible for selecting, maintaining, and upgrading information technology in the Library through collaboration with the library faculty and staff. This work is identified and prioritized by the College's Technology Planning Committee (II.B.2-8) which includes one faculty librarian. Students' access to technology has been improved by the addition of ten more computers in the library's main area, opening the Information Literacy Classroom for quiet study and implementing the GoPrint print management system. In addition, a multimedia lab was opened that includes five Mac and two Windows computers.

COM's learning support services include over 75 computers at IVC and KTD, including 30 new computers installed in the English Skills Lab and Writing Center. These computers are equipped with appropriate software and online educational resources for specific areas, such as math OpenCourseWare in the IVC and KTD Math Labs, recent versions of Microsoft Office for teaching business information courses in the CIS/BOS Labs, online reading skills programs from Townsend Press in the English Skills Lab and resources for building vocabulary and learning grammar such as Quizlet in the ESL Lab.

### ANALYSIS AND EVALUATION

The College meets the Standard. COM has met this standard by developing and adhering to a collection development policy and through collaboration between the library and IT Department on a number of technology initiatives. The recently approved Collection Development Policy for library materials provides a standard by which to evaluate the library's physical and digital materials. Librarians, learning support services faculty and staff, and other educational professionals share their expertise to select and maintain educational equipment and materials that support student learning and further COM's mission. Librarians and learning support service professionals have created mechanisms and processes to gauge and address the quality, quantity, depth, and variety of materials and equipment. The annual program review process allows librarians and faculty from across the campuses to link student learning needs to the institution's budget. Numerous partnerships, materials, equipment, and physical space improvements have been made that enhance the library's ability to support student learning and advance the College's mission.

**EVIDENCE LIST**

| | |
|---|---|
| II.B.2-1 | Library Collection Development Policy |
| II.B.2-2 | Library Mission Web page |
| II.B.2-3 | See I.A.1-1, Mission Web page |
| II.B.2-4 | Collection Development Flex Project, Liaison Librarians Web page |
| II.B.2-5 | Library Student Survey, spring 2015 – *Available to the visiting team on flash drive.* |
| II.B.2-6 | Recommend a Purchase Web page |
| II.B.2-7 | Collection Development Flex Project Web page |
| II.B.2-8 | Technology Planning Committee Web page |

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

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### EVIDENCE OF MEETING THE STANDARD

#### Adequacy in Meeting Student Needs

Multiple means are used to determine student library and learning support needs, including gate counts, tracking software, surveys, and discussions with faculty, staff, and students. When results suggest improvements are needed, changes are made.

#### Library

The library's gate counters record how many people pass through the library's doors each fiscal year. The gate count at Kentfield shows over 111,000 visits each year, with a 1.8 percent increase from 2014-2015 to 2015-2016.

| Kentfield Campus Library: Patron Visits by Academic Year | |
|---|---|
| 2014-2015 | 111,266 |
| 2015-2016 | 113,296 |

*Source: Library Program Review, 2015-2016 (II.B.3-1), 2015-2016 figures as of August 4, 2016*

Circulation statistics for physical resources, such as books, DVDs, and CDs measure student access to informational resources.

Circulation of these resources is also on the rise:

| Fiscal Year | KTD | IVC | Total |
|---|---|---|---|
| 2014-2015 | 21,206 | 610 | 21,816 |
| 2015-2016 | 29,682 | 799 | 30,481 |

The library's most popular collection, the reserve textbook collection, also shows an increase in usage.

| Course Reserve Circulation | |
|---|---|
| Fiscal Year | Kentfield and Indian Valley Campus Libraries |
| 2014-2015 | 12,581 |
| 2015-2016 | 13,240 |

The library's reference desk use, including use by distance education (DE) students, is tracked and evaluated by reports from Gimlet, the library's software for tracking reference desk encounters with students. Using Gimlet, librarians create reference desk reports each semester to evaluate student learning and improve reference desk service (II.B.3-2). These reports show the days and times of heaviest use and the number of questions asked

per hour as well as whether the questions asked are research related.

Evaluation of online resource usage statistics informs librarians' decisions to cancel, add, and/or renew digital subscriptions. For example, usage statistics indicate a slight increase in usage of EBSCO databases, which are some of the library's most popular online resources, from roughly 12,200 sessions in fall 2014 to over 12,500 in fall 2015. In the last three years, librarians have added Journal Storage (JSTOR), Credo Reference, Opposing Viewpoints, and other databases and have assessed usage statistics to determine if they are cost-effective in supporting information literacy student learning outcomes.

Librarians have created over 300 LibGuides, which are online research guides that are customized to specific courses and assignments. Statistics indicate student and faculty use of LibGuides has soared from 5,000 views in fall 2013 to 17,500 in fall 2015. While these resources are valuable to all College of Marin (COM) students, they are especially important to DE students.

Partly in response to faculty and student evaluations requesting easier access to online resources, the librarians collaborated with the Information Technology (IT) Department to fully implement its EZproxy authentication service. This technical improvement allows students to search library resources directly from the library home page, thereby improving student access to library resources.

## Learning Support Services

Faculty input is ongoing, as faculty in most areas lead and deliver these services. Services in the Computer Information Systems (CIS)/Business Office Systems (BOS) computer labs are provided by lab staff in close communication with faculty, who often use the labs to teach. Faculty, instructional specialists, staff, and tutors in all areas meet regularly to discuss ways to improve services.

The Writing Center, English Skills Lab, and English as a Second Language (ESL) Lab use SARS Track software to gather and analyze student usage data. SARS Track data shows that during a recent period (August 2015 through December 2015), there were over 8,000 visits to the Writing Center by 712 students, resulting in almost 12,000 hours of writing support. Students tended to use the Writing Center most heavily from 9 a.m. to 1 p.m. (II.B.3-3). Based on input from faculty, students, and staff, SARS Track was modified to allow ESL students or former ESL students to complete required lab hours in both the ESL Lab or in the English Skills Lab, thereby improving access to learning support services for all ESL students. This is especially valuable to students who need assistance in the mid-afternoon, after 6:30 p.m., and on Fridays.

The ESL Lab uses another form of quantitative evaluation—tracking students' use of the ESL Lab lending library each semester. For example, in fall 2015, instructors in six ESL reading courses reported that over 99 students borrowed approximately 400 books. These students read over 23,029 pages. In addition, other ESL students who are not required to use the lending library used it as well.

The Community College Survey of Student Engagement (CCSSE) provides student input for evaluating COM's learning support services. COM students reported using tutoring services and skill labs more frequently than students at community colleges nationwide, and they are more satisfied on average with these learning support services than students in the national cohort. COM students' use and satisfaction with computer labs is significantly lower than the national averages, although this finding pre-dates new and improved labs in the Academic Center and Library. This finding will be compared to results in COM's next CCSSE administration. In addition, it is worth noting that our students tutor and teach other students at higher than average rates (II.B.3-4).

Learning support services are evaluated through grants from the Basic Skills Initiative Steering Committee (BSISC) as well. For example, BSISC funded a study by the ESL Department to understand how its services could better support evening noncredit ESL students (II.B.3-5). BSISC also supported the English Skills Lab in overhauling its curriculum to better serve ENGL 92 students (II.B.3-6).

Finally, the Faculty Led Inquiry Team (FLIT) (See I.A.2, I.B.4), funded by BSISC and the College, has resulted in a systematic, in-depth evaluation by students, staff, and faculty of— among other things—learning support services. This college wide process of self-examination links student success to a variety of learning support services (II.B.3-7).

### Contributes to Student Learning Outcomes

**Library Instructional SLOs**

The Library's three instructional student learning outcomes are aligned with COM's college wide/general education student learning outcomes concerning information literacy (II.B.3-8). These include:

SLO 1: The student will demonstrate an appropriate level of skill in locating sources from the library catalog and the online databases.

SLO 2: The student will demonstrate an appropriate level of skill in evaluating a source and determining its reliability, validity, authority, and point of view.

SLO 3: The student will demonstrate an appropriate level of skill in applying and/or citing a resource to a specific assignment or other information need.

The Library uses a variety of approaches to evaluate instructional student learning outcomes. Following information literacy instruction sessions, librarians request feedback from the classroom instructor using a

questionnaire that addresses the library's three SLOs (II.B.3-9). This questionnaire captures the instructor's observation of whether students successfully achieved these SLOs. A similar version of the questionnaire captures librarians' observation of student learning (II.B.3-10).

In 2013 librarians began experimenting with additional assessment methodologies that are designed to be more in-depth and targeted to individual SLOs. These methodologies include pre-tests, post-tests, and various activities such as assignments, reflection essays, quizzes, and puzzles (II.B.3-11). Each semester the librarians create an Assessment of Library Instruction Report, which provides an opportunity to summarize findings, reflect on student learning, and consider ways to improve teaching (II.B.3-12).

To augment these formal assessment approaches, librarians regularly interact one-on-one with course instructors and students to evaluate instructional effectiveness. These conversations occur before instruction sessions to identify expectations, and afterward to assess student success.

Library faculty meet regularly to analyze data and discuss methods for improving instruction (II.B.3-13). Other participants may occasionally be invited into the discussion to provide feedback. This reflection process provides librarians with the opportunity to improve pedagogy and identify needs. Resource needs, if any, are documented for inclusion in the Library program review. This cycle helps ensure the library is able to meet instructional SLOs.

Findings related to library services from the CCSSE administered in 2014 show:

- COM students report engaging with information literacy skills in their coursework at rates comparable to students nationwide, although they report fewer opportunities to hone

these skills than students at other colleges.

- COM students, on average, report reading for pleasure and enrichment at slightly higher than average rates (II.B.3-14).

The librarians also offer instructors an information literacy rubric that measures learning objectives aligned with COM's college wide SLOs and the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education. The purpose of this rubric is to help instructors integrate information literacy into their curricula (II.B.3-15).

The library continues to formulate a more robust process for assessing its information literacy instruction. Assessing SLOs in the traditional manner presents a challenge for library faculty. Academic guidelines for assessing SLOs are written especially for classroom instructors who teach students over a whole semester. Interactions with students by library faculty are on a more short-term basis through course-integrated and reference desk assistance. The most accurate assessment of teaching information literacy standards will be found in the final product that students present to the classroom instructor. Nevertheless, library faculty recognize that systematic, ongoing assessment of library programs help improve instruction and guide the strategic direction of the library.

### Library Student Support SLOs

The Library continues to expand services, delivering more instruction, improving the physical space, and collaborating with other departments to help students succeed. By improving the Library's facilities and access, the following student services learning outcomes will be achieved:

- Use the Library more frequently
- Check out more circulating items
- Check out more reserve materials

- Attend more Library programs and events
- Gain access to free textbooks for Math 103

Student surveys provide data that allows assessment of its student services SLOs. For example, a student satisfaction survey in fall 2015 asked, "Does the library have copies of the textbooks you need for your classes?" The majority of students (186 out of 205 students, or 91 percent) answered yes (II.B.3-16). The library has evaluated student learning outcomes and learning support services in collaboration with other disciplines, such as math, through participation in Faculty Inquiry Groups (II.B.3-17).

Library and Mathematics Department staff collaborate to provide free, semester-length checkouts of textbooks for all students in two sections of Math 103, a gatekeeper algebra course. This program has been extremely popular with students. Each semester, the library gathers student satisfaction data and evaluates it to steer the program's development. Data consistently indicate high student satisfaction with the program and strong support for expanding it to other courses and disciplines.

Student satisfaction survey results in spring 2015 indicated the need to extend hours of operation at the Indian Valley Campus Library. In fall 2015, the librarians and their dean adjusted the hours of the library to provide better access.

Learning support services use a variety of assessment methods to evaluate their contributions to student achievement, including input from faculty, staff, and students. This evaluation process is, in many cases, linked directly to SLOs. For example, the Tutoring and Learning Center (TLC) assesses tutoring course and program SLOs for all students each semester. In their program review, the TLC's assessment focused on three key student

learning topics: understanding course material, access to tutoring services, and success on assignments and exams (II.B.3-18). Every semester, all students complete the Tutoring Center Evaluation survey and students using math tutoring also complete the Math Peer Tutoring Evaluation (II.B.3-19). Findings from 200 survey results for spring 2012 through fall 2014 provided clear messages. Almost all students (91 percent) felt tutoring contributed to understanding course material. Approximately two-thirds (63 percent) wanted more tutoring services at night and on weekends. All students (100 percent) felt tutoring improved their performance on assignments and exams. The TLC used these results to improve their instruction and services, such as increasing tutor training to gauge tutees' comprehension of material.

Student surveys are also used by a number of other learning support services, such as the Math Lab and the English Skills Lab (II.B.3-20). Students in the Math Lab overwhelmingly report satisfaction with tutoring, with a small number of requests for extended hours and the occasional appeal for a quieter environment. The English Skills Lab constantly makes improvements in teaching, curriculum, and policy based on student learning outcomes. For example, when faculty and instructional specialists examined the SLOs related to the lab components of ENGL 92, they realized that its lab curriculum needed to be completely revamped. When they surveyed the first group of students to use the new curriculum, students suggested that it was too intense. Consequently, the faculty and instructional specialists made it more manageable by removing three modules.

The Math Lab is re-evaluating how students are evaluated in self-paced courses. In the past, students needed an 80 percent score to proceed to the next module. Based on input from

Instructional Specialists, faculty, and tutors, students who score less than 80 percent must now complete an extra homework assignment and wait three days before re-taking the test. If students do not score 80 percent the second time, they go on to the next module. The Math Department will continue to evaluate and modify this evaluation process based on results.

By carefully evaluating the growing student demand for writing assistance via the Online Writing Center, the College, through the office of the assistant vice president for instructional support, hired new permanent and part-time instructional specialists and regularized some of the program practices, including monthly meetings.

In fall 2015 and spring 2016, BSISC funded a systematic evaluation of evening ESL students, which included analysis of a student survey. This evaluation showed that many evening ESL students wanted increased access to the ESL Lab. In response, the ESL Department is exploring ways to increase the lab's open hours.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM's library and learning support services staff evaluate teaching, learning, and services on an ongoing basis by soliciting input from faculty and students, using SLOs to guide the evaluation process, and deploying findings to make improvements. Evaluations have shown that library and support services are adequate to meet student needs. When requests for additional services or hours have been found, the College has made improvements. Further, evidence indicates that SLOs are being met. Even so, the library faculty are discussing ways to improve their evaluation methods to ensure the quality of the results.

## EVIDENCE LIST

| | |
|---|---|
| II.B.3-1 | See II.B.1-1, Library Program Review, 2015-2016, p. 10 |
| II.B.3-2 | See II.B.1-7, Library Reference Statistics |
| II.B.3-3 | Writing Center SARS Track Usage Report by Time of Day, August 10, 2015 through December 12, 2015 |
| II.B.3-4 | Library and Learning Support Services, CCSSE 2014 results, pp. 3-4 |
| II.B.3-5 | Evening Students in Credit ESL Courses Study, fall 2015 |
| II.B.3-6 | See I.B.5-17, BSI Projects at College of Marin Web page, College Skills English Lab 92 Curriculum Redesign Project |
| II.B.3-7 | See I.A.2-18, *The FLIT Report: Recommendations for the Basic Skills Master Plan* |
| II.B.3-8 | See II.A.11-1, Instructional Student Learning Outcomes Web page, Instructional College wide (Institutional)/ General Education Learning Outcomes |
| II.B.3-9 | Library Group Instruction Questionnaire, Instructors |
| II.B.3-10 | Library Group Instruction Questionnaire, Instructing Librarian |
| II.B.3-11 | Information Literacy Assessment, Additional Methodologies examples |
| II.B.3-12 | Library Instruction Assessment Reports, fall 2013-fall 2015 |
| II.B.3-13 | Library Meeting Agendas and Minutes examples |
| II.B.3-14 | Library and Learning Support Services, CCSSE 2014 results, p. 2 |
| II.B.3-15 | Information Literacy Common Rubric |
| II.B.3-16 | Circulation SLO Survey Results, fall 2015 |
| II.B.3-17 | Final Report: Biology/Math FIG, fall 2013, pp. 8-9 |
| II.B.3-18 | Tutoring and Learning Center Program Review, 2014-2015, pp. 3-4 |
| II.B.3-19 | Tutoring and Learning Center Program Review, 2014-2015, Attachments B and D |
| II.B.3-20 | English Skills Lab Evaluation and Survey examples |

*Standard II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

## EVIDENCE OF MEETING THE STANDARD

### Documents Formal Agreements

College of Marin (COM) participates in a variety of partnerships and contracts for products and services that expand the range of its library. In 2014, the Library joined MARINet, Marin County's library consortium. This partnership benefits students, faculty, staff, and the community, including better access to information, improved library standards, and increased opportunities for the library faculty and staff to stay abreast of changes in librarianship. In 2016 the Library joined LINKPlus, an interlibrary loan network involving libraries in California and Nevada (II.B.4-1).

The Library is a member of the Council of Chief Librarians and participates in its Community College Library Consortium (II.B.4-2). The benefits of membership include discounted online resource subscriptions, sharing evaluations of online resources, and engaging together in a variety of professional development and collection development activities. For resources not available through the Community College Library Consortium, the Library contracts directly with vendors, such as Journal Storage (JSTOR).

To ensure the security of our books and other items, the Library contracts with 3M to provide a security system including security gates at library entrances (II.B.4-3).

To participate in shared cataloging of books and media, the Library belongs to the Online Computer Library Center (OCLC), a global library cooperative (II.B.4-4). The Library contracts with Better World Books to pick-up, remove and redistribute de-selected books (II.B.4-5). In return, Better World Books donates a portion of its profits to literacy programs around the world and pays COM a percentage of the money made from selling its de-selected books. This relationship contributes to the College's mission of social and environmental responsibility.

There are no similar collaborative institutional arrangements by COM's learning support services.

### Responsibility and Evaluation

To evaluate and ensure the quality of its contractual resources, the Library regularly participates in its shared governance responsibilities of these cooperative institutions. For example, librarians contribute to MARINet by serving on the MARINet Board of Directors and on a variety of committees. The College's MARINet membership fee is based on a cost-sharing formula that is vetted by the College annually. When the Library assessed the benefits of joining LINKPlus, it drew on the experience and advice of other MARINet libraries. Librarians evaluate the Community College Library Consortium through active participation: attending its annual library deans and directors meeting, consulting with fellow librarians across the state to assess pricing deals, and engaging in cooperative projects. Similarly, the Library participates in cooperative cataloging with OCLC, communicating with its OCLC sales

representative to negotiate the best pricing for OCLC services. The Library's ongoing evaluation of Better World Books is based on interactions with their representatives. The Library assesses all of these services by gathering and analyzing data, including the evaluative approaches discussed in Standard II.B.3.

At both campuses and online, COM library and learning support services are adequate in quantity, currency, depth, and variety and are easily accessible and used (See II.B.3). By leveraging cooperative arrangements at the county, state, and regional levels, the COM Library is better able to provide services that surpass what might be expected of a relatively small academic library.

**ANALYSIS AND EVALUATION**

The College meets the Standard and ER 17. COM's library and learning support services are adequate, easily accessible, and used (See II.B.3). The College has formal agreements with entities that provide or support library and learning resources and services, including MarinNet, LINKPlus, the Community College Library Consortium, and OCLC. Further, COM assumes responsibility for these resources and assesses their effectiveness by participating in cooperative initiatives, in many cases on a daily basis. The Library also regularly gathers data to determine the quality and usefulness of these resources to the College.

**EVIDENCE LIST**

| | |
|---|---|
| II.B.4-1 | MARINet Invoice, July 22, 2015 |
| II.B.4-2 | Community College Library Consortium Invoice, July 1, 2015 |
| II.B.4-3 | 3M Library Services Invoice, April 17, 2015 |
| II.B.4-4 | OCLC Invoice, September 15, 2015 |
| II.B.4-5 | Better World Books Agreement Form |

## II.C. Student Support Services

*Standard II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

### EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) offers a wide variety of student support services designed to assist students in meeting their educational and personal goals in alignment with the College's mission of equity and student success for its diverse community. Students' academic needs and learning styles are assessed through a matrix of instruments such as the math and English placement tests, the English as a second language (ESL) placement test, the Strong Interest Inventory and Myers-Briggs, orientation information, and counselor interviews. Referrals are made in the context of the mandated Student Educational Plan and counseling appointment. A variety of Flex workshops are regularly presented for faculty and staff covering learning communities, diversity training, distance education, outreach, social media management, Federal Educational Rights and Privacy Act (FERPA), COM's online student advocacy system for early intervention, and accommodations for the disabled.

Student service programs are assessed through the full program review process every three years. The template provides directives for program respondents to address, including the following:

- How is student progress tracked within the program?
- How well are students progressing through the program?
- Include data to support your assertions, if it is available.

- Areas of measurement, planning and evaluation are identified, such as the following:
- Based on the information above, what changes or new initiatives should be enacted to improve the program and meet your goals?
- What changes were made to the program in the last year based on the recommendations made by the last program review? Please describe.
- Based on data, how effective was the change in improving program performance in student retention, success, and progress?

Regular student surveys provide both evidence of quality and feedback on areas that need improvement (See II.C.2). Qualitative and quantitative feedback is regularly gathered as part of this process, for example in the student feedback of individual counseling appointments or Student Accessibility Services' (formerly Disabled Students Programs and Services) survey of students' experience and feedback about the proposed (at the time of the last program review) change in departmental name. At the macro level, COM administers the Community College Survey of Student Engagement (CCSSE) on a cycle of three years. The survey provides insight from the student perspective on engagement in various ways, from structured new student activities such as orientation and participation in learning communities to focused college specific topics, for example, transportation. The latter COM included in the 2014 survey in an effort to gauge student habits and preferences. Surveys are also conducted outside of program

review to inform program development. Examples include surveying veterans, military students and their families about their experience and possible enhanced services at COM (II.C.1-1), quick one or two answer surveys around enrollment practices through the use of Constant Contact, and student surveys and PRIE Analysis of the Summer Bridge program (II.C.1-2).

A more detailed example is the Tutoring and Learning Center (TLC), which regularly evaluates the effectiveness of the program through student evaluations given twice every semester. Survey results are then used to propose programmatic changes, including requests for additional resources, through program review (II.C.1-3).

The Transfer and Career Center also regularly evaluates the services offered through student surveys, monitoring workshop and event attendance, monitoring drop in use of the center, and tracking outreach activities. (II.C.1-4).

Student Activities and Advocacy's assessment process includes student surveys of student activities, maintaining records of Student Success Speaker Series attendance, monitoring progress and retention of ASCOM members, and statistically analyzing COM CARE reports to assess trends in student conduct concerns (II.C.1-5).

In EOPS, evaluation of student progress in the program is achieved through mandated staff contact (three per semester), monitoring student midterm grades, survey of students and using our student information system to compare EOPS/CARE student population's completion of educational goals compared to the greater campus community. The data does show that EOPS/CARE students achieve their educational goals at a proportionately higher rate than the general college population (II.C.1-6).

These are representative examples of the type of evaluation and quality across student service areas.

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 15. COM provides a wide range of student support services to accommodate its diverse student population and fulfill its mission of fostering students' success. All student support services are regularly evaluated for their quality and equitable access. Evaluations occur through program review every three years, periodic student surveys, as well as program-specific means such as event attendance and service usage. Numerous improvements have been made as a result. The action plan for the student services division is to continue to be responsive as students' needs are identified and to continue to expand and develop their presence on the College website to become a more robust resource for both traditional and distance education students.

### EVIDENCE LIST

II.C.1-1     *Student Equity Plan 2015-16*, COM's Veteran, Military and Family Member Survey, 2014
II.C.1-2     See I.B.6-6, College of Marin Summer Bridge Program Effect on Student Progress, PRIE Report
II.C.1-3     See II.B.3-18, Tutoring and Learning Center Program Review, 2014-2015, pp. 3-4
II.C.1-4     *Institutional Transfer Plan and Outcomes Report*, pp. 9-27
II.C.1-5     Office of Student Activities & Advocacy Program Review, 2015-2016
II.C.1-6     EOPS and CARE Program Review, 2013-2014, pp. 11-15

*Standard II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) provides a wide range of support services (See II.C.1), including some for specific needs or particular student populations, and all are intended to achieve student success and equity—both of which are key aspects of COM's mission. All student support services are evaluated through the formal program review process as well as informal student satisfaction surveys. Learning support outcomes are assessed through the student learning assistance outcomes (SLAOs) assessment and analysis within the program review process. Assessment data is used to continually improve services, student access, and support for student success.

### Defined Student Learning Assistance Outcomes

With the development of the California Community Colleges' (CCC) Student Success Task Force recommendations and subsequent passage of California's Student Success Act of 2012, the CCCs systematically began implementing and supporting updated goals and initiatives around student success, student equity, student services, and efficiency.

COM's student services division approached Student Success and Support Program (SSSP) and student equity planning in a holistic way. Beginning in 2013, student services offices participated in regular in-services to collaborate on and disseminate student success related values, priorities, and initiatives. A process was undertaken to re-envision the unit's and programs' goals and begin delineating metrics in support of student equity and student success. Related initiatives are reflected in the evolving SSSP (II.C.2-1 and II.C.2-2) and

student equity (II.C.2-3) plans that were then incorporated into COM's new strategic plan. Example overlapping outcomes embedded in the strategic plan are:

- Decreased time to degree completion
- Fewer students register late for classes
- Marin high school students increasingly engaged with COM (JumpStart, College of Marin Providing Access and Supporting Success (COMPASS)
- Enhanced matriculation process for strong student transitions
- Increased persistence and retention leading to achievement of educational goal
- Reduced financial aid disqualifications
- Enhanced tracking of student progress and success
- Improved percentage of students who progress from pre-college to college level course completion

In addition, SLAOs were established and will be addressed in program review. Those SLAOs are:

Equity: Students will access COM support services and achieve in increasing and proportionate numbers.

Student Success: Students will complete core matriculation steps in increasing and proportionate numbers; students will identify and use College resources that support student success.

SSSP and student equity plans continue to be developed annually. Student equity, in particular, relies heavily on assessment data to establish disproportionate impact benchmarks and data and analysis on effects of initiatives.

## Assesses and Uses Data to Improve

In 2014 the Community College Survey of Student Engagement (CCSSE) was administered, including additional supplemental questions provided by the College to address local issues and priorities (II.C.2-4). Individual student surveys were also developed and administered, e.g., for Disabled Students Programs and Services (DSPS) (II.C.2-5) and veteran and military students. DSPS incorporated student and staff feedback into program review and chose to rename the unit Student Accessibility Services (SAS). The veteran and military student survey results were incorporated into recommendations (II.C.2-6) currently being implemented as well as into student equity planning.

All student services programs participate in program review, and that process often results in improvements which can be tied back to the SLAOs. A recent example is the recommendation to address transportation issues for students that surfaced in both program review and the CCSSE student survey data. A transportation committee was formed with local agencies and a proposal for a transportation fee to support enhanced bus service to serve students and both campuses was passed in a vote by students in May 2015 and implemented for fall 2015. (See I.B.9)

Additional examples include:

The Assessment and Testing Center (ATC), like the other student services units, participates in full program review at least every three years. In its latest program review in spring of 2015, changes implemented based on evaluation in the previous program review were highlighted (II.C.2-7). The ATC works closely with faculty for continued test validity for the placement instruments (See II.C.7).

The College of Marin Providing Access and Supporting Success (COMPASS) program conducts formal and informal assessment through online and in-person feedback, parent

pre- and mid-semester observations, qualitative phone call surveys, and roundtables with community leaders, principals, and superintendents. Student grades in college-level and high school courses are also utilized as indices. The program is partially funded by Marin Community Foundation and thus includes a mid-grant review.

The California Work Opportunity and Responsibility to Kids (CalWORKs), and Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resource for Education (CARE) programs participate in the program review process every three years. Data from the last EOPS and CARE program review showed the current SLO was being met—the EOPS counselors provide information and guidance that supports students in choosing and achieving their educational goals (II.C.2-8). Additionally, program improvement plans have been achieved including the EOPS, CARE and CalWORKs scholarship program, full permanent staffing including a reconfigured director position and implementation of midterm progress reports and merit awards.

Counseling administered a number of pre and post surveys of students in counseling classes/learning communities to assess progress on learning outcomes. As part of the tenured, probationary, and adjunct faculty performance reviews, student feedback is solicited on individual counseling sessions and from counseling class participants (II.C.2-9). Observation was also conducted in the classroom and/or individual counseling student meetings by the supervising dean or peer. Feedback from these activities was provided to each counselor as part of their evaluation and for professional development.

Enrollment services utilize consultants, e.g., financial aid, as well as the Department of Education, to assist in assessing policies, procedures, services, and connection of these SLAOs. Staff were recently surveyed on

knowledge level, resulting in development and implementation of a four-week intensive training program over a series of Fridays, where the office was closed. Case studies were utilized, staff were cross-trained to enhance capacity to serve students, and customer service training was provided.

Outreach and School Relations conducts surveys on the process from partner schools and organizations. They also survey students on what the students want to get from workshops and what they, in fact, learned (II.C.2-10).

Student Accessibility Services (SAS) conducts regular reviews for transparency, quality, timeliness; compliance with Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and California Education Code Title 5 governing regulations; and progress with SLAOs. A survey of students was completed in spring 2014 and will occur again in spring 2017 (II.C.2-11). Informal feedback is gathered on an ongoing basis from students receiving services, as well as staff and faculty. The director and staff also advise administrators and college committees such as the Curriculum, Technology, and Accessibility Committees on issues of student and general accessibility. SAS is in the process of reestablishing an advisory committee to provide guidance and feedback on direction and effectiveness of program delivery.

Student Activities and Advocacy (SAA) regularly completes evaluations (II.C.2-12) of students participating in events, training, and activities such as the Student Success Speaker Series, Road to Success, and Clubfest and incorporates that feedback into planning.

Student Health Services identified outcomes that support the larger equity and student success SLAOs. Measures include survey results from center and program/activity participants, daily counts of utilization and self-evaluation. Specific results, as well as recommended changes or updates in program

are reflected in the spring 2015 program review (II.C.2-13). Example initiatives as a result of this assessment were experimenting with a new location for services at the Indian Valley Campus in spring 2016 and a request for funding to implement an Internet-based, electronic medical records instrument in 2016-2017.

The Transfer and Career Center regularly surveys program participants in workshops, job/career fairs, college tours, and other activities (II.C.2-14). An advisory board meets twice each semester to review progress on center goals and makes further recommendations, often reflective of the student feedback, towards improved services and delivery.

The Tutoring and Learning Center (TLC) data from the last program review showed that the program was meeting its SLOs (II.C.2-15). Additionally, the TLC conducts surveys at the end of each semester to gauge SLO achievement and to assess tutor performance from the student perspective.

The Veteran and Military Student Resource Center is newly opened this past spring. Its creation, staffing, and services are based on previous and ongoing student feedback, research on best practices, a blueprint, and ongoing recommendations from the Veteran Advisory Committee (II.C.2-16). A student survey was completed in spring 2014 and will be completed again in 2017. Students are also informally surveyed during drop-in visits to the center. College staff also consult with county Veterans Affairs staff on best practices to support students and educate faculty and staff, with the intent of meeting the larger SLAOs as they pertain to veterans.

**ANALYSIS AND EVALUATION**

The College meets the Standard. SLOs have been assessed and changes in California Community Colleges Chancellor's Office requirements for the SSSP resulted in a new set of outcomes known as SLAOs. All student support services are assessed for both learning outcomes and program quality through the formal program review process as well as student satisfaction surveys and a variety of other means. Based on these processes, COM student support services continuously improve to serve students effectively and assist in achieving institutional outcomes.

**EVIDENCE LIST**

| | |
|---|---|
| II.C.2-1 | Credit Student Success and Support Program Plan, 2015-16 |
| II.C.2-2 | Noncredit Student Success and Support Program Plan, 2015-16 |
| II.C.2-3 | See I.B.3-9, *Student Equity Plan 2015-16* |
| II.C.2-4 | PRIE Survey Results Web page, Community College Survey of Student Engagement |
| II.C.2-5 | Disabled Students Programs and Services Program Review, 2013-2014, pp. 37-49 |
| II.C.2-6 | See II.C.1-1, *Student Equity Plan 2015-16,* COM's Veteran, Military and Family Member Survey, 2014 |
| II.C.2-7 | Assessment and Testing Center Program Review, March 2015, pp. 8-9 |
| II.C.2-8 | See II.C.1-6, EOPS and CARE Program Review, 2013-2014, pp. 11-15 |
| II.C.2-9 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, F 7.0 (g) |
| II.C.2-10 | Outreach Program Review, 2015-2016, p. 6 |
| II.C.2-11 | See II.C.2-5, Disabled Students Programs and Services Program Review, 2013-2014, pp. 37-49 |
| II.C.2-12 | Office of Student Activities & Advocacy Program Review, 2015-2016, pp. 3-4 |
| II.C.2-13 | Health Services Program Review, February 2015, pp. 4-5 |
| II.C.2-14 | *Institutional Transfer Plan and Outcomes Report*, pp. 25, 28, Attachments A and B |
| II.C.2-15 | See II.B.3-18, Tutoring and Learning Center Program Review, 2014-2015, pp. 3-4 |
| II.C.2-16 | *Student Equity Plan 2015–16*, Appendix Multi-Indicator 2: Veterans |

*Standard II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

## EVIDENCE OF MEETING THE STANDARD

Given College of Marin's (COM) mission of equitable access, the College offers comprehensive student support services on both the Kentfield and Indian Valley Campuses, online, and in some off-campus locations. These services include assessment and testing, bookstore, California Work Opportunities and Responsibilities to Kids (CalWORKs), cashiering services, counseling, student accessibility services (formerly DSPS), Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE), enrollment services, health services, outreach and school relations, student activities and advocacy, the Transfer and Career Center, the Tutoring and Learning Center, and the Veteran and Military Student Resource Center. Services are delivered through a variety of methods and are scheduled at times to meet the needs of as many students as possible. Delivery methods include the newly redesigned website and student portal, various online learning platforms, and a variety of day and evening hours on both campuses (See II.B.1, II.C.1).

The differences between service availability provided at the Indian Valley Campus (IVC) and the Kentfield Campus (KTD) are due to the substantially lower enrollment at IVC.

COM's services are long-standing, funded and staffed, and are kept open for the hours advertised. The services are reliable and appropriate to the College's student population. In addition, COM provides Americans with Disabilities Act (ADA) accommodations for the various services.

### Enrollment Services – Admissions and Records

The Enrollment Services Office is responsible for admissions, financial aid, records, registration, and institutional scholarships. Both the offices at KTD and IVC offer comprehensive hours that include one evening each week. Expanded hours are offered during peak registration periods as well. In addition, most enrollment services can be completed online (II.C.3-1). (See II.C.1).

### Assessment and Testing

The Assessment and Testing Office offers a wide variety of services for new and continuing students, including diagnostic testing in math and English, and placement testing in English as a second language (ESL). Testing is offered at both KTD and IVC, as well as on-site at local high schools. The English and math placement tests are given during scheduled sessions and by appointment at both KTD and IVC. Practice tests for English and math are available online and other resources area available to assist students in properly preparing for the exams. In partnership with the Outreach Office, placement tests are given throughout the year in the local high schools. The office has both day and evening hours on both campuses and the hours change during the semester based on student need (II.C.3-2).

### Bookstore

The bookstore is managed by Follett. They offer full services on KTD and limited service at the beginning of each term at IVC. The website has a feature where students can find which books they need for their courses and the prices. Students can order online and have the books shipped free to the store for pickup, or for $7.50 directly to their home (II.C.3-3).

### CalWORKs

In partnership with the County of Marin, the California Work Opportunities and Responsibilities to Kids (CalWORKs) program provides education and support services including academic, career and personal counseling, book vouchers, work-study opportunities, one-on-one tutoring, basic school supplies, and parking vouchers for students participating in the Welfare to Work program. This program provides qualified applicants with monthly cash assistance and employment services to become self-sufficient.

CalWORKs at KTD offers daytime hours and one evening per week. Counseling appointments are available once per month at IVC by request due to low enrollment. Distance education students are given the option of completing their required counseling appointments by emailing their counselors directly.

Additionally, the county has placed a county employment development counselor onsite at KTD three days per week and at IVC by request (II.C.3-4).

### Cashiering Services

The Cashier's Office (also known as the Bursar's Office) is primarily responsible for accepting and processing student tuition and fees as well as processing student refunds and financial aid disbursements. Additionally, the Cashier's Office coordinates parking permits, payment plans, and collections, as well as third-party invoicing. The cashier's office offers day and evening hours on both campuses and a student may access their account and make payments at any time through the MyCOM Portal (II.C.3-5).

### College Skills and the ESL Office

This office is located at KTD where the majority of ESL and college skills courses are offered; it provides information about how to apply for noncredit and credit ESL courses, as well as information about placement tests and general information about college skills courses (II.C.3-6).

### Computer Labs

The computer labs at KTD and IVC provide places for students to complete required lab hours for computer, computer science, and business office systems courses. Students can also use these labs to complete homework and get assistance from instructional assistants, and instructors.

### Counseling

The Counseling Department provides programs, classes, orientations, and academic, career, and personal counseling to all COM students. In addition to offering in-person counseling services at both KTD and IVC, they also offer extensive online services including the ability to schedule appointments and the Ask a Counselor feature, which allows students to get their questions answered online by a counselor.

Orientations are offered in multiple formats to best fit students' needs, including online, in person (available at both campuses), ESL, and intensive English language program orientations. Some of these programs and classes have an online component as well.

In addition to daytime hours on both campuses, the Counseling Office regularly offers evening hours, until 7 p.m., usually once a week, and more often during peak times (II.C.3-7).

### ESL Lab

The ESL Lab on the Kentfield Campus provides instructional support for students enrolled in credit-level courses (II.C.3-8). Currently, no credit-level ESL courses are offered at IVC due to low enrollment. The College does not offer online ESL courses, based on departmental policy rooted in pedagogical research. However, students are welcome to use the Online Writing Center as a resource.

### English Skills Labs

These labs offer courses designed to help students develop the reading and writing skills necessary for success and confidence in their college experience. Classes taught in the labs are individualized and self-paced. Diagnostic tests are available to guide students in their choice of course. Classes may be started and ended any time during the semester, or started one semester and completed the next. Each class requires approximately 48 hours. Students work at their own pace during any supervised time listed on the time chart. Once enrolled, students must spend at least two hours per week in the lab.

### EOPS and CARE

EOPS provides over and above services including academic, career and personal counseling, book grants, one-on-one tutoring, basic school supplies, a textbook lending library, priority registration, and special EOPS scholarships. Additionally, the CARE program provides additional support for EOPS students who are a single head of household and are receiving cash aid for themselves and/or their children (II.C.3-9).

EOPS at KTD offers daytime hours and one evening per week. Counseling appointments are available once per month at IVC by request. All EOPS distance education students are given the option of completing their required counseling appointment by emailing their counselors directly. Student education plans are available online via the MyCOM Portal.

### Enrollment Services - Financial Aid

The Enrollment Services Office provides eligible students with financial aid from a variety of federal, state and community programs to help cover school and living expenses. Both the offices at KTD and IVC offer comprehensive hours that include one evening each week. Expanded hours are offered during peak registration periods as well. The website provides a wealth of online resources including policies, disbursement schedules, forms, and more (II.C.3-10).

### Health Center

The Health Center offers the same services at both KTD and IVC. These services are available to all registered students and include first aid, care for short-term illnesses, screening tests including TB, blood pressure, pregnancy testing, health counseling, education, referrals to low-cost community clinics, and immunizations. Other blood tests are available as deemed necessary by our physician consultant.

The Health Center at KTD offers both daytime hours and one evening per week. At IVC, services are offered one day and one evening per week. Distance education students can call the office and speak to a nurse anytime during business hours. Information on the website is available 24 hours per day. The newly updated website also includes links to information such as the CalFresh program, the Affordable Care Act, drug and alcohol information, and more (II.C.3-11).

### Library

The Library promotes student achievement by providing access to a variety of print and electronic resources. The Library is a member of MARINet, the county library consortium of nine library systems with 21 locations,

including the extensive resources of the library at Dominican University. In 2016 the library joined LINK Plus, an interlibrary loan network involving libraries throughout California and Nevada. The mission is to serve not only the diverse learning community at KTD and IVC, but also distance education students, who access library resources remotely via the Internet, and the Marin community at large (II.C.3-12) (See II.B.1, II.B.2, II.B.3, and II.B.4).

### Math Lab

The Math Labs on both campuses house the self-paced math program. Students can complete lab hours on either campus to meet course requirements. Instructional assistants and instructors also provide help for students taking in-person and online courses. Drop-in math tutoring takes place Monday through Friday 9 a.m. to 4:30 p.m. and 4:30 p.m. to 6 p.m. on Wednesday evenings.

### Online Writing Center

The Online Writing Center (OWC) is accessible 24/7 to help students with writing assignments for all college subjects. Students can get help with grammar, idea development, and organization, as well as with research and essays. The OWC also assists students with transfer, scholarship, and job applications, including resumes and cover letters. Instructional specialists respond to forum posts within 36 hours. All students can self-register for access to writing support through MyCOM Portal under the Student Services and Resources tab (II.C.3-13). Furthermore, instructors can also request an OWC orientation for their classes by completing a request form.

### Outreach and School Relations

The Outreach and School Relations Department is responsible for managing the outreach to local middle and high schools and maintains strong relationships with community-based

organizations. The goal is to foster ongoing communication and engagement with school and community partners and to provide access and support for prospective and continuing students.

The office at KTD is open during the day and the IVC office on Fridays. Twice a year, on the Saturday before the first day of classes, the College hosts a Super Saturday event where all student services are open and student ambassadors give tours. However, the majority of work done by this department is usually done outside of the office.

Twice a year, a team of COM staff and a student ambassador go to the Community Development Center in Marin City and provide an information and application session. Additional information and application sessions are also held at local adult education schools. Ambassadors also give application workshops at local high schools throughout the year.

Within the College, the student ambassadors have begun going to all noncredit ESL classes at the start of term to assist students completing the college application via CCCApply (II.C.3-14).

The outreach program manages a number of distance education and hybrid courses offered to local high school students. The College of Marin Providing Access and Supporting Success (COMPASS) program (II.C.3-15) involves two 9th grade cohorts taking both a college success and career exploration class for college credit at their respective high schools. Additionally, the College provides three satellite courses at local high schools where students can earn both high school and college credits. Most students who participate in these courses and programs are first-generation, underserved students who are eligible for either a free or reduced cost lunch.

## Student Accessibility Services (formerly DSPS)

Student Accessibility Services (SAS) (Formerly Disabled Student Programs and Services) provides support to students with verifiable disabilities, including accommodations and academic adjustments to enhance students' chances of achieving their educational goals.

SAS offers daytime office hours at KTD and appointments at IVC by request. Students can email requests for appointments or questions about services directly to sas@marin.edu. A variety of links on the SAS website provide distance education students with information about community and College resources (II.C.3-16).

## Student Activities and Advocacy

The Student Activities and Advocacy (SAA) Office (See II.C.1) is the hub for the Associated Students College of Marin (ASCOM), registered student clubs, the standards of student conduct and a connection point for community resources and services. SAA is open during regular daytime business hours at KTD. ASCOM has a separate office that is open both days and evenings at KTD. At IVC, SAA is staffed one day per month. ASCOM has a conference room and office at IVC that is staffed 15 hours per week and occasional evenings. The SAA website houses all of the forms and related information for ASCOM, as well as a list of community resources. Additionally, a new Facebook page was launched in February 2016 to create another venue for students, staff, and faculty to receive up-to-date information (II.C.3-17 and II.C.3-18).

## Transfer and Career Center

The Transfer and Career Center offers COM students and alumni resources related to and assistance with career exploration, finding employment, and transfer information. The recently remodeled center at KTD houses an extensive resource library online and in print that includes career exploration tools and resources such as the Kuder Journey Career Exploration program, brochures, and catalogs from many different colleges and universities, and job search guides including books and resources on resume writing, cover letter writing, and interview preparation. A free online job board allows students and alumni to register to browse open positions and local employment opportunities. The same resources are offered at IVC, but primarily through the Counseling Department and online. Distance education students can use the newly improved website that now includes online workshops and tutorials (II.C.3-19). Additionally, all students are encouraged to join the Transfer Club Moodle page (II.C.3-20) which acts as a transfer information listserv to participating students.

## Tutoring and Learning Center

The Tutoring and Learning Center offers free peer tutoring for currently enrolled students in nearly 200 courses. Tutoring is available on both campuses and online. In addition to regular daytime hours, tutoring is offered one evening per week at KTD. Sessions are scheduled on IVC by request. Some sessions are held outside of regular business hours to accommodate students with tight schedules.

Online, students can find the application for free tutoring and the schedule for drop-in sessions. Distance education and all other students can also opt to receive their tutoring online using CCC Confer, Skype, Google Docs, or whichever online platform they prefer (II.C.3-21).

## Veteran and Military Student Resource Center

In spring 2016, the new Veteran and Military Student Resource Center at KTD. In addition to providing a variety of resources, the center also

is a place where veteran students can gather to study, relax, and connect with other veterans. A dedicated counselor for veterans is available on both campuses. The website hosts a variety of links to information about emergency loans, scholarships, workshops, and more (II.C.3-22).

### Writing Center

The Writing Center, located in the Learning Resource Center, room 120 at KTD, offers individualized instruction on writing assignments for all courses. The Writing Center is staffed by English instructors and instructional specialists who are trained to help students develop ideas for a paper, check for organization in a paper, and work on revision techniques. No appointments are necessary.

### ANALYSIS AND EVALUATION

The College meets the Standard and ER 15. COM provides appropriate, comprehensive, and reliable student support services for students using multiple methods that assure equitable access for all. Student support services are offered face-to-face at both KTD and IVC as well as online. The majority of students attend face-to-face classes at KTD, which is where most of the service centers are located. Satellite services available at IVC where hours are more limited due to low enrollment. Many services provide extended hours during peak times to accommodate student need.

### EVIDENCE LIST

| | |
|---|---|
| II.C.3-1 | Enrollment Services, Admissions Web page |
| II.C.3-2 | Assessment Web page |
| II.C.3-3 | Bookstore Web page |
| II.C.3-4 | EOPS/CARE and CalWORKs Web page |
| II.C.3-5 | Cashiering Services Web page |
| II.C.3-6 | English as a Second Language, General Information Web page |
| II.C.3-7 | Counseling Web page |
| II.C.3-8 | See II.B.1-22, English as a Second Language – Labs Web page |
| II.C.3-9 | See II.C.3-4, EOPS/CARE and CalWORKs Web page |
| II.C.3-10 | Enrollment Services, Financial Aid Web page |
| II.C.3-11 | Student Health Services Web page |
| II.C.3-12 | See II.B.1-5, Library Web page |
| II.C.3-13 | MyCOM Portal, Students section screenshot |
| II.C.3-14 | Outreach Office Web page |
| II.C.3-15 | COMPASS Web page |
| II.C.3-16 | Student Accessibility Services Web page |
| II.C.3-17 | Student Activities and Advocacy Web page |
| II.C.3-18 | College of Marin Student Activities and Advocacy Facebook page |
| II.C.3-19 | Transfer and Career Center Web page |
| II.C.3-20 | Transfer Club Moodle Web page, screenshot |
| II.C.3-21 | See II.B.1-15, Tutoring and Learning Center Web page |
| II.C.3-22 | Veteran Services Web page |

*Standard II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

**EVIDENCE OF MEETING THE STANDARD**

### Athletics

College of Marin (COM) provides athletes with the opportunity to compete in an intercollegiate athletic program. As part of the overall mission of the College, intercollegiate athletics is committed to providing equitable opportunities and fostering success for all members of our diverse community (II.C.4-1). In accordance with Title IX of the Education Amendments Act of 1972, the Kinesiology and Athletics Department is fully committed to the principles and practice of equal opportunity for men and women. In addition, the department is dedicated to creating an environment that values cultural and gender diversity and does not discriminate on the basis of gender, race, ethnicity, religion, sexual orientation, or socioeconomic status (II.C.4-2).

The College's athletic programs are committed to sound education processes that allow every student-athlete to physically and mentally challenge themselves to excel in a competitive atmosphere through participation in a varsity sport. COM is a member of the California Community College Athletic Association (CCCAA), the governing body for community college athletics in California.

COM currently offers the following athletic teams: men's and women's soccer, men's and women's track and field, men's and women's swim and dive, men's and women's basketball, women's volleyball and men's baseball. The College uses the CCC Apply athletic interest survey to identify prospective student-athlete interests (II.C.4-3). Each year, these data are reviewed and flyers are posted on campus to

gauge athletic interest. The athletic interest survey shows that COM is offering the appropriate men's and women's athletic programs.

Beginning in June 2015, the College Kinesiology and Athletics department launched a new athletic website. The new website generated twice as many recruiting questionnaires as in the previous year. In addition, the recruiting questionnaire for the 2015-2016 class asked about interest in adding potentially new sports (II.C.4-4). These new sports being considered were sand volleyball, tennis, cross country and reinstating softball. Three responses expressed interest in sand volleyball.

All funding for athletic teams is provided by the District. Operational costs associated with athletic teams which are not covered by the District budget are compensated from the Kinesiology and Athletics Department fundraising account (II.C.4-5 and II.C.4-6).

### Other Co-Curricular Programs

A variety of co-curricular programs and services are offered through the Student Activities and Advocacy Office that are suited to the institution's mission and goals of a holistic student experience. For example, the Student Success Speaker Series is a series of sessions offered weekly that focus on topics affecting student success such as overcoming math anxiety, support services for homelessness, balancing personal and academic wellness, healthy relationships, and domestic violence prevention and tips and tools for effective study habits. This series is collaborative in nature with presenters from

different College offices and programs and community partners in the greater Marin County area (II.C.4-7).

The Road to Success and Welcome Week events also provide students with the opportunity to engage with faculty, staff, and programs to get connected with over 18 different participating services and departments. These opportunities are important for students to effectively plan for their semester and future goals whether career preparation or transferring to a four-year college or university. Associated Students College of Marin (ASCOM) also serves an important role in encouraging student involvement, professional and personal skill development, and leadership development (II.C.4-8).

Through ClubFest, social programming such as black history month, tax assistance, connections to participatory governance, and the Inter Club Council (ICC) students gain valuable learning and exposure to the College system and diversity within its population. Funding for these opportunities primarily comes from ASCOM, which is the governing body over the student fees that each student pays annually (II.C.4-9).

## ANALYSIS AND EVALUATION

The College meets the Standard. Co-curricular programs and athletic programs at COM contribute to the social and cultural dimensions of the educational experience of COM students. As part of the overall mission of the College, intercollegiate athletics provides equitable opportunities and fosters the success of student athletes. COM's commitment to nondiscrimination is clearly articulated in its athletics and co-curricular programs. These programs are conducted with sound educational policy and standards of integrity. COM has responsibility for the control of these programs, including their finances.

## EVIDENCE LIST

| | |
|---|---|
| II.C.4-1 | Athletic Department Mission and Vision Web page |
| II.C.4-2 | Equity in Athletics Data Analysis, College of Marin |
| II.C.4-3 | Statement of Compliance of Title IX Gender Equity, Athletic Interest table |
| II.C.4-4 | Kinesiology and Athletics Web page, Recruiting Questionnaire |
| II.C.4-5 | See II.C.4-2, Equity in Athletics Data Analysis, College of Marin |
| II.C.4-6 | Athletics End of Year Report, 2014-2015 |
| II.C.4-7 | Student Success Speaker Series, fall 2014-spring 2016 |
| II.C.4-8 | Associated Students College of Marin Web page |
| II.C.4-9 | ASCOM Meeting Minutes examples, pp. 1-2, 4-5, and 8 |

*Standard II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

## EVIDENCE OF MEETING THE STANDARD

College of Marin's (COM) Counseling Department offers counseling services to all prospective, new, and returning students. The counseling faculty assist students in developing educational and career plans to achieve their goals most efficiently. Counseling faculty develop educational plans for all students seeking transfer, degrees and certificates, basic skills, English as a second language (ESL), and lifelong learning. Counselors also provide orientations to help students transition to college life and develop strategies to overcome barriers to college success. Counselors host workshops and classroom visits to assist in the transfer process. Counseling appointments are one-on-one and highly personalized to meet the unique needs of each student (II.C.5-1).

In fall 2014, student survey feedback about individual counseling appointments was positive. Of 24 survey respondents, 95.8 percent agreed or strongly agreed the counseling received was helpful and effective; 95.8 percent agreed or strongly agreed "the counselor assisted me in defining my needs" (II.C.5-2).

Counselors offer classroom presentations to ESL credit and noncredit classes. Counseling faculty teach college success and career planning courses to guide students towards being successful at COM and in developing educational and career goals. The department has a designated counselor at the Indian Valley Campus (IVC) who supports the career technical education (CTE) programs primarily located there. The department has taken the lead in developing new learning communities that target basic skills English students.

Additionally, counseling faculty are represented on College governance and planning committees such as the Planning and Resource Allocation Committee, Student Access and Success Committee, Curriculum Committee, and Distance Education Committee.

The Counseling Department also provides online counseling services to students through our Ask a Counselor service and offers dedicated student veterans and international counseling services as well as regular evening individual counseling appointments at both the Kentfield Campus (KTD) and IVC.

### Supports Student Success

COM offers a variety of counseling and advising support for students that assure they understand their program's requirements and receive other information that will help them succeed. Some of those programs and services are shown in II.B.1 and highlighted below.

### Orientation

COM offers comprehensive online orientation covering topics such as financial aid and enrollment services, counseling services, student conduct, transportation, and other relevant topics for new students. Counselors had an integral role in developing the content for the online orientation. Counseling faculty have updated the content to reflect policy changes and feedback from students and staff. Additionally, counselors added new quiz questions to improve comprehension.

Counselors conduct face-to-face orientations for credit ESL students. Approximately four ESL orientations are offered each semester.

The average attendance is eight students per orientation session. In fall 2015, 43 students completed an ESL orientation (II.C.5-3). Fourteen in-person noncredit ESL orientations are offered per year.

Orientation is also embedded in courses and programs offered by the Counseling Department. The department takes a leadership role in the Summer Bridge program. As part of the curriculum, counselors provide information on College policies and procedures and student support services. The program served 24 students in 2014 and 50 students in 2015 (II.C.5-4).

College Success Saturday occurs once a year in May and is a culminating event targeted for graduating high school seniors. During this event, counselors host an interactive orientation and provide support for students to enroll in their classes on this day.

Counselors also conduct in-person orientations for student athletes, international students, and students in the Intensive English Program.

The Counseling Department participated in bi-yearly Super Saturday Festival events offering incoming students and their families campus tours, a financial aid workshop and College orientation for concurrently enrolled high school students, and counseling appointments in which students select courses and develop student education plans.

### Career and Transfer Center Activities

The Transfer and Career Center offers online career and transfer workshops including a transfer tutorial, choosing a major, choosing a college, career exploration, writing personal statements, and a University of California (UC) application tutorial. Counselors conduct workshops and visit classes in the fall to support students in the transfer process. Counselors created core career workshops to be offered monthly on resume development, networking and social networking, job search,

and interviewing. These workshops will be piloted in fall 2016.

The Transfer and Career Center offers a transfer event every fall wherein more than 40 college and university representatives from UCs, California State Universities (CSU), independent, online and out-of-state schools are on the Kentfield Campus to meet with students and provide information about transferring from a community college to a four-year program. Counselors staff a table during the event.

### High School Outreach

Each semester, the Counseling Department offers orientations called JumpStart for concurrently enrolled high school students. Counselors have offered these orientations on site at local high schools as well.

Counselors performed outreach to students who were part of the Bridge the Gap Program at Tamalpais High School through career workshop facilitation and participation in career panels.

Through local high schools, the Counseling Department offered Career 133: Career Exploration, a 1-unit course designed to help students research and select potential career paths and majors.

### Learning Communities

Counselors have taken a leadership role in piloting new learning communities. The counseling courses linked to the English and/or content courses cover all of the topics required by Title 5 to be included in an orientation. The three learning communities at COM are the First Year Experience (FYE), Umoja, and Puente (II.C.5-5). The Counseling Department offers multiple FYE counseling courses as part of the FYE learning community program, including a 3-unit fall Counseling 110: Academic Success Strategies and a 1-unit spring Counseling 116: Transfer Success

Education Planning course. Umoja included two learning community courses, Counseling 110: Academic Success Strategies and Counseling 116: Transfer Success Education Planning. The Puente program offers a year-long learning community linking an English class with a counseling course taught by COM's 0.5 full-time equivalent (FTE) Puente dedicated counselor for two semesters. The counseling courses are three-unit Counseling 110 and three-unit Counseling 179, which is designed to help students explore their education and career goals and prepare to transfer. The Puente program also includes a mentoring component and counselor-led field trips to four-year colleges.

## Clear Program Requirements and Pathways

### Navigate Career Pathways

Counselors developed career pathways for all current COM certificate and degree programs as part of the campus adoption of the Educational Advisory Board's Navigate tool implementation piloted in spring 2016. Navigate is a simplified, straight-line onboarding platform intended to streamline the registration process for students. The platform is customized for COM and is designed to enhance the student's onboarding experience by connecting students to the campus community, generating schedules that fit with work and life circumstances, proactively nudging students to appropriate resources and support, and providing academic, employment and transfer data. The program will supplement counseling and other student services.

### DegreeWorks Audit and Educational Planning Tool

Counselors use DegreeWorks auditing and planning tools to help students track progress toward educational goals. They use the What If feature to review degree and certificate requirements for a multitude of educational

goals and the Planner feature to develop student education plans.

The Planner allows counselors to develop initial and comprehensive educational plans to help students reach their goals. Initial plans contain at least one semester of course work. Counselors offer half-hour appointments to meet with students to discuss their educational goals and develop this plan. Veteran and international students have one-hour appointments due to the additional paperwork necessary. To increase accessibility to counseling for incoming freshman, counselors meet with students at two of the local high schools to develop their initial plans.

Counselors created pathways for all CTE degrees and certificates available as online forms and as a menu option for student education plans within DegreeWorks. Counselors regularly visit classrooms around campus to promote services and events that explain requirements for pathways to complete degrees and certificates as well as transfer requirements.

The College catalog is available online and contains relevant academic policies, requirements for degree completion, and pathways for all certificates and degrees offered.

## Prepares Faculty and Other Personnel

### COM CARE

Counselors collaborated with the Office of Student Affairs and Advocacy to provide workshops training faculty/staff on how to use the College of Marin Campus Assessment, Response and Evaluation (COM CARE) system, a service that helps COM counselors and other appropriate staff intervene with students whom faculty are concerned about in an effort to get them back on track and successful at the College.

**In-Service Trainings**

Staff and faculty from a wide variety of departments across campus provide in-service training to counselors and student services staff during Counseling Department meetings. Counselors also hosted a Flex workshop for faculty and staff in fall 2014 to provide an overview of the Counseling Department. Counselors conducted a Flex activity in spring of 2015 on working with special populations. In addition, counselors participate in workshops and activities focusing on specific student populations and programs such as those in EOPS, Umoja, and SAS.

### Collaboration with Faculty, Staff, and External Professionals

Counselors and staff produce Student Accessibility Services (SAS) accommodation letters for campus faculty/staff for students requiring accommodation. Counselors participate in learning community faculty (FYE, Puente, Umoja) meetings to discuss and develop cohesive program directions and goals. Guest speakers in counseling classes from other campus departments enrich faculty knowledge of relevant services, policies, course offerings, and other advising-related topics.

The Counseling Department, along with the Outreach and School Relations Office, hosts a high school counselor luncheon. The agenda includes information about the Student Success Task Force, collaboration opportunities, and advantages of transferring to the UC system from a California community college.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM counselors host and participate in a wide range of activities to ensure that students understand the requirements of their program and receive services and support that will help them achieve their goals. Counselors teach courses, provide orientations and one-to-one sessions with students, and participate in developing and implementing learning communities and outreach programs. In addition, COM counselors both share information to educate faculty and staff who advise students, and also invite faculty and staff to provide information for their own learning—all of which contributes to personnel with the knowledge and skills to help COM students succeed.

### EVIDENCE LIST

| | |
|---|---|
| II.C.5-1 | See II.C.3-7, Counseling Web page |
| II.C.5-2 | Student Evaluation of Individual Counseling Session, 2014 |
| II.C.5-3 | Counseling Department Program Review, 2015-2016, p. 7 |
| II.C.5-4 | Final Report: Summer Bridge 2.0, pp. 3-4 |
| II.C.5-5 | Learning Communities Web page |

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

## EVIDENCE OF MEETING THE STANDARD

### Admission Policies

The institution ensures its admission policies are consistent with its mission by maintaining a membership and subscription to the Open CCCApply admissions application offered through the California Community Colleges Chancellor's Office. Open CCC takes responsibility for accurately interpreting legislative policy and regulations for the community colleges of California. Additionally, the Academic Standards Committee at College of Marin (COM) regularly reviews, updates, and presents needed changes to the Board of Trustees in order to keep admissions policies and procedures current, relevant, and in compliance with Title 5 and State Education Code. These policies are clearly stated on the COM website (II.C.6-1).

COM has an open admissions policy and serves students of all ages. Eligibility to attend is satisfied by meeting at least one of the following requirements:

- 18 years old on or before the first day of instruction for the term of application
- high school graduate
- equivalent of a high school graduate, i.e., you have passed the G.E.D. or a state's high school proficiency examination.

Also, COM admits high school students and those under age 18 who have not yet earned a high school diploma or equivalent and are currently attending high, middle, or elementary school. More information about admission and enrollment policies for high school students or younger is available on the COM website (II.C.6-2).

International students apply for admission in the regular credit program or through the Intensive English Program (IEP) (II.C.6-3). COM currently issues I-20s for the IEP. These students must complete all forms required for the COM credit program, plus meet a financial requirement for two years. IEP students who finish level three of the program are guaranteed admission to the COM credit program, with the Institutional Test of English as a Foreign Language (TOEFL) requirement waived.

Credit instruction is available to international students who meet College requirements. Credit English as second language (ESL) classes are offered for college credit to students at intermediate to advanced proficiency levels. To enroll in credit ESL classes, students must take a COM ESL Student Success Workshop that includes placement testing, counseling, and orientation before enrolling in classes.

### Clear Pathways

The College defines and advises students on clear pathways to degrees, certificates, and transfer goals with the assistance of DegreeWorks software by providing an educational plan that the student and counselor utilize for schedule planning. Additionally, the College is in the pilot phase of implementing Navigate software, which will be intrusive with the student at each step of their educational experience by guiding them through their student portal and preventing them from straying from their path to completion.

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 16. Admission policies comply with state and community college system requirements and open admission aligns with COM's mission of serving a diverse community through a variety of educational options. Admission requirements are clearly defined and accessible in various locations online. In addition, the Academic Standards Committee at COM regularly reviews, updates, and presents needed changes to the Board of Trustees to assure admissions policies and practices are compliant, current, and appropriate to its academic programs.

## EVIDENCE LIST

| | |
|---|---|
| II.C.6-1 | See II.C.3-1, Enrollment Services, Admissions Web page |
| II.C.6-2 | Enrollment Services, College Credit Program Concurrent Enrollment Web page |
| II.C.6-3 | Enrollment Services, International Admission Web page |

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

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## EVIDENCE OF MEETING THE STANDARD

As stated in II.C.6, College of Marin (COM) uses CCCApply for it admissions application validation and conformance to state regulations and system policies. Similarly, the Colleges' Assessment and Testing Office placement tests—English, credit English as a second language (ESL), and math—are regularly validated by CollegeBoard Accuplacer, which provides the placement tests administered by COM. The Assessment and Testing Office has limited involvement in the validation process. Specifically, the office administers placement tests to students enrolled in multiple English and math courses and gathers written faculty feedback on the student's preparedness for the course as well as the instructor's estimation of how likely the student is to pass the course. Rubric adjustments, means testing, and bias testing are conducted by CollegeBoard Accuplacer using a compilation of validation testing results from selected schools throughout different regions of the state with diverse student body representation.

The 2015 California Community Colleges Chancellor's Office List of Approved Test Instruments lists Accuplacer with two-year probationary approval pending submission of additional information (II.C.7-1). At COM, validation of Accuplacer English and math tests occurred in spring 2013. Credit ESL Accuplacer, newly introduced in spring 2014, went through extensive adjustments with ESL faculty. In fall 2014, COM also participated in validation of the CELSA, the Noncredit ESL test as one of the schools selected for validation (II.C.7-2).

California community colleges are converting from diversified vendor assessment instruments for English, ESL, and math to a shared platform.

"Working closely with faculty and staff from colleges throughout the state, the Common Assessment Initiative (CAI) is developing a new assessment for ESL, math, and English that will be used by all California Community Colleges.

With a consistent tool used statewide, students will be able to take their assessment results with them when they transfer to another college. The customized CCCAssess common assessment tool is being developed specifically for the California Community Colleges. The centralized technology will streamline administration and make it easier for faculty to provide local placement guidance" (II.C.7-3).

COM staff and faculty attended the Common Assessment Initiative Professional Development Regional Meetings in Sacramento on March 11, 2016, and San Jose on April 15, 2016. Research presented there strongly supports use of expanded multiple measures, particularly the incorporation of high school grades, to effectively assess students for placement in math and English. Recommendations for multiple measures use, including research on non-cognitive variables, with the common assessment are under development by the CAI.

COM is preparing to transition from Accuplacer to the Common Assessment System in 2017-2018. The College will adopt this system in spring 2017 for fall 2017 placement. COM personnel are awaiting direction from this project on recommended appropriate standards for recency of assessment results and recommended frequency for number of times a student may take a given assessment annually.

### ANALYSIS AND EVALUATION

The College meets the Standard. Both its admission and placement testing instruments are validated by organizations with whom COM has formal arrangements similar to other California community colleges. Relevant COM offices participate in the validation processes as needed. Placement testing validation has been performed every two years as required by the California Community Colleges Chancellor's Office. Further, the College will eliminate its use of Accuplacer and implement the new system wide placement testing instrument and process in 2017.

### EVIDENCE LIST

| | |
|---|---|
| II.C.7-1 | California Community Colleges Approved Assessment Instruments, spring 2014 |
| II.C.7-2 | Assessment and Testing Center Program Review, March 2015, p. 4 |
| II.C.7-3 | Common Assessment Initiative brochure |

*Standard II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

**EVIDENCE OF MEETING THE STANDARD**

### Maintains Records

The College's policies and procedures pertaining to student records are contained in Board Policy (BP) 5040 Student Records and Directory Information (II.C.8-1), Administrative Procedure (AP) 5040 Student Records and Directory Information (II.C.8-2), and AP 5045 Student Records—Challenging Content and Access Log (II.C.8-3). The Enrollment Services Office maintains documents completed by the student, such as applications, petitions, and Advanced Placement and College Level Examination Program (CLEP) scores, for the period of time required by law. These records, as well as a permanent record of all academic work completed at the College, are maintained by the dean of enrollment services.

The institution maintains all student records in locked cabinets behind a locked office door until such time as any and all documents can be imaged via Laserfiche® software in the Enrollment Services Office. Laserfiche® software is only accessible on a limited number of staff computers and only to authorized users with login and password protection. All records containing personally identifiable information that constitutes an education record are protected under Family Educational Rights and Privacy Act (FERPA) regulation guidelines that are published annually on the College website (II.C.8-4) under the Consumer Information page, in the annual College catalog (II.C.8-5) and in the credit/noncredit class schedule (II.C.8-6) each semester.

External transcripts or test scores received from other institutions are matched weekly with enrolled students or applicants and scanned into Laserfiche® software which is backed up nightly. The originals are then held for one year and shredded. External transcripts or test scores that are unmatched are checked weekly against student records and if unmatched, retained for three years. External transcripts and test scores are date stamped when received and verified whether they were provided in the properly secured method. Copies of transcripts from other colleges are kept in the Counseling Department. Transcripts from other institutions received by College of Marin (COM) will not be copied or released to the student.

### Release of Student Records

Student records are released in accordance with FERPA regulations and BP 5035 Withholding of Student Records (II.C.8-7) and AP 5040.

The privacy of student records and exceptions under which the College may authorize access to student records are set forth in AP 5040. In addition, COM follows the U.S. Department of Education, Family Policy Compliance Office practices. Students may file a written complaint with the Family Policy Compliance Office regarding an alleged violation under FERPA. The complaint must be timely (submitted to the office within 180 days of the date that the complainant knew or reasonably knew of the violation) and state clearly and succinctly specific allegations of fact giving reasonable cause to believe that the school has violated FERPA.

Any currently enrolled or former student has the right of access to all of their COM academic records. Students wishing to inspect their records may obtain forms from staff in the Enrollment Services Office. Access shall be granted no later than 45 days following receipt of the written request. The dean of enrollment

services will make arrangements for access and notify the student of the time and place where records may be inspected. Qualified personnel will assist the students in interpreting their records, if necessary.

If the records are not maintained by the dean of enrollment services, the student will be advised of the correct office to which the student's request should be addressed. The dean of enrollment services will provide forms for any student who wishes to challenge the content of the student's records, excluding grades. Criteria and procedures exist and are followed when such challenges occur as described in AP 5045.

### Directory Information

Directory information includes: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous public or private school attended. Currently, enrolled students may request that directory information be permanently kept confidential by filing a Request to Withhold Directory Information with the Enrollment Services Office.

### Others' Access to Student Records

Access to student records is permitted pursuant to the written request of the student or in accordance with a legal subpoena or a judicial order. Others entitled to access without notification of the student are listed below:

1. COM officials and employees may inspect records if they have a legitimate educational interest.
2. Authorized representatives of the Controller General of the United States, the Department of Health, Education and Welfare, or the United States Office of Civil Rights; the administrative head of an education agency; and state education officials or their respective designees may

have access to information necessary to audit or evaluate a state or federally supported education program, or pursuant to a federal or state law.
3. In response to an exparte order COM will release to the attorney general (or their designee) the educational records requested that are relevant to an authorized investigation or prosecution of an offense as listed in Section 23326 (g) (5) (B) of Title 18 United States Code or an act of domestic or international terrorism as defined in Section 2331 of that title.
4. Other state and local officials or authorities may inspect records in accordance with requirements of state law adopted prior to November 19, 1974.

COM may release information without student consent to the following:

1. Officials of other public or private schools or school systems with legitimate educational interests, including local county or state correctional facilities where educational programs are conducted and/or where the student seeks or intends to enroll or is directed to enroll, subject to the rights of students as provided in Section 54610 of Title 5 Regulations on Student Records (Chapter 6, Division 5).
2. Agencies or organizations at which a student has applied for or received financial aid, provided that personally identifiable information is released only as necessary to determine the student's eligibility for aid, to decide on any conditions to be imposed, or to enforce those terms or conditions.
3. Accrediting organizations carrying out their functions.
4. Organizations conducting studies for educational agencies or institutions for the purpose of developing, validating or administering predictive tests and/or student aid programs, and improving instruction, provided that such studies are conducted in a manner that will not permit the personal identification of students or their parents by anyone except representatives of the organization and that any personally identifiable information be

destroyed when no longer needed for the study.

5. Appropriate persons in connection with an emergency, if such information is deemed necessary to protect the health or safety of the student or other person, or subject to such regulations as may be issued by the secretary of health, education, and welfare.

6. All alleged victims of sexual assault on District property shall be kept informed, through the Title IX coordinator (executive director of human resources) or the Campus Police of the status of any student or employee disciplinary proceedings or appeal (AP 3435 and AP 3540).

7. The Internal Revenue Service in accordance with provisions of federal law.

A log is maintained in the Enrollment Services Office, as specified in California Education Code Section 76222, for each student's record which lists authorized persons, agencies, or organizations requesting or receiving information from a student's record without a judicial order, or a legal subpoena, or the student's consent.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM follows federal and state regulations and practices and Board policies and procedures in maintaining and releasing student records. The College maintains student records using secure mechanisms and procedures. It releases records as required and publishes those requirements on a regular basis in multiple forms, including the College's website, catalog and credit/noncredit class schedules.

## EVIDENCE LIST

| | |
|---|---|
| II.C.8-1 | BP 5040 Student Records and Directory Information |
| II.C.8-2 | AP 5040 Student Records and Directory Information |
| II.C.8-3 | AP 5045 Student Records – Challenging Content and Access Log |
| II.C.8-4 | Family Educational Rights and Privacy Act (FERPA) Web page |
| II.C.8-5 | *College Catalog 2016-2017*, pp. 31-33 |
| II.C.8-6 | *Credit/Noncredit Class Schedule, Summer/Fall 2016*, p. 14 |
| II.C.8-7 | BP 5035 Withholding of Student Records |

# STANDARD III

Resources

# STANDARD III

## *Resources*

## *III.A. Human Resources*

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

### EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) personnel are highly qualified, some bringing decades of experience with the College, Marin County, and the California Community College system. However, due largely to retirements, including two voluntary Supplemental Employee Retirement Plans and new positions created primarily through additional state categorical funding, the majority of administrators at COM are relatively new to the College. Most have been hired within the last five years—including all of the superintendent/president's direct reports. More than half of the full-time faculty are new hires as well. This substantial influx of new personnel brings experience from a wide range of colleges and universities as well as educational credentials and training.

Since 2012, 34 faculty, over 50 classified staff, and eight administrators and supervisors have retired. This large number of retirements resulted in an opportunity to reorganize various departments for efficiency and provide career ladders for existing staff in some departments. It has also required additional professional development and training, examples of which can be seen in III.A.14. A new faculty orientation, a one semester New Faculty Academy and a Department Chairs' Institute

also were put in place to integrate new faculty and department leaders into the College and their roles.

### Policies and Procedures

The hiring of new faculty and staff is governed by District Board policy, Title 5 regulations, Education Code, and the California Community Colleges Chancellor's Office's standards outlined in the most recent issue of the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Employment-related District Board policies (BP) and administrative procedures (AP) cover recruitment, employment eligibility, faculty service areas and qualifications, employee classifications, temporary faculty and other short-term and contract personnel, and equal employment opportunity. These specific policies are:

**General**
AP 7110 Delegation of Authority, Human Resources, BP/AP 7120 Employment Recruitment, and AP 7125 Verification of Eligibility for Employment

**Faculty**
BP/AP 7210 Academic Employees, AP 7211 Faculty Service Area, Minimum Qualifications, and Equivalencies, AP 7212 Temporary

Faculty, AP 7215 Academic Employees—
Probationary Contract Faculty

**Classified**
BP 7230 Classified Employees, BP/AP 7236
Substitute and Short-Term Employees, BP/AP
7240 Confidential Employees

**Administrative**
BP 7250 Educational Administrators, and BP
7260 Classified Supervisors and Managers

**Equal Employment Opportunity**
BP/AP 3420 Equal Employment Opportunity

All of these are posted in chapters 3 and 7 of
the College's Policies and Procedures Web
page (III.A.1-1).

### Job Descriptions, Requirements and Qualifications

Processes and criteria, as outlined in the
administrative procedures above, are in place to
ensure that qualified personnel are employed
and appropriately assigned. Administrative job
descriptions are developed by the
superintendent/president and/or administrative
designees in collaboration with the Human
Resources Department (HR). Classified staff
job descriptions for represented positions are
negotiated between the College and their
respective unions, California School
Employees Association (CSEA) and Service
Employees International Union (SEIU).
Unrepresented positions' job descriptions are
developed by the administrative designee
assigned to supervise the position. All of these
job descriptions go to the Board of Trustees for
approval. Faculty job announcements are
developed by the dean and faculty chair of the
discipline in collaboration with HR.

Job requirements are specified in job
announcements posted for applicants to review.
All job opportunities are posted on College of
Marin's Human Resources Current Openings
Web page with instructions regarding the
online application process and criteria,
qualifications, and procedures for selection of

personnel (III.A.1-2). Job announcements are
posted on diversity websites and relevant
academic websites and publications, including
specialized subject, trade, or professional
outlets. Online recruitment advertising sources
regularly include the California Community
College Registry, HigherEdJobs.com,
Chronicle of Higher Education, Indeed,
DiverseJobs.net, BlacksinHigherEd.com,
HispanicsinHigherEd.com, Craigslist, and
CalJobs.

Academic managers and faculty job
announcements include statements of minimum
qualifications, which follow the California
Community Colleges Chancellor's Office
document *Minimum Qualifications for Faculty
and Administrators in California Community
Colleges*. HR personnel and/or department
managers screen applications for the stated
minimum requirements before review by the
screening committee for the specific position.
Applicants who do not meet the stated
minimum qualifications for faculty or
educational administrator positions advertised
by the College may apply for these positions by
requesting consideration based upon an
assertion of academic equivalence and/or
professional achievement equivalence
(III.A.1-3 and III.A.1-4).

Applicants for faculty, management, and some
classified positions must submit educational
transcripts, certificates, licenses, and/or
relevant qualification documentation. Should
there be a question about the accreditation of an
institution from which an applicant has
received a degree, then that institution is
researched through the proper accrediting
agencies to ensure qualified degrees. Further,
as stated in the employment application process
on the Human Resources Current Openings
Web page, foreign degree credentials must be
evaluated by a third party to determine
equivalent U.S. degree and major and the
foreign credential evaluation must be attached
to applications before it will be considered.

Additionally, degrees held by full-time faculty, classified staff, and administrators are published in the College catalog for review (III.A.1-5). As of spring 2016, of the 123 tenured or tenure-track full-time faculty approximately 80 hold a master's degree and another 22 hold doctorates. There are a few faculty with bachelor's degrees in fields where a master's is not required. Of COM's 33 administrators, 10 hold master's degrees and nine hold doctorates.

### Screening Procedures

All screening committees are composed of management representatives, staff appointed by the Classified Professionals Liaison Committee, and faculty members appointed by the Academic Senate (from a specific and/or related discipline for faculty recruitments) (III.A.1-6). AP 7120 Employment Recruitment governs processes such as the composition of the hiring committee, the screening and interview process, and the process for recommending qualified candidates (III.A.1-7).

The screening committee may set additional criteria to meet program needs as stated in the job announcement under knowledge, skills, and abilities, special skills required, or highly desirable to meet program needs and the College's mission (III.A.1-8).

After the initial application screening and interviews by the screening committee, qualified candidates for full-time positions are invited to a final interview with the superintendent/president, vice president, and/or department manager. Included in this pre-employment process is a reference check before a final offer is made.

In addition to full-time faculty positions, the HR Web page includes postings for continuous temporary pool recruitments in each of the College's disciplines. This allows the College access to qualified and interested part-time faculty candidates at any time as an available resource (III.A.1-9).

As new faculty are hired or appointed to a temporary pool, the deans and department chairs are furnished listings of all full- and part-time faculty and their qualifications to ensure that individual instructors' assignments are set in accordance with authorized faculty service areas outlined in the United Professors of Marin/Marin Community College District (UPM/MCCD) Collective Bargaining Agreement Articles 15.8.7 and 15.13 (III.A.1-10).

### ANALYSIS AND EVALUATION

The College meets the Standard. The College's hiring processes for academic managers and faculty follow the criteria for qualifications based on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Job descriptions reflect the College's mission and accurately state position duties and responsibilities. AP 7120 outlines the selection procedures. These steps have ensured that the institution hires qualified personnel to support the institution's mission and goals. Most of COM's faculty hold master's or doctoral degrees as do more than half of the managers. A large number of new managers, faculty, and staff have joined the College in the last six years, departmental reorganizations have occurred, and professional development activities have increased to bolster employee skills and integrate them into the institution.

**EVIDENCE LIST**

| | |
|---|---|
| III.A.1-1 | See I.C.8-10, Policies and Procedures Web page |
| III.A.1-2 | Human Resources, Current Openings Web page |
| III.A.1-3 | Approval of Equivalence to Minimum Qualifications form |
| III.A.1-4 | AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies |
| III.A.1-5 | *College Catalog 2016-2017*, pp. 216-222 |
| III.A.1-6 | Screening Committee Composition Guidelines |
| III.A.1-7 | AP 7120 Employment Recruitment |
| III.A.1-8 | Faculty Job Postings Common Points |
| III.A.1-9 | AP 7212 Temporary Faculty |
| III.A.1-10 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Articles 15.8.7 and 15.13 |

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

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**EVIDENCE OF MEETING THE STANDARD**

**Faculty Qualifications**

As of spring 2016, College of Marin (COM) employed 123 tenured or tenure-track faculty members and 192 adjunct faculty members. Many of these faculty have been hired over the last few years, primarily replacing retirees. Each was selected through a rigorous review process governed by Board policy and the California Community Colleges Chancellor's Office's standards outlined in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.

College of Marin faculty in their respective disciplines must meet the minimum qualifications, be appropriately credentialed, or meet equivalency standards as set by Board policy and in accordance with statute in the California Education Code (III.A.2-1). Such requirements apply to temporary credit and noncredit instructors who teach classes as well. Faculty members with vocational instructional assignments must have completed the appropriate professional and academic work required to meet minimum qualifications. Faculty in the child development center must meet California Department of Education Child Development Division's Child Development Permit Matrix criteria (III.A.2-2 and III.A.2-3).

Applications with degrees that do not exactly match those listed in the job announcements are evaluated by an equivalency committee made up of discipline faculty and one or more faculty from the Academic Senate Equivalency Committee (III.A.2-4 and III.A.2-5).

The College's screening committees carefully review each candidate's past experience and education based on screening criteria agreed to by committee members (III.A.2-6). Interviews are conducted to further clarify the candidate's strengths as an instructor, to assess a candidate's understanding of and willingness to embrace diversity, and for the potential to contribute to the larger College of Marin

community. Teaching effectiveness is a primary consideration in selecting faculty; therefore, teaching demonstrations are required as part of the selection process to ascertain the candidate's skills. The College does not hire faculty solely for distance education. However, questions regarding a candidate's experience with instructional technology are included in the interview.

*Note: Interview questions are available upon request.*

The College of Marin catalog lists the academic backgrounds of all regular faculty and academic administrators. As of spring 2016, the College has approximately 80 full-time faculty with master's degrees and another 22 who have doctorates. There are a few faculty with bachelor's degrees in fields where a master's is not required (III.A.2-7).

## Faculty Job Descriptions

Faculty roles and responsibilities are articulated both in job descriptions under essential functions and in the United Professors of Marin/Marin Community College District (UPM/MCCD) Collective Bargaining Agreement, January 1, 2014-December 31, 2016: Article 8.1.2. These include curriculum development, course revision, updating of curricular materials, assessment of learning, and accreditation requirements (III.A.2-8).

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 14. As of spring 2016, there were 123 tenured or tenure-track faculty members and 192 adjunct faculty members. Of the full-time faculty, nearly all hold graduate degrees. All have gone through the rigorous screening process outlined above. All have demonstrated that they possess the appropriate degrees, professional experience, discipline expertise, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Job descriptions include development and review of curriculum as well as assessment of learning.

## EVIDENCE LIST

| | |
|---|---|
| III.A.2-1 | See III.A.1-4, AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies |
| III.A.2-2 | Child Development Permit Matrix |
| III.A.2-3 | State of California Commission on Teacher Credentialing, Child Development Permits |
| III.A.2-4 | Academic Senate Equivalency Committee procedures |
| III.A.2-5 | See III.A.1-3, Approval of Equivalence to Minimum Qualifications form |
| III.A.2-6 | See III.A.1-7, AP 7120 Employment Recruitment, pp. 3-5 |
| III.A.2-7 | *College Catalog 2016-2017*, pp. 216-219 |
| III.A.2-8 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 8.1.2 |

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

## EVIDENCE OF MEETING THE STANDARD

Job announcements, developed from approved job descriptions, indicate minimum qualifications and desired experience, knowledge, skills, and abilities and are used by the screening committees in the selection of qualified management employees. Desirable qualifications are based on the particular needs, goals, and priorities of the College or department in order to maintain or improve the effectiveness and quality of its programs.

Human Resources Department personnel and/or department managers screen applications for the stated minimum requirements before review by the screening committee for the specific position. To ensure that qualified candidates are hired, screening committees carefully review each candidate's past experiences, performance, and desirable qualifications and develop specific interview questions intended to ascertain an individual's skill in and aptitude for the position (III.A.3-1 and III.A.3-2).

*Note: Interview questions are available upon request.*

Degrees held by full-time administrators and support staff are listed in College of Marin's catalog (III.A.3-3). Of the College's 33 administrators, 10 hold master's degrees and nine hold doctorates. Annual performance evaluations assess the performance of administrators and other employees in carrying out their duties and outline goals to improve effectiveness and quality. Those goals form the basis of the following year's evaluation.

Additionally, administrators and other employees are engaged in professional development opportunities designed to enhance their existing qualifications and effectiveness. These include active participation (and leadership positions) in state and national professional organizations, attendance and presentations at regional, state-wide, and national conferences and meetings, and attendance at on-campus training and professional development opportunities relating to institutional effectiveness and academic quality.

## ANALYSIS AND EVALUATION

The College meets the Standard. Applications for all administrators and other employees responsible for educational programs and services positions are carefully screened to verify they meet the stated minimum qualifications. Screening committees further determine through screening criteria and interview questions that applicants will be able to perform required duties and contribute to sustaining and improving the College's effectiveness and academic quality. Administrators and other employees are annually evaluated on their performance. Evaluations include establishing new and assessing previous goals to improve effectiveness and quality. Administrators and other employees are actively engaged in external and internal professional development opportunities that relate to institutional effectiveness and quality.

## EVIDENCE LIST

| | |
|---|---|
| III.A.3-1 | See III.A.1-7, AP 7120 Employment Recruitment, pp. 1-3 |
| III.A.3-2 | Screening Committee Criteria Worksheet example |
| III.A.3-3 | See III.A.1-5, *College Catalog 2016-2017*, pp. 216-222 |

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

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## EVIDENCE OF MEETING THE STANDARD

Title 5 §53406 mandates that all degrees and units used to satisfy minimum qualifications must come from U.S. accredited institutions (III.A.4-1). This information is clearly stated on the Human Resources website under Current Openings.

Unofficial transcripts are acceptable for application purposes, as long as they confer the degree and show the coursework taken and grades achieved. An official transcript is required upon hire.

Evidence of actual transcripts and foreign credential evaluations are kept in Human Resources Department personnel files. All employees meet the minimum qualifications as evidenced by the list of degrees held by full-time faculty, administrators and classified personnel in College of Marin's catalog. Three faculty members hold degrees from countries other than the U.S. as does one professional staff member.

Should there be a question about the accreditation of an institution from which an applicant has received a degree, then that institution is researched through the proper accrediting agencies to ensure the degree is qualified. Applicants holding degrees from foreign institutions must submit evaluations by a third party to determine the equivalent U.S. degree and major. A link to a list of evaluating agencies approved by the State of California Commission on Teacher Credentialing is provided on the Human Resources website.

## ANALYSIS AND EVALUATION

The College meets the Standard. Processes are in place to ensure that qualified college personnel are employed and that their degrees are from U.S. accredited institutions or the non-U.S. equivalent. Applicants for faculty, management, and some staff positions must submit educational transcripts, certificates, licenses, and/or relevant qualification documentation.

## EVIDENCE LIST

III.A.4-1    5 CCR § 53406, Requirement for Accredited Degrees and Units; Definition of Accredited Institution

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

**EVIDENCE OF MEETING THE STANDARD**

The College has distinct evaluation processes for faculty and classified staff, administrative and confidential staff—all of which follow regular and systematic procedures and timelines as outlined in Board policies and collective bargaining agreements (III.A.5-1). The purpose of the evaluation is to document successes and encourage improvement in the performance of duties.

The superintendent/president has the ultimate responsibility for ensuring that written evaluations of all personnel in the District are conducted. In an effort to support managers and directors with monitoring and tracking their employees' performance evaluations, the Human Resources and Information Technology Departments collaborated to provide a performance management report in Argos. Effective May 1, 2016, all managers are able to access their classified employees' performance evaluation due dates using this report. This program also provides managers with a notification when a classified employee performance evaluation is 30 days past due (III.A.5-2). This notification does not include faculty evaluations.

### Evaluation Processes, Timelines, and Criteria

**Faculty**

The senior vice president of student learning and student services maintains a performance evaluation notice and tracking system for permanent and probationary credit or noncredit faculty and part-time credit faculty including librarians and counselors. The senior vice president manages the responsibility for notification and tracking of these evaluations. Schedules for noncredit part-time and community education faculty evaluations are handled by their respective managers. All faculty evaluations are performed in accordance with the United Professors of Marin/Marin Community College District (UPM/MCCD) contract Article 7: Evaluation, using negotiated observation forms created specifically for instructional faculty, counselors, librarians, coaches, noncredit faculty, community education faculty, child development center's faculty, and health center nurses (III.A.5-3).

As specified in the UPM/MCCD contract, all permanent full-time credit and noncredit faculty members are evaluated every three years, excluding leave periods, through student evaluation and alternately through either self-evaluations or the peer performance/observation procedure. The procedures and timelines are the same for librarians and counselors as they are for instructional faculty, but the criteria for evaluation are different. These are laid out in Article 7.1 of the UPM/MCCD contract.

Probationary faculty members are evaluated by their area manager through performance observations, professional self-evaluation, and student evaluation during each year of probationary service. The purpose of probationary evaluation is to provide suggestions for improvement, if any, and to determine re-employment. During each year of service by a probationary faculty member, there is one formal written evaluation. The evaluator or evaluee may request a second evaluation be

made in the same academic year/work year (III.A.5-4 and III.A.5-5).

Part-time faculty evaluations differ based on whether they are teaching credit or noncredit courses. Part-time credit faculty members are evaluated during their first semester of employment and then once every six semesters of active service thereafter by a manager assigned by the senior vice president of student learning and student services. Evaluations include a classroom observation by the manager and student evaluations (III.A.5-6). Part-time noncredit faculty members are peer-evaluated during their first year of employment. Student evaluations may be done in subsequent years (III.A.5-7).

College of Marin (COM) faculty may teach face-to-face, hybrid, and online courses as part of their instructional loads. As part of the evaluation process for hybrid/online instruction, the manager or faculty peer evaluator observes a class through the online site and the evaluator uses the negotiated observation form from the contract. The distance education (DE) coordinator and instructional technologist (in conjunction with the assistive technologist from Student Accessibility Services) ensure that the courses are ADA compliant. Courses are regularly reviewed to ensure that they are meeting the standards such as regular and effective contact, student-to-student contact, and faculty-to-student contact.

COM's child development center operates under both Title 22, State Licensing Standards for Health and Safety, and Title 5, the program standards of the Child Development Division of the State Department of Education. All certified teachers working in the center are required to meet these standards and are evaluated accordingly. Instructors being evaluated have an opportunity to recommend additional criteria, which recognizes the special accreditation standards of the COM child development centers. During each year, as

required by the state of California, all permanent/probationary and temporary/part-time instructors participate in the evaluation process (III.A.5-8).

The director of community education, lifelong learning, and international education makes re-hire recommendations for instructors teaching fee-based community education courses based on student evaluations done at least once a year. This is identified as Community Service in the contract language (III.A.5-9).

**Classified Staff**

Evaluations of classified staff are required by contract for each of the classified collective bargaining units: California School Employees Association (CSEA) and Service Employees International Union (SEIU). Performance appraisals are an important tool for the manager to engage in constructive discussions with the employee about work goals, core job competencies articulated on the job description, and professional development to support skill/knowledge growth. These discussions encourage employee participation and ownership in the performance review process, culminating in a written performance evaluation to gauge the effectiveness of an employee's performance against stated goals (III.A.5-10). The CSEA contract requires probationary employees be evaluated at least twice during their six-month probationary period. Permanent employees are to be evaluated once every two years unless circumstances warrant additional evaluations (III.A.5-11). This language is mirrored in the contract language for SEIU with one distinction, which is that permanent SEIU employees are to be evaluated at least once per year (III.A.5-12 and III.A.5-13).

**Confidential and Supervisory Employees**

Confidential and supervisory employees are evaluated during a one-year probationary period for the purpose of determining continuing employment and once a year

thereafter (III.A.5-14). The evaluation of supervisory and confidential personnel has been developed as stand-alone documents separate from those of the classified unions (III.A.5-15).

**Administrators**

Administrative employees are evaluated each year based on a process that was developed over 10 years ago. The process has been reviewed and revised periodically in the years since. The administrative evaluation process promotes appropriate and effective management skills, ensuring that employees have established goals and objectives that support and enhance the quality of education, services, programs, and activities of the College.

Administrative employees are evaluated on their overall leadership and administrative skills, as well as on their professional expertise, communication, collaboration, and team building abilities (III.A.5-16). The process begins with the administrative employee completing a self-evaluation of their performance citing accomplishments, challenges, and lessons learned (III.A.5-17). The evaluating supervisor then completes the performance evaluation after reviewing the administrative employee's self-evaluation. The performance evaluation is provided to the administrative employee for review prior to an appraisal meeting between the evaluating supervisor and the administrative employee. Upon completion of the review and reconciliation of any outstanding matters, the administrative employee is provided the opportunity to respond to the appraisal. Such responses are included with the evaluation. After both the evaluating supervisor and administrative employee sign off on the evaluation, the original copy of the evaluation is forwarded to human resources for inclusion in the employee's personnel file. Every other year, a comprehensive evaluation is conducted which includes feedback derived from a 360-

degree review that includes peers, colleagues, and subordinates.

The Board of Trustees evaluates the superintendent/president annually using an evaluation process and instrument developed and jointly agreed to as stated in the current superintendent/president's contract. The Board president appoints a committee of the Board of Trustees to conduct the evaluation process (III.A.5-18 and III.A.5-19).

### Processes for Improvement

**Faculty**

For probationary and permanent faculty evaluations, recommendations for improvement may include in-service training opportunities to improve job performance with explicitly defined expectations and timeline. Faculty who receive an evaluation that includes such recommendations complete a performance improvement program in which they describe a plan of action for accomplishing the required professional improvement in their performance (III.A.5-20).

**Classified, Confidential, and Supervisory Employees**

The process to assure that evaluations lead to improvement of job performance includes ongoing coaching, counseling, and training so that employees can achieve work and performance goals. The connection between personnel evaluations and improvement is through the performance planning process. During this process and subsequent performance appraisal feedback, employees' job responsibilities and work goals are aligned with unit work objectives and where appropriate, to the college's mission and student success. The core competencies and skills, knowledge, and abilities outlined in the job description are the criteria for establishing performance standards and measuring an employee's performance which is documented using the performance evaluation form. When

an employee's performance is not meeting stated goals, performance improvement plans are developed with the employee in accordance with collective bargaining agreements.

### Administrators

Annual performance review and appraisals are designed to provide opportunities for structured feedback to each administrator based on previously established goals and objectives. The evaluation process is grounded in ongoing communication during the rating year regarding performance standards, goals, and objectives.

### Documentation

All employees are provided with a copy of the final written evaluation by their evaluator. The Human Resources Department is the office of record for employee performance evaluations. The final evaluation is maintained in the employee's personnel record (See Standard III.A.15).

## ANALYSIS AND EVALUATION

The College meets the Standard. All faculty, staff, and administrators are systematically evaluated at stated intervals using written criteria established in the three collective bargaining agreements and Board policy. Processes, forms, and schedules are formal and consistent. Faculty, staff, and administrators must meet performance standards related to their job duties and responsibilities. If improvements are warranted, a formal plan of action is agreed upon to take place within a set amount of time. The entire evaluation process is well-documented and maintained in each employee's personnel record.

## EVIDENCE LIST

| | |
|---|---|
| III.A.5-1 | BP 7150 Evaluation |
| III.A.5-2 | Argos Performance Management Report screenshot |
| III.A.5-3 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 7 |
| III.A.5-4 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 7.2 |
| III.A.5-5 | AP 7215 Academic Employees - Probationary Contract Faculty |
| III.A.5-6 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 7.6 |
| III.A.5-7 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 7.4 |
| III.A.5-8 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 7.9 |
| III.A.5-9 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 7.5 |
| III.A.5-10 | CSEA Evaluation Form |
| III.A.5-11 | CSEA Contract, July 1, 2012-June 30, 2015, Article 5 |
| III.A.5-12 | Service Employees International Union Local 1021 Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 6 |
| III.A.5-13 | SEIU Employee Evaluation Form |
| III.A.5-14 | AP 7235 Probationary Period - Confidential, Supervisory, and Classified Management Employees |
| III.A.5-15 | Supervisory Employee Evaluation Form |
| III.A.5-16 | Administrative Performance Evaluation Procedures and Forms |
| III.A.5-17 | Administrator Performance Evaluation Self-Assessment form |
| III.A.5-18 | BP 2435 Evaluation of Superintendent/President |
| III.A.5-19 | AP 2435 Evaluation of the Superintendent/President |
| III.A.5-20 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 7.3.7 |

*Standard III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*

### EVIDENCE OF MEETING THE STANDARD

Evaluation of faculty is prescribed in Article 7 of the collective bargaining agreement (III.A.6-1). All faculty are evaluated on a regular cycle and the evaluation process is designed to assist faculty in constantly improving their teaching. The evaluation is conducted annually for all probationary faculty by the area dean, who, as part of the evaluation, asks faculty to reflect on how they assess learning outcomes and how they use the results of that assessment to improve their teaching and student learning.

During each fall semester, these faculty members are asked to develop and/or refine professional objectives (III.A.6-2). Then, in their self-evaluation reports they describe how they assessed the effectiveness of their methodologies in accomplishing the course objectives or student learning outcomes (SLOs) (III.A.6-3). The dean then writes a final evaluation with recommendations based on the faculty member's assessment and plan for improvement.

Following is an excerpt from a dean's evaluation of a probationary faculty member in spring 2016:

"The faculty member's professional objectives focused on two courses; Geography 101L The Physical Environment laboratory and Geography 141 Global Climate Change: Science, Impact, and Solutions. The faculty member assessed the effectiveness of their methodologies in accomplishing the three course objectives (SLOs) for the Geography 101 laboratory. Due to the high failure rate on the midterm during their first semester teaching the course, the faculty member implemented several changes that have led to an increase in success rates on the midterm. The changes described are: more flexible group work activities, same day feedback, providing time for corrections on laboratory exercises, and the implementation of midterm review sessions. It is clear that these changes have had an impact on student success and peer collaboration."

This is an example of how the evaluation process connects the assessment of learning outcomes to improved teaching and learning.

Tenured faculty engage in both peer- and self-evaluation on an alternating basis on a three-year cycle. The peer evaluation report mirrors the dean's evaluation of probationary faculty. Both focus on assessment and improvement and utilize information gathered from student evaluations in formulating recommendations. The self-evaluation requires the faculty member to show evidence of effective instruction.

Similarly, the evaluations of academic administrators include an assessment of their effectiveness in carrying out their responsibilities in the faculty evaluation process. The senior vice president of student learning and student services reviews and signs every faculty evaluation. Those completed by the dean are reviewed to ensure they address both assessment of learning outcomes and application of this assessment toward improvement. Peer evaluations are reviewed to ensure an appropriate level of discussion of SLO assessment has been included. If it has not, the evaluation is remanded to the dean for follow up.

## ANALYSIS AND EVALUATION

The College meets the Standard. Evaluations of faculty include considerations of how faculty use the results of outcomes assessments to improve their teaching. This is evident in the probationary faculty process of developing professional objectives and then reporting back through a self-evaluation. Tenured faculty go through a similar process. In addition, academic administrators, who are responsible for all full-time and part-time evaluations, are evaluated on how effective they have been in the faculty evaluation process including their assessments of faculty use of outcomes assessment results to improve teaching.

## EVIDENCE LIST

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|---|---|
| III.A.6-1 | III.A.5-3, UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 7 |
| III.A.6-2 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014–December 31, 2016, F 7.0 (i) |
| III.A.6-3 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014–December 31, 2016, F 7.0 (h) |

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

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## EVIDENCE OF MEETING THE STANDARD

The California Community Colleges Chancellor's Office (CCCCO) provides an annual report regarding whether colleges have complied with the Faculty Obligation Number (FON). The following chart shows College of Marin (COM) data from this report. In fall 2015, COM had an obligation of 65.9 faculty. In fact, the College employed 115.41 full-time faculty resulting in a difference of 49.51. In addition to the full-time faculty, the report shows there were 59.12 part-time faculty, for a combined full-time and part-time total of 174.53. This means that as of fall 2015, full-time faculty at COM comprised 66.13 percent of the total, an increase from 56.65 percent in 2009 (III.A.7-1).

| College of Marin Fall 2015 Faculty Obligation Number Compliance – CCCCO | |
|---|---|
| Full-Time Faculty Obligation | 65.90 |
| Full-Time Faculty Actual | 115.41 |
| Difference | 49.51 |
| | |
| Full-Time Faculty Actual | 115.41 |
| Part Time Faculty Actual | 59.12 |
| Total Faculty Actual | 174.53 |
| Full-Time Faculty Percentage | 66.13% |

Before a job announcement is published, the need for the position has been determined by the institution via a program's annual program review vetted through the Full-Time Faculty Allocation Committee (FTFAC), the Planning and Resource Allocation Committee (PRAC), and approved by the superintendent/president.

During this process, positions also are reviewed for additional program needs or legal mandates, and the job description is updated to reflect these needs or requirements in the discipline and/or departments (III.A.7-2, III.A.7-3, III.A.7-4, and III.A.7-5).

In addition to full-time faculty positions, the Human Resources website includes postings for continuous temp pool recruitments in each of the College's disciplines. This allows the College access to qualified and interested part-time faculty candidates at any time as an available resource. Faculty who have passed an interview process are put on temp pool lists for a period of time during which they are evaluated. After teaching four semesters with a passing evaluation, credit faculty are put on priority assignment list—Eligible Temporary

Credit Unit Member (ETCUM). After one semester of teaching and a passing evaluation, noncredit faculty are placed on the Eligible Temporary Noncredit Unit Member (ETNUM), which departments must use to offer assignments to part-time faculty (III.A.7-6).

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 14. The College maintains a sufficient number of full-time and part-time faculty via temp pools and ETCUM/ETNUM lists to teach its educational programs, fulfill other faculty obligations, and achieve its mission. The College meets the CCCCO Faculty Obligation Number.

## EVIDENCE LIST

| | |
|---|---|
| III.A.7-1 | Full-time Faculty Obligation Compliance by District |
| III.A.7-2 | Full Time Faculty Hiring Procedure Memorandum of Understanding |
| III.A.7-3 | Additional Teaching Units and FT Faculty Requests, Program Review 2014-2015 |
| III.A.7-4 | FTFAC Recommendations for Full-Time Faculty Requests from 2014-2015 Program Review |
| III.A.7-5 | PRAC Memo, Final Recommendations for Allocations from 2014-2015 Program Reviews, May 21, 2015, p. 5 |
| III.A.7-6 | See III.A.1-9, AP 7212 Temporary Faculty |

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

## EVIDENCE OF MEETING THE STANDARD

The College's employment policies and practices concerning orientation, oversight, evaluation, and professional development can be found in the United Professors of Marin/Marin Community College District (UPM/MCCD) Collective Bargaining Agreement as well as in Board policies and administrative procedures.

### Orientation

During Flex week at the beginning of every semester, an orientation is provided for all new faculty covering essential issues such as enrollment and drop procedures, the use of Moodle and the MyCOM Portal for communication with students and for grade submission. Also included are emergency procedures, classroom management issues, and a quick introduction to the online *Faculty Handbook* (III.A.8-1).

### Oversight

Department chairs, division deans, and managers provide oversight for part-time faculty helping to orient them to College and department policies and procedures. Full-time faculty colleagues serve as resources for new faculty in the areas of course syllabus and curriculum development and assessment of student learning outcomes. Managerial oversight provisions are laid out in the UPM/MCCD Collective Bargaining Agreement: Article 14—District Rights (III.A.8-2). These include the right to direct the work of District employees; determine the method, means, and services to be provided; and the right to hire, assign, evaluate, promote, terminate, and discipline employees.

### Evaluation

Part-time credit faculty members are evaluated when first hired and then once every six semesters of active service thereafter by a manager assigned by the senior vice president of student learning and student services. Evaluations include student evaluations and a classroom observation by the manager. Part-time noncredit faculty members are peer-evaluated during their first year of employment. Student evaluations may be done in subsequent years (III.A.8-3).

### Professional Development

The California Community Colleges Flexible Calendar Program (Title 5 §55720) allows College of Marin (COM) to set aside a specified number of days/hours for professional development (Flex) activities in lieu of teaching each semester (III.A.8-4). All full- and part-time credit instructors are obligated to complete a designated number of Flex hours based on the number of units assigned. The Flex formula is listed on the Professional Development Web page (III.A.8-5). At the end of the semester, all credit faculty including part-timers complete and submit a Flex Verification Form to the Human Resources Department (III.A.8-6).

All Flex activities during Flex week or throughout the semester are open to all part-time faculty as well as classified staff and administrators. The Professional Development Web page contains links to online workshops and resources for individual professional development. In addition to Flex activities scheduled at the College, part-timers carrying at least a 40 percent load have an opportunity to receive up to $1500 a year for conferences and

professional development outside of the college. This fund is a first come-first served, so all need to apply and receipt is not guaranteed.

### Integration into the Life of the Institution

Part-time faculty are encouraged to attend Convocation, department meetings, and join committees. They often take part in curriculum development, student learning outcome (SLO) assessment, and other departmental work. Their input is welcomed in all governance and institutional surveys. The Academic Senate includes three seats for part-time faculty (III.A.8-7).

**ANALYSIS AND EVALUATION**

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

**EVIDENCE LIST**

| | |
|---|---|
| III.A.8-1 | New Faculty Orientation agenda, January 12, 2016 |
| III.A.8-2 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 14 |
| III.A.8-3 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Articles 7.4 and 7.6 |
| III.A.8-4 | 5 CCR § 55720, Operating Under Flexible Calendar; Accountability of Employees; Activities |
| III.A.8-5 | See II.A.1-7, Professional Development Web page, Flex Guidelines and Faculty Flex Obligations |
| III.A.8-6 | Flex Verification form, spring 2016 |
| III.A.8-7 | Academic Senate Web page, Elected Senators for the 2016-2017 Academic Year |

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

**EVIDENCE OF MEETING THE STANDARD**

Within departmental funding limitations, the District's administrative services are adequately staffed to support the College's mission and purpose. Staff members have appropriate preparation and experience to support the District's purpose based on Board policies and administrative procedures regarding screening and hiring, reviewed through the established participatory governance and union processes. In fact, many possess degrees beyond the educational experience required for their positions, including master's degrees (III.A.9-1).

College of Marin (COM) encourages staff members' professional development. Up to four California School Employees Association (CSEA) members per year are eligible for a professional growth program. In addition, a $2,000 pool is provided annually through which classified staff can apply for up to $200 for job-related training. Service Employees International Union (SEIU) members' continuing education and training requirements are paid for by the College as part of their employment. This includes online modules and in-person training specific to their responsibilities such as emergency management, environmental health and asbestos awareness for maintenance and operations staff; and first aid, firearms and evidence collection for police personnel. (See III.A.14 for more detail). In fall 2016, a day was set aside specifically for staff training (III.A.9-2), similar to Flex week at the start of each fall and spring semester. Holding the staff Flex day further into the semester better accommodates their work schedule. This event is intended to occur at least annually.

The integrated planning process results in recommendations about staffing levels identified in program reviews. Programs are asked to assess the level of staffing for their programs and if more staffing is necessary, to justify their requests (III.A.9-3).

Once the need for the position has been determined by the institution via the College's program review process and vetted through the participatory governance system, it is recommended to the superintendent/president. During this process the position is also reviewed for any additional program needs, new skills, knowledge, or abilities to address the revised positions or legal mandates, and the job description is updated to reflect these needs or requirements in the discipline and/or departments. New positions and revisions to existing positions may need to be negotiated with the relevant union.

Board Policy (BP) 7110 Delegation of Authority, Human Resources gives final authority to the superintendent/president to establish non-administrative academic and classified positions as well as education and classified administrators as appropriate to meet the needs of the District (III.A.9-4).

Since 2012, over 50 classified staff have retired. Many of these retired after being offered a Supplemental Employee Retirement Plan (SERP). The large numbers of retirements resulted in an opportunity to reorganize various departments. These reorganizations improved efficiency and make better use of existing staff. Key processes have been streamlined. Reclassification of existing classified positions has created career ladders to provide opportunities for advancement. Professional development and training opportunities have been made available to facilitate this.

Completed and current reorganizations underway resulting from early retirement programs and turnover of a maturing workforce include: library services; instructional technology; Community Education, Fiscal Services, Human Resources, Maintenance and Operations, Career and Technical Education Departments, as well as merging admissions and records and financial aid to create enrollment services.

While the College has worked to streamline many key processes so that more could be accomplished by fewer employees, COM is also deluged with additional compliance requirements from the California Community Colleges Chancellor's Office around the Student Success and Support Program, the Student Equity Plan, and many other new initiatives. Classified professionals and confidential employees have expressed workload concerns that have been addressed through reorganization planning, resource reallocations, staff development, and cross-training.

**ANALYSIS AND EVALUATION**

The College meets the Standard and ER 8. The institution has enough staff with the required qualifications to support the effective educational, technological, physical, and administrative operations of the College. Staff are screened and hired using consistent processes that help assure minimum requirements are met and job responsibilities match departmental needs. Considerable professional development opportunities are provided to maintain and upgrade staff skills and to advance, which also is one purpose for some of the reorganizations. However, retirements, reorganizations, and many new requirements placed on the College by the CCCCO and other entities have resulted in some workload concerns for classified professionals and confidential employees that are being addressed through professional development, labor-management councils, program reviews, and staffing plans.

**EVIDENCE LIST**

| | |
|---|---|
| III.A.9-1 | *College Catalog 2016-2017*, pp. 219-222 |
| III.A.9-2 | Classified Staff Professional Development Day Program agenda, October 14, 2016 |
| III.A.9-3 | Geology Program Review, 2015, Non-Instructional Support Staff section |
| III.A.9-4 | BP 7110 Delegation of Authority, Human Resources |

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

**EVIDENCE OF MEETING THE STANDARD**

Over the last eight years, there has been a large turnover in management positions. The superintendent/president was hired in December 2010. All the members of his leadership team who report directly to him have been hired since then. Each has been employed at multiple higher education institutions and most hold earned master's or doctoral degrees.

Currently, only six of the College's 33 managers have been with the College in some capacity for more than 10 years. Most have been hired since the current superintendent/president's arrival. These managers bring with them a wealth of knowledge and expertise, most having worked at other colleges and universities in California as well as in other states. Some bring experience from other types of nonprofits or business. Many have been, and continue to be, actively involved in their professional associations and other higher education and community organizations.

Additionally, since 2010, the number of administrators has increased from 24 (III.A.10-1) to 33 as of spring 2016 including three currently vacant positions (III.A.10-2). This is in part due to an increased workload in the student services areas to comply with the Student Success and Support Program (SSSP) requirements as well as other major grants and initiatives from the California Community Colleges Chancellor's Office.

The College ensures that administrators bring the proper preparation and experience to support their divisions and carry out the College's mission by following sound hiring and evaluation procedures as described in Standards III.A.2 and III.A.5. Job announcements for administrative openings are reviewed for currency and relevance and approved by the Board of Trustees. These announcements, developed from approved job descriptions, indicate minimum qualifications and desired knowledge, abilities, and skills. Approved job descriptions are used by the

screening committees in the selection of qualified management employees (III.A.10-3).

To ensure that qualified candidates are hired, screening committees carefully review each candidate's past experiences and performance, work with defined minimum qualifications, and develop specific questions intended to ascertain an individual's experience, skills, and aptitude for the position. Successful applicants must provide original transcripts of their academic work and degrees. Reference checks for finalists are carried out to confirm an applicant's work experience.

Degrees held by administrators are listed in the College catalog. As of spring 2016, ten administrators employed by the College hold master's degrees and nine hold a doctorate. (III.A.10-4).

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 8. Within departmental funding limitations, College of Marin has a sufficient number of administrators to support the College's mission and goals. Considerable administrative turnover has yielded new hires with depth and breadth of experience, as well as expertise from previous employment, academic degrees, and engagement in professional associations and other professional activities. These administrators have been hired under Board policies regarding screening and hiring to ensure appropriate preparation and experience to support the College's purpose.

## EVIDENCE LIST

| III.A.10-1 | District Management Organizational Structure, April 2010 |
| III.A.10-2 | District Management Organizational Structure, July 2016 |
| III.A.10-3 | See III.A.1-7, AP 7120 Employment Recruitment, pp. 1-3 |
| III.A.10-4 | See III.A.2-7, *College Catalog 2016-2017*, pp. 216-219 |

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

## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) personnel policies are governed by Board policies (BP) and administrative procedures (AP). In 2012 the College completed an update of all policies and procedures to conform to Community College League of California (CCLC) templates. Since then, with the assistance of continued legal updates from CCLC, these policies and procedures are revised as needed to adhere to changes in state regulations. Current policies are available for review on the College's website (III.A.11-1). When they are updated, notices are emailed out to the College community (III.A.11-2).

Administrators, supervisors, and union representatives receive guidance regarding human resources-related procedures when necessary from Human Resources (HR) Department personnel. When guiding administrators, supervisors, or union representatives in managing any circumstance, HR uses suggested language and templates provided by legal counsel.

Board policies and administrative procedures outline expected conduct and procedures for all employees and include information regarding resolution if employees perceive that policies and procedures are not equitable or have not been consistently administered. This includes BP/AP 3410 Nondiscrimination (III.A.11-3 and III.A.11-4), BP/AP 3430 Prohibition of Harassment (III.A.11-5 and III.A.11-6) and AP 3435 Discrimination and Harassment Complaint Procedures (III.A.11-7).

When employees do not meet expectations outlined in the policies and procedures of the College, consequences are outlined in the discipline and dismissal procedures shown in BP 7360 Discipline and Dismissal—Academic

Employees (III.A.11-8), BP 7365 Discipline and Dismissal—Classified Employees (III.A.11-9), and AP 7365 Discipline and Dismissal—Classified Employees (III.A.11-10).

Collective bargaining agreements outline procedures when a staff member feels that they have not been treated fairly. Grievance procedures are laid out in Article 16 of both the Service Employees International Union (SEIU) (III.A.11-11) and California School Employees Association (CSEA) (III.A.11-12) contracts and in Article 12 of the United Professors of Marin (UPM) contract (III.A.11-13). The collective bargaining agreements with each union are posted on the HR website (III.A.11-14).

HR follows internal procedures related to non-student and student hourly employees. Forms and other information related to their employment are posted on the HR, Internal Resources Web page (III.A.11-15).

In addition, all new non-student and student hourlies receive the following policies and procedures (III.A.11-16):

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

There is an extensive online *Faculty Handbook* which is updated annually and more often if needed. The handbook includes information on the many policies and procedures governing not only faculty but students as well (III.A.11-17). An online *Classified Professionals Handbook* is also available (III.A.11-18).

COM makes every effort to resolve disputes, complaints, and grievances at the lowest level possible, including at the supervisory level or in meetings with management and union representatives. When these efforts fail, the policies, procedures, and labor agreements allow for other methods of resolution including appeals to the Board of Trustees or mediation. The number of grievances has decreased since 2011. From 2013 to present, HR has received only five grievances.

**ANALYSIS AND EVALUATION**

The College meets the Standard. COM publishes its personnel policies and procedures such that they are readily available online. These policies and procedures follow state guidelines, are legally vetted, and regularly updated. The policies and procedures are fair and equitably administered with attempts to resolve disputes, complaints, and grievances at the lowest level possible. Consequently, since 2013, HR has received only five grievances.

**EVIDENCE LIST**

| | |
|---|---|
| III.A.11-1 | See I.C.8-10, Policies and Procedures Web page |
| III.A.11-2 | See I.B.7-2, BP/AP Review/Approval Process, April 7, 2016 |
| III.A.11-3 | BP 3410 Nondiscrimination |
| III.A.11-4 | See I.C.8-19, AP 3410 Nondiscrimination |
| III.A.11-5 | See I.C.8-17, BP 3430 Prohibition of Harassment |
| III.A.11-6 | AP 3430 Prohibition of Harassment |
| III.A.11-7 | AP 3435 Discrimination and Harassment Complaint Procedures |
| III.A.11-8 | BP 7360 Discipline and Dismissal – Academic Employees |
| III.A.11-9 | BP 7365 Discipline and Dismissal – Classified Employees |
| III.A.11-10 | AP 7365 Discipline and Dismissal – Classified Employees |
| III.A.11-11 | Service Employees International Union Local 1021 Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 16 |
| III.A.11-12 | CSEA Contract, July 1, 2012-June 30, 2015, Article 16 |
| III.A.11-13 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 12 |
| III.A.11-14 | Human Resources, Collective Bargaining Web page |
| III.A.11-15 | Human Resources, Resources Web page, Internal Resources |
| III.A.11-16 | Human Resources, New Employee Orientation Web page |
| III.A.11-17 | See I.A.4-7, *Faculty Handbook* Web page |
| III.A.11-18 | See I.A.4-6, *Classified Professionals Handbook* Web page |

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

## EVIDENCE OF MEETING THE STANDARD

A key component of College of Marin's (COM) mission is supporting its diverse community, promoting equitable opportunities, and fostering success for all. Consequently, the College offers programs and services and ensures its practices align with this commitment.

### Supporting Diverse Personnel

College Board policies and administrative procedures provide a process for employees and students to grieve or complain when there is a violation of equal employment opportunity (EEO) regulations. These processes include the goal of recruiting and retaining faculty and classified staff who reflect student demographics, are knowledgeable and supportive of the ethnic and cultural diversity of the College, and participate in training and education programs in support of the COM EEO plan. Academic and staffing diversity and equal opportunity are guided by Board Policy (BP) 7100 Commitment to Diversity (III.A.12-1), BP 3410 Nondiscrimination (III.A.12-2), Administrative Procedure (AP) 3410 Nondiscrimination (III.A.12-3), BP/AP 3420 Equal Employment Opportunity (III.A.12-4 and III.A.12-5), BP/AP 7120 Employment Recruitment (III.A.12-6 and III.A.12-7), as well as by the *Equal Employment Opportunity Plan* (III.A.12-8).

Search and selection procedures include search committee training on implicit and explicit bias, EEO and Title 5 regulations, and COM employment data. Job applicants are asked diversity questions designed to assess a candidate's commitment to and experience in working in multicultural environments addressing the needs of a diverse student population. All job postings include under requirements: "Demonstrated sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students and the campus community" (III.A.12-9).

Job postings are placed with online diversity advertising sources. Annual Human Resources (HR) funding is allocated to pay for websites to attract diverse candidates as well as for HR staff memberships and professional association activities to ensure information about EEO, diversity, and inclusion is current. The executive director of human resources and labor relations is a member of the California Community Colleges Chancellor's Office (CCCCO) EEO/Diversity & Inclusion Advisory Committee.

Nondiscrimination policies and procedures for resolution of discrimination allegations have been adopted and are widely published in human resources recruitment materials, the College's Policies and Procedures website, as well as in the College catalogs (III.A.12-10) and credit/noncredit class schedules (III.A.12-11).

Screening committee members are required to go through a training on the importance of a diverse workforce, bias awareness, and elements of cultural competence. An online presentation, which can be accessed from the Resources section of the HR website (III.A.12-12) includes an extensive section on legal discrimination prohibitions (III.A.12-13). In addition, committee members are provided with a Screening Committee General Information Guide to the process including issues of bias (III.A.12-14).

The Equity and Diversity Advisory Committee (EDAC) provides celebration, advocacy, and

education around issues of social justice and college climate. It promotes opportunities for greater understanding and inclusion of diverse student needs and experiences. The committee makes recommendations and submits an annual report to the Student Access and Success Committee (SASC), which is chaired by the dean responsible for student equity and student success and support programs planning. In addition, the EDAC assesses the College climate for students and identifies areas which may be impacting accessibility, persistence or achievement (III.A.12-15).

## Assessing Its Equity and Diversity Record

Annual employment and ethnicity data is provided by the Human Resources Department to the CCCCO in the Faculty and Staff Demographics report (III.A.12-16). In addition, demographic data on employees is available on the Planning, Research, and Institutional Effectiveness (PRIE) Fact Book Web page (III.A.12-17). A research report, Faculty and Staff Diversity at College of Marin, the Bay Area 10, and Santa Rosa Junior College completed by PRIE in fall 2015 (III.A.12-18) concluded that in terms of overall employee diversity, COM reflects its African-American/Black and Asian student populations. However, there are proportionally more White employees and fewer Hispanic employees than students.

Developing a stronger institutional capacity to serve the College's diverse student body is a goal in both the *Student Equity Plan 2015-16* and the *Strategic Plan 2015-2018*. Activity F.9 of the *Student Equity Plan 2015-16* is to provide professional development opportunities for staff and faculty that enhance awareness, understanding, capacity, and motivation to support student populations identified in the equity plan (III.A.12-19). This activity was incorporated in objective SS1.1 of the *Strategic Plan 2015-2018*: Increase institutional preparedness to address student equity (III.A.12-20). In order to establish baseline

metrics for this objective, the College surveyed all employees in fall 2015. Forty percent of respondents said COM often provides opportunities to learn about different identity groups, forty-one percent often participate, and twenty-one percent rarely participate. The objective is to increase opportunities and the percentage of employees who participate in those opportunities (III.A.12-21).

COM's *Equal Employment Opportunity Plan* 2015-2018 was developed to comply with new system-wide EEO initiatives from the CCCCO approved for adoption in December 2015. The COM Board of Trustees reviewed these EEO initiatives in January 2016 and approved the plan in May 2016. The EEO plan includes program activities to promote and support a diverse and multicultural workforce and student body and incorporates mandated Title IX activities. These activities include workforce training and education, faculty and staff mentorship programs, student equity programs, applicant workshops, community outreach, and establishment of an EEO Advisory Group. Annual reports on employment equity and diversity program goal attainment will be provided to the Board.

The CCCCO will review COM's EEO plan annually. By achieving the mandated EEO plan components and program activities, COM will be eligible for additional EEO program funding by the CCCCO. The College is eligible for up to $35,000 annually for three years, 2015-2016 through 2017-2018. All funding awards will be allocated to diversity outreach and education.

**ANALYSIS AND EVALUATION**

The College meets the Standard. COM's mission statement includes the core value of respect for a diverse community and programs and services exist to support the College's diverse student and employee population. Board policies and administrative procedures are clear and specific regarding equal employment opportunity in selection and hiring decisions, nondiscrimination in employment and academic program activities, and prevention of harassment. These policies and procedures are widely published and readily available. The College complies with federal and state regulations regarding equal opportunity in employment, and academic programs and activities which receive federal funds. COM assesses and tracks its record of employment diversity and has assessed employees' preparedness to support diversity and equity among students. The student equity plan and the current strategic plan prioritize activities to promote equity for both employees and students. The College has an up-to-date EEO plan outlining future activities.

**EVIDENCE LIST**

| | |
|---|---|
| III.A.12-1 | BP 7100 Commitment to Diversity |
| III.A.12-2 | See III.A.11-3, BP 3410 Nondiscrimination |
| III.A.12-3 | See I.C.8-19, AP 3410 Nondiscrimination |
| III.A.12-4 | BP 3420 Equal Employment Opportunity |
| III.A.12-5 | AP 3420 Equal Employment Opportunity |
| III.A.12-6 | BP 7120 Employment Recruitment |
| III.A.12-7 | See III.A.1-7, AP 7120 Employment Recruitment |
| III.A.12-8 | *Equal Employment Opportunity Plan* |
| III.A.12-9 | History Instructor Part-time Temporary Pool, job posting example |
| III.A.12-10 | *College Catalog 2016-2017*, pp. 42-43 |
| III.A.12-11 | *Credit/Noncredit Class Schedule, Summer/Fall 2016*, pp. 89-90 |
| III.A.12-12 | See III.A.11-15, Human Resources, Resources Web page, Internal Resources |
| III.A.12-13 | Hiring the Best: Legal Requirements & Best Practices for Screening Committees presentation, pp. 12-18 |
| III.A.12-14 | Screening Committee General Information Guide |
| III.A.12-15 | DEAC Meeting Minutes, September 29, 2015, DEAC meeting minutes example |
| III.A.12-16 | Faculty & Staff Demographics report, fall 2015 |
| III.A.12-17 | See I.A.2-1, Fact Book Web page, Employees |
| III.A.12-18 | Faculty and Staff Diversity at College of Marin, the Bay Area 10, and Santa Rosa Junior College, PRIE report |
| III.A.12-19 | *Student Equity Plan 2015-16*, pp. 98-99 |
| III.A.12-20 | *Strategic Plan 2015-2018*, p. 9 |
| III.A.12-21 | See I.A.2-8, College of Marin Preparedness to Address Student Equity & EEO/Diversity, survey results |

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

**EVIDENCE OF MEETING THE STANDARD**

The College has numerous policies and procedures that govern ethical behavior. During the onboarding process, all employees are required to acknowledge that they received applicable policies or contract language covering this topic. In addition, all policies and procedures are posted on the College's website. Some are specific to certain groups and others pertain to all employees.

The Marin Community College District Governing Code of Ethics is found in Board policy and specifically addresses ethical standards for members of the Board of Trustees. These include a policy (III.A.13-1) and two procedures (III.A.13-2 and III.A.13-3) related to conflict of interest, and a code of ethics policy (III.A.13-4).

The conflict of interest documents specify process requirements to ensure compliance and investigate potential violations as well as legal consequences for violation. The State of California, California Fair Political Practices Commission requires that elected and appointed officials in community colleges file an annual statement, Form 700 (III.A.13-5), to avoid financial conflict of interests in discharging their duties and responsibilities. The Human Resources Department (HR) is responsible for ensuring that the Board of Trustees, management, and supervisory employees complete the annual 700 form and maintain a record of the filing. The College legal counsel will advise the superintendent/president of any actions required concerning completed Form 700 statements of economic interests.

Administrative Procedure (AP) 3050 Institutional Code of Ethics states that employees of the District shall be committed to the principles of honesty, equity, and fairness.

It provides guidelines for the treatment of students, colleagues and staff, and the Board of Trustees. As the policy notes, while statements of ethical behavior do not necessarily ensure such behavior, they do create that expectation (III.A.13-6). Other Board policies and administrative procedures related to ethics and applicable to all employees include conflict of interest (III.A.13-7), anti-nepotism (III.A.13-8 and III.A.13-9), harassment (III.A.13-10, III.A.13-11, III.A.13-12 and III.A.13-13), nondiscrimination (III.A.13-14, III.A.13-15 and III.A.13-16), search and selection procedures, and drug and alcohol use (III.A.13-17, III.A.13-18, III.A.13-19 and III.A.13-20).

Applicable only to faculty members, the American Association of University Professors (AAUP) Statement on Professional Ethics is the cornerstone of Article 24: Professional Standards in the United Professors of Marin/Marin Community College District (UPM/MCCD) Collective Bargaining Agreement. A Professional Standards Committee (PSC) composed of two faculty and two managers negotiates professional standards, forms, and other items as defined/described by the terms of the agreement and makes recommendations to UPM and the College for their approval. In matters not otherwise covered by the collective bargaining agreement, the PSC may initiate discussions of allegations that a unit member has failed to perform their professional obligations in accordance with the language of the AAUP Statement. Consequences are outlined in Article 24 of the collective bargaining agreement (III.A.13-21). The PSC also provides a forum for faculty-to-faculty complaint review and resolution regarding failure of a faculty member to adhere to the AAUP Statement. During the 2015-2016 academic year, the PSC met five times

regarding professional ethics. Board Policy (BP) 7360 Discipline and Dismissal—Academic Employees states that "The District shall adhere to the applicable collective bargaining agreement and related Education Code sections pertaining to discipline and dismissal of academic employees" (III.A.13-22).

For classified personnel belonging to the California School Employees Association (CSEA) and Service Employees International Union (SEIU), professional ethics and performance standards are outlined in BP 7365 Discipline and Dismissal–Classified Employees (III.A.13-23), as well as in both contracts where three levels of review and disciplinary actions may be imposed for violation of these standards. This is covered in Article 13 of the MCCD/CSEA contract (III.A.13-24) and Article 26 of the MCCD/SEIU contract (III.A.13-25).

Through its performance appraisal and evaluation processes for all personnel, the College sets forth its ongoing expectations and upholds written codes of professional ethics.

The HR Department review and/or investigates any known/reported violation of policy. The results of the review and/or investigation determine the appropriate action to be taken where a violation has occurred, including recommending to the superintendent/president corrective actions and discipline up to and including termination of employment.

## ANALYSIS AND EVALUATION

The College meets the Standard. To create a collegial and professional work environment designed to support ethical conduct among and by employees, a code of conduct is laid out in both policy and collective bargaining contract language with specific disciplinary consequences for violations. Some of the policies pertain to all employees and others to specific groups, including the Board of Trustees. New employees are provided with this information upon hire and all of these policies and procedures are posted on the College's website for ready availability.

## EVIDENCE LIST

| | |
|---|---|
| III.A.13-1 | BP 2710 Conflict of Interest |
| III.A.13-2 | AP 2710 Conflict of Interest |
| III.A.13-3 | AP 2712 Conflict of Interest Code |
| III.A.13-4 | BP 2715 Code of Ethics |
| III.A.13-5 | Form 700, 2015-2016 Statement of Economic Interests |
| III.A.13-6 | See I.C.5-3, AP 3050 Institutional Code of Ethics |
| III.A.13-7 | BP 7348 Outside Employment/Conflict of Interest |
| III.A.13-8 | BP 7310 Nepotism |
| III.A.13-9 | AP 7310 Nepotism |
| III.A.13-10 | See I.C.8-17, BP 3430 Prohibition of Harassment |
| III.A.13-11 | See III.A.11-6, AP 3430 Prohibition of Harassment |
| III.A.13-12 | BP 3540 Sexual and Other Assaults on Campus |
| III.A.13-13 | AP 3540 Sexual and Other Assaults on Campus |
| III.A.13-14 | See III.A.11-3, BP 3410 Nondiscrimination |
| III.A.13-15 | See I.C.8-19, AP 3410 Nondiscrimination |
| III.A.13-16 | See III.A.11-7, AP 3435 Discrimination and Harassment Complaint Procedures |
| III.A.13-17 | BP 3550 Drug and Alcohol Free Environment and Drug Prevention Program |
| III.A.13-18 | See I.C.8-20, AP 3550 Drug and Alcohol Free Environment and Drug Prevention Program |

III.A.13-19    BP 3560 Alcoholic Beverages

III.A.13-20    AP 3560 Alcoholic Beverages

III.A.13-21    See I.C.7-5, UPM/MCCD Collective Bargaining Agreement,
               January 1, 2014-December 31, 2016, Article 24

III.A.13-22    See III.A.11-8, BP 7360 Discipline and Dismissal — Academic Employees

III.A.13-23    See III.A.11-9, BP 7365 Discipline and Dismissal — Classified Employees

III.A.13-24    CSEA Contract, July 1, 2012-June 30, 2015, Article 13

III.A.13-25    Service Employees International Union Local 1021 Collective Bargaining Agreement,
               January 1, 2014-December 31, 2016, Article 26

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

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## EVIDENCE OF MEETING THE STANDARD

The goal of College of Marin's (COM) professional development program is to provide employees with resources, training, and opportunities that support their professional development needs; to create a positive and supportive working environment that recognizes and celebrates achievement; and to improve institutional effectiveness with the ultimate goal of supporting student success.

Professional development opportunities are available to employees through on-site workshops—including a full week of activities preceding the opening of each fall and spring semester known as Flex week, online training, professional conferences, outside training, in-house instructional research and development project grants, faculty sabbaticals, and other activities designed to support institutional and professional goals. Needs are identified through analysis of a variety of resources including the educational master plan and strategic plans, state initiatives such as the Basic Skills Initiative, the student equity plan, Professional Development Committee (PDC) surveys, feedback from workshops, focus groups, and

changing educational practices and standards that support student learning.

### Professional Development Opportunities

The PDC is the College's participatory governance committee responsible for college wide staff development planning and implementation. The PDC operates as a subcommittee of the Planning and Resource Allocation Committee (PRAC). Its charge is to oversee professional development planning, programs and evaluation in support of the College mission and educational master plan. The PDC conducts campus wide professional development and Flex activity surveys and implements and updates the professional development plan. In spring 2016 semester, the PDC began updating the professional development plan, incorporating activity evaluations and input from sources listed above as well as from the *Strategic Plan 2015-2018* and Faculty Led Inquiry Team (FLIT) report. The PDC submitted a revised professional development plan for review in fall 2016.

COM's Professional Development Web page provides information about staff development

opportunities, Flex guidelines and activities, forms, conference information, and professional development resources including 3CSN, 4faculty.org, the @One project and CCC Confer (III.A.14-1). 3CSN is the California Community College Success Network, which sponsors professional learning activities and training sessions. Based on identified best practices developed by California community college instructors, 4faculty.org provides COM faculty and staff access to an online network of teaching and learning modules. The @One project provides free and low-cost technology training and resources. CCC Confer provides resources instructors can use to communicate online with their students, conduct meetings, and attend webinars. It is used by managers and staff as well.

## Faculty

The California Community Colleges Flexible Calendar Program allows COM to set aside a specified number of days/hours for professional development (Flex) activities in lieu of teaching each semester (Title 5, Section 55720) (III.A.14-2). All full- and part-time credit instructors are obligated to complete a designated number of Flex hours based on the number of units they teach. The Flex formula is listed on the Professional Development Web page (III.A.14-3). At the end of the semester, all credit faculty including part-timers complete and submit a Flex Verification Form. All Flex activities during Flex week or throughout the semester are open to all faculty including part-timers. Staff and managers may participate as well.

During the past three years, the College has made a concerted effort to increase professional development opportunities for faculty, staff, and administrators. This began in fall 2013 with the appointment of a professional development faculty facilitator to focus on expanding the Flex program. Beginning in fall 2014, the College negotiated an academic

calendar with an increased number of Flex professional development days at the beginning of each semester (III.A.14-4). As the table below shows, offerings have increased substantially since that time.

| Semester | Flex Days | # of Flex Activities |
|---|---|---|
| Fall 2011 | 3 | 11 |
| Spring 2012 | 3 | 15 |
| Fall 2012 | 3 | 9 |
| Spring 2013 | 2 | 6 |
| Fall 2013 | 1 | 2 |
| Spring 2014 | 1 | 2 |
| Fall 2014 | 5 | 29 |
| Spring 2015 | 4 | 39 |
| Fall 2015 | 5 | 39 |
| Spring 2016 | 5 | 36 |
| Fall 2016 | 5 | 58 |
| Spring 2017 | 4 | TBD |

During the 2015-2016 academic year, the institution scheduled 10 Flex days for professional development for faculty, staff, and administration with offerings related to five professional development themes: teaching and learning, student success, technology training, institutional effectiveness, and employee effectiveness (III.A.14-5 and III.A.14-6). These themes are outlined in the *Professional Development Plan 2013-2016* (III.A.14-7).

In addition to Flex activities, full-time faculty and part-timers carrying at least a 40 percent load can receive up to $1500 a year for conferences and professional development outside of the College. This fund is first come, first served; all who are interested need to apply and acceptance is not guaranteed.

The professional development faculty facilitator and assistant vice president of student learning coordinate all faculty Flex activities. In addition, the College provides new faculty orientations at the beginning of each semester (III.A.14-8) and a New Full-time Faculty Academy. The academy meets several

times during the semester and covers services available to faculty and students as well as more in-depth exploration of procedural and pedagogical issues (III.A.14-9).

The distance education faculty coordinator and the instructional technologist provide ongoing workshops on how to best utilize Moodle and Turnitin as well as best pedagogical practices in online education during Flex week and weekly throughout the semester (III.A.14-10). Individual assistance is also provided as requested. As the College transitions to Canvas over the 2016-2017 year, training on the new platform will be offered to all faculty. The Planning, Research, and Institutional Effectiveness (PRIE) Office offers group and individual training on using the Data Dashboard for all employees, especially for facilitating departments' program review.

Several committees play a role in planning, supporting, and evaluating faculty development activities. The Union-District Workload Committee (UDWC) oversees approval and funding for Institutional Research and Development (IRD) project grants and other college-funded grants designed to meet identified institutional needs. Faculty members are encouraged to apply for grant funding and/or reassigned time for projects that meet criteria as outlined in the collective bargaining agreement. The committee is composed of two administrators and two faculty union representatives. UDWC reviews faculty requests for institutional development projects using district funds (III.A.14-11). The Professional Affairs Committee is a union-district committee that recommends and approves funding for conferences, workshops, and training for faculty. The committee is composed of two administrators and two faculty union representatives (III.A.14-12).

The Sabbatical Leave Committee recommends and approves sabbatical requests using the process outlined in the United Professors of Marin/Marin Community College District

(UPM/MCCD) Collective Bargaining Agreement. The committee is composed of one administrator and three faculty union representatives (III.A.14-13).

The Basic Skills Initiative Steering Committee (BSISC) provided financial support for faculty to attend On-Course and Strengthening Student Success conferences. In addition, BSISC sent teams to the Basic Skills Initiative Leadership Institute, an intensive week-long session designed to help participants build leadership skills and carry campus wide initiatives back to their colleges. It has also funded Faculty Inquiry Groups at the College where groups of faculty, often across disciplines, work together to answer a specific question. It also provided funds to develop and train dedicated tutors for English and math (III.A.14-14). The Academic Senate sends faculty to the Academic Senate for the California Community Colleges (ASCCC) Curriculum Institute, the Accreditation Institute, the Leadership Institute and to the fall and spring plenary sessions, among others.

### Staff and Managers

COM's classified staff and managers participate in professional development as well. Permanent members of California School Employees Association (CSEA) are eligible to enter a Professional Growth Program. Applications are evaluated by the Professional Growth Review Committee made up of four CSEA members and one management member. The District allocates a total fund of $6,500 per year. When an employee has completed ten units of credit, they receive one Professional Growth Award of $500 per year payable in a lump sum. This payment is considered an award, not part of the employee's salary.

In addition, the College allocates a total of $2,000 per academic year for professional development of classified employees in regard to their current job duties and provides opportunity for employees to gain new skills to

enhance promotional opportunities in clerical or technical positions. A committee composed of three CSEA representatives appointed by CSEA vet the applications. Individual applicants can receive up to $200 per year (III.A.14-15).

The Service Employees International Union (SEIU) Contract Article 11: Education Expense states that the District will pay the costs of tuition, training programs, enrollment or license fees and any associated travel or lodging expenses incurred as a result of attending any seminar, class, conference, certification, skilled trades, or training program required by the District as a condition of continuing employment, providing the employee satisfactorily completes the training requirements. The College also sponsors job-related training not directed by the District (III.A.14-16).

Many COM departments provide job-specific training for their personnel. For example, Enrollment Services (ES) closes each Friday at noon to conduct Training Fridays for all ES staff. Since the reorganization that united Admissions and Records, Financial Aid, and Scholarship in 2014, it has been critical to conduct ongoing cross-training for all staff in order to assure that each staff member is well-versed, proficient—and in some areas, an expert—in each program ES administers. Trainings consist of presentations and demonstrations by area experts, peer training, and off-site visits and field trips. Some of the topics include customer service, emotional intelligence in group dynamics, financial aid application, processing, regulations and reporting, and scholarships and scholarship software.

Maintenance and Operations (M&O) staff participate in Keenan Safe Colleges Training using online modules for topics such as emergency management, employment practices and supervisory skills, health, environmental, information technology, security, social and

behavioral issues, and transportation safety. All trades attend an annual three-day California Occupational Safety and Health Administration (CAL/OSHA) course offered at UC Berkeley. All M&O staff attend asbestos awareness trainings. (See III.B.1 for more examples.)

The Information Technology (IT) staff participate in training due to the rapidly changing technology landscape as well as the reorganization of the IT Department. IT technicians take online technical courses and participate in webinars and seminars to update their skills.

Planning, Research, and Institutional Effectiveness Office staff participate in conferences, regional meetings, and webinars to update and enhance their skills and stay apprised of ACCJC and California Community College system changes that affect their work and the College.

Police officers must maintain their Peace Officers Standards and Training (POST) standards training and certification. Every peace officer, public safety dispatcher, and public safety dispatch supervisor satisfactorily completes the Continuing Professional Training (CPT) requirement of 24 or more hours of POST-qualifying training during every two-year CPT cycle. This includes Perishable Skills and Communications training. Officers also receive regular ongoing training in, but not limited to, the following:

First aid, firearms, defensive tactics, emergency vehicle operations, legal updates, evidence collection, criminal and traffic investigations, field officer training, narcotics, search warrant preparation and service, crisis intervention and other training courses depending on assignments.

Managers' professional development opportunities are primarily through conferences from the California Community Colleges Chancellor's Office and other organizations such as the Association of Chief Business

Officials (ACBO), the Community College Facility Coalition (CCFC), the Community College League of California (CCLC), the Association of Chief Human Resource Officers (ACHRO), or the Association of California Community College Administrators (ACCCA), as well as conferences for respective professional associations. Managers also have access to the Keenan Safe Colleges Training and Liebert, Cassidy, Whitmore (LCW) employment trainings in addition to in-service trainings for managers, supervisors, and confidential employees.

## Evaluation

The College systematically evaluates professional development activities and uses the results for improvement. A Flex Activity Evaluation Form and responses for all workshops and activities during the spring Flex week is included as an example (III.A.14-17). The PDC also assesses professional development needs and collects requests for specific training to help plan offerings. During 2015-2016, the PDC requested input from various individuals and committees including the Classified Senate, the Technology Committee, Institutional Data Team (IDT), and Cabinet to better understand campus and employee training needs. Input from these outside sources, and data they gathered, helped the committee make decisions about training needs including the need for additional technology training and a dedicated staff trainer.

In spring 2015, the IDT surveyed staff and managers on their technology training needs with analysis of options and discussions continuing into 2015-2016 (III.A.14-18). This

resulted in a set of recommendations for training including MS Office, Data Dashboard, Moodle, Banner, and Argos (III.A.14-19). Viable training options were determined, some of which are online and others in-person. Argos is the only stated need for which no general training is available, primarily due to its complexity. Argos reports are typically developed by experienced programmers, rather than functional end-users. In addition, this evaluation and discussion resulted in a proposal for an ongoing, one-day Flex training specifically for staff. That proposal was approved and the Flex event was offered for the first time in fall 2016.

## ANALYSIS AND EVALUATION

The College meets the Standard. Professional development opportunities are available to all employees. Methods include on-site workshops, online training, professional conferences, outside training, in-house Instructional Research and Development project grants, faculty sabbaticals, and other activities designed to support institutional and professional goals. Needs are identified through analysis of a variety of resources including the educational master plan and the strategic plans, state initiatives such as the Basic Skills Initiative, the student equity plan, Professional Development Committee surveys, feedback from workshops, focus groups, and changing educational practices and standards that support student learning. The College systematically evaluates its professional development activities and uses the results for improvement and planning.

## EVIDENCE LIST

| | |
|---|---|
| III.A.14-1 | See II.A.1-7, Professional Development Web page |
| III.A.14-2 | See III.A.8-4, 5 CCR § 55720, Operating Under Flexible Calendar; Accountability of Employees; Activities |
| III.A.14-3 | See III.A.1-7, Professional Development Web page |
| III.A.14-4 | See I.B.7-13, Academic Calendars 2013-2017 |
| III.A.14-5 | Flex Descriptions, fall 2015 |
| III.A.14-6 | Flex Descriptions, spring 2016 |
| III.A.14-7 | See I.B.7-16, *Professional Development Plan 2013-2016*, pp. 10-11 |
| III.A.14-8 | See III.A.8-1, New Faculty Orientation agenda, January 12, 2016 |
| III.A.14-9 | New Full-time Faculty Academy Web page |
| III.A.14-10 | See II.A.7-4, Distance Education Faculty Support Services Web page |
| III.A.14-11 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 8.3 |
| III.A.14-12 | See I.C.7-7, *Faculty Handbook*, Opportunities/Responsibilities Web page, Professional Affairs Committee |
| III.A.14-13 | UPM/MCCD Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 5.6 |
| III.A.14-14 | See I.B.5-17, BSI Projects at College of Marin Web page |
| III.A.14-15 | CSEA Contract, July 1, 2012-June 30, 2015, pp. 21-26 |
| III.A.14-16 | Service Employees International Union Local 1021 Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 11 |
| III.A.14-17 | Flex Week Survey results, spring 2016 |
| III.A.14-18 | Technology Training and Data Needs, PRIE report |
| III.A.14-19 | Technology Training Recommendations memo, December 1, 2015 |

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

## EVIDENCE OF MEETING THE STANDARD

Personnel records are governed by the following administrative procedures (AP). Each meets federal and state requirements and is periodically updated using Community College League of California (CCLC) vetted language. AP 3300 Public Records provides procedures regarding public records as well as what records are exempt from public disclosure (III.A.15-1), AP 3310 Records Retention and Destruction details how physical records and electronically stored records are retained or destroyed according to law (III.A.15-2). AP 6520 Security for District Property designates the Information Technology Department as responsible for maintaining security of all electronic equipment (e.g., telephones, computers) including, but not limited to, password protection, virus control and locking systems as needed (III.A.15-3). AP 7145 Personnel Files assures that employees may review their personnel record at the Human Resources Department (HR) upon making a request and setting up an appointment to do so. Copies of records are available upon written request (III.A.15-4).

The official office of record for confidential employee personnel files is HR. Personnel files are securely stored in a central, lockable file in HR. Inactive employee records are stored off site by a vendor with expertise in records storage, retrieval, and safekeeping. Recruitment records are maintained in separately keyed areas in HR, and historical recruitment records are kept off-site by a vendor with expertise in records storage, retrieval, and safekeeping.

Records are maintained in accordance with the Privacy Act of 1974, Health Insurance Portability and Accountability Act (HIPAA) regulations, and represented employee contracts.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM maintains and follows administrative procedures for securing and maintaining confidential personnel records, as well as employee access to their records. These procedures incorporate current state and federal laws to keep personnel records safe and confidential. All employees have access to their personnel records in accordance with law.

## EVIDENCE LIST

| | |
|---|---|
| III.A.15-1 | AP 3300 Public Records |
| III.A.15-2 | AP 3310 Records Retention and Destruction |
| III.A.15-3 | AP 6520 Security for District Property |
| III.A.15-4 | AP 7145 Personnel Files |

## III.B. Physical Resources

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

### EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) facilities are constructed to meet or exceed Division of the State Architect (DSA) standards including the federal Americans with Disabilities Act (ADA) which assures access, fire/life safety, and structural/seismic safety. Additional building improvements or modifications are completed using applicable codes, standards for accessibility, and coordination/approval with appropriate jurisdictional authorities.

The COM Board of Trustees set a minimum standard of LEED® certified for our 2004 Measure C bond. All the completed projects met or exceeded that standard. The majority achieved LEED® Gold certification designed to achieve comfortable, healthy working and learning environments (III.B.1-1). Existing buildings are maintained and upgraded using as many of these same strategies as possible to improve comfort and health while aligning with COM's mission of social and environmental responsibility.

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

Specific examples outlined below are shown to demonstrate that, in addition to being sufficient, COM's physical resources are accessible and offer safety and security while contributing to a healthful learning and working environment. Passage of the Measure B bond in June 2016 will allow all additional needs to be met over the next several years.

### Access

Students, staff, and community members benefit from easy and safe access to the College. In alignment with its mission of equitable opportunities, accessibility primarily involves ADA access. The College's Accessibility Work Group is responsible for evaluating accessibility compliance. This work group includes the College's director of student accessibility services (SAS) and coordinator of 504/ADA and the ADA compliance officer, among others. All new facilities are reviewed for ADA compliance by DSA. Barriers to accessibility in older buildings are removed when identified, if possible, or added into the College's accessibility transition plans, which are regularly updated to prioritize projects and determine funding for the ongoing work. With the passage of the Measure B bond in June 2016, the College will have sufficient funding to remove all remaining barriers noted in the 2013 report (III.B.1-2, III.B.1-3, III.B.1-4, and III.B.1-5).

**Measure C Bond Barrier Removal Projects**

Over the course of the Measure C bond program, the College brought the Kentfield Campus into compliance with accessibility requirements. Seventy-five percent of the campus underwent major new construction or comprehensive modernization including extensive ADA barrier removal. The additional 25 percent of barriers were voluntarily removed, making the Kentfield Campus essentially 100 percent barrier-free. Twenty-five percent of the Indian Valley Campus (IVC) received new buildings and comprehensive remodels. Voluntary barrier removal at the Pomo Cluster included installing an exterior

elevator to avoid a lengthy system of pathway ramps on a steep incline. Pathways were repaired and a restroom was renovated to meet accessibility standards. At the pool, accessible parking and walkways were installed. The remainder of the IVC campus is under master plan review for changes in program use and possible major renovation or demolition. For the portions of the campus that are not yet compliant with current ADA requirements, a mitigation plan is in place.

**Voluntary Compliance Plan**

The College received a visit from the Office of Civil Rights (OCR) in spring 2015. OCR inspected the College's facilities at both campuses to ensure compliance with applicable federal ADA regulations (III.B.1-6). The College's self-assessment supported the OCR team's findings and COM developed a voluntary compliance plan (III.B.1-7). This included improvements that have been made to internal signage for existing buildings. Campus wayfinding signage was added to the Kentfield Campus and is planned for the IVC. The College addressed the items in the OCR's findings in accordance with the timelines in the voluntary compliance plan.

**Student Accessibility Services (SAS) Relocation**

During 2015-2016 SAS was relocated from detached office suites on the upper level of the Learning Resource Center at the Kentfield Campus and consolidated on the lower level. The new suite incorporated extra wide 4-foot doorways and extra-wide hallways to accommodate students with large wheelchairs or mobile units that frequently utilize the office. Simplified pathways better serve the mobility challenged. Offices were painted different colors for easier directional identification, such as "go to the green room." The lower level is convenient to accessible parking, entries, and pathways, resulting in a

safer route. The consolidation of the office also improves the efficiency of operations.

**Parking Lots 6, 7, and 9 Improvements**

A comprehensive slurry and restriping project in the primary parking lots at the Kentfield Campus smoothed uneven pavement surfaces in parking spaces and adjoining paths of travel. Removing and rearranging several modular buildings facilitated redesigning the parking lots and reassigning accessible parking spaces closer to facility entrances without the need to cross vehicle traffic paths or behind vehicles.

**M&O Self-Inspections**

The College's Facilities Planning, Maintenance, and Operations Department (M&O) schedules quarterly self-inspections at each campus as recommended by the College's insurance carrier (III.B.1-8). The director and assistant director of the department identify and create work orders to address conditions such as uneven pavement, landscaping grown into pathways, painted contrasting nosing strips on stair treads that have faded (III.B.1-9) or furniture or receptacles placed within required door clearances. On an ongoing basis, if students or staff members experience access issues, electronic work orders are created and assigned to M&O staff to remedy.

## Safety

The College places great value on maintaining a safe working and learning environment for all members of the College community, as well as accessibility, as some of the examples above show. The Board of Trustees directs the College's police department to implement policies on health and safety issues that arise. A Health and Safety Committee meets quarterly to discuss safety issues and remedies for both campuses. It includes the executive director of human resources, director of student activities and advocacy, director of student success, director of M&O, and a designated faculty member (III.B.1-10).

**Exterior Lighting**

The College asked PG&E to inspect exterior lighting at both campuses. Based on their recommendations, the College replaced all exterior lighting fixtures with LED lights, which have a longer lifespan and provide greater visibility (III.B.1-11).

**HazMat Disposal**

The College maintains permits from the Certified Unified Program Agency of the County of Marin as part of the Hazardous Materials and Hazardous Wastes Regulatory Program (III.B.1-12). COM is currently updating hazardous materials business plans. Semi-annually, M&O hires a vendor to safely collect, remove and properly dispose of hazardous materials, including expended paint, light fixtures, chemicals and automotive projects. The Allied Health Sciences Department handles disposal of their medical waste in coordination with M&O. The Marin County Environmental Health Services Department conducts regular inspections of this waste.

**SWACC Inspections by Keenan**

Every other year, the College's insurer, Keenan, conducts inspections of most buildings and grounds as part of the Statewide Association of Community Colleges (SWACC) program that addresses liability exposures unique to community colleges. Their concerns are primarily safety and risk related such as trip hazards, proper chemical storage and staff training, preventive maintenance of and safety guards for equipment, anchored shelving, wiring and power safety, proper clearances for electrical panels, and housekeeping. Keenan reports and prioritizes deficiencies for the College to remedy and requests status updates. The current SWACC report was issued in May 2016 (III.B.1-13). In an effort to maintain healthy environments and safe facilities, M&O implements remedies to identified deficiencies

through in-house repairs, contracting out or assigning to another department.

**County of Marin Environmental Health Department Inspections**

The County of Marin Environmental Health Department conducts biannual inspections of the College's two pool facilities and the cafeteria at the Kentfield Campus. An August 2015 inspection identified several violations at the Kentfield pool. Collaborative dialog with the county resulted in an agreement for repairs that were completed to the county's satisfaction when re-inspected (III.B.1-14). The Environmental Health Services Department's inspection of the cafeteria in April 2015 identified several violations. Most were vendor operation issues that were corrected (III.B.1-15).

**Elevator Inspections**

M&O maintains a spreadsheet documenting the inspections, maintenance, and permitting of its 12 elevators. The College has maintenance service contracts with two vendors, Kone and Otis, whose proprietary products provide the best service and price. M&O also has an established protocol for keeping permits current (III.B.1-16). Alerts are set to contact the California Department of Industrial Relations CAL/OSHA Elevator Unit prior to the expiration of the permit and request that they perform an inspection. After the inspection, the state lists any needed repairs. These are immediately forwarded to the respective elevator maintenance vendor and scheduled for repair.

**Local Fire Department and Fire Alarm and Sprinkler**

The Kentfield Fire Department annually inspects the Kentfield Campus for safety deficiencies and works cooperatively with the College in remediation. Likewise, the Novato Fire Department conducts regular inspections for the Indian Valley Campus (IVC). Ensuring the College's fire alarm and sprinkler systems

are well-maintained is an M&O priority. By regulation, these systems must be inspected and tested quarterly, with more comprehensive testing either semi-annually or annually and milestone testing every five years. The College contracts with Tyco SimplexGrinnell to perform all the required testing and any needed repairs (III.B.1-17).

**Safe Drinking Water**

Backflow prevention devices (BFD) are used to protect potable water supplies from contamination or pollution ensuring safe drinking and washing water for building users. The College owns almost 50 of these devices across its two campuses and the Bolinas property. The Marin Municipal Water District requires the College to test the Kentfield BFD's annually while the Bolinas Community Public Utility District requires the same for the Bolinas property. Qualified vendors perform this annual testing and necessary repairs (III.B.1-18). The North Marin Sanitary District, however, self-performs the annual tests of the BFD's at IVC and informs the College if repairs are needed.

**M&O Personnel Training and Best Practices**

Appropriate training is essential for M&O staff safety and efficiency. Regular training for safe work practices and use of equipment include reviewing the Injury Illness Prevention Program (IIPP). Other sessions include Confined Space Training, Arc Flash Training, Fork-lift Training, and Worker Occupational Safety and Health Specialist training. Trades, grounds, and custodial staff have participated in introductory trainings on proper chemical handling and response to exposures, as well as asbestos awareness training. Select staff participated in advanced training on these topics. To ensure the College adheres to all rules and regulations as well as best practices for implementing pest control, it supports two of its six gardeners in securing and maintaining Qualified Applicator Certificates (QAC) from

the California Department of Pesticide Regulation.

## Security

The College's security protocols are outlined in numerous Board policies (BP) and administrative procedures (AP) including: BP/AP 3500 Emergency Preparedness and Campus Safety, BP/AP 3501 Campus Security and Access, BP/AP 3505 Emergency Operations Plan, BP/AP 3510 Workplace Violence Plan, BP/AP 3515 Reporting of Crimes, AP 3516 Registered Sex Offender Information, BP/AP 3518 Child Abuse Reporting, BP/AP 3520 Local Law Enforcement, BP/AP 3530 Weapons on Campus, BP/AP 3540 Sexual and Other Assaults on Campus, BP/AP 3560 Alcoholic Beverages (III.B.1-19).

**Emergency Plans and Guidelines**

The Campus Police Department is responsible for emergency response plans and procedures which are located in all classrooms, hallways and meeting spaces. These plans include the emergency operations plan, emergency response procedures, and other emergency or hazard response plans or procedures. The *Emergency Guidelines Handbook* is a quick reference for campus staff. The handbook includes information about campus emergency response centers, evacuation areas, emergency phone numbers for campus police and first responders, as well as suggestions for dealing with suspicious or disruptive people. Information about fire, earthquake, other environmental threats and utility blackouts is included. This handbook is posted in all classrooms and common areas across both campuses (III.B.1-20).

The Campus Police Department's Emergency Preparedness Web page includes a video reenactment on how to be prepared for an active shooter on campus and provides tips on ways to stay safe and get help should an active shooter situation occur (III.B.1-21).

**COM Connect and Emergency Operations Command Center**

COM Connect is a mass emergency notification system that enables Campus Police and College officials to broadcast emergency messages to students, faculty, and staff via voice, text, and email (III.B.1-22). The Emergency Operations Command Center consists of ten managers trained to implement strategic functions in the case of emergencies such as weather events that affect the campus grounds and facilities, seismic events, active shooter, or other emergencies. A secure, centrally located space at the Kentfield Campus serves as a reliable hub to conduct business during an emergency. Planning and communication with local agencies strengthen the effectiveness of the effort. The group convened on November 3, 2015 (III.B.1-23), met again in fall 2016, and will participate in training two to three times per year.

**SecureALL Lock Replacement Plan**

In 2015 the Board of Trustees approved a SecureALL lock replacement plan for IVC and all buildings at the Kentfield Campus except the Science, Math, Nursing Building.

New door hardware brings the College into full compliance with all current ADA regulations as all door handles are now levers rather than doorknobs. In addition, the new electronic door hardware allows for emergency lockdown of individual classrooms should an emergency situation, such as an active shooter, occur (III.B.1-24, III.B.1-25, and III.B.1-26).

**Security Cameras**

As part of AP 6520 Security for District Property (III.B.1-27), security cameras were installed to protect College assets. The installation included the new Academic Center, Student Accessibility Services, the Maintenance and Operations yard, and Cashiering Services at both campuses. Further installations will be determined on a case by case basis as the need arises and in consultation with appropriate governance groups.

**Kentfield Tree Health Project**

Realizing it had been a number of years since trees were trimmed for safety and security at the Kentfield Campus, in spring 2015 the College trimmed, pruned, and thinned trees to create better sight lines and improve lighting across campus and in adjacent parking lots (III.B.1-28). Trees were also examined for structural, disease, and pest issues that compromise trees and create a future risk management issue (III.B.1-29).

### Healthful Learning and Working Environment

All Measure C projects were constructed with healthful learning and working environments in mind. Six of these projects achieved LEED® Gold; one Silver, and one Certified. The projects received points for indoor air quality, abundant natural light, and utilizing building materials with low volatile organic compounds. During the 2004 bond modernization, all buildings at the Kentfield Campus were examined for asbestos contaminated material. Contaminated materials were either removed or contained to prevent airborne pathogens coming into contact with the campus community.

In 2014 the College contracted with Hillyard to do an assessment and cost analysis of the custodial cleaning processes (III.B.1-30). This study calculated the amount of time and staff required to clean each building. This included measuring each room, documenting floor types, counting cleanable fixtures, and considering how often each room would need to be cleaned in order to determine the total amount of hours needed to clean each building. This has provided more accurate estimates of required labor time and cost to maintain.

COM has and enforces policies on drugs, alcohol, and smoking. These include BP/AP

3550 Drug and Alcohol Free Environment and Drug Prevention Program and BP/AP 3570 Smoke-Free Learning and Working Environment.

## ANALYSIS AND EVALUATION

The College meets the Standard. College of Marin has sufficient physical resources wherever it provides services. Facilities are constructed and maintained to provide accessibility to all and a safe environment by conducting ongoing inspections and remedying any deficiencies, and providing a variety of safety trainings for maintenance and operations staff. Security is enhanced by clear emergency protocols and training opportunities, installing uniform locking systems and security cameras, and improving exterior lighting. The College has created a healthful learning and working environment by removal of asbestos contaminated materials, implementing an Injury Illness Prevention Program, and enforcing policies regarding a smoke, drug, and alcohol free campus. With these practices, and LEED® certified buildings, COM's physical facilities contribute to its mission of equitable opportunities for all and social and environmental responsibility. The June 2016 passage of the Measure B bond will allow all additional facility needs to be met.

## EVIDENCE LIST

| | |
|---|---|
| III.B.1-1 | College of Marin/Jacobs Project Management Co. Quarterly Progress Report, September 30, 2015, p. 5 |
| III.B.1-2 | Kentfield Campus Access Compliance Survey Report Update, August 2013 |
| III.B.1-3 | Indian Valley Campus Access Compliance Survey Report Update, August 2013 |
| III.B.1-4 | MCCD 2004 ACS Report Updated 2014 and 5-4-16 – Indian Valley Campus |
| III.B.1-5 | MCCD 2004 ACS Report Updated 2014 and 5-4-16 – Kentfield Campus |
| III.B.1-6 | See I.C.13-6, Office of Civil Rights Findings Report, April 10, 2015 |
| III.B.1-7 | See I.C.13-7, Voluntary Compliance Plan, July 16, 2015 |
| III.B.1-8 | Maintenance and Operations Self-Inspection, spring 2016 |
| III.B.1-9 | Work Order example, March 28, 2016 |
| III.B.1-10 | Safety Committee Meeting Notes, February 16, 2016 |
| III.B.1-11 | PG&E Lighting Program Presentation |
| III.B.1-12 | Certified Unified Program Agency Inspection, December 9, 2013 |
| III.B.1-13 | SWACC Report & Liability Inspection, May 2016 – *Available to the visiting team on flash drive* |
| III.B.1-14 | Kentfield Pool Inspection Report and Follow-up – *Available to the visiting team on flash drive.* |
| III.B.1-15 | See I.C.13-9, County of Marin Environmental Health Services Food Program Inspection Report |
| III.B.1-16 | Elevator Inspections and Maintenance Contracts |
| III.B.1-17 | Fire Alarm and Sprinkler Systems Inspection Records and Contracts |
| III.B.1-18 | Backflow Prevention Inspection Records |
| III.B.1-19 | Policies and Procedures, Chapter 3 Web page |
| III.B.1-20 | *Emergency Guidelines Handbook* |
| III.B.1-21 | Emergency Preparedness Web page |
| III.B.1-22 | COM Connect Web page |
| III.B.1-23 | Great Shakeout Table Top Exercise 2015 |
| III.B.1-24 | District Wide Electronic Hardware/Software Installation Bid Proposal, pp. 67-83 |
| III.B.1-25 | Board Meeting Agenda Item F.8, June 16, 2015 |
| III.B.1-26 | Board Retreat Agenda Item C.3, September 25, 2015 |
| III.B.1-27 | See III.A.15-3, AP 6520 Security for District Property |
| III.B.1-28 | Kentfield Tree Health Project #15-0102 |
| III.B.1-29 | College of Marin Tree Health Project Kentfield Campus, July 10, 2014 |
| III.B.1-30 | Hillyard Cleaning Cost Analysis |

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

**EVIDENCE OF MEETING THE STANDARD**

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

### Current Facilities

College of Marin (COM) has two campuses, one in Kentfield and the Indian Valley Campus (IVC) in Novato, as well as a marine laboratory in Bolinas that currently is not in use. The Kentfield Campus had 14 facilities on 77 acres (401,904 Gross Square Feet-GSF), all constructed prior to 1977. IVC, with 333 acres (1,176,820 GSF), had 8 facilities constructed between 1975 and 1977.

In 2004 Marin County voters passed Measure C, a $249.5 million bond to rebuild or replace COM's aging buildings. Twelve years later, Measure C modernization has been completed with the following major changes: the Kentfield Campus demolished seven buildings (or portions thereof) and built four new replacement facilities, modernized two and updated site accessibility and parking facilities. The Indian Valley Campus received modernization and new addition to the Transportation Technology Complex and a new Main Building on the north side of the creek. In addition to these major projects, the bond has enabled the College to complete voluntary accessibility barrier removal projects (III.B.2-1 and III.B.2-2). (See III.B.1).

Having completed this construction, but with work still to be done based on the facilities assessments noted below, in June 2016, Marin County voters approved Measure B, a $265 million bond that will allow renovations, repairs, upgrades, and construction needed on both campuses.

The Bolinas Bay Marine Center, acquired from the US Coast Guard in 1956, is located about 30 miles from Kentfield and contains a house built in 1924 and a research laboratory constructed in the 1960s. COM marine biology classes have been conducted at the site and youth groups used the facilities for summer programs. However, a number of issues associated with the property such as adjacency to steep slopes and close proximity to the San Andreas fault prevented continued utilization. Since 2007, classes at the site have been suspended. To restore use of the facilities in Bolinas, the District has researched fiscally responsible development scenarios which meet the needs of the College's marine biology program as well as community needs. However, these have been stalled by new tsunami restrictions by the California Coastal Commission and the Field Act regarding building on the coast.

### Facilities Planning

In spring 2014 Gilbane Building Company conducted a facilities condition assessment. The report categorized needed repairs by system and placed them into five timeframes, from immediate to longer term. The report also provided options for financing and recommendations for short-term projects until major funding could be secured (III.B.2-3).

Complementing this assessment, in March 2015 College consultants began the process of creating a new District wide facilities master plan (FMP) involving all three of the College's sites. Under the guidance of the vice president of finance and college operations (VPFCO), the

consultants conducted more than forty discussions with students, faculty, governance groups and committees, local community groups, and surrounding agencies. Also, they surveyed students and staff to find out how they currently use facilities and to identify needed public, private, group, and individual learning spaces.

As part of this FMP process, current design, material, and process standards were identified. The various District trades staff have been involved in discussions as to how they currently work and what changes might be suggested to make their work more efficient. Statistical information included current and forecasted space needs utilizing past, current, and projected. The analysis included comparisons of state and national space allocations. In addition, previous engineering reports on utilities, soils, special studies, and accessibility were used. All data and information collected during this assessment process was brought together as the foundation for the new FMP.

The Board of Trustees received the data and initial outcomes of this assessment in November 2015 (III.B.2-4). Options for the three sites are now being developed, and will be reviewed with on- and off-campus groups in a similar manner as the initial meetings. A new survey, asking similar questions of students, was circulated in March and April of 2016 (III.B.2-5). The purpose of this survey was to determine if recently finished projects affected student life. The FMP was completed in fall 2016.

## Facilities Renovations

Numerous renovations have occurred as part of the 2004 Measure C bond. For example, in 2015-2016 the College's Learning Resources Center at the Kentfield Campus was renovated to move Student Accessibility Services from multiple rooms on the second floor to a single suite on the ground floor. This change improved disabled students' access and allows for expanded services for the more than 500 students who rely on this department.

Cashiering Services was moved to a prominent location in the Student Services Center at the Kentfield Campus and made more visible by creating an open floor plan with spacious service windows. Students can easily identify the space and the layout streamlines the cashiering process to help reduce queues during peak times. All work stations and counters meet ADA requirements providing accessibility for both students and staff.

At the nearly 90-year old Fusselman Hall, large single glazed non-tempered windows were replaced with dual pane, tempered units that are less vulnerable to breakage, rendering the windows safer and more energy efficient. During this work and subsequent repainting and re-carpeting, asbestos containing materials were removed from the building making it safer for Facilities Planning, Maintenance and Operations (M&O) Department staff to service. Finally, the boiler and controls were replaced in the summer of 2016 providing more reliable temperature adjustment for student and staff comfort.

The performing arts lighting project replaced the antiquated theater lighting control system at the James Dunn Theatre. It includes the removal and replacement of electrical and lighting control panels, electronics, data network, dimmers, circuit wiring devices, and other related infrastructure to support the new theatre lighting system.

## Equipment Replacement

Requests for new or replacement instructional equipment go through the formal program review process. Departments make requests using the mini program review online template. Their requests are sent to the Instructional Equipment Committee (IEC) which ranks the requests based on justifications made regarding the *Educational Master Plan 2009-2019* goals of improving student access, success and outcomes achievement (III.B.2-6). IEC sends ranked recommendations to the Planning and Resource Allocation Committee (PRAC) (III.B.2-7), which combines them with other program review requests in a memo (III.B.2-8) to the superintendent/president who makes the final determination regarding funding.

New technology, as well as upgrades, have been substantial and are ongoing. For example, with the completion of the last Measure C bond project, the Academic Center, all classrooms are now equipped with a computer and projector. Many classrooms also have document cameras. The distance education course management system (CMS) moved from Blackboard to Moodle in 2011 and plans to move to the California Community Colleges Chancellor's Office Online Education Initiative platform, Canvas, by fall 2017. In fall 2013 a computer leasing program was adopted to assure faculty and staff computers remain up-to-date and capable of supporting software and security. By spring 2014, all employee computers were replaced with new computers on a four-year lease. The cost was divided evenly over four years, (spring 2018), when they will be replaced by new computers (III.B.2-9 and III.B.2-10).

## Maintenance

In addition to Information Technology, Instructional Media Services (IMS) and M&O are departments that are responsible for maintaining physical resources at COM. IMS maintains all of the audio/visual equipment and services to classes at the two campuses and provides technology training for classroom support of faculty and students and for other College-related activities.

M&O delivers preventive maintenance and routine or emergency repairs to structures, utilities, mechanical and electrical systems, and vehicles. To improve the maintenance request process, and thereby, maintenance, the handwritten, triplicate work order process has been replaced with an electronic application called SchoolDude (III.B.2-11) that offers simplified submission of requests, target completion dates, and automates preventive maintenance assignments for all equipment, such as weekly eyewash station inspections and annual HVAC equipment filter replacements (III.B.2-12). Assignments and workloads can be monitored individually and holistically as the program generates reports that prioritize tasks and can suggest unreasonable workloads, whereby management may opt to supplement the workforce with outside contractors to help keep equipment functioning and staff working at a reasonable pace (III.B.2-13). Refer to Standard III.B.1 for information about specific facilities maintenance projects.

## New Features and Upgrades

In alignment with COM's mission of social and environmental responsibility, the College has embarked on several energy efficiency projects to create a smaller carbon footprint while reducing liabilities for budgetary purposes. These projects include a partnership with Tesla to lower peak demand billing costs through stationary energy storage systems at both campuses. Boilers and HVAC units that were over 30 years old were replaced with more energy efficient systems. Adding pool covers to both pools reduced the amount of natural gas used to heat pool water. Lastly, installing a carport solar system at the Kentfield Campus helped reduce the demand on power usage for the Physical Education Center.

In addition, the College is implementing a nine-step process to become a certified zero-waste facility through U.S. Zero Waste Business Council (USZWBC) (III.B.2-14). Zero waste involves systematically avoiding and eliminating the volume and toxicity of waste and materials, and conserving and recovering all resources rather than burning or burying them. COM has completed the first four steps and is working through the next five.

### ANALYSIS AND EVALUATION

The College meets the Standard. The completion of COM's Measure C bond has resulted in major upgrades and replacements of its facilities and instructional equipment. Marin County voters' authorization, in 2016, of a second bond will allow remaining work at both campuses to be completed. A new facilities master plan is based on extensive facilities assessment and a wide range of input from internal and external constituencies. Facilities and instructional equipment prioritization align with COM's mission and programs and services as well as upgrades and changes that reflect its commitment to social and environmental responsibility.

### EVIDENCE LIST

| | |
|---|---|
| III.B.2-1 | Facilities Modernization: Facilities Projects Overviews Web page |
| III.B.2-2 | See I.C.13-7, Voluntary Compliance Plan, July 16, 2015 |
| III.B.2-3 | Facility Condition Assessment Report, July 9, 2014 |
| III.B.2-4 | Road to a Successful Facilities Plan presentation |
| III.B.2-5 | Student Survey Results, 2014-15 and 2015-16 |
| III.B.2-6 | Instructional Equipment Ranked List of Requests 2015 |
| III.B.2-7 | IEC Recommendations Memo, May 12, 2015 |
| III.B.2-8 | PRAC Memo, Final Recommendations for Allocations from 2014-2015 Program Reviews, May 21, 2015 |
| III.B.2-9 | PRAC Memo, Final Recommendations for Allocations for 2012-2013 Program Reviews, May 22, 2013, pp. 3-4 |
| III.B.2-10 | Technology Plan 2013-2017, Computer, Server & Infrastructure Improvements, pp. 3-4 |
| III.B.2-11 | SchoolDude Maintenance Request Interface |
| III.B.2-12 | SchoolDude Work Order samples |
| III.B.2-13 | SchoolDude Work Order Summary, May 31, 2014-April 15, 2015 |
| III.B.2-14 | BeCOMe Zero!! Presentation |

*Standard III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

### EVIDENCE OF MEETING THE STANDARD

The College plans and evaluates its facilities, physical resources, and equipment on a regular basis through facilities master plan updates, annual five-year capital outlay plan updates, annual five-year scheduled maintenance and repair plan updates, and annual program reviews.

In 2014, Gilbane Building Company performed a comprehensive facilities evaluation and condition assessment including verification of mechanical units including HVAC data/building management systems, implementation of the electronic work order module and scanned existing District drawings (III.B.3-1). In addition, they completed an educational asset inventory on both campuses (III.B.3-2). This review documented current facility needs and scheduled maintenance for the next ten years on the newer buildings.

To prepare for developing a new facilities master plan, consultants administered student, staff, and community surveys and held meetings with each of 13 internal groups from 2015 to 2016 for a total of over 30 meetings. They also held 15 focus groups with external stakeholders. In addition, they studied utilization of existing facilities as well as environmental factors such as earthquake and flooding factors (III.B.3-3).

### Ongoing Facilities Plan

The College Facilities Planning Committee (FPC) (III.B.3-4) updates the facilities plan (FP) on an annual basis. Most recently, the capital project plan (III.B.3-5) was revisited and the committee concluded that for forecasted projects over $1,000,000 the priorities are still valid.

### Five-Year Capital Outlay Plan

Each year the college submits a five-year capital outlay plan to the California Community Colleges Chancellor's Office (CCCCO) in accordance with their prescribed format. Progress on Measure C bond projects is reflected and timelines are presented for any new projects. The space inventory is also updated to reflect any reductions or additions in square footage. All submitted five-year plans have been approved.

### Scheduled Maintenance Five Year Plan 2015-2016 through 2019-2020

The five-year scheduled maintenance plan (III.B.3-6 and III.B.3-7) reflects current knowledge of the District's facilities' needs. The CCCCO, however, allows districts considerable freedom to redirect money to respond to changing conditions. Projects for 2015-2016 through 2019-2020 reflect areas that are in sufficient need of repair or replacement. The District's scheduled maintenance plan is oriented heavily towards basic repairs, such as roofs, ADA compliance, life/safety and energy efficiency, and will be changed as the District identifies facility needs through the educational master plan and subsequently, the facilities master plan and Measure C Modernization program. The draft plan was submitted to the CCCCP on January 8, 2015, and was finalized upon approval. The five-year scheduled maintenance plan was provided to the Board of Trustees on January 20, 2015, for approval (III.B.3-8).

## Annual Program Reviews

Instructional and student services programs and administrative units complete cyclical full program reviews that include input on facilities issues and needs. The Facilities Planning Committee reads these reports and develops action plans to take care of those issues that can be readily resolved and makes recommendations for inclusion in updated facilities plans where appropriate (III.B.3-9).

Instructional equipment is requested through the annual mini program review process and vetted by the Instructional Equipment Committee which makes recommendations to the Planning and Resource Allocation Committee (PRAC) (III.B.3-10). PRAC sends final recommendations on to the superintendent/president (III.B.3-11).

## ANALYSIS AND EVALUATION

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

## EVIDENCE LIST

| | |
|---|---|
| III.B.3-1 | See III.B.2-3, Facility Condition Assessment Report, July 9, 2014 |
| III.B.3-2 | Asset Inventory Web page |
| III.B.3-3 | See III.B.2-4, Road to a Successful Facilities Plan presentation |
| III.B.3-4 | Facilities Planning Committee Web page |
| III.B.3-5 | *Facilities Plan 2012*, p. 40 |
| III.B.3-6 | 5-Year Scheduled Maintenance and Special Repairs Program (SMSR) Plan for 2015-16 through 2019-20 |
| III.B.3-7 | California Community Colleges Chancellor's Office Instructional Support 5 Year Plan |
| III.B.3-8 | Board Meeting Agenda Item H.5, January 20, 2015 |
| III.B.3-9 | Program Review Follow-up Tracking Sheet, 2015 |
| III.B.3-10 | See III.B.2-7, IEC Recommendations Memo, May 12, 2015 |
| III.B.3-11 | See III.B.2-8, PRAC Memo, Final Recommendations for Allocations from 2014-2015 Program Reviews, May 21, 2015 |

*Standard III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

**EVIDENCE OF MEETING THE STANDARD**

In spring 2014 College of Marin (COM) completed a facilities condition assessment (III.B.4-1) to allow the College to align its new bond program and facilities master plan requests with the planning of facilities. The bond program was approved at the February 2016 Board of Trustees meeting. The Measure B Bond was approved by voters by 64 percent in the June 7, 2016, primary election and the new facilities master plan was approved in fall 2016 (III.B.4-2). To integrate total cost of ownership (TCO) into the evaluation of facilities, the College utilizes the Facilities Planning Committee (FPC) (III.B.4-3), which incorporates program reviews, integrated planning, and TCO as part of its evaluation methodology.

In fall 2016 the FPC started reviewing all new buildings and renovations to ensure that the College is allocating resources in compliance with its Integrated Planning Model and educational master plan. Invitations are sent to all constituent groups to participate on the teams that select the design and construction firms responsible for projects on campus. This is to ensure that the College is aligning projects with the program reviews, but also that members are integrated into the planning process from inception of a project to its completion.

The program review process allows the FPC to evaluate individual program needs in conjunction with data generated from the District's management information system such as program and student data from Banner and the College's Fact Book. The FPC charge allows for an integrated approach in the reviewing of pertinent data related to any facilities project on the College campus. Also, this integration allows for a life cycle approach to identifying data associated with a building. As documented in the figure below, this cycle begins with planning a new building and ends with its decommissioning.

In developing TCO, COM reviewed what should be included in this analysis and constructed a model that would be used year after year. In doing so, the College researched the ways that costs are reviewed within different organizations. The Whole Building Design Guide (WBDG), a program of the National Institute of Building Sciences, has many useful tools to help in developing models by which to build life cycle costs and capture data needed to report TCO. WBDG describes costs of a facility to include initial costs—purchase, acquisition, construction costs; fuel costs; operation, maintenance, and repair costs; replacement costs; residual values—resale or salvage values or disposal costs; finance charges—loan interest payments; and non-monetary benefits or costs.

While each of these categories is defined in more detail, they ultimately reach an equation that can be utilized in factoring the TCO. The equation is an industry standard set by the National Institute of Building Sciences and the College adopted this equation to calculate the TCO. However, the College added a few variables to the equation as follows:

$$TCO = REPL - RES + E = W + OM\&R + O + P$$
TCO = total cost of ownership

- REPL = Present value of capital replacement costs
- RES = Present value (resale value, salvage value)
- E = Present value of energy costs
- W = present value of water costs
- OM&R = Present value of operating, maintenance, and repair costs
- O = Present value of other known costs (contracts for services)
- P = Payroll costs of maintenance and custodial personnel

Using this equation, the College determines the cost effectiveness of a facility in making recommendations on the planning and life cycle of the services/programs within any given building. With this kind of information, COM is making data-driven decisions that make campus planning more efficient. The FPC will conduct the analysis on an annual basis so that each building will be assessed using the above formula on its present values. While this number will change with the cost of many of the services the College procures, it will allow trend analyses that can be used in planning for future resources.

## ANALYSIS AND EVALUATION

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

## EVIDENCE LIST

| III.B.4-1 | See III.B.2-3, Facility Condition Assessment Report, July 9, 2014 |
| III.B.4-2 | Board Meeting Agenda Item G.2, October 18, 2016 |
| III.B.4-3 | See III.B.3-4, Facilities Planning Committee Web page |

# III.C. Technology Resources

*Standard III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

## EVIDENCE OF MEETING THE STANDARD

College of Marin (COM) has made substantial upgrades to its technology resources to improve institutional operations, upgrade services to students, and provide faculty with tools to effectively deliver instructional content in both face-to-face and distance education courses. Technology needs are identified through the *Technology Plan 2012-2017* (III.C.1-1), other technology planning processes, program reviews, and through internal inspections and evaluations provided by outside consultants.

### Technology Services and Professional Support

The Information Technology (IT) Department coordinates the delivery of professional services to various departments and deploys technologies that benefit the entire College community. IT has improved its technical support and is working to address technical issues through remote assistance. Tools such as Track-It! and Microsoft System Center Configuration Manager (SCCM) are used to manage this work.

COM has hired many contractors to configure Banner modules (Financial Aid) and digital document archiving (LaserFiche®). Additional resources were focused on improving workflow in Financial Aid and Enrollment Services. Other engagements involved network security evaluation and redesign.

### Hardware

The College has replaced all obsolete computers and provided the financial backing for the computer replacement program, per its *Technology Plan 2012-2017*. The College chose a lease program, which allowed it to budget the cost of replacing 550 outdated staff computers. While all computers were installed immediately, the cost was divided over a four-year span at which time these computers can be exchanged for updated models. Computer labs are updated in batches, through large purchases using IT budgets and other funds. IT continuously replaces outdated desktops and is purchasing additional storage for the College's datacenter. Audio-visual equipment to support digital signage and teleconferencing has been purchased. The College has increased wireless density in public areas and plans to expand the wireless range.

The IT Department addresses issues related to IT security, privacy, disaster recovery, and network reliability. The Measure C bond provided funding for purchasing a data backup storage array for COM's virtual server environment at the Indian Valley Campus (IVC) since its datacenter is located at the Kentfield Campus. IVC serves as a backup and warm site, but is far from a disaster recovery site. There is still a need to explore business continuity planning through cloud-based hosting of critical applications such as the enterprise resource planning (ERP) system. As an example, the College recently migrated its entire email system to the Microsoft Office 365 cloud. That strategy offers the benefit of 5-nines reliability (99.999 percent up time) and releases the College from the responsibility of on-premise disaster recovery, as it relates to the email system.

In September 2014, the College engaged a network security consultant to provide an assessment of its network. The resulting report

indicated various issues and design flaws (III.C.1-2). After an exhaustive planning process, the issues and design flaws were remedied during the 2015 winter break. Increased funding was necessary to upgrade core switches and firewall devices.

IT has also worked to unify users' identity and improve password policy. With the rollout of a new MyCOM Portal in January 2016, The College adopted the industry standard password complexity with the ability for users to reset their own password from the MyCOM Portal.

COM has continued improvement on its network locations (IDF, MDF, MPOE) and datacenter locations. Critical network and electrical equipment have appropriate service contracts. The IT Department has relocated to the Kentfield Campus with a new datacenter which allows for timely service delivery.

### Software and Subscriptions

The District consolidated most software acquisitions and procurements into yearly subscription packages. Microsoft, Adobe, and Autodesk packages are now readily available to COM users. Further, the IT Department is actively pursuing the cloud-first/mobile-first requirement for all new software acquisitions. This permits IT analysts to shift focus from keeping the tools running to delivering effective services.

Numerous software packages have been adopted for a variety of purposes. These include Microsoft Office 365, with its cloud-based applications available to all COM employees and students to improve communication and collaboration. Adopting CloudPath for mobile device onboarding improves wireless users' experience with Bring Your Own Device (BYOD). The NeoGov Insight module facilitates managing and tracking the entire hiring process, while Medicat supports student wellness and protects their health information in accordance with Health Insurance Portability and Accountability

Act (HIPAA) rules. COM CARE was created using Advocate from Symplicity.com, and facilitates the tracking and management of staff concerns about students as well as the ensuing interventions.

In 2011, the College migrated from Blackboard to Moodle for its course management system. Moodle is currently used for all online courses as well as for face-to-face courses as a means to communicate with students and provide additional support. By fall 2017, COM will move to Canvas which has been adopted by the California Community Colleges Chancellor's Office Online Education Initiative (OEI). In addition, the College subscribes to Turnitin, which allows teachers to teach about and check for plagiarism. Moodle and Turnitin have been widely used by faculty across disciplines for both distance education and face-to-face courses.

Another new technology project, expected to be implemented in spring 2017, is the cloud-based curriculum management system CurricUNET Meta. It interfaces with the Chancellor's Office Curriculum Inventory for management information system (MIS) purposes, improves the efficiency of curriculum workflow processes, and allows for better access to the course outline inventory by the College community and general public. Currently, customized curriculum databases developed by the IT Department are used.

In summer 2016, the College launched phase I of its new website using the Drupal content management system with a responsive design framework. This means that the website will be more easily navigated from tablets and smartphones. The overall design is cleaner and more user-friendly and allows for quick updates and stronger branding of the institution. The new website has additionally been designed to improve student access to information regarding matriculation, registration, financial aid eligibility, and

available programs and services. Phase II of the website redesign is underway.

In January 2016 the District completed the move to a new MyCOM Portal for faculty, staff, and student use. The new site portal is designed to respond appropriately to mobile device screen sizes, thereby permitting a seamless experience for smartphone and tablet users. Students and staff have access to Office 365 including email and various other applications. There is also a page with information and links to major student and academic services. Students register for classes, access DegreeWorks, order parking permits, find their grades, order official transcripts, and make payments, among other things through this portal.

To improve operational tools for more effective management, meet new academic regulations and improve services to students, the IT Department often customizes and adopts new applications. For example, Schedule Builder is an in-house course scheduling and assignment tool that fosters more effective management of course offerings (III.C.1-3). An in-house budget projection tool permits multi-year budget assumptions that assist the College in managing its finances. Online Petition Request Forms allow students to manage this task without needing to come to campus or call as do prerequisite and co-requisite requests, tutoring requests, and counseling requests, all forms which are available to registered students via the MyCOM Portal.

COM is a member of the Education Advisory Board (EAB) Student Success Collaborative, a collection of community colleges, including six in California, committed to redesigning registration and decision-making processes to increase student goal attainment. In alignment with its mission of student success and innovation, COM is serving as a pilot site, helping EAB to develop its new Navigate technology platform. The pilot occurred with fall 2016 registration and is expected to be

fully implemented for fall 2017. COM's participation in this project is rooted in an analysis and redesign of College systems and processes leading to Navigate's inclusion of a personalized onboarding path, smart program matcher, customized degree plans, best-fit student schedule, and term-to-term nudging and registration to prompt students to complete each step in the enrollment process. EAB will provide ongoing training, utilization, technical support, best practice sharing, access to summary data drawn from Navigate, and member networking. In addition, at the request of the College's Planning, Research, and Institutional Effectiveness (PRIE) Office, EAB will provide individual level data that can be used to enhance the College's research on student achievement (III.C.1-4).

The COM Library has made major technological advances over the last six years supporting teaching and learning. IT supports the library with regard to its computing needs (printing, maintenance, and upgrades) as well as those in the Information Literacy smart classroom.

Database resources and search capabilities were expanded after the College joined MARINet in summer 2014. MARINet is a consortium of all the Marin County public libraries plus Dominican University. Directly from the College's Library website and also within the MyCOM Portal, students are able to search for circulating, reference, and reserve books at the COM Library as well as books, e-books, DVDs, and CDs throughout MARINet. In addition, SuperSearch was added to provide an easy but powerful method of accessing the library's resources including over thirty databases, through a single search. Librarians have developed numerous discipline-specific and/or class-specific LibGuides, which are online research guides, available on the Library website to all students, including online students (III.C.1-5).

Since 2012, the student support services areas developed online tools for students and counselors. DegreeWorks was implemented so that students and counselors could more easily create education plans that were saved online rather than just on paper. Using Comevo, counselors created a new online orientation with modules that could be reviewed by students as needed (III.C.1-6). Comevo is a Web-based software platform that is customizable, supports video and audio files, and interfaces with the student information system when a student has successfully completed the module(s). It operates through a cloud-based software as a service model (SaaS) which means that the College's software is hosted, maintained, and supported by Comevo, reducing the time and resources of campus servers and IT staff.

The dean of enrollment services utilizes Constant Contact, which generates emails and texts to remind students about deadlines or other announcements. In 2014, the student petitions process was digitized, making it smoother and user-friendly.

### Facilities

With the completion of the final building of the College's Measure C bond, all classrooms are equipped with computers, projectors, and screens. Some also have document cameras. Physical and life and earth sciences labs and nursing labs in the new Science, Math and Nursing Building have all new instructional equipment as do the career technical education lab and classroom spaces at the Indian Valley Campus for dental assisting, medical assisting, multimedia, automotive technology, auto collision repair technology, and court reporting. The Child Development Center now has a new facility in Kentfield with a child observation room and state-of-the-art facilities for children.

**ANALYSIS AND EVALUATION**

The College meets the Standard. The College's technology services, professional support, facilities, hardware, and software are appropriate and adequate to support its management and operational functions, academic programs, teaching and learning, and support services. All outdated faculty and staff computers have been replaced with provisions for cyclical upgrades in the budget. Wi-Fi capabilities have been enhanced across both campuses. IT provides support for all programs and services on both campuses. The College has upgraded to a new content management system for its website, a new curriculum management system, a new integrated portal for students, faculty, and staff that allows services and tasks to be performed electronically and is moving towards adoption of a new course management system for its online classes. Network viability and user identity security protocols have been strengthened. Classrooms have been equipped with computing technology and lab equipment has been upgraded. Library resources have been enhanced and expanded to utilize Marin County and other libraries giving faculty, staff, and students a wider range of material from which to draw. In addition, customized applications facilitate sound financial management and operations for the College. The new website will foster a strong, consistent brand for the College. Further, COM is participating in developing an innovative platform intended to improve students' experience and success at the College and collecting new data produced by this platform that will allow more in-depth research to gauge effectiveness.

## EVIDENCE LIST

| | |
|---|---|
| III.C.1-1 | *Technology Plan 2012-2017* |
| III.C.1-2 | Dataway Infrastructure Review, April 29, 2015 and Dataway Statement of Work, August 29, 2014 *Available to the visiting team on flash drive.* |
| III.C.1-3 | Schedule Builder example |
| III.C.1-4 | Letter of Agreement with EAB, March 30, 2015 |
| III.C.1-5 | See II.B.1-3, Library LibGuides Web page |
| III.C.1-6 | Student Success Orientation sample page |

*Standard III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

## EVIDENCE OF MEETING THE STANDARD

### Technology Planning

Technology needs are identified in several ways: surveys and focus groups, annual program reviews, specific user group feedback, information technology committee discussions, comparison to industry standards, and assessments by the Information Technology (IT) Department director and consultants. During the process of creating the *Technology Plan 2012-2017*, the College surveyed students, faculty, and staff and held numerous focus group sessions with end users. The surveys assessed needs and gathered input on how effectively the technology at that time was meeting the needs of the College, and its staff and students. This information provided the basis for the technology plan, which was developed by the Technology Planning Committee (TPC) in collaboration with an outside consultant. The plan went through participatory governance for input and approval and was ultimately approved by the Board of Trustees in 2012 (III.C.2-1).

This planning process identified a number of areas in which technology was not effectively meeting the needs of the College community. The plan included 33 initiatives to address

issues with the College's infrastructure, instructional technology, and computer replacement strategies. The IT Department and managers worked together to identify strategies to fulfill the initiatives. Most of these strategies were shared with participatory governance committees and senates or with representatives of the various constituent groups for input. As of now, most of these initiatives have been prioritized, implemented, and re-evaluated (III.C.2-2).

As a result of this progress, in spring 2016, TPC administered new surveys to students, faculty, and staff to assess the effectiveness of currently available technology and the changes implemented over the last three years (III.C.2-3 and III.C.2-4). The majority of staff and faculty respondents rated most employee-related online services and the quality of technology as excellent or satisfactory, where applicable. Similarly, the majority of students rated online student-related services as excellent or satisfactory. All survey response groups' ratings indicate some dissatisfaction with Wi-Fi access. Staff and faculty responses additionally indicate an employee interest in enhanced training for online services and other technologies, as well as improved quality in printing technology. The committee created a

status update on the 2012-2017 plan's initiatives (III.C.2-5) and decided to develop an updated three-year plan, which is in progress.

As part of the College's annual resource allocation process, academic departments can submit mini program reviews to request instructional equipment or software. Instructional hardware requests were folded into the general instructional equipment request form. These requests go to the Instructional Equipment Committee (IEC) for vetting and ranking, and their recommendations are forwarded to the Planning Resource and Allocation Committee (PRAC) (III.C.2-6 and III.C.2-7). In years when there were numerous software requests, they were vetted by a Software Advisory Group. PRAC makes the final recommendations to the superintendent/president for funding (III.C.2-8). Disciplines report back the following year on the status of funded requests and how they have impacted their instructional programs.

In addition, the Information Technology (IT) department operationally plans and designs technology infrastructure adoption. These activities often involve College stakeholders and sometimes include outside experts. The department follows the industry standard project management practices.

### Examples of Infrastructure Projects, Upgrades, and Replacements

In addition to the shared governance role in technology planning, the IT Department also assesses technology needs at the infrastructure level. As the College moved forward with the *Technology Plan 2012-2017* initiatives for upgrading equipment, it became apparent that various components of the infrastructure needed major improvements. Using these initiatives as guidelines, various operational plans were executed and substantial infrastructure changes were made, as shown below.

Technology Plan Initiative II.D.1 called for the server infrastructure to be entirely replaced by 2012. The College allocated appropriate funding for the server virtualization project. An HP 3PAR storage and Microsoft Hyper-V environment was provisioned. The system has been in use for the last four years and has greatly improved efficiency and performance. The environment has been upgraded twice with new software and increasing capacity.

Technology Plan Initiative II.D.3 called for upgrading network cables and equipment through 2017. Progressively, sections of the District's older FDDI fiber and corrosive copper cables are being replaced. In fiscal year 2014-2015, the District significantly increased the budget supporting further network upgrade and expansion. In addition, the technology fund in the Measure C bond partially supported the upgrade and expansion of the physical data/voice network. New single-mode and multi-mode fiber optic and copper cables were installed on both campuses. The College engaged various contractors and partners to entirely redesign the network and build a redundancy uplink path for both data and voice. Newer firewall and core switch devices were installed to support the newly proposed network design. These projects will continue through fiscal year 2016-2017. The IT Department is currently working to provide wiring support for outdoor wireless access points.

Technology Plan Initiative II.D.4 and I.D.4 called for replacing obsolete telephone and voicemail servers. The IT Department took the recommendations further and reviewed the entire environment in light of current technologies and concluded that a complete overhaul is necessary to deliver today's unified communication. Plans for a new voicemail and telephone system were designed and implemented. The system was integrated and resilient to failure. Beyond these systems, the IT Department worked with the phone carrier

to implement new dialing plans with SIP trunks and new Direct Inward Dialing (DID) pools.

Technology Plan Initiative II.D.5 called for replacing the College's teleconferencing units. The IT Department reviewed the most adopted tools in the higher education environment. Based on this, Zoom video conferencing and Web conferencing service was adopted for use in small and mid-size conference rooms. There is a plan to review a solution for the College's large conference rooms.

The College has planned for sustaining its computing resources through a lease agreement with HP for approximately 550 PC's. The lease agreement has a term of four years, with PC's on warranty during that time period. At the end of four years, HP will replace the PC's and enter into a new lease agreement with the College. Funding for this initiative is budgeted over a four-year cycle from the general fund. These computers were installed by January 2014.

For efficient management of instructional software, the College has several volume license agreements and has consolidated most software acquisitions and procurements into yearly subscription packages. Microsoft, Adobe, and Autodesk packages are now readily available for users and are regularly updated remotely.

The IT Department has tagged all equipment over $300 in value to facilitate life-cycle tracking and replacement costs of this capital equipment as part of the overall total cost of ownership calculations. The department purchased and configured the Asset Management and Barcode modules of our BMC Track-IT system.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM has planning, resource allocation and evaluation processes in place for maintaining and improving its technology. Much has been done over the last six years to ensure that the quality and capacity of the College's technological infrastructure are adequate to support its mission, operations, programs, and services. The IT Department has progressively addressed key infrastructure issues, which for the most part are invisible to users but critical for the adoption and deployment of current and future service groups. In 2015, the Technology Planning Committee reviewed the status of all initiatives from the *Technology Plan 2012-2017* and determined that most have been completed. Consequently, and in light of the quick pace of changing technology, a final status report of the current plan was created and development of a new three-year technology plan begun.

## EVIDENCE LIST

| | |
|---|---|
| III.C.2-1 | See III.C.1-1, *Technology Plan 2012-2017* |
| III.C.2-2 | See I.B.3-20, Tracking System for Evidence for *Strategic Plan 2012-2015* Web page, Objective 9 |
| III.C.2-3 | Employee Technology Survey results, 2016 |
| III.C.2-4 | Student Technology Survey results, 2016 |
| III.C.2-5 | *Technology Plan 2012-2017* Initiatives Status Report, spring 2016 |
| III.C.2-6 | See III.B.2-6, Instructional Equipment Ranked List of Requests 2015 |
| III.C.2-7 | See III.B.2-7, IEC Recommendations Memo, May 12, 2015 |
| III.C.2-8 | See III.B.2-8, PRAC Memo, Final Recommendations for Allocations from 2014-2015 Program Reviews, May 21, 2015 |

*Standard III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) has two primary sites: the Kentfield Campus (KTD) and the Indian Valley Campus (IVC). Its centralized datacenter is located at KTD but it offers the same level of access, safety, and security for both sites through seamless network integration. All critical applications are centralized but distributed.

**Reliable Access**

Findings from a recent network security assessment (III.C.3-1) resulted in the Information Technology (IT) Department implementing an identity management program in order to match each user with a unique identity account. This change makes system access more secure and reliable by more accurately managing new employee setup and student registration in that disabling one account effectively locks the user out of most of the College's critical systems. IT is working to link all systems so that users only need one login. In addition, the network security assessment revealed vulnerabilities. The College immediately classified the need as a priority and allocated additional funding to redesign and securely re-segment the network. The project effectively mitigated the risk of hacking and permitted the buildout of additional services. For instance, wireless services were redesigned considering the variety of user groups such as students, staff, guests and District-owned devices. Further, the District adopted a mobile device management (MDM) tool which manages the onboarding of users' personal devices to the College's network. The tool offers a smooth Bring Your Own Device (BYOD) experience while maintaining network security. Again, authentication and permission is centralized and managed through previously designed single sign-on (SSO) technology.

Access permissions to IT core equipment and datacenters were also reviewed in the network security assessment. Physical access was limited to only network and server technicians. Network permission is controlled with Active Directory (AD) permission levels based on the Principle of Least Privilege (PoLP) and the Need-To-Know security fundamental principles. The access levels of IT technicians are routinely reviewed and adjusted.

Also to assure reliable access of core applications, the College opted to make most services available on the Web, sometimes leveraging cloud-based applications. For instance, a new mobile-friendly student portal, a new self-password reset module, online parking permit purchase, and many faculty applications are all available on the MyCOM Portal (III.C.3-2). Email communication for both staff and students was migrated to the Microsoft Office 365 cloud, offering higher reliability and removing IT from the responsibility for backup and disaster recovery.

With the need to provide reliable access to the College's information resources and respond to increased mobile device usage, a new responsive-design website was created. It adapts to all screen sizes thereby offering more user-friendly navigation to mobile device users, which are primarily students. The content management system (CMS) platform permits easier content editing. It secures sensitive information through unified authentication (LDAP). It also uses cascading style sheets (CSS) to enforce the College branding and its look and feel.

## Safety and Security

The Tesla energy storage system project provides a backup power supply for both campuses for four hours in case of a major blackout or can be extended to 24 hours for core services only.

U-Key technology locking system was introduced in 2015 (III.C.3-3) and installed for all buildings except the Science, Math, Nursing Building which is currently using the Delta Building System setup to control the outside locks. The U-Key system uses an encrypted proprietary Wi-Fi signal for exchanging information among the routers, locks, and U-Keys. Incase of power failure, the locks will continue to operate as designed because of their internal batteries. All locks have a lockdown feature for security should life-threatening situations occur.

Security cameras are currently located in high-security areas such as the cashier's office, the Maintenance and Operations yard, Student Accessibility Services and the Assessment and Testing Center. In addition, cameras are located in the Academic Center because it has direct street access.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM assures its technology resources at both campuses provide reliable access and enhance safety and security. Redesigning the COM website and MyCOM Portal for adaptability to all screen sizes for the many devices that students and staff use increases access to the College website, portal, email, and course management tools. The infrastructure has been upgraded to better manage who has access to College networks. Authentication and permissions are centralized and managed through a single sign-on procedure. Networks have been upgraded to mitigate the risk of hacking and failure. The College now uses a mobile device management tool that allows faculty and staff to use their own devices without compromising network security. Access to key data and equipment areas has been tightened. Most core applications and services are now cloud based to provide better backup and disaster recovery options. The Tesla energy storage system installation provides a backup power supply for both campuses for four hours in case of a major blackout or can be extended to 24 hours for core services only. In addition, U-Keys with emergency lockdown capabilities as well as the installation of security cameras in high-security areas contribute to safety at both campuses.

## EVIDENCE LIST

| | |
|---|---|
| III.C.3-1 | See I.B.7-18, Network Security Assessment<br>*Confidential and will be made available to the visiting team on site upon request.* |
| III.C.3-2 | MyCOM Portal tutorial |
| III.C.3-3 | See III.B.1-24, District Wide Electronic Hardware/Software Installation Bid Proposal, pp. 67-83 |

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*Standard III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

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**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) offers a variety of technology training options and support for faculty, staff, students, and administrators targeted toward their particular needs. Some of this training and support is face-to-face in group settings or one-to-one. Some are in the form of train the trainer. Much of the training and support is through online resources individuals can use on their own and at the time it is needed.

**Technical Training and Support for All Faculty and Staff**

The Professional Development Committee (PDC) is a governance committee whose charge is to plan and monitor professional development activities for all College employees. The PDC annually assesses professional development needs, makes recommendations for activities, and evaluates the effectiveness of the professional development program. The committee has a three-year professional development plan that was most recently updated in fall 2016. A faculty professional development facilitator receives release time to coordinate a week of training opportunities that precedes the opening of each semester, known as Flex week, as well as additional opportunities throughout the year (III.C.4-1 and III.C.4-2). A one-day set of training specifically for classified staff began in fall 2016.

Some of these trainings are focused on technology and technology systems use. For example, when the College migrated to Microsoft Office 365 in summer and fall 2015, Flex week workshops were offered each semester to train employees on the new and expanded functionality of this application.

COM's instructional technologist updated how-to information on the new portal email system (III.C.4-3), sent it out via email, and posted the information in the online *Faculty Handbook*.

Most employees at COM can access basic aggregated student and course information using the office of Planning, Research, and Institutional Effectiveness (PRIE) Data Dashboard. They are required to do so when undertaking program review. Consequently, PRIE provides training for groups, such as deans and directors, and for all employees during Flex week, as well as in individual sessions to accommodate just-in-time needs.

The College provides a number of online training tools for its users. The Microsoft Online Learning Program was adopted in September 2014 and the Skillsoft Desktop courses in August 2015. Free Lynda.com courses are also available through our users' library subscriptions.

**Technical Training and Support for Faculty**

COM provides technical support for all faculty as well as specialized support for particular disciplines, responsibilities, and teaching modalities. In fact, developing, implementing, and evaluating instructional technology training was an objective in the *Strategic Plan 2012-2015* and all of the intended activities were implemented. This included the use of Moodle and smart classrooms (III.C.4-4).

Through the modernization and construction of new College facilities, all classrooms are now equipped with computers and projectors, and in many cases, document cameras. Media Services provides training on how to use this new equipment on a one-to-one basis as requested throughout the year and has offered

training during Flex week. Instructions also are provided in each classroom.

To support both faculty and students in distance education (DE) courses, professional development in instructional technology over the last four years has included creating and posting DE faculty and student FAQs on the DE Web page. An early version of a student self-assessment survey for online learning was researched and implemented. It has since been replaced by a self-assessment tool developed through the California Community Colleges Chancellor's Office Online Education Initiative (OEI). Also, a faculty course self-evaluation rubric was made available to faculty. As of 2016, that rubric was replaced by the OEI course evaluation rubric and faculty attended an OEI training on its use.

The College adopted Moodle as its course management system (CMS) in 2011. Moodle is used both for distance education courses and as a communication platform for face-to-face classes. COM hired a full-time classified instructional technologist and gives release time to a DE faculty coordinator who, together, hold open lab sessions once a week and provide one-on-one assistance to faculty for pedagogical and technical support (III.C.4-5 and III.C.4-6). Flex activities are held each fall and spring semester in basic Moodle use, course design, Grade Book, and Turnitin, as well as training when the software is updated to a new version.

The instructional technologist, along with an assistive technologist from Student Accessibility Services (formerly DSPS), works with faculty to ensure the Americans with Disabilities Act (ADA) accessibility of course materials. ADA best practices and tips are made available to faculty to assist in preparing and managing their courses (III.C.4-7).

By fall 2017, the College will move to Canvas, which has been adopted by the OEI as the statewide common course management system.

In preparation throughout the 2016-2017 academic year, the faculty DE coordinator and the instructional technologist are offering training to faculty and students on using this new platform.

The DE faculty coordinator and instructional technologist and the Academic Senate's Distance Education Committee are completing the DE plan and it includes instructional technology training and support for faculty and students.

Ongoing training on DegreeWorks is available to counselors in addition to training on Advocate by Simplicity which is the basis for the College's COM CARE early alert system. New counselors are trained in using Banner, Laserfiche®, and SARS software. The counselors responsible for updating the online orientation have ongoing training available for Comevo. Those engaged in teaching counseling classes utilize Moodle, for which there is ongoing training as well.

At the start of the spring 2016 semester, the Office of Instructional Management (OIM) trained department chairs on using a new online scheduling tool that was created for the 2016-2017 schedule and beyond.

### Technical Support for Students

Students have access to an online orientation in the MyCOM Portal. The orientation is modular so students may return at any time to review items they might have forgotten. At the end of each module is a short quiz and then a final test at the end of all sections. In addition, students can access email hotlines to receive help related to Moodle, counseling, library research, tutoring, or writing assignments. Many services are available through the MyCOM Portal under the Services tab. These include explanations and links to the following: counseling, distance education, Library, Online Writing Center, online orientation, petitions, and Tutoring and Learning Center (III.C.4-8).

## Technical Training and Support for Classified Staff and Managers

In addition to a variety of non-technology related training, staff and managers receive training on features of the College's technology systems that support their work and interests as well as specialized training that support specific tasks. For example, Enrollment Services staff were trained on AcademicWorks, the new scholarship software that launched in June 2016, through a presentation, webinar, and hands-on training. The Transfer and Career Center staff have been trained in using Kuder Journey and SARS software.

After IT staff knowledge gaps were identified, a culture of knowledge sharing was encouraged and fostered throughout the department. Regular meetings on technical subjects are now routine. In addition to all the online courses available for the entire College, COM purchased technical courses for the IT Department and IT technicians attend seminars as well as training webinars (III.C.4-9).

The Institutional Data Team (IDT) is charged with data governance at COM, and during its discussions, a variety of technology training needs for staff emerged. Following up with a survey of staff and managers in spring 2015 (III.C.4-10), the IDT made recommendations to the president in January 2016 (III.C.4-11) on requested training needs including Microsoft Office, Data Dashboard, Moodle, Banner, and

Argos. Resources were identified to satisfy most of these needs. Further, the review and discussion led to a one-day set of trainings, including technology and other work-related training specifically for staff.

When the Board of Trustees adopted BoardDocs as a way to more efficiently manage board meetings in fall 2014, the College provided training to managers and trustees on using this new technology system.

## ANALYSIS AND EVALUATION

The College meets the Standard. COM provides instruction and support to faculty, staff, administrators, and students in the use of its available technology and technology systems targeted toward their particular tasks. Training and support are provided face-to-face in group settings and one-to-one as well as online, making it accessible at any time it is needed. The PDC annually assesses employees' training needs and makes recommendations for the coming year. Prior to the start of each semester, a full week of professional development opportunities is offered, a number of which are technology trainings. Staff training is ongoing and covers a variety of needs. Students have access to training and support online for Moodle, library research, tutoring, and writing assignments. Managers receive training on new applications as needed.

### EVIDENCE LIST

| | |
|---|---|
| III.C.4-1 | See I.B.7-15, Flex Calendar At-a-Glance, fall 2015 |
| III.C.4-2 | Flex Calendar At-a-Glance, spring 2016 |
| III.C.4-3 | Accessing MyCOM Email and Outlook |
| III.C.4-4 | *Strategic Plan 2012-2015* Progress Report, p. 1 |
| III.C.4-5 | *Strategic Plan 2012-2015* Action Step Progress 2014-2015, Objective 4, p. 2 |
| III.C.4-6 | See II.A.7-4, Distance Education Faculty Support Services Web page |
| III.C.4-7 | ADA Best Practice Reminders, Hints and Tips |
| III.C.4-8 | See II.C.3-13, MyCOM Portal, Students section screenshot |
| III.C.4-9 | Staff and Faculty Online Learning Tools memo, September 9, 2014 |
| III.C.4-10 | See III.A.14-18, Technology Training and Data Needs, PRIE report |
| III.C.4-11 | See III.A.14-19, Technology Training Recommendations memo, December 1, 2015 |

*Standard III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

**EVIDENCE OF MEETING THE STANDARD**

Board Policy (BP) 3720 Information Technology Use states that the College's information technology resources are for academic and administrative use and all who use these resources have a responsibility to "use them in an acceptable manner and to respect the rights of others." Users must also "respect software copyrights and licenses, respect the integrity of information technology-based information resources, [and] refrain from seeking to gain unauthorized access" (III.C.5-1).

Administrative Procedure (AP) 3720 Information Technology Use outlines conditions of use, legal process, copying and copyrights, and prohibits plagiarism. Users are expected to protect their user ID and password from unauthorized access and access only information for which they have received authorization. Unacceptable use of resources is clearly delineated. This procedure applies to anyone granted access to the College's information technology resources, including faculty, staff, and students (III.C.5-2).

AP 3750 Use of Copyrighted Material outlines the fair use of copyrighted materials by both employees and students. For online courses, it references the criteria laid out in the Technology, Education and Copyright Harmonization (TEACH) Act. The AP also puts the responsibility for obtaining permissions for use on the individual using the material (III.C.5-3).

BP 5500 Standards of Conduct outlines student conduct standards, including many related to use of technology (III.C.5-4).

AP 6365 Contracts—Accessibility of Information Technology mandates that contracts for the purchase, development, procurement, maintenance or use of information technology contain a provision that certifies the vendor complies with the requirements of Section 508 of the Rehabilitation Act of 1973 and its related regulations (III.C.5-5).

BP/AP 6520 Security for District Property gives the responsibility to maintain security of all electronic equipment, including password protection, virus control, and locking systems to the College's Information Technology (IT) Department (III.C.5-6 and III.C.5-7).

With the rollout of the new website, the IT Department created a Web page where guidelines, procedures, and other assistance can be easily accessed. This includes password standards policy, Bring Your Own Device (BYOD) guidelines, social media guidelines, security procedures, and email guidelines (III.C.5-8). FAQs and a help desk are also provided.

**ANALYSIS AND EVALUATION**

The College meets the Standard. Policies and procedures are in place regarding the proper use of technology in the teaching and learning processes, such as respecting copyrights and licenses, obtaining permissions for use of copyrighted material, plagiarism, Americans with Disabilities Act (ADA) compliant technology purchases, protecting login information, and the integrity of information resources and using those resources only as authorized.

**EVIDENCE LIST**

III.C.5-1    See I.C.8-11, BP 3720 Information Technology Use
III.C.5-2    See I.C.8-12, AP 3720 Information Technology Use
III.C.5-3    See I.C.8-13, AP 3750 Use of Copyrighted Material
III.C.5-4    See I.C.8-7, BP 5500 Standards of Conduct
III.C.5-5    AP 6365 Contracts – Accessibility of Information Technology
III.C.5-6    BP 6520 Security for District Property
III.C.5-7    See III.A.15-3, AP 6520 Security for District Property
III.C.5-8    Information Technology, IT Guidelines and Plans Web page

## III.D. Financial Resources

## Planning

*Standard III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) has an overall Unrestricted General Fund budget of $56.8 million for fiscal year 2016. The Unrestricted General Fund is the primary operating fund of the District. It is used to account for those transactions that sufficiently cover the full scope of operations of the District including instruction, administration, student services, maintenance and operations, and other necessary functions. Salaries and benefits represent approximately 82.1 percent of the total unrestricted budget (III.D.1-1).

The Board of Trustees is committed to maintaining fiscal resources to support, sustain, and improve student learning programs and services while ensuring the ongoing fiscal stability of the College. The College's ongoing fiscal stability is essential for effective operations that support the College's mission and is confirmed by Board Policy (BP) 6200 Budget Preparation (III.D.1-2), BP 6300 Fiscal Management (III.D.1-3), and BP 6320 Investments (III.D.1-4).

BP 6300 Fiscal Management requires that adequate internal controls exist and that fiscal objectives, procedures, and constraints are communicated to the College community and Board of Trustees. BP 6320 Investments requires the College to invest funds that are not required for the immediate needs of the College. The College's funds are invested by the Marin County Treasurer which has an AAA rating by Fitch. The Marin County Treasurer's investment policy is to ensure preservation of capital, sufficient liquidity, and a rate of return consistent with the other two objectives (III.D.1-5).

**ANALYSIS AND EVALUATION**

The College meets the Standard and ER 18. The College's financial procedures are clearly outlined in Board policies and administrative procedures and financial management at COM is transparent and follows standard accounting and internal control practices. The College plans for long-term financial stability and invests its funds at a reasonable rate of return balancing preservation of capital and liquidity. Its resources are sufficient to support and maintain student learning programs and services and are allocated for that purpose.

**EVIDENCE LIST**

| | |
|---|---|
| III.D.1-1 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016, pp. 13-15 |
| III.D.1-2 | BP 6200 Budget Preparation |
| III.D.1-3 | BP 6300 Fiscal Management |
| III.D.1-4 | BP 6320 Investments |
| III.D.1-5 | County of Marin Statement of Investment Policy FY 2015-2016 |

*Standard III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

## EVIDENCE OF MEETING THE STANDARD

### Mission and Goals

As shown in the College's Integrated Planning Model (III.D.2-1), the College's mission provides the foundation for all planning, from the educational master plan (EMP), strategic plan, and other institutional plans, to program reviews produced by departments.

The Planning and Resource Allocation Committee (PRAC) (III.D.2-2), which integrates financial planning with institutional planning, considers EMP and strategic plan goals and progress, and program review results and requests, and provides constituent input into the budgeting process. During the fall, the vice president of finance and college operations (VPFCO) trains committee members on the budgeting process including funding streams and expense categories, and updates the committee on current and projected budgets. Therefore, when institutional planning and program review and other allocation requests are considered, it is with a clear understanding of available funds.

Once program reviews are completed by department chairs or managers, division managers prepare presentations for PRAC which outline their division's part in achieving the College's mission and strategic planning objectives. These division manager presentations were added to the process in 2015-2016 to better integrate requests and provide a comprehensive picture as context for PRAC's work (III.D.2-3). In addition, other governance committee recommendations for instructional equipment, facilities planning, program development, staffing, and technology planning are forwarded to PRAC in order to prioritize funding. PRAC makes final recommendations for the tentative budget to the superintendent/president. Results of this process are posted on the program review website (III.D.2-4), and award letters are sent to discipline chairs.

### Policies and Procedures

Board Policies 6200 Budget Preparation (III.D.2-5), 6250 Budget Management (III.D.2-6) and 6300 Fiscal Management (III.D.2-7), were all developed to ensure sound financial practices and financial stability and clearly require that the annual budget support the College's educational plans. These policies are routinely implemented in practice.

### Dissemination of Financial Information

The College's tentative (III.D.2-8) and adoption budget (III.D.2-9 and III.D.2-10), financial audits (III.D.2-11), quarterly financial reports (CCFS 311-Q) (III.D.2-12) and annual financial report (CCFS 311) (III.D.2-13) are public documents filed with various organizations, as required, and are available to anyone who requests them. In addition, the current and historical aforementioned reports are posted on the College's Fiscal Services Web page (III.D.2-14). The tentative and adoption budgets, annual financial audit, and quarterly financial reports (CCFS 311-Q) are also forwarded to the Board of Trustees for action or for information as appropriate.

Budget managers and their staff have online access to budget year-to-date actuals, encumbrances, and available balance so they can manage their departmental spending. Access to financial information is based on fund/organization security and not provided to everyone at the College.

## ANALYSIS AND EVALUATION

The College meets the Standard. Financial planning at COM is based on the College's mission and institutional plan goals and is part of a formally established comprehensive process that involves administrators, faculty, staff and the Board of Trustees. Board policies require such integration and outline sound financial practices that promote financial stability. These practices are routinely followed. Fiscal planning is open and transparent. Information is disseminated via Web postings, email, and newsletters and is shared through participatory governance, especially PRAC. COM continues to streamline and improve its planning and budgeting process.

## EVIDENCE LIST

| | |
|---|---|
| III.D.2-1 | Integrated Planning Model |
| III.D.2-2 | See I.B.9-5, Planning and Resource Allocation Committee Web page |
| III.D.2-3 | See I.B.7-7, PRAC Budget Creation Presentations for FY 2016-2017, administrator presentations |
| III.D.2-4 | Program Review Allocation Results Web page |
| III.D.2-5 | See III.D.1-2, BP 6200 Budget Preparation |
| III.D.2-6 | BP 6250 Budget Management |
| III.D.2-7 | See III.D.1-3, BP 6300 Fiscal Management |
| III.D.2-8 | Tentative Budget Fiscal Year 2015-2016 |
| III.D.2-9 | Adoption Budget Fiscal Year 2015-2016 |
| III.D.2-10 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016 |
| III.D.2-11 | Audited Financial Statements June 30, 2015 |
| III.D.2-12 | Quarterly Financial Status Report CCFS-311Q, Fiscal Year 2015-2016, Q4 |
| III.D.2-13 | Annual Financial (Fiscal Year 2014-2015) and Budget (Fiscal Year 2015-2016) Report, CCFS-311 |
| III.D.2-14 | See I.C.13-4, Fiscal Reports Web page |

*Standard III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

## EVIDENCE OF MEETING THE STANDARD

As described in Standard III.D.2, the Planning and Resource Allocation Committee (PRAC) (III.D.3-1) is the College's participatory governance body charged with integrating financial and institutional planning and program review as a basis for accomplishing the College's mission and goals. PRAC membership is appointed from all College constituencies including faculty, classified staff, students, and administration. It has six subcommittees whose members include all campus constituencies. PRAC reviews planning progress and recommendations made by its subcommittees as well as budget assumptions developed by the Fiscal Services Department and the tentative budget. Each year, the committee sends budget recommendations to the superintendent/president.

In November 2015, in an effort to improve the resource allocation process, PRAC reviewed and modified its charge and responsibilities (III.D.3-2). PRAC also reviewed and updated the Board policy (BP) for budget preparation (BP 6200) (III.D.3-3). PRAC meetings in 2016 were expanded to include presentations and participation from all departments and offices at the College (III.D.3-4). The intent of these meetings is to provide PRAC with a better understanding of all the resource requirements at the College and support more informed resource allocation discussions and recommendations for inclusion in the fiscal year 2016-2017 budget recommendations. Refer to Standard III.D.4 for additional information about budget development.

## ANALYSIS AND EVALUATION

The College meets the Standard. The budget processes are consistent with annual planning as currently defined and provide all constituencies the opportunity for active participation and feedback into financial planning and budget development. Relevant policies and components of the process are modified as needed to ensure sound financial planning and constituency involvement.

## EVIDENCE LIST

| | |
|---|---|
| III.D.3-1 | See I.B.9-5, Planning and Resource Allocation Committee Web page |
| III.D.3-2 | *Participatory Governance System Plan*, revised March 2016, pp. 24-28 |
| III.D.3-3 | See III.D.1-2, BP 6200 Budget Preparation |
| III.D.3-4 | See I.B.7-7, PRAC Budget Creation Presentations for FY 2016-2017, administrator presentations |

## *Fiscal Responsibility and Stability*

*Standard III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

**EVIDENCE OF MEETING THE STANDARD**

Budget assumptions have historically been developed by the Fiscal Services Department and the vice president of finance and college operations (VPFCO) with input from the superintendent/president's Cabinet and the Board of Trustees. These budget assumptions are presented to the Planning and Resource Allocation Committee (PRAC) for review and consensus for the upcoming year (III.D.4-1).

Annual tentative (III.D.4-2) and adoption (III.D.4-3 and III.D.4-4) revenue budgets are developed based on the Fiscal Services Department receipt of the California Consumer Price Index and discussions with the Marin County Treasurer Division to determine anticipated property tax revenues for the upcoming year. Based on revenue projections, the Board of Trustees' directed maintenance of a specified reserve level, and fixed costs—such as permanent staff salaries, benefits, and utilities—budget assumptions are developed. These are shared with PRAC where institutional planning priorities are considered in light of these assumptions (III.D.4-5). Budget assumptions are then forwarded to the respective budget managers.

The College includes a four-year forecast in the adoption budget along with the assumptions used to prepare the four-year forecast. Budget managers are responsible for developing an annual budget and meeting quarterly with the VPFCO and/or director of fiscal services to review their budget. The IT Department created a budget builder tool to assist budget managers with developing their annual budgets, and a quarterly reporting tool to assist budget managers with a simple way to pull budget versus actual financial information for the quarterly meetings.

The College continues to pursue the development of new financial resources, which is one of the objectives in its *Strategic Plan 2015-2018*. In 2015, the College hired an executive director of development to assist with fundraising as an additional source of revenue. In 2016, the Board of Trustees approved establishing an auxiliary foundation to benefit the College in addition to the existing advancement program (III.D.4-6). The College placed a facilities bond measure on the ballot in June 2016, seeking resources for additional building modifications as well as furniture and equipment needs of the College (III.D.4-7). Marin County voters approved this bond. In addition, the College regularly pursues business opportunities, partnerships, and grants as potential funding sources. The most recent examples are the College as fiscal agent for the California Adult Education Block Grant (III.D.4-8), the Basic Skills and Student Outcomes Transformation Program grant (III.D.4-9) and the College's partnership with Tesla (III.D.4-10). All of these activities support College of Marin's mission and institutional planning goals.

**ANALYSIS AND EVALUATION**

The College meets the Standard. The budget development process builds a realistic picture of available resources that is based on the identification of key budget assumptions, including fixed costs, forecasted expenditures, Board mandated reserve, and projected revenue. A variety of new financial resources have been developed that support College's mission and planning goals. The annual planning and budget process has greatly improved the College's ability to consider planning needs and incorporate the results into budget development and a four-year forecast.

**EVIDENCE LIST**

| | |
|---|---|
| III.D.4-1 | PRAC Meeting Minutes, May 10, 2016 |
| III.D.4-2 | See III.D.2-8, Tentative Budget Fiscal Year 2015-2016 |
| III.D.4-3 | See III.D.2-9, Adoption Budget Fiscal Year 2015-2016 |
| III.D.4-4 | See III.D.2-10, Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016 |
| III.D.4-5 | PRAC Budget Creation Presentations for FY 2016-2017, budget assumptions |
| III.D.4-6 | Board Meeting Agenda Item H.5, January 19, 2016 |
| III.D.4-7 | Measure B Bond Program Web page |
| III.D.4-8 | Board Meeting Agenda Item I.1, December 8, 2015 |
| III.D.4-9 | See I.B.4-14, Basic Skills and Student Outcomes Transformation Program Grant Award Letter, April 1, 2016 |
| III.D.4-10 | Tesla Stationary Battery Services Agreement |

## *Fiscal Responsibility and Stability*

*Standard III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

**EVIDENCE OF MEETING THE STANDARD**

Board Policy (BP) 6300 Fiscal Management (III.D.5-1) requires that adequate internal controls exist and that fiscal objectives, procedures, and constraints are communicated to the College community and Board of Trustees. Quarterly financial statements are provided to the Board of Trustees (III.D.5-2) and special study sessions and special Board retreats are dedicated to reviewing issues that have a fiscal impact on the College.

All budget managers have online access to the College's financial management system in Banner. Budget managers have the ability to drill down on their budgets as well as year-to-date actual spending. Fiscal Services Department staff meet with budget managers quarterly and as requested to review their spending and answer questions to help with their understanding of the budget process.

Evaluation of the College's financial management process is ongoing. Financial

management of the College is formally evaluated through the annual audit conducted by an independent certified public accounting firm (III.D.5-3). Examination of financial records, statements, and audits for compliance accord with generally accepted auditing standards and current Governmental Accounting Standards Board (GASB) requirements as specified in Statements on Auditing Standards published by the American Institute of Certified Public Accountants; Office of Management and Budget Circular A-128 and A-133; *Government Auditing Standards* issued by the Comptroller General of the United States; *Standards for Audit of Governmental Organizations Programs, Activities, and Functions*; and the standards specified in the *California Community Colleges Contracted College Audit Manual*. The audit report includes an opinion of the independent certified public accountant on the financial statements, as well as comments and recommendations about the internal control system and compliance with state and federal mandates. The annual audit provides the Board of Trustees with verification that processes and practices are sound.

In addition to audits, the College periodically evaluates its financial management practices to determine whether changes might strengthen internal controls. As an example, the College recently separated the cashiering function from the Enrollment Services Office and moved the cashiering function to the Fiscal Services Department to improve internal controls (III.D.5-4).

## ANALYSIS AND EVALUATION

The College meets the Standard. Past financial management practices demonstrate a consistent pattern of prudent fiscal management and appropriate accounting processes using widely accepted standards. Financial information is disseminated to the Board of Trustees and campus constituents. Managers can access their budgets and expenditures at any time for review and can request assistance from the Fiscal Services Department to support their understanding. Audits are the formal means of evaluation but internal methods are used as well in order to improve financial controls, such as separating enrollment services and the cashiering function.

## EVIDENCE LIST

| | |
|---|---|
| III.D.5-1 | See III.D.1-3, BP 6300 Fiscal Management |
| III.D.5-2 | See I.C.13-4, Fiscal Reports Web page, Financial Updates to the Board |
| III.D.5-3 | See III.D.2-11, Audited Financial Statements June 30, 2015 |
| III.D.5-4 | *Finance and College Operations Newsletter*, September 2014, p. 4 |

## *Fiscal Responsibility and Stability*

*Standard III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

### EVIDENCE OF MEETING THE STANDARD

#### Credibility and Accuracy

To assure that financial reports reflect appropriate use of financial resources, the Board of Trustees oversees the College budget processes and engages an independent certified public accounting firm to perform annual audits of the College's financial statements (III.D.6-1, III.D.6-2, and III.D.6-3). Annual audits include all College funds. The final audit report is reviewed and accepted by the Board of Trustees. The auditors issued an unqualified/unmodified opinion to the College on its financial statements each year, except for the audit of June 2012 (III.D.6-4).

The Board of Trustees also reviews and approves the tentative (III.D.6-5) and adoption budgets (III.D.6-6) of the College. To ensure accuracy, budget drafts are closely aligned with revenue estimates provided by the Marin County Treasurer Division. In recent years, the College has submitted a revised adoption budget (III.D.6-7) mid-year to true-up the impact of changes in budget assumptions and/or update changes to the prior year financial statements upon completion of the audit.

The budget is developed using budget assumptions that evolve from the financial and institutional planning processes and those assumptions are included in the budget document for transparency and credibility

purposes (III.D.6-8). All budgets and quarterly and annual financial reports submitted to the California Community Colleges Chancellor's Office (CCCCO), as well as audited financial statements, can be found on the Fiscal Services website (III.D.6-9). Also in the interest of transparency, the vice president of finance and college operations meets with various constituent groups to present the budget in layman's terms and respond to any questions that arise.

#### Supporting Student Learning Programs and Services

Supporting student learning programs and services is vital to fulfilling the College's mission, and its mission drives institutional planning and resource allocation. In addition to the ongoing financial support of the College's range of academic programs and student support services, financial resources have been allocated to implement strategic planning goals that enhance these programs and services. Examples include new learning communities, expanding the Summer Bridge program, piloting Statway and the new student onboarding platform Navigate, and additional bus routes for students. Further, since 2013 budget reductions have been necessary at College of Marin (COM). Even so, student learning programs and services were not impacted; administrative and support services such as the Maintenance and Operations and Fiscal Services Departments have carried the burden of the reductions.

**ANALYSIS AND EVALUATION**

The College meets the Standard. Financial documents are accurate and credible, as evidenced by audits, which have resulted in an unqualified/unmodified opinion in all but one year. Financial documents are made readily available to campus constituents, the Board of Trustees, and the public for transparency and credibility. All budgets and quarterly and annual financial reports submitted to the CCCCO, as well as audited financial statements, can be found on the Fiscal Services website.

Resources are appropriately allocated to support student learning programs and services, as shown in the College's institutional plans. Finally, though budget reductions have been necessary, student learning and support services have been spared.

**EVIDENCE LIST**

| | |
|---|---|
| III.D.6-1 | Audited Financial Statements June 30, 2013 |
| III.D.6-2 | Audited Financial Statements June 30, 2014 |
| III.D.6-3 | See III.D.2-11, Audited Financial Statements June 30, 2015 |
| III.D.6-4 | Audited Financial Statements June 30, 2012 |
| III.D.6-5 | See III.D.2-8, Tentative Budget Fiscal Year 2015-2016 |
| III.D.6-6 | See III.D.2-9, Adoption Budget Fiscal Year 2015-2016 |
| III.D.6-7 | See III.D.2-10, Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016 |
| III.D.6-8 | PRAC Budget Creation Presentations for FY 2016-2017, PRAC Budget Discussion, Part 2 |
| III.D.6-9 | See I.C.13-4, Fiscal Reports Web page |

*Standard III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

**EVIDENCE OF MEETING THE STANDARD**

College of Marin (COM) engages an independent certified public accounting firm to perform annual audits of the College's financial statements. These annual audits include all College funds.

External audit findings are shared with the superintendent/president's Cabinet and given to the appropriate department to prepare a response. Institutional responses are reviewed by the vice president of finance and college operations (VPFCO) and included in the audit report. The external auditors typically present the annual audit to the Board of Trustees on or before the December 31 statutory deadline. The final audit is reviewed and accepted by the Board of Trustees (III.D.7-1). The only exception to meeting this deadline was for fiscal year 2013-2014 when the College asked the external auditor to conduct a broader sampling of COM's financial aid records. (See Standard III.D.10 for more information.) As such, the report was delayed until February 2015 when it was approved by the Board of Trustees (III.D.7-2).

The College has received positive unqualified/unmodified audits on its financial statements for a number of years with the exception of June 30, 2012, regarding the College of Marin Foundation (III.D.7-3, III.D.7-4, III.D.7-5, III.D.7-6, III.D.7-7,

III.D.7-8, III.D.7-9, III.D.7-10, III.D.7-11, III.D.7-12, III.D.7-13, III.D.7-14, and III.D.7-15). (See III.D.10)

An unqualified or unmodified audit is a term which means the auditors did not have to list any audit exceptions or qualifications as a result of their review. In addition, the auditors did not identify any deficiencies in internal control over compliance that the College considers to be material weaknesses. It does not mean that the auditors did not have findings or recommendations for improvement. However, all audit findings and recommendations are responded to immediately by staff, and movement towards correction is immediate. If a correction is not made in a timely manner, that department must report to the superintendent/president's Cabinet why such mitigations were not made in a timely manner.

## ANALYSIS AND EVALUATION

The College meets the Standard. The College responds and makes timely comprehensive corrections to external audit findings. Audits are comprehensive; they include all funds and findings, and corrections are communicated to the superintendent/president's Cabinet and to the Board of Trustees, who accept the audit.

## EVIDENCE LIST

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|---|---|
| III.D.7-1 | Board Meeting Agenda Item I.2, December 8, 2015 |
| III.D.7-2 | Board Meeting Agenda Item G.9, February 17, 2015 |
| III.D.7-3 | See III.D.6-4, Audited Financial Statements June 30, 2012 |
| III.D.7-4 | College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2012 |
| III.D.7-5 | See III.D.6-1, Audited Financial Statements June 30, 2013 |
| III.D.7-6 | College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2013 |
| III.D.7-7 | See III.D.6-2, Audited Financial Statements June 30, 2014 |
| III.D.7-8 | College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2014 |
| III.D.7-9 | See III.D.2-11, Audited Financial Statements June 30, 2015 |
| III.D.7-10 | College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2015 |
| III.D.7-11 | Annual Financial (Fiscal Year 2011-2012) and Budget (Fiscal Year 2012-2013) Report, CCFS-311 |
| III.D.7-12 | Annual Financial (Fiscal Year 2012-2013) and Budget (Fiscal Year 2013-2014) Report, CCFS-311 |
| III.D.7-13 | Annual Financial (Fiscal Year 2013-2014) and Budget (Fiscal Year 2014-2015) Report, CCFS-311 |
| III.D.7-14 | Annual Financial (Fiscal Year 2013-2014) and Budget (Fiscal Year 2014-2015) Report, CCFS-311, revised |
| III.D.7-15 | See III.D.2-13, Annual Financial (Fiscal Year 2014-2015) and Budget (Fiscal Year 2015-2016) Report, CCFS-311 |

*Standard III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

## EVIDENCE OF MEETING THE STANDARD

An independent certified public accountant performs the annual audit of all financial records of the College. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal controls. The most recent audit report, issued June 30, 2015, had unqualified/ unmodified opinions on the College's financial statements with no material weaknesses (III.D.8-1 and III.D.8-2).

The College also uses its risk management provider to conduct a security risk assessment to review internal controls as they relate to cash handling and control. This review was done in June 2016 and the College mitigated all recommendations that were outlined (III.D.8-3). The College asked for a follow-up visit in August 2016 to review these improvements.

## ANALYSIS AND EVALUATION

The College meets the Standard. The College engages an independent public accounting firm annually to perform an audit of its financial statements and controls. The College also engages a third party to help review internal controls as they relate to cash handling, control, and deposits. All recommendations for improvement have been made and the College has asked the review team to return for verification purposes.

## EVIDENCE LIST

III.D.8-1     See III.D.2-11, Audited Financial Statements June 30, 2015
III.D.8-2     See III.D.7-10, College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2015
III.D.8-3     Keenan Security Risk Assessment, June 2016
              *Confidential and will be made available to the visiting team on site upon request.*

*Standard III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

## EVIDENCE OF MEETING THE STANDARD

Through careful planning and fiscal management, the College has maintained a healthy fund balance and reserve. In fact, doing so is one of College of Marin's (COM) 2015-2018 strategic planning objectives (III.D.9-1). The Board of Trustees ensures compliance with the California Community Colleges Chancellor's Office requirement to maintain a minimum reserve equal to 5 percent of the general fund budget. The institution has maintained stable reserve levels with some fluctuations, primarily due to the changes in the economy and their impact on real estate. However, even with the fluctuations, the College has maintained more than the required 5 percent reserve level (III.D.9-2, III.D.9-3, III.D.9-4, and III.D.9-5).

College of Marin (COM) is a community-supported (basic aid) district and relies on property taxes for its core funding. Property taxes are collected by the county and distributed to local agencies in December and April. The period from July through December is very difficult from a cash flow perspective and borrowing occurs during that period. The College may use the County of Marin as authorized by Article XVI, Section 6, of the Constitution of California, or use the Community College League Cash Flow Borrowing Program to arrange financing. Both methods provide a mechanism for borrowing the needed funds, at an advantageous placement cost, due to high program participation. For the 2015-2016 fiscal year the County of Marin provided short-term funding not to exceed $16 million which meets the College's needs (III.D.9-6).

In addition to fiscal prudence, the College has appropriate policies for risk management. COM is covered by a comprehensive insurance plan that includes property, liability, workers' compensation, and employee bonding coverage. The College uses a self-insurance approach supplemented by joint powers authority risk management to meet its insurance needs. Workers' compensation, property, and liability are insured through Northern California Community College Self Insurance Authority (NCCCSIA) (III.D.9-7). This coverage includes all risk to 100 percent of replacement cost on building and contents. Each member College has a deductible of $1,000 for property and liability. The joint powers authority has self-insured retention of $25,000 for property and $25,000 for liability. Property and liability coverage are supplemented by an umbrella policy of $5 million under the Statewide Association of Community Colleges (SWACC). Schools Excess Liability Fund Joint Powers Authority (SELF JPA) covers the College with additional liability coverage (III.D.9-8).

In 2016 the College reviewed its standards for reserves and will raise reserves not only for unrestricted fund reserves but also reserves for capital management (III.D.9-9). This will be done incrementally over several years. Setting aside resources for capital management allows the College to meet emergency needs in the areas of facilities and capital improvements as they arise without hindering the reserve balance of the College.

**ANALYSIS AND EVALUATION**

The College meets the Standard. COM has adequate reserves which consistently exceed the required level of 5 percent. Short-term borrowings have been established to meet its cash flow needs with a relatively low cost. The College is sufficiently protected against risk through its participation in the pooled efforts of the NCCCSIA. The NCCCSIA is well managed, and the College is represented on the NCCCSIA Board of Directors. The College has updated its policies and procedures for fund reserves to provide for adequate reserves for emergencies and capital management.

**EVIDENCE LIST**

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|---|---|
| III.D.9-1 | *Strategic Plan 2015-2018*, p. 15 |
| III.D.9-2 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016, p. 15 |
| III.D.9-3 | Audited Financial Statements June 30, 2015, p. 6 |
| III.D.9-4 | See III.D.2-12, Quarterly Financial Status Report CCFS-311Q, Fiscal Year 2015-2016, Q4 |
| III.D.9-5 | Fiscal Trend Analysis of 311 Data, Fiscal Years 2011-12 to 2015-16 |
| III.D.9-6 | Board Meeting Agenda Item H.4, April 21, 2015 |
| III.D.9-7 | Northern California Community Colleges Self Insurance Authority Insurance Plan Summary |
| III.D.9-8 | Audited Financial Statements June 30, 2015, p. 52 |
| III.D.9-9 | See I.B.7-17, AP 6251 Reserve Fund Management |

*Standard III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

**EVIDENCE OF MEETING THE STANDARD**

The College practices effective oversight and management of all financial resources, including financial aid resources, grants, externally funded programs, and contractual relationships, investments, and other assets. Rigorous and prudent Board policies (BP) direct effective fiscal management. In addition, BPs guide staff in developing administrative procedures (AP) that ensure compliance and sound fiscal management. BP 6300 Fiscal Management (III.D.10-1) requires that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the College community and the Board of Trustees.

External audits by independent auditors and state/federal program auditors identify any compliance deficiencies. An independent certified public accountant performs the annual audit of all financial records of the College. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal control. The most recent audit report, issued June 30, 2015, had unqualified/unmodified opinions on the College's financial statements with no material weaknesses (III.D.10-2 and III.D.10-3).

In fall 2014 the College completed a self-assessment of its Financial Aid Department to review its practices and procedures upon the retirement of a longtime financial aid manager. Many of the processes had been done manually

and were not automated through the financial aid module that exists in Banner. As a result, enough discrepancies and errors were identified in the internal review that the College hired a third-party accountant to review its findings and verify the results. Upon confirmation of the findings by a forensic accounting firm, the College self-reported to the San Francisco Department of Education field office. The College understood the ramifications of this process and prepared for a full Title IV program review. The Department of Education completed its review in late spring/early summer of 2015 and issued its findings. The College responded with a plan to mitigate those findings (III.D.10-4). That plan has been implemented, including automation to prevent the College from over-allocating financial aid resources and return to Title IV refunds, as well as addressing selective service and Clery Act findings. In addition, COM has planned for some form of financial sanctions from the United States Department of Education (USDOE) and currently has an accounts payable recorded to reflect the anticipated penalties. This reserve was set up to avoid a long-term impact on financial forecasts in the College's budget projections.

On June 30, 2012, the College received a qualified opinion on its financial statements because auditors could not complete and include the audit of the College of Marin Foundation as a discretely presented component unit of the College of Marin Community College District audited financial statements (III.D.10-5). Auditors are currently providing a review of the 2013, 2014, and 2015 fiscal year financials for the Foundation so that it can be converted from an independent foundation to an auxiliary organizational unit of the College's financial statements (III.D.10-6).

Regular budget monitoring by budget managers and the Fiscal Services Department safeguards against overspending of grant funds and exposing the College to unanticipated liability.

## ANALYSIS AND EVALUATION

The College meets the Standard. The College has a history of compliance and sound financial management and oversight practices, as evidenced by independent external audits, audits conducted by external auditing firms, and grantors. With the exception of one year, the College has consistently received unqualified/unmodified opinions on its financial statements. The current USDOE audit, while awaiting response, has been vetted and full mitigation measures have been put in place to prevent these activities in the future. Further, the College has anticipated financial penalties and taken action to reduce the long-term impact. The conversion of the College foundation's legal status from independent to auxiliary currently affects audit completion. Budget monitoring by managers and the Fiscal Services Department protects the College from overspending grant funds.

## EVIDENCE LIST

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|---|---|
| III.D.10-1 | See III.D.1-3, BP 6300 Fiscal Management |
| III.D.10-2 | See III.D.2-11, Audited Financial Statements June 30, 2015 |
| III.D.10-3 | See III.D.7-10, College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2015 |
| III.D.10-4 | College of Marin Financial Aid Program Review Report, October 30, 2015<br>*Confidential and will be made available to the visiting team on site upon request.* |
| III.D.10-5 | See III.D.6-4, Audited Financial Statements June 30, 2012 |
| III.D.10-6 | Process to Convert an Independent Foundation into an Auxiliary Foundation |

## *Liabilities*

*Standard III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

### EVIDENCE OF MEETING THE STANDARD

### Short and Long Term Financial Solvency

College of Marin (COM) considers its long-range financial priorities and commitments when making short-range financial plans. In accordance with state regulations, the College has maintained a contingency reserve of 5 percent of its expenditures. In addition to this required reserve, the College has consistently had additional reserves available. The College developed an administrative procedure (AP) for reserve levels with plans to continue to increase those levels by 0.5 percent to 0.75 percent annually to eventually reach double-digit reserves (III.D.11-1).

The vice president of finance and college operations (VPFCO) works with the Planning and Resource Allocation Committee (PRAC) to provide members with pertinent information to educate them about short- and long-term financial planning as it relates to COM's activities, including planning and program review. Last year, the Fiscal Services Department developed and tested short- and long-term budget assumptions for revenue and expenses to use in current and long-term forecasting for the College. As part of its continuous improvement and engaging campus constituencies in resource planning, these assumptions were shared with PRAC this year (III.D.11-2). PRAC adopted both the short-term and long-term (three years outside of current year) budget assumptions.

The College contributes to its fiscal stability and long-term financial solvency by implementing strategies that result in a balanced operating budget. For example, COM developed a four-year forecast with planning scenarios to inform budgeting and lead to eliminating deficit spending or reduce reliance on a single source of revenue. The College continues to develop other revenue sources. For example, in 2015 the College hired an executive director of development to assist with fundraising and who is responsible for the auxiliary foundation. The College often meets with external entities that are interested in private/public partnerships or renting facilities.

### Payment of Liabilities and Future Obligations

The College clearly identifies and plans for payment of liabilities and future obligations. COM has made tremendous progress on funding the retiree benefit liability, also known as Other Post-Employment Benefits (OPEB) (III.D.11-3), and is considering ways to fund the pension liabilities long term. (See III.D.12)

The most significant debt obligations are associated with the 2004 General Obligation Bond Measure C that was authorized through an election of registered voters. The bonds were issued for the purpose of renovation, construction of facilities, and the purchase of furniture, fixtures, and equipment. The bond issuance provided $249.5 million used over a period of 11 years to date. Bond obligations will be repaid by property taxes. In addition, acting on the College's mission of social responsibility to its community, this debt has been refinanced multiple times to save money for Marin County taxpayers (III.D.11-4). In June 2016, voters approved a second bond for $265 million to complete all additional

facilities work identified in the 2014 facilities evaluation and condition assessment and needed to continue to support academic programs and student support services (III.D.11-5).

## ANALYSIS AND EVALUATION

The College meets the Standard. The College plans for and has successfully discharged its past financial obligations and has plans to support future obligations. The College maintains reserves in excess of the amount required and has made tremendous progress in funding its OPEB liability. COM is contemplating strategies for managing the upcoming increase in pension liabilities. As a

community supported (basic aid) college district, it is especially important to ensure that the College has the financial means necessary to meet future obligations as well as for emergencies.

Consequently, reserves are being increased and additional sources of revenue sought. The College is committed to maintaining a four-year budget model to anticipate long-term commitments for financial planning purposes and to manage situations that arise outside of its control. COM successfully managed its $249.5 million Measure C facilities bond and was recently rewarded with Marin County voters' confidence in approving an additional $265 million to complete the remaining facilities work.

## EVIDENCE LIST

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|---|---|
| III.D.11-1 | See I.B.7-17, AP 6251 Reserve Fund Management |
| III.D.11-2 | See III.D.4-5, PRAC Budget Creation Presentations for FY 2016-2017, budget assumptions |
| III.D.11-3 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016, p. 11 |
| III.D.11-4 | Audited Financial Statements June 30, 2015, p. 7 |
| III.D.11-5 | See III.D.4-7, Measure B Bond Program Web page |

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*Standard III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

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## EVIDENCE OF MEETING THE STANDARD

The College provides post-employment healthcare benefits for certain employees. As a result of the new accounting principles, Governmental Accounting Standards Board (GASB) Statement 45, the College contracts for biannual actuarial studies (III.D.12-1). The actuarial amount of any liability associated with this obligation must be reported in the notes of the audited financial statements. As a result, the College reflects an unfunded

postemployment (actuarial) accrued liability of $3.6 million in note 11 of the June 30, 2015, annual audit report. As of April 2015, the most recent actuarial valuation date, the plan was 75.8 percent funded (III.D.12-2). The College's required annual contribution is $254,000.

The College clearly identifies and plans for payments of liabilities and future obligations. In 2015, the Board of Trustees approved the *Adoption Budget Fiscal Year 2015-2016* that included additional funding for the retiree

benefit liability (III.D.12-3 and III.D.12-4). As part of the one-time funding received by the state in 2015-2016, the Board passed a resolution to pay an amount into the Other Post-Employment Benefits (OPEB) fund, allowing assets to equal expenditures to relieve the unrestricted fund from further obligations on an annual basis (III.D.12-5).

## ANALYSIS AND EVALUATION

The College meets the Standard. The actuarial plan to determine OPEB liability is prepared as required by appropriate accounting standards and GASB guidance. The College's last study was conducted in 2015, and new studies will be commissioned biannually as required by GASB 43 and 45. The College plans for and allocates resources to manage this liability.

## EVIDENCE LIST

III.D.12-1    College of Marin Actuarial Study of Retiree Health Liabilities as of June 30, 2015
III.D.12-2    Audited Financial Statements June 30, 2015, p. 50
III.D.12-3    Board Meeting Agenda Item G.7, August 18, 2015
III.D.12-4    Adoption Budget Fiscal Year 2015-2016, pp. 45-46
III.D.12-5    Board Meeting Agenda Item A.6, April 21, 2015

*Standard III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

## EVIDENCE OF MEETING THE STANDARD

As part of the annual budget development process, College of Marin (COM) assesses and allocates resources for the payment of locally incurred debt. Currently, there are five kinds of local debt: supplemental employee retirement program (SERP) debt, general obligation (GO) bond debt, lease revenue bond debt, capital lease obligations, and a note payable to Pacific Gas & Electric (PG&E). In 2015, the College offered a SERP to employees. Payment schedules were negotiated with a third party administrator. As of fiscal year 2014-2015, four remaining payments are left for a total debt of $2.1 million (III.D.13-1). Repayment of this debt is funded by the Unrestricted General Fund.

COM has $219 million in outstanding GO bond debt as of June 30, 2015 (III.D.13-2). Bond debt service is managed collaboratively by the

College, its financial advisors, and the Marin County Assessor's Office through the levy of local property taxes as approved by voters in support of GO bonds. GO bond repayment schedules are established when bonds are sold. As respective tax proceeds are collected, they are deposited into a dedicated Debt Service Fund to assure timely and appropriate retirement of the obligation. Because GO bond debt repayment is supported by the College's taxpayers through ad valorem taxes, repayment schedules pose no adverse impact on the College's financial stability. Even so, reflecting COM's mission of social responsibility, the College has been diligent in refunding bond issues to save the taxpayers money.

In 2003, COM issued lease revenue bonds. As of June 30, 2015, the College has $2.6 million in outstanding lease revenue bonds (III.D.13-3). A Debt Service Fund was established to repay the Lease Revenue Bonds

with proceeds from a redevelopment agency (III.D.13-4). With the dissolution of the redevelopment agencies, the College may need to determine alternate funding sources for the repayment. This has not become an issue yet, as the College has continued to receive proceeds from the redevelopment agency.

In June 2014, the College entered into an On-Bill Financing Loan with PG&E with an effective interest rate of 0 percent. The loan is used as financing for an energy efficiency retrofit and expires in 2022. Energy savings are anticipated to help repay the loan. As of June 30, 2015, the outstanding balance was $513,000 (III.D.13-5).

The outstanding balance for capital leases as of June 30, 2015, was $221,000, repayment of which is built into the Unrestricted General Fund budget as an operational expenditure (III.D.13-6).

### ANALYSIS AND EVALUATION

The College meets the Standard. During the budget development process, which begins in fall and concludes with the adoption budget in August, resources are set aside to accommodate the payment/service of any local debt. The General Fund and Debt Service Funds serve to mitigate SERP and other local obligations.

### EVIDENCE LIST

III.D.13-1    Audited Financial Statements June 30, 2015, p. 37
III.D.13-2    See III.D.13-1, Audited Financial Statements June 30, 2015, p. 37
III.D.13-3    See III.D.13-1, Audited Financial Statements June 30, 2015, p. 37
III.D.13-4    Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016, pp. 39-40
III.D.13-5    Audited Financial Statements June 30, 2015, p. 36
III.D.13-6    See III.D.13-1, Audited Financial Statements June 30, 2015, p. 37

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*Standard III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

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### EVIDENCE OF MEETING THE STANDARD

All financial resources, including short- and long-term debt instruments and grants, are subject to the same effective oversight and policies, in addition to the appropriate prescriptive federal and state fiscal and program compliance guidelines, to ensure integrity of use. Effective oversight begins with Board policy (BP), and such policies are in place at College of Marin (COM) (III.D.14-1). The Fiscal Services Department is responsible for establishing and monitoring the internal control policies that protect the assets of the College (III.D.14-2). An independent certified

public accountant performs the annual audit of all financial records, including grants.

Oversight and management of financial resources at the institutional level is under the direction of the vice president of finance and college operations (VPFCO) in cooperation with the individual program deans or managers. The auditors express an opinion on the financial statements and the adequacy of internal controls. The most recent audit reports, issued June 30, 2015, had unqualified/unmodified opinions on the College's financial statements with no material weaknesses (III.D.14-3 and III.D.14-4).

The College can borrow and repay annually up to $16 million from the Marin County Treasurer to meet its short-term cash flow requirements (III.D.14-5). The use of bond funds for construction, modernization, and renovation efforts was dictated by Measure C ballot language, approved by the College voters in 2004, and reviewed and accepted quarterly, as required by law, by the Citizens' Bond Oversight Committee (III.D.14-6, III.D.14-7, III.D.14-8, III.D.14-9 and III.D.14-10).

Grant management is both centralized and decentralized at the College. Workforce grants are centralized and managed by the dean of career and technical education (III.D.14-11). Grant managers, as program area experts, are responsible for monitoring expenditures and ensuring that grant funds are expended as intended. The College's Fiscal Services Department supports grant managers by co-monitoring expenditures, generating reports, and assisting with state and federal audits. External auditors conduct annual audits of special-funded state programs including Extended Opportunity Programs and Services (EOPS), Student Accessibility Services (SAS), and others for accuracy of financial records and compliance with all local, state, and federal regulations. The external audit includes:

- Independent Auditor's Report
- Management's Discussion and Analysis
- Basic Financial Statements
- Required Supplementary Information
- Supplementary Information
- Independent Auditor's Report on State Compliance Requirements
- Independent Auditor's Report on Internal Controls over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed
- Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control over Compliance
- Findings and Recommendations

Federal grants providers may conduct independent audits to ensure compliance with intent.

For the 2014-2015 fiscal year, the College received a qualified opinion from its external auditors in relation to compliance with applicable state grant requirements (III.D.14-12). Previous years' audits identified findings and recommendations which were sufficiently addressed in the final fiscal year audit report provided by the auditors to the College. These corrective actions were then tested in the subsequent year for accuracies by the auditors.

## ANALYSIS AND EVALUATION

The College meets the Standard. Processes, safeguards, and internal controls are in place to ensure that all financial resources of the College, including short- and long-term debt instruments and grants, are used with integrity in a manner consistent with the intended purpose. For the 2014-2015 fiscal year, the College received a qualified opinion from its external auditors in relation to compliance with applicable state grant requirements. Previous years' audits identified findings and recommendations which were sufficiently addressed by the College.

To increase COM's effectiveness, it will build a collaborative and supportive relationship with the new auxiliary foundation, once established, to support the fundraising efforts defined by the College's mission, goals, and priorities. Additionally, the College needs to clarify its fundraising policies and procedures to ensure compliance with the College's mission, goals, and priorities.

**EVIDENCE LIST**

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|---|---|
| III.D.14-1 | See I.C.8-10, Policies and Procedures Web page |
| III.D.14-2 | About Fiscal Services Web page |
| III.D.14-3 | See III.D.2-11, Audited Financial Statements June 30, 2015 |
| III.D.14-4 | See III.D.7-10, College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2015 |
| III.D.14-5 | See III.D.9-6, Board Meeting Agenda Item H.4, April 21, 2015 |
| III.D.14-6 | Citizens' Oversight Committee Web page |
| III.D.14-7 | Measure C Bond Citizens' Oversight Committee Annual Report for Period Ending June 30, 2015 |
| III.D.14-8 | Measure C General Obligation Bonds Performance Audit June 30, 2015 |
| III.D.14-9 | Measure C General Obligation Bonds Performance Audit June 30, 2014 |
| III.D.14-10 | Citizens' Oversight Committee Meeting Packet, January 28, 2014 |
| III.D.14-11 | Update on Career & Technical Education Programs Presentation, p. 18 |
| III.D.14-12 | Audited Financial Statements June 30, 2015, pp. 69-70 |

*Standard III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

**EVIDENCE OF MEETING THE STANDARD**

Per the National Student Loan Data System (NSLDS), the College's official three-year default rates for the last three years were: fiscal year 2010: 17.7 percent, fiscal year 2011: 23.9 percent, and fiscal year 2012: 25.6 percent. The three-year draft default rate for fiscal year 2013 per NSLDS is 27.5 percent (III.D.15-1). College of Marin (COM) also receives regular updates on current and projected default rates through its contract with Education Credit Management Corporation (ECMC). The June 2016 update from ECMC shows the current (23.71 percent, 12.79 percent) and projected (25.77 percent, 28.72 percent) loan default rates for fiscal years 2014 and 2015 (III.D.15-2), respectively. Current federal guidelines require that the College's default rate remain under 30 percent. The College meets this mandate. However, COM noticed this rate increasing. Therefore, it has taken several steps to stabilize or reverse this trend.

In 2015, the College contracted with ECMC as a third party service provider and Parker, Pearson & Associates through the California Community Colleges Chancellor's Office to assist with interventions that provide more support for students and training for staff to maintain compliance with all applicable regulations. As part of this training a team of enrollment services staff works with ECMC through meetings and web conferences on a semi-monthly basis. This includes exchange of contact information so that ECMC can call specific staff to help students troubleshoot their unique issues and allows one-on-one support. It also allows staff to reach out directly to students that are in trouble of falling into a default status with their respective loan(s) (III.D.15-3).

As part of enrollment services, staff have created a financial literacy program that benefits students now and into the future. This includes classes taught by US Bank,

COM's refund card program provider through July 1, 2016, and thereafter, by HigherOne Card Management. With this third party support plus internal staff conducting financial literacy workshops for students, the College is providing the education students need to make sound financial decisions regarding their student loans. During this time period the number of students taking out loans has decreased, as has the average amount of loan debt (III.D.15-4).

Default rates and the steps taken to prevent defaults are an institutional responsibility spanning multiple areas of the College. From enrollment services, to making sure students attain their educational goals, the College is committed to reducing the default rate to stay in compliance with current federal regulations. Further; processes, safeguards, and internal controls are in place to ensure that all student financial resources, including scholarships, loans, and grants, are used with integrity in a manner consistent with the intended purpose.

## ANALYSIS AND EVALUATION

The College meets the Standard. Internal controls and processes are in place to ensure student financial resources are used for their intended purpose and the College's loan default rate meets the federal standard. However, noticing that the default rate was increasing, COM took several steps to mitigate the rising rate. These steps include working with third-party vendors who specialize in student loan management, training staff, and educating students on financial literacy and loans. The number of students taking out loans and the average amount of loan debt has declined. Quarterly monitoring will continue to ensure that the College's default rates are managed effectively and remain consistent or decline in accordance with United States Department of Education regulations.

## EVIDENCE LIST

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| III.D.15-1 | Student Loan Default Rates Summary |
| III.D.15-2 | See I.C.6-8, ECMC Solutions College of Marin Update, June 2016 |
| III.D.15-3 | ECMC Solutions Summary Month of June 2016 |
| III.D.15-4 | Educational Planning Committee Reporting for Academic Year 2015-2016, Objective SS1.5 |

## *Contractual Agreements*

*Standard III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

### EVIDENCE OF MEETING THE STANDARD

All contractual agreements of the College are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution. Board Policy 6100 Delegation of Authority, Business and Fiscal Affairs (III.D.16-1) requires that contracts be approved or ratified by the Board before they constitute an enforceable obligation of the College.

All contracts and agreements are monitored by the vice president of finance and college operations (VPFCO). The College's legal counsel reviews specialized contracts as necessary to ensure legal compliance. These agreements cover, among others, personal services, operating leases, lease purchase agreements, instructional programs and services, contract education, and outside facility use; all of which are necessary to support the College's mission and goals. The College developed a purchasing and contract authority matrix which clearly delineated authority by position (III.D.16-2). In addition, the Board of Trustees adopts a resolution annually that gives signatory authority to specific management team members of the College (III.D.16-3).

All contracts and agreements for services contain the appropriate language to meet all state and federal regulations pertaining to the level of goods or services being procured.

Purchasing practices are reviewed as part of the annual audit. This includes testing of expenditures for contracts. There have been no exceptions cited for contractual agreements with external agencies (III.D.16-4 and III.D.16-5).

### ANALYSIS AND EVALUATION

The College meets the Standard. Contracting practices and agreements support the College mission, goals, and priorities and are in compliance with Board policies and administrative procedures. College contract review and signatory processes ensure the integrity of such agreements, as do annual audits. No exceptions have been cited for contractual agreements with external agencies.

### EVIDENCE LIST

III.D.16-1    BP 6100 Delegation of Authority, Business and Fiscal Affairs
III.D.16-2    Purchasing Matrix
III.D.16-3    Board Meeting Agenda Item I.2, June 21, 2016
III.D.16-4    See III.D.2-11, Audited Financial Statements June 30, 2015
III.D.16-5    See III.D.7-10, College of Marin/Crowe Horwath LLP Audit Correspondence for Fiscal Year 2015

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# STANDARD IV

Leadership and Governance

# STANDARD IV

## *Leadership and Governance*

## *IV.A. Decision-Making Roles and Processes*

*Standard IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.*

**EVIDENCE OF MEETING THE STANDARD**

Institutional leaders create and encourage innovation and support the College community's improvement goals through a systematic and participative process.

### Leaders Create and Encourage Innovation

College of Marin (COM) leadership creates and encourages innovation and fosters intellectual inquiry through a variety of initiatives. Through college-supported faculty Individual Research and Development grants (IV.A.1-1), Professional Affairs Committee (PAC) funding for attending conferences (IV.A.1-2), Flex workshops (IV.A.1-3), and sabbaticals; innovation and intellectual inquiry is encouraged. Of note is the Faculty Led Inquiry Team (FLIT) initiative that grew out of the Basic Skills Initiative. FLIT held 38 focus groups plus surveys and a follow-up of ten discussion meetings on specific improvement themes. From this, FLIT developed a series of recommendations (IV.A.1-4) that served as the basis for submitting the California Community Colleges Chancellor's Office Basic Skills and Student Outcomes Transformation Program grant application, which has been funded (IV.A.1-5 and IV.A.1-6).

A second example is the One Book One Marin reading program held every spring in Marin County. Led by library faculty, the College engages in a community wide book club event where students, faculty, and community members read a common book, such as *On Becoming Dr. Q: My Journey From Migrant Farm Worker to Brain Surgeon*, and hold discussion groups around the book. The superintendent/president and the senior vice president, plus many other members of the administration have attended and participated in discussions and presentations held in the library featuring College faculty and outside guest speakers. Subsequent to the common read of the book written by Alfredo Quiñones-Hinojosa, MD, the College, with the encouragement and support of College leadership, invited Dr. Q to be the 2016 commencement speaker (IV.A.1-7).

### Support for Administrators, Faculty, Staff, and Students in Taking Initiative

There are numerous examples that speak to the administration's encouragement and support of various constituent groups when taking initiative and fostering innovation in an ongoing effort to improve service to students and the community. Examples include outreach programs to middle and high schools, the

College of Marin Providing Access and Supporting Success (COMPASS) program (IV.A.1-8), the institution of the Statway courses (IV.A.1-9), Summer Bridge (IV.A.1-10), Puente (IV.A.1-11), Umoja (IV.A.1-12), Student Success and Support Program (SSSP) (IV.A.1-13), and the Marin Transit Initiative (IV.A.1-14).

### Systematic Participative Processes Assure Effective Discussion, Planning and Implementation

Per COM's *Participatory Governance System* (PGS) *Plan*, PGS is meant to "ensure faculty, staff and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and ensure that these opinions are given every reasonable consideration, and the right of academic senates to assure primary responsibility for making recommendations in the areas of curriculum and academic standards as well as other academic and professional matters as are mutually agreed upon between the governing board and the academic senate" (IV.A.1-15).

The plan requires that discussions and decisions are based on data, and outlines appropriate professional conduct expected of all of those who choose to participate in the governance process. Members of all constituent groups are encouraged to participate through announcements via their senates, email requests sent by committee chairs and senate presidents, the *President's Weekly Briefing*, and announcements at convocation. Committee chairs and members informally work to recruit others to participate as committee members.

The *Participatory Governance System Plan* also provides operating guidelines for committee work and meetings, the process for reviewing and revising policies and procedures, and a description of all governance committees. The plan includes a process for submitting items that are not Board policies or

administrative procedures. Through this process individuals can bring forward ideas for College wide or institutional improvement if they are not addressed in program review.

Informal ways of bringing forward ideas include the virtual suggestion box initiated by the superintendent/president (IV.A.1-16). The virtual suggestion box began as a way for all members of the community to make suggestions about budget reductions but expanded into suggestions about all aspects of the College. Ideas can also be brought to open forums the superintendent/president holds each semester. At the open forums the superintendent/president shares information, takes questions, and listens to ideas. The forums are open to all members of the community and are held at both campus sites (IV.A.1-17).

Effective discussions require information about specific program performance and the College as a whole. These data are available on the Data Dashboard (IV.A.1-18) and the College community is regularly updated through Data Nuggets (IV.A.1-19) in the *President's Weekly Briefing* and analyses of short- and long-term trends in student access and success (IV.A.1-20). Prompts in program review for academic and student service programs require reference to institutional performance data, which is used to inform committees in making budget recommendations (IV.A.1-21).

A few examples of projects and programs that have come through the participatory governance system include the educational master plan and strategic plans, the Marin Transit Initiative, COMPASS, and Statway. (See I.A.2, I.B.1 and I.B.9 for more detail.)

**ANALYSIS AND EVALUATION**

The College meets the Standard. COM's institutional leaders support innovation and the PGS. This combination creates a collaborative environment that fosters institutional excellence. Both formal and informal mechanisms exist for students, faculty, managers, staff, and the community to provide feedback and offer ideas. The governance system facilitates discussion of those ideas. Some examples of innovative projects and initiatives that have arisen through this environment include the Marin Transit Initiative, One Book One Marin, COMPASS, Statway, and FLIT.

**EVIDENCE LIST**

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|---|---|
| IV.A.1-1 | See I.C.7-7, *Faculty Handbook*, Opportunities/Responsibilities Web page, Individual Research and Development Grants |
| IV.A.1-2 | See I.C.7-7, *Faculty Handbook*, Opportunities/Responsibilities Web page, Professional Affairs Committee |
| IV.A.1-3 | See II.A.1-7, Professional Development Web page, Fall 2016 Flex Week |
| IV.A.1-4 | See I.A.2-18, *The FLIT Report: Recommendations for the Basic Skills Master Plan* |
| IV.A.1-5 | See II.A.4-11, Basic Skills and Student Outcomes Transformation Program Application |
| IV.A.1-6 | See I.B.4-14, Basic Skills and Student Outcomes Transformation Program Grant Award Letter, April 1, 2016 |
| IV.A.1-7 | Dr. Alfredo Quiñones-Hinojosa will be the Honored Speaker at COM's 89th Annual Commencement, news release, May 13, 2016 |
| IV.A.1-8 | See II.C.3-15, COMPASS Web page |
| IV.A.1-10 | See I.B.6-7, Summer Bridge and JumpStart Programs Help Students Transition to College, news release, April 9, 2015 |
| IV.A.1-11 | See II.A.7-9, Puente Project Web page |
| IV.A.1-12 | *President's Weekly Briefing*, August 26, 2015, p. 2 |
| IV.A.1-13 | AP 5050 Student Success and Support Program |
| IV.A.1-14 | See I.B.1-4, Marin Transit and COM Announce Partnership, news release, May 11, 2015 |
| IV.A.1-15 | See I.B.1-2, *Participatory Governance System Plan*, revised March 2016, p. 4 |
| IV.A.1-16 | College Forms, Suggestion Box Web page |
| IV.A.1-17 | See I.A.4-13, *President's Weekly Briefing*, February 25, 2015, example |
| IV.A.1-18 | See I.B.4-3, PRIE Data Dashboard Web page |
| IV.A.1-19 | See I.C.3-5, Data Nuggets Web page |
| IV.A.1-20 | See I.A.2-1, Fact Book Web page, Student Progress and Outcomes |
| IV.A.1-21 | See II.A.2-7, Program Review template, 2015-2016 |

*Standard IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

**EVIDENCE OF MEETING THE STANDARD**

In addition to governance policies and procedures set out in the participatory governance system (PGS) plan as discussed in IV.A.1., Board policies (BP) and administrative procedures (AP) regarding participatory governance and the roles of constituent groups are stated in BP 3250 Institutional Planning (IV.A.2-1) and BP 3260 Participation in Local Decision Making, which identifies constituent groups and guarantees that, "Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Student Senate will be given every reasonable consideration" (IV.A.2-2). AP 3260 Participation in Local Decision Making recognizes groups involved in the governance process including legally defined areas of participation and the 10 + 1 agreement between the Board of Trustees and Academic Senate (IV.A.2-3).

AP 3250 Institutional Planning (IV.A.2-4) specifies College of Marin's (COM) *Integrated Planning Manual* (IV.A.2-5) as the document that identifies the process for developing, reviewing, updating and implementing plans, responsible committees and personnel, approval processes, the integration of planning efforts, and the use of research in the process. Administrative champions of the various strategic plan initiatives report and provide evidence of progress on each initiative to the Educational Planning Committee (EPC) each year. Evidence is posted on a special tracking page on the College website (IV.A.2-6).

The College has several methods that individuals can utilize in order to bring forward ideas and work together. This can be achieved via issue-related task forces, such as the Developmental Math Task Force that arose out of a Student Access and Success Committee recommendation in a 2013 program review, or through the governance committee process, through the senates, or through projects proposed by departments via program review and recommended by the Planning and Resource Allocation Committee (PRAC).

Individuals or small groups may also make proposals to the Basic Skills Initiative Steering Committee for funding (IV.A.2-7). One example of such a proposal is for Faculty Inquiry Groups (FIGS) (IV.A.2-8). (See I.A.2 for more information). Other projects include ways to improve evening English as a second language (ESL), English skills student success workshops, and the First Year Experience learning community. Some student equity funds are utilized in a similar manner.

Faculty, staff, and students may also respond to surveys administered yearly by specific governance committees, such as the PGS survey that speaks directly to participation (IV.A.2-9). The most recent PGS survey was conducted in spring 2015 (IV.A.2-10) and changes to committee charges were added to the PGS plan (IV.A.2-11) in spring and fall of 2016. These changes as well as increasing governance committees' visibility, heightened recruitment, and modifying the quorum definition address the issues raised in the survey.

**ANALYSIS AND EVALUATION**

The College meets the Standard. Policies and procedures authorize faculty, staff, students' and administrators' participation in decision-making processes. This participation occurs primarily through the participatory governance system and processes outlined in the *Integrated* *Planning Manual*. The College adheres to these policies and practices as periodic survey results show. Other venues for bringing forward ideas and initiatives exist as well, and they are institutionally supported. Multiple innovative projects have taken root and flourished in this environment.

**EVIDENCE LIST**

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|---|---|
| IV.A.2-1 | BP 3250 Institutional Planning |
| IV.A.2-2 | BP 3260 Participation in Local Decision Making, p. 2 |
| IV.A.2-3 | AP 3260 Participation in Local Decision Making |
| IV.A.2-4 | AP 3250 Institutional Planning |
| IV.A.2-5 | See I.A.3-1, *Integrated Planning Manual*, revised July 23, 2012 |
| IV.A.2-6 | See I.A.4-5, PRIE Planning Web page, College of Marin *Strategic Plan 2015-2018*, Progress Reports |
| IV.A.2-7 | BSI Steering Committee Web page |
| IV.A.2-8 | Faculty Inquiry Groups Final Report, spring 2014 |
| IV.A.2-9 | PGS Member Survey results, spring 2014 |
| IV.A.2-10 | See I.B.7-5, College of Marin Campus Community Experience and Evaluation of Participatory Governance, May 6, 2015 |
| IV.A.2-11 | See I.B.1-1, *Participatory Governance System Plan*, revised March 2016 |

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*Standard IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

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**EVIDENCE OF MEETING THE STANDARD**

The College governance system is codified in Board Policy (BP) 3260 Participation in Local Decision Making, which was adopted May 2005 (IV.A.3-1), and BP 3250 Institutional Planning adopted September 2009 (IV.A.3-2). To ensure effective participation in decision making, participatory governance committees and councils are composed of faculty, staff, students, and administrators. The superintendent/president appoints administrators to serve on committees related to their responsibilities and any other committees that require or request manager participation. The Academic, Classified, and Student Senates appoint their respective representatives to the institution's governance committees.

Participatory governance operating guidelines, committee charges, and responsibilities are outlined in the participatory governance system plan (IV.A.3-3) which is posted on the COM Participatory Governance System (PGS) Web page on the College website (IV.A.3-4). The PGS includes a committee organizational chart also on the College website. Roles and responsibilities for participatory governance committees are outlined in the PGS Plan and are periodically reviewed by the Governance Review Council (GRC) (IV.A.3-5). Committees may suggest changes in committee structure and/or responsibilities to the GRC by

submitting a proposal outlining the suggested change. GRC evaluates the proposal and makes a recommendation to College Council for approval. As an example, the Facilities Planning Committee in 2014-2015 and the Student Access and Success Committee (SASC) in 2015-2016 asked to have policies and procedures relevant to their work forwarded to them for review. This suggestion was taken up by GRC in spring 2016. The GRC recommended to College Council that this practice be applied to all committees where policies and procedures may impact the committee's assigned charge (IV.A.3-6). This change was approved by College Council and implemented (IV.A.3-7).

Each spring the Planning, Research, and Institutional Effectiveness (PRIE) Office conducts a governance committee participant survey in collaboration with the GRC to assess committee members' perceptions of and satisfaction with the governance system. Results of the survey are used to revise and improve the system (IV.A.3-8). In October 2009 the GRC recommended merging of duties and reformulation of the Budget Committee and the Institutional Planning Committee into the Planning and Resource Allocation Committee (PRAC). The proposal was accepted by College Council in November 2009 and PRAC was established. In 2014 a budget sub-committee of PRAC was proposed to complete a thorough review and analysis of the budget and report findings to the full PRAC membership. On further discussion PRAC determined that strictly following its stated budget-related functions in the PGS charge would avoid being mired in budget allocation details that are better handled at the division level (IV.A.3-9). PRAC returned in 2015-2016 to its stated PGS function of a broad view of budget assumptions and resource allocation leaving program review budget requests ranking and allocation to PRAC subcommittees and division managers. PRAC also rewrote its charge and created a flowchart for its budget

development process, both of which were approved by College Council and added to the 2016 PGS plan revisions (IV.A.3-10).

In 2015, following the GRC's recommendation, an outside consultant was brought in to review the College governance committee system and make recommendations (IV.A.3-11). This review, along with the GRC spring 2015 findings from its system-wide evaluation (IV.A.3-12), was sent to College Council in December 2015 (IV.A.3-13). In its correspondence, GRC made recommendations for changes, accepting some of the changes suggested by the outside consultant, and included recommended improvements based on its annual evaluation of the committee system. Based on these documents, the superintendent/president made the recommendation to accept the changes suggested by GRC (IV.A.3-14) and this was approved by College Council. These changes were included in the spring 2016 revisions to the PGS plan. The changes will be evaluated in spring 2017 or after sufficient time has passed to ensure that changes have had time to take hold.

## ANALYSIS AND EVALUATION

The College meets the Standard. Based on Board policies, College of Marin's governance system, delineated in the participatory governance system plan, establishes committees and processes through which administrators, staff, students, and faculty have a substantive and clearly defined role in institutional governance. The committee system gives all constituent groups a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise as evidenced by committee participation. The College has a well-defined system of participatory governance that it follows and continually improves through campus wide survey results and improvements recommended by GRC, the committees, College Council, and the senates.

**EVIDENCE LIST**

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|---|---|
| IV.A.3-1 | See IV.A.2-2, BP 3260 Participation in Local Decision Making |
| IV.A.3-2 | See IV.A.2-1, BP 3250 Institutional Planning |
| IV.A.3-3 | See I.B.1-1, *Participatory Governance System Plan*, revised March 2016 |
| IV.A.3-4 | See I.B.8-18, COM Participatory Governance System Web page |
| IV.A.3-5 | Governance Review Council Web page |
| IV.A.3-6 | Proposed revisions to *Participatory Governance System Plan*, p. 41 |
| IV.A.3-7 | College Council Draft Meeting Minutes, October 13, 2016, p. 1 |
| IV.A.3-8 | See II.C.2-4, PRIE Survey Results Web page, Participatory Governance System |
| IV.A.3-9 | PRAC Meeting Minutes excerpts, 2014-2015 |
| IV.A.3-10 | See III.D.3-2, *Participatory Governance System Plan*, revised March 2016, pp. 24-28 |
| IV.A.3-11 | Participatory Governance presentation, October 15, 2015 |
| IV.A.3-12 | See I.B.7-4, Governance Review Council Recommendations, April 20, 2015 |
| IV.A.3-13 | College Council Minutes, December 3, 2015 |
| IV.A.3-14 | See I.B.7-6, President's Response to Recommended Changes to PGS, February 1, 2016 |

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*Standard IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

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**EVIDENCE OF MEETING THE STANDARD**

The faculty role in making recommendations about student learning programs and services is defined in Board Policy (BP) 4020 (IV.A.4-1) and Administrative Procedure (AP) 4020 Program and Curriculum Development (IV.A.4-2). The College refers to state regulations under Assembly Bill 1725 for guidance on the role of senates and the responsibility of the Board of Trustees to rely primarily upon the senate in all academic and professional matters under 10 + 1, and codified in BP 3260 (IV.A.4-3) and AP 3260 (IV.A.4-4) Participation in Local Decision Making.

The faculty role in program, curriculum, and course development is defined in AP 4020 Program and Curriculum Development; program discontinuance in AP 4021 Program Discontinuance (IV.A.4-5); program revitalization in AP 4022 Program Revitalization (IV.A.4-6); course approval

procedures in AP 4023 Course Approval (IV.A.4-7); criteria for degrees in AP 4025 Criteria for Associate Degree and General Education (IV.A.4-8); and distance education in AP 4105 Distance Education (IV.A.4-9).

Student learning programs and services are driven by both the faculty and academic administrators at College of Marin (COM). Faculty members individually and as members of departments, working closely with their department's chair, are responsible for creating, implementing, and evaluating student learning outcomes (SLOs) within their departments (IV.A.4-10). Faculty at the department level are also responsible for creating and revising course outlines (IV.A.4-11).

The Academic Senate's Curriculum Committee is responsible for making recommendations regarding courses and degrees. This key committee meets weekly during the academic year and is composed of faculty, staff, students,

and non-voting administrators from the instructional divisions. It reviews and maintains course outlines, as well as degree and certificate requirements for all credit and noncredit programs. It not only reviews and approves substantive curriculum content but also many technical aspects of curriculum writing (IV.A.4-12).

At the administrative level, the senior vice president of student learning and student services directs all curriculum activities, planning, and development for instructional programs and services. The assistant vice president for instructional support oversees an array of curriculum and instructional support services and works closely with the Office of Instructional Management, the Curriculum Committee, and the Academic Senate (IV.A.4-13).

In addition to the Curriculum Committee, the Academic Senate also maintains committees in specialized areas of student/faculty academic interest including the Student Learning Outcomes Assessment Council (SLOAC) (IV.A.4-14), the General Education Committee (IV.A.4-15), the Academic Standards Committee (IV.A.4-16), and the Distance Education Committee (IV.A.4-17).

The program review facilitator is appointed by the Academic Senate and the senate oversees the program review process. Ultimately, program reviews are reviewed by specific governance committees if requests are made for equipment, faculty, or other personnel or supplies. As an example, program reviews requesting additional faculty are routed by the program review facilitator to an ad-hoc subcommittee of PRAC that reviews and ranks faculty hire requests (IV.A.4-18), while requests for equipment are routed to the Instructional Equipment Committee, another subcommittee of PRAC (IV.A.4-19 and

IV.A.4-20). Division deans and other academic administrators provide PRAC with an overview of each division's program reviews in the spring (IV.A.4-21). Committee recommendations are then reviewed by PRAC, along with the division overview presentation materials, and PRAC makes recommendations to the superintendent/president (IV.A.4-22).

A key role of the Academic Senate in College governance is the appointment of faculty representatives to all participatory governance bodies, as specified in the College's participatory governance system plan. The Academic Senate, the program review facilitator and the SLO facilitator have been instrumental in deliberating, informing, and implementing the College's outcomes-based goals, including development, implementation, and assessment of the five general college wide/general education SLOs and oversight of the development of the SLO Web pages for posting SLO assessment and record keeping (IV.A.4-23).

## ANALYSIS AND EVALUATION

The College meets the Standard. State regulations, Board policies, and administrative procedures designate the faculty's role in curriculum and student learning. Educational administrators oversee a range of academic activities collaborating with the Academic Senate, department chairs, and faculty. The Academic Senate's leadership in guiding the College's curriculum and student learning programs and services demonstrates its central role in making key decisions on academic matters. Evidence in policies and procedures, in Curriculum Committee and Academic Senate agendas and minutes, and in communication between these bodies and key administrators demonstrates that faculty and academic administrators participate fully in this process.

## EVIDENCE LIST

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|---|---|
| IV.A.4-1 | See II.A.1-1, BP 4020 Program, Curriculum, and Course Development |
| IV.A.4-2 | See II.A.5-6, AP 4020 Program and Curriculum Development |
| IV.A.4-3 | See IV.A.2-2, BP 3260 Participation in Local Decision Making |
| IV.A.4-4 | See IV.A.2-3, AP 3260 Participation in Local Decision Making |
| IV.A.4-5 | See II.A.15-2, AP 4021 Program Discontinuance |
| IV.A.4-6 | See II.A.15-3, AP 4022 Program Revitalization |
| IV.A.4-7 | AP 4023 Course Approval |
| IV.A.4-8 | AP 4025 Criteria for Associate Degree and General Education |
| IV.A.4-9 | AP 4105 Distance Education |
| IV.A.4-10 | See I.B.2-1, *Assessment Plan 2012* |
| IV.A.4-11 | See II.A.1-6, Course Outline Guide, revised spring 2014 |
| IV.A.4-12 | See I.C.9-3, Curriculum Committee Web page |
| IV.A.4-13 | Senior Vice President of Student Learning and Student Services and Assistant Vice President for Instructional Support job descriptions |
| IV.A.4-14 | See II.A.11-1, Instructional Student Learning Outcomes Web page, Student Learning Assessment Council |
| IV.A.4-15 | See I.B.2-18, General Education Committee Web page |
| IV.A.4-16 | Academic Senate, Senate Subcommittees Web page, Academic Standards Committee |
| IV.A.4-17 | See IV.A.14-16, Academic Senate, Senate Subcommittees Web page, Distance Education Committee |
| IV.A.4-18 | FTFAC Recommendations for Full-Time Faculty Requests from 2015-2016 Program Review |
| IV.A.4-19 | See III.B.2-6, Instructional Equipment Ranked List of Requests 2015 |
| IV.A.4-20 | See III.B.2-7, IEC Recommendations Memo, May 12, 2015 |
| IV.A.4-21 | See I.B.7-7, PRAC Budget Creation Presentations for FY 2016-2017, administrator presentations |
| IV.A.4-22 | See III.B.2-8, PRAC Memo, Final Recommendations for Allocations from 2014-2015 Program Reviews, May 21, 2015 |
| IV.A.4-23 | See I.C.3-8, Student Learning Outcomes and Program Reviews Web page |

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*Standard IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

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## EVIDENCE OF MEETING THE STANDARD

### Relevant Perspectives and Aligned Expertise and Responsibility

Board policies delineate the Board's authority, its delegation of authority to the superintendent/president, its role in institutional planning and finances, and its consideration of the public's interests (See IV.C.1, IV.C.5 and IV.C.12 for more detail).

The *Participatory Governance System (PGS) Plan* addresses student, administration, staff and faculty participation on College governance committees (IV.A.5-1). As defined in the plan, there is a clear governance structure in place involving faculty, staff, administration, and students. Representatives from constituent groups are appointed to seats on all governance committees according to the rules set in the plan. The superintendent/president appoints managers to committees. All committees have at least one position designated for a student.

Student participation is always challenging because of the demands of school work and other activities. However, the committees make every effort to accommodate student participation.

Committee chairs are selected by committee members, except for the Planning and Resource Allocation Committee (PRAC). The president of the Academic Senate and the senior vice president of student learning and student services co-chair PRAC. The senior vice president also serves as the non-voting chair of the Instructional Equipment Committee. The vice president of finance and college operations (VPFCO) and the executive director of planning, research, and institutional effectiveness (PRIE) serve on PRAC in alignment with their responsibilities and the PRIE executive director also serves on the Educational Planning Committee. The VPFCO also serves on the Facilities Planning Committee. The chief information officer/director of information technology serves on the Technology Planning Committee and the executive director of human resources on the Professional Development Committee. Committee recommendations for instructional equipment, facilities planning, program development, staffing, and technology planning are forwarded to PRAC annually in order to prioritize funding and prepare long-range plans.

Ultimately, recommendations from PRAC and College Council are forwarded to the superintendent/president, who chairs College Council and makes recommendations to the Board of Trustees.

Other College committees such as the Curriculum Committee (IV.A.5-2) and Academic Standards Committee (IV.A.5-3) provide input and offer direction in their respective areas of expertise. When warranted, the Board of Trustees will invite expert advice from specific constituent groups during Board of Trustees meetings and retreats. Leaders of various constituent groups, including the

senates, meet individually with the College superintendent/president at least once a month to facilitate communication and informal problem solving. The senate presidents have a standing item on the Board of Trustees agenda in order to report senate-related issues at all regular Board of Trustees meetings (IV.A.5-4). Students are represented on the Board of Trustees in accordance with Education Code (sections 72023.5 to 72023.7). The student trustee position is an elected, one-year position (IV.A.5-5).

In addition to broad representation through the committee system, the faculty's interests are represented through the Academic Senate, elected department chairs (including monthly chairs' meetings with the senior vice president of student learning and student services) and United Professors of Marin (UPM) (the faculty union). UPM and the District work jointly through the Union District Workload Committee (UDWC) (IV.A.5-6), the Professional Standards Committee (IV.A.5-7), and the Professional Affairs Committee (PAC) (IV.A.5-8). The Academic Senate represents specific faculty interests through its Curriculum Committee, the Student Learning Outcomes Assessment Council (SLOAC) (IV.A.5-9), the General Education Committee, Academic Standards Committee, and the Distance Education Committee (IV.A.5-10).

Staff are represented through the California School Employees Association (CSEA) (IV.A.5-11) and Service Employees International Union (SEIU) (IV.A.5-12) (the two classified unions) and the Classified Senate (IV.A.5-13). Administrators are represented through the President's Cabinet, which meets regularly (IV.A.5-14). In addition, managers, supervisors, and confidential employees meet with the superintendent/president as needed. Instructional administrators attend chairs' meetings, which occur once a month during the semester. Students are involved in all levels of College governance including governance

committees, the Board of Trustees, and the Student Senate, known as Associated Students College of Marin (ASCOM) (IV.A.5-15).

The eight participatory governance committees and College Council include a total of 38 faculty positions, 21 classified staff positions, 20 administrator positions, and 19 student positions. This is in addition to voluntary membership in modernization activities, senate committees, hiring committees, ad hoc groups, student advisory positions, and the unions. The College is small and is dependent on staff, faculty, and students who are willing to participate in College governance. As a result, the College is becoming increasingly reliant upon college wide communication tools including the College's Web pages, e-mails, and briefings to keep College constituents involved and informed. Committee meetings are open and are calendared on the College Web page. Academic Senate agendas and minutes are available online (IV.A.5-16), as are all Board of Trustees meeting agendas and minutes (IV.A.5-17) and PGS committee agendas and minutes (IV.A.5-18). The College has worked hard to increase involvement and communication in participatory governance and to make it easy for everyone to keep abreast of these activities. Announcements are made at Convocation and in the *President's Weekly Briefing*; committees communicate with the senates to encourage committee appointments and fill vacancies; and the Governance Review Council considers ways to make membership more convenient (IV.A.5-19). Encouraging off-campus and Indian Valley Campus participation in committee meetings by using teleconferencing or videoconferencing when in-person attendance is not possible is an example of efforts to increase involvement, but at this point that capability is limited.

In spite of the high number of constituents involved in the governance process and the availability of information about governance committee activities, about 30 percent of survey respondents said they haven't participated on PGS committees because they do not know enough about those committees. Nearly 40 percent said they had not been asked to participate (IV.A.5-20).

The College has addressed this lack of awareness by putting in place activities that will encourage greater knowledge about and participation in the committee system. At the Fall 2016 Convocation, GRC gave a presentation about the committees and their responsibilities. Tables were set up outside the theater so that faculty and staff could meet with committee members, learn more about the committee's work, and sign up to serve (IV.A.5-21). In addition, GRC has now been tasked with maintaining contact with committee chairs on an ongoing basis. GRC has also been assigned responsibility for continuing to increase participatory governance visibility and actively working to engage new faculty, staff, and students in committee work. In addition, a quorum has been changed to a simple majority of the council or committee's filled seats and a committee can take action even if a governance group does not provide a representative. Changes to the PGS plan also now allow the assigned staff resource person to serve as a committee member with the consent of their constituent group.

### Timely Action

All planning documents have published timelines, and strategic planning progress and outcomes are tracked and reported annually. Program reviews are done annually, on two and three-year cycles for each program. These reviews feed into the annual budget allocation timeline and require recommendations from PRAC by the end of spring semester. The superintendent/president returns a letter to PRAC outlining which recommendations have been accepted no later than early fall of the new fiscal year, but usually by the last PRAC meeting of spring semester. The process ends with Board budget approval for the new fiscal

year (IV.A.5-22). Board policies and administrative procedures are updated on a regular basis (See I.B.7).

## ANALYSIS AND EVALUATION

The College meets the Standard. Board policies delineate its authority and delegate authority to the superintendent/president as well as assuring the public's interest in the College is accommodated through processes for public input. The College aligns responsibility and expertise in its internal participatory governance system while assuring opportunities for input from all constituencies' perspectives. The major College planning, budget, and program review processes follow prescribed timelines and those timelines are met. Board policies and administrative procedures are routinely updated.

## EVIDENCE LIST

| | |
|---|---|
| IV.A.5-1 | See I.B.1-1, *Participatory Governance System Plan*, revised March 2016 |
| IV.A.5-2 | See I.C.9-3, Curriculum Committee Web page |
| IV.A.5-3 | See IV.A.4-16, Academic Senate, Senate Subcommittees Web page, Academic Standards Committee |
| IV.A.5-4 | Board Meeting Agenda, June 21, 2016, p. 2, example |
| IV.A.5-5 | BP 2015 Student Trustee |
| IV.A.5-6 | Union District Workload Committee meeting summaries, examples |
| IV.A.5-7 | See I.C.9-1, UPM/MCCD Collective Bargaining Agreement, January 1, 2014–December 31, 2016, pp. 121-122 |
| IV.A.5-8 | See I.C.7-7, *Faculty Handbook*, Opportunities/Responsibilities Web page, Professional Affairs Committee |
| IV.A.5-9 | See II.A.11-1, Instructional Student Learning Outcomes Web page, Student Learning Assessment Council |
| IV.A.5-10 | See IV.A.4-16, Academic Senate, Senate Subcommittees Web page |
| IV.A.5-11 | CSEA Contract, July 1, 2012-June 30, 2015 |
| IV.A.5-12 | Service Employees International Union Local 1021 Collective Bargaining Agreement, January 1, 2014-December 31, 2016 |
| IV.A.5-13 | Classified Senate Web page |
| IV.A.5-14 | Profiles: Leadership Team Web page |
| IV.A.5-15 | See II.C.4-8, Associated Students College of Marin Web page |
| IV.A.5-16 | Academic Senate, Agenda and Minutes Web page |
| IV.A.5-17 | Board of Trustees Agendas and Minutes website |
| IV.A.5-18 | See I.B.8-18, COM Participatory Governance System Web page, PGS Standing Committees |
| IV.A.5-19 | See I.B.7-4, Governance Review Council Recommendations, April 20, 2015, p. 3 |
| IV.A.5-20 | See I.B.7-5, College of Marin Campus Community Experience and Evaluation of Participatory Governance, May 6, 2015 |
| IV.A.5-21 | Participatory Governance presentation, Fall 2016 Convocation |
| IV.A.5-22 | *Participatory Governance System Plan*, revised March 2016 pp. 27-28 |

*Standard IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

**EVIDENCE OF MEETING THE STANDARD**

The manner in which constituent groups participate in decision making is guided by the California Educational Code as specified in Section 70901(b)(1)(E) and in College of Marin's (COM) *Participatory Governance System Plan* (IV.A.6-1). The plan includes an outline of the participatory governance system (PGS), committee charges and responsibilities, and governance procedures that guide meeting operation and participatory decision-making processes. Along with the PGS plan, documents that specify the decision-making process in areas such as distance education or professional development are available on the College website. These documents, in concert, guide the decision-making process (IV.A.6-2).

The decision-making process and the resulting decisions are widely communicated via committee meetings and minutes (IV.A.6-3), the senates, department meetings, convocation, campus email notifications, the College website, *President's Weekly Briefings* (IV.A.6-4), the vice presidents' newsletters (IV.A.6-5), and all Board minutes and agendas posted on the website (IV.A.6-6). Board policies and administrative procedures are circulated to and addressed by governance committees with topic expertise, and policies and procedures are posted on the website (IV.A.6-7).

Decisions are documented via committee minutes, memos to the Planning and Resource Allocation Committee (PRAC) from its committees, memos with recommendations from PRAC to the superintendent/president, and responses to those memos from the superintendent/president. Final decisions regarding budget allocations, policies and procedures, and other Board decisions are documented in Board minutes. Committee members representing students, staff, and faculty are expected to report back to their constituents. The PGS committee's monthly agendas and minutes are posted on the PGS Web pages (IV.A.6-8).

As an example of communication across the institution, at the Spring 2016 Convocation, the superintendent/president handed out a three-fold pamphlet providing an overview of the *Strategic Plan 2015-2018* and encouraged all attendees to read and share the goals, objectives, and performance indicators. The pamphlet also included the College's mission statement (IV.A.6-9). At the Fall 2016 Convocation, the Governance Review Council (GRC) presented on PGS and invited faculty, staff, and students to join committees and participate in discussion and making recommendations on a variety of institutional issues and priorities (IV.A.6-10).

As stated in IV.A.5, despite the numerous avenues for communicating information about the governance system and its output, many members of the campus community are still not aware of this information. Multiple steps are being taken to increase awareness and participation.

**ANALYSIS AND EVALUATION**

The College meets the Standard. The process for decision making and the resulting decisions are documented and widely communicated across the College in multiple forms. Even so, there is still lack of awareness by some of this information and the PGS responsibilities and tasks. College of Marin is taking steps to improve its communication processes and regularly assesses its participatory governance system.

**EVIDENCE LIST**

| | |
|---|---|
| IV.A.6-1 | See I.B.1-1, *Participatory Governance System Plan,* revised March 2016 |
| IV.A.6-2 | See I.A.4-5, PRIE Planning Web page |
| IV.A.6-3 | See I.B.8-18, COM Participatory Governance System Web page |
| IV.A.6-4 | Office of the President Web page, From the President's Desk |
| IV.A.6-5 | *Student Learning and Student Services Newsletter*, fall 2015 |
| IV.A.6-6 | See IV.A.5-17, Board of Trustees Agendas and Minutes website |
| IV.A.6-7 | See I.C.8-10, Policies and Procedures Web page |
| IV.A.6-8 | See I.B.8-18, COM Participatory Governance System Web page, PGS Standing Committees |
| IV.A.6-9 | See I.B.7-9, *Strategic Plan 2015-2018*, brochure |
| IV.A.6-10 | See IV.A.5-21, Participatory Governance presentation, Fall 2016 Convocation |

*Standard IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

**EVIDENCE OF MEETING THE STANDARD**

Administrative roles and evaluations, including the superintendent/president, are discussed in IV.B.1, IV.B.2, IV.C.3, Standards III.A.5, IV.C.10 address Board evaluation, Evaluation of the participatory governance system (PGS) is in IV.A.3. The College implemented a governance system in May 2005 that provides a clear path for faculty, staff, student, and administrative participation in college decision-making and mechanisms for evaluation and improvement. Faculty, staff, students, and administrators are appointed to serve on governance committees by their respective constituent groups. College governance committees ultimately report to College Council, which is composed of the leadership of the four constituencies and is chaired by the superintendent/president (IV.A.7-1). The Governance Review Council (GRC) (IV.A.7-2), which reports to College Council, is charged with overseeing the governance system to ensure that it functions effectively. Its responsibilities are clearly outlined in the *Participatory Governance System Plan* and

include conducting "an evaluation of the governance system annually or more frequently when deemed necessary by two of the senates or the Board of Trustees" and recommending "changes and revisions to the governance system that are based on the outcome of the evaluation process and consistent with current laws and regulations" (IV.A.7-3).

When the participatory governance system plan was launched in 2005, there was College wide agreement that it would be a "living document" so that changes and improvements could be made whenever necessary to ensure its integrity and effectiveness. These changes and improvements would be based on constituent group feedback from survey data, interviews, and committee member discussions.

To meet this responsibility, the GRC with Planning, Research and Institutional Effectiveness (PRIE), develops and conducts an annual governance participant survey for those who serve on governance committees. In 2010, 2012, and 2015 the survey was sent to everyone College wide, regardless of whether

they served on a committee. The results of the surveys are published on the Participatory Governance Web page (IV.A.7-4). An email announcement about the survey results is sent to the College community. The GRC with PRIE, analyzes the survey results and makes recommendations for improvement. The GRC also reviews recommendations received from committees and constituent groups throughout the year to change and improve the governance system. Recent changes to the governance committees, recommended by GRC and approved by College Council, will be evaluated in spring 2017 or when sufficient time has passed to be able to determine the effectiveness of the newly implemented changes. Two of those changes involve communication—increasing the visibility of the governance committees so that more faculty, staff, and managers are aware of PGS responsibilities and tasks and increasing interaction between GRC and the other PGS committees (IV.A.7-5 and IV.A.7-6). Both issues are being addressed.

The College, through PRIE, prepares a Governance Digest each year that highlights the work of the governance committees. Reports are compiled using committee chair reports and/or committee minutes and include the activities, recommendations, and resulting actions and updates for each committee. The digest is posted on the Participatory Governance Web page (IV.A.7-7).

Program review as a decision-making and resource allocation process is regularly evaluated. First, for providing feedback to programs about their program review, student learning outcomes (SLO) assessments, and allocation requests; and second, for improving the program review template. The Program Review Web page includes an allocations page showing the rankings and results for requests (IV.A.7-8). In addition, the Student Learning Outcomes Assessment Council (SLOAC) prepares a feedback sheet addressing the SLO portion of the program review (IV.A.7-9).

Program review, as a decision-making and resource allocation process, is regularly evaluated by the subcommittees of the Planning and Resource Allocation Committee (PRAC) that receive and prioritize portions of the program review and by SLOAC (IV.A.7-10). Recommended improvements to the program review template are reviewed by the program review facilitator, SLOAC, and PRAC and changes are made as warranted (IV.A.7-11).

Board policies and administrative procedures that relate to College decision-making processes are reviewed by the governance committees or Academic Senate committees that address the specific topics, such as academic standards, technology, or facilities. Recommendations from committees are then addressed by College Council and presented by the superintendent/president to the Board of Trustees (IV.A.7-12).

## ANALYSIS AND EVALUATION

The College meets the Standard. Leadership roles are evaluated through formal personnel evaluations and the superintendent/president's assessment of institutional needs. For the last eleven years, College of Marin has utilized a formal participatory governance decision-making system and processes that are regularly assessed and modified as warranted. Although the system is institutionalized and periodically modified for improvement, broadly communicating the committee's responsibilities to the campus community and communication between committees remains a work in progress. There is still some degree of disconnect between the ready availability of information on the College website and through the College email distribution lists and the level of awareness of that information among the College's constituent groups. These communication issues are being addressed through changes in governance system processes.

## EVIDENCE LIST

| | |
|---|---|
| IV.A.7-1 | *Participatory Governance System Plan*, revised March 2016, p. 5 |
| IV.A.7-2 | See IV.A.3-5, Governance Review Council Web page |
| IV.A.7-3 | *Participatory Governance System Plan*, revised March 2016, p. 20 |
| IV.A.7-4 | See I.B.8-18, COM Participatory Governance System Web page, PGS Committee Participant Surveys |
| IV.A.7-5 | See I.B.7-4, Governance Review Council Recommendations, April 20, 2015 |
| IV.A.7-6 | See I.B.7-6, President's Response to Recommended Changes to PGS, February 1, 2016 |
| IV.A.7-7 | See I.B.8-18, COM Participatory Governance System Web page, Governance Digest |
| IV.A.7-8 | See III.D.2-4, Program Review Allocation Results Web page |
| IV.A.7-9 | See I.B.4-8, Program Review SLO Assessment Response Sheet |
| IV.A.7-10 | See I.B.9-5, Planning and Resource Allocation Committee Web page, Agendas, Minutes and Meeting Materials, Presentations/Additional Materials/Accreditation Evidence |
| IV.A.7-11 | PRAC Meeting Minutes, September 8, 2015 |
| IV.A.7-12 | *Participatory Governance System Plan*, revised March 2016, pp. 14-16 |

## IV.B. Chief Executive Officer

*Standard IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

### EVIDENCE OF MEETING THE STANDARD

Board Policy (BP) 2430 Delegation of Authority to the superintendent/president defines the role and authority of the superintendent/president at College of Marin (COM), including the authority to delegate responsibilities as appropriate (IV.B.1-1). Specific responsibilities are delineated in the superintendent/president's annual evaluation.

### Planning, Organizing, Budgeting

The superintendent/president tasks his administration with oversight of plans delineated in the educational master plan, the strategic plan and the *Integrated Planning Manual*, which outlines the process and timelines for integrated planning and resource allocation utilizing COM's participatory governance system (IV.B.1-2). (See I.B.9 for more information on the integrated planning process.) Work required by these plans and updates to the plans are discussed regularly by and with the superintendent/president in President's Cabinet and College Council as well as the Educational Planning Committee (EPC) and the Planning and Resource Allocation Committee (PRAC). The superintendent/president ensures that planning progress is broadly shared. Based on EPC progress ratings, the Planning, Research, and Institutional Effectiveness Office (PRIE) produces an annual summary progress report that is provided to the superintendent/president, Cabinet, Board of Trustees, governance committees, and to the campus community at large through the *President's Weekly Briefing*, posting on the College's website (IV.B.1-3) and updates at College wide forums. The *President's Weekly Briefing* includes periodic

strategic planning notices throughout the year as well (IV.B.1-4 and IV.B.1-5).

The superintendent/president ensures that financial planning and budgets are transparent; shared; and comply with all federal, state, and community college system requirements; follow standard financial practices; and produce fiscal stability. BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management were developed to ensure sound financial practices and financial stability, and clearly require that the annual budget support the College's educational plans. The superintendent/president and the vice president of finance and college operations (VPFCO) ensure that these policies are implemented in practice. Further, the VPFCO trains PRAC members on the budgeting process, including funding streams and expense categories, and updates the committee on current and projected budgets to ensure that institutional planning and program review and other allocation requests are considered with a clear understanding of available funds. Each year, the superintendent/president receives and responds to PRAC's budget recommendations. He routinely works with the Board of Trustees on financial matters and each year submits the College's budget to the Board for approval.

The superintendent/president came to the College in December 2010. Over the past six years he has successfully improved and supported the participatory governance system. In spring through fall 2015, he responded to the recommendations of the Governance Review Council (GRC) by bringing in a consultant to follow-up on the GRC's own review and make recommendations for improvements (IV.B.1-6

and IV.B.1-7). The superintendent/president shared the consultant's recommendations with the GRC (IV.B.1-8), which made its recommendations to the superintendent/president, who then presented them to College Council for further review. He ultimately accepted most of the recommendations and those are currently being implemented (IV.B.1-9).

### Selecting and Developing Personnel

BP 7110 Delegation of Authority, Human Resources gives final authority to the superintendent/president to establish non-administrative academic and classified positions as well as academic and classified administrator positions as appropriate to meet the needs of the District (IV.B.1-10). In carrying out this authority, along with the executive director of human resources per Administrative Procedure (AP) 7110 (IV.B.1-11), the superintendent/president follows statutory and legal requirements, Human Resources policies and practices, and employee contracts, and works within the participatory governance system and union processes to ensure personnel are recruited, selected and evaluated appropriately and that they have opportunities for professional development and institutional expectations for such development. (See III.A.1 for more information on the employee recruitment and selection processes, III.A.5 for personnel evaluation, and III.A.14 for developing personnel.)

Due largely to retirements, including two voluntary Supplemental Employee Retirement Plans, and new positions created primarily through additional state categorical funding, the majority of administrators at COM are relatively new to the College, hired within the last five years—including all of the superintendent/president's direct reports. More than half of the full-time faculty are new hires

as well, with recommendations for this need having come from the program review process (IV.B.1-12, IV.B.1-13 and IV.B.1-14). Consequently, selecting and developing personnel has been paramount.

The superintendent/president participates in the final interviews for all administrators and all faculty. He has overseen implementation of multiple methods of providing professional development and integrating new personnel into the institution such as hiring a faculty professional development facilitator, expanding Flex week, adding a Flex day later in the semester specifically for classified staff, and including new faculty on the re-accreditation task force. In addition, working with the Academic Senate, the superintendent/president created a new faculty hire training process, tasking the assistant vice president for instructional support with administrative oversight.

BP 7150 Evaluation calls for the superintendent/president to develop and maintain an evaluation tool for each employee category and to ensure that personnel evaluations are completed (IV.B.1-15). Evaluations are conducted regularly, in intervals as defined by the collective bargaining agreement for each group, and annually for managers and supervisors (IV.B.1-16, IV.B.1-17 and IV.B.1-18). Opportunities for professional development are provided through Flex activities offered each semester, through Web-based trainings and seminars, and face-to-face venues including professional conferences (IV.B.1-19 and IV.B.1-20). The superintendent/president conducts regular administrative evaluations, which connect institutional goals to specific administrative responsibilities and serves as a mechanism to determine institutional effectiveness (IV.B.1-21). (See III.A.5 for more information on personnel evaluations.)

## Assessing Institutional Effectiveness

The College continues to take seriously the importance of achieving student success and student learning outcomes (SLOs). Consequently, the superintendent/president meets regularly with the Academic Senate president and follows progress on program reviews. In addition, the superintendent/president meets with his Cabinet and College Council to discuss improvements called for in the strategic plan and reviews the annual strategic planning progress report provided to him and the Board of Trustees by the executive director of PRIE (IV.B.1-22 and IV.B.1-23). The *Strategic Plan 2015-2018* includes a goal of ensuring that decisions impacting student success be supported by sound data and analysis (IV.B.1-24).

The PRIE executive director serves on the superintendent/president's Cabinet and reports directly to the superintendent/president. The superintendent/president and executive director work together to strengthen institutional planning as well as deepen the College's research and evaluation capability. In addition to publishing regular analyses of student performance and demographic data, PRIE collaborates with managers and faculty to evaluate the effects of new programs and initiatives. PRIE keeps the superintendent/president abreast of program strengths and challenges that impact student performance and he shares this information broadly with the College community in multiple forms as well as assuring it is posted on the College's website where it is available to external constituents (IV.B.1-25).

Members of the College community who participate in governance or who prepare program reviews and SLO assessments are mandated by the processes to link research to planning and resource allocation (IV.B.1-26). This institutionalized process is upheld by the superintendent/president who sets the standard and directs the College toward continual improvement.

As an example of promoting and supporting research-based student success, the superintendent/president showed his support for an alternative statistics program for non-STEM majors. He attended and spoke at a Curriculum Committee meeting about initiating alternative statistics courses and approved PRAC funding recommendations for Statway (IV.B.1-27).

The superintendent/president attends PRAC meetings during budget discussions and/or as invited by the committee. He attends senate meetings as needed or when invited and is available to other committees if the committee requests his input.

## ANALYSIS AND EVALUATION

The College meets the Standard. The superintendent/president has primary responsibility for the quality of the institution and provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel and assessing institutional effectiveness as mandated by Board policy and the College's planning and resource allocation process. He ensures that planning and resource allocation are transparent, inclusive, and fiscally responsible and supports, participates in, and has improved participatory governance. During the current superintendent/president's tenure there has been substantial turnover in personnel and he has ensured that systematic selection and evaluation processes have been followed and professional development opportunities provided. The superintendent/president promotes student success and learning. Further, he supports the use of data and research for institutional effectiveness and is expanding COM's capacity to do so.

## EVIDENCE LIST

| | |
|---|---|
| IV.B.1-1 | BP 2430 Delegation of Authority to Superintendent/President |
| IV.B.1-2 | See I.A.3-1, *Integrated Planning Manual*, revised July 23, 2012 |
| IV.B.1-3 | See I.A.4-5, PRIE Planning Web page, College of Marin *Strategic Plan 2015-2018*, Progress Reports |
| IV.B.1-4 | See I.A.4-14, *President's Weekly Briefing*, March 27, 2015, p. 1 |
| IV.B.1-5 | *President's Weekly Briefing*, April 1, 2016, p. 1 |
| IV.B.1-6 | See I.B.7-4, Governance Review Council Recommendations, April 20, 2015 |
| IV.B.1-7 | IV.A.3-11, Participatory Governance presentation, October 15, 2015 |
| IV.B.1-8 | GRC Meeting Minutes, November 18, 2015 |
| IV.B.1-9 | See I.B.7-6, President's Response to Recommended Changes to PGS, February 1, 2016 |
| IV.B.1-10 | See III.A.9-4, BP 7110 Delegation of Authority, Human Resources |
| IV.B.1-11 | AP 7110 Delegation of Authority, Human Resources |
| IV.B.1-12 | See III.A.7-4, FTFAC Recommendations for Full-Time Faculty Requests from 2014-2015 Program Review |
| IV.B.1-13 | See III.A.7-5, PRAC Memo, Final Recommendations for Allocations from 2014-2015 Program Reviews, May 21, 2015, p. 5 |
| IV.B.1-14 | Superintendent/President Response to PRAC Recommendations 2014-2015 |
| IV.B.1-15 | See III.A.5-1, BP 7150 Evaluation |
| IV.B.1-16 | See III.A.5-11, CSEA Contract, July 1, 2012-June 30, 2015, Article 5 |
| IV.B.1-17 | See III.A.5-12, Service Employees International Union Local 1021 Collective Bargaining Agreement, January 1, 2014-December 31, 2016, Article 6 |
| IV.B.1-18 | See III.A.5-3, UPM/MCCD Collective Bargaining Agreement, January 1, 2014–December 31, 2016, Article 7 |
| IV.B.1-19 | See II.A.1-7, Professional Development Web page, Flex Guidelines and Faculty Flex Obligations |
| IV.B.1-20 | See I.C.7-7, *Faculty Handbook,* Opportunities/Responsibilities Web page, Professional Affairs Committee |
| IV.B.1-21 | See III.A.5-16, Administrative Performance Evaluation Procedures and Forms |
| IV.B.1-22 | College Council Minutes, September 10 and October 15, 2015 |
| IV.B.1-23 | See I.B.8-2, Board Meeting Minutes, July 19, 2016, pp. 3-4 |
| IV.B.1-24 | See I.B.5-15, *Strategic Plan 2015-2018*, p. 12 |
| IV.B.1-25 | See I.C.3-1, About Planning, Research, and Institutional Effectiveness Web page |
| IV.B.1-26 | See III.A.2-7, Program Review template, 2015-2016 |
| IV.B.1-27 | See IV.A.1-9, Curriculum Committee Meeting Minutes, September 10, 2015, p. 2 |

*Standard IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

### EVIDENCE OF MEETING THE STANDARD

The role and authority of the superintendent/ president is provided in Board Policy (BP) 2430 Delegation of Authority, which includes the authority to delegate responsibilities (IV.B.2-1). The superintendent/president assesses the administrative structure to ensure institutional effectiveness and assigns authority to the administrative team consistent with their responsibilities in their job descriptions. Job responsibilities and other personnel actions are provided for in BP 7110 Delegation of Authority, Human Resources (IV.B.2-2). The superintendent/president's delegation of authority to the human resources officer is provided for in Administrative Procedure (AP) 7110 Delegation of Authority, Human Resources (IV.B.2-3). The superintendent/president's role in administrative evaluations is provided in BP 7150 Evaluation (IV.B.2-4), and BP 7160 Professional Development (IV.B.2-5) addresses professional development for all employees.

In addition to bi-weekly one-to-one meetings with members of the superintendent/president's Cabinet, the superintendent/president holds weekly meetings with the full Cabinet. The Cabinet is composed of the College's executive leadership, including the executive director of human resources and labor relations, the senior vice president of student learning and student services, the executive director of development, the executive director of planning, research, and institutional effectiveness, the chief information officer/director of information technology, the vice president of finance and college operations, and the assistant vice president for instructional support (IV.B.2-6). The superintendent/president meets quarterly with managers, supervisors, and confidential employees, which is the full management team including all administrators, to discuss matters pertaining to their assignments and the College as a whole (IV.B.2-7).

The superintendent/president holds Cabinet retreats as needed. All administrators are expected to assist the College in achieving institutional goals, objectives, and priorities in their day-to-day activities and to participate in administrative program review every three years. The administrative program reviews (IV.B.2-8) and personnel evaluations (IV.B.2-9) serve as evaluation tools to assess the College's administrative structure and capacity.

All administrators are expected to serve on governance committees and/or committees related to their assignments and are assigned to committees by the superintendent/president.

Under the leadership of the superintendent/ president, an administrative reorganization began in spring 2014. As a result of retirements and vacancies, some administrative positions were restructured. The vice president of student services took on the student learning component, becoming the senior vice president of student learning and student services. This was done to create greater integration and coherence between the academic and student services functions. The assistant vice president for instructional support position was created under the senior vice president in order to provide leadership for a comprehensive array of instructional support services. In addition to the four academic deans, the College has two student services deans. This administrative organization aligns with the Student Success Initiative. A new organization chart was prepared in October 2016 to reflect the administrative changes and current titles (IV.B.2-10).

Like most California community colleges, College of Marin (COM) historically struggled to maintain a stable administrative team and to prevent administrative turnover. This was due in part to an outdated salary schedule for managers and administrators. The salary schedule had not been assessed or revised in over 30 years. In 2014, the District conducted a comprehensive salary survey of like colleges for all administrative positions. This analysis resulted in the implementation of a new salary schedule in August 2014.

The College has made a concerted effort to avoid long-vacant positions or to depend upon interim administrators. The College is small in size, but nonetheless strives to meet the needs of a diverse community and to fulfill the complex responsibilities required of all community colleges. As a result, this requires an administrative structure that demonstrates great flexibility and a broad level of competence. The superintendent/president has worked to construct and model this type of administrative structure. He has hired all of his direct report executive team members and most bring decades of experience at multiple colleges and universities.

## ANALYSIS AND EVALUATION

The College meets the Standard. Board policies and administrative procedures reflect the superintendent/president's role and responsibilities in oversight, evaluation and staffing. The administrative structure has been re-organized to effectively support the needs of a relatively small institution and administrative salary schedules were revised to assist with hiring and continuity of the administrative team. The CEO has hired all of his direct report Cabinet members and delegates authority to them and others consistent with their responsibilities as shown in their job descriptions. The superintendent/president regularly meets with his Cabinet and individual team members and conducts their annual evaluation.

## EVIDENCE LIST

| | |
|---|---|
| IV.B.2-1 | See IV.B.1-1, BP 2430 Delegation of Authority to Superintendent/President |
| IV.B.2-2 | See III.A.9-4, BP 7110 Delegation of Authority, Human Resources |
| IV.B.2-3 | See IV.B.1-11, AP 7110 Delegation of Authority, Human Resources |
| IV.B.2-4 | See III.A.5-1, BP 7150 Evaluation |
| IV.B.2-5 | BP 7160 Professional Development |
| IV.B.2-6 | See IV.A.5-14, Profiles: Leadership Team Web page |
| IV.B.2-7 | Management, Supervisor, Confidential Council Meeting, December 17, 2015, agenda example |
| IV.B.2-8 | See I.B.4-4, Program Reviews Web page, Administrative Program Reviews |
| IV.B.2-9 | See III.A.5-16, Administrative Performance Evaluation Procedures and Forms |
| IV.B.2-10 | District Management Organizational Structure, October 2016 |

*Standard IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

## EVIDENCE OF MEETING THE STANDARD

Since 2005 College of Marin (COM) has followed a participatory governance procedure established through a collaborative effort of the senates, the Board of Trustees, and the administration (IV.B.3-1). The system, designed to assure transparency and participation in decision-making, includes all College constituent groups and constantly evolves in response to feedback from these groups. Through this system, recommendations are made to the superintendent/president. This system is embedded in the College culture and requires that all participants, including the superintendent/president, follow established policies and procedures. By doing so, the superintendent/president supports and guides the institution in its efforts to constantly improve the teaching and learning environment.

### Collegial Process that Sets Values, Goals, and Priorities

The participatory governance system (PGS) is based in "the need to respect each other's professionalism and encourage trust and a sense of teamwork" recognizing that "any system of governance is dependent upon the cooperation and collaboration of all of its components to function effectively" (IV.B.3-2). It is through this philosophy and governance system that the College's values, goals, and priorities have been established, including its mission statement, educational master plan, and strategic plans. The superintendent/president leads the effort to review the mission statement

and institutional plans, assuring that all constituent groups have input. The participatory governance system plan sets out the philosophy, values, roles, responsibilities, and composition of the college governance committees. The Governance Review Council (GRC) monitors all governance committees and is responsible for the annual evaluation of the PGS. When changes are proposed, the GRC reviews the requests and makes recommendations to the superintendent/president and the College Council, which acts in a timely manner on these recommendations (IV.B.3-3). The process is collegial, allowing for all constituent groups to be heard and to be treated with respect. The annual PGS evaluations demonstrate that there is participation by all governance groups (IV.B.3-4). The superintendent/president leads and participates in the process by supporting the system, responding to committee recommendations and encouraging all constituent groups to take an active role. As an example, during Convocation in fall 2016, the superintendent/president asked GRC to give a presentation on the governance committees, encouraged faculty and staff to sign up for committees, and hosted tables to provide an opportunity for sign-up and information sharing (IV.B.3-5).

### Sets institutional performance standards for student achievement

In 2012-2013 the superintendent/president and the executive director of the Planning, Research, and Institutional Effectiveness Office

(PRIE) set the institutional standards for the College (IV.B.3-6). For the 2013-2014 and 2014-2015 school years the set standards were discussed by the Student Learning Outcomes Assessment Council (SLOAC) which sent a recommendation to the Academic Senate for senate discussion and approval. In 2015-2016 the Academic Senate discussed and recommended the course success rate standard remain at 70 percent and the other standards were unchanged as well (IV.B.3-7). Career technical education (CTE) set their performance standards within programs and report them to the Academic Senate. The senate reports performance standards recommendations to the superintendent/ president and the executive director of PRIE and these are discussed by Cabinet.

### Evaluation and Planning Rely on High-Quality Research and Analysis

The superintendent/president ensures that the College implements an integrated system of planning supported by research and analysis per Board Policy (BP) 3250 Institutional Planning (IV.B.3-8). COM's Integrated Planning Model places data and research at the center (IV.B.3-9). In 2014, the superintendent/president hired an executive director of PRIE who has expanded COM's research capability, including evaluating new programs and initiatives and developing performance indicators and targets for the new strategic plan. Some research examples include evaluating the impact of College Success Saturday, English 120AC and Puente, determining factors that most influence students' completion, and a cluster analysis of student groups and their success (IV.B.3-10). The College regularly conducts faculty, student, and staff surveys related to planning programs and services and governance and uses internal and statewide data in defining challenges and in decision making (IV.B.3-11).

### Educational Planning is Integrated with Resource Planning and Allocation

Educational and resource planning and allocation are integrated per the *Integrated Planning Manual* (IV.B.3-12) and BP 3250 Institutional Planning. The superintendent/ president plays a key role in ensuring this integration in practice. He works with the Planning and Resource Allocation Committee (PRAC) in making allocations to educational programs that adhere to the priorities set through the strategic planning process. Resource allocation recommendations made to the superintendent/president are based on rubrics that score requests made in program reviews. The rubrics use educational priorities established in the strategic planning process (IV.B.3-13). Assessments of the impact of allocations appear in subsequent program reviews that are then discussed and analyzed by the appropriate governance committees and ultimately by PRAC (IV.B.3-14). PRAC sends this information, in the form of recommendations, to the superintendent/ president. The superintendent/president responds to the recommendations with a written memo to PRAC (IV.B.3-15).

The development and funding of new programs intended to correct deficiencies or bolster particular programs is based on College needs and priorities identified through the strategic planning process. This includes such examples as Umoja, Puente, Summer Bridge, College of Marin Providing Access and Supporting Success (COMPASS), and the Student Ambassador Program (IV.B.3-16).

### Allocation of Resources Supports and Improves Learning and Achievement

The superintendent/president, working with the executive director of PRIE, the senates, governance committees including PRAC, and the management team identifies where resources are needed. This process leads to the creation of programs that are expected to

improve learning and achievement, such as Summer Bridge, COMPASS, Model United Nations, and Statway as examples. These innovations require funding and the College uses its governance process to allocate funding based on researched needs and expected outcomes (IV.B.3-17). Further, as noted above, with COM's new research capacity programs are beginning to be evaluated for their effect on student learning and achievement. Summer Bridge has been evaluated (IV.B.3-18) and faculty members and PRIE are currently designing an evaluation of the Statway implementation.

The superintendent/president is sensitive to these needs and uses public forums such as Convocation or quarterly open forums to discuss them with the College community and to encourage participation and support for innovation.

### Procedures to Evaluate Overall Institutional Planning and Implementation

Procedures for the evaluation of institutional planning and implementation are a part of the governance process and written into the College's planning documents. The executive director of PRIE gathers and evaluates evidence about the College and ensures that it is up to date and available on the College website. Annually, the Educational Planning Committee (EPC) hears reports on each strategic plan objective and rates progress on implementation activity and, more recently, performance indicator outcomes. These reports

and evidence are maintained in an online tracking system (IV.B.3-19). In addition, PRIE summarizes these reports each year, publishes them on the College's planning Web page and shares the report with the Board of Trustees (IV.B.3-20). Further, the EPC reviews its own functioning and rating process each year after concluding its strategic plan monitoring. The superintendent/president, working with the executive director of PRIE and the governance committees, ensures that procedures to evaluate planning and implementation of programs and services are followed and that research data informs decisions.

### ANALYSIS AND EVALUATION

The College meets the Standard. Based on Board policies and institutional procedures, the superintendent/president guides institutional improvement of the teaching and learning environment by collaboratively establishing and maintaining collegial governance processes, assuring institutional performance standards are set and reviewed, and supporting the use and expansion of research and analysis for evaluation and planning. The superintendent/president ensures that educational planning is integrated with resource planning as outlined in the *Integrated Planning Manual* and that these processes support student achievement and learning. Procedures are implemented to evaluate overall planning as the College works to achieve its mission.

**EVIDENCE LIST**

| | |
|---|---|
| IV.B.3-1 | *Participatory Governance System Plan*, revised March 2016, pp. 41-42 |
| IV.B.3-2 | See I.B.1-2, *Participatory Governance System Plan*, revised March 2016, p. 4 |
| IV.B.3-3 | *Participatory Governance System Plan*, revised March 2016, pp. 20-21 |
| IV.B.3-4 | See II.C.2-4, PRIE Survey Results Web page, Participatory Governance System |
| IV.B.3-5 | See IV.A.5-21, Participatory Governance presentation, Fall 2016 Convocation |
| IV.B.3-6 | See I.B.3-5, *Student Achievement Report*, spring 2013, p. 8 |
| IV.B.3-7 | Academic Senate Meeting Minutes, March 17, 2016, p. 2 |
| IV.B.3-8 | See IV.A.2-1, BP 3250 Institutional Planning |
| IV.B.3-9 | See III.D.2-1, Integrated Planning Model |
| IV.B.3-10 | See I.A.2-5, PRIE Research and Analysis Web page |
| IV.B.3-11 | See II.C.2-4, PRIE Survey Results Web page |
| IV.B.3-12 | See I.A.3-1, *Integrated Planning Manual*, revised July 23, 2012 |
| IV.B.3-13 | Rating Rubric for Instructional Equipment Requests in Program Review |
| IV.B.3-14 | Program Review template, 2015-2016, p. 15 |
| IV.B.3-15 | PRAC Resource Allocation Recommendations, president's response, June 1, 2016 |
| IV.B.3-16 | See I.B.5-9, *Strategic Plan 2015-2018* |
| IV.B.3-17 | A Whole Greater than the Sum of its Parts, spring 2016 presentation |
| IV.B.3-18 | See I.B.6-6, College of Marin Summer Bridge Program Effect on Student Progress, PRIE Report |
| IV.B.3-19 | See I.B.7-10, EPC Agendas, Minutes and Meeting Materials Web page, 2015-2016 Academic Year, Additional Materials |
| IV.B.3-20 | See I.A.2-4, *Strategic Plan 2015-2018* Progress Report, Year One: 2015-2016 |

*Standard IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

**EVIDENCE OF MEETING THE STANDARD**

The superintendent/president has the primary leadership role for all accreditation activities and involves faculty, staff, and administrators in the College's ongoing efforts to meet accreditation requirements. Provisions for accreditation appear in Board Policy (BP) 3200 Accreditation, adopted June 23, 2009 (IV.B.4-1). The superintendent/president assigned the executive director of the Planning, Research, and Institutional Effectiveness Office (PRIE), who reports directly to the superintendent/president, as the accreditation liaison officer (ALO) (IV.B.4-2).

In October 2014, the superintendent/president assembled a team to begin the self-evaluation process for re-accreditation. He then received notice that the site visit was extended further out in time and therefore modified the process accordingly. A shared reporting and writing database was established, standards were reviewed and discussed, and some team members participated in accreditation training. In fall 2015, the superintendent/president, working with the administrative staff and the Academic Senate president, prepared self-evaluation task force job descriptions. The descriptions were advertised College wide

seeking faculty participants and the superintendent/president worked with the Union District Workload Committee (UDWC) to screen applicants. Final selections for the 2015-17 accreditation team were made by the superintendent/president.

The Accreditation Steering Task Force is co-chaired by the superintendent/president, the ALO, and the faculty lead. Each Standard is co-chaired by a faculty member and an administrator. The task force began meeting once a month starting October 2015 through the end of spring 2016 with subsequent meetings as needed. Meetings are chaired by the superintendent/president with the faculty lead and the ALO (IV.B.4-3). Individual Standards committees, made up of faculty, administrators, and classified staff, met on a regular basis to draft responses to the Standards. The superintendent/president composed the teams with a balance of individuals new to the process and those who have served on previous accreditation teams for the College in order to give new employees experience for future accreditation visits and as a way to help integrate them into the College. Members new to the process who did not attend the previous year's accreditation training attended an ACCJC training in fall 2015 and three attended the ASCCC Accreditation Institute in February 2016. During Flex week in January 2016 faculty serving on the Accreditation Steering Task Force offered to the campus community a Q&A session on the Standards and the evaluation process (IV.B.4-4). At the spring 2016 Convocation, the superintendent/president introduced the task force and the faculty lead offered an overview and status update.

The superintendent/president has attended numerous accreditation trainings and has been intimately involved in the self-evaluation process at five colleges. Throughout the process the superintendent/president has kept the Board of Trustees informed about accreditation activities with regular updates at Board meetings (IV.B.4-5). In August 2016 the superintendent/president held a Board study session for trustee review and comment on Standard IV.C. (IV.B.4-6). The president of the Board of Trustees served on the Standard IV committee and the full Board reviewed drafts of the Institutional Self-Evaluation Report prior to its final approval.

The superintendent/president keeps the College community informed of accreditation activities through his regularly held Open Forums and by directing members of the task force to disseminate information and progress reports to their constituent groups. The *President's Weekly Briefing* includes information about the task force and accreditation activities.

All official accreditation-related documents appear on the College website as well as accreditation-related communications and information. Included here are notices from the *President's Weekly Briefing*, Convocation announcements and presentations, Accrediting Commission for Community and Junior Colleges follow-up reports and recommendations and a brief history of COM's accreditation status (IV.B.4-7).

**ANALYSIS AND EVALUATION**

The College meets the Standard. The superintendent/president has taken the primary leadership role for accreditation, while faculty, staff, and administrative leaders have responsibility for assuring compliance with accreditation requirements on an ongoing basis. The College community is kept informed of accreditation activities through a variety of printed material, online, and at meeting venues.

## EVIDENCE LIST

| | |
|---|---|
| IV.B.4-1 | BP 3200 Accreditation |
| IV.B.4-2 | ACCJC Directory Report |
| IV.B.4-3 | Accreditation Steering Task Force Agendas and Minutes, October 2015-May 2016 |
| IV.B.4-4 | See III.A.14-6, Flex Descriptions, spring 2016 |
| IV.B.4-5 | Board Meeting Minutes regarding accreditation, 2014-2016 |
| IV.B.4-6 | Board Meeting Minutes, August 16, 2016 |
| IV.B.4-7 | See I.C.12-1, Accreditation History Web page |

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*Standard IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

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## EVIDENCE OF MEETING THE STANDARD

The superintendent/president assures that the College adheres to all statutes and regulations pertaining to California community colleges. Board policies are modified using Community College League of California (CCLC) updates and following a procedure published on the College website (IV.B.5-1) and in the participatory governance system (PGS) plan (IV.B.5-2) so that all constituent groups are aware of the process. This process for updating policies and procedures is managed by the Superintendent/President's Office to ensure alignment with the mission and institutional practices.

The superintendent/president assures that institutional practices are consistent with the mission of the District by requiring that the mission be addressed in administrative and instructional program reviews (IV.B.5-3) and as the basis for institutional planning (IV.B.5-4 and IV.B.5-5).

The superintendent/president, working with the vice president of finance and college operations, the Planning and Resource Allocation Committee (PRAC), and the Board of Trustees ensures that the College reserves remain above the five percent state minimum

and that expenditures do not exceed revenues. As a result of Board action, Board Policy (BP) 6200 Budget Preparation was revised to include a reserve level minimum of 8 percent (IV.B.5-6). A new Administrative Procedure (AP) 6251 Reserve Fund Management was approved in October 2016.

PRAC works with the vice president of finance and college operations on budget assumptions each year. Based on these assumptions, PRAC makes recommendations to the superintendent/president about expenditures for programs consistent with the mission, such as implementing Statway courses or Model United Nations, full-time hires, program revitalization costs, technology improvements, and a myriad of classroom-related expenditures. The superintendent/president exercises control of budget and expenditures in his response to these recommendations on an annual basis. He conveys these decisions to the campus community through a written response to PRAC and through the governance committees, planning documents, and Convocation presentations (IV.B.5-7).

The superintendent/president oversaw the completion of several new and modernized facilities projects as a result of a $249.5 million

2004 bond measure. In order to adequately maintain these facilities over time, AP 6251 Reserve Fund Management has been developed and includes a Capital Maintenance and Equipment Reserve fund (IV.B.5-8).

The superintendent/president worked with the Board of Trustees to initiate a second bond measure, Measure B, in order to acquire additional revenue for College needs not met by the 2004 bond measure (IV.B.5-9). Measure B—a $265 million bond—passed with a 64 percent approval rate on June 7, 2016.

At the superintendent/president's direction, the governance committees and the management team consistently monitor revenue and expenditures to ensure the effective management of District resources (IV.B.5-10). The superintendent/president and the vice president of finance and college operations provide regular financial reports to the Board of Trustees, which reviews quarterly reports, the tentative budget, the adopted budget, warrants, all purchase orders over $1,000, and external audits (IV.B.5-11).

## ANALYSIS AND EVALUATION

The College meets the Standard. College of Marin adheres to all statutes, regulations, and governing board policies. Program review and institutional planning are aligned with the mission to assure consistency with policies and practices. The superintendent/president monitors planning, program review, and control of the budget and expenditures. Policies are regularly updated and that process is overseen by the Superintendent/President's Office.

## EVIDENCE LIST

| | |
|---|---|
| IV.B.5-1 | See I.B.7-1, Policies, Review Process Web page |
| IV.B.5-2 | *Participatory Governance System Plan*, revised March 2016, p. 14 |
| IV.B.5-3 | Program Review template, 2015-2016, pp. 1 and 8 |
| IV.B.5-4 | *Educational Master Plan 2009-2019*, pp. 1-2 |
| IV.B.5-5 | See I.B.5-9, *Strategic Plan 2015-2018* |
| IV.B.5-6 | See III.D.1-2, BP 6200 Budget Preparation |
| IV.B.5-7 | See III.D.3-2, *Participatory Governance System Plan*, revised March 2016, pp. 24-28 |
| IV.B.5-8 | See I.B.7-17, AP 6251 Reserve Fund Management |
| IV.B.5-9 | Board of Trustees Unanimously Approves Placing a New Bond Measure on June 2016 Ballot, news release, February 17, 2016 |
| IV.B.5-10 | PRAC Budget Creation Presentations for FY 2016-2017 |
| IV.B.5-11 | Financial Reports to the Board of Trustees examples, 2015 and 2016 |

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*Standard IV.B.6. The CEO works and communicates effectively with the communities served by the institution.*

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### EVIDENCE OF MEETING THE STANDARD

The superintendent/president promotes open communication within the College and the broader community and strives to make College of Marin (COM) a visible and respected neighbor within the County of Marin. The College is located in a county with the largest college educated population, the highest percentage of graduate degrees in California,

and in one of the wealthiest counties in the nation. The credit-seeking student population does not reflect the social, economic, and ethnic profile of the county as a whole. Yet, the superintendent/president working with the Board of Trustees, administration, staff, and faculty has fostered a positive image of the College within the county.

The superintendent/president has included campus neighbors in conversations about the construction of new buildings on the campuses and the remodel or removal of others, and meets regularly with neighborhood groups and county leaders (IV.B.6-1, IV.B.6-2 and IV.B.6-3). He initiated events surrounding the College's 90th anniversary (IV.B.6-4) that included neighbors and Marin County constituents as well as COM employees and students. A weekly newsletter, the *President's Weekly Briefing* is sent via the College wide email distribution list and to local media outlets as well as being available on the Office of the President Web page (IV.B.6-5). In addition, the superintendent/ president uses the College's email system to communicate notices of immediate importance to the College community.

He worked with local Native Americans to dedicate a memorial to the Coast Miwok at the Kentfield Campus, land originally inhabited by this native tribe (IV.B.6-6). He has led the rebuilding of the College foundation (IV.B.6-7), honored major donors with an on-campus donor wall (IV.B.6-8) and dedicated the refurbished campus theatre to the long-time Drama Department chair James Dunn, who is an icon in the county (IV.B.6-9).

Under the leadership of the superintendent/president, COM has developed and maintained partnerships with the Marin County Office of Education, the Marin Community Foundation, 10,000 Degrees, the Rotary Club of Novato, Sonoma State University, and Dominican University. He has overseen the development of a partnership with

Tesla to beta test energy-saving battery technology. In addition, under his leadership the College has created education partners with many community based local businesses, such as the advisory committees for career technical education (CTE) programs.

The superintendent/president works closely with Marin County superintendents on issues pertaining to education and articulation. He has initiated outreach programs to help bridge the connection from local high schools to the College. One such program is Summer Bridge, an initiative for high school counselors and faculty to work with College counterparts on aligning curriculum and expectations and to bring high school students on campus to prepare them for college (IV.B.6-10). As another example, the College of Marin Providing Access and Supporting Success (COMPASS) program helps prepare the least likely college-bound middle school students for post-high school education (IV.B.6-11) (IV.B.6-12). In addition, the superintendent/ president meets regularly with K-12 Marin County administrators to provide updates on the College, data about their former students enrolled at COM, and to explore opportunities for further collaboration (IV.B.6-13).

As an example of the College's work with the Marin Transit District, the COM Commute and Transportation Initiative, which supports the strategic plan action to develop and implement a transportation system for students, was initiated in partnership with Marin Transit. Under the superintendent/president's leadership the College worked with the transit district, gathered data, supported route modifications, and supported the Associated Students College of Marin (ASCOM) transportation fee. The initiative offsets bus fare costs for students and gives them unlimited 24/7 bus service in the local area, improved service, and service times adjusted to class start times (IV.B.6-14).

The superintendent/president encourages faculty, staff, and administrators to participate

in statewide initiatives, professional groups, and local education and environmental efforts. He encourages his managers, staff, and faculty members to be involved in the community, to increase the College's visibility.

The superintendent/president is increasing the number of events held on campus, finding more ways to bring Marin County constituencies to the College. As an example, students, library staff, and faculty participate in One Book One Marin, an ongoing event throughout the year that brings lecturers and community members to the campus. One Book One Marin is an annual spring festival where the entire county is invited to read the same book. The festival involves 21 libraries, 200 book clubs, dozens of related speaker events, and thousands of participants, including hundreds of COM students, faculty, and staff (IV.B.6-15). In

addition, COM's fine and performing arts departments attract Marin citizens to campus with drama, art, and music events each year (IV.B.6-16 and IV.B.6-17).

These activities have contributed to the growth and visibility of the College and to its positive image in the community.

## ANALYSIS AND EVALUATION

The College meets the Standard. Community outreach by the superintendent/president, managers, staff, and faculty demonstrates the superintendent/president's commitment to effective communication with communities served by the College. As the evidence indicates, outreach is broad and inclusive, as are the communities COM serves.

## EVIDENCE LIST

| | |
|---|---|
| IV.B.6-1 | Measure B Web page, Presentations to Community Groups |
| IV.B.6-2 | Open House on August 8 to Showcase COM's Academic Center, news release, July 30, 2015 |
| IV.B.6-3 | Board of Trustees Regular Meeting Agenda, September 16, 2014, Child Study Center Dedication Announcement, p. 5 |
| IV.B.6-4 | Open House Anniversary Celebrations at the Kentfield and Indian Valley Campuses, news release, April 20, 2016 |
| IV.B.6-5 | See IV.A.6-4, Office of the President Web page, From the President's Desk |
| IV.B.6-6 | *Fiscal and College Operations Newsletter*, May 7, 2014, p. 2 |
| IV.B.6-7 | Advancement Web page |
| IV.B.6-8 | Pillars of Philanthropy Web page |
| IV.B.6-9 | Big River Gala Performance and Dedication of James Dunn Theatre, news release, January 24, 2013 |
| IV.B.6-10 | See I.B.6-8, Final Report: Summer Bridge 2.0 |
| IV.B.6-11 | COMPASS presentation, May 2013 |
| IV.B.6-12 | COM Brings College Classes to High School Campus, news release, August 13, 2015 |
| IV.B.6-13 | K-12 and CBO Leadership Breakfast Agenda, example |
| IV.B.6-14 | See I.B.1-4, Marin Transit and COM Announce Partnership, news release, May 11, 2015 |
| IV.B.6-15 | *President's Weekly Briefing*, February 25, 2015, p. 2 |
| IV.B.6-16 | Fine Arts Gallery Web page |
| IV.B.6-17 | Performing Arts Web page |

## *IV.C. Governing Board*

*Standard IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

### EVIDENCE OF MEETING THE STANDARD

The Marin Community College District (MCCD) is under the direction and control of the Board of Trustees as outlined in Board Policy (BP) 2000 Board Title and Authority (IV.C.1-1). The Board is authorized by state law and local policy to establish policies for the District, approve annual and long-range plans and programs, and oversee the administration of the District.

BP 2200 Board Duties and Responsibilities defines Board authority and responsibility for assuring academic quality, integrity, effectiveness, and financial stability of the institution (IV.C.1-2). Specifically, this policy articulates the Board's responsibility to represent public interest; establish policies that define the institutional mission, and set prudent, ethical, and legal standards for District operations; hire and evaluate the superintendent/president; delegate power and authority to the superintendent/president to effectively lead the district; assure fiscal health and responsibility, and monitor institutional performance and quality; and advocate for and protect the District.

The Board exercises this authority and fulfills the responsibilities specified in policy through the course of regular business as evidenced in Board meeting calendars, meeting agendas, information packets, reports, and minutes (IV.C.1-3). The Board works to provide excellence and integrity in the College's programs and services and, as such, receives monthly reports on a range of topics including institutional data on student outcomes, student learning programs, student support services, integrated planning, fiscal and budgetary matters, as well as relevant operational matters (IV.C.1-4). The Board regularly has retreats where they take a deeper dive into these and other topics to ensure they are well versed on all matters of importance to the success and sustainability of the College (IV.C.1-5).

The Board consists of seven members who are elected at large. Elections are held every two years, in odd numbered years as defined in BP 2010 Board Membership (IV.C.1-6) and BP 2100 Board Elections (IV.C.1-7). Terms of trustees are staggered so that, as nearly as practical, one half of the trustees are elected at each trustee election. A student trustee is elected by the student body each year for a one-year term. Three new Board members joined the Board since the last institutional self-evaluation in 2010. One was elected in 2011, one in 2013, and one in 2015.

### ANALYSIS AND EVALUATION

The College meets the Standard and ER 7. The MCCD Board of Trustees is an effective governing board with broad authority and responsibility for all aspects of the institution, as established in state law and local policy and as documented in practice. The Board regularly receives reports on academic quality, student learning, effectiveness, institutional programs and services, and budget and financial matters. Through periodic retreats, they examine and discuss these aspects of the institution in depth.

**EVIDENCE LIST**

| | |
|---|---|
| IV.C.1-1 | BP 2000 Board Title and Authority |
| IV.C.1-2 | BP 2200 Board Duties and Responsibilities |
| IV.C.1-3 | See IV.A.5-17, Board of Trustees Agendas and Minutes website |
| IV.C.1-4 | Board Topics, 2015 and 2016 |
| IV.C.1-5 | Board Retreat Minutes, 2015 and 2016 |
| IV.C.1-6 | BP 2010 Board Membership |
| IV.C.1-7 | BP 2100 Board Elections |

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*Standard IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

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**EVIDENCE OF MEETING THE STANDARD**

The Board of Trustees is diverse by nature of gender, age, ethnicity, sexual orientation, and experience among other attributes. While trustees also bring a diversity of perspectives to their work on behalf of the District, the Board acts as a collective entity and speaks with one voice after fully discussing matters brought before the Board and a vote has been taken. This is supported by Board Policy (BP) 2715 Code of Ethics and is evident in the minutes of Board meetings, where differing points of view are expressed, public comment taken, open discussion occurred, consensus for action reached and motioned, and a vote taken (IV.C.2-1).

BP 2715 Code of Ethics affirms that the Board can only legally function as a group and cautions that each member should exercise appropriate care to speak as a member of the Board and accurately represent Board policy to the community. Personal opinions are to be identified as such (IV.C.2-2). There have been no occasions when all Board members did not act in support of a decision the Board had reached.

Evidence of meeting this Standard is reflected in the collective actions the Board has taken over the past several years. More often than not, the Board reaches consensus on matters of importance which is reflected by the Board's pattern of voting.

The trustees also follow the Ralph M. Brown Act (California Government Code 54950-54963) and thus cannot conduct or discuss District business with each other as a governing body when not at a recognized and properly noticed board meeting.

**ANALYSIS AND EVALUATION**

The College meets the Standard. Board policy and the Brown Act provide an effective framework for collective support after appropriate discussion, public comment, voting and action taken. Trustees are able to express their individual views and positions with full deliberation prior to voting and then support the outcome of the action taken. There have been no occasions when all Board members did not act in support of a decision the Board had reached.

**EVIDENCE LIST**

| | |
|---|---|
| IV.C.2-1 | See IV.A.5-17, Board of Trustees Agendas and Minutes website |
| IV.C.2-2 | See III.A.13-4, BP 2715 Code of Ethics |

*Standard IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

**EVIDENCE OF MEETING THE STANDARD**

The selection process for the superintendent/president is clearly defined in Board Policy (BP) 2431 Superintendent/President Selection (IV.C.3-1). The Board policy for selection of the superintendent/president was last revised in December 2009, the year before the current superintendent/president was appointed in September 2010.

The delegation of authority is defined in BP 2430 Delegation of Authority to Superintendent/President (IV.C.3-2) and outlines the authority of the chief executive officer. The Board operates at the policy level and holds the District's superintendent/president accountable for day-to-day operations of the District.

The process for the evaluation of the chief executive is defined in the superintendent/president's contract (IV.C.3-3) with the governing board and is further defined in BP 2435 and Administrative Procedure (AP) 2435 Evaluation of the Superintendent/President (IV.C.3-4 and IV.C.3-5). There is a formal evaluation process undertaken each year. The governing board uses a formal evaluation instrument to evaluate the performance of the CEO (IV.C.3-6). The superintendent/president is evaluated by the entire Board on mutually established criteria related to institutional needs, objectives, and planning. The evaluation results have been very favorable over the past five years. The Board and CEO entered into a new four-year contract in July 2015.

**ANALYSIS AND EVALUATION**

The College meets the Standard. Policies for selecting and evaluating the superintendent/president exist and are followed in practice. The Marin Community College District Board of Trustees effectively selected a permanent CEO in 2010 using the parameters set forth in policy. The CEO has been evaluated five times, at regular intervals, in accordance with the processes and procedures defined in Board policy and administrative procedures.

**EVIDENCE LIST**

| | |
|---|---|
| IV.C.3-1 | BP 2431 Superintendent/President Selection |
| IV.C.3-2 | See IV.B.1-1, BP 2430 Delegation of Authority to Superintendent/President |
| IV.C.3-3 | Superintendent/President's 2015-2019 Employment Contract<br>A*vailable to the visiting team on site upon request.* |
| IV.C.3-4 | See III.A.5-18, BP 2435 Evaluation of Superintendent/President |
| IV.C.3-5 | See III.A.5-19, AP 2435 Evaluation of the Superintendent/President |
| IV.C.3-6 | Superintendent/President's 2016 Evaluation Instrument |

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*Standard IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

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## EVIDENCE OF MEETING THE STANDARD

The Marin Community College District (MCCD) Board of Trustees is an independent policy-making board selected by the voters of Marin County. Board members are elected at large. The Associated Students College of Marin (ASCOM) elects a student trustee who has advisory voting privileges during open session and serves a one-year term.

Board Policy (BP) 2200 Board Duties and Responsibilities (IV.C.4-1) defines the duties and responsibilities of the governing board, including representing the public's interest and advocating for and protecting the District. The Board establishes policies consistent with the mission of the College and publishes its policies (IV.C.4-2) specifying the Board's size, duties, responsibilities, structure, and operating procedures.

The policy also references California Education Code 70902, which establishes the legal authority of local boards of trustees in the California Community College system to establish all policy for college districts. MCCD Board policies and practices are aligned with this legal authority. BP 2200 provides a clear framework for the Board to operate as an independent, policy-making entity, free from undue influence from both internal and external constituencies. The Board is independent and its actions are final.

Regular Board of Trustees meetings are open to the public and announced at least seventy-two hours in advance of the meeting date, in accordance with California government code. The Board provides time for public comment at the beginning of the meeting and again prior to taking action on any given agenda item. Public comment provides a consistent forum for public interaction with the Board and voicing of community concerns regarding any components of the College. In 2014, the Board approved the adoption of the BoardDocs online platform to provide online access to all Board agendas, informational materials, and notes prior to each meeting of the Board, which helps to keep the public informed (IV.C.4-3).

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 7. The Board is independent and focused on policy. Board policy requires it to represent the public's interest in the College and to advocate for and defend the College. Public interest in the quality of education and College operations is provided through public comment at Board meetings and through the Board's consistent adherence to open meeting laws and principles. Public comments at Board meetings are taken into consideration prior to the Board taking action on any item. The implementation of BoardDocs has made public access to Board materials and information readily available and easy to access. In addition, the Board routinely defends and advocates for the College, most recently and substantially in helping to pass the Measure B Bond in June 2016.

### EVIDENCE LIST

| | |
|---|---|
| IV.C.4-1 | See IV.C.1-2, BP 2200 Board Duties and Responsibilities |
| IV.C.4-2 | See I.C.8-10, Policies and Procedures Web page |
| IV.C.4-3 | See IV.A.5-17, Board of Trustees Agendas and Minutes website |

*Standard IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

**EVIDENCE OF MEETING THE STANDARD**

The governing board's authority and responsibility is clearly defined in Board Policy (BP) 2000 Board Title and Authority (IV.C.5-1) and BP 2200 Board Duties and Responsibilities (IV.C.5-2). Duties and responsibilities of the governing board include, among others, establishing policies that define the institutional mission, and set prudent, ethical, and legal standards for District operations, assure fiscal health and responsibility, and monitor institutional performance and quality. While this policy delegates authority to the superintendent/president to lead the District, ultimately the Board is responsible and its actions are final.

The governing board establishes and complies with its policies regarding institutional mission, student learning programs and services, and resource allocation. For instance, the Board last reviewed and approved the mission statement in April 2015 (IV.C.5-3) per BP 1200 Mission (IV.C.5-4). BP 3250 Institutional Planning requires broad-based, systematic, integrated planning and resource allocation, and periodic status reports to the Board (IV.C.5-5). Integrated planning and resource allocation that supports goals and priorities anchored in College of Marin's (COM) mission of student success are central processes that guide decision making. The Board receives annual status reports on all components of the College's three-year strategic plan, including student learning and services programs and initiatives, and more frequent reports on specific plans and areas such as student equity or distance education (IV.C.5-6 and IV.C.5-7). Further, BP 6200 Budget Preparation requires that budget development support the educational and master plans and be coordinated with educational planning (IV.C.5-8). This is part of the integrated planning process (IV.C.5-9) and periodic budget reports are provided to the board for approval per BP 6100 Delegation of Authority, Business and Fiscal Affairs (IV.C.5-10).

Additionally, BP 4020 Program, Curriculum and Course Development requires high quality, relevant curricula and programs and regular evaluation to ensure quality and currency (IV.C.5-11). The College's Curriculum Committee, General Education Committee, Student Learning Outcomes Assessment Council, and other Academic Senate committees ensure that these policies are carried out in practice. BP 5050 Student Success Support Program (IV.C.5-12) and BP 5300 Student Equity (IV.C.5-13) shows the Board's commitment to student equity in the College's educational programs and services, another key component of COM's mission.

As shown through these examples, and other Board policies, the governing Board supports institutional goals, quality, integrity and improvement through its policies, the College's mission statement, institutional planning, and resource allocation. The governing board supports resource allocation (and re-allocation) for capacity building within the institution to promote and sustain student learning, equity, success, and achievement.

COM's subscription to the Community College League of California's (CCLC) policy and procedure service, which provides sample policies that have been developed and legally vetted, ensures that the District's policies are compliant with state regulations and align with educational quality, academic integrity, and student program and service standards in

California. These policies are regularly reviewed and updated as needed.

Legal matters are agendized as needed, reviewed, and acted on during closed session with legal counsel present. All actions taken regarding legal matters are reported out in public and included in the minutes. Responsibility for financial integrity and stability is regularly demonstrated during Board meetings through staff reports, discussion and action associated with the District's operating budget, financial planning documents, retirement program costs, general obligation bond measures, and grants.

**ANALYSIS AND EVALUATION**

The College meets the Standard. BP 2000 and BP 2200 authorize the Board and its duties and responsibilities, including ultimate responsibility for educational quality, legal compliance, and financial stability. The Board has established numerous policies to ensure COM's educational programs and services are high quality and consistent with its mission and that resources are allocated to support those programs. These policies are carried out in practice through institutional planning and budget development, curriculum development and assessment committees, and processes and student service programs and plans.

## EVIDENCE LIST

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|---|---|
| IV.C.5-1 | See IV.C.1-1, BP 2000 Board Title and Authority |
| IV.C.5-2 | See IV.C.1-2, BP 2200 Board Duties and Responsibilities |
| IV.C.5-3 | See I.A.4-15, Board Retreat Minutes, April 11, 2015, p. 3 |
| IV.C.5-4 | See I.A.4-8, BP 1200 Mission |
| IV.C.5-5 | See IV.A.2-1, BP 3250 Institutional Planning |
| IV.C.5-6 | See I.B.8-2, Board Meeting Minutes, July 19, 2016, p. 3 |
| IV.C.5-7 | Board Meeting Minutes, December 8, 2015 and May 17, 2016, pp. 5 and 16 |
| IV.C.5-8 | See III.D.1-2, BP 6200 Budget Preparation |
| IV.C.5-9 | See I.A.3-1, *Integrated Planning Manual*, revised July 23, 2012 |
| IV.C.5-10 | See III.D.16-1, BP 6100 Delegation of Authority, Business and Fiscal Affairs |
| IV.C.5-11 | See II.A.1-1, BP 4020 Program, Curriculum, and Course Development |
| IV.C.5-12 | BP 5050 Student Success and Support Program |
| IV.C.5-13 | BP 5300 Student Equity |

*Standard IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

## EVIDENCE OF MEETING THE STANDARD

All policies governing the composition, duties, responsibilities, structure, and operating procedures of the Marin Community College District (MCCD) Board of Trustees are published on the College's website on the Campus Policies Web page via the About COM drop down menu and the Board of Trustees Web page (IV.C.6-1) Hard copies are available upon request through the College of Marin (COM) Superintendent/President's Office.

Board Policies (BP) and procedures related to these matters include:

- BP 2010 Board Membership
- BP 2200 Board Duties and Responsibilities
- BP 2210 Officers
- BP 2220 Committees of the Board
- BP 2310 Regular Meetings of the Board
- BP 2330 Quorum and Voting

## ANALYSIS AND EVALUATION

The College meets the Standard. The Board bylaws and policies regarding the elements required in the Standard are published and readily available on the COM website. In addition, hard copies are made available upon request.

## EVIDENCE LIST

IV.C.6-1        See I.A.4-4, Board of Trustees Web page, Policies and Procedures

*Standard IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

**EVIDENCE OF MEETING THE STANDARD**

Board policy is the voice of the Board of Trustees and defines the general goals and acceptable practices for operation of the College. The Board, through policy, delegates authority to and through the superintendent/president to administer the College. The superintendent/president and College staff are responsible to reasonably interpret Board policy as well as other relevant laws and regulations that govern the College.

Virtually every month the governing board is presented with a series of Board policies which need to be updated or revised. The Board regularly assesses its policies to ensure their effectiveness and alignment with the College's vision, mission, and values (IV.C.7-1).

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

After policies have gone through the appropriate participatory review process, including the faculty, staff, and student senates and College Council for input and recommendations, Board policies are presented to the Board for first and second reading and approval. The Board's policy committee, which is appointed each year during the organizational meeting of the Board, is charged with reviewing and revising chapter 2 Board policies and procedures relating to the operations of the Board as a whole. Procedures are presented to the Board for information (IV.C.7-2).

Board actions, minutes, and resolutions reflect consistency with the policies and bylaws of the Board. The Board has worked consistently to hold itself accountable to its policies and procedures.

**ANALYSIS AND EVALUATION**

The College meets the Standard. The Board of Trustees acts in a manner consistent with its policies and bylaws as shown in Board actions, minutes and resolutions. All policies and bylaws are fully reviewed and revised. Nearly every month, the Board reviews policies and updates them as needed. The Board has worked consistently to hold itself accountable to its policies and procedures.

**EVIDENCE LIST**

IV.C.7-1　　Board Meeting Minutes, spring 2016 examples, pp. 9-10, 23, 35-37
IV.C.7-2　　See IV.A.7-12, *Participatory Governance System Plan*, revised March 2016, pp. 14-16

*Standard IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

## EVIDENCE OF MEETING THE STANDARD

The California Community Colleges Chancellor's Office requires the College and governing board regularly monitor outcomes and review the Student Success Scorecard that also is available for public review (IV.C.8-1). The Scorecard includes key indicators that the state of California wishes to see improved. Those indicators are the:

- percentage of students needing developmental coursework who advance to college-level courses;
- percentage of students who persist across their first three terms of enrollment;
- percentage of students who earn at least 30 units within six years;
- percentages of students that complete a degree or certificate, transfer to a four-year college or earn at least 60 units in six years; and
- median wage increase of skills builders—career-technical education students who take a single or a few courses with no intent of earning a degree or certificate.

Many Board agendas include an item relevant to improving academic quality and student learning and achievement, closing achievement gaps, or increasing success and completion of educational goals.

The College has several key institutional plans with primary focus on improving academic quality. This includes the student success and support plan (IV.C.8-2), student equity plan (IV.C.8-3), and *The FLIT Report: Recommendations for the Basic Skills Master Plan* (IV.C.8-4). A number of key indicators of student learning and achievement are included

in each plan. The governing board engaged in the final review and approval of these plans and receives regular updates on the progress being made (IV.C.8-5).

The *Educational Master Plan 2009-2019* (EMP) tenets are student access, student success, college systems, and community responsiveness. Three three-year strategic plans have been derived from the EMP with Board involvement and final approval. Within the student access and student success sections of these strategic plans are goals and objectives that specifically address student achievement and outcomes. The third cycle of planning, the *Strategic Plan 2015-2018*, includes specific, mostly quantitative, performance indicators and targets that are being regularly tracked. Each year the Board receives a progress report on plan implementation activity and outcomes of the key indicators (IV.C.8-6).

The Board also receives regular updates on key educational partnerships the College maintains, i.e. 10,000 Degrees, Marin Promise and K-12 that focus on improvement student learning and achievement (IV.C.8-7). The Board ensures that the public has ready access to this information via Board agendas and minutes and the Planning, Research, and Institutional Effectiveness Web page (IV.C.8-8).

## ANALYSIS AND EVALUATION

The College meets the Standard. As evidenced in meeting minutes, the governing board regularly reviews key indicators of student learning and achievement at its Board meetings and Board retreats. The Board reviews and approves institutional plans for improving academic quality and ensures the public has ready access to this information.

**EVIDENCE LIST**

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|---|---|
| IV.C.8-1 | See I.B.8-2, Board Meeting Minutes, July 19, 2016, pp. 3-4 |
| IV.C.8-2 | See II.C.2-1, Credit Student Success and Support Program Plan, 2015-16 |
| IV.C.8-3 | See I.B.3-9, *Student Equity Plan 2015-16* |
| IV.C.8-4 | See I.A.2-18, *The FLIT Report: Recommendations for the Basic Skills Master Plan* |
| IV.C.8-5 | Board Meeting Minutes regarding institutional plans, 2014-2016, examples |
| IV.C.8-6 | See I.B.8-2, Board Meeting Minutes, July 19, 2016, pp. 3-4 |
| IV.C.8-7 | Board Meeting Minutes regarding educational partnerships, 2015 and 2016, examples |
| IV.C.8-8 | See I.A.4-5, PRIE Planning Web page |

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*Standard IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

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**EVIDENCE OF MEETING THE STANDARD**

The governing board is a seven-member board elected in staggered terms following county wide elections. According to Board Policy (BP) 2100 Board Elections (IV.C.9-1), the term of office of each trustee shall be four years. Elections are held every two years, in odd numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election. BP 2110 Vacancies on the Board (IV.C.9-2) outlines the process and procedures in the event there is a vacancy on the Board.

A new member orientation is provided to each member as they join the Board. This is facilitated by College administration. Additionally, each new trustee participates in the new trustee orientation program that is sponsored by the Community College League of California (CCLC) (IV.C.9-3). There is ongoing trustee education and training provided in local retreats (IV.C.9-4) and study sessions as well as opportunities to attend statewide conferences and workshops through CCLC and the Association of Community College Trustees.

The College engages in a two-part New Trustee Orientation at a local level—one aspect provided by the administration to provide a working knowledge of the basic functions of each key program, and a mentoring program provided by the trustees for the new trustee's first year. This allows the new person to gain a comprehensive understanding of the College's issues and strategies, while encouraging the trustee to remain focused on the policy role of the Board.

The College provides the resources for new trustees to attend the CCLC's New Trustee workshop following each election. This comprehensive program provides the trustee with a clear understanding of their role within the institution and allows new peer relationships to develop that can provide additional support during their first year.

Trustees have been supported by the College to complete the Effective Trustee Program (Excellence in Trusteeship Program) (IV.C.9-5) offered by the CCLC. Since the advent of this

program, two trustees have been recognized for their completion of the program to date.

Each member of the governing board is afforded opportunities for continual trustee education and development. Regular Board retreats are scheduled at the annual organizational meeting. Topics are discussed and decisions made regarding the most efficacious approach (in-house session or conference attendance). Conferences and trustee workshops are also available for continual training opportunities and trustees are encouraged to participate and required to report out on their learning outcomes from each event.

Most trustees attend at least one professional development opportunity at a statewide conference. Each participant is encouraged to document the sessions they attend and provides

a written report to their peers at the next regularly scheduled board meeting (IV.C.9-6). The conferences have been attended by at least one trustee and all seven trustees have attended multiple conferences since the last accreditation self-evaluation.

In 2015-2016, two trustees presented at regional and national conferences on strategic partnerships, governance and the CEO/Board relationship (IV.C.9-7).

## ANALYSIS AND EVALUATION

The College meets the Standard. The Board has an ongoing training program for Board development, including a new member orientation. Continuity of board membership is provided through staggered terms of office.

## EVIDENCE LIST

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|---|---|
| IV.C.9-1 | See IV.C.1-7, BP 2100 Board Elections |
| IV.C.9-2 | BP 2110 Vacancies on the Board |
| IV.C.9-3 | CCLC, Elected/Appointed Trustees: Next Steps Web page |
| IV.C.9-4 | See IV.C.1-4, Board Topics, 2015 and 2016 |
| IV.C.9-5 | CCLC, Excellence in Trusteeship Program Web page |
| IV.C.9-6 | Stephanie O'Brien ACCT report, example of trustee report on professional development |
| IV.C.9-7 | Trustee Presentations, 2015 and 2016 |

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*Standard IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

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**EVIDENCE OF MEETING THE STANDARD**

The governing board evaluates its performance each year in a formal process defined in Board Policy (BP) 2745 Board Self-Evaluation (IV.C.10-1). Additionally, an informal evaluation is conducted at the end of each regular meeting to determine what went well and what can be improved.

The Board of Trustees is committed to annually assessing its own performance as a board in order to identify its strengths and areas where it may improve its functioning. A committee of the Board is appointed at the annual organizational meeting in December to facilitate the evaluation process. The process and instrument for evaluation are recommended to and approved by the Board of Trustees. The instrument includes questions about how effective the Board has been in overseeing institutional planning, in monitoring and ensuring accountability for student success, student learning outcomes and other institutional effectiveness metrics, and fiscal integrity and financial sustainability. A summary of the evaluations is presented and discussed at a regular meeting of the Board. The results are used to identify accomplishments in the past year, areas of improvement, and goals and objectives for the following year.

At the conclusion of each regularly scheduled Board meeting, each trustee is afforded the opportunity to provide their perspective on the efficacy of the meeting and to suggest strategies that could potentially improve the overall engagement of the Board with the administration and community members who participate in this process. These input opportunities have improved the overall success of meetings relative to executing the business of the College and have assured each trustee that their voice is being heard by the leadership team.

**ANALYSIS AND EVALUATION**

The College meets the Standard. Board policy defines a process for board evaluation and the Board follows this in assessing its effectiveness. Results are made public through Board minutes and the results are used to improve Board performance, academic quality, and institutional effectiveness.

The Board of Trustees has routinely conducted its self-evaluation on an annual basis. The last self-evaluation was conducted in spring of 2016 (IV.C.10-2 and IV.C.10-3) and each trustee fully participated in the process.

**EVIDENCE LIST**

| | |
|---|---|
| IV.C.10-1 | BP 2745 Board Self Evaluation |
| IV.C.10-2 | COM 2015-2016 Board of Trustees Self-Evaluation |
| IV.C.10-3 | Board of Trustees Self Evaluation Survey Results |

*Standard IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

## EVIDENCE OF MEETING THE STANDARD

The governing board's code of ethics is outlined in Board Policy (BP) 2715 Code of Ethics. In part, BP 2715 states:

Violations of this policy will be addressed by the president of the Board, who will first discuss the violation with the Board member to reach a resolution.  If resolution is not achieved and further action is deemed necessary, the Board president may appoint an ad hoc committee composed of two Board members to examine the matter and recommend further courses of action to the Board.  Sanctions will be determined by the Board officers (or committee) and may include a recommendation to the Board of Trustees to censure the Board member.  If the president of the Board of Trustees is perceived to have violated the code, the vice president of the Board of Trustees is authorized to pursue resolution (IV.C.11-1).

BP 2710 Conflict of Interest (IV.C.11-2) is the governing board's conflict of interest policy. In part, BP 2710 states; In compliance with law and regulation, the Superintendent/President shall establish administrative procedures to provide for the disclosure of assets of income of Board members who may be affected by their official actions, and prevent members from making or participating in the making of Board decisions which may foreseeably have material effect on their financial interest. Board members shall file statements of economic interest with the filing officer identified by the administrative procedures.

The Political Reform Act (Gov. Code Sections 81000- 91014) requires most state and local government officials and employees to publicly disclose their personal assets and income. They also must disqualify themselves from participating in decisions that may affect their personal economic interests. The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the Statement of Economic Interests, Form 700 (IV.C.11-3), and for interpreting the law's provisions.

The governing board reviews both BP 2715 and BP 2710 annually. There have been no incidences of individual governing board members violating the Code of Ethics and each Board member complies with the Conflict of Interest policy. Governing board members have annually complied with the Political Reform Act by completing their Form 700, which is filed with the County of Marin.

No board member has an employment, family, ownership, or other personal financial interest in the institution.

## ANALYSIS AND EVALUATION

The College meets the Standard and ER 7. The Board upholds a code of ethics and conflict of interest policy and individual board members adhere to the code. The Board has a clearly defined policy for dealing with behavior that violates its code. Interests are disclosed and do not interfere with the impartiality of Board members. No Board member has an employment, family, ownership, or other personal financial interest in the institution.

**EVIDENCE LIST**

| | |
|---|---|
| IV.C.11-1 | See III.A.13-4, BP 2715 Code of Ethics |
| IV.C.11-2 | See III.A.13-1, BP 2710 Conflict of Interest |
| IV.C.11-3 | See III.A.13-5, Form 700, 2015-2016 Statement of Economic Interests |

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*Standard IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

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**EVIDENCE OF MEETING THE STANDARD**

The delegation of authority is defined in Board Policy (BP) 2430 Delegation of Authority to Superintendent/President (IV.C.12-1), which outlines the authority of the chief executive officer including administering and executing Board policies.

The Board of Trustees follows BP 2430 in delegating authority to the superintendent/president who as the Board's single employee, reports directly to the Board. The Board of Trustees works with the superintendent/president to establish annual performance goals using the strategic plan and supporting plans as a guide.

The Board operates at the policy level and holds the District's superintendent/president accountable for day-to-day operations of the District. The superintendent/president continues to successfully provide leadership to the College without improper Board interference. The Board holds the superintendent/president accountable through the evaluation process as defined in the superintendent/president's contract with the governing board and is further defined in BP 2435 and Administrative Procedure (AP) 2435 Evaluation of Superintendent/President (IV.C.12-2, IV.C.12-3 and IV.C.12-4).

**ANALYSIS AND EVALUATION**

The College meets the Standard. The Board follows established policy in delegating full responsibility and authority to the superintendent/president who implements and administers Board policies. The superintendent/president is held accountable for the operation of the District by the Board of Trustees through a formal evaluation process. These practices have effectively empowered the superintendent/president to manage the operations of the College and have provided an effective structure for the Board to hold the superintendent/president accountable for operations.

**EVIDENCE LIST**

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|---|---|
| IV.C.12-1 | See IV.B.1-1, BP 2430 Delegation of Authority to Superintendent/President |
| IV.C.12-2 | See III.A.5-18, BP 2435 Evaluation of Superintendent/President |
| IV.C.12-3 | See III.A.5-19, AP 2435 Evaluation of Superintendent/President |
| IV.C.12-4 | See IV.C.3-3, Superintendent/President's 2015-2019 Employment Contract<br>*Available to the visiting team on site upon request.* |

*Standard IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

**EVIDENCE OF MEETING THE STANDARD**

The governing board is provided orientation and information about accreditation related matters including Eligibility Requirements, Standards, policies, and processes at regular meetings, retreats, and special study sessions.

The governing board is knowledgeable about all matters related to accreditation and College of Marin's (COM) accreditation status, past and present, and uses the Standards to evaluate its performance. In August 2016, the Board committed time during a study session reviewing their role in accreditation and completed an in-depth review of Standard IV.C. (IV.C.13-1). The Board, along with the community, reviewed the final draft of the institutional self-evaluation report in the months prior to approving the ISER in December 2016. Additionally, the Board engaged in a thoughtful discussion about their role in accreditation.

Throughout the months leading to the preparation of the institutional self-evaluation report, the Board was regularly apprised of the committee structure, process, and timeline associated with how the report was being prepared (IV.C.13-2). The Board chair served on the Standard IV committee along with the superintendent/president.

The Board was also regularly briefed on matters related to the California Community College system's relationship with the Accrediting Commission for Community and Junior Colleges.

**ANALYSIS AND EVALUATION**

The College meets the Standard. The Board of Trustees is informed about accreditation and participates in the accreditation process.

**EVIDENCE LIST**

IV.C.13-1    See IV.B.4-6, Board Meeting Minutes, August 16, 2016, p. 2
IV.C.13-2    Board Meeting Minutes, December 8, 2015 and May 17, 2016, pp. 5 and 15

# Quality Focus Essay

## *Introduction*

The Accreditation Steering Task Force co-chairs provided leadership in planning for the Quality Focus Essay (QFE) throughout the self-evaluation process. The co-chairs included the superintendent/president, accreditation liaison officer, and the faculty co-chair.

The co-chairs incorporated discussions related to the QFE as a standing item on the Steering Task Force agenda. Additionally, co-chairs for each Standard committee were asked to include the QFE as a standing discussion item in their Standards committee meetings during spring 2016 semester in order to ensure broad engagement of faculty and staff in identifying possible areas for the QFE. Ideas were brought to the larger Steering Task Force for discussion in March 2016. Steering Task Force co-chairs made recommendations for two Action Projects based on these ideas and areas were finalized through discussion of the full Steering Task Force in April 2016. The assistant vice president for instructional support attended the April Steering Task Force meeting to provide information on the current status of these areas, responsible parties, scope of the anticipated projects, and timeframe. The table below identifies the two Action Projects and the related Standards.

| Action Project | Related Standards |
|---|---|
| Distance Education | I.A.I, I.B.2, I.B.3, I.B.6<br>II.A.1, II.A.16<br>III.A.14, III.C.1, III.C.4 |
| Basic Skills Completion Humanities 101 Course | I.B.3, I.B.4<br>II.A.4, II.A.8, II.A.16 |

## *Action Project One: Distance Education*

### Identification of the Project

Through the distance education (DE) program, COM strives to provide access to quality instruction and support in online, hybrid, and web-enhanced environments. The DE program presentation to the Board of Trustees in May 2016 outlined the current status of the DE program. The presentation indicated that success rates for DE courses do not meet COM's institution-set standard for course completion of 70 percent. As of May 2016, COM had more than 80 online and hybrid Course Outlines of Record across the following disciplines:

| Career and Technical Education | Arts and Humanities | Math, Science, and Kinesiology |
|---|---|---|
| <ul><li>Administration of Justice</li><li>Business</li><li>Computer Information Systems</li><li>Court Reporting</li><li>Education</li><li>Multimedia Studies</li><li>Work Experience</li></ul> | <ul><li>English</li><li>Philosophy</li><li>Dance</li><li>Drama</li><li>Music</li></ul> | <ul><li>Anthropology</li><li>Behavioral Sciences</li><li>Math</li><li>Chemistry</li><li>Engineering</li><li>Geography</li><li>Geology</li><li>Health Education</li><li>Math</li><li>Psychology</li><li>Sociology</li></ul> |

The DE program served 560 students during fall 2015. Of these students, 74.3 percent took one DE course in combination with other face-to-face courses; 17 percent took only one DE course and no face-to-face courses.

While the predominant demographic of DE students is White, female, aged 25, with plans to attend a four-year university, the program serves a range of students:

| Gender/Age | Ethnicity | Educational Goal |
|---|---|---|
| 65.4% Female<br><br>33.6% Male<br><br>1% Not Reported<br><br>50% of students are between ages 20-29 | 50% White<br><br>22.9% Hispanic<br><br>9.1% Asian<br><br>8.6% Black or African-American | 60% plan to attend a four-year college<br><br>11% are four-year college students taking courses to meet four-year college requirements<br><br>11% plan to obtain A.A. |

The table below addresses distance learning retention and success by comparing College of Marin (COM) data from 2014 and 2015 with the 2012 California Community College Chancellor's Office (CCCCO) Distance Education Report. From 2014 to 2015, COM saw a 4.1 percent gain in retention in DE courses. Over this same period, COM saw 6.4 percent improvement in DE course success from 2014 to 2015, putting COM DE course success 4.2 percent above success rate indicated in the 2012 CCCCO DE Report. However, COM DE course success still falls 5.9 percent below the 70 percent institution-set minimum benchmark.



**Distance Learning Retention and Success**

| | Retention | Success |
|---|---|---|
| DE 2014 | 80.1 | 58 |
| DE 2015 | 84.2 | 64.2 |
| CCCCO 2012* | 79.5 | 60 |
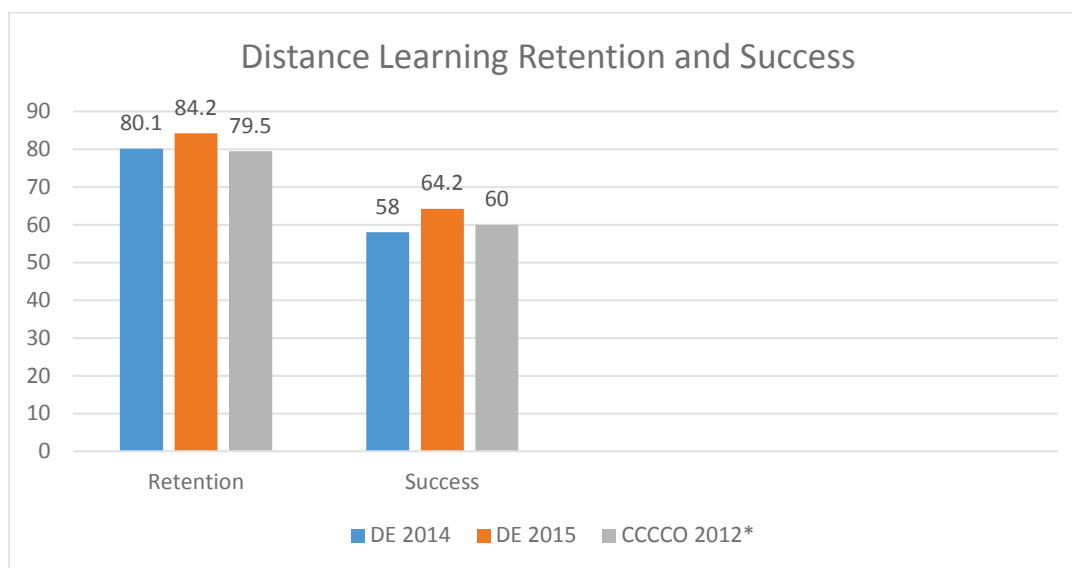
*Source for DE 2014 and 2015: COM Data Dashboard, 2016*

Recent efforts to improve distance education by the College have included:

- Identifying and preventing fraud and abuse by ensuring learning management system (LMS) authentication through the MyCOM Portal and monitoring course participation.
- Mitigating student authentication issues within the District LMS by ensuring all students are participating in online courses hosted in the District LMS rather than through external applications (e.g. publisher learning platforms/applications) that are not integrated with the District LMS.
- Discontinuing the use of self-paced courses and minimizing the reliance upon content created by publishers in order to comply with accreditation standards and education code guidelines for distance education.
- Educating faculty on the creation of original content and assignments to ensure academic honesty.
- Promoting and verifying regular and effective instructor-to-student and student-to-student contact, per Title 5 Distance Education §55200-§55210.
- Improving Americans with Disabilities Act (ADA) course accessibility with support from assistive technology specialist to move into compliance with ADA Sections 504 and 508 and Title 5 Distance Education §55200-§55210.

- ▪ Providing additional support for support faculty and students by:
  - o Hiring an instructional technologist in spring 2015;
  - o Establishing a designated office space where students and faculty can receive face-to-face training and support for the LMS (currently Moodle) and for DE faculty to receive guidance on DE best practice;
  - o Offering professional development opportunities for faculty, including bringing Online Education Initiative (OEI) faculty trainers to the College and hosting an OEI regional workshop.

While these efforts have elevated the College's DE program to the standards established by the OEI, College faculty, staff, and administration agree that additional and sustained attention should be given to continual improvement of the DE program. The 2017 Institutional Self Evaluation Report and the DE program presentation to the Board of Trustees in May 2016 identify the following common barriers to student success in DE courses:

- ▪ Time management
- ▪ Computer/Information Literacy Skills
- ▪ Course Design
- ▪ Accessibility
- ▪ Access to reliable technology devices
- ▪ Regular, substantive, and effective contact

Action Project One aims to alleviate these barriers and better enable the DE program to achieve its mission, vision, and student learning outcomes.

## Desired Goals/Outcomes

The goal of Action Project One is to better enable students to complete their educational goals by increasing both access to and success in high-quality online courses by utilizing best practices for securing authentication, course design and accessibility of course materials, regular and effective contact between course instructors and students, and improving technology by migrating to a new LMS, Canvas. Specific outcomes include:

- ▪ Requiring all new DE instructors to successfully complete the *Online Education Standards and Practices* (OESP) course through the @one Project to become eligible to teach DE. Providing support and funding for current DE faculty to successfully complete the OESP course.
- ▪ Bringing all DE courses to Level 3 / "Accomplished" on OEI rubric by fall 2018
  - o Courses not meeting the OEI rubric by fall 2018 will be placed on hiatus until the course instructor completes "Online Education Standards and Practices" training to be eligible to continue teaching DE.
- ▪ Improving DE course success rates by:
  - o Improve DE success rates by 2 percent during year 1
  - o Improve DE success rates by 2 percent during year 2
  - o Improve DE success rates by 2 percent during year 3

These goals are reflected in the DE plan and in Objectives SA3.1 and SA3.2 in the Student Access 3 section of the *Strategic Plan 2015-2018*, which focus on supporting DE and effective use of instructional technology.

## Actions Items and Timeline

| Year 1 (2016-2017): Research Best Practices and Prepare to Migrate to Canvas | | |
| --- | --- | --- |
| **Timeline** | **Activities** | **Responsible Parties** |
| **Fall 2016** | 1. Revise the College's Administrative Procedure (AP) 4105 regarding DE<br>2. Complete the Distance Education Program Plan, 2016-2019<br>3. Complete Distance Education Faculty Handbook<br>4. Recruit up to 20 DE and face-to-face faculty to participate in the spring 2017 Canvas pilot. Selected faculty will complete the "Introduction to Teaching with Canvas" through the @one Project, teach 1-2 courses in Canvas, and serve as mentors to their respective departments through the Moodle-Canvas migration.<br>5. Review DE staffing and organizational chart | Assistant vice president for instructional support, DE coordinator, instructional technologist, Distance Education Committee, Academic Senate, Curriculum Committee, Office of Instructional Management (OIM) |
| **Spring 2017** | 1. Flex training for faculty on OEI and ACCJC course compliance and Canvas<br>2. Pilot 20-30 courses in Canvas with selected faculty Canvas mentors<br>3. Implement LMS/Online Learning orientation course to help DE students adapt to Canvas and educate them on how to best succeed in an online and hybrid environment<br>4. Continued review of current DE courses for standards compliance | Assistant vice president for instructional support, instructional technologist, DE coordinator, Distance Education Committee, Canvas faculty mentors, director of information technology, IT personnel |
| **Summer 2017** | 1. Faculty who piloted classes in Canvas during spring 2017 mentor faculty moving to Canvas in fall 2017.<br>2. Continued preparation for full Canvas migration in fall 2017 including creation/modification of faculty and student guides | Canvas faculty mentors, Distance Education Committee, instructional technologist, DE coordinator, assistant vice president for instructional support |

| Ongoing | 1. Research other California Community Colleges' distance education program offerings<br>2. Research strategies to offer science courses and public speaking courses in an online format<br>3. Consult with Counseling Department and Academic Senate to determine enrollment gaps in Intersegmental General Education Transfer Curriculum (IGETC) and California State University (CSU) GE-Breadth course offerings<br>4. Research DE program to include IGETC and GE pattern<br>5. Continue working with DE faculty to bring all DE courses to Level 3 /"Accomplished" on OEI rubric by providing support for faculty to complete "Online Education Standards and Practices" training<br>6. Meet with DE faculty one-on-one to address and remediate specific course-level issues | Distance Education Committee, Curriculum Committee, OIM, distance education faculty, counseling faculty |

### Year 2 (2017-2018): Launch Canvas

| Timeline | Activities | Responsible Parties |
|---|---|---|
| **Fall 2017** | 1. Launch Canvas<br>2. Provide Flex training for:<br>- Canvas<br>- Best Practices in DE<br>- OEI and ACCJC course compliance<br>3. Faculty who piloted classes in Canvas during spring 2017 will serve as mentors to faculty using Canvas during fall 2017<br>4. Finalize the new DE plan | Assistant vice president for instructional support, DE coordinator, instructional technologist, Distance Education Committee, Canvas faculty mentors, director of information technology, IT personnel |
| **Spring 2018** | 1. Provide Flex training for:<br>- Canvas<br>- Best Practices in DE and course design<br>- OEI and ACCJC course compliance | Distance Education Committee, DE coordinator, instructional technologist, assistant vice president for instructional support |

| Ongoing | 1. Continued assessment and availability of DE course offerings<br>2. Continue working with DE faculty to bring all DE courses to Level 3/"Accomplished" on OEI rubric by providing support for faculty to complete "Online Education Standards and Practices" training | Distance Education Committee, DE coordinator, instructional technologist, assistant vice president for instructional support |
|---|---|---|

**Year 3 (2018-2019): All DE Courses Reach Level 3 on OEI Rubric**

| Timeline | Activities | Responsible Parties |
|---|---|---|
| **Fall 2018** | 1. All DE courses at Level 3/"Accomplished" on OEI rubric<br>2. Courses not meeting OEI Rubric placed on hiatus until faculty complete "Online Education Standards and Practices" training<br>3. Provide Flex training for:<br>- Best Practices in DE | DE faculty, Distance Education Committee, DE coordinator, instructional technologist, assistant vice president for instructional support |
| **Spring 2019** | 1. Provide Flex training for:<br>- Best Practices in DE | DE coordinator, instructional technologist, assistant vice president for instructional support |
| **Ongoing** | 1. Continue working with DE faculty to bring all DE courses to Level 3/"Accomplished" on OEI rubric by providing support for faculty to complete "Online Education Standards and Practices" training | DE coordinator, instructional technologist, assistant vice president for instructional support |

## Champions and Support

The DE program will hold primary responsibility for Action Project 1. That program is staffed as follows:
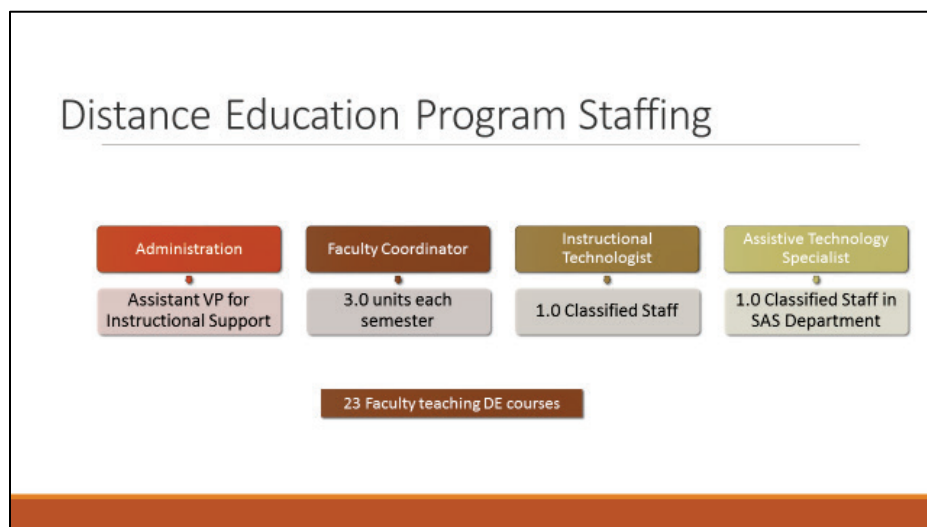


Additional support will be integral and will be provided by the following:

| Title | Role |
|---|---|
| Assistant Vice President for Instructional Support | Provide leadership for DE program; supervise and support DE students and faculty |
| Instructional Technologist | Support DE students and faculty; provide leadership and offer training during migration to Canvas |
| Distance Education Faculty Coordinator | Support DE faculty; provide leadership and offer training during migration to Canvas |
| Distance Education Committee | Provide leadership and assessment for all DE projects |
| Distance Education faculty | Instruction of DE courses |
| Student Accessibility Services (SAS) | Ensure courses are ADA compliant and accessible |

| | |
|---|---|
| Counseling faculty | Determine enrollment gaps in IGETC and CSU GE-Breadth course offerings |
| Director of Information Technology | Help implement Canvas and provide technical support as necessary |
| IT personnel | Help implement Canvas and provide technical support as necessary |
| Academic Deans | Facilitate faculty participation |
| Curriculum Committee | Review and approve DE curriculum |
| Academic Senate | Reviewing and approving APs, determine enrollment gaps in IGETC and CSU GE-Breadth course offerings |
| PRIE | Conducting research |
| Dean of Enrollment Services | Conducting research |

## Resources

The table below shows costs incurred throughout all phases of Action Project One as evidenced in the Distance Education Committee's presentation to the Planning and Resource Allocation Committee (PRAC) in March 2016.

| Date Needed | Item | Amount |
|---|---|---|
| Ongoing annually | Software licensing fees and supplies | $1,500 |
| AY 2016-2017 | Remote learner annual fee for Moodle support | $19,506 |
| Ongoing annually | Instructional Technologist | $96,824 (salary and benefits) |
| Ongoing by semester | Distance Education Coordinator | $3,400/unit x 3 units per semester = $20,400 |
| Ongoing annually | Reassigned time to develop new DE courses in disciplines targeted to expand DE offerings | Reassigned time but no stipend. |
| AY 2016-2017 | Stipend for Canvas "mentors" | $33,077 (20 faculty members at 26 hours each for spring, summer, and fall 2017 at the stipend rate of $63.61 an hour). This will be funded via District Directed Initiatives. |
| Fall 2016 | Introduction to Teaching with Canvas training. | Approximately $1,300 (20 faculty members at $65 each) |
| Ongoing annually | Additional professional development for DE faculty related to course development, accessibility, etc. | |
| Ongoing annually | Travel | $1,500, included in annual DE budget. |

Additional resource needs include ongoing funding for professional development, software to enhance online courses (e.g., "VoiceThread"), and compensation for faculty Canvas mentors. Costs and support for improvement to the DE program are referenced in College planning documents, such as the DE plan, *Strategic Plan 2015-2018*, and *Educational Master Plan 2009-2019*; costs are supported through PRAC.

## Assessment

The assistant vice president for instructional support, instructional technologist, distance education faculty coordinator, and distance education faculty will coordinate with the dean of enrollment services, PRIE, and the Counseling Department to assess student achievement in distance education courses. By collecting and analyzing data, the following areas will be assessed to determine whether specific targets have been reached:

- Providing support for all DE instructors to successfully complete "Online Education Standards and Practices" training during year 1 to become eligible to begin or continue teaching DE.
- Bringing all DE courses to Level 3/"Accomplished" on OEI rubric by fall 2018
    - Courses not meeting the OEI rubric by fall 2018 will be placed on hiatus until the course instructor completes "Online Education Standards and Practices" training to be eligible to continue teaching DE.
- Improving distance education course success rates:
    - Improve distance education success rates by 2 percent during year 1
    - Improve distance education success rates by 2 percent during year 2
    - Improve distance education success rates by 2 percent during year 3

## *Action Project Two: Basic Skills Completion Humanities 101 Course*

### Identification of the Project

Entering College of Marin (COM) students are eager to obtain a college education, but too often find themselves unequipped to attain their goal successfully or to achieve it in a timely manner. As outlined in Placement Tests—Incoming and Enrolled Students, on page 28 of this report, the percentage of students placing into college-level English and math has increased slightly, however the vast majority of COM students require remediation in one or both of these subjects. On average, approximately 24 percent of COM students place in college-level English and 15 percent place into college-level math.

This section of the report also identifies that a disproportionate number of COM students from low-income households and students of color are under-prepared. For these students, the amount of remediation necessary in math and English is directly correlated to the likelihood of degree/certificate/transfer attainment:

Placement in College-Level Math Courses, Academic Years 2011-2016 - by Economic Status (five-year average):

- Economically disadvantaged: 8.2%
- Not economically disadvantaged: 20.2%

Placement in College-Level English Courses, Academic Years 2011-2016 – by Economic Status (five-year average):

- Economically disadvantaged: 19.2%
- Not economically disadvantaged: 33.5%

Placement in College-Level Math Courses, Academic Years 2011-2016 – by Race/Ethnicity (five-year average):

- Asian/Pacific Islander: 27.1%
- White: 20.8%
- Multiracial: 11.7%
- Black/African-American: 4.8%
- Hispanic/Latino: 4.2%

Placement in College-Level English Courses, Academic Years 2011-2016 - by Race/Ethnicity (five-year average):

- White: 38.4%
- Multiracial: 22.7%
- Asian/Pacific Islander: 18.6%
- Hispanic/Latino: 8.0%
- Black/African-American: 5.6%

This data reflects a long-standing trend in college readiness. In acknowledging this trend and preparing to provide guidance and direction to the activities conducted through the Basic Skills Initiative at the College, the Basic Skills Initiative Steering Committee (BSISC) held a one-day retreat in June 2014. From this retreat, the BSISC recommended that the College develop a basic skills strategic five-year plan. The BSISC also recommended that a team of faculty be commissioned to

investigate the needs of basic skills students and those teaching them, and also make recommendations on how to best address these needs. In November 2014, the Faculty Led Inquiry Team (FLIT) was conceived and calls went out to participate on this team. Five faculty members and one administrator have worked diligently since late 2014 on the FLIT project. The initial undertaking of FLIT was to talk with College of Marin faculty, staff, and students about obstacles preventing and promoting success, ways to better support students so they can succeed, and ways to better support faculty and staff to be effective and enjoy their work.

Over a two-year period, FLIT interviewed COM faculty, students, and staff, facilitated 38 focus groups, and analyzed these data to determine common codes/themes. These themes were quantified in an unbiased manner by reviewing the verbatim transcripts of the focus groups and coding the qualitative data by importance. During this time, FLIT also conducted extensive research of best practices and how other community colleges are helping students to succeed when encountering similar obstacles. FLIT's work provided recommendations for a basic skills master plan and helped inform the strategic plan, educational master plan, and student equity plan. This work was published in August 2016 in the *FLIT Report: Recommendations for the Basic Skills Master Plan* (2016-2019).

The FLIT report identifies aspects of higher education which are foreign to many students entering college, such as registering for classes, seeking help, requesting financial aid, understanding a syllabus, and proper classroom behavior. Additionally, the report indicates that students are asked to assimilate into a culture of academic discourse without understanding ritual or purpose and often do not understand the important role community plays in their success. The literature shows that underprepared students do not reach out to form study cohorts on their own.

A majority of unprepared students do not possess the requisite reading, writing, critical thinking, and study skills necessary to successfully complete their classes. This is further compounded by unfamiliarity with the rigor, thought, and analysis required in college courses, and the varied approaches required by different disciplines. Additionally, College of Marin conducts narrow assessment of their skills, relying on Accuplacer and prior coursework as the primary placement methods. As noted in the FLIT report, placement is not always commensurate with ability.

These issues impede progress in all coursework, but for students facing significant remediation, they are weightier and the consequences are even more profound. Action Project Two addresses the need for improved college-readiness to promote student success at the College of Marin. This need prompted the College to apply for a Basic Skills and Student Outcomes Transformation Program grant in spring 2016. As outlined in the grant proposal, the development of a Humanities 101 course and the promotion of corresponding learning communities will provide students with a coherent, integrated first-year experience focused on contextual, thematic, cohort-based college readiness and skill development.

Humanities 101 (HUM 101) is a transfer-level IGETC course designed to orient students to academic discourse, help them gain scholastic dexterity, and navigate college. Lectures are designed for students to explore a theme, such as music, sports, food, etc., through a variety of academic lenses in order to demonstrate the purpose of general education requirements. Guest lecturers will help students understand specific skills associated with a given field, for both professional and learner. Assignments and lectures will focus on developing skills, such as note taking, annotation, expository writing, and critical reading. To facilitate this skill development, sections will have an embedded tutor. Additionally, an assigned faculty counselor will ensure that students are aware of enrollment expectations, transfer/major requirements, resources, and programs that benefit them. In essence,

students will be given the opportunity to practice being successful college students across disciplines while accruing transferrable units corresponding to University of California (UC) area 3B and California State University (CSU) C2.

Following completion of HUM 101, the College will work to develop an assessment process as part of multiple measures to ensure students are placed into the appropriate level English class. Beyond the Accuplacer placement test, consideration will ideally be given to HUM 101 student work and instructor observations as to a student's diligence, participation, and mindset. Additionally, COM's English Effective Practices Group has set standards to better facilitate placement of HUM 101 students into the English sequence.

## Desired Goals/Outcomes

The goal of Action Project Two is to shorten time to degree by focusing on higher placement of incoming students into the English sequence, more accurate development of educational plans, and increased involvement in campus learning communities. Specific outcomes include:

- Increased participation in campus learning communities:
    - o 20% during year 1
    - o 30% during year 2
    - o 40% during year 3
- Increased placement into college-level English:
    - o 10% higher rates of placement in college-level English via multiple measures than the general population by year 3
- Increased course completion rates for students placed in college-level courses:
    - o Course completion following placement via multiple measure equal than or higher to placement via placement exam only
- Increased instances of accurate educational plan:
    - o 10% higher for students enrolled in HUM 101 than general population
- Completion of stated educational goals of degree or transfer:
    - o 60% of HUM 101 students by year 5

## Actions Items and Timeline

| Year 1 (2016-2017): Plan and develop curriculum for Humanities 101 | | |
|---|---|---|
| **Timeline** | **Activities** | **Responsible Parties** |
| **Spring 2016** | 1. Create articulated IGETC Course Outline of Record (COR) | Humanities 101 coordinator, in coordination with content faculty, tutors, and counselors, Curriculum Committee, and OIM |
| **Summer 2016** | 1. Develop rubric for instructor assessment of English proficiency to be used with placement exam<br>2. Compare efficacy in determining student success at next levels between rubric for instructor assessment and using the placement exam only<br>3. Travel to colleges with similar programs to adopt best practices<br>4. Start to identify and recruit content instructors | Humanities 101 coordinator, in coordination with content faculty, tutors, and counselors. |
| **Fall 2016** | 1. Develop rubric for instructor assessment of English proficiency to be used with placement exam<br>2. Compare efficacy in determining student success at next levels between rubric for instructor assessment and using the placement exam only<br>3. Travel to colleges with similar programs to adopt best practices<br>4. Identify and recruit content instructors for Humanities 101 pilot on Food<br>5. Work on Humanities 101 faculty team plan and assessment<br>6. Create three- to five-year timeline | Humanities 101 coordinator, in coordination with content faculty, tutors, and counselors. |
| **Spring 2017** | 1. Complete development of rubric for instructor assessment of English proficiency to be used with placement exam<br>2. Compare efficacy in determining student success at next levels between rubric for instructor assessment and using the placement exam only<br>3. Identify and recruit content instructors for Humanities 101 pilot on Social Justice<br>4. Work on Humanities 101 faculty team plan and assessment<br>5. Create enrollment/marketing plan for pilot | Humanities 101 coordinator, in coordination with content faculty, tutors, counselors. |

| Year 2 (2017-2018): Launch Humanities 101 | | |
|---|---|---|
| **Timeline** | **Activities** | **Responsible Parties** |
| **Summer 2017** | 1. Team development/assessment<br>2. Prep for HUM 101 pilot | Humanities 101 coordinator, in coordination with content faculty, tutors, and counselors. |
| **Fall 2017** | 1. Launch HUM 101 pilot<br>2. Assessment<br>3. Prep for four sections offered in fall 2018<br>- Curriculum: Themes<br>- Core instructor recruitment<br>- Content instructor recruitment | Humanities 101 coordinator, in coordination with content faculty, tutors, and counselors. |
| **Spring 2018** | 1. Launch HUM 101 pilot 2<br>2. Assessment<br>3. Prep for four sections offered in fall 2018<br>- Curriculum: Theme<br>- Team Development | Humanities 101 Coordinator, in coordination with content faculty, tutors, counselors. |

| Year 3 (2018-2019): Offer additional sections of Humanities 101 | | |
|---|---|---|
| **Timeline** | **Activities** | **Responsible Parties** |
| **Summer 2018** | 1. Assessment<br>2. Prep for four sections offered in fall 2018 | Humanities 101 coordinator, in coordination with content faculty, tutors, and counselors. |
| **Fall 2018** | 1. Offer four sections of HUM 101<br>2. Prep for four sections of HUM 101 offered in spring 2019 | Humanities 101 coordinator, in coordination with content faculty, tutors, and counselors. |
| **Spring 2019** | 1. Assessment<br>2. Offer four sections of HUM 101 | Humanities 101 coordinator, in coordination with content faculty, tutors, counselors. |

Year 1, year 2, and year 3 timelines adapted from College of Marin Basic Skills and Student Outcomes Transformation Program Grant Application.

## Champions and Support

| Title | Role |
| --- | --- |
| Senior Vice President of Student Learning & Student Services | Supervise and support |
| Assistant Vice President for Instructional Support | Supervise and support |
| Dean of Student Success/Equity | Funded the initial development of HUM 101 |
| Director of Basic Skills Programs | Provide leadership and facilitate the development of HUM 101 |
| Basic Skills Initiative Steering Committee (BSISC) | Funded FLIT who created HUM 101 |
| Humanities 101 Coordinator | Developing HUM 101 and recruiting faculty |
| Student Access and Success Committee (SASC) | |
| Academic Deans | Facilitate faculty participation |
| Curriculum Committee | Reviewed and approved HUM 101 curriculum |
| PRIE | Conducting research |
| Dean of Enrollment Services | Conducting research |
| English Effective Practices Group | Set standards to better facilitate placement of HUM 101 students into the English sequence. |
| 6-8 faculty<br>2-3 counselors<br>3-4 tutors | Instruction of HUM 101 |

## Resources

BSISC fully supported and partially funded FLIT beginning in fall 2014.

Basic Skills Initiative (BSI) funds supported this work because the College wanted to ensure a COM-specific, research-based, master plan to effectively address the basic skills needs of our students. Additionally, in spring 2016, College of Marin applied for, and was awarded, the Community Colleges Basic Skills and Student Outcomes Transformation Program grant.

Additionally, this work is supported in planning documents such as the strategic plan, educational master plan, and by PRAC.

| Timeframe | Item |
|---|---|
| Fall 2016 - Ongoing | Humanities 101 Coordinator |
| Fall 2016 - Ongoing | 6-8 sections of HUM 101 |
| Fall 2016 - Ongoing | 3-4 tutors |

## Assessment

The director of basic skills programs and the Humanities 101 program coordinator will collaborate with the dean of enrollment services, PRIE, and the Counseling Department to assess student achievement. By collecting and analyzing data, the following areas will be assessed to determine whether specific targets have been reached:

- HUM 101 student participation in campus learning communities:
  - 20% during year 1
  - 30% during year 2
  - 40% during year 3
- Placement into college-level English:
  - 10% higher rates of placement in college-level English via multiple measures than the general population by year 3
- Completion of college-level English:
  - Course completion following placement via multiple measure equal than or higher to placement via placement exam only
- Length of time to complete college-level English:
  - Course completion following placement via multiple measure sooner than or concurrent with students placed via placement exam only
- Development of an accurate education plan:
  - 10% higher for students enrolled in HUM 101 than general population
- Length of time to completed educational goals of degree or transfer:
  - 60% of HUM 101 students by year 5

# Changes and Action Plans Arising Out of the Self Evaluation Process

## *Changes Made During the Self Evaluation Process*

| Standard | Change/Improvement | Completion Date |
|---|---|---|
| I.C.2. | Included the Academic Freedom policy in the College catalog. | Summer 2016 |
| | **Outcome(s)** | **Future Action(s)** |
| | Academic Freedom policy is present in the catalog. | Continue including this, and other requirements in the catalog. |
| **Standard** | **Change/Improvement** | **Completion Date** |
| I.C.1. I.C.12. I.C.13. | Corrected accreditation status language in the College catalog and website. | Spring 2016 |
| | **Outcome(s)** | **Future Action(s)** |
| | Accreditation status follows ACCJC required language. | Continue to include required language in all requisite documents and the website. |
| **Standard** | **Change/Improvement** | **Completion Date** |
| Student Achievement Data and Institution-Set Standards | Revised the fall-to-spring persistence rate. | Spring 2016 |
| | **Outcome(s)** | **Future Action(s)** |
| | New fall-to-spring institution-set standard based on current data. | Continue to track the College's performance on this institution-set standard. |

## *Future Action Plans Arising Out of the Self Evaluation Process*

| Standard | Action Plan | Responsible Party(ies) |
|---|---|---|
| I.B.2.<br>I.B.6. | Improve and integrate systems that allow for SLO data disaggregation and analysis at the course level. | VP, Deans, Academic Senate, Department Chairs |
| | **Timeline** | **Anticipated Outcome** |
| | Fall 2016 through Spring 2018 | Revised systems/approaches |
| **Standard** | **Action Plan** | **Responsible Party(ies)** |
| I.B.7. | Continue working through participatory governance structure to make program review process revisions and plan for assessment of their impact. | Senior VP, Academic Senate, PRAC |
| | **Timeline** | **Anticipated Outcome** |
| | Spring 2016-Spring 2018 | Increased depth of analysis of assessment data, thus making it more useful for program improvement. |
| **Standard** | **Action Plan** | **Responsible Party(ies)** |
| II.A.5. | Continue to explore procedures by which the Curriculum Committee can evaluate the relevant CTE requirements in CTE course outlines. | Curriculum Committee, Academic Senate, Assistant Vice President of Instructional Support, Dean of Career and Technical Education, Faculty |
| | **Timeline** | **Anticipated Outcome** |
| | Fall 2016 through Fall 2017 | Revised course outline evaluation process for CTE |
| **Standard** | **Action Plan** | **Responsible Party(ies)** |
| II.B.3. | Explore improved evaluation methods for the Library's SLO assessment. | Dean, Librarians, Academic Senate |
| | **Timeline** | **Anticipated Outcome** |
| | Fall 2016 through Fall 2017 | Revised evaluation methods |

| Standard | Action Plan | Responsible Party(ies) |
|---|---|---|
| III.D.14. | Build a collaborative and supportive relationship with the new auxiliary foundation, once established, to support the fundraising efforts defined by the College's mission, goals and priorities. | Superintendent/President, Executive Director of Development |
| | **Timeline** | **Anticipated Outcome** |
| | April through June 2017 | More integrated approach to fund development and management |
| **Standard** | **Action Plan** | **Responsible Party(ies)** |
| III.D.14. | Clarify fundraising policies and procedures to ensure compliance with the College's mission, goals and priorities. | Executive Director of Development |
| | **Timeline** | **Anticipated Outcome** |
| | By February 1, 2017 | New administrative procedure |

# Glossary

| | |
|---|---|
| A.A. | associate of arts |
| A.S. | associate of science |
| A.A.-T/A.S-T | associate degree for transfer |
| AAUP | American Association of University Professors |
| ACCJC | Accrediting Commission for Community and Junior Colleges |
| ADA | Americans with Disabilities Act |
| ALO | accreditation liaison officer |
| AP | administrative procedure |
| ASCCC | Academic Senate for the California Community Colleges |
| ASCOM | Associated Students College of Marin |
| ASSIST | Articulation System Stimulating Interinstitutional Student Transfer |
| BFD | backflow prevention devices |
| BOS | business office systems |
| BP | Board policy |
| BSI | Basic Skills Initiative |
| BSISC | Basic Skills Initiative Steering Committee |
| BYOD | Bring Your Own Device |
| C-ID | Course Identification Numbering System |
| CAI | Common Assessment Initiative |
| CAL/OSHA | California Occupational Safety and Health Administration |
| CalWORKs | California Work Opportunities and Responsibility to Kids |
| CARE | Cooperative Agencies Resources for Education |
| CCCCO | California Community Colleges Chancellor's Office |
| CCLC | Community College League of California |
| CCSSE | Community College Survey of Student Engagement |
| CEO | chief executive officer |
| CIS | computer information systems |
| CLO | course level outcome |
| COM | College of Marin |
| COM CARE | College of Marin Campus Assessment, Response and Evaluation |
| COMPASS | College of Marin Providing Access and Supporting Success |
| COR | Course Outline of Record |
| CMS | course management system |
| CPT | Continuing Professional Training |

| | |
|---|---|
| CSEA | California School Employees Association |
| CSU | California State University |
| CTE | career technical education |
| CTEOS | CTE Outcomes Survey |
| DE | distance education |
| DEC | Distance Education Committee |
| DSA | Division of the State Architect |
| DSPS | Disabled Students Programs and Services |
| DT | Dedicated Tutor |
| EAB | Education Advisory Board |
| EC | Education Code |
| ECMC | Educational Credit Management Corporation |
| EDAC | Equity and Diversity Advisory Committee |
| EEO | equal employment opportunity |
| EMP | educational master plan |
| EMT | emergency medical technician |
| EOPS | Extended Opportunity Programs and Services |
| EPC | Educational Planning Committee |
| ES | enrollment services |
| ESCOM | Emeritus Students College of Marin |
| ESL | English as a second language |
| ESLN | noncredit ESL |
| ETCUM | Eligible Temporary Credit Union Member |
| ETNUM | Eligible Temporary Noncredit Union Member |
| FAQs | frequently asked questions |
| FERPA | Family Educational Rights and Privacy Act |
| FIG | Faculty Inquiry Group |
| FLIT | Faculty Led Inquiry Team |
| FMP | facilities master plan |
| FPC | Facilities Planning Committee |
| FTE | full-time equivalent |
| FTFAC | Full-Time Faculty Allocation Committee |
| FYE | First Year Experience program |
| GASB | Governmental Accounting Standards Board |
| GE | general education |
| GO | general obligation |
| GPA | grade point average |

| | |
|---|---|
| GRC | Governance Review Council |
| HIPAA | Health Insurance Portability and Accountability Act |
| HR | Human Resources Department |
| HVAC | Heating, Ventilation, and Air Conditioning |
| IDT | Institutional Data Team |
| IEC | Instructional Equipment Committee |
| IEP | Intensive English Program |
| IGETC | Intersegmental General Education Transfer Curriculum |
| ILC | Information Literacy Classroom |
| IMS | Instructional Media Services |
| IPM | Integrated Planning Manual |
| IR&D | Institutional Research & Development |
| IT | information technology |
| IVC | Indian Valley Campus |
| JSTOR | Journal Storage |
| KTD | Kentfield Campus |
| LC | Learning Resources Center |
| LEED | Leadership in Energy and Environmental Design |
| LMS | learning management system |
| MarinCap | Marin Curriculum Alignment Project |
| MARINet | Marin Automated Resources and Information Network |
| MCCD | Marin Community College District |
| MIS | management information system |
| M&O | Maintenance and Operations |
| NCCCSIA | Northern California Community College Self Insurance Authority |
| NCLEX-RN | National Council Licensure Examination-Registered Nursing |
| NSLDS | National Student Loan Data System |
| OCLC | Online Computer Library Center |
| OCR | Office of Civil Rights |
| OEI | Online Education Initiative |
| OIM | Office of Instructional Management |
| OPEB | Other Post-Employment Benefits |
| OSHA | Occupational Health and Safety Administration |
| OWC | Online Writing Center |
| PAC | Professional Affairs Committee |
| PDC | Professional Development Committee |
| PDF | portable document format |

| | |
|---|---|
| PG&E | Pacific Gas & Electric |
| PGS | participatory governance system |
| PLO | program level outcome |
| POST | Peace Officers Standards and Training |
| PRAC | Planning and Resource Allocation Committee |
| PRIE | Planning, Research, and Institutional Effectiveness Office |
| PSC | Professional Standards Committee |
| RDA | registered dental assisting |
| SAA | Student Activities and Advocacy Office |
| SAS | Student Accessibility Services |
| SASC | Student Access and Success Committee |
| SEIU | Service Employees International Union |
| SEP | student equity plan |
| SERP | Supplemental Employee Retirement Plan |
| SLAOs | student learning assistance outcomes |
| SLOAC | Student Learning Outcomes Assessment Council |
| SLOs | student learning outcomes |
| SMN | Science, Math, Nursing |
| SSSP | Student Success and Support Program |
| SWACC | Statewide Association of Community Colleges |
| TCO | total cost of ownership |
| TEAS | Test of Essential Academic Skills |
| TLC | Tutoring and Learning Center |
| TOEFL | Test of English as a Foreign Language |
| TPC | Technology Planning Committee |
| UC | University of California |
| UDWC | Union-District Workload Committee |
| UPM | United Professors of Marin |
| USDOE | U.S. Department of Education |
| VPFCO | vice president of finance and college operations |
| VS | Village Square |
| VTEA | Vocational and Technical Education Act |
| WASC | Western Association of Schools and Colleges |
| WBDG | Whole Building Design Guide |

# Appendix

## Table of Evidence in Alphabetical Order

| Evidence No. | Evidence Name | ERs | CPs | I.A | I.B | I.C | I.V | II.A | II.B | II.C | III.A | III.B | III.C | III.D | IV.A | IV.B | IV.C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I.B.3-4 | 2014 ACCJC Annual Report, pp. 2-3 | | | | X | | | | | | | | | | | | |
| I.B.3-3 | 2015 ACCJC Annual Report, pp. 2-3 | | | | X | | | | | | | | | | | | |
| I.B.3-2 | 2016 ACCJC Annual Report, pp. 2-3 | | | | X | | | | | | | | | | | | |
| I.A.2-2 | 2016 Student Success Scorecard presentation, July 19, 2016 | | | X | | | | | | | | | | | | | |
| II.B.4-3 | 3M Library Services Invoice, April 17, 2015 | | | | | | | | X | | | | | | | | |
| III.A.4-1 | 5 CCR § 53406, Requirement for Accredited Degrees and Units; Definition of Accredited Institution | | | | | | | | | | X | | | | | | |
| III.A.8-4 | 5 CCR § 55720, Operating Under Flexible Calendar; Accountability of Employees; Activities | | | | | | | | | | X | | | | | | |
| III.B.3-6 | 5-Year Scheduled Maintenance and Special Repairs Program (SMSR) Plan for 2015-16 through 2019-20 | | | | | | | | | | | X | | | | | |
| I.A.2-7 | A Different Way to Look at Student Groups and Their Success, PRIE report | | | X | X | | | | | | | | | | | | |
| IV.B.3-17 | A Whole Greater than the Sum of its Parts, spring 2016 presentation | | | | | | | | | | | | | | | X | |
| II.A.4-1 | AB 86 Comprehensive Regional Plan: Marin County Adult Education Consortium, p. 40 | | | | | | | X | | | | | | | | | |
| III.D.14-2 | About Fiscal Services Web page | | | | | | | | | | | | | X | | | |
| I.C.3-1, ER2-1 | About Planning, Research, and Institutional Effectiveness Web page | X | | | | X | | | | | | | | | | X | |
| I.B.7-13 | Academic Calendars 2013-2017 | | | | X | | | | | | X | | | | | | |
| III.A.2-4 | Academic Senate Equivalency Committee procedures | | | | | | | | | | X | | | | | | |
| IV.B.3-7 | Academic Senate Meeting Minutes, March 17, 2016, p. 2 | | | | | | | | | | | | | | | X | |
| III.A.8-7 | Academic Senate Web page, Elected Senators for the 2016-2017 Academic Year | | | | | | | | | | X | | | | | | |
| IV.A.5-16 | Academic Senate, Agenda and Minutes Web page | | | | | | | | | | | | | | X | | |
| IV.A.4-16 | Academic Senate, Senate Subcommittees Web page | | | | | | | | | | | | | | X | | |
| III.C.4-3 | Accessing MyCOM Email and Outlook | | | | | | | | | | | | X | | | | |
| ER1-1 | ACCJC Certificate of Accreditation, February 28, 2011 | X | | | | | | | | | | | | | | | |
| IV.B.4-2 | ACCJC Directory Report | | | | | | | | | | | | | | | X | |
| I.C.12-1, P1-3 | Accreditation History Web page | | | X | | X | | | | | | | | | | X | |

| Evidence No. | Evidence Name | ERs | CPs | I.A | I.B | I.C | I.V | II.A | II.B | II.C | III.A | III.B | III.C | III.D | IV.A | IV.B | IV.C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I.C.12-3 | Accreditation News Releases, 2011 through 2014 | | | | | X | | | | | | | | | | | |
| IV.B.4-3 | Accreditation Steering Task Force Agendas and Minutes, October 2015-May 2016 | | | | | | | | | | | | | | | X | |
| I.B.8-17, P1-1 | Accreditation Web page | | X | | X | X | | | | | | | | | | | |
| III.C.4-7 | ADA Best Practice Reminders, Hints and Tips | | | | | | | | | | | | X | | | | |
| III.A.7-3 | Additional Teaching Units and FT Faculty Requests, Program Review 2014-2015 | | | | | | | | | | X | | | | | | |
| III.A.5-16 | Administrative Performance Evaluation Procedures and Forms | | | | | | | | | | X | | | | | X | |
| III.A.5-17 | Administrator Performance Evaluation Self-Assessment form | | | | | | | | | | X | | | | | | |
| ER5-8 | Adoption Budget Fiscal Year 2014-2015 | X | | | | | | | | | | | | | | | |
| III.D.2-9, ER5-10 | Adoption Budget Fiscal Year 2015-2016 | X | | | | | | | | | | | | X | | | |
| III.D.12-4 | Adoption Budget Fiscal Year 2015-2016, pp. 45-46 | | | | | | | | | | | | | X | | | |
| III.D.2-10, ER5-11 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016 | X | | | | | | | | | | | | X | | | |
| III.D.11-3 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016, p. 11 | | | | | | | | | | | | | X | | | |
| III.D.9-2 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016, p. 15 | | | | | | | | | | | | | X | | | |
| III.D.1-1 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016, pp. 13-15 | | | | | | | | | | | | | X | | | |
| III.D.13-4 | Adoption Budget Fiscal Year 2015-2016, Revised February 16, 2016, pp. 39-40 | | | | | | | | | | | | | X | | | |
| ER5-12 | Adoption Budget Fiscal Year 2016-2017 | X | | | | | | | | | | | | | | | |
| IV.B.6-7 | Advancement Web page | | | | | | | | | | | | | | | X | |
| I.C.13-2 | Annual Campus Security Report Web page | | | | | X | | | | | | | | | | | |
| III.D.7-11 | Annual Financial (Fiscal Year 2011-2012) and Budget (Fiscal Year 2012-2013) Report, CCFS-311 | | | | | | | | | | | | | X | | | |
| III.D.7-12 | Annual Financial (Fiscal Year 2012-2013) and Budget (Fiscal Year 2013-2014) Report, CCFS-311 | | | | | | | | | | | | | X | | | |
| III.D.7-13 | Annual Financial (Fiscal Year 2013-2014) and Budget (Fiscal Year 2014-2015) Report, CCFS-311 | | | | | | | | | | | | | X | | | |
| III.D.7-14 | Annual Financial (Fiscal Year 2013-2014) and Budget (Fiscal Year 2014-2015) Report, CCFS-311, revised | | | | | | | | | | | | | X | | | |
| III.D.2-13 | Annual Financial (Fiscal Year 2014-2015) and Budget (Fiscal Year 2015-2016) Report, CCFS-311 | | | | | | | | | | | | | X | | | |
| I.B.3-18, P1-2 | Annual Reports to ACCJC Web page | | X | | X | X | | | | | | | | | | | |
| III.A.5-19 | AP 2435 Evaluation of the Superintendent/President | | | | | | | | | | X | | | | | | X |
| III.A.13-2 | AP 2710 Conflict of Interest | | | | | | | | | | X | | | | | | |

Appendix

| Evidence No. | Evidence Name | ERs | CPs | I.A | I.B | I.C | I.V | II.A | II.B | II.C | III.A | III.B | III.C | III.D | IV.A | IV.B | IV.C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| III.A.13-3 | AP 2712 Conflict of Interest Code | | | | | | | | | | X | | | | | | |
| I.C.5-3 | AP 3050 Institutional Code of Ethics | | | | | X | | | | | X | | | | | | |
| IV.A.2-4 | AP 3250 Institutional Planning | | | | | | | | | | | | | | X | | |
| IV.A.2-3 | AP 3260 Participation in Local Decision Making | | | | | | | | | | | | | | X | | |
| III.A.15-1 | AP 3300 Public Records | | | | | | | | | | X | | | | | | |
| III.A.15-2 | AP 3310 Records Retention and Destruction | | | | | | | | | | X | | | | | | |
| I.C.8-19 | AP 3410 Nondiscrimination | | | | | X | | | | | X | | | | | | |
| III.A.12-5 | AP 3420 Equal Employment Opportunity | | | | | | | | | | X | | | | | | |
| III.A.11-6 | AP 3430 Prohibition of Harassment | | | | | | | | | | X | | | | | | |
| III.A.11-7 | AP 3435 Discrimination and Harassment Complaint Procedures | | | | | | | | | | X | | | | | | |
| III.A.13-13 | AP 3540 Sexual and Other Assaults on Campus | | | | | | | | | | X | | | | | | |
| I.C.8-20 | AP 3550 Drug and Alcohol Free Environment and Drug Prevention Program | | | | | X | | | | | X | | | | | | |
| III.A.13-20 | AP 3560 Alcoholic Beverages | | | | | | | | | | X | | | | | | |
| I.C.8-12 | AP 3720 Information Technology Use | | | | | X | | | | | | | X | | | | |
| I.C.8-13 | AP 3750 Use of Copyrighted Material | | | | | X | | | | | | | X | | | | |
| I.C.7-3 | AP 3900 Speech: Time, Place, and Manner | | | | | X | | | | | | | | | | | |
| I.C.5-2 | AP 3920 Communication with the Public | | | | | X | | | | | | | | | | | |
| II.A.5-6 | AP 4020 Program and Curriculum Development | | | | | | | X | | | | | | | X | | |
| II.A.15-2 | AP 4021 Program Discontinuance | | | | | | | X | | | | | | | X | | |
| II.A.15-3 | AP 4022 Program Revitalization | | | | | | | X | | | | | | | X | | |
| IV.A.4-7 | AP 4023 Course Approval | | | | | | | | | | | | | | X | | |
| IV.A.4-8 | AP 4025 Criteria for Associate Degree and General Education | | | | | | | | | | | | | | X | | |
| P3-2 | AP 4050 Articulation | | X | | | | | | | | | | | | | | |
| I.C.4-8, ER3-5, P2-1 | AP 4100 Graduation Requirements for Degrees and Certificates | X | X | | | X | | X | | | | | | | | | |
| II.A.1-10 | AP 4102 Career/Technical Programs | | | | | | | X | | | | | | | | | |
| IV.A.4-9, P4-1 | AP 4105 Distance Education | | X | | | | | | | | | | | | X | | |
| II.A.10-17 | AP 4235 Credit by Examination | | | | | | | X | | | | | | | | | |
| II.C.8-2, P4-2 | AP 5040 Student Records and Directory Information | | X | | | | | | | X | | | | | | | |
| II.C.8-3 | AP 5045 Student Records – Challenging Content and Access Log | | | | | | | | | X | | | | | | | |
| IV.A.1-13 | AP 5050 Student Success and Support Program | | | | | | | | | | | | | | X | | |
| I.C.8-8 | AP 5520 Student Discipline and Due Process | | | | | X | | | | | | | | | | | |
| I.C.7-4 | AP 5530 Student Grievances | | | | | X | | | | | | | | | | | |
| I.B.7-17 | AP 6251 Reserve Fund Management | | | | X | | | | | | | | | X | | X | |

| Evidence No. | Evidence Name | ERs | CPs | I.A | I.B | I.C | I.V | II.A | II.B | II.C | III.A | III.B | III.C | III.D | IV.A | IV.B | IV.C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| III.C.5-5 | AP 6365 Contracts – Accessibility of Information Technology | | | | | | | | | | | | X | | | | |
| III.A.15-3 | AP 6520 Security for District Property | | | | | | | | | | X | X | X | | | | |
| IV.B.1-11 | AP 7110 Delegation of Authority, Human Resources | | | | | | | | | | | | | | | X | |
| III.A.1-7 | AP 7120 Employment Recruitment | | | | | | | | | | X | | | | | | |
| III.A.15-4 | AP 7145 Personnel Files | | | | | | | | | | X | | | | | | |
| III.A.1-4 | AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies | | | | | | | | | | X | | | | | | |
| III.A.1-9 | AP 7212 Temporary Faculty | | | | | | | | | | X | | | | | | |
| III.A.5-5 | AP 7215 Academic Employees – Probationary Contract Faculty | | | | | | | | | | X | | | | | | |
| III.A.5-14 | AP 7235 Probationary Period – Confidential, Supervisory, and Classified Management Employees | | | | | | | | | | X | | | | | | |
| III.A.13-9 | AP 7310 Nepotism | | | | | | | | | | X | | | | | | |
| III.A.11-10 | AP 7365 Discipline and Dismissal – Classified Employees | | | | | | | | | | X | | | | | | |
| III.A.1-3 | Approval of Equivalence to Minimum Qualifications form | | | | | | | | | | X | | | | | | |
| I.B.5-11 | Are College Success Saturday Students More Successful than other First-Time Students? PRIE Report | | | | X | | | | | | | | | | | | |
| III.A.5-2 | Argos Performance Management Report screenshot | | | | | | | | | | X | | | | | | |
| II.C.4-9 | ASCOM Meeting Minutes examples, pp. 1-2, 4-5, and 8 | | | | | | | | | X | | | | | | | |
| II.B.1-6 | Ask a Librarian online form | | | | | | | | X | | | | | | | | |
| II.C.7-2 | Assessment and Testing Center Program Review, March 2015, p. 4 | | | | | | | | | | X | | | | | | |
| II.C.2-7 | Assessment and Testing Center Program Review, March 2015, pp. 8-9 | | | | | | | | | | X | | | | | | |
| I.B.2-1 | *Assessment Plan 2012* | | | | X | | X | | | | | | | | X | | |
| I.B.2-25 | *Assessment Plan 2012*, pp. 19-21 | | | | X | | | | | | | | | | | | |
| I.B.2-12 | *Assessment Plan 2012*, pp. 23-30 | | | | X | | | | | | | | | | | | |
| I.B.2-2 | *Assessment Plan* Addendum, spring 2016 | | | | X | | | | | | | | | | | | |
| II.C.3-2 | Assessment Web page | | | | | | | | | | X | | | | | | |
| III.B.3-2 | Asset Inventory Web page | | | | | | | | | | | X | | | | | |
| II.C.4-8 | Associated Students of College of Marin Web page | | | | | | | | | | X | | | | X | | |
| II.C.4-1 | Athletic Department Mission and Vision Web page | | | | | | | | | | X | | | | | | |
| II.C.4-6 | Athletics End of Year Report, 2014-2015 | | | | | | | | | | X | | | | | | |
| II.A.8-4 | ATI Nursing Education Web page | | | | | | | X | | | | | | | | | |
| III.D.6-4 | Audited Financial Statements June 30, 2012 | | | | | | | | | | | | | X | | | |
| III.D.6-1, ER5-1 | Audited Financial Statements June 30, 2013 | X | | | | | | | | | | | | X | | | |
| III.D.6-2, ER5-3 | Audited Financial Statements June 30, 2014 | X | | | | | | | | | | | | X | | | |

Appendix

| Evidence No. | Evidence Name | ERs | CPs | I.A | I.B | I.C | I.V | II.A | II.B | II.C | III.A | III.B | III.C | III.D | IV.A | IV.B | IV.C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| III.D.2-11, ER5-5 | Audited Financial Statements June 30, 2015 | X | | | | | | | | | | | | X | | | |
| III.D.13-1 | Audited Financial Statements June 30, 2015, p. 36 | | | | | | | | | | | | | X | | | |
| III.D.12-2 | Audited Financial Statements June 30, 2015, p. 50 | | | | | | | | | | | | | X | | | |
| III.D.9-8 | Audited Financial Statements June 30, 2015, p. 52 | | | | | | | | | | | | | X | | | |
| III.D.9-3 | Audited Financial Statements June 30, 2015, p. 6 | | | | | | | | | | | | | X | | | |
| III.D.11-4 | Audited Financial Statements June 30, 2015, p. 7 | | | | | | | | | | | | | X | | | |
| III.D.14-12 | Audited Financial Statements June 30, 2015, pp. 69-70 | | | | | | | | | | | | | X | | | |
| II.A.15-7 | Automotive Technology Revitalization Report, May 2013 | | | | | | | X | | | | | | | | | |
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