

**May 9, 2019, 3:00 p.m. – 4:30 p.m.**  
Academic Center, Room 303, KTD

TOPIC	DESCRIPTION	Information/ Discussion Action
1. Agenda	Review/Revise/Approve	Action
2. Minutes	Approve Minutes from 4/11/2019 Meeting	Action
3. President's Report	<ul style="list-style-type: none"> <li>• Student Equity Plan (Tonya)</li> <li>• AB 705 Compliance Forms (Tonya)</li> <li>• Capital Projects Update (Greg/Isidro)</li> <li>• Strategic Planning (DWC)</li> <li>• Report Back on Participatory Governance Plan – proposed language</li> </ul>	
4. Board Policies/Procedures	<p><b><u>From August Review for Action</u></b> AP 7120 Employment Recruitment (10 + 1) <b><u>From April Review for Action:</u></b> BP/AP 3225 Institutional Effectiveness BP/AP 3250 Institutional Planning BP 3275 Operational Reports BP/AP 3440 Service Animals BP 3501 Campus Security and Access BP 3950 Animals on Campus BP/AP 6300 Fiscal Management BP 6340 Bids and Contracts <b><u>Approved by Academic Senate 5/2/2019</u></b> BP/AP 3050 Institutional Code of Ethics <b><u>Chapter 2 – Board of Trustees</u></b> BP 2100 Board Elections</p>	Action
5. Board of Trustees	Review April 16, 2019 Board Agenda	Information
6. Constituent Reports	Reports from senates and other constituent updates	Information
7. Meeting Wrap Up	Review/confirm actions made at meeting/ identify items for next meeting.	Discussion
8. Meeting Schedule	September 12, 2019; October 10, 2019; November 14, 2019; December 12, 2019	Information
9. Adjourn Meeting		

**Members:**

David Wain Coon, Chair

**Faculty:**

Meg Pasquel

Becky Brown

Karen Robinson

**Classified:**

Kim Foulger

Maridel Barr

Monica Applegate

**Students:**

Liam Campbell, ASCOM

President

Hellen Sigaran, ASCOM Vice

President

Luanne Mullin, ESCOM Vice

President



## College Council Agenda

### Managers:

Jonathan Eldridge  
Greg Nelson  
Christina Leimer

### Resources:

Cabinet Members  
Isidro Farias

### Staff Support:

Kathy Joyner

### Ex-Officio for CSEA

Keli Gaffney, CSEA Pres.

**April 11, 2019**

Academic Center, Room 303, KTD

Present: David Wain Coon, Jonathan Eldridge, Maridel Barr; Hellen Sigaran, Liam Campbell; Luanne Mullen, Isidro Farias; Kathy Joyner (representing classified)

Absent: Christina Leimer; Meg Pasquel; Karen Robinson, Kim Foulger, Greg Nelson; Becky Brown; Monica Applegate

Guests: Marian Mermel

1. **Agenda** –The agenda was approved by consensus.
2. **Minutes** - The minutes of the March 7, 2019 meeting were approved by consensus.

3. **President's Report**

Capital Projects Update

Isidro provided an update on project status. The baseball field ribbon cutting was cancelled due to weather and will be rescheduled at a later date. The Pomo Cluster renovations will be completed in June with classes starting there in the fall. The Miwok cluster has been demolished and is ready for the next phase. Painting of Building 27 and the roof replacement on the Administrative Center will be completed in the Spring. The bid for the M & O building came in significantly below budget and the project includes the fire lane. Savings will be folded back into the project budget for contingency. The window replacement in the Admin Cluster buildings 9 & 12 will start next month. A copy of the update is attached to the minutes.

LRC-SS Moves

Jonathan updated the group on the temporary housing plan for staff who will be displaced from the LRC building during construction. The plan involves 4 move phases to relocate staff, services and classrooms out of the LRC building. Staff, departments and services will be housed in portable buildings and Student Services. There will be moves within the student services building to accommodate the added staff/services and some areas will change locations within the building for better use of space. Faculty in Fusselman Hall will move into the portables and the library will temporarily be located on the first floor of Fusselman Hall. Reprographics will move to 941 Sir Francis Drake Blvd and the bookstore will temporarily be located in the old M & O building. When the LRC has been completed and all programs moved into their spaces the Student Services building will be repurposed for use for additional classroom space.

Strategic Planning

David reported that the EMP is 99% complete and we are now focusing on the first 3-year strategic plan. He noted that a lot of work is taking place, but that we may need to push this to fall for the roll-out at which time the plan will come to College Council and then through him to the Board of Trustees.

College Hour Update

Jonathan updated the group on the status of College Hour, a dedicated time for activities when no classes are schedule. Monday and Wednesday from 12:40 – 1:30 p.m. are the proposed days/times where faculty, staff and students can gather for community activities, meetings, etc. Faculty members are working on developing content for a fall rollout.

Report Back on Proposed PGS Plan Language Update

Senates had not reviewed the language. Dr. Coon stated this will be on the agenda next month and requested feedback at that time since it will be the last meeting of the academic year.

**4. Board Policies & Procedures**

The council approved the following BP/APs to move forward to the Board of Trustees.

- BP/AP 4400 Community Services Courses (10 + 1)
- AP 5015 Residence Determination
- AP 7145 Personnel Files (with one update from the classified senate to include “their” where his/her is noted)
- BP/AP 7310 Nepotism

Meg provided an e-mail to Kathy that Academic Senate was OK with the above BP/APs moving forward.

The following AP is pending review with the Academic Senate:

- AP 7120 Employment Recruitment (Aug)

**5. Board of Trustees -**

David reviewed the agenda for the April 16, 2019 Board meeting which will be held at the Kentfield Campus. The study session will include a report from Sara McKinnon on her sabbatical; an update on Measure B and other construction projects which will include information on the M & O building, solar, tree removal at Fusselman Hall and an update on options for the Bolinas Field Station. With Board approval of a plan for Bolinas, the next step will be to discuss the plan with the community and then move forward to the planning processes as required by the County of Marin, the Coastal Commission and the State. If there is time the Board will be updated on the LRC move plan. During the regular meeting there will be a reception for newly tenured faculty.

**6. Constituent Reports**

ESCOM

Luanne reported that ESCOM is sending out a survey to find out more about their members such as what courses they take, what clubs they belong to, how long they have been a member and how involved they are on campus. They are excited about compiling this information and will share the results with College Council. They currently have 13 candidates running for 5 seats and believe that activities like the coffee and other events are generating interest in ESCOM. Luanne is running for President. The next author series on April 26 with Jasmin Darznik: Song of a Captive Bird.

Classified Senate

Maridel reported that the senate is working on the staff recognition lunch which will be held on May 23. They have sent out nominations for outstanding staff member and department and will recognize those at the luncheon along with retirees. They will be presenting key chains to those individuals who have work for the College for 20 years.

Academic Senate

There was no report from the Academic Senate.

ASCOM

Liam stated that they are working on a transition binder to share with the new ASCOM officers which includes information they have collected this past year and tells the ASCOM story. Voting is open and Hellen is running for President. He asked council members to encourage students to run for an office and get involved. They are proposing a new constitution and adjusted stipends for officers. Helen reported that students attended the SSSCC. This is a great opportunity to meet with other student representatives to discuss issues they deal with and to share their experiences. COM's communication with administration is excellent compared to some of the other institutions who notice there are more faculty related issues when there is a lack of communication with administration. They are also working on the website and minutes for the inter-club council.

7. Meeting Wrap Up -
  - Report back on proposed language change for PGS.
  - AP 7120 Employment Recruitment
  - Revision to AP 7145 Personnel Records by classified senate
8. Meeting Schedule: Next Meeting May 9, 2019 (last meeting of semester)
9. Adjourn Meeting – Meeting was adjourned.

## MEASURE B BOND PROGRAM SUMMARY UPDATE

THURSDAY, APRIL 11, 2019

Project	Scope	Schedule	Status
<b>PROJECTS UNDER CONSTRUCTION WINTER 2019:</b>			
<b>Athletic Turf Fields (Phase II)</b>	Baseball Field	Completion: May 2019	<ul style="list-style-type: none"> <li>• <i>Site Work: Finalizing Punch List, Paving &amp; Landscaping</i></li> </ul>
<b>Pomo Cluster Phase II</b>	Interior Renovations	Completion: June 2019	<ul style="list-style-type: none"> <li>• <i>Sheetrock installation, painting, furniture ordered</i></li> </ul>
<b>Miwok Center</b>	New Construction	Completion: Fall 2020	<ul style="list-style-type: none"> <li>• <i>Removal of existing foundations, ongoing grading activities</i></li> </ul>
<b>Jonas Center</b>	New Construction	Completion: Fall 2020	<ul style="list-style-type: none"> <li>• <i>Ongoing grading activities</i></li> </ul>
<b>Admin Center Roof Replacement</b>	Roof Replacement	Completion: May 2019	<ul style="list-style-type: none"> <li>• <i>Roofing construction in progress</i></li> </ul>
<b>Building 27 Painting</b>	Exterior Painting	Completion: April 2019	<ul style="list-style-type: none"> <li>• <i>Finalizing project, touching up paint</i></li> </ul>
<b>PROJECTS BIDDING SPRING &amp; SUMMER OF 2019:</b>			
<b>Maintenance &amp; Operations</b>	New Construction of M&O Building & Widening Fire Lane at PE Complex	Bidding: Received Bids	<ul style="list-style-type: none"> <li>• <i>Awarding contract to low bidder on 4/16</i></li> </ul>
<b>Admin Cluster 9 &amp; 12 - Windows</b>	Window Replacement	Bidding: Received Bid	<ul style="list-style-type: none"> <li>• <i>Awarding contract to low bidder on 4/16</i></li> </ul>
<b>PROJECTS IN DESIGN WINTER 2019:</b>			
<b>Performing Arts</b>	AV System Upgrades	Construction: Summer 2019	<ul style="list-style-type: none"> <li>• <i>Project currently in the Design Phase</i></li> </ul>
<b>Fusselman Hall</b>	Structural and Waterproofing Improvements	Construction: Fall 2019	<ul style="list-style-type: none"> <li>• <i>Project currently in the Design Phase</i></li> </ul>
<b>Learning Resource Center</b>	New Construction / Replacement Building for LRC	<u>Proposals Due:</u> April 12, 2019	<ul style="list-style-type: none"> <li>• <i>Receiving RFPs on 4/12/19</i></li> </ul>





**Athletic Turf Fields**



**Miwok Building**



**Pomo Phase II – Interior**

## **2019 Student Equity Plan**

### **Process & Schedule**

**Outline a process and schedule for evaluating the progress made toward meeting your student equity goals.**

Yearly, we will be evaluating the progress of our equity goals through the SEA annual report process, using data from the Data on Demand website. In addition, as part of our new strategic plan, we annually track, report, and disaggregate data for race, ethnicity, and gender when measuring course success, degree completion, student persistence, completion, time-to-degree, and completion of college-level English and Math. We also produce an annual student, faculty, staff, and administration diversity report. Lastly, we will be evaluating programs, such as Summer Bridge and the learning communities like Puente, Umoja, and MAPS to assess progress and success.

### **Success Criteria**

**How will your college ensure coordination across student equity-related categorical programs or campus-based programs?**

There are several measures that have been put into place to ensure coordination across student equity-related categorical programs and campus-based programs:

1. Firstly, many of the activities within COM's new three-year strategic plan are embedded and aligned with COM's Student Equity Plan, so these activities are the part of collective work of the College, and work groups will be assigned to oversee the objectives and activities of the strategic plan.
2. Secondly, the Guidance, Resources, Integration, Transformation (GRIT) Committee will be overseeing the progress of COM's Student Equity Plan. This committee is charged with reviewing "plans, program reviews, and data to ensure that equity and access are embedded in all plans and programs and that resources and efforts support overall student success." The GRIT Committee is structured to include many different departments and programs to ensure coordination of equity efforts across the campus. GRIT members represent the following:



Math (Faculty)  
English (Faculty)  
Counseling (Faculty)  
Learning Communities  
PRIE  
EOPS  
Office of Instructional Management

Equity Coordinator/Student Activities and  
Advocacy  
Student Accessibility Services  
Enrollment Services  
CTE Rep/Strong Workforce/Non-credit  
Service Learning & Internships  
Outreach

With representatives from many of the offices that coordinate and implement the student success and equity programs, GRIT will be able to thoughtfully plan for the development and growth of the programs included in our Student Equity Plan as well as adapt to changing needs.

3. Lastly, the Dean of Educational Success Programs will work with the GRIT Committee and multiple departments to ensure coordination across student equity-related categorical programs as well as campus-based programs.

### **Executive Summary**

**Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17, and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior years plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

## Executive Summary

### 2019 Student Equity Plan

#### Overall Population

Metric	Baseline	Goal	Activities that support the goal
<b>Enrolled in the Same Community College</b>	7377	7752	<ul style="list-style-type: none"><li>• Streamline online application and enrollment process</li><li>• Establish a clear “front door” for new and returning students with clear signage, and a friendly Welcome Center with drop-in help for FAFSA, financial aid, and CCCApply</li><li>• Increase the presence of peer student to student interactions to enhance access and services support</li><li>• Implement a solution/s that provides evening and weekend students increased access to the Cashiering Services window (pay transportation fee and obtain photo student IDs), Health Services, counseling services, COM Cupboard, SAS support, and the bookstore throughout the semester</li><li>• Improve the usability of online resources, including CCCApply, MyCOM portal, and website, especially for student groups who are less familiar with computers and technology</li><li>• Increase the number of ED Plans for ESL students through Counseling Outreach to ESL Students</li><li>• Streamline enrollment processes for noncredit ESL students</li><li>• Redesign master course scheduling to ensure sufficient and timely offerings, complementary planning to avoid key conflicts to support transfer and degree attainment.</li><li>• Institutionalize the COMPASS program designed to increase the college readiness of participating students and contribute to their academic success in</li></ul>

			<p>high school and beyond</p> <ul style="list-style-type: none"> <li>• Improve communication with students who have completed CCCApply, using texts for important information</li> </ul>
<b>Retained from Fall to Spring at the Same College</b>	3801	3801	<ul style="list-style-type: none"> <li>• Increase number of outreach activities conducted by counselors throughout the semester</li> <li>• Monitor and assess academic student progress for early intervention</li> <li>• Develop academic support strategies for students</li> <li>• Utilize varying methods of communication for students</li> <li>• Evaluate and pilot delivery modalities for just-in-time information and timeline reminders as well as targeted essential skills that are mapped by week of the semester</li> </ul>
<b>Transfer to a four-year institution</b>	474	546	<ul style="list-style-type: none"> <li>• Outreach to students undecided on majors, or on academic/progress probation or dismissal for federal aid or BOG fee waivers</li> <li>• Explore best practices to support students on probation</li> </ul>
<b>Completed Both Transfer-Level Math and English Within the District in the First Year</b>	46	58	<ul style="list-style-type: none"> <li>• Align high school to college math and English curriculum/course content with regard to AB 705</li> <li>• Provide professional learning opportunities for English, ESL and math faculty to discuss alignment of curriculum with K-12 faculty</li> <li>• Develop Math orientation</li> <li>• Evaluate effectiveness of math and English companion courses</li> <li>• Explore offering late start classes in math and English and other support options such as success workshops</li> <li>• Provide professional development opportunities to share best practices in increasing student success and implementing AB 705</li> <li>• Identify specific Math/English skills that are needed in core content courses that previously had prerequisites and develop innovative strategies to respond</li> </ul>

			<ul style="list-style-type: none"> <li>Research best practices for creating supplemental instruction and scheduling, such as tutoring, workshops, brush up credit/non-credit courses.</li> </ul>
<b>Attained the Vision Goal Completion Definition</b>	313	377	<ul style="list-style-type: none"> <li>Outreach to students who are close to degree completion</li> <li>Increase activities around commencement and completion</li> <li>Improve graduation application process</li> <li>Strengthen pipeline with industry to encourage certificate completion</li> </ul>

### DI Groups

<b>Metric</b>	<b>DI Group</b>	<b>Current Baseline /Min. /Full Equity</b>	<b>Goal</b>	<b>Activities that Support Goal</b>	<b>Budget</b>
<b>Enrolled in the Same Community College</b>	Female Veteran Female Native Hawaiian/Pac Islander Female Filipino Female Black/Af. Am. Male White	7 /13 / 13 11 / 17 /17 73 / 83 / 87 215 / 262 /273 1564/1834/ 1911	13 17 83 262 1564	<ul style="list-style-type: none"> <li>Target communication based on interests and identity from CCCApply (possibly using texts)</li> <li>Develop and implement Veterans Support Team to support students in transitioning from military to student life</li> </ul>	\$100,000
<b>Retained from Fall to Spring at the Same College</b>	Female White	840 / 861 / 888	840	<ul style="list-style-type: none"> <li>n/a</li> </ul>	

<b>Transfer to a four-year institution</b>	Male Veteran	4 / 5 / 7	5	<ul style="list-style-type: none"> <li>• Provide transfer support for special populations and historically underrepresented groups</li> <li>• Scale, coordinate, and align efforts among the learning communities</li> <li>• Expand peer mentoring program</li> <li>• Develop and implement Veterans Support Team to support students in transitioning from military to student life</li> </ul>	\$106,000
	Male LGBT	3 / 3 / 4	3		
	Male Foster Youth	1 / 3 / 3	3		
	Male Some other Race	0 / 3 / 4	3		
	Female Foster Youth	4 / 5 / 6	5		
	Male Black/Af. Am.	5 / 6 / 7	6		
	Male Hispanic/Latino	39 / 42 / 52	42		
	Female Am. Indian or Alaska Native	0 / 1 / 1	1		
	Female Filipino	4 / 4 / 5	4		
<b>Completed Both Transfer-Level Math and English Within the District in the First Year</b>	Male Hispanic or Latino	4 / 7 / 9	7	<ul style="list-style-type: none"> <li>• Focus equity flex activities on effective pedagogy, classroom management and teaching strategies for identified focused/targeted groups to address gaps</li> <li>• Develop equitable practice and policies designed to support differences in the contexts of students' learning—not to treat all students the same.</li> <li>• Gather and incorporate student voice</li> <li>• Reach out to first semester students who are not enrolled in math or English and encourage them to add using email or student ambassadors to call</li> </ul>	\$57,000
	Female More than One Race	0 / 1 / 1	1		
	Female Black /Af. Am	0 / 1 / 1	1		
	Female Disabled	0 / 2 / 3	2		
	Male Disabled	0 / 1 / 2	1		



				<ul style="list-style-type: none"> <li>• Provide specialized tutoring for students with disabilities in the subjects of English and Math</li> <li>• Access and utilize literacy software and assistive technology to support students with reading difficulties and disabilities</li> <li>• Provide specialized curriculum to develop foundational skills in the areas of English and Math for students with disabilities</li> <li>• Provide professional development and training to peer tutors and instructional aides on Universal Design for Learning and effective strategies for tutoring students with disabilities</li> </ul>	
<b>Attained the Vision Goal Completion Definition</b>	Male Veteran Male LGBT Male Filipino Male Native Hawaiian/Pac Islander Male Some other Race Male Hispanic or Latino Female Am. Indian / Alaska Native Female Native Hawaiian/Pac Islander Female Some other Race	2 / 3 / 4 1 / 3 / 4 0 / 1 / 1 0 / 1 / 1 3 / 7 / 8 30 / 37 / 46 0 / 1 / 1 0 / 1 / 1 2 / 10 / 12	3 3 1 1 7 37 1 1 10	<ul style="list-style-type: none"> <li>• Track and assess program and student success for targeted groups</li> <li>• Develop alumni network as a resource</li> <li>• Develop activities to connect alumni network with current students</li> <li>• Reach out to students in targeted groups through Ambassadors</li> </ul>	\$114,235

## 2019/20 Allocation: \$377,235

<b>Enrolled in the Same Community College</b>	Outreach & COMPASS	\$100,000
<b>Transfer to a four-year institution</b>	Umoja: \$100,000 Puente: \$6,000	\$106,000
<b>Completed Both Transfer-Level Math and English Within the District in the First Year</b>	Professional Development: \$9,000 Student Accessibility Services \$10,000 Supplemental Workshops: \$18,000 Tutoring: \$20,000	\$57,000
<b>Attained the Vision Goal Completion Definition</b>	Data & Research: \$48,235 Equity Coordinator: \$66,000	\$114,235
	<b>TOTAL</b>	<b>\$377,235</b>

## 2015/16, 2016/17, 2017/18 Student Equity Budgets

### Student Equity Budget for 2015/16; Allocation: \$448,570

Umoja	\$76,640
Puente	\$4,678
Summer Bridge	\$17,131
Math Jam	\$37,156
Equity Coordinator	\$30,229
COMPASS	\$16,520

Veterans	\$59,836
Data & Research	\$36,663
Tutoring	\$15,606
HUM 101 Development	\$27,905
Outreach	\$56,731
Supplies & Events	\$5,484
Professional Development	\$33,137
Algebra Academy	\$5,000
COM Cupboard/Basic Needs	\$16,805
Contract/Software	\$30,733
Technological Support for Students	\$76,966
<b>TOTAL</b>	<b>\$547,220</b>

**Student Equity Budget for 2016/17; Allocation: \$384,934**

Umoja	\$57,637
Puente	\$7,261
Summer Bridge	\$11,558
Tutoring	\$2,687
COMPASS	\$32,091
CalWorks	\$2,916
Outreach	\$69,318
Professional Development	\$27,451
Contract/Software	\$67,272
HUM 101 Development	\$8,515
Veteran Services	\$68,320
Data & Research	\$41,606
Math Jam	\$32,958

ESL	\$11,607
Student Accessibility Services	\$9,023
COM Cupboard	\$5,630
Equity Coordinator	\$66,013
Library Book Loan Program	\$9,745
Curriculum Development	\$3,469
<b>TOTAL</b>	<b>\$535,077</b>

**2017/18 Allocation: \$377,235 + \$104,660 of carry over = \$481,895**

Umoja	\$85,298
Puente	\$10,280
Outreach & COMPASS	\$124,766
Professional Development	\$6,001
Contract/Software	\$23,776
HUM 101 Development	\$1,908
Veteran Services	\$83,636
Data & Research	\$50,432
Math Jam	\$10,426
Student Accessibility Services	\$10,472
COM Cupboard	\$2,262
Equity Coordinator	\$56,421
Library Book Loan Program	\$3,040
Testing	\$7,955
Carryover for 2019	\$5,222
<b>TOTAL</b>	<b>\$481,895</b>

## Progress on the Goals from COM's 2015-2016 Student Equity Plan

	Equity Goals	Progress
A.1.	Offer JumpStart program of tuition waiver for high school students attending College of Marin	<b>Completed &amp; Ongoing:</b> Tuition costs of dual-enrolled students have been waived, leading to more avenues for access in transitioning students from high school to college. We continue to use funding to support dual enrollment programs at College of Marin.
A.2.	Continue pilot of expanded services and evaluate impact of Student Accessibility Services' Individual Tutoring and learning disability testing on student success and equity	<b>Completed &amp; Ongoing:</b> Equity funds have been utilized to embed tutoring services within our Student Accessibility Services area and directly support our students with disabilities population. We have also been able to update our technology assistance capabilities and continue to provide for our students in academic settings. In addition, SAS continues to provide learning disability testing for our students.
A.3.	Pilot and evaluate the use of Equity Funds to support access to course materials and activities for low-income students, particularly in Basic Skills courses and learning communities.	<b>Completed:</b> Our Equity funds have been used to provide a variety of programs that support our basic skills students and learning communities such as textbook rentals, laptop rentals, and tutoring.
B.1.	Continue and expand implementation of COM CARE early alert program to assist and retain students at risk.	<b>Ongoing:</b> We have expanded our COM Care Team and have instituted weekly check-in meetings in order to provide updates and support for students at risk.
B.2.	Enhance coordination and expand opportunities for students to participate in learning communities.	<b>Completed &amp; Ongoing:</b> Our three learning communities have grown and developed considerably in the last couple of years with support from staff, faculty, administration, and access to Equity funding. With their robust growth and increase in programmatic structures, the learning communities curriculum and coordination will be integrated into the new Guided Pathways model that COM will be implementing. This will allow for greater co-curricular coordination and will allow room for the anticipated growth of the programs. It will also allow for more cross community events and activities to develop a network of support and increased campus visibility.



B.3.	Review current course prerequisites, co-requisites and advisories and assess student success in courses lacking prerequisites or advisories.	<b>Ongoing:</b> More work needs to be done in this area to glean significant results.
C.1.	Sponsor Algebra Academy to enhance math preparedness, STEM career interest and college going behavior of first generation, low-income, English learner Latino students in Marin County.	<b>Completed:</b> Through a partnership between COM and the North Bay Leadership Council of Marin, the program was implemented with some success. However, COM's efforts are now redoubled in COMPASS and reaching a higher number of high school students.
C.2.	Create Math Professional Alignment council to align high school to college math curriculum/course content to reduce math placement into college basic skills level.	<b>Completed:</b> The council was created and the work was completed. Data derived from the work helped inform the growth of the COMPASS and Summer Bridge programs at College of Marin.
C.3.	Continue growth of Summer Bridge program.	<b>Completed &amp; Ongoing:</b> The Summer Bridge program has been developed and continues to grow. In 2014, we offered just one cohort, and 24 students completed the program. However, in 2016, that number grew to 86 students, eliminating 89 semesters of remediation. Then in 2017, we offered five cohorts, and 118 students completed the program, eliminating 64 semesters of remediation (The number of eliminated semesters decreased from 2016 to 2017 as a result of using Multiple Measures for placement, as many students placed higher and directly into transfer level courses).
C.4.	Support Basic Skills Master Planning, including partnering with those involved and BSI Steering Committee around recommended initiatives.	<b>Ongoing:</b> Many of the recommendations from the Basic Skills Master Plan are in development, such as structured pathways (Guided Pathways), HUM 101, College Hour, and greater focus on inclusivity with the IDEA Committee.
C.5.	Offer Math Jam to enhance student success on assessment for placement.	<b>Completed &amp; Ongoing:</b> Our Math Jam program has been implemented and continues to help COM students place higher through intensive math review the week prior to classes.
C.6.	Provide Enhanced Counseling Outreach	<b>Ongoing:</b> We have been able to successfully offer enhanced counseling for ESL

	to ESL Students	enrollment through weekend events as well as night hours and continue to provide these opportunities multiple times each semester.
D.1.	Outreach to students undecided on majors, in Basic Skills, or on academic/progress probation or dismissal for federal aid or BOG fee waivers	<b>Ongoing:</b> One semester, we contacted undecided students to come in for an appointment, but we had limited success. We have also offered workshops for students on probation or dismissal, but they were low attended. However, soon we will be offering a one unit course (Counseling 105) for these students, and with our Guided Pathways framework, we hope to create a more effective system and structure for tracking and supporting students.
E.1.	Increase Puente Program	<b>Ongoing:</b> With the assistance of Equity funding, Puente has integrated math tutoring into the program and can now provide better support toward basic skills subjects. Puente continues to grow at College of Marin.
E.2.	Implement UMOJA program	<b>Completed &amp; Ongoing:</b> The Umoja Learning Community was successfully implemented and continues to provide essential wrap-around support for students from historically underrepresented backgrounds. As Umoja develops, the community is actively engaged in creating community development programs, linked Umoja courses, and instituting peer mentorship opportunities.
E.3.	Continue and expand as needed recent targeted outreach to classes, marketing of Transfer Fair to students, staff, and faculty, as well as other efforts to promote transfer.	<b>Ongoing:</b> Transfer ambassadors are working to bridge students who are transferring with offices that can provide direct student support and build communities of support around disproportionately impacted identities. This will include multicultural affairs and EOP offices at transfer institutions.
F.1.	Redesign master course scheduling to ensure sufficient and timely offerings, complementary planning to avoid key conflicts to support transfer and degree attainment.	<b>Ongoing:</b> We are currently in the process of mapping to align with transfer and degree attainment. We plan to connect and integrate this work into the Guided Pathways framework to inform the master schedule redesign.
F.2.	Increase support for and retention of enrolled Foster Youth	<b>Ongoing:</b> We are working to expand our focus in this area.
F.3.	Implement COMPASS to increase the college readiness of participating	<b>Completed &amp; Ongoing:</b> COMPASS has been expanded from just one to five high schools with 234 students enrolled in Fall 2017 and 250 students in Fall

	students and contribute to their academic success in high school and beyond, predicated on the belief that college is an inevitability, not just a possibility	2018. Our COMPASS coordinators and counselors have worked closely with the local high school districts, greatly increasing COM's visibility and providing high touch points of access.
F.4.	Implement EAB's Navigate platform to enhance onboarding and retention of students	<b>Complete:</b> The Navigate platform was unable to adequately meet student needs.
F.5.	Increase staff resources for equity data collection, research and analysis to support equity planning.	<b>Completed:</b> A senior research analyst position in PRIE is now being partially funded with Equity funds. By supporting staffing in the PRIE department, COM has been able to create a bridge between the data collection and analysis and the programmatic support of equity initiatives.
F.6.	Increase staff and faculty resources to support equity planning, coordination and achievement of related goals.	<b>Completed &amp; Ongoing:</b> An Equity Coordinator staff position was created and filled. In the past year, the IDEA (Inclusion, Diversity, Equity Action) Committee and Integration Working Committee were created to support equity planning, coordination, and the achievement of these initiatives at the College.
F.7.	Improve Veteran student outreach, services, support, and coordination	<b>Completed &amp; Ongoing:</b> We continue to improve our support services for Veterans.
F.8.	Seek Hispanic Serving Institution (HSI) federal funding status	<b>Ongoing:</b> While COM's Latinx population is 30%, the College does not currently meet all of the criteria to become an HSI. However, we continue to investigate the possibility of submitting a waiver application.
F.9.	Provide professional development opportunities for staff and faculty that enhance awareness, understanding, capacity and motivation to support student populations identified in equity plan.	<b>Completed &amp; Ongoing:</b> We have held a number of Flex events and professional development opportunities for our staff, faculty, and administration in the past two years. Some of them include: <ol style="list-style-type: none"> <li>1. Sending staff, faculty, administrators, and students to attend a number of conferences including: <ul style="list-style-type: none"> <li>• National Conference on Race and Ethnicity (NCORE)</li> <li>• Achieving the Dream</li> <li>• Instructional Design Conferences</li> <li>• Equity Summits</li> </ul> </li> </ol>

		<ul style="list-style-type: none"><li>• On Course Conference</li><li>• Veterans Summit</li></ul> <p>2. Offering on-campus professional development flex opportunities including:</p> <ul style="list-style-type: none"><li>• Understanding the needs of students with disabilities</li><li>• Understanding the needs of veteran students</li><li>• Undocually Workshop</li><li>• Campus-wide Equity Summit</li></ul>
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**Executive Summary URL**

We are still working on the executive summary URL.



## **Guided and Self-Placement Method Submission Form**

AB 705 (Education Code §78213) requires that a district placement method for English and mathematics/quantitative reasoning may be based upon guided placement, including self-placement, if a student's high school performance data, including self-reported data, is not available or usable with reasonable effort. Districts must follow Title 5 §55522 in the development of guided and self-placement methods.

The Chancellor's Office is providing provisional approval for districts that plan to employ a guided or self-placement method that requires Chancellor approval pursuant to regulation. Per Title 5 §55522, if the adopted methodology incorporates sample problems or assignments, assessment instruments, or tests, including those designed for skill assessment, it requires Chancellor's Office approval. If this is the case, the district must collect data to demonstrate students benefit from the guided or self-placement model implemented, including but not limited to throughput and successful pass rates, and the college's placement results. **Districts will be allowed no more than two years to innovate and validate their own guided or self-placement methodology. Districts will be required to provide a preliminary report on their validation data after one year of implementation.**

**All districts must complete the attached form and submit their guided and self-placement methodologies no later than July 1, 2019 to [AB705submittals@cccco.edu](mailto:AB705submittals@cccco.edu) (DO NOT SEND PAPER COPIES).**

**\*Please attach a separate document with responses to the three questions listed below.**

- 1. Please describe your district's Guided and Self Placement processes.**
- 2. Please provide the questionnaire for your district's Guided and Self Placement Methods.**
- 3. Please describe the rubric that will be used to determine the recommended course placement.**



## **CERTIFICATIONS (CHECK ONLY THE BOX THAT APPLIES)**

By checking this box, I certify that the attached guided and self-placement methods comply with Title 5 Section 55522 regulations, was developed through the participatory governance process, and does not require Chancellor's Office approval.

By checking this box, I certify that the attached guided and/or self placement method complies with Title 5 Section 55522 regulations, was developed through the participatory governance process, and requires Chancellor's Office approval. No more than two years to innovate and validate this guided and self-placement methodologies will be allowed. Furthermore, validation data will be provided in a preliminary report after one year of implementation.

Please provide the name and title of the individual certifying this form.

Name:

Title:

## **CONTACT INFORMATION**

Please provide the contact information of staff that we can reach out to with any questions regarding the information submitted with this form.

**District:**

**College(s):**

**Primary Contact:**

**Title:**

**Email:**

**Phone:**

**Secondary Contact:**

**Title:**

**Email:**

**Phone:**

If you have questions and/or need assistance regarding the guided self-placement adoption plan instructions, please contact Nicole Alexander at [nalexander@cccco.edu](mailto:nalexander@cccco.edu) or Elena Alcala at [ealcala@cccco.edu](mailto:ealcala@cccco.edu).

## College of Marin

### English Guided and Self Placement processes

1. Students who know their high school GPA and have graduated in the past 5 years are given the “Math and English Placement” brochure. Students who still need ESL courses are asked to take the ESL placement test. Those who know their GPA are given recommended placements (see enclosed “at a glance” brochure), which are refinements of the GPA-based multiple measures that the College has been using successfully for the past two years. Students are also encouraged at every step of the admission process to meet with a counselor to help them choose their English level. Students will have access to the brief “at a glance” brochure for self-placement as well as a longer brochure that includes course descriptions online.

To drive students towards the online course information to help them choose their English placement, students are asked one additional question on the CCCApply application: “I have written a 4+ page, clearly written persuasive essay with a thesis that incorporated information from print or online sources.” English faculty felt that agreeing with this statement would be a good indication that the student is ready for transfer-level English (ENGL 150).

**If students answer yes,** they get an email that says:

Dear \${firstname} \${lastname},

If you have a 2.8 or higher High School GPA, you are likely to be ready for transfer-level English 150. Please see the English course descriptions for more information at [ss.marin.edu/assessment](https://ss.marin.edu/assessment) .

If your High School GPA is less than 2.8, please examine the recommendations and English course descriptions to find the best English course for you at [ss.marin.edu/assessment](https://ss.marin.edu/assessment).

Regardless of your GPA, make sure to see a counselor for orientation to the College and to create an education plan at [ss.marin.edu/counseling](https://ss.marin.edu/counseling).

**If students answer no,** they get an email that says:

Dear \${firstname} \${lastname},

To find the best English course for you, please examine the GPA recommendations and English course descriptions at [ss.marin.edu/assessment](https://ss.marin.edu/assessment) .

In addition, make sure to see a counselor for orientation to the College and to create an education plan at [ss.marin.edu/counseling](https://ss.marin.edu/counseling).

All of the information given to students is only at the recommendation level. They can choose the level that they think fits their needs best. We have kept two lower-level English courses for students who choose to spend more time developing and building their skills. We also have an all-levels Humanities 101 course, which is transferrable, that is designed to help students refresh and build their reading and writing skills through a content-based course. We will also be offering support courses through our Student Accessibility Services for students with learning disabilities, who may want to receive more support.

2. Students who do not know their GPA or who have been out of high school for more than 5 years are asked to go to the website for “Guided Self Placement” (see attached printout of the web page). There, they respond on an agree-disagree scale to 8 questions developed by the English department. If they agree with 6 or more, we recommend English 150 (1A). If they agree with fewer than 6 questions, we have them look at the English course descriptions. (See enclosed course descriptions).
3. There is no separate rubric to determine placement aside from what is described above.

## SELF PLACEMENT

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### Guided Self-Placement for English Courses

This guide can help you figure out which College of Marin English course is the best fit for you. This is **NOT** a test. This process is especially helpful for students who do not know their High School GPA or who graduated High School more than 5 years ago.

To get started, please answer the questions below, and then click on the link at the bottom of this page to read the course descriptions, as well as representative essay assignments and readings, for each course. After you have read through the course information, you can select the class that fits you best. We highly recommend that you then meet with a College of Marin counselor to discuss which English class would work best for you.

If you are an English language learner (ESL student), please [schedule a placement test \(http://ss.marin.edu/assessment/placement-esl\)](http://ss.marin.edu/assessment/placement-esl) to determine your ESL placement.

### Questions

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I have written a 4+ page persuasive essay with a thesis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have written essays that used information from print or online sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I know how to underline and take notes on articles or readings for school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I write mostly clear, grammatically correct sentences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I know how to tackle a hard reading for school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I read regularly outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I have strong study habits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I usually make a plan or follow a schedule to complete my schoolwork on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please count your number of "Strongly Agree" and "Agree" responses.

- If you answered "strongly agree" or "agree" to 6 or more of the 8 questions above, then you are likely to

- If you agreed with fewer than 6 of the questions, then we recommend you examine the [English course descriptions \(http://ss.marin.edu/assessment/english-courses\)](http://ss.marin.edu/assessment/english-courses) to see which course you think will fit best for you.

If you have questions or would like additional assistance, please [make an appointment with a counselor \(http://ss.marin.edu/counseling\)](http://ss.marin.edu/counseling).

## ASSESSMENT

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[Home \(/assessment\)](#)

[Math Placement \(http://ss.marin.edu/assessment/placement-math\)](http://ss.marin.edu/assessment/placement-math)

[English Placement \(http://ss.marin.edu/assessment/placement-english\)](http://ss.marin.edu/assessment/placement-english)

[ESL Placement \(http://ss.marin.edu/assessment/placement-esl\)](http://ss.marin.edu/assessment/placement-esl)

[Testing Schedule \(/assessment/testing-schedule\)](/assessment/testing-schedule)

[Makeup Testing \(/assessment/makeup-testing\)](/assessment/makeup-testing)

[Other Testing \(/assessment/other-testing\)](/assessment/other-testing)

[Our Staff \(http://profiles.marin.edu/profiles/Assessment-and-Testing\)](http://profiles.marin.edu/profiles/Assessment-and-Testing)

[FAQ \(/assessment/faq\)](/assessment/faq)

## CONTACT INFORMATION

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### Assessment and Testing

(415) 485-9469

[assessment.testing@marin.edu \(mailto:assessment.testing@marin.edu\)](mailto:assessment.testing@marin.edu)

### Kentfield Campus

Student Services Center

Second Floor, Room 238

### Hours:

Monday - Friday

9 am to 4 pm

### Indian Valley Campus

Building 27, Room 125

By Appointment Only

[Schedule an Appointment Online \(http://mycom.marin.edu/\)](http://mycom.marin.edu/)

## ENGLISH AND HUM 101 COURSES

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### ENGL 92L - Reading & Writing Skills Lab

1.0 unit (self-paced lab course); 3 self-scheduled hours per week during lab hours

English 92L builds academic reading and writing skills, focusing on how to figure out a reading, build vocabulary, annotate, write summaries and responses to texts. Students work independently and get one-on-one feedback from lab instructors. They must both do the work and spend time in the lab. After completion, students should know what to do with readings from other classes so they learn and get good grades on tests, projects and essays. Students read a variety of articles and write 8 academic, text-based paragraph responses and 4 summary paragraphs.

#### Best Fit

English 92L is best for students who want to develop more comfort in academic settings, who want to review and build their English reading and writing skills at their own pace, with one-on-one help from lab instructors.

#### Students Say

This course is great for learning and practicing how to take notes on a reading and how to write a summary and respond to a reading. It really saved me in later courses because I just did the same things that I learned, and it helped me get the readings and write the essays.

#### Representative Readings (not all instructors will assign these)

Bindley, Katie. "[When Children Text All Day, What Happens to Their Social Skills?](https://www.huffpost.com/entry/children-texting-technology-social-skills_n_1137570)" [Huffpost.com](https://www.huffpost.com/entry/children-texting-technology-social-skills_n_1137570)

Vassar, Gerry. "[Your Brain on Anger: How Does Anger Happen in the Brain?](https://lakesidelink.com/blog/lakeside/how-does-anger-happen-in-the-brain/)" [Lakesidelink.com](https://lakesidelink.com/blog/lakeside/how-does-anger-happen-in-the-brain/) Lakeside Educational Network.

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### ENGL 98 - English Brushup

3.0 units; 3 hours per week in class; 1 self-scheduled hour per week in lab; 4 - 6 hours of homework per week

This is a writing and reading course that ramps up to 2- to 3-page academic essays. This class starts with how to write academic paragraphs and moves into writing short, 5-paragraph essays (with introductions, thesis statements, body paragraphs and conclusions). Students learn how to use quotes in an academic essay. Students also learn college-level reading strategies to help them connect their essays to the texts they read, and develop stronger vocabulary skills. Over the semester, students write 3 to 4 academic essays.

**Best Fit**

English 98 is best for students who are not yet comfortable writing a full essay and want time to learn how to structure strong body paragraphs and essays while focusing on building reading and vocabulary skills.

**Students Say**

This course introduces how to write an academic essay with intro, thesis, topic sentences and body paragraphs, and a conclusion paragraph. The teacher helped with grammar and writing about ideas, and talked to us about vocabulary and taking notes, too. It was a nice intro to essays, not too stressful or too fast.

**Representative Readings (not all instructors will assign these)**

Jackie Robinson: An American Hero (<https://www.townsendpress.com/store/townsend-library-bluford-series/jackie-robinson-american-hero>), by Anne Schraff Townsend Press.

"Reviving Extinct Species: We Can. But Should We? (<https://www.nationalgeographic.com/magazine/2013/04/species-revival-bringing-back-extinct-animals/>)" National Geographic. April 2013

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**ENGL 120AC – Accelerated Introduction to College Reading and Composition**

Recommended high school GPA of 0.0 – 2.1

4.7 units, 5 hours per week in class (4 hours of class plus one hour of instructor-led lab/group activities); 4 – 8 hours of homework per week

English 120AC gives students extra support with an instructor and tutors to develop strong college-level reading and writing skills. This course guides students through techniques to improve reading, writing and critical thinking skills. Students read a variety of college level articles and two non-fiction books. The daily activities use class time to begin writing assignments, build on paragraph development, thesis statements, and essay structure. Most instructors assign 4 out of class essays, 2 to 5 pages each and may include in-class writing. Students complete reading responses, develop rough drafts, peer review, prewriting activities, and reading strategies. The course will prepare students for the essay requirements, reading skills and discussions in English 150.

**Best Fit**

English 120AC is best for students who enjoy extra support from instructors, tutors, and peers in class, and those who want more practice with essay structure, development of ideas and incorporating those ideas into essays to be ready for English 150.

**Students Say**

This is a good course for students who struggled with essays and/or reading in high school, who want to build confidence and skills in these areas and want to develop the confidence to take on English 150.

**Representative Readings and Videos (not all instructors will assign these)**

Essays & Articles:

"Who Gets to Graduate? (<https://www.nytimes.com/2014/05/18/magazine/who-gets-to-graduate.html>)" by Paul Tough

"5 Characteristics Of Grit–How Many Do You Have? (<https://www.forbes.com/sites/margaretperlis/2013/10/29/5-characteristics-of-grit-what-it-is-why-you-need-it-and-do-you-have-it/#68acdb334f7b>)"



**Books:**

Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked (<https://www.penguinrandomhouse.com/books/318516/irresistible-by-adam-alter/>) by Adam Alter

Breaking Through (<https://www.hmhbooks.com/shop/books/Breaking-Through/9780618342488>) by Francisco Jiménez

**Videos:**

"Grit: The Power of Passion and Perseverance ([https://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and\\_perseverance](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance))"

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**ENGL 120 – Introduction to College Reading and Composition II**

Recommended high school GPA of 2.2 – 2.7

3.0 units + lab time; 3 hours per week in class; 1 self-scheduled hour per week in the Writing Center; 4 – 6 hours of homework per week

Most English 120 instructors assign 4 essays, 2 to 5 pages each. Some include in-class writing or an in-class essay. One or two of the essays may be research-based. Weekly activities may include writing journals or reading logs to respond to readings, and participating in class discussions of readings and the writing process, and receiving feedback on drafts from other students. Essays incorporate and/or respond to ideas from texts and research sources. Most instructors allow one revision. Students read college-level articles for each assignment and some instructors have students read one non-fiction book. This course prepares students for English 150.

**Best Fit**

English 120 is best for students who know how to structure and develop a 2- to 3-page essay and want more practice in reading and quoting academic texts, using sources and MLA format, and developing research-based essays.

**Students Say**

English 120 is a good course to refresh and strengthen your reading, get better at writing essays, improve your research skills and get used to college-level work.

**Representative Readings (not all instructors will assign these)****Articles:**

Alfie Kohn "No Contest: Play, Fun, and Competition (<https://www.alfiekohn.org/article/contest-2/>)"

David Berreby, "It Takes a Tribe (<https://www.nytimes.com/2004/08/01/education/rituals-and-traditions-it-takes-a-tribe.html>)"

David Brooks, "Our Sprawling, Supersize Utopia (<https://www.nytimes.com/2004/04/04/magazine/our-sprawling-supersize-utopia.html>)"

**Books:**

Becoming Dr Q: My Journey from Migrant Farm Worker to Brain Surgeon (<https://www.ucpress.edu/book/9780520274563/becoming-dr-q>) by Alfredo Quiñones-Hinojosa

The Power of Habit (<https://charlesduhigg.com/the-power-of-habit/>) by Charles Duhigg

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## **ENGL 150 – Reading and Composition (1A)**

### **with ENGL 150C/NC– Practice and Support in College Reading and Writing (Corequisite support course)**

Recommended high school GPA of 2.2 – 2.7

6 hours per week in class; 6 – 8 hours of homework per week. Students receive 4 units for English 150 and either 2 units of credit or 2 hours of noncredit for the corequisite support course.

The supported English 150 combines a regular 150 course with supplemental support called a corequisite. Students enrolled in English 150C or 150NC will remain with the same instructor and classmates. See the English 150 description for details about that course. The corequisite support class provides additional time in order to help students succeed in English 150, offering extensive practice in activities such as close reading and comprehension; critical thinking; research and information literacy; and academic essay development, including brainstorming, outlining, drafting and revising. Students may work individually, in small groups, with the instructor, and with tutors on essays and readings assigned in English 150. The small class size (20 students) provides for more one-on-one time between instructors and students.

#### **Best Fit**

English 150C or 150NC is best for students who feel they need extra support to learn and practice concepts and skills to succeed in English 150.

#### **Representative Readings – See English 150**

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## **ENGL 150 – Reading and Composition (1A)**

Recommended high school GPA of 2.8 – 4.0+

4.0 units; 4 hours per week in class; 6 – 8 hours of homework per week

English 150 is an academic writing and reading course that develops and refines students' writing, reading, and critical thinking abilities for college-level work. Students read and discuss shorter and longer college-level essays and articles; participate in class discussions and small group work; complete journal entries and other activities. Students write 4 to 5 expository and argumentative papers, including a lengthy research paper (7 – 10 pages). The course emphasizes gathering, evaluating, synthesizing, and documenting research and evidence. Students write a total of between 8,000 – 10,000 words over the semester. Some instructors also require in-class essay writing.

#### **Best Fit**

English 150 is best for students who have experience writing essays of 4 or more pages; tackling and taking notes about articles and books on a variety of topics; sharing complex ideas; using a writing process (brainstorming, outlining, drafting and revising essays); completing challenging writing assignments; and writing clearly worded and structured sentences and paragraphs.

#### **Students Say**

To succeed in English 150, students should have a strong understanding of how to properly structure an essay, what a powerful thesis looks like, and how to tie everything together. I felt that I needed to be able to have a good grasp of English language and grammar in order to write solid sentences.

#### **Representative Readings and Videos (not all instructors will assign these)**

Books and Articles:

They Say/I Say: The Moves that Matter in Academic Writing (<https://books.wwnorton.com/books/webad.aspx?id=4294982902>), Cathy Birkenstein and Gerald Graff

"Happiness is a Glass Half-Empty (<https://www.theguardian.com/lifeandstyle/2012/jun/15/happiness-is-being-a-loser-burkeman>)" by Oliver Burkeman

"Skills and strategies: Fake news vs. real news (<https://learning.blogs.nytimes.com/2015/10/02/skills-and-strategies-fake-news-vs-real-news-determining-the-reliability-of-sources/>)"

Videos:

We Should All Be Feminists ([https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_we\\_should\\_all\\_be\\_feminists](https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists)) by Chimamanda Ngozi Adichie

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## **HUM 101 – The Human Condition**

3.0 units; 3 lecture hours plus one additional lab hour required weekly; 4 hours per week in class; 4 - 6 hours of homework per week

Want to know how Sociology views sports? Curious about how an art historian finds sexism in food ads? Interested in creating activist art for social change? Eager to learn and choose your major but don't know where to start? Passionate about equity and social justice? Then this is the class for you!

HUM 101 is a themed, inter-disciplinary course where you will explore one topic through readings and concepts from a variety of different college classes. You will practice writing college essays, work on exciting group projects, create an educational plan with a counselor who comes to you, and strengthen your skills for college success

### **Best Fit**

The beauty of this class is that one size fits all. Just out of high school? Ready to transfer? Returning student? Need a brush-up? Join us!

This class is also recommended for advanced ESL students who would like to be supported while practicing reading and writing with native speakers in a transfer level college class.

### **Students Say**

"This class completely changed the way I looked at food forever."

"This class gave me the confidence I needed in writing essays to finally take English 150."

"This class opened my eyes to injustice in the world and what we can do to fight back against it."

### **Representative Course Content**

College Sports: The Ugly Truth - a HUM 101 class all about sports.

Unit 1 - Statistics: Content analysis of Athletic social media

Get up, Stand up - a HUM 101 class all about activism

Unit 2 - History: #Representation Matters and the whitewashing of history

Equity on a Plate - a HUM 101 course all about food.

Unit 3 - Political Science: Policy, ethics and everyday imported foods

Wilderness - a HUM 101 class all about nature

Unit 4 - Yoga and mindfulness in the great outdoors

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[Home \(/assessment\)](#)

[Math Placement \(http://ss.marin.edu/assessment/placement-math\)](http://ss.marin.edu/assessment/placement-math)

[English Placement \(http://ss.marin.edu/assessment/placement-english\)](http://ss.marin.edu/assessment/placement-english)

[ESL Placement \(http://ss.marin.edu/assessment/placement-esl\)](http://ss.marin.edu/assessment/placement-esl)

[Testing Schedule \(/assessment/testing-schedule\)](/assessment/testing-schedule)

[Makeup Testing \(/assessment/makeup-testing\)](/assessment/makeup-testing)

[Other Testing \(/assessment/other-testing\)](/assessment/other-testing)

[Our Staff \(http://profiles.marin.edu/profiles/Assessment-and-Testing\)](http://profiles.marin.edu/profiles/Assessment-and-Testing)

[FAQ \(/assessment/faq\)](/assessment/faq)

## CONTACT INFORMATION

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### Assessment and Testing

(415) 485-9469

[assessment.testing@marin.edu \(mailto:assessment.testing@marin.edu\)](mailto:assessment.testing@marin.edu)

### Kentfield Campus

Student Services Center

Second Floor, Room 238

### Hours:

Monday - Friday

9 am to 4 pm

### Indian Valley Campus

Building 27, Room 125

By Appointment Only

[Schedule an Appointment Online \(http://mycom.marin.edu/\)](http://mycom.marin.edu/)



### **AB 705 District Adoption Plan Submission Form**

Education Code 78213 requires districts to place every student using either published Chancellor's Office placement method, OR a district Adoption Plan based upon localized research using high school performance data. Districts must follow Title 5 section 55522 in the development of a localized Adoption Plan.

Every district is required to submit this form. A district placement method using localized research must be supported by data and research showing throughput rates at or above those achieved by direct placement into a transfer-level course. Such data and research must be validated within two years of the adoption of the method. Please turn in this document no later than July 1, 2019 to [AB705submittals@cccco.edu](mailto:AB705submittals@cccco.edu) (DO NOT SEND PAPER COPIES).

### **CERTIFICATIONS**

By checking this box, I certify that my district is following the default placement rules published by the Chancellor's Office. (If you check this box, you DO NOT need to answer the following questions).

By checking this box, I certify that the proposed Adoption Plan has been approved by the district to be used at the district and college listed below.

By checking this box, I certify this document has gone through a shared governance review. Please provide the name and title of the individual certifying this form.

Name:

Title:

**\*Please attach a separate document with the answers to the three questions below.**

- 1. Please describe your district's localized placement method.**
- 2. Why does your district believe this localized placement method will be effective?**
- 3. Please disclose your districts plan to implement retroactive placement recommendations as part of the Adoption Plan.**

## CONTACT INFORMATION

**District name:**

**College(s) name:**

**Primary Contact:**

**Title:**

**Email:**

**Phone:**

**Secondary Contact:**

**Title:**

**Email:**

**Phone:**

If you have questions and/or need assistance regarding the AB 705 District Adoption Plan instructions, please contact Nicole Alexander at [nalexander@cccoco.edu](mailto:nalexander@cccoco.edu) or Elena Alcala at [ealcala@cccoco.edu](mailto:ealcala@cccoco.edu).

## AB 705 District Adoption Plan Submission Form

### 1. Please describe your district's localized placement method.

We are following the chancellor's recommended placement protocol. However, for math, where the Chancellor's Office recommends corequisites, the College of Marin will require it for the first two years. See below for placement rules.

#### Statistics

High School GPA & Requirements	Placement	Transfer Level
0.0 – 2.9	MATH 115 with MATH 115C	Transferable
3.0 – 4.0+	MATH 115 STAT 115	Transferable

#### Pre-calculus and Calculus

High School GPA & Requirements	Placement	Transfer Level
0.0 – 3.3 and no HS calculus course	MATH 104 with 104C* MATH 105 with 105C MATH 109 with 109C MATH 121 with 121C	Transferable
2.7 – 4.0+ and enrolled in HS calculus course	MATH 104*, 105, 109, and 121	Transferable
3.4 – 4.0+	MATH 104*, 105, 109, and 121	Transferable
3.7 – 4.0+ and passed HS pre-calculus course	MATH 123	Transferable
<b>Refresh and Build Math Skills</b>	MATH 103	Non-transferable

All "c" courses are 0.5 unit, non-transferable support courses linked with a parent Math course. For example, a student who places and enrolls in MATH 115C will also be enrolled in MATH 115.

\* CSU Transferable ONLY

#### Statway

Please see a counselor if you are interested in the Statway two-semester sequence. Statway is only for specific majors.

Recommended Requirements	Placement	Transfer Level
None	STAT 105	Non-transferable
Passed STAT 105 with "C" or better	STAT 106	Transferable

## AB 705 District Adoption Plan Submission Form

### English

High School GPA & Requirements	Recommended Placement	Transfer Level
0.0 – 2.1	ENGL 120AC	Non-transferable
2.2 – 2.7	ENGL 120* OR ENGL 150 with ENGL 150C	Transferable
2.8 – 4.0+	ENGL 150	Transferable
<b>Refresh and Build English Skills</b>	HUM 101	Transferable
<b>Refresh and Build English Skills</b>	ENGL 92L, ENGL 98	Non-transferable

### 2. Why does your district believe this localized placement method will be effective?

MATH: We believe this method will be most effective because we trust the research that shows the greatest indicator of student success is high school GPA. Also, we are encouraged by the early adopters of the co-requisite model and the success in students completing transfer-level math courses.

### 3. Please disclose your districts plan to implement retroactive placement recommendations as part of the Adoption Plan.

Our IT department retroactively changed students' placement and counselors will also be advising students. In addition, all students were notified via their MyCOM Portal that their English and math placement could now be higher with the following message:

#### Good News!

With the new AB 705 legislation, California Community Colleges now use high school GPA and guided self-placement to help students select their math and English classes. **As current COM students, this could raise the level of your original placement for math and English.**

However, if you are an ESL student, you would still use the placement from your assessment test.



## **AB 705 District Adoption Plan Submission Form**

The best way to select the right math and English class is to see a counselor. A counselor will help you determine the best choice for your individualized educational goal.

### **TO MAKE AN APPOINTMENT WITH A COUNSELOR**

COUNSELING DEPARTMENT

(415) 485-9432

[ss.marin.edu/counseling](http://ss.marin.edu/counseling)

EOPS/CARE & CALWORKS

(415) 485-9605

[ss.marin.edu/eops-calworks](http://ss.marin.edu/eops-calworks)

STUDENT ACCESSIBILITY SERVICES (SAS)

(415) 485-9406

[ss.marin.edu/sas](http://ss.marin.edu/sas)

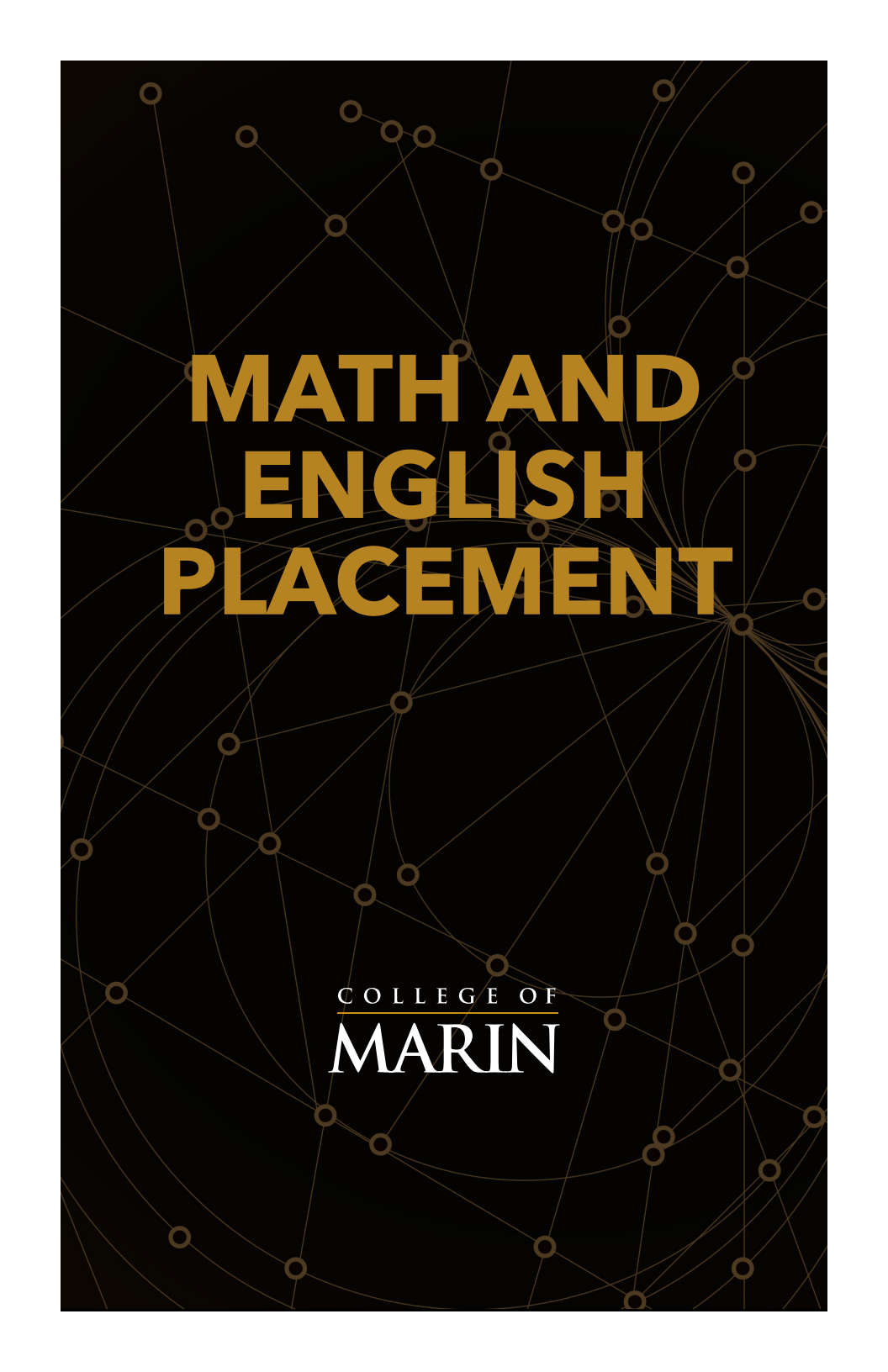
### **FOR MORE INFORMATION ABOUT GUIDED SELF-PLACEMENT**

ASSESSMENT AND TESTING

(415) 485-9469

[assessment.testing@marin.edu](mailto:assessment.testing@marin.edu)

[ss.marin.edu/assessment](http://ss.marin.edu/assessment)

The background of the entire page is a black field filled with a complex, abstract geometric pattern. This pattern consists of numerous thin, light-colored lines that intersect to form a web of triangles and other polygons. Small, light-colored circles are placed at many of the intersection points, creating a constellation-like or network-like effect. The overall aesthetic is modern and mathematical.

# MATH AND ENGLISH PLACEMENT

COLLEGE OF  

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MARIN

# MATH

Math courses will be determined by your major. See a counselor for advice.

All **C** courses are 0.5 unit, non-transferable support courses linked with a parent math course. For example, a student who places into MATH 115C must also enroll in MATH 115.

## Statistics

High School GPA and Requirements	Placement	Transfer Level
0.0 – 2.9	MATH 115 with MATH 115C	Transferable
2.9 – 4.0+	MATH 115 STAT 115	Transferable

## Pre-calculus and Calculus

High School GPA and Requirements	Placement	Transfer Level
0.0 – 3.3 No high school calculus course	MATH 104* with MATH 104C MATH 105 with MATH 105C MATH 109 with MATH 109C MATH 121 with MATH 121C	Transferable
2.7 – 4.0+ Enrolled in high school calculus course	MATH 104* MATH 105 MATH 109 MATH 121	Transferable
3.4 – 4.0+	MATH 104* MATH 105 MATH 109 MATH 121	Transferable
3.7 – 4.0+ Passed high school pre-calculus course	MATH 123	Transferable
Refresh and Build Math Skills	MATH 103	Non-Transferable

\* Transfer to CSU only

# MATH

## Statway

Statway is only for specific majors. If you are interested in the Statway two-semester sequence, see a counselor for advice.

Recommended Requirements	Placement	Transfer Level
None	STAT 105	Non-Transferable
Passed STAT 105 with C or better	STAT 106	Transferable

# ENGLISH

High School GPA and Requirements	Recommended Placement	Transfer Level
0.0 – 2.1	ENGL 120AC	Non-Transferable
2.2 – 2.7	ENGL 120** ENGL 150 with ENGL 150C	Transferable
2.8 – 4.0+	ENGL 150	Transferable
Refresh and Build English Skills	HUM 101	Transferable
	ENGL 98, ENGL 92L	Non-Transferable

Students who do not remember or have access to their high school transcripts can use guided self-placement for English. For more info, visit [ss.marin.edu/assessment](https://ss.marin.edu/assessment) Contact (415) 485-9469 or [assessment.testing@marin.edu](mailto:assessment.testing@marin.edu)

ESL students must take the placement test. For more info, visit [esl.marin.edu](https://esl.marin.edu) Contact (415) 485-9642 or [esl@marin.edu](mailto:esl@marin.edu)

\*\* Transfer to CSU only for elective credit

# GOOD NEWS

Many students will no longer have to take a test to enroll in math or English classes at College of Marin. With the new AB 705 legislation, California Community Colleges now use high school GPA and guided self-placement to help students select their math and English classes.

This brochure is designed to help you understand the placement process and your Math and English class options.

However, the best way to select the right class is to see a counselor. A counselor will help you determine the best choice for your individualized educational goal.

## TO MAKE AN APPOINTMENT WITH A COUNSELOR

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[ss.marin.edu/counseling](http://ss.marin.edu/counseling)

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## FOR MORE INFORMATION ABOUT GUIDED SELF-PLACEMENT

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[ss.marin.edu/assessment](http://ss.marin.edu/assessment)

## MATH PLACEMENT PROCESS

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Math courses will be determined by your major. See a counselor for advice.

### (1) Placement by High School GPA and Requirements

All C courses are 0.5 unit, non-transferable support courses linked with a parent math course. For example, a student who places into MATH 115C must also enroll in MATH 115.

#### Statistics

High School GPA and Requirements	Placement	Transfer Level
0.0 – 2.9	MATH 115 with MATH 115C	Transferable
3.0 – 4.0+	MATH 115 STAT 115	Transferable

#### Pre-calculus and Calculus

High School GPA and Requirements	Placement	Transfer Level
0.0 – 3.3 No high school calculus course	MATH 104* with MATH 104C MATH 105 with MATH 105C MATH 109 with MATH 109C MATH 121 with MATH 121C	Transferable
2.7 – 4.0+ Enrolled in high school calculus course	MATH 104* MATH 105 MATH 109 MATH 121	Transferable
3.4 – 4.0+	MATH 104* MATH 105 MATH 109 MATH 121	Transferable
3.7 – 4.0+ Passed high school pre-calculus course	MATH 123	Transferable
Refresh and Build Math Skills	MATH 103	Non-Transferable

## Statway

Statway is only for specific majors. If you are interested in the Statway two-semester sequence, see a counselor for advice.

Recommended Requirements	Placement	Transfer Level
None	STAT 105	Non-Transferable
Passed STAT 105 with C or better	STAT 106	Transferable

Please read the [Math and Statway course descriptions \(http://ss.marin.edu/assessment/math-and-statway-courses\)](http://ss.marin.edu/assessment/math-and-statway-courses) for more details.

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## (2) Placement by Exams

If you have taken any of the following exams, it may improve your placement level. Please consult with us before proceeding further.

- Previous scores for College of Marin Accuplacer placement tests (no longer offered)
  - Scores from valid approved placement tests taken at other two-year California community colleges
  - An Advanced Placement (AP) score of 3 or higher for Calculus AB or Calculus BC (see the catalog for the Advanced Placement Chart for College of Marin Credit)
  - Valid 11th grade Early Assessment Program (EAP) results that satisfy placement conditions:
    - Standard Exceeded score on CAASPP for mathematics
    - C or better in approved 12th grade mathematics course and Standard Met score on CAASPP for mathematics
- 

## (3) Prerequisite Equivalency

Completion of an equivalent course at College of Marin or another post-secondary accredited institution in the subject area (verified by a transcript)

## ASSESSMENT

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[Home \(/assessment\)](#)

[Math Placement \(http://ss.marin.edu/assessment/placement-math\)](http://ss.marin.edu/assessment/placement-math)

[English Placement \(http://ss.marin.edu/assessment/placement-english\)](http://ss.marin.edu/assessment/placement-english)

[ESL Placement \(http://ss.marin.edu/assessment/placement-esl\)](http://ss.marin.edu/assessment/placement-esl)

[Testing Schedule \(/assessment/testing-schedule\)](/assessment/testing-schedule)

[Makeup Testing \(/assessment/makeup-testing\)](/assessment/makeup-testing)

[Other Testing \(/assessment/other-testing\)](/assessment/other-testing)

[Our Staff \(http://profiles.marin.edu/profiles/Assessment-and-Testing\)](http://profiles.marin.edu/profiles/Assessment-and-Testing)

[FAQ \(/assessment/faq\)](/assessment/faq)

## **CONTACT INFORMATION**

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### **Kentfield Campus**

Student Services Center

Second Floor, Room 238

### **Hours:**

Monday - Friday

9 am to 4 pm

### **Indian Valley Campus**

Building 27, Room 125

By Appointment Only

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## MATH AND STATWAY COURSES

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### **MATH 103 – Intermediate Algebra**

5.0 units; 5 hours per week in class; Non-transferable

This one-semester course extends many of the concepts introduced in elementary algebra. The real number properties, polynomials, rational expressions, first degree equations, inequalities and applications, exponents, radicals, quadratic equations, and complex numbers are treated in greater detail. In addition, functions and their graphs, systems of equations and inequalities, matrices, linear programming, and exponential and logarithmic functions are covered.

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### **MATH 104 – Plane Trigonometry**

3.0 units; 3 hours per week in class; CSU transferable only

Trigonometric and inverse trigonometric functions; graphs, equations, and identities involving the trigonometric functions; triangle solutions, vector applications, and DeMoivre's Theorem.

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### **MATH 105 – College Algebra**

4.0 units; 4 hours per week in class; UC and CSU transferable

This course includes an introduction to the elementary logic necessary for understanding mathematical proofs; emphasis on functions and graphs (both algebraic and transcendental); polynomial equations and their roots; solutions of inequalities (including absolute values); introduction to sequences, series, and conic sections.

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### **MATH 109 – Pre-Calculus College Algebra and Trigonometry**

5.0 units; 5 hours per week in class; UC and CSU transferable

This course includes an introduction to the elementary logic necessary for understanding mathematical proofs; emphasis on functions and graphs (both algebraic and transcendental); polynomial equations and their roots; solutions of inequalities (including absolute values); introduction to sequences, series, and conic sections.

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### **MATH 115 – Probability and Statistics**

4.0 units; 4 hours per week in class; UC and CSU transferable

An in-depth introduction to probability and statistics appropriate for students in the math and

life/earth science disciplines. Descriptive statistics, introduction to probability theory, probability distributions, data sampling, estimation, correlation, hypothesis testing.

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## **MATH 121 – Calculus I with Applications**

3.0 units; 3 hours per week in class; UC and CSU transferable

Topics include limits, continuity, derivatives, integrals, exponential and logarithmic functions. Standard applications of the derivative to drawing graphs of functions of one real variable and to optimization problems are included. Business applications of profit maximization and consumer/producer surplus are covered.

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## **STATWAY**

### **STAT 105 – Statway I**

5.0 units; 5 hours per week in class; Non-transferable

This first semester of a two-semester course sequence introduces concepts of probability and statistics with requisite arithmetic and algebraic topics integrated throughout. It is structured to serve students in humanities and social and behavioral sciences. Statistics topics emphasize data analysis, and include methods for collecting qualitative and quantitative data sets, graphical and numerical descriptive statistics, correlation, and simple linear regression. Algebra topics include proportional relationships (including variation), with applications, expressions, linear equations and systems with applications, functions, quadratic and exponential equations, linear and nonlinear functions and their graphs, and linear and exponential/logarithmic models. Emphasizes study skills, resource acquisition, and maintaining a positive perspective towards learning. Not appropriate for majors in science, technology, engineering, or mathematics (STEM) and other majors where calculus is required.

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### **STAT 106 – Statway II**

4.0 units; 4 hours per week in class; Transferable

This is the second semester of a two-semester course sequence that introduces concepts of probability and statistics with requisite arithmetic and algebraic topics integrated throughout. It is structured to serve students planning to transfer and continue studies in humanities and social and behavioral sciences. Statistics topics emphasize data analysis and include basic concepts of probability; confidence intervals; hypothesis tests for means, proportions, and variance; chi-squared tests; and ANOVA. Algebra topics include proportional relationships, expressions, linear equations and systems with applications, functions, quadratic and exponential equations, and linear and exponential/logarithmic models. Emphasizes study skills, resource acquisition, and maintaining a positive perspective towards learning. Not appropriate for majors in science, technology, engineering, or mathematics (STEM). Both courses in the sequence (STAT 105 and 106) must be completed with a grade of "C" or better to receive credit for four units of transfer-level statistics. (CSU/UC) AA/AS Area E, CSU Area B-4, IGETC Area 2A, C-ID: MATH 110

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### **STAT 115 – Introduction to Statistics**

4.0 units; 4 hours per week in class; Transferable

(Credit will be awarded for either Math 115 or STAT 115, but not both courses.) This course introduces statistics for students in business, social sciences, psychology, life science, health sciences and education disciplines. It covers descriptive statistics, probability hypothesis testing, linear and multiple regression, correlation, sampling, statistical inference and time series analysis. Illustrations are taken from the various social sciences, business, life science, health sciences and education disciplines. Students are instructed in the use of computer spreadsheet software to solve statistical and data analysis problems. (CSU/UC) AA/AS Area E, CSU Area B-4, IGETC Area 2, C-ID: MATH 110

## **ASSESSMENT**

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[Home \(/assessment\)](#)

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## MEASURE B BOND PROGRAM SUMMARY UPDATE

THURSDAY, MAY 1, 2019

Project	Scope	Schedule	Status
<b>PROJECTS UNDER CONSTRUCTION WINTER 2019:</b>			
<b>Athletic Turf Fields (Phase II)</b>	Baseball Field	Completion: May 2019	<ul style="list-style-type: none"> <li>• <i>Site Work: Finalizing Punch List, Paving &amp; Landscaping</i></li> </ul>
<b>Pomo Cluster Phase II</b>	Interior Renovations	Completion: June 2019	<ul style="list-style-type: none"> <li>• <i>Sheetrock installation, painting, furniture ordered</i></li> </ul>
<b>Miwok Center</b>	New Construction	Completion: Fall 2020	<ul style="list-style-type: none"> <li>• <i>Removal of existing foundations, ongoing grading activities</i></li> </ul>
<b>Jonas Center</b>	New Construction	Completion: Fall 2020	<ul style="list-style-type: none"> <li>• <i>Ongoing grading activities</i></li> </ul>
<b>Admin Center Roof Replacement</b>	Roof Replacement	Completion: May 2019	<ul style="list-style-type: none"> <li>• <i>Roofing construction in progress</i></li> </ul>
<b>Building 27 Painting</b>	Exterior Painting	Completion: April 2019	<ul style="list-style-type: none"> <li>• <i>Finalizing project, touching up paint</i></li> </ul>
<b>PROJECTS BIDDING SPRING &amp; SUMMER OF 2019:</b>			
<b>Maintenance &amp; Operations</b>	New Construction of M&O Building & Widening Fire Lane at PE Complex	Bidding: Received Bids	<ul style="list-style-type: none"> <li>• <i>Awarded contract to low bidder on 4/16</i></li> </ul>
<b>Admin Cluster 9 &amp; 12 - Windows</b>	Window Replacement	Bidding: Received Bid	<ul style="list-style-type: none"> <li>• <i>Awarded contract to low bidder on 4/16</i></li> </ul>
<b>PROJECTS IN DESIGN WINTER 2019:</b>			
<b>Performing Arts</b>	AV System Upgrades	Construction: Summer 2019	<ul style="list-style-type: none"> <li>• <i>Project currently in the Design Phase</i></li> </ul>
<b>Fusselman Hall</b>	Structural and Waterproofing Improvements	Construction: Fall 2019	<ul style="list-style-type: none"> <li>• <i>Project currently in the Design Phase</i></li> </ul>
<b>Learning Resource Center</b>	New Construction / Replacement Building for LRC	<u>Proposals Due:</u> April 12, 2019	<ul style="list-style-type: none"> <li>• <i>Received RFPs on 4/12/19</i></li> </ul>



**Athletic Turf Fields**



**Miwok Building**



**Pomo Phase II – Interior**

**DRAFT: January, 2019**

**To be added to the Participatory Governance System Plan:**

## **DISCONTINUED OR RESTRUCTURED GOVERNANCE COMMITTEES**

In the event of the need to restructure or discontinue a governance committee or subcommittee, the following procedure shall be followed:

- Determination to restructure or discontinue a governance committee or subcommittee shall be brought forward by PRAC or by consent of the members of the committee or subcommittee
- Recommendation to discontinue shall be presented to the Governance Review Council (GRC) in writing and will include
  - Reasons for discontinuance
  - Activities or work that will need to be taken on by other committees or subcommittees
  - Timeline for phasing out the committee or subcommittee
- Recommendation to restructure shall be presented to the Governance Review Council (GRC) in writing and will include
  - Reasons for restructuring
  - Rewritten committee charge intended to replace charge published in the Participatory Governance System Plan (PGS)
- GRC may request in-person meetings with the initiating party or parties
- GRC may request follow-up materials from the initiating party or parties and/or from college constituent groups affected by the restructuring or discontinuance of the committee or subcommittee
- GRC shall offer constituent groups, including the Classified Senate, the Academic Senate, and ASCOM, an opportunity to provide input regarding the restructuring or discontinuance of the committee or subcommittee
- If the committee is a subcommittee of PRAC, GRC shall consult with PRAC prior to presenting its recommendation
- Within one semester of the request for restructure or discontinuance, GRC shall present a recommendation to College Council
- The College Council decision regarding restructuring or discontinuance shall be communicated to GRC
- GRC shall be responsible for updating the PGS plan with a new or revised committee charge and/or removal of the discontinued committee or subcommittee.

## Human Resources

No CCLC Updates thru #32 April 2018

Revised by HR 8-2018

Categories modified to match BP/AP 3410 for this AP

Revision from Classified Senate at CC Mtg 11/29/2018

**AP 7120 EMPLOYMENT RECRUITMENT****References:**

Education Code Sections 87100 et seq., 87360, 87400, 87408-87408.6, 88003, and 88021;  
Title 5 Code Sections 53021-53024;  
ACCJC Accreditation Standard III.A.1. (*formerly III.A.*)

**I. General Provisions**

- A. Equal Employment Opportunity (EEO) – Commitment to Diversity:** In all phases of recruitment and hiring, equal opportunity shall be afforded to all employees and applicants for employment without discrimination on the basis of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth), military and veteran status ~~national origin, religion, age, sex or gender, race, color, medical condition, ancestry, sexual orientation, marital status, physical or mental disability, genetic information~~, or because the employee or applicant 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.

Equal employment opportunity issues are addressed in BP/AP 3420 titled Equal Employment Opportunity and the District's EEO Plan.

**B. Permanent Academic, Management, and Classified Employees**

Human Resources will have primary responsibility for implementing Administrative Procedures for the employment of permanent academic and classified employees. Such procedures for employment include provisions for assuring adequate candidate screening by a screening committee, including faculty, administration, and staff participation as appropriate; equal employment opportunity review; and necessary forms and guidelines.

**II. Recruitment Methods for Management and Classified Positions****A. Position Authorization**

Recommendations for the creation and/or filling of positions shall be made in accordance with District governance or administrative processes. Approval for the filling of an authorized position that is vacant will be made by the Superintendent/President.

**B. Search/Screening Committee Structure**

1. The Superintendent/President or designee may appoint the manager(s) for the committee and committee members. Classified employees will be appointed by the



~~Classified Senate through the Classified Professionals Liaison Committee, official classified staff appointing body (Classified Senate edit)-~~ Academic employees will be appointed by the Academic Senate.

2. Training: All members of the screening committee shall be trained in the relevant State and Federal provisions for equal employment opportunity, and the search/screening process.
3. The committee will have District-wide representation for the purpose of screening, interviewing, and recommending candidates to the Superintendent/President or designee (See Human Resources Screening Committee Composition Guidelines).
4. The Superintendent/President or designee may appoint other than District employees to participate in the recruitment process.
5. Members of the screening committee are acting as agents for the District and are participating in a confidential process. Committee members are prohibited from releasing any information which relates to the recruitment process. Committee members may be held personally responsible for any unauthorized disclosure of information.

#### **C. Position Announcement**

1. The position announcement will describe the duties and responsibilities of the position based upon the approved job description. The announcement shall be reviewed by the appropriate administrator.
2. The recruiting efforts will include, as appropriate, regional and national advertising as well as outreach efforts in accordance with the District's EEO Plan.

#### **D. Applications**

Applications for positions will be submitted using the District's website. Applicable materials shall be submitted with all completed applications. Human Resources will conduct the initial review of the applications to ensure minimum qualifications for the position are met.

#### **E. Screening Process**

1. Screening Criteria: Criteria may be formulated by the committee for the purpose of reducing the applicant pool to those best qualified. At the same time, the committee will formulate questions and other assessments to be used during the interview process.
2. Screening criteria must identify job-related qualifications that enhance equity, diversity, inclusion and reinforce the Knowledge, Skills and Abilities (KSAs) needed for the position.
3. Human Resources will provide the screening committee with access to view the application and applicable materials for all candidates who meet the minimum qualifications for the position. The screening committee will then select candidates to be interviewed.
4. Every effort should be made to interview ~~at least~~ three (3) or more candidates for each position.
5. Pre-selection Activities, Assessments, Demonstrations and Presentations: The District at its discretion may require pre-screening activities and/or assessments, as well as demonstrations or presentations of the candidate's effectiveness as appropriate to the position.
6. Applicant Screening: Members of the screening committee shall individually review each qualified applicant's application materials using the previously agreed upon screening criteria. Following the screening, the committee shall develop consensus regarding the pool of applicants to be invited to interview. The hiring administrator/designee or Human



Resources ~~or the hiring administrator/designee~~ will schedule the selected candidates' interview and make necessary arrangements.

7. Interview Process: Interviews will be conducted using the previously agreed upon interview questions, and at least two (2) diversity questions must be included when developing interview questions. ~~and~~ Screening committee members shall individually evaluate each candidate based on his/her responses to the questions, the demonstration/presentation, and/or other type of performance indicator exercise(s), if applicable. Following the last interview, the screening committee will deliberate the candidates' strengths and areas for growth, reach a consensus on a finalist(s), and prepare written documentation of these conclusions to Human Resources. If the committee cannot reach a consensus on a finalist(s), the position may be reposted and the screening process restarted. At the conclusion of the interview process, all application and interview materials used and completed by screening committee shall be returned and retained by Human Resources.
8. Notification of Candidates: Human Resources will notify applicants not moved forward to interview or as finalists of their status.
9. Recommendations and Finalization of Selection
  - a. Management Positions
    - i. Finalists will be recommended to the Superintendent/President or designee. The committee may send comments or a statement of reservation about the candidates along with their recommendation.
    - ii. At the discretion of the Superintendent/President or designee, the finalists will be invited for an interview with the Superintendent/President and/or designees.
    - iii. If the Superintendent/President or designee does not agree with the committee's recommendations, he/she will request that the search be extended or suspended.
    - iv. The finalist(s) name(s) will be forwarded to the appropriate administrator or Human Resources for reference checking.
    - v. The Superintendent/President or designee will extend an offer of employment.
    - vi. Upon acceptance of the offer of employment, the finalist's name will be submitted to the Board of Trustees for approval.
    - vii. Notification of Candidates: The Superintendent/President or designee or Human Resources will notify the finalists not selected for the position of their status.
  - b. Classified Positions
    - i. The screening committee, in conjunction with the committee chairperson (e.g. hiring manager), will recommend a finalist(s). Second interviews are appropriate in the event the supervisor or manager is unable to participate in the initial interview.
    - ii. The finalist(s') name(s) will be forwarded to the appropriate administrator or Human Resources for reference checking.
    - iii. The appropriate administrator or Human Resources will extend an offer of employment.
    - iv. If there is not an acceptable candidate, the supervisor or manager will request the search be extended or suspended.
    - v. Upon acceptance of the offer of employment, the finalist's name will be submitted to the Board of Trustees for approval.

8. The action of the Board of Trustees will be communicated to the candidates. If for any reason the person approved refuses the offer, the matter may be referred back to the screening committee by Human Resources.

### **III. Recruitment Methods for Full-Time Faculty Positions**

**A. Vacancy:** Recruitment for a permanent faculty position will be conducted whenever the District determines that a permanent faculty position will meet the need of the District or the mandates of the State Chancellor's Office, or to comply with the MCCD-UPM/AFT Collective Bargaining Agreement.

**B. Screening Committees Structure:** A screening committee will be formed.

1. The Superintendent/President or designee may appoint the chairperson for the committee and committee members. Classified employees will be appointed by the official classified staff appointing body. Academic employees will be appointed by the Academic Senate.
2. Training: All members of the screening committee shall be trained in the relevant State and Federal provisions for equal employment opportunity, and the search/screening process.
3. The committee will have District-wide representation for the purpose of screening, interviewing, and recommending candidates to the Superintendent/President (see Human Resources Screening Committee Composition Guidelines).
4. The Superintendent/President or designee may appoint other than District employees to participate in the recruitment process.
5. Members of the screening committee are acting as agents for the District and are participating in a confidential process. Committee members are prohibited from releasing any information which relates to the recruitment process. Committee members may be held personally responsible for any unauthorized disclosure of information.

**C. Position Announcement:**

1. In collaboration with the appropriate administrator and department chair, Human Resources will develop the position announcement to include:
  - a. a description of the teaching/counseling/librarian/nursing, or other non-teaching responsibilities;
  - b. representative courses to be taught, if applicable;
  - c. minimum qualifications that:
    - i. conform to the California Community College Chancellor's Office's Minimum Qualifications for Faculty and Administrators in California Community Colleges;
    - ii. include "Demonstrated sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds and learning styles of community college students and staff;
    - iii. include desirable "Knowledge, Skills and Abilities" which shall serve as the basis for the screening criteria, in conjunction with other required application materials.
2. The recruiting efforts will include, as appropriate, regional and national advertising, as well as outreach efforts in accordance with the District's EEO Plan.

**D. Minimum Qualifications:** Human Resources will conduct the initial review of the applications to ensure minimum qualifications for the position are met. If the applicant has applied for a minimum qualification equivalency or Human Resources is unable to determine if a candidate

meets the minimum qualifications for a position, the application materials will be sent to the Academic Senate's designee(s). An Equivalence Committee, made up of the Academic Senate president or designee(s) and two discipline faculty, will review applications to determine equivalency. (see AP 7211 titled Faculty Service Areas, Minimum Qualifications, and Equivalencies)

**E. Screening Process:**

1. Screening Criteria: Criteria may be formulated by the committee for the purpose of reducing the applicant pool to those best qualified.
2. Pre-selection Activities, Assessments, Teaching Demonstrations and Presentations: The screening committee will formulate questions to be used during the interview process. The committee at its discretion may require pre-screening activities and/or assessments, as well as demonstrations or presentations of the candidate's effectiveness as appropriate to the position.
3. Human Resources will provide the screening committee with access to view the application and applicable materials for all candidates who meet the minimum qualifications for the position. The screening committee will then select candidates to be interviewed.
4. Applicant Screening: Members of the screening committee shall individually review each qualified applicant's application materials using the previously agreed upon screening criteria. Following the screening, the committee shall develop consensus regarding the pool of applicants to be invited to interview. The hiring administrator/designee or Human Resources ~~or the hiring administrator/designee~~ will schedule the selected candidates' interviews and make all necessary arrangements.
5. Interview Process: Interviews will be conducted using the previously agreed upon interview questions, and screening committee members shall individually evaluate each candidate based on his/her responses to the questions, the teaching demonstration, presentation, and/or other type of performance indicator exercise(s), if applicable. Following the last interview, the screening committee will deliberate the candidates' strengths and areas for growth to determine a finalist(s) and will prepare written documentation to Human Resources. If the committee cannot identify a finalist(s), the position may be reposted and the screening process restarted. At the conclusion of the interview process, all application and interview materials used and completed by the screening committee shall be returned to and retained by Human Resources.
6. Notification of Candidates: The hiring administrator/designee or Human Resources ~~or designee~~ will notify all applicants of their status.
7. Recommendations and Finalization of Selection:
  - a. Finalists will be recommended to the Superintendent/President ~~or~~ designee. The committee may send comments or a statement of reservation about the candidates along with their recommendation.
  - b. At the discretion of the Superintendent/President or designee, the finalists will be invited for an interview with the Superintendent/President or designees.
  - c. If the Superintendent/President or designee does not agree with the committee's recommendations, he/she will request that the search be extended or suspended.
  - d. The successful candidate's s(s') name(s) will be forwarded to the appropriate administrator or Human Resources for reference checking.
  - e. The Superintendent/President or designee will extend an offer of employment.

- f. Upon acceptance of the offer of employment the candidate's name will be submitted to the Board of Trustees for official approval.
- g. Notification of Candidates: The Superintendent/President or designee or Human Resources or designee will notify the finalists not selected for the position of their status.

**F. Reference Check:**

1. Reference checks must be conducted on all finalist's, including internal and external candidates, for all recruited and interim positions.
2. Before calling the references, obtain permission from the candidate so they may properly inform current employers/managers as indicated on the application.
3. At least one (1) diversity-inclusion question must be included when checking references (template provided by Human Resources).
4. Every effort should be made to complete reference checks on at least three (3) of the candidate's provided references.

For Temp Pools recruitment methods see AP 7212 titled Temporary Faculty

Also see AP 7126 titled Applicant Background Checks and AP 7210 titled Academic Employees and AP 7230 titled Classified Employees

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Date Approved: June 28, 2011

*(Replaces College of Marin Policy 5.0013 and Procedures 5.0005 DP.1 and 5.0006.1 DP.2)*

**Date Reviewed/Revised:** May 16, 2017

**General Institution**

BOT Comm approved to move forward 7/12/2018

To DWC/JE/CL 8/1/2018

CCLC Update 26 (April 2015) New BP recommended by CCLC – legally advised for districts that receive funds under the Seymour-Campbell Student Success Act of 2012, Education Sections 78210 et seq.

**BP 3225      INSTITUTIONAL EFFECTIVENESS (NEW)**

**References:**

Education Code Sections 78210 et seq. and 84754.6:

ACCJC Accreditation Standard I.B.5 - 9

The Board is committed to developing goals that measure the ongoing condition of the District's operational environment. The Board regularly assesses the District's institutional effectiveness.

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**Date Adopted: Insert Date**

**General Institution**

Admin Review CL / JE

BOT Comm Review 7/12/2018

*CCLC Update 26 (April 2015) This policy is **legally advised** by CCLC for districts that receive funds under the Seymour-Campbell Student Success Act of 2012, Education Code Sections 78210 et seq.*

**AP 3225**      **INSTITUTIONAL EFFECTIVENESS (NEW)**

References:

Education Code Sections 78210 et seq. and 84754.6;

ACCJC Accreditation Standards I.B.5 - 9

The District shall develop, adopt, and publically post goals that address the following:

- 1) Accreditation Status
- 2) Fiscal Viability
- 3) Student Performance and outcomes; and
- 4) Programmatic compliance with state and federal guidelines.

The goals should be challenging and quantifiable, address achievement gaps for underrepresented populations, and align the educational attainment of California's adult population to the workforce and economic needs of the state.

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**Date Adopted:**

## General Institution

Reviewed against CCLC Template as noted  
Admin Review (CL, TH, DWC, CT)

CCLC Legal Update 23 (October 2013) update the names of the Faculty and Staff Diversity Plan and the Matriculation Plan

CCLC Legal Update 25 (November 2014) reflect revised Accreditation Standards in the legal references.

**BP 3250 INSTITUTIONAL PLANNING****References:**

ACCJC Accreditation Standards s I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3, and IV.D.5 (formerly I.B); (Update 25)

Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55250, ~~55400 et seq.~~ 55510, and 56270 et seq.

The Superintendent/President shall ensure that the District has and implements a broad-based comprehensive, systematic, integrated system of planning and resource allocation that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The planning system shall include plans required by law, including, but not limited to:

- Long Range Educational Master Plan
- Short Range Strategic Plans
- Facilities Plan
- Technology Plan
- Equal Employment Opportunity Plan
- ~~Student Equity Plan~~
- ~~Student Success and Support Program~~ ~~Matriculation Plan~~ ~~(Update 23)~~ (New Plan titles)
- Student Equity and Achievement Plan
- Guided Pathways Plan
- Transfer Center Plan
- Cooperative Work Experience Plan
- Extended Opportunity Programs and Services (EOPS) Plan
- Distance Education Plan

The Superintendent/President shall submit those plans to the Board of Trustees for which Board approval is required per Title 5.

The Superintendent/President shall inform the Board of Trustees about the status of planning and the various plans.

The Superintendent/President shall ensure the Board of Trustees has an opportunity to assist in developing the general institutional mission, educational master plan and strategic plans. ~~and goals for the comprehensive plans.~~

Also see BP/AP 3200 titled Budget Preparation

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**Date Adopted:** September 22, 2009  
*(Replaces current College of Marin Policy 7.0005)*



**General Institution**

Reviewed against template as noted  
Admin Review (CL & DWC)

CCLC Update 25 (November 2014) to reflect revised Accreditation Standards

**AP 3250          INSTITUTIONAL PLANNING**

**References:**

Title 5 Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55400 et seq. (repealed),  
55510, and 56270 et seq.;  
ACCJC Accreditation Standards I.B.9, III.B.4, III.C.2, III.D.2, IV.B.3., and IV.D.5 (formerly I.B)

The District's Integrated Planning Manual identifies the:

- Processes for developing, reviewing, updating, and implementing plans,
- Committees and personnel that are involved and their responsibilities and charges,
- Required approvals,
- Integration of various planning efforts, and
- Use of institutional effectiveness research.
- Submission to the California Community College Chancellor's Office, when required.

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**Date Approved:** May 7, 2009

*(Replaces College of Marin Procedure 7.0005 DP.1)*

**General Institution**

No CCLC Template – Specific to COM

Admin Revision 4/25/2019

**BP 3275      OPERATIONAL ANNUAL REPORTS**

**Reference:**

The Superintendent/President shall submit to the Board of Trustees periodic ~~an annual~~ reports on the operation of the District, including recommendations for the immediate and long-range priorities of the District. In addition, the management employees of the District shall submit to the Superintendent/President periodic ~~annual~~ reports of their respective units' operations including recommendations for short- and long-term priorities approved by the Board.

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**Date Adopted:** June 23, 2009

*(Renumbers College of Marin Policy 7.001)*

**General Institution**

No CCLC Updates thru Update 34  
Follows Template  
To JE & HR 4/24/2019

**BP 3440      SERVICE ANIMALS**

**References:**

The Americans with Disabilities Act of 1990 -- 42 United States Code Sections 12101 et seq.;  
28 Code of Federal Regulations Part 35;  
28 Code of Federal Regulations Part 36;  
34 Code of Federal Regulations Part 104.44(b)

In order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a service animal or miniature horse in District facilities and on District campuses in compliance with state and federal law.

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**Date Adopted:** May 15, 2012

**General Institution**  
No CCLC Updates thru Update 34  
Follows Template  
To JE/HR 4/24/2019

## **AP 3440 SERVICE ANIMALS**

### **References:**

Civil Code Sections 54 et seq.;  
Penal Code Section 365.5;  
The Americans with Disabilities Act of 1990 -- 42 United States Code Sections 12101 et seq.;  
28 Code of Federal Regulations Part 35;  
28 Code of Federal Regulations Part 36;  
34 Code of Federal Regulations Part 104.44(b)

The District will allow an individual with a disability to use a service animal in District facilities and on District campuses in compliance with state and federal law.

The District will allow an individual with a disability to use a miniature horse as a service animal in District facilities and on District campuses if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability and the District has determined, based on the assessment factors provided in this procedure, that a reasonable accommodation can be made.

The District will allow an individual with a disability to be accompanied by his/her service animal in all areas of the District's facilities where members of the public, invitees, clients, customers, patrons, or participants in services, programs or activities, as relevant, are allowed to go.

These procedures shall also be applicable to an individual who is training a service animal.

### **Service Animal Defined**

A "service animal" for purposes of this procedure means any dog (or miniature horse, as provided herein) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition.

The work or tasks performed by a service animal must be directly related to the handler's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

### **Exceptions**

The District may ask an individual with a disability to remove a service animal from the premises if:

- The animal is out of control and the animal's handler does not take effective action to control it;  
or

- The animal is not housebroken.

If a service animal is excluded under one of these exceptions, the District will give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service animal on the premises.

### **Assessment Factors for Miniature Horses**

The District shall consider the following factors:

- The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- Whether the handler has sufficient control of the miniature horse;
- Whether the miniature horse is housebroken; and
- Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

### **Control**

The service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

### **Care or Supervision**

The District is not responsible for the care or supervision of the animal.

### **Inquiries by the District**

The District may make two inquiries to determine whether an animal qualifies as a service animal:

- Whether the animal is required because of a disability; and
- What work or task the animal has been trained to perform.

The District will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

An individual may choose to produce a county service dog license or identification tag as proof that the animal is a service animal. Licensure or certification is not required in order to meet the definition of service animal under this procedure. There are no licensing or certification requirements for miniature horses.

### **No Surcharge**

The District will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the District normally charges individuals for damage caused by pets, an individual with a disability may be charged for damaged caused by his/her service animal.

Offices of Primary Responsibility: Office of Student Learning and Human Resources

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**Date Approved:** April 17, 2012

General Institution

CCLC Update 26 (April 2015) to incorporate accreditation standard reference

**BP 3501      CAMPUS SECURITY AND ACCESS**

**Reference:**

34 Code of Federal Regulations Part 668.46(b)(3)

[ACCJC Accreditation Standard III.B.1](#)

The Superintendent/President shall establish procedures for security and access to District facilities.

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**Date Adopted:** April 17, 2012

**General Institution**

This is a COM Policy – No CCLC Template  
To Jeff M for review 4/24/2019  
DWC Review 4/25/2019

**BP 3950          ANIMALS ON CAMPUS****References:**

Penal Code Sections 365.5 and 365.7;  
Civil Code Section 54.1;  
Marin County Code, Title 8, Chapters 8.04-8.12

In order to ensure the safety of employees, students, and visitors and to maintain the cleanliness of District facilities **and grounds**, the Board shall establish the following policy pertaining to animals on District property. The District considers the presence of animals on campus to be inconsistent with its educational mission. Therefore:

1. Animals are not allowed in any District building or District vehicle.

Exceptions to this policy are:

- a) An animal specifically trained to assist disabled persons as a guide, service or signal dog.
  - b) An animal used for instructional purposes, for a limited time span, and under the immediate control of the instructor or handler
2. All dogs and other pertinent animals within the limits of the District shall be on a leash or harness, of not more than six (6) feet in length, that is securely fastened to the animal and held by the owner. At no time shall any animal be left unattended. This restriction applies to animals confined in any vehicle parked on District property.
  3. Owners of dogs and other animals are responsible for removal and disposal of any fecal matter deposited on District property. Owners shall carry a means of carrying or disposing of animal waste.
  4. Owners are responsible to respect designated off-limits areas for animals on campus

Owners of animals found on campus in violation of this regulation will be subject to citation and fine as provided by Section 21113 of the Vehicle Code and/or Sections 8.04 through 8.12 of the Marin County Code, and/or have their animals impounded by authorized college officials including the Marin Humane Society.

See also BP/AP 3440 Service Animals

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**Date Adopted: March 17, 2009**

*(Replaces current College of Marin Policy 8.0005 –*



**Business and Fiscal Affairs**

Admin Review 4/23/2019 – No additional changes

CCLC Update 29 (October 2016) updated to include a requirement that a District CEO establish procedures to satisfy the Ed Dept Gen Admin Regulations (EDGAR) for any federal funds received by the District

CCLC Update 25 (Nov 2014) to reflect revised accreditation standard in legal references and to update title of budget & accounting manual to include CCC.

**BP 6300 FISCAL MANAGEMENT****References:**

Education Code Section 84040(c);

Title 5 Section 58311;

2 Code of Federal Regulations Parts 200.302(b)(6)-(7), 200.305 and 200.400 et seq.;

ACCJC Accreditation Standard III.D.2

The Superintendent/President shall establish procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5 Section 58311, including:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Board and employees.
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information.
- Responsibility and accountability for fiscal management are clearly delineated.

The Superintendent/President shall also establish procedures that satisfy the U.S. Education Department General Administrative Regulations (EDGAR) Second Edition for any federal funds received by the District.

The books and records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual.

As required by law, the Board shall be presented with a quarterly report showing the financial and budgetary conditions of the District.

As required by the California Community College Budget and Accounting Manual, expenditures shall be recognized in the accounting period in which the liability is incurred, and shall be limited to the amount budgeted for each major classification of accounts and to the total amount of the budget for each fund.

*Also see AP 6300 titled Fiscal Management*

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**Date Adopted:** March 16, 2010

*(Replaces former College of Marin Policies 6.0001, 6.0002, and 6.005)*

**Business and Fiscal Affairs**  
Admin Review 4/23/2019 as noted

CCLC Update 25 (Nov 2014) to reflect revised accreditation standard in references  
CCLC Update 29 (October 2016) to add citations and a new section to address federal regulations  
requiring districts to have written procedures for determining allow ability of costs and payments under  
EDGAR Section Edition

**AP 6300            FISCAL MANAGEMENT**

**References:**

Education Code Section 84040(c);  
Title 5 Section 58311;  
ACCJC Accreditation Standard III.D.9 (formerly III.D.2)  
2 Code of Federal Regulations Parts 200.302(b)(6)-(7), 200.305 and 200.400 et seq.

The Chief Business Officer shall:

- Ensure responsible stewardship of available resources.
- Safeguard and manage District assets to ensure ongoing effective operations; maintenance of adequate cash reserves; implementation and maintenance of effective internal controls; determination of sources of revenues prior to making short-term and long-term commitments; establishment of a plan for the repair and replacement of equipment and facilities.
- Create an organizational structure that incorporates a clear delineation of fiscal responsibilities and staff accountability.
- Develop and communicate the fiscal condition, fiscal policies, objectives, and constraints to the Board, staff, and students.
- Maintain a management information system that gives timely, accurate, and reliable fiscal information for planning, decision making, and budgetary control.
- Provide appropriate fiscal policies and procedures and adequate controls to ensure that established fiscal objectives and regulatory reporting requirements are met.
- Establish a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial, and educational adjustments.
- Provide both short-term and long-term fiscal information to support institutional planning.
  
- The District shall also adhere to the cost principles as set forth in 2 Code of Federal Regulations Parts 200.302(b)(6)-(7), 200.305 and 200.400 et seq.
- Procedures for determining allowability of costs in accordance with EDGAR Second Edition Subpart E, Cost Principles (US Department of Education Uniform Guidance).
- Procedures to implement the requirements of 2 Code of Federal Regulations Part 200.305 governing payments (Federal Regulation for Grants and Agreements).

Office of Primary Responsibility: Administrative Services~~College Operations~~

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**Date Approved:** January 19, 2010

## Business and Fiscal Affairs

Admin OK – 4/23/2019

CCLC Update 34 (March 2019) to add language to address best value contracting

**BP 6340 BIDS AND CONTRACTS****References:**

Education Code Sections 81641 et seq.;  
Public Contract Code Sections 20650 et seq.  
Government Code Section 53060;  
ACCJC Accreditation Standard III.D.16;  
2 Code of Federal Regulations, Part 200.318

The Board of Trustees delegates to the Superintendent/President the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management, subject to the following:

- Contracts for work to be done, services to be performed or for goods, equipment or supplies to be furnished or sold to the District that exceed the amounts specified in Public Contract Code Section 20651 shall require prior approval by the Board.
- Contracts are not enforceable obligations until they are ratified by the Board.
- When bids are required according to Public Contract Code Section 20651, the Board of Trustees shall award each such contract to the lowest responsible, responsive bidder who meets the specifications published by the District and who shall give such security as the Board requires. The Board may reject all bids.
- The amounts specified in Public Contract Code Section 20651 shall not apply to contracts for public projects falling within the limits for informal bidding under the California Uniform Public Construction Cost Accounting Act.
- When the District determines that, according to Public Contract Code Section 20651.7, it can expect long-term savings through the use of life-cycle cost methodology, the use of more sustainable goods and materials, and reduced administrative costs, the District may select and award the contract based on best value in accordance with AP 6340. The bidder shall give such security as the Board requires and may reject all bids.

If the Superintendent/President concludes that the best interests of the District will be served by pre-qualification of bidders in accordance with Public Contract Code Section 20651.5, pre-qualification may be conducted in accordance with procedures that provide for a uniform system of rating on the basis of a questionnaire and financial statements.

If the best interests of the District will be served by a contract, lease, requisition, or purchase order through any other public corporation or agency in accordance with Public Contract Code Section 20652, the Superintendent/President is authorized to proceed with a contract.

**Unlawful to Split Bids**

It is unlawful to split or separate into smaller work orders or projects any project for the purpose of evading the provisions of the Public Contract Code requiring work to be done by the contract after competitive bidding.

Office of Primary Responsibility: College Operations

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Date Adopted: January 20, 2009

*(Replaces College of Marin Policies 6.0013 and 6.0018)*

**Date Reviewed/Revised:** March 12, 2019

**Board of Trustees**  
TO BOT Policy Committee 5/9/2019

CCLC Update 34 (March 2019) revised to reflect a change in law revising the beginning  
date of Board member office term

**BP 2100      BOARD ELECTIONS**

**References:**

Education Code Sections 5000 et seq. and 72036

The term of office of each trustee shall be four years, ~~commencing on~~ expiring the ~~second~~ first Friday in December following the general election in November. Elections shall be held every two years, in even 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.

**Info Only: the following language is not in the CCLC template**

Newly-elected members of the Board shall be qualified by taking the following oath of office complying with the California Constitution and Government Code:

"I (state name) do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter."

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Date Adopted: April 20, 2010  
(Replaces College of Marin Policies 1.2020 and 1.2030)

Date Revised: March 19, 2013  
**Date Revised:** May 16, 2017