

November 30, 2017, 3:00 p.m. – 4:00 p.m.
Academic Center, Room 303, KTD

TOPIC	DESCRIPTION	Information/ Discussion Action
1. Agenda	Review/Revise/Approve	Action
2. Minutes	Approve Minutes from 11/9/2017	Action
3. President's Report	<ul style="list-style-type: none"> • Guided Pathways Self-Assessment Tool (Cari/Tonya) • Integration Plan (Cari/Tonya) • PGS Plan Change – Academic Senate members • Process - Governance Committee Review of BP/APs • Other 	Action Discussion Action Discussion
4. Board Policies/Administrative Procedures	BP 3850 Display of Flags BP/AP 4106 Nursing Programs (10 + 1) AP 3516 Registered Sex Offender Information AP 3530 Weapons on Campus	Discussion/Action Information
5. Board of Trustees	Review December 5, 2017 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	Spring meetings determined after Board meeting schedule is set in December	Information
9. Adjourn Meeting		



College Council Agenda

Members:

David Wain Coon, Chair

Faculty:

Meg Pasquel

Becky Brown

Patricia Seery

Classified:

Lindsay Bacigalupi

Kim Foulger

Hugo Gillian

Students:

Ismail Azam, ASCOM President

Mercedes Sosa Cordero, ASCOM Vice President

Luanne Mullen, ESCOM Representative

Managers:

Jonathan Eldridge

Greg Nelson

Christina Leimer

Resources:

Cabinet Members

Staff Support:

Kathy Joyner

Ex-Officio for CSEA

Keli Gaffney, CSEA Pres.

November 9, 2017

Academic Center, Room 303, KTD

Present: Anne Pearson, Marian Mermel, Ismail Azam, Mercedes Sosa Cordero, Meg Pasquel, Becky Brown, Lindsay Bacigalupi, Kim Foulger, Kathy Joyner

Absent: David Wain Coon, Jonathan Eldridge, Greg Nelson, Christina Leimer, Patricia Seery, Hugo Guillen

1. **Agenda** –The agenda was approved by consensus.
2. **Minutes** - The minutes of the September 14, 2017 meeting were approved by consensus.
3. **President's Report**
Meg Pasquel ran the meeting at the President's request due to the absence of management at this meeting.
4. **Board Policies and Procedures**
The following Board policies and administrative procedures were approved to move forward to the Board:
 - AP 3255 Memberships
 - BP/AP 4100 Honorary Degrees (10 + 1)
 - BP/AP 5160 Open Educational Resources (10 + 1)
 - AP 6307 Debt Issuance and Management
 - AP 6365 Contracts – Accessibility of Information Technology
5. **Board Policies and Procedures (Chapter 2 – Board)**
The following policies and procedures were provided as information and were reviewed by the Board Policy and Procedure Committee.
 - BP 2430 Delegation of Authority to Superintendent/President
 - BP 2431 Superintendent/President Selection
 - BP 2432 Superintendent/President Succession
 - BP/AP 2435 Evaluation of the Superintendent/President
 - AP 2714 Distribution of Tickets or Passes
 - BP 2740 Board Education
 - BP 2745 Board Self-Evaluation
 - BP/AP 2800 Naming of Buildings and Facilities
6. **Board of Trustees**
Kathy Joyner reviewed the study session items for the November 14, 2017 Board meeting which included updates on the Miwok Center process and design and a

Measure B Program update. The Board will adopt a commendation resolution that was presented to College Police at the last meeting and will also be presenting a commendation to nursing student Mario Monte for his efforts in saving elderly residents at the facility where he worked during the Tubbs fire in Santa Rosa. Other items of discussion will be a sabbatical report by James Gonzalez and an update on sustainability management planning and the energy management system. The remaining consent items and action items were also reviewed. The meeting will be held at the Kentfield campus.

6. Constituent Reports

ESCOM - Marian introduced Anne Pearson. A copy of the ESCOM report is attached to the minutes. Meg commented that ESCOM would be included in the discussions related to college hour moving forward.

ASCOM – Ismail and Mercedes provided a report which is attached to the minutes. They asked about the status of the Technology committee and noted that the college wi-fi is a problem and not accessible to students. They noted a concern that Biology 112C is only offered on a rotational basis and that many students need it for transfer. They provided a copy of a petition signed by 30 students (attached to the minutes). Meg offered to assist in getting the units for the course. Becky noted that they have the slot and someone that can teach the course.

Classified Senate – Lindsay reported that the senate had successful welcome back breakfasts at each campus with good attendance. She also reported that the senate raised over \$650 at the Halloween fund raiser and that everyone enjoyed the costume contest.

Academic Senate – Meg reported that the senate is working on college hour, the concern with wi-fi, the need to get the technology committee active, a Resolution for Open Education Resources (OEP), and work on an institutional syllabus to address the standard issues such as cheating, plagiarism etc.

7. Meeting Wrap Up

8. Meeting Schedule – The next meeting is scheduled for November 30, 2017, 3:00 p.m.

9. Adjourn Meeting – Meeting was adjourned.

1. Introduce - Luanne Mullin is the new ESCOM VP

2. ESCOM has formed a committee to review its' Bylaws. Revisions will be discussed and brought to the ESCOM council.

The ESCOM curriculum committee will review their Procedures and Policies.

3. Minimum age for ESCOM membership is being discussed.

How does age relate to Haddie scholarships and ESCOM class discounts.

4. ESCOM will be part of the community ed. website rather than having an independent website. The website will be a way of connecting ESCOM members with information about events, news and activities happening on the College campus and within the ESCOM organization.

5. The Holiday party is set for December 9th

College Council Report

11/9/17

Recent Events:

1. Constitution Day
2. Donation Drive
3. What does a feminist look like
4. Halloween

Coming up before this semester ends:

1. Harvest Festival – 17th
2. Craft Day – Art by students – 30th
3. Law Enforcement Event
 - a. Working with Chief, AHO, AGS, Umoja and S4SJ to create a forum to bridge the gap between the community and the police department (not ours, but in general)
4. Finals Week Giveaway – December 11th and 12th
5. Season of Giving – TBA
6. Free Volleyball Game Day – TBA

Conferences

1. CCCSAA Conference – met 63 other Presidents and a lot of other students who I am now in touch with everyday
 - a. We help them – they help us
2. GA coming up

Projects we're working on

1. We are filling in the PGS Committee's
 - a. College Council filled
 - b. PRAC filled
 - c. EPC filled
 - d. GRC Filled
 - e. Professional Development Committee – one person interested
 - f. TPC?
 - i. 3 students interested, what's the update on it?
2. Embedded tutoring in math classes, especially basic skill classes
3. In contact with food trucks around the Bay Area
4. Snapchat – we already have drafts and are just waiting for the release for submissions
5. More incentives to join student government and making it more official like neighboring community colleges who have way more benefits and it is way bigger/official
6. Longer Library Hours for Finals week in hopes of doing it every semester after collecting data

Questions – Can I ask during this meeting?

1. Wifi problem – new device or old device (that is completely against our mission at College of Marin (equity and access for students) – how can this be fixed?
2. Library funding issue – we need help funding it because Arts and Humanities doesn't have enough to fund faculty, only enough to fund staff
3. College Hour update?
4. Bio 112C (Cell and Molecular Biology)
 - a. 30 signatures/students who need it (provide document)
 - i. Although this is one problem, it is one of the reasons it takes students several years to transfer. They need some of these major requirement classes to transfer or they have to wait a whole year
5. What is the college spending on with the Basic Skills Transformation Grant and do we have any extra money in that account? – Embedded tutoring (that's how BCC does it)
6. End by asking what we can do for them personally and as student government
 - a. We know IVC needs more attention, so we are having Harvest Festival, but it's just hard in general because of location and student mindset

Major's Biology 112C: Molecules, Cells, Prokaryotes and Genetics

Prospective students for Spring 2018

<u>Name:</u>	<u>Signature</u>
1. Jennifer Desperner	Jennifer Desperner
2. Kai Champagne	Kai Champagne
3. Sam Kelly	Sam Kelly
4. Mercy Menjivar	Mercy Menjivar
5. Roni Rabin	Roni Rabin
6. Tony Powers	Tony Powers
7. Sofia Spositto	Sofia Spositto
8. Rebecca Schmeling	Rebecca Schmeling
9. Lauren Friedman	Lauren Friedman
10. BROOK M. SAHLEHARIAM	Brook M. Sahlehariam
11. Aianna Cottrell	Aianna Cottrell
12. Boriana Grigorova	Boriana Grigorova
13. TRAVIS BORRMAN	Travis Borrman
14. Soraya Marashi	Soraya Marashi
15. Kylie Potter	Kylie Potter
16. Amy Spurgeon	Amy Spurgeon
17. Aisha Caraballo	Aisha Caraballo
18. Elsa Pantoja Garcia	Elsa Pantoja Garcia
19. Eduardo Constanza	Eduardo Constanza
20. Jenna Lego	Jenna Lego

Major's Biology 112C: Molecules, Cells, Prokaryotes and Genetics
Prospective students for Spring 2018

<u>Name:</u>	<u>Signature</u>
1. Kasey Curtin	Kasey Curtin
2. Tyler Peterson	Tyler Peterson
3. David Feder	David Feder
4. Sarah Fay	Sarah Fay
5. Delaney Rose	Delaney W. Rose
6. Cindy Pritcher	Cindy Pritcher
7. LUZ CIFUENTES	LUZ CIFUENTES
8. Kyle Farman	Kyle Farman
9. Alex Sherman	Alex Sherman
10. Aidan Fitzsimons	Aidan Fitzsimons
11. Jenny Resnick	Jennifer S. Resnick
12. Niklas Blanzet	Niklas Blanzet
13. Calvin See	Calvin See
14. Cian Murphy-Quinn	Cian Murphy-Quinn
15. Katherine Cullen	Katherine Cullen
16. Gemma Prater	Gemma Prater
17. Kelly & Norman	Kelly & Norman
18. Marco Naranche	Marco Naranche
19. Levi Fisher	Levi Fisher
20.	

GUIDED PATHWAYS SELF-ASSESSMENT TOOL

Self-Assessment Outline

		Scale of Adoption			
Key Element		Pre-Adoption	Early Adoption	In Progress	Full Scale
Inquiry	1. Cross-Functional Inquiry			X	
	2. Shared Metrics			X	
	3. Integrated Planning			X	
Design	4. Inclusive Decision-Making Structures			X	
	5. Intersegmental Alignment				X
	6. Guided Major and Career Exploration Opportunities			X	
	7. Improved Basic Skills			X	
	8. Clear Program Requirements			X	
Implementation	9. Proactive and Integrated Academic and Student Supports			X	
	10. Integrated Technology Infrastructure		X		
	11. Strategic Professional Development			X	
	12. Aligned Learning Outcomes		X		
	13. Assessing and Documenting Learning		X		
	14. Applied Learning Opportunities		X		
Overall Self-Assessment				X	

Self-Assessment Items

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
1. CROSS-FUNCTIONAL INQUIRY College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success. College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.	○ College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.	○ Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes. Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs.	⊗ Inquiry is happening in cross- functional teams that include faculty, staff and administrators. Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s). Guided pathways are consistently a topic of discussion.	○ Inquiry is happening in cross-functional teams that include faculty, staff and administrators. Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings. Research on student success and equity are systematically included and focused on closing the equity gap(s). Guided Pathways are consistently a topic of discussion.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.

2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin commissioned a faculty led basic skills task force called FLIT (Faculty Led Inquiry Team) to research and create a basic skills master plan. FLIT conducted extensive focus groups representing all constituents at the college. The recommendations in the report published in 2016 represented the inclusive discussion and inquiry around improving student success. The tenants, or pillars, of guided pathways are represented throughout the report and have provided the foundation for ongoing discussions and inquiry involving constituents across the campus.

2. Accomplishments:

- The FLIT model of focus groups and inclusive discussion has framed the approach that the planning team for Guided Pathways has taken. Four counselors on the team are currently conducting student focus groups and have invited staff and faculty to planning meetings, thus providing a collaborative and inclusive environment to create the Guided Pathways framework.
- The Integration Team is comprised of faculty, staff, students, and administration. Goals are set in weekly group meetings and include all voices, allowing for constituents across the campus to discuss strategies for student success

3. Barriers:

- Possible resistance from faculty to road maps and the concept of guided pathways - Some faculty members will be concerned that elective/higher level classes could be eliminated. Counselors will be assigned to liaison with academic departments to mitigate concerns. Effective messaging and relevant data will be important.

<p style="text-align: center;">INQUIRY (1-3)</p> <p style="text-align: center;">Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>2. SHARED METRICS</p> <p>College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes.</p> <p>Those benchmarks are shared across key initiatives.</p>	<p>○ College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.</p>	<p>○ Key benchmarks and progress on student data are used.</p> <p>They are beginning to be aligned across initiatives.</p>	<p>⊗ College has defined metrics that are shared across its different initiatives.</p> <p>But, student data are not systematically or regularly tracked to inform progress across initiatives.</p> <p>Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.</p>	<p>○ College uses shared metrics across the different initiatives to understand how student success has improved.</p> <p>College regularly revises and revisits college plans in response to those findings.</p> <p>Data for all metrics are disaggregated.</p> <p>Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.</p> <p>Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.</p>

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2. Describe one or two accomplishments the college has achieved to date on this key element.
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4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin's strategic plan clearly delineates benchmarks and key activities for student success that are shared widely across initiatives and across the college constituents. More could be done to disaggregate data and increase easy access in a timely manner.

2. Accomplishments

- **The Strategic Plan was updated three years ago and includes goals related to Guided Pathways.**

3. Barriers

- **PRIE (Planning, Research and Institutional Effectiveness) needs to be more effectively involved, providing easy and accessible data to faculty, staff, and administrators.**
- **Disaggregated data is not currently required in the evaluation of all programs and departments. However, the program review process is being revised to automatically include disaggregated data, and we are adopting the eLumen system software, which will help us improve data tracking along with the ability to disaggregate our data.**

INQUIRY (1-3) Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
3. INTEGRATED PLANNING College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to): <ul style="list-style-type: none"> • Student Success and Support Program (SSSP) • Basic Skills Initiative/Basic Skills Student Outcomes and Transformation 	○ College is currently not integrating or planning to integrate planning in the next few months.	○ Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff. There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.	⊗ Some conversations have taken place, with all of the key constituency groups at the table. Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress. College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are	○ College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students. All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions. Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key

Program (BSI/BSSOT) <ul style="list-style-type: none"> • Equity Planning (Student Equity/SE) • Strong Workforce Program (SWF) 			beginning to routinely inform and engage their constituents around integrated planning.	overarching strategies across the main college initiatives. Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework. College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. A group of faculty, staff, and students have formed an Integration Team to set specific goals and identify SSSP, Equity, or BSI as the funding source for activities. The members of the team all previously represented each of the funding sources either through committee participation, fund management, or service delivery. The team has created a plan, which is to be presented to college governance and other constituents. The guided pathways framework has been discussed in a number of settings including convocation, deans and directors meetings, counseling department meetings, and other constituency groups. More discussions need to occur and others need to be more involved including representatives from StrongWork Force, AEBG, and student groups.

2. Accomplishment:

- The Integration Team has met regularly and has completed a cohesive and inclusive plan with clear goals and an equity focus.

3. Barriers:

- The work to be done will require a time commitment, which many key participants may not currently have available.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
4. INCLUSIVE DECISION-MAKING STRUCTURES College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.	○ College currently has not organized or is planning to organize cross-functional teams or share governance committees that will inform and guide the Guided Pathways effort.	○ Workgroups or teams have been created, but they are <i>not</i> yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.	☒ Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.	○ Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice). Cross-functional teams are in communication and collaboration with college governance bodies.

Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. Cross-functional work groups do exist at College of Marin but no clear structure is in place yet for college-wide communication regarding the Guided Pathways framework. The Integration Team is an effective work group but more faculty, staff, and student involvement as well as more structure around college-wide communication is necessary.

2. Accomplishments:

- COM sent representatives to the Guided Pathways conference from the Curriculum Committee, counseling, Academic Senate, Administration, Student Activities/Equity, and SAS.
- Counseling faculty members have identified potential meta-majors (interest areas) and are currently creating road maps for all COM majors.

3. Barriers:

- Apart from Participatory Governance, there is no structure devoted to inclusive decision-making, transparency, and college-wide communication with regard to Guided Pathways.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
5. INTERSEGMENTAL ALIGNMENT <i>(Clarify the Path)</i> College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.	<input type="radio"/> College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.	<input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.	<input type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.	<input checked="" type="radio"/> Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please respond to the following items (500 word maximum per item)

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2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin has been building stronger partnerships with Marin County high schools, local four-year universities, and community-based organizations over the past five years.

2. Accomplishments:

A few of the partnerships and programs include:

- COMPASS (College of Marin Promoting Access and Success) - an innovative partnership with high schools to provide support and access to “at-promise” students starting in the ninth grade.**
- Partnership with 10,000 Degrees to create and expand the Summer Bridge program for graduating high school seniors.**
- Partnership with Sonoma State University to offer Bachelor’s degree completion in Business at College of Marin.**
- Participation in MarinPromise’s College Completion Action Team**

3. Barriers:

- Some of the programs are financially supported through categorical funds, so there is concern about how to maintain and expand them should the funds diminish or disappear.**

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
6. GUIDED MAJOR AND CAREER EXPLORATION OPPORTUNITIES <i>(Help Students Choose and Enter a Pathway)</i> College has structures in place to scale major and career exploration early on in a student's college experience.	○ College is currently not implementing or planning to implement structures to scale students' early major and career exploration.	○ Discussions are happening about ways to cluster programs of study into broad interest areas.	☒ Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies. College has not yet implemented meta-majors/interest areas. College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.	○ Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

				Student input is systematically included into the process.
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Please respond to the following items (500 word maximum per item)

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2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. COM has committed resources to create cluster interest areas and create road maps. The work is not complete and will need to be shared with faculty from academic departments, students, and other constituents.

2. Accomplishments:

- COM Counselors have identified potential meta-majors and are creating road maps for COM majors in addition to course maps for the twenty-one UC transfer majors.
- Humanities 101, a multi-level, interdisciplinary introductory course was piloted in fall 2017 to provide students with an overview of different academic disciplines and act as a multiple measure for English. It will also be a foundational course within our Guided Pathways program.

3. Barriers:

- Resistance is expected from some faculty because they worry about limiting student choices and the possible elimination of select courses.
- More counselors are needed to provide traditional counseling services while other counselors are building the Guided Pathways program and participating in other programs like COMPASS.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
7. IMPROVED BASIC SKILLS <i>(Help Students Choose and Enter a Pathway; Ensure Students are Learning)</i> College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to: <ul style="list-style-type: none"> • The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement • Co-requisite remediation or shortening of developmental 	<input type="radio"/> College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.	<input type="radio"/> College is currently piloting one or more of the evidence-based strategies listed in the “key element” description to increase access to and success in college and/or transfer-level English and math courses.	<input checked="" type="radio"/> College has scaled one or more instance of the evidence-based strategies listed under “key element,” but others are still in the pilot stage.	<input type="radio"/> College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

sequence • Curricular innovations including creation of math pathways to align with students' field of study.				
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2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin has begun implementation of key elements of the evidence-based strategies but has not reached full scale yet.

2. Accomplishments:

- For fall 2017, COM utilized high school performance for placement in English courses. High school performance will be used for math placement in spring 2018.
- The English and math sequences were shortened, dropping the lowest remedial levels.
- The Business Department began offering "Statway" as a statistics pathway.

3. Barriers:

- The math department continues to require higher standards for high school performance than the research shows to be necessary.
- The math department also needs to develop math pathways to align with student field of study.

DESIGN (4-8) Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
8. CLEAR PROGRAM REQUIREMENTS <i>(Clarify the Path)</i> College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand. In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal)	○ College is currently not providing or planning to provide clear program requirements for students.	○ Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty. A few course offerings and schedules are designed to meet student demand. Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.	☒ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences. Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.	○ Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences. Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences. Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion. Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

completion and enhanced access to relevant transfer and career outcomes).				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin has been reviewing course offerings and schedules to better meet student demands and to align with programs of study. Counseling faculty members are developing road maps but still need to meet with the academic faculty. Counselors have consulted with some departments but not all.

2. Accomplishments:

- A master schedule was created to easily view the course schedule (days and times of offerings) by department.
- Departments have created blueprints of their course offerings, and counselors have consulted with some of them.

3. Barriers:

- More time needs to be allocated to counselors to convene with department chairs, academic deans, and instructional faculty to develop program maps and milestones.
- Some departments still schedule classes according to faculty needs instead of student needs.

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS <i>(Help Students Stay on the Path)</i> College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.	<p>○ College is currently not implementing or planning to implement proactive and integrated student supports.</p>	<p>○ The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.</p> <p>There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and</p>	<p>⊗ Collaboration between the instructional and support services occurs in specific programs.</p> <p>Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.</p> <p>There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>	<p>○ The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.</p> <p>Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.</p> <p>There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.</p>

		discuss ideas, the challenges students face, and ways to improve coordination and support services.		
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin has some structures in place that support collaboration between instructional and student support services.

2. Accomplishments:

These include regular collaborative meetings and programs such as:

- “All Student Learning and Student Services” meetings at which campus wide initiatives are shared and discussed.
- Weekly early alert team meetings of counselors and staff to discuss academic and behavior interventions for students in need of support.
- There is collaboration between instructional faculty, counselors, and staff for events and programs, such as Summer Bridge, College Success Saturday, and the learning communities.

3. Barriers:

- Processes and tools for monitoring student progress are still being implemented and collaboration is needed.
- Our collaborative structure to support students does not yet include instructional faculty on a regular basis.
- There are not enough counselors and staff to implement full-scale interventions. Research has shown that low income, first generation, students of color best succeed with high touch, intrusive, face to face counseling and support.

IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
10. INTEGRATED TECHNOLOGY INFRASTRUCTURE <i>(Help Students Choose and Enter a Pathway; Help Students Stay on the Path)</i> College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: <ul style="list-style-type: none"> • Link student demand to scheduling • Ability for students to monitor schedule and progress (e.g., Degree Audit) • System for counselors and faculty to monitor students' progress (e.g., Starfish, early 	<input type="radio"/> College currently does not have or plan to build an integrated technology infrastructure.	<input checked="" type="radio"/> The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.	<input type="radio"/> The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.	<input type="radio"/> The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

alert system, etc.) • Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) • Others				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin has a number of technology tools to support academic planning and counseling. Some tools are still being tested and are not fully functional yet.

2. Accomplishments:

- Degreeworks has an excellent degree audit tool and is used for online educational planning.
- Navigate Campus is a tool that will enable counselors to track student progress and reach out to cohorts much more easily.

3. Barriers:

- The Technology tools don't often accommodate the wide variety of students' educational goals and nuances without confusing users.
- There is not just one student technology tool, which sufficiently meets all needs, so there are difficulties with integrating and utilizing multiple technology tools.
- CCCApply is confusing; thus many students never get past that point to enter a pathway and stay on it.

<p align="center">IMPLEMENTATION (9-14)</p> <p align="center">Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>11. STRATEGIC PROFESSIONAL DEVELOPMENT</p> <p><i>(Help Students Stay on the Path; Ensure Students are Learning)</i></p> <p>Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.</p>	<p>○ Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.</p>	<p>⊗ Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve teaching and learning. • Providing updated information across the college to enable faculty and 	<p>○ PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.</p> <p>Strategic professional development includes systematic, frequent and strategic attention to:</p> <ul style="list-style-type: none"> • Using learning outcomes assessment results to support/improve

			<p>staff to refer students to academic and non-academic supports and services as necessary.</p> <ul style="list-style-type: none"> • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. 	<p>teaching and learning</p> <ul style="list-style-type: none"> • Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary. • Improvements in those college processes directly serving students. • Leadership capacity and stability for all areas on campus and the college as a whole. • Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need. • Continued broad engagement in cross-functional decision-making. • Regular and consistent training on the use of technology to support academic programs and student services.
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. Professional development opportunities have been frequent and supportive of the College's strategic plan. After the 2017 ACCJC visit, the district was more intentional around the issues of equity and student learning outcomes.

2. Accomplishments:

- A team of faculty is currently working with departments and other faculty on student learning outcomes.
- The College received a grant for a series of leadership seminars and has held three in the past year around the issue of equity.

3. Barriers:

- Some faculty members are not accustomed to using learning outcomes assessment results to support/improve teaching and learning.

<p style="text-align: center;">IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>12. ALIGNED LEARNING OUTCOMES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.</p>	<p>○ College is currently not aligning or planning to align learning outcomes.</p>	<p>⊗ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.</p>	<p>○ Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.</p> <p>Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.</p>

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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. Reviewing learning outcomes and aligning across institutional plans and initiatives is a work in progress at College of Marin.

2. Accomplishments:

- An SLO team of faculty has been created to address the issue and work with faculty to use SLOs in the assessment of their courses.

3. Barriers:

- Often times, results of learning outcomes assessments are not linked with professional development or changes to the course or program content.

<p style="text-align: center;">IMPLEMENTATION (9-14) Adapting and implementing the key components of Guided Pathways to meet student needs at scale.</p>				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>13. ASSESSING AND DOCUMENTING LEARNING</p> <p><i>(Ensure Students are Learning)</i></p> <p>The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.</p> <p>Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction</p>	<p>○ College is currently not assessing and documenting or planning to assess and document individual student's learning.</p>	<p>⊗ Attainment of learning outcomes are not consistently tracked or made available to students and faculty.</p> <p>Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>Most programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>	<p>○ Attainment of learning outcomes tracked or made available to students and faculty for most programs.</p> <p>All programs examine and use learning outcomes results to improve the effectiveness of instruction.</p>

in their programs.				
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Please respond to the following items (500 word maximum per item)

1. Please briefly explain why you selected this rating.
2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin is in the early stages of tracking attainment of learning outcomes. “Elumen” software will be utilized to connect data and learning outcomes to program review and is currently being implemented.

2. Accomplishments:

- The English department has a group of faculty who have met and normed exit skills across the English sequence. They have also normed COM’s English 150 with other English 1A courses at other institutions.

3. Barriers:

- Some faculty members do not track learning outcomes or use them to improve instruction.
- When learning outcomes are tracked, the data is not easily accessible to faculty and students.

IMPLEMENTATION (9-14)				
Adapting and implementing the key components of Guided Pathways to meet student needs at scale.				
KEY ELEMENT	SCALE OF ADOPTION			
	Pre-Adoption	Early Adoption	Scaling in Progress	Full Scale
<p>14. APPLIED LEARNING OPPORTUNITIES</p> <p><i>(Ensure Students are Learning)</i></p> <p>Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ College is currently not offering or planning to offer applied learning opportunities.</p>	<p>⊗ Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.</p>	<p>○ Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.</p>	<p>○ Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.</p>
<p>Please respond to the following items (500 word maximum per item)</p> <p>1. Please briefly explain why you selected this rating.</p>				

2. Describe one or two accomplishments the college has achieved to date on this key element.
3. Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.
4. Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions above?

1. College of Marin has been developing an internship and a service learning program for the past year. A few courses offer service learning. Also, COM students have been placed in internships through the program.

2. Accomplishments:

- An internship/service learning coordinator was hired and the framework for a program was established including clear guidelines and process for internship placement.

3. Barriers:

- We need resources to encourage more faculty to integrate experiential learning into the curriculum, such as professional development opportunities about the benefits of service learning.

ADDITIONAL QUESTIONS (500 word maximum per item)

1. Based on the Self-Assessment above, what do you think best describes your college's guided pathways work overall?

- ☐ Pre-Adoption
- ☐ Early Adoption
- ☒ Scaling in Progress
- ☐ Full Scale

Please briefly explain why you selected this rating:

Over two years ago, FLIT recommended the development of structured pathways, providing a launching point for the Guided Pathways framework. Upon receiving the BSSOT, COM has been able to devote more resources and time to the creation of our framework, such as the development of our foundational course HUM 101, our partnerships with community based organizations, and engaging a planning team of counselors. These activities have created enough momentum to fully scale and implement our Guided Pathways framework in the near future.

2. What kinds of support would be most helpful to you as your campus begins or continues its work on guided pathways? Are there resources or supports that would most help your college progress on any particular element? Please describe:

- **Professional development for instructional faculty around: 1) mapping majors and 2) creating a student centric schedule**
- **Consistent categorical funding from the Chancellor's Office to support and grow many of the programs developed and sustained through Equity, SSSP, etc.**
- **Financial support for students, so they can go to college full time.**
- **It would be helpful if the Chancellor's Office created standard high school performance guidelines to place students in math and English.**

3. Comment (optional): Please share any guided pathways practices or processes that were particularly successful for your College.

4. Comment (optional): Are there any questions, comments and/or concerns or additional information that you want to provide that has not been addressed sufficiently in this tool?

Guided Pathways Award Program Self-Assessment Signature Page

In submitting this document to the Chancellor's Office, and by our signatures, we the undersigned certify the information outlined in our Guided Pathways Award Program Self-Assessment was informed by input and agreement among a cross-functional team that spans the constituencies of the college. With submission of this document, we indicate our commitment to adopt a guided pathways framework.

<hr/>		
Name of college		
Self-Assessment Signatories		
<hr/>	<hr/>	<hr/>
Signature, President of the Governing Board	Printed Name	Date signed
<hr/>	<hr/>	<hr/>
Signature, Chief Executive Officer/President	Printed Name	Date signed
<hr/>	<hr/>	<hr/>
Signature, Academic Senate President	Printed Name	Date signed

From: [Yolanda Bellisimo](#)
To: [Kathy Joyner](#); [David Wain Coon](#)
Cc: [Shawn Purcell](#); [Alicia Pasquel](#)
Subject: Change to language in the PGS Plan
Date: Monday, November 27, 2017 12:14:24 PM

David

At its November meeting GRC reviewed and consented to the request from the Academic Senate to align language for the Academic Senate membership on College Council with the language in the PGS for the Classified Senate. The Participatory Governance System Plan (PGS Plan) would now stipulate that senate officers serve on College Council.

Page 17 of the PGS Plan now reads: • 3 faculty appointed by the Academic Senate

With the above change, it would read as follows: 3 Academic Senate members including the Academic Senate president, vice president, and secretary.

If this change is approved by College Council, please let me and Shawn Purcell know so that we can inform PRIE and have the PGS plan changed to reflect the new language.

Thanks

Yo.B

General Institution

VP College Ops/Chief of Police Review 10/2/2017

BP 3850 DISPLAY OF FLAGS

Reference:

Government Code Section 431(d)

The American and the State of California flags shall be flown at full staff on all campuses maintained by the District. They shall be flown at half staff when so decreed by national or state authority ~~or when approved by the Board.~~

Date Adopted: March 17, 2009

(Replaces current College of Marin Policy 7.0010 – just re-numbered)

General Institution

Reviewed against CCLC template as noted

Reviewed by Jeff M 11/2017

AP 3516 REGISTERED SEX OFFENDER INFORMATION

References:

Education Code Section 87405;
Penal Code Sections 290, 290.01, and 290.95;
34 Code of Federal Regulations Section 668;
Campus Sex Crimes Prevention Act 42 U.S. Code Section 14071j;
20 U.S. Code Section 1092(f)(1)(I);
20 U.S. Code Section 1232g(b)(7)(A)

The District shall include in its Annual Security Report a statement advising the campus community where information pertaining to registered sex offenders may be obtained.

Sex offenders are required to register with the police in the jurisdiction in which they reside and at institutions of higher learning if they are students there or if they work there as employees, contractors, or volunteers. A sex offender who is an employee or volunteer in the District must disclose his or her status as a registrant upon his or her application or acceptance of the position if he or she 1) would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or have supervision or disciplinary power over minor children or 2) would be working directly and in an accompanied setting with minor children and his or her work would require touching minor children on more than an incidental basis.

A sex offender who must register for committing a crime against a minor victim under the age of 16 is prohibited from serving as an employer, employee, contractor, or volunteer in any capacity in which the sex offender would be working directly and in an unaccompanied setting with minor children on more than an incidental and occasional basis or involving having supervision or disciplinary power over minor children. (Note: template language: Add per JM)

Sex offenders who may be required to register should do so at the District Police Department located at 835 College Avenue, [Village Square](#), Kentfield, CA 94904.

Information concerning registered sex offenders can be obtained from the District Police Department located at 835 College Avenue, [Village Square](#), Kentfield, CA 94904.

The District's Police Department shall not release information regarding a sex offender, unless the person seeking the information has signed a statement, on a form provided by the Department of Justice, stating that he or she is not a registered sex offender, that he or she understands the purpose of the release of information is to allow members of the campus community to protect themselves and their children from sex offenders, and that he or she understands it is unlawful to use the information received to commit a crime against any registered sex offender or to engage in illegal discrimination or harassment of a registered sex offender. The department will maintain the signed statement in its records for a period of five years.

The District's Police Department will release the following information regarding a registered sex offender:

1. full name
2. known aliases
3. gender
4. race
5. physical description
6. photograph
7. date of birth
8. crimes resulting in registration and
9. The date of last registration or re-registration

Office of Primary Responsibility: College Operations

Date Approved: February 17, 2009

General Institution

Reviewed w/CCLC template

Admin Review 11/2017

CCLC Update 28 (April 2016) to reflect new legislation in SB 707, which prohibits bringing loaded or unloaded firearms onto district property even with a license to carry a concealed weapon.
CCLC Update 31 (October 2017) Updated to add optional language for kitchen knives and other kitchen tools.

AP 3530 WEAPONS ON CAMPUS**Reference:**

Penal Code Sections 626.9, 626.9(h) and 626.10

Firearms, knives, explosives, or other dangerous objects, including but not limited to any facsimile firearm, knife, or explosive, are prohibited on all District property. The prohibition of firearms on any District campus, District center, or in any District facility includes both loaded and unloaded firearms, and applies to persons holding a valid license to carry a concealed firearm.

Activities involving firearms or other weapons conducted under the direction of District officials or as authorized by an official law enforcement agency shall be reported to the District Police before taking place.

Any person who believes that he/she may properly possess a firearm or other weapon on campus or in a District center or other facility of the District must promptly notify the Superintendent/President or designee, and obtain written permission from the Superintendent/President or designee, to possess a firearm or other weapon on campus.

Beginning January 1, 2016 and pursuant to Penal Code § 626.9(h), individuals may not possess a firearm on campus without the written approval of the Superintendent/President or designee even if in possession of a valid permit to carry a concealed weapon, with the following exceptions:

- The weapon is possessed by a peace officer carrying out official duties
- The weapon is possessed by an honorably retired peace officer authorized to carry a concealed weapon
- The weapon is possessed by an authorized security guard

Bringing or possessing any dirk, dagger, ice pick, or knife having a fixed blade longer than 2 1/2 inches upon District property, unless the person is authorized to possess such a weapon in the course of his/her employment, has been authorized by the Superintendent/President or designee ~~a District employee~~ to have the knife, or is a duly appointed peace officer, who is engaged in the performance of his/her duties, is prohibited on any District campus or at any District Center, or in any facility of the District. Any student or employee who the Superintendent/President or designee has authorized to have a knife, including kitchen knives, must exercise caution in using and storing the knife.

Office of Primary Responsibility: College Operations

Date Approved: February 17, 2009

Date Revised: May 21, 2013

Date Revised: November 17, 2015

Academic Affairs
Marshall A Review 11/2017

CCLC Update 28 (April 2016) to italicize language related to SNAPLE.
CCLC Update 30 (April 2017) to removed repealed sections of Ed Code from references

BP 4106 NURSING PROGRAMS

References:

Education Code Sections 66055.8, 66055.9, ~~70120, 70124, 70125, 70128.5~~, 78260, 78261, 78261.3, 78261.5, 87482, 89267, 89267.3, and 92645;
Title 5 Sections 55060 et seq. and 55521; and
Health and Safety Code Section 128050

Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements that may be required for an associate degree. Instead, these students only need to complete the coursework necessary for licensing as a registered nurse.

Admission to the nursing program [shall be determined using a multi-criteria screening process.](#)

Date Adopted: April 20, 2010

(Replaces College of Marin Policies 2.0022 and 2.0014)

CCLC Update 30 (April 2017) to remove repealed sections of the Education Code from references.

AP 4106 NURSING PROGRAMS

References:

Education Code Sections 66055.8, 66055.9, 70101-70106, ~~70120, 70124, 70125, 70128.5~~, 78260, 78261, 78261.3, 78261.5, 87482, 89267, 89267.3, and 92645;
Title 5 Sections 55060 et seq. and 55521; and
Health and Safety Code Section 128050

The District is prohibited from requiring a student who has already earned a baccalaureate degree or higher from a regionally accredited institution of higher education to complete any general education requirements.

Students applying to the Registered Nursing Program must submit completed application materials by the application deadlines. It is the applicant's responsibility to provide complete and accurate materials by the closing date. A description of what constitutes a complete application is listed in the catalog [and on the Nursing program website](#). Students must submit official transcripts with the degree posted directly to the Nursing Department. Students who provide documentation through the official transcript that they possess a bachelor's degree or higher from a regionally accredited institution of higher education in the United States will have the general education requirements waived. The student must complete all of the coursework necessary for licensure as a registered nurse. This includes all of the prerequisites to the program, [co-requisites, nursing program course work](#), all required application materials, assessment testing, and/or required remediation and the degree requirements for nursing.

The District is authorized to require any prospective student to [complete a background and drug screening process](#) ~~provide criminal record clearance~~. Prospective nursing students must provide a criminal record clearance prior to enrollment in the Program. Prospective students must sign and submit a release form and pay the current fee to the background check company. Additional county searches may require additional fees by the student.

Current and prospective nursing students must at all times meet applicable hospital security standards for placement in mandatory clinical rotations at selected hospitals. Every student offered a space in the program will be required to submit to a background screening prior to beginning clinical rotations as part of their clinical requirements for admission. A history of felony conviction(s) or any bar, exclusion or other ineligibility for federal program participation could render a student ineligible for clinical placement, as determined by the clinical agencies. Screening also includes a national sex offender search, [social security number trace, Office of Inspector General \(OIG\) list search for excluded individuals/entities, General Services Administration \(GSA\) list search for excluded individuals/entities and drug screening](#).

If a student cannot obtain background clearance from the clinical agencies, it will not be possible to place the student in the clinical area, which is a required component of the program. In the event that a student cannot obtain a background clearance prior to the commencement of classes, the space will be forfeited.

Clinical agency contracts require screening at the beginning of each academic year.

Students who are ineligible for clinical placement after admission to the nursing program shall be subject to dismissal from the program, as they will be unable to complete mandatory clinical rotations.

The student is sent a copy of the screening report by the background check company and has the right to dispute the accuracy of the report.

Office of Primary Responsibility: Student Learning

Date Approved: March 16, 2010