

**February 15, 2018, 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 11/30/2017	Action
3. President's Report	<ul style="list-style-type: none"> <li>• Measure B Update (David)</li> <li>• College Hour (Jon)</li> <li>• Integration Plan</li> <li>• PGS Constituent Member Review</li> <li>• Process - Governance Committee Review of BP/APs</li> <li>• Other</li> </ul>	Discussion Discussion Action Discussion Discussion
4. Board Policies/Administrative Procedures	<ul style="list-style-type: none"> <li>• BP/AP 3570 Smoke Free Learning and Working Environment (Sent for review 1/11/2018)</li> <li>• AP 4050 Articulation – Non-Substantive Change – To BOT 1/16/2018)</li> <li>• AP 4105 Distance Education (Sent for Review 1/29/2018)</li> <li>• AP 5013 Students in the Military (Sent for review 1/29/2018)</li> </ul>	Discussion/Action Information
5. Board of Trustees	Review February 20, 2018 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	March 8, 2018, 3:00 p.m. April 12, 2018, 3:00 p.m. May 10, 2018, 3:00 p.m.	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 Mullin, 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 30, 2017**

Academic Center, Room 303, KTD

Present: Marian Mermel, Luanne Mullin, Ismail Azam, Mercedes Sosa Cordero, Meg Pasquel, Becky Brown, Lindsay Bacigalupi, Kim Foulger, David Wain Coon, Jonathan Eldridge, Christina Leimer, Kathy Joyner

Absent: Greg Nelson, Patricia Seery, Hugo Guillen

Guests: Tonya Hersch

1. **Agenda** –The agenda was approved by consensus.
2. **Minutes** - The minutes of the November 9, 2017 meeting were approved by consensus as modified by ESCOM to correct the spelling of Luanne Mullin’s name and to add her as an attendee at the meeting.

3. **President’s Report**

Guided Pathways Self-Assessment Tool – Tonya Hersch provided background about the Guided Pathways model that community colleges are moving to which provides students with a more structured and integrated support system designed to improve their ability to succeed. The Guided Pathways Self-Assessment Tool is a requirement of funding. A faculty team developed the assessment tool based on information learned from related workshops and processes already in place at the College based on findings by the Faculty Led Inquiry Team (FLIT). The guided pathways self-assessment tool was approved by consensus and will go to the Board for approval on December 4, 2017.

Integration Plan – Tonya also provided an update on work being done on a Master Integration Plan which will combine the BSI, Student Equity and SSSP plans and related committees into one system. This will help to inform all groups on the activities related to SAS and student equity. The plan will be ready next week. Because the document is due to the State Chancellor’s office before the Council meets again in February, it will be distributed electronically for review with constituents an on-line approval by College Council. The decision will be ratified at the February College Council meeting.

PGS Plan Change

The Governance Review Council approved the request by the Academic Senate to revise the language for Academic Senate membership in the PGS Plan. After discussion, it was decided that all groups will review the language in the plan to assure that it is appropriate and meets the intent for senate representation. Students will include clarification about ASCOM/ESCOM members. This will be on the agenda in February.

Process/Review Board Policies/Procedures

Kathy reported that she has received questions about the policy review process and how governance committees participate in that process. She shared the current BP/AP review process and asked council members to think about options that would assure governance committee inclusion into the review process for relevant policies/procedures. She also noted that ACCJC requires the College to have a structured and formal process to ensure timely and proactive review of Board Policies/Procedures. She shared a document she has been using to track review policies and procedures, which has been shared with the management team. She will update the document to include BP/APs that are 10 + 1 as well as those that are required by ACCJC and share it with the group. Council members were asked to think about ways to include governance committee review and to provide a more structured review system.

**4. Board Policies and Procedures**

The following Board policies and administrative procedures were approved to move forward to the Board:

- BP 3850 Display of Flags
- BP/AP 4106 Nursing Programs (10 + 1)
- AP 3516 Registered Sex Offender Information
- AP 3530 Weapons on Campus

**5. Board of Trustees**

Dr. Coon provided a review of the agenda for the December 4, 2017 Organizational and Regular Board meetings.

**6. Constituent Reports**

ESCOM – See attached report.

Classified Senate – Lindsay reported that the senate is working on ways to better disseminate information related to actions taken by participatory governance committees.

Academic Senate – Meg reported that the senate has heard the reports on guided pathways and the integration plan. She also noted that she is hearing concerns that the Bond construction costs may result in a reduction of resources for the SS and LRC projects. An ad hoc committee has been formed to address concerns about cheating in SAS testing.

ASCOM – Ismail reported on the recent activities held by ASCOM including the Harvest Festival at IVC and art show and an upcoming event with law enforcement in the spring. He was happy to report that the library will have extended hours until 11 p.m. to assist students in prepping for their finals. As a result of attending the general assembly

conference, he asked how students are informed of actions that have been implemented, such as providing showers for students. Dr. Coon will meet with Ismail to discuss.

7. Meeting Wrap Up -

- Follow-up on PGS membership language  
Review/approval of integrated plan over the break
- Ideas for BP/AP process to better incorporate review by governance committees when necessary and a cyclical review process for all BP/APs
- Codify action taken on integrated plan

8. Meeting Schedule – The next meeting will be in February. The meeting schedule will be sent out after the Board of Trustees approves the Board Meeting schedule for 2018 and Kathy will follow-up with meeting invitations once that has occurred.

9. Adjourn Meeting – Meeting was adjourned.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part I – Deadlines and Important Information

- Submission deadline: January 31, 2018
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

### PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by **January 31, 2018**. A separate plan must be submitted for each college in the district.

### DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part II – Program Goals and Planning

#### PREVIOUS ACCOMPLISHMENTS

**Questions 1 & 2 focus on what you have accomplished during the 2015-16 planning cycle.**

**1. Assess your college's previous program efforts:**

- a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

	SSSP Goals	Progress
1.	<i>Supplementation orientation activities: athletes, road to success, speaker series with refreshments</i>	<u>Completed &amp; Ongoing:</u> Counselors have offered face-to-face orientations for athletes, international, and credit ESL students. Counselors have hosted information tables at events, such as Road to Success during Welcome Week and Transfer Day in October. They participated in the Student Success speaker series on several occasions
2.	<i>Just in time prompts in student success collaborative (Navigate)</i>	<u>Completed &amp; Ongoing:</u> Students are prompted to complete orientation, assessment, and counseling on the "My Path" reminder list in Navigate. They are also prompted on the student page of the MyCOM portal and in the "Enrollment Priority" tab once student enrollment priorities are loaded.
3.	<i>Increase staffing to increase counselor outreach to ESL noncredit classes</i>	<u>Completed &amp; Ongoing:</u> Classified staff was hired for the ESL office to support ESL students. In addition, a full time counselor was hired in 2016 to reach out to credit and noncredit ESL classes. The counselor has attended noncredit orientations and conducted credit orientations. She has done a number of class visits to reach out to noncredit ESL students to encourage them to attend the credit orientation and to make an appointment with her to develop an SEP. She also offers evening office hours in the ESL office to increase availability to those students.
4.	<i>Develop dashboard to identify students who have completed orientation by subpopulation eg veterans, EOPS in order to conduct outreach</i>	<u>Completed:</u> The dashboard was created. Staff has conducted outreach by subpopulation in the respective areas. Enrollment Services staff has utilized Constant Contact emails to reach out to students to increase their priority by completing the matriculation steps.
5.	<i>Increase outreach/participation in assessment at area high schools</i>	<u>Completed &amp; Ongoing:</u> COM staff has conducted test preparation workshops at some high schools and increased outreach to high school counselors and high school Career Center staff, so that students will understand assessment. To support implementation of multiple measures in 2017, counselors will be deployed to high school testing days to assist in placement using high school transcripts
6.	<i>Priority enrollment and other reminders through Constant Contact</i>	<u>Completed &amp; Ongoing:</u> Enrollment Services staff send reminders to all students who could increase their priority by completing one of the matriculation steps. Students are





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		prompted to access assessment study materials from the COM website and can also schedule appointments online for English and Math placement tests. Students are also prompted to make an appointment with a counselor to update their educational plans to increase their priority
7.	<i>Work to resolve scheduling conflicts with IVC testing lab location;</i>	<u>Completed:</u> Scheduling issues have been resolved. Testing occurs at IVC twice per week, and students can make appointments to test at this location.
8.	<i>Offer Student Success Speaker Series workshop on Test Taking Anxiety</i>	<u>Completed &amp; Ongoing:</u> Staff have offered test anxiety workshops at several Student Success Speaker events
9.	<i>Increase Summer Bridge attendance by 150%</i>	<u>Completed:</u> In 2014, the first year of COM's Summer Bridge program, we offered just one cohort, and 24 students completed the course. However, by 2016, 86 students completed the program, and then this year in 2017, we offered five cohorts and 118 students completed Summer Bridge at COM, collectively eliminating 64 semesters of remediation. Three counselors taught the one unit course and provided in depth orientation as well as educational planning. We hope to continue to increase the number of cohorts offered and students who participate and complete the program.
10.	<i>Increase counselor participation in outreach activities to graduating high school seniors</i>	<u>Completed &amp; Ongoing:</u> Counselors representing learning communities and Summer Bridge attend high school outreach meetings with graduating seniors. Counselors attend assessment sessions at several high schools to create initial educational plans with students on the spot. Counselors also attend some evening college events for parents and students.
11.	<i>Renovate space and relocate Transfer and Career Center to large footprint adjacent to general counseling to enhance cross-promotion. Will eventually collocate reception to enhance visibility and awareness of services.</i>	<u>Completed:</u> The Counseling and Transfer and Career Center reception was merged to one space. This has created a synergy that has increased student awareness and use of both services.
12.	<i>Have counselor(s) call students who are undecided on major to encourage making an appointment</i>	<u>Ongoing:</u> During spring 2016, students with "undecided" as their major were identified and divided between several counselors who called students to encourage them to come in for a counseling appointment. Unfortunately, this was minimally effective. However, with our Guided Pathways framework, we hope to create a more effective system and structure for supporting students to determine their major and pathway.
13.	<i>Add additional counselor to assist with coordination of early alert and outreach to at risk populations</i>	<u>Completed &amp; Ongoing:</u> An additional full time counselor was hired in fall 2016 to focus on responding to early alert cases (COM Care) and reaching out to students who might potentially be at risk of losing financial aid due to not maintaining satisfactory progress. This counselor currently meets with the COM Care Team to support students who are having behavioral and/or academic issues. The counselor reaches out to students upon referral from faculty and staff.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

14.	<i>Develop a plan to embed counseling activities such as educational planning into noncredit ESL classes</i>	<u>Ongoing:</u> The new ESL counselor has made presentations to many credit and noncredit ESL classes. She has attended their annual event “Designing your Destinies” workshop and presented at Saturday orientations. This counselor is planning more outreach activities in upcoming semesters.
15.	<i>Work on a plan to target and engage the appropriate populations in the newly created Counseling 105, Achieving Success in College, a one unit success class for students on probation, struggling or in need of enhanced skills development. Additionally, group workshops may also be offered.</i>	<u>Ongoing:</u> Rather than the course, several workshops were offered. However, due to low attendance, students were referred to the early alert counselor for individual appointments. The counselor is continuing to develop strategies to better serve these students.

	<b>Equity Goals</b>	<b>Progress</b>
A.1	<i>Offer JumpStart program of tuition waiver for high school students attending College of Marin.</i>	<u>Completed &amp; Ongoing:</u> 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	<i>Continue pilot of expanded services and evaluate impact of Student Accessibility Services' Individual Tutoring and learning disability testing on student success and equity.</i>	<u>Completed &amp; Ongoing:</u> 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	<i>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.</i>	<u>Completed:</u> Our Equity funds have been used to provide a variety of programs that support our Basic Skills initiatives such as textbook rentals, laptop rentals, and embedded tutoring.
B.1	<i>Continue and expand implementation of COM CARE early alert program to assist and retain students at risk.</i>	<u>Ongoing:</u> 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	<i>Enhance coordination and expand opportunities for students to participate in learning communities.</i>	<u>Completed &amp; Ongoing:</u> 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.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

B.3	<i>Review current course prerequisites, co-requisites and advisories and assess student success in courses lacking prerequisites or advisories.</i>	<u>Ongoing:</u> More work needs to be done in this area to glean significant results.
C.1	<i>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.</i>	<u>Completed:</u> 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	<i>Create Math Professional Alignment council to align high school to college math curriculum/course content to reduce math placement into college basic skills level.</i>	<u>Completed:</u> 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	<i>Continue growth of Summer Bridge program.</i>	<u>Completed &amp; Ongoing:</u> 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	<i>Support Basic Skills Master Planning, including partnering with those involved and BSI Steering Committee around recommended initiatives.</i>	<u>Ongoing:</u> 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	<i>Offer Math Jam to enhance student success on assessment for placement.</i>	<u>Completed &amp; Ongoing:</u> 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	<i>Provide Enhanced Counseling Outreach to ESL Students</i>	<u>Ongoing:</u> We have been able to successfully offer enhanced counseling for ESL enrollment through weekend events as well as night hours and continue to provide these opportunities multiple times each semester.
D.1	<i>Outreach to students undecided on majors, in Basic Skills, or on academic/progress probation or dismissal for federal aid or BOG fee waivers</i>	<u>Ongoing:</u> 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.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

E.1	<i>Increase Puente Program</i>	<u>Ongoing:</u> 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	<i>Implement UMOJA program</i>	<u>Completed &amp; Ongoing:</u> 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	<i>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.</i>	<u>Ongoing:</u> 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	<i>Redesign master course scheduling to ensure sufficient and timely offerings, complementary planning to avoid key conflicts to support transfer and degree attainment.</i>	<u>Ongoing:</u> 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	<i>Increase support for and retention of enrolled Foster Youth</i>	<u>Ongoing:</u> We are now a part of the Chancellor's commitment and will be expanding our focus in this area.
F.3	<i>Implement COMPASS to increase the college readiness of participating 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</i>	<u>Completed &amp; Ongoing:</u> COMPASS has been expanded from just one to five high schools with 234 students enrolled in Fall 2017. 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	<i>Implement EAB's Navigate platform to enhance onboarding and retention of students</i>	<u>Ongoing:</u> The Navigate platform has just come online at COM and we are currently in the process of integrating and normalizing the process for the campus. There is a lot of potential for online engagement for student services that is currently being implemented.
F.5	<i>Increase staff resources for equity data collection, research and analysis to support equity planning.</i>	<u>Completed:</u> 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.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

F.6	<i>Increase staff and faculty resources to support equity planning, coordination and achievement of related goals.</i>	<u>Completed &amp; Ongoing:</u> 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	<i>Improve Veteran student outreach, services, support, and coordination</i>	<u>Completed &amp; Ongoing:</u> A veteran specialist position was created and filled. Her work with the veteran students at COM has proven to be invaluable and has contributed directly to the success of veteran students. In addition to direct student support, she has also been able to do community outreach toward increasing access and staff and faculty professional development to build capacity around working with veteran students.
F.8	<i>Seek Hispanic Serving Institution (HSI) federal funding status</i>	<u>Ongoing:</u> 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	<i>Provide professional development opportunities for staff and faculty that enhance awareness, understanding, capacity and motivation to support student populations identified in equity plan.</i>	<u>Completed &amp; Ongoing:</u> 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: <ul style="list-style-type: none"> <li>• Sending staff, faculty, administrators, and students to attend a number of conferences including: <ul style="list-style-type: none"> <li>o National Conference on Race and Ethnicity (NCORE)</li> <li>o Achieving the Dream</li> <li>o Instructional Design Conferences</li> <li>o Equity Summits</li> <li>o On Course Conference</li> <li>o Veterans Summit</li> </ul> </li> <li>• Offering on-campus professional development flex opportunities including: <ul style="list-style-type: none"> <li>o Understanding the needs of students with disabilities</li> <li>o Understanding the needs of veteran students</li> <li>o Undocually Workshop</li> <li>o Campus-wide Equity Summit</li> </ul> </li> </ul>

	<b>BSI Goals</b>	<b>Progress</b>
1.	<i>Increase the percentage of students who begin at 3 levels below college level English, and successfully complete college level English within four years by 5% annually in 2014-2015, 2015-2016 and 2016-2017 over 2010-2011.</i>	<u>Ongoing:</u> We have not yet been able to increase success rates for students who place three levels below transfer-level in English. However, we are doing the following to move the needle: <ul style="list-style-type: none"> <li>• Spring 2014: COM initiated ENGL 120AC, an accelerated English course combining one and two levels below transfer to move students more quickly through the sequence.</li> </ul>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		<ul style="list-style-type: none"> <li>Fall 2017: COM began using high school performance as a multiple measure for English placement, so many more students are placing higher, leaving fewer students at three levels below.</li> <li>Fall 2017: COM initiated HUM 101/ENGL 101, a multi-level, interdisciplinary, transfer-level course that orients students to academic discourse, English skills, and acts as another multiple measure for English placement. Students who place three levels below are encouraged to enroll, as it meets the prerequisite for the English course two levels below.</li> </ul>
2.	<i>Increase the percentage of students who begin at 3 levels below college level math, and successfully complete college level math within four years by 5% annually in 2014-2015, 2015-2016 and 2016-2017 over 2010-2011.</i>	<p><u>Ongoing:</u> We have not yet been able to increase success rates for students who place three levels below transfer-level in math. However, we are doing the following to improve success:</p> <ul style="list-style-type: none"> <li>Fall 2017: COM restructured Math 95, which is the math course at three levels below, so that it now includes an extra lab hour for students to get help with homework from the instructor and the newly added embedded peer tutors who can also support students.</li> <li>Fall 2017: COM initiated MATH 103IN, an accelerated math course combining one and two levels below transfer to move students more quickly through the sequence.</li> <li>Spring 2017: COM began using high school performance as a multiple measure for math placement, so many more students will place higher, leaving fewer students at three levels below.</li> </ul>
3.	<i>Improve the non-credit and credit ESL programs and develop effective support programs to support the educational and occupational goals of our students.</i>	<p><u>Completed &amp; Ongoing:</u> Noncredit to Credit Bridge: In Spring 2015, the ESL and ESLN departments started offering courses as both credit and noncredit to increase the percentage of students who advance through ESLN and ESL. This has encouraged traditionally Noncredit ESL students to eventually register as Credit ESL, progressing at a lower financial risk while gaining skills needed to eventually navigate college-level credit programs. Now, in the 70 level, half or the majority are credit students. In level 80, which does not offer ESLN, enrollment has gone up dramatically, thus helping to increase the number of students advancing from pre-college level courses to college-level courses. Comparing Fall 2014 (no ESLN classes) to Fall 2016 (ESLN 53 through 80 offered) enrollment in ESL increased by almost 30%.</p> <p>Designing your Destinies: In Spring 2016, COM presented “Designing your Destinies” -- an ESL-student speaker panel to celebrate and acknowledge COM’s ESL students’ own persistence in finding and perusing their academic/career pathways at the College. The purpose of this project is to motivate students, through the experiences of other students,</p>





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		to identify educational goals for themselves, and to pursue these educational and career goals through the assistance of counselors and programs like EOPS and CTE that facilitate students' educational pathways.
--	--	--

**b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)**

Many of our new programs and initiatives have been developed and implemented, yet several need to be expanded and scaled. Our success in getting to this point is a result of the following:

- Financial resources through SSSP, Equity, and BSI allowed for new hires and release time, which provided greater capacity and focus.
- Professional development opportunities helped direct our efforts and ensure that we were employing best practices and evidence based strategies.
- A dedication to change and student success at COM created a positive environment for new ideas to develop.

However, more capacity and resources are needed to scale programs.

**c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)**

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<b>Increase and improve support for noncredit and credit ESL students</b>	<i>Increased staffing to increase counselor outreach to ESL noncredit classes</i> (New classified staff in the ESL offers more support to ESL students, and the new full-time ESL counselor provides ESL orientations, class visits, and counseling appointments to develop SEPs.)	<i>Provided Enhanced Counseling Outreach to ESL Students</i> (New full time ESL counselor attends Saturday ESL events and offers night hours and events to better support ESL students)	<i>Improved the non-credit and credit ESL programs (Improved the bridge from noncredit to credit through mirrored noncredit and credit courses and developed Designing Destinies to support the educational and occupational goals of our ESL students</i>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

**COM's Summer Bridge program** has resulted in significant gains with regard to student completion by reducing semesters of remediation for students. It has also helped to close achievement gaps considering many of the participants are Latinx students whose retention and success rates will increase. COM's Summer Bridge program started in 2014 with just one cohort and 25 students who completed the course. This year, in 2017, 118 students completed the program. Summer Bridge is a 3-week transition orientation program for graduating seniors with intensive Math and English review coupled with a Counseling college success class. At the end, students retake their Math and English placement exams, while also earning a unit for the Counseling course.

Summer Bridge 2016	Summer Bridge 2017
86 completed the course	118 completed the course
Gender: Male: 43; Female: 41; Not Reported: 2	Gender: Male: 64; Female: 53; No Answer: 1
Ethnicity: <ul style="list-style-type: none"> <li>➤ Latino/a: 55 (63.9%)</li> <li>➤ African American: 3 (3.4%)</li> <li>➤ White: 15 (17.4%)</li> <li>➤ Asian: 10 (11.6%)</li> <li>➤ Multiple Races: 3 (3.4%)</li> </ul>	Ethnicity: <ul style="list-style-type: none"> <li>➤ Latino/a: 83 (70.3 %)</li> <li>➤ African American: 1 (.008 %)</li> <li>➤ White: 13 (11 %)</li> <li>➤ Asian: 8 (6.7 %)</li> <li>➤ Multiple Races: 9 (7.6 %)</li> <li>➤ Pacific Islander 3 (2.5%)</li> <li>➤ Am. Indian/Alaskan Native: 1 (.008%)</li> </ul>
Documentation Status: 13 AB-540 students	Documentation Status: 27 AB-540 students
Accelerating Entry into Academic Program of Study/Minimizing Time to College Readiness (n=77): <ul style="list-style-type: none"> <li>• 24 out of 77 students improved at least 1 level in Math (31%)</li> <li>• 40 out of 77 students improved at least 1 level in English (52%)</li> <li>• 51 out of 77 students improved at least 1 level in either English <i>or</i> Math (66%)</li> </ul>	Accelerating Entry into Academic Program of Study/Minimizing Time to College Readiness: <ul style="list-style-type: none"> <li>• 27 out of 101 students improved at least 1 level in Math (27%)</li> <li>• 32 out of 83 students improved at least 1 level in English (39%)</li> <li>• 49 out of 111 students improved at least 1 level in either English <i>OR</i> Math (44%)</li> </ul>
89 total semesters of remediation were saved	64 total semesters of remediation were saved
Persistence/Retention Rates: Summer Bridge 2016 (86 students) 77 enrolled at COM in Fall 2016 (90%)	Persistence/Retention Rates: Summer Bridge 2017 (118 students) 116 Enrolled at COM in Fall 2017 (98%)

Pre and post-surveys were administered, and the results show significant increase in familiarity with the campus, process, programs, staff and faculty, and key resources that can aid in student achievement. According to research, increased knowledge of priority





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

registration, enrollment steps, a Student Education Plan, and transfer process results in the reduction of time to completion. It is important to note that the decrease in semesters of remediation saved from 2016 to 2017 is a result of Multiple Measures or using high school achievement to place into math and English. Because students were placed higher to begin with in 2017, they did not move up as many levels. However, they will still benefit from the review and gaining the knowledge they need to succeed.

### FUTURE PLANS

*Questions 3-8 address the 2017-19 planning cycle.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
  - Closing achievement gaps for disproportionately impacted groups.
  - Improving success rates in degree attainment, certificate attainment, and transfer.
  - Improved identification of and support for students at-risk for academic or progress probation.
  - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
  - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<b>1. Increase enrollment of historically underrepresented students through improved and targeted outreach.</b>	Facilitate orientations for students with disabilities, and Latinx, African American, Pacific Islander, First Generation, and Veteran students using: <ul style="list-style-type: none"> <li>• Student Ambassadors</li> <li>• LC Peer Advisors</li> <li>• Coordinators &amp; Specialists</li> <li>• Counselors</li> <li>• Online platforms</li> </ul>	Facilitate orientations for students with disabilities, and Latinx, African American, Pacific Islander, First Generation, and Veteran students using: <ul style="list-style-type: none"> <li>• Student Ambassadors</li> <li>• LC Peer Advisors</li> <li>• Coordinators &amp; Specialists</li> <li>• Counselors</li> <li>• Online platforms</li> </ul>		<input checked="" type="checkbox"/> Access <input type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Other: _____
	Facilitate orientations for NC ESL to transition into credit courses, including ESL <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Student Ed plans</li> <li>• Student Panel</li> </ul>	Target outreach for students with disabilities, Latinx, African American, Pacific Islander, and First Generation high school students using: <ul style="list-style-type: none"> <li>• Targeted marketing and outreach materials</li> <li>• Presentations by diverse group of representatives</li> </ul>	Facilitate orientations for NC ESL to transition into credit courses, including ESL <ul style="list-style-type: none"> <li>• Counseling</li> <li>• Student Ed plans</li> <li>• Student Panel</li> </ul>	
	Develop pipeline for recruitment and holistic support of disproportionately impacted groups			
	Increase concurrent enrollment of disproportionately impacted students through our community and high school partnerships, <ul style="list-style-type: none"> <li>• COMPASS</li> <li>• Counseling</li> <li>• Student Ed Plans</li> <li>• Orientations</li> <li>• Test prep</li> </ul>	Increase students with disabilities and African-American and Pacific Islander student participation in Summer Bridge		



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

<b>2. Improve retention by adhering to best practices and providing programs and holistic support services for historically underrepresented students.</b>	<p>Provide academic progress intervention and early alert</p> <p>Provide easier access to academic counseling and support services</p> <p>Counselors support guided pathways academy</p>	<p>Provide tutoring in Math and English for students with disabilities and the Puente, Umoja, and First Generation Scholars learning communities</p> <p>Develop and provide wrap around support, such as counseling, intake, referrals, orientation, and workshops for students with disabilities and Veteran, Latinx, African American, Pacific Islander, and First Generation students</p> <p>Provide workshops and development opportunities to address mental health concerns and reducing stigma</p>	<p>Provide embedded peer tutoring</p> <p>Pilot and assess supplemental workshops for English and Math</p> <p>Develop and map Guided Pathways beginning at the non-credit level</p> <p>Develop and support programs that encourage positive student/faculty interactions</p> <p>Develop and implement pathways program, including math pathways and mapping</p>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Equity Other: _____
<b>3. Increase success rates in sequence completion, degree attainment, certificate attainment, and transfer and close achievement gaps for historically underrepresented students.</b>	<p>Provide Transfer and Career Counseling</p> <p>Identify and foster relationships with staff from UCs, CSUs, privates, and HBCUs who support historically underrepresented students</p> <p>Provide academic progress intervention and early alert</p> <p>Evaluate the master course scheduling through an equity lens to ensure sufficient and timely offerings, complementary planning to avoid key conflicts to support transfer and degree attainment</p>	<p>Provide professional development to understand and support historically underrepresented students such as bringing in area experts including Minority Males Community College Collaborative, Educational Advisory Board, etc.</p> <p>Enhance Puente, Umoja, and First Generation Scholars learning communities to better support students</p> <p>Connect Puente, Umoja, and First Generation Scholars learning communities to the Guided Pathways program</p> <p>Maintain and integrate</p>	<p>Provide professional development to understand and support historically underrepresented students such as bringing in area experts including Minority Males Community College Collaborative, Educational Advisory Board, etc.</p> <p>Provide embedded peer tutoring</p> <p>Pilot and assess supplemental workshops for English and Math</p> <p>Develop and map Guided Pathways beginning at the non-credit level</p> <p>Introduce credit programs and career opportunities</p>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input checked="" type="checkbox"/> Equity Other: _____



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

	<p>Track and communicate students' academic progress such as midterm alerts and progress reports</p> <p>Ensure College Success Saturday event provides educational plan development and connects students to critical resources</p> <p>Ensure Counselors provide support to guided pathways academy</p> <p>Increase targeted outreach to at-risk students, students who have not identified an educational goal, and students on academic probation</p>	<p>accessible technology and Universal Design to support students with disabilities across the college</p> <p>Assess and improve the intensive math review program, i.e. Math Jam for students with disabilities and Latinx, African American, and Pacific Islander students</p> <p>Improve outreach and data collection of students with disabilities and Latinx, African American, and Pacific Islander students within Math Jam.</p> <p>Provide workshops and development opportunities to address mental health concerns and reducing stigma</p>	<p>to non-credit ESL</p> <p>Provide professional development opportunities around successful instructional strategies in working with students in topics such as empathy, trauma, habits of mind, growth mindset, etc.</p> <p>Develop and implement pathways program, including math pathways and mapping</p>	
<p><b>4. Recruit and retain faculty, staff and management that reflect the diversity of our current and future populations in an effort to cultivate an inclusive and collaborative community.</b></p>		<p>Provide professional development to better understand and support faculty and staff from historically underrepresented of groups, in particular Latinx, African Americans, and Pacific Islanders</p> <p>Identify, source, and recruit faculty, staff, and administrators from historically underrepresented groups, in particular Latinx, African Americans, and Pacific Islanders in order to build and expand our hiring pipeline</p>	<p>Provide professional development to better understand and support faculty and staff from historically underrepresented of groups, in particular Latinx, African Americans, and Pacific Islanders</p> <p>Identify, source, and recruit faculty, staff, and administrators from historically underrepresented groups, in particular Latinx, African Americans, and Pacific Islanders in order to build and expand our hiring pipeline</p>	<p><input checked="" type="checkbox"/> Access</p> <p><input checked="" type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL/Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input checked="" type="checkbox"/> Equity</p> <p>Other: _____</p>



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

		Develop and expand COM Ally Program, in particular LGBTQ+, Veterans, undocumented students, and students with disabilities	Support programs that encourage positive collegial interactions  Develop and expand mentoring opportunities for faculty and staff	
--	--	--	---	--

**4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

Currently, we have an Ad hoc, temporary Integration Working Group that was created to develop the 2017-2019 Integration Plan and an integration committee to permanently oversee the evolution and coordination of that plan. Through that work, COM has created a new committee called GRIT (Guidance, Resources, Integration, and Transformation) that will include representation from across the campus. This committee will be charged with ensuring the integration of matriculation, instruction, and student support to accomplish our student success goals and coordination across student equity-related categorical programs or campus-based programs. The GRIT Committee make-up will be members who represent the following:

- Math (Faculty)
- English Skills (Faculty)
- ESL (Faculty)
- Counseling /Learning Communities (Faculty)
- Administrative Dean
- PRIE
- Students
- EOPS
- Equity Coordinator/Student Activities and Advocacy
- Student Accessibility Services
- Outreach
- Veterans
- Enrollment Services
- CTE Rep/Strong Workforce/Non-credit

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 Integration Plan as well as adapt to changing needs. In addition, GRIT will be comprised of all campus constituents: students, faculty, staff, and administrators, allowing for a broader understanding of what our programs need to succeed at multiple junctures and steps and how the programs impact different groups.

**5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)**



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

In the past two years, noncredit “mirror” courses have been added to create concurrently offered credit/noncredit versions of the same course. By implementing this change to the curriculum, the number of students moving through the ESL sequence has increased and the bottleneck that used to occur at the last level of noncredit before transitioning into noncredit has been eliminated. A bilingual counselor is dedicated to providing targeted services to noncredit students, including orientation, advising, and academic/career planning.

Career Development and College Preparation (CDCP) Noncredit Certificates of Completion have been developed and are in the process of being approved by the Chancellor’s Office. In anticipation of the approval of the new CDCP certificates, the noncredit course sequence has been scribed into DegreeWorks and starting in Spring 2018, counselors will work with noncredit students to develop education plans. In addition to noncredit ESL/VESL, noncredit offerings are being developed in Career Technical Education, including hospitality and business office systems, as well as in math skills.

### **6. Describe your professional development plans to achieve your student success goals. (100 words max)**

The College continues to strengthen its commitment to equity through increased professional development activities during 2017-2018. Programs include:

- Fall Flex workshops on hiring more diverse staff and faculty, LGBTQ students, and Student Accessibility Services.
- Campus-wide equity summit for faculty and staff in October with presentations, student panel, and small group discussions.
- Six-part Leadership Series for senior management and department chairs.
- Hosting of district-wide meetings on Equity/BSI/SSSP Integration and Habits of the Mind.
- Spring ally trainings focused on undocumented students and veterans
- Implicit Bias workshop

The campus professional development committee will continue to explore new opportunities in this area.

### **7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Indicators of progress toward meeting our student success goals are tracked and reported annually. Specific indicators tracked as part of our strategic plan include measurement of disproportionate impact in course success, degree completion, and persistence for student equity groups; student persistence, completion and time-to-degree; and progression from remedial to college-level English and Math. In addition, we produce an annual student, faculty, staff, and administration diversity report. We also conduct periodic evaluation studies of student success programs, including Summer Bridge and the learning communities like Puente and Umoja.

- ~~8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)~~
9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

Attachment 1

10. 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 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year 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:

Link to COM’s Student Equity Executive Summary: <http://initiatives.marin.edu/student-equity>

Attachment 2; Student Equity Executive Summary content

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Supports that would be helpful from the Chancellor’s Office are as follows:

- ~~Recommended data standards and templates~~



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

- Professional Learning opportunities, such as:
  - Creating an Equitable Classroom
  - Equity Pedagogy
  - Math Conference showcasing the best practices and models for improving success rates in math
  - Psychology of Learning
  - Professional learning program for new faculty
  - Universal Design for Learning and Instruction
  - Battle of the Budgets: Allocation guidelines to help colleges make decisions about how to prioritize programs
  - Goal Setting

### 12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person

#### Point of Contact:

<b>Name</b>	<u>Tonya Hersch</u>
<b>Title</b>	<u>Interim Director of Basic Skills Programs</u>
<b>Email Address</b>	<u>thersch@marin.edu</u>
<b>Phone</b>	<u>415-457-8811, ext. 7953</u>

#### Alternate Point of Contact:

<b>Name</b>	<u>Cari Torres-Benavides</u>
<b>Title</b>	<u>Assistant Vice President for Instructional Support</u>
<b>Email Address</b>	<u>ctorresbenavides@marin.edu</u>
<b>Phone</b>	<u>415-457-8811, ext. 7505</u>





## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Part III – Approval and Signature Page

College: \_\_\_\_\_ District: \_\_\_\_\_

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

---

Chancellor/President	Date	Email Address
----------------------	------	---------------

---

Chief Business Officer	Date	Email Address
------------------------	------	---------------

---

Chief Instructional Officer	Date	Email Address
-----------------------------	------	---------------

---

Chief Student Services Officer	Date	Email Address
--------------------------------	------	---------------

---

President, Academic Senate	Date	Email Address
----------------------------	------	---------------

## General Institution

HR Proposed Language 2015 / Admin Edits 12/11/2018

For Review 1/5/2018 Coll Ops/HR/Police

Jeff M Edits 1/8/2018/HR OK'd 1/11/2018

**BP 3570 SMOKE-FREE LEARNING AND WORKING ENVIRONMENT****References:**

Government Code Sections 7596, 7597, and 7598;  
Labor Code Section 6404.5;  
Education Code Sections 70902 and 76033(e);  
Penal Code Sections 602 and 853.6;  
Vehicle Code Section 4000.1;  
Marin County Ordinance 3464

The Board recognizes the relationship between smoking and various health risks, including lung disease, cancer and heart disease. Furthermore, a strong link between environmental ~~tobacco~~ smoke or “secondhand smoke” and health risks has also been demonstrated.

Therefore, the Board prohibits smoking by all employees, students, and visitors at all times on any District property EXCEPT in Designated Smoking Areas. District property refers to any and all buildings, parking lots, District vehicles, as well as property on the Kentfield Campus, the Indian Valley Campus, and the Bolinas Marine Lab property.

The term smoking in this policy refers to engaging in an act that generates smoke or vapor, such as possessing a lit pipe, a lit hookah pipe, electronic cigarettes or other imitation cigarette devices, a lit cigar, or a lit cigarette of any kind. ~~cigarette, cigar, pipe, or other means of smoking.~~

Also see AP 3570 titled Smoke-Free Learning and Working Environment and BP/AP 3550 Drug and Alcohol Free Environment and Drug and Alcohol Abuse Prevention Program (DAAPP)

Office of Primary Responsibility: College Operations

---

**Date Adopted:** January 20, 2009  
(Replaces College of Marin Policy 8.006)

**Date Revised:** July 19, 2011

**General Institution**

Admin Review 1/4/2018

To College Ops/HR/Campus Police 1/4/2018

Jeff M Edits 1/8/2018/HR OK 1/11/2018

CCLC Update 30 (April 2017) to add restriction of use of tobacco products within  
250 feet of a youth sports event

**AP 3570 SMOKE-FREE LEARNING AND WORKING ENVIRONMENT**

**References:**

Government Code Sections 7596, 7597, 7597.1, and 7598;

Health and Safety Code Section 104495;

Title 8 Section 5148

Labor Code Section 6404.5;

Education Code Sections 70902 and 76033(e);

Penal Code Sections 602 and 853.6;

Vehicle Code Section 4000.1;

Marin County Ordinance 3464

~~The Smoke-Free Campus Environment Policy and~~ This procedure applies to employees, students, vendors, visitors, and other persons who use the vehicles and facilities on the campuses or centers that are part of the District. Signs prohibiting smoking shall be prominently displayed. The policy will be communicated via District communication means including course schedules, catalogs, student and employee handbooks, posters, and the web site.

Smoking shall be permitted only in designated areas clearly indicated by "Designated Smoking Area" signage. Designated Smoking Areas shall be subject to review and possible change.

If an individual is identified as violating the Smoke-Free Campus Environment Policy, the Campus Police should be notified immediately. Individuals refusing to comply with the Smoke-Free Campus Environment Policy ~~should~~ may be referred to the Campus Police who may issue a citation. Repeat student violators will be referred to the appropriate administrator for violation of the Student Conduct statement. Employees who are repeat violators may be subject to the disciplinary process according to the appropriate collective bargaining or administrative agreement. All others will be asked to leave District property and if they refuse, may be subject to arrest for trespass according to Penal Code Section 602.

Tobacco Smoking products, including cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff, and an electronic device that delivers nicotine or other vaporized liquids to a person inhaling from the device (e.g. e-cigarettes and vaporizers) may not be used within 250 feet of a youth sports event. A youth sports event is any practice, game, or related activity organized by an entity at which athletes up to 18 years of age are present.

The sale of tobacco products is prohibited on District property.

Information for students and employees regarding smoking cessation, local treatment centers, and literature on the issue shall be available in the Health Center as well as the Human Resources Office.

Office of Primary Responsibility: College Operations

See also BP 3570 titled Smoke Free Learning and Working [Environment and BP/AP 3550 Drug and Alcohol Free Environment and Drug and Alcohol Abuse Prevention Program \(DAAPP\)](#)

---

Date Approved: June 28, 2011

**Date Revised:** November 13, 2012

## Academic Affairs

To Jon E/Cari T/Meg P 1/5/2018 – Non-substantive Change  
CCLC Update 30 (April 2017) to add reference to Title 5 Section 55051.

**AP 4050      ARTICULATION****References:**

Education Code Sections 66720 – 66744;  
Title 5 Sections 51022(b) and 55051;  
ACCJC Accreditation Standard II.A.10 (*formerly II.A.6.a*)

The Articulation Officer shall be responsible for the development, maintenance, and distribution of articulation agreements in coordination with the Office of Student Learning. The Articulation Officer follows guidelines provided in the California Articulation Policies and Procedures Handbook developed by the California Inter-segmental Articulation Council (CIAC).

The District maintains the following types of articulation:

- California State University (CSU) Baccalaureate List
- CSU General Education Breadth Agreement
- CSU Associate Degrees for Transfer (ADTs)
- Course Identification Numbering System (C-ID)
- University of California (U.C.) Transferable Course Agreement
- U.C. campus/college specific breadth requirements
- Inter-segmental General Education Transfer Curriculum (IGETC)
- Course to course articulation agreements with CSU, U.C., and Independent Colleges
- Major preparation articulation agreements with CSU, U.C., and Independent Colleges
- College to college articulation for specific programs
- High School and Advanced Placement Courses in Specific Disciplines

**Articulation with the University of California (U.C.)**

The agreements shall specify which District courses are accepted by the U.C. on a system-wide basis. The agreements shall be reviewed and updated annually. The approved list of transfer courses shall be shared with faculty, staff, and students.

**Articulation with the California State University System (C.S.U.)**

The agreements shall specify which District courses are accepted by the C.S.U. on a system-wide basis. The agreements shall be reviewed and updated annually. The approved list of transfer courses shall be communicated to college faculty, staff, and students.

**Articulation System Stimulating Inter-institutional Student Transfer (ASSIST)**

The District's approved transfer information to the U.C. and C.S.U. Systems is maintained in ASSIST, the statewide repository for articulation. Transfer information is published in the District's annual catalog, the schedule of classes, and on the District's website.

**Articulation with High Schools in the District**

The District also enters into articulation agreements with local high schools. Students completing articulated courses in a specified major at the high school and who enter and complete a course or set of specified courses at the college shall be granted college credit for those courses completed in high school.

**Articulation with Community Colleges and Other Institutions**

Pending transcript evaluation by the Evaluation Analyst, and in some cases, guidance provided by the Articulation Officer and relevant department chair or coordinator, lower division course credit is accepted for transfer from colleges accredited by recognized regional accrediting associations.

Office of Primary Responsibility: Office of Student Learning

---

Date Approved: May 18, 2010

**Date Reviewed/Revised:** March 14, 2017

## Academic Affairs

Reviewed/revised by C Torres, K Smyth, S Lince 1/28/2018

CCLC Update 30 (April 2017) to clarify Federal Regulation requirements pertaining to verifying identity of students registered in distance ed or correspondence ed course or program.

**AP 4105 DISTANCE EDUCATION****References:**

Title 5 Sections 53200, 55200 et seq.;  
34 CFR Section 602.17;  
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;  
42 U.S. Code Sections 12100 et seq.;  
29 U.S. Code Section 794d;  
ACCJC Accreditation Standard II.A.1.

Per Title 5 Section 55200, distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements under Title 5 as well as the specific requirements of articles 55200 and 55204. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the American with Disabilities Act (42 U.S.C. Section 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Section 794d).

The U.S. Department of Education defines distance education as education that uses one or more technologies [outlined in paragraph (1) through (4) of the definition] to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Title 34 Subtitle B, Chapter IV Part 600 Subpart A section 600.2)

College of Marin offers Distance Education courses via two delivery modes: online and hybrid:

- 1) Online: a course in which 100% of instruction takes place entirely online with no mandatory face-to-face meetings, synchronous visits, and/or campus visits. Instructional time follows the Carnegie unit, which means that faculty must plan an approximate one-to-two ratio of instructional time to homework and study.
- 2) Hybrid: a course that provides instruction both online and face-to-face with at least one mandatory on-campus meeting. Mandatory meetings are regularly scheduled and the dates are posted in the schedule of classes. Students are informed of mandatory meetings in the schedule of classes. Instructional time follows the Carnegie unit, which means that faculty must plan an approximate one-to-two ratio of instructional time to homework and study.

**Course Approval** *(This section was modified and reconfigured)*

Each proposed or existing course offered by distance education shall be reviewed and approved separately ~~by the Distance Education Committee (DEC).~~ Separate approval is mandatory if any portion of

~~the instruction in a course or a course section is designed to be provided through distance education. Separate course outlines are required for each on-line or hybrid version of a course. Each course outline must include the Distance Education addendum of the Course Outline of Record template. (moved to another paragraph)~~

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Each proposed or existing course offered by distance education shall be reviewed and approved separately by the District Education Committee (DEC). Separate course outlines are required for each on-line or hybrid version of a course. Each course outline must include the Distance Education addendum of the Course Outline of Record template.

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. (5 CCR Section 55206).

#### **Distance Education Faculty Certification**

When approving distance education courses, the Distance Education Committee will certify the following:

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the Distance Education Committee and Curriculum Committee's approval procedures.

*Note: The crossed out paragraphs have been moved to a new section titled "Faculty Training"*

~~Before a distance education course is assigned, faculty must earn a certificate of completion in the Online Education Standards and Practices (OESP) course through the @One Project sponsored by the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program.~~

~~The cost of the OESP course will be reimbursed from the Distance Education budget.~~

~~Whether teaching hybrid and/or online courses, faculty must demonstrate proficiency in the technical and pedagogical aspects of such courses using the approved District Learning Management System (LMS) before being assigned to teach such a course. Prior to the launch of the course, faculty are required to meet at intervals with the Distance Education Coordinator and Instructional Technologist to review their curricular plan, receive appropriate training on course design, and review their final course product.~~

**Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

#### **Faculty Training:**

Before a distance education course is assigned, faculty must earn a certificate of completion in the Online Education Standards and Practices (OESP) course through the @One Project sponsored by the



California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program.

The cost of the OESP course will be reimbursed from the Distance Education budget.

Whether teaching hybrid and/or online courses, faculty must demonstrate proficiency in the technical and pedagogical aspects of such courses using the approved District Learning Management System (LMS) before being assigned to teach such a course. Prior to the launch of the course, faculty are required to meet at intervals with the Distance Education Coordinator and Instructional Technologist to review their curricular plan, receive appropriate training on course design, and review their final course product.

### **Waivers and Evidence of Equivalency**

Faculty who have ~~taught online at another institution and/or have completed training through the @One Project~~ completed equivalent professional development in online pedagogy and teaching best practices at an accredited institution within the past three years may be exempt from the required faculty certification. ~~Interested~~ Faculty will need to arrange a meeting with the Distance Education Coordinator and Instructional Technologist to ~~discuss their experience and~~ present an example of an on-line a course they have developed, and show evidence of professional development and on-line teaching experience ~~(or courses) that have been taught online.~~

### **Instructor Regular and Effective Contact**

Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.

Title 5 sections 55204 and 53200 require “regular and effective contact” in all distance education courses. Federal regulations require not only regular and effective contact, but also “substantive” interaction between the students and instructor. Each course or portion of a course delivered through distance education will demonstrate instructor-to-student(s), student-to-student, and student-to-content interactions.

### **Best practices for Establishing Regular, Effective, and Substantive faculty-initiated contact:**

- Specify course policy in the syllabus regarding frequency and timeliness of all contact initiated by the professor.
- Provide response time in syllabus for student questions and assignment feedback (e.g. 24 - 48 hours)
- Explain course policy regarding student initiated contact (where to post questions, assignments, etc.) in the syllabus
- Clarify important dates, such as assignment and assessment deadlines, not only in the beginning but also throughout the course

### **Best Practices for Ensuring Ongoing Regular and Effective Contact:**

- Assign and monitor weekly assignments and projects that promote collaboration among students
- Pose questions in the discussion boards that encourage critical thinking skills and promote interaction among all course participants
- Participate regularly in discussion activities with students and ensure that discussions remain on topic

- Monitor student engagement to ensure that students participate with depth
- Include means for varied types of interaction in the course design
- Maintain an active presence in discussion boards, chat rooms, and other interactive forums
- Give frequent and substantive feedback throughout the course

#### **Methods of Establishing Regular and Effective Contact**

- Course announcements (e.g., videos, weekly summary, weekly review, textbook readings)
- Personalized feedback on assignments
- Interactive discussion boards (e.g., question and answer forums)
- Videoconferencing (e.g., Skype, Zoom, CCC Confer)
- Collaborative projects (e.g., group blogs, group discussions, wikis)
- Instructor-created lessons and documents
- Instructor-created created modules or lectures (e.g., recordings, streaming videos, slides with audio narration, podcasts, webinars, screencasts)
- Emails, private messaging, and chat sessions

#### **Accessibility Compliance**

All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d). Distance Education courses will be reviewed by Student Accessibility Services (SAS) to determine ADA compliance. The College's Assistive and Instructional Technologists will assist faculty in meeting ADA compliance obligations when needed. Faculty must engage in relevant training from the College to ensure that they understand accessibility as it relates to instruction and curriculum. Likewise, any material or technology in support of any instructional activity must be vetted for accessibility compliance by a designated campus authority.

The term "accessible" means that a person with a disability is given the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and integrated manner, with equivalent ease of use (Office of Civil Rights (OCR), 2011).

Distance education courses must closely mirror current compliance requirements or as ADA has been interpreted by ongoing litigation and/or OCR Letters-of-Instruction. That is, ~~DE~~-distance education courses must be developed with an interface, design, and content that facilitates equitable access to all material or experiences either through industry standard assistive computer technology or any other accommodation. Additionally, instructional materials should closely align with emerging Universal Design best practices.

All course content delivered via distance education must be accessible to all persons including those with disabilities.

All activities and instructional media shall be accessible, including:

- Accurately captioned videos
- Transcribed audio files
- All objects (including images, formulas, tables and charts) have meaningful alternative text
- Readable course materials and html pages using effective font, color contrast, and spacing
- Meaningful hyperlinked text
- Documents that are accessible and reflect best practice standards (e.g. including the use of headers,

alt text, a readable font, document tags, OCR etc.)

- Provision of an ADA statement and contact information for Student Accessibility Services in the course syllabus.

Accessibility also applies to websites, software, and other required course materials not contained within the District Learning Management System (LMS).

### **FERPA Compliance and LMS Course Merging**

Faculty may merge their courses in the District Learning Management System (LMS) to save time distributing the same course content to students across multiple course sections. However, due to the Family Educational Rights and Privacy Act (FERPA) regulations, students can only have access to other students' information in the course in which they are enrolled. This means, students may not interact in the LMS with students from another course section.

To comply with FERPA when distributing course content in merged courses, Faculty must restrict students' ability to view and interact with other students in another course section. Recommendations for meeting FERPA guidelines in the LMS and a Merged Course Request Form are available on the Online Learning website.

### **Enrollment, Attendance, and Participation in Distance Learning Courses**

Students will register and enroll in distance learning courses in the same manner as traditional courses. All distance education courses follow College of Marin's attendance and drop policies (AP 5070 and AP 5075). The U.S. Department of Education views attendance in an online class as active engagement, such as writing in discussion forums, submitting assignments, taking quizzes and/or exams, or other interactive class activities. Due to the potential for financial aid fraud in online programs, the U.S Department of Education has determined that there should be "regular and substantive interaction between students and faculty" in online courses. Hence, the "Last Day of Attendance" counted in the online classroom is the last day of class participation by the student.

Based on the aforementioned guidelines, the instructor should determine the last day of attendance for students via the following methods:

- 1) Prior to the first census date, the instructor will initiate activities that require student participation.
- 2) The instructor will include various robust assessments and assignments on a frequent basis throughout the semester.

**Participation and drop policies must be clarified in the online syllabus and align with the College's policies.**

### **Scheduling of Distance Education Courses**

Area deans (in collaboration with department chairs) determine and approve faculty assignments for all courses, including distance education sections. Faculty will be assigned to teach distance education courses after completing the aforementioned certification process and meeting state and federal requirements.

### **Faculty Office Hours**

For office hour obligations, faculty must refer to the UPM contract.

### **Student Authentication**

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- [Secure credentialing/login and password;](#)
- [Proctored examination; or](#)
- [new or other technologies and practices that are effective in verifying student identification](#)

The District utilizes a Learning Management System (LMS) whereby students must authenticate their identity. In order to access the LMS, students must log into the MyCOM Portal with their College of Marin-issued student user name and password.

The Chief Instructional Officer shall provide a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

### **Test Proctoring**

Some distance education courses may require that exams be taken in a proctored setting and faculty will clearly communicate in their syllabus if there are any proctoring requirements for the course.

### **Distance Education Support Services**

The District provides online assistance in the following areas:

- Learning Management System (LMS) technical support through an on-line help center
- Online writing assistance through the Online Writing Center (OWC)
- Research assistance through the Library's "Ask a Librarian" service
- Tutoring appointments through the Teaching and Learning Center
- Counseling services through "Ask a Counselor"

The Assessment and Testing Center provides proctored exams with an instructor's approval. Specific instructions about taking an exam in the Assessment and Testing Center can be found on the Assessment and Testing Center's Webpage.

Office of Primary Responsibility:      Assistant Vice President of Instructional Support

---

Date Approved: June 28, 2011

Revised: June 19, 2012

Revised: May 1, 2014

**Revised:** September 20, 2016

## Student Services

Reviewed J Horinek 1-29-2018

CCLC Update 31 added 11/17/2017

CCLC Update 25 (November 2015) to extend resident status to qualifying veterans and students  
CCLC Update 27 (October 2015) updated to add citations to Ed Code Sections and revisions to address children or spouse of a person who died on or after 9/11/2001 in line of duty while serving on active duty, as individuals eligible for residential status.  
CCLC Update 31 (October 2017) to reflect new and amended Ed Code provisions pertaining to resident classification.

**AP 5013 STUDENTS IN THE MILITARY****References:**

Education Code Sections 68074, 68075, ~~and 68075.5~~, and 68075.7;  
Title 5 Sections 55023, 55024, 54041, 54042, 54050, and 58620;  
Military and Veterans Code Section 824;  
38 U.S. Code Section 3679

**Residence Determinations for Military Personnel and Dependents**

A student who is a member of the armed forces of the United States stationed in California on active duty, except a member of the armed forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification. Such student shall retain resident classification in the event that the member of the armed forces is thereafter transferred on military orders to a place outside of California or thereafter retires from active duty, so long as the student remains continuously enrolled in the District.

An undergraduate student who is a natural or adopted child, stepchild, or spouse who is a dependent of a member of the armed forces of the United States stationed in this state on active duty shall be entitled to resident classification. Such student shall retain resident classification if he/she is thereafter transferred on military orders to a place outside of California, so long as the student remains continuously enrolled in the District.

A veteran who was discharged or released from at least 90 days of active service less than three years before the date of enrollment in a course commencing on or after July 1, 2015, and his/her dependents, regardless of the veteran's state of residence is entitled to resident classification.

~~A student who was a member of the armed forces of the United States stationed in California on active duty for more than one year immediately prior to being discharged from the armed forces is entitled to resident classification for the length of time he or she lives in California after being discharged up to the minimum time necessary to become a resident.~~

An individual who is the child or spouse of a person who, on or after September 11, 2001, died in the line of duty while serving on active duty as a member of the Armed Forces who resides in California is entitled to resident classification.

An individual who is entitled to transferred Post-9/11 GI Bill program benefits by virtue of their relationship to a member of the uniformed services who is serving on active duty is entitled to resident classification.

A parent who is a federal civil service employee and his/her natural or adopted dependent children are entitled to resident classification if the parent has moved to this state as a result of a military mission realignment action that involves the relocation of at least 100 employees. This classification shall continue until the student is entitled to be classified as a resident, so long as the student continuously attends an institution of public higher education.

A student claiming the residence classifications provided for in this procedure must provide a statement from the student's commanding officer or personnel officer providing evidence of the date of the assignment to California, and that the assignment to active duty in California is not for educational purposes. A student claiming the residence classifications provided for here for the dependent of military personnel shall provide a statement from the military person's commanding officer or personnel officer that the military person's duty station is in California on active duty as of the residence determination date, or has been transferred outside of California on active duty after the residence determination date, or that the military person has retired from active duty after the residence determination date. (Title 5 Sections 54041; 54042)

#### **Withdrawal Policies for Members of the Military**

A student who is a member of an active or reserve United States military service and who receives orders compelling a withdrawal from courses shall be permitted to withdraw upon verification of such orders. A MW symbol will be assigned to the student's academic record. Military withdrawal shall not be counted in progress probation, dismissal calculations, or in calculating the permitted number of withdrawals. In no case may a military withdrawal result in a student being assigned an "FW" grade. In no case may a college require a student who is required to report for military duty to withdraw from a course by a specified date in order to receive a full refund of the tuition and fees the student paid to the college for the academic term in which the student was required to report for military service.

The student will be eligible to receive a full refund for all fees paid in the term for which the military withdrawal was granted.

A student who has received military orders compelling a withdrawal from all courses must submit their military orders along with a Drop Form and a Request for Refund Form to the Office of [Enrollment Services](#) ~~Admissions and Records~~. A student, who has been deployed suddenly, may request to have his/her documents completed and submitted by a specified third party.

#### **Military Credit**

Students who have completed at least one year of active military service may submit a copy of their DD214 showing an honorable discharge and receive 5 units of PE.

These units will appear in the memoranda section of the grade record. Students must have successfully completed 12 units at College of Marin to be eligible.

Office of Primary Responsibility: Office of [Enrollment Services](#) ~~Admissions and Records~~

---

**Date Approved:** May 18, 2010

*(Replaces part of former College of Marin Procedure 4.0003 DP.1)*

**Revised:** June 19, 2012