

April 13, 2017

Academic Center, Room 303, KTD

Present: Jonathan Eldridge, Eric Sitzenstatter, Amy Diaz, Lindsay Bacigalupi, Christina Leimer, Becky Brown, Greg Nelson, Patricia Seery, Kathy Joyner

Absent: David Wain Coon, Kelley Gaffney, Meg Pasquel, Darlene Baten, Mercedes Sosa Cordero, Paul Wilson, Monica Rudolph; Maridel Barr, Sara McKinnon

Guests: None

1. **Agenda** – BP/AP 7120 Employment Recruitment was removed from the agenda as there are still discussions occurring with the Classified and Academic senates. The agenda was approved as modified by consensus.
2. **Minutes** - The minutes of the March 9, 2017 meeting were approved by consensus.

3. **President's Report**

Jonathan Eldridge shared the new logo for the athletics program noting that there are versions for home and away games and that parts of the logo can also be separated out, such as the M and the compass. The logo has been shared with coaches and athletes who like it and the timing is great since we will be redoing the gym floor and renovating the fields.

IVC Vision Plan – At the last meeting Dr. Coon asked representatives to share the IVC Vision plan and come back with input. Eric reported that the Friends of IVC was happy that all of the items they had recommended had been included in the report. The Academic Senate has not had a chance to share the report, but will do so and report back at the next meeting. Jonathan noted that the report also addresses a number of concerns raised by the Marin Grand Jury related to a plan for IVC.

IDEA Committee Final Charge – Jonathan commented that Dr. Coon had been working with the GRC on the charge and function of the Inclusion, Diversity, Equity and Action (IDEA) committee and that Christina Leimer had assisted with the development of the level of responsibility for the committee. The committee charge is provided for review and feedback by constituent groups. The Classified Senate will be reviewing this final version and will communicate any questions. As this is not a PGS committee, Jonathan will be sending out a message to solicit applications from those who are interested in serving on the committee by the end of next week. It is hoped that the committee will be formed by the end of the semester.

4. **Board Policies and Procedures**

It was noted that there is a focus on reviewing the BP/APs that have not been looked at for a while in addition to revisions from CCLC legal updates. All policies and procedures are reviewed by the administration and department charged with coordinating the policy or procedure prior to coming to senates and College Council.

The following BP/APs were approved to move forward to the Board of Trustees:

BP/AP 3050 Institutional Code of Ethics

BP/AP 3100 Organizational Structure

BP/AP 3280 Grants

BP/AP 3820 Gifts

BP/AP 3840 Fundraising

BP 4675 Programs for Older Adult Students (10 + 1)

BP/AP 5400 Associated Students Organization

BP/AP 5410 Associated Students Elections

BP/AP 5420 Associated Students Finance

BP 5450 ESCOM (Emeritus Students College of Marin)

BP/AP 5140 Disabled Students Programs and Services (Information only – To March Board meeting as revised by Academic Senate)

BP/AP 7120 Employment Recruitment will be added to the May agenda.

5. Chapter 2 Board Policies and Procedures

The following BP/APs from Chapter 2 were presented as information. It was noted that the Student Activities office reviewed and modified BP/AP 2015 Student Trustee to bring it into conformance with current practice.

BP 2000 Board Title and Authority

BP 2010 Board Membership

BP/AP 2015 Student Trustee

BP 2100 Board Elections

BP/AP 2110 Vacancies on the Board

BP 2200 Board Duties and Responsibilities

BP 2210 Officers

BP 2725 Board Member Compensation

- 6. Board of Trustees Meeting** – Jonathan reviewed the study session items which will include information on the Branson contract, the solar project, a budget update, a study session on Measure B, and PARS which is a pension cost item. The CEO report will include a brief on accreditation if we have any information, and presentations on Zero Cost Textbook Program, The Sonoma State Degree Completion Partnership, and an update on the IVC Organic Farm and Garden. There will be a large number of Measure B related items, standard operation items and the Board policies and procedures discussed today.

6. Constituent Reports

Student Senate – Amy reported on recent activities including Club day where all clubs participated and recruited students, Saint Patrick's Day, Declaration of Candidates, UMOJA – Women's Day event, Meet the Candidate, Sexual Assault Awareness, and Student speaker series. They will have their election results on Monday.

ESCOM – Eric reported that their election runs through the end of the month. They are recruiting for a Vice President and recording secretary. Additional courses are being offered at IVC and they are always looking for new instructors for Community Education and ESCOM classes. Ann Pearson is the new President as the co-chairs have both resigned.

Academic Senate – Becky noted that they are working with Jon Horinek on repeatability courses and with Kristina Combs on employment recruitment policies/and procedures. Sandy Guldman from Friends of Corte Madera Creek attended a meeting to discuss removal of some of the concrete along the creek which the senate supported. Patricia noted that they will share the IVC Visioning report as well.

Classified Senate – Lindsay reported that the IVC Welcome Back event was well attended. They will be working on updating their constitution and bylaws and are also focused on the end of year Faculty and Staff Luncheon.

7. Meeting Wrap-Up Items for follow-up or next agenda:

Next Meeting:

BP/AP 7120 Employment Recruitment
Input on IDEA Charge

8. Next Meeting – The next meeting is scheduled for May 11, 2017, 3:00 p.m.
9. Adjourn Meeting – Meeting was adjourned.



Distance Education Plan 2016-2019

Key Contributors

Kathleen Smyth, Distance Education Coordinator

Stacey Lince, Instructional Technologist

Cari Torres-Benavides, Assistant Vice President for Instructional Support

Rachel Klein, Counselor



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Statement of Purpose

The Distance Education (DE) Plan was written to align with College of Marin's mission and the goals of the Strategic Plan and the Educational Master Plan. The DE Plan will guide online instruction for the academic years 2016-2019. The purpose of this plan is to identify strengths and weaknesses and implement strategies to continually improve the quality of the College's DE Program. The DE Plan reflects goals and objectives for DE course and program development, course quality, and student and faculty support.

College of Marin Mission Statement

College of Marin strives to respond to community needs by offering student-centered programs and services in a supportive, innovative learning environment that promotes both social and environmental responsibility. The foundation of the college's commitment to educational excellence lies in providing equal opportunities and fostering success for all members of our diverse community by offering:

- preparation for transferring to four-year colleges and universities
- associate degrees and certificates
- career technical education
- basic skills improvement
- classes in English as a Second Language
- lifelong learning
- community and cultural enrichment

DE Program Mission Statement

In support of the mission, vision, and values of College of Marin, the Distance Education Program offers students access to quality instruction and assistance in online, hybrid, and web-enhanced environments. All distance education is subject to the general requirements under Title 5, as well as to the specific requirements of articles 55200 and 55204. In addition, instruction delivered as distance education is subject to requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

DE Program Student Learning Outcomes

The goal for all students in the DE Program is that they use the basic features of the course management system (CMS) at a proficiency level sufficient to access course materials; actively interact with their instructor and fellow students; complete all course assignments and assessments; and monitor their learning and grades during the semester.

In addition, with direct access to links to all student academic and support services available on the College of Marin CMS course sites and the Distance Education website, Distance Education students will be aware of all the academic and support services offered to them.

Definitions and Terminology

Distance Education: Per Title 5, Section 55200, distance education is defined as instruction in which the instructor and student are geographically separated and interact by way of online communication technology. The Distance Education classes taught at COM are either online or hybrid courses.

Online Course: An online course is one in which instruction takes place entirely online, with no face-to-face meetings, synchronous visits, or campus visits. Instructional time follows the Carnegie unit, which means that the amount of time spent in instruction and given to homework and study must approximate a one-to-two ratio. DE faculty must plan about one hour of instruction for every two hours of homework and study for lecture courses. (AP 4105, 2016)

Hybrid Course: A hybrid course, or course section, provides instruction both online and face to face, with at least one mandatory on-campus meeting. These are regularly scheduled meetings, and the dates are always posted in the schedule of classes. Instructional time follows the Carnegie unit, which means that faculty must plan for instruction and for homework and study at an approximate ratio of one to two—an hour of instruction for every two hours devoted to homework and study. (AP 4105, 2016)

Web-Enhanced Course: A web-enhanced course, or blended course, is any course tied to the traditional classroom but involving some sort of computer usage, such as a software simulation program, online design software, or engineering applications. It is not an online course but uses online activities to complement traditional coursework. There is no reduction in the number of required class meetings. Since in most cases traditional and web-enhanced courses are indistinguishable, they are not designated separately in college publications.

Correspondence/Self-Paced Course: With this kind of course, student and instructor are geographically separated, and the institution provides instructional materials and examinations

by mail or electronic transmission. Interaction between the instructor and student is limited, is not regular or substantive, and is primarily initiated by the student, who works at his or her own pace. Correspondence courses are not offered at the College. (U.S Dept. of Ed 34 [C.F.R. § 602.3](#))

Regular Effective Contact (REC): According to Title 5, Section 55204, any portion of a course conducted through distance education must include regular and effective contact between instructor and students, by way of group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, or other activities, telephone contact, correspondence, voice mail, or email.

Section 55204 Subdivision (a) stresses the responsibility of the instructor of an online or hybrid course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact (REC)” in this context suggests that students should have frequent opportunities to ask questions of and receive answers from their instructor. These interactions between the students and the instructor, either synchronously or asynchronously, must be substantive. Best practices for REC and substantive interaction are outlined in the [Administrative Procedure \(AP\) 4105 Distance Education](#).

The ACCJC’s *Policy on Distance Education and on Correspondence Education* (2012) requires that in DE courses, there is not only regular contact but also “substantive interaction” between instructor and student. ACCJC, Western Association of Schools and Colleges Policy on Distance Education and on Correspondence Education - Adopted June 2001; Edited August 2004; Revised June 2005, January 2010, June 2011; Edited August 2012).

Accessibility: In addition to the requirements of Title 5, all distance education is subject to 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). The term “accessible” means that a person with a disability must be able 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)

Online Education Initiative (OEI): Funded by the California Community Colleges Chancellor’s Office (CCCCO), this overarching California Community College (CCC) initiative provides support to college online teaching and learning programs. It also coordinates resources and services available to the entire CCC system. Resources include the Common Course Management System (CCMS) and components such as student resources, faculty resources, other technology resources, and research and policy documentation. ([Online Education Initiative Glossary](#), 2016)

Last Date of Attendance (LDA): The U.S. Department of Education views attendance in an online class as active engagement in such activities as writing in discussion forums, submitting assignments, taking quizzes and exams, and taking part in other interactive class activities. Hence, the student’s “last date of attendance” in the online classroom is their last day of class participation.

Background and Current Status

College of Marin is a small suburban community college, and its Distance Education Program is modest when compared to those of other California community colleges. According to the Chancellor’s Office *Distance Education Report* (2013), nearly 27 percent of all students take at least one distance education course per term (p.1). College of Marin currently enrolls more than 5,500 students in credit courses each semester. Approximately 10 percent of these students register for at least one distance education course.

College of Marin’s Distance Education Program began in the early 2000’s when a small number of faculty members showed an interest in teaching online. As the demand for online learning—as well as state and federal initiatives to expand distance education programs—grew, the college responded by gradually increasing its online course offerings. The growth of the DE Program at COM has been slow and steady. It had little institutional guidance or oversight, however, until the formation of the Distance Education Committee (DEC).

In 2010, the Academic Senate approved the formation of the DEC as a subcommittee charged with overseeing the development and implementation of the college’s distance education offerings. Shortly after its formation, the DEC created the 2012-2015 DE Plan, which laid the foundation for the college’s DE Program. At present, the DEC consists of three faculty members, the Faculty Distance Education Coordinator, a staff Instructional Technologist, and a student counselor; the Assistant Vice President for Instructional Support chairs the committee.

Through its Distance Education Program, COM strives to provide access to quality instruction and support, in both online and hybrid courses, to ensure that students are able to reach their educational goals. Currently, no online degree programs are offered; however, more than 40 online and hybrid courses are offered each semester, across the following disciplines:

Career and Technical Education	Arts and Humanities	Math, Science, and Kinesiology
Administration of Justice	English	Anthropology
Business	Dance	Behavioral Sciences
Computer Information Systems	Drama	Chemistry
Court Reporting	Music	Engineering
Education	Philosophy	Geography
Multimedia Studies		Geology
Work Experience		Health Education
		Math
		Psychology
		Sociology

Table 1. Course Offerings

DE Student Demographics

During the Fall 2015 semester, the college's Distance Education Program served 560 students. Of these students, 83 percent took one or more DE course in combination with face-to-face courses and 17 percent took only DE courses and no face-to-face courses. While the predominant demographic of DE students is white, female, age 25, the DE Program serves a diverse student population.

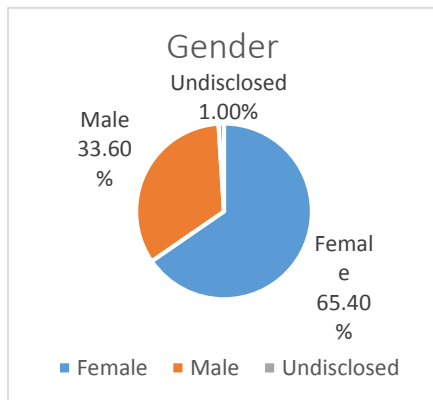


Figure 1. Enrollment by Gender

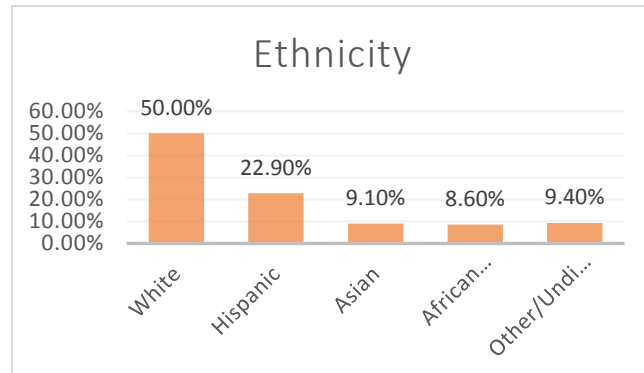


Figure 2. Enrollment by Ethnicity

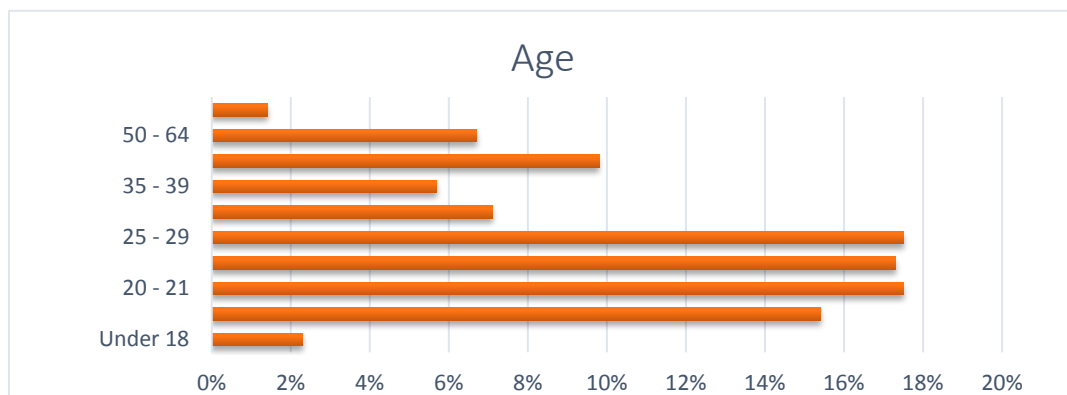


Figure 3. Enrollment by Age

Data collected in 2015 showed that 60 percent of enrolled students have plans to attend a four-year university, and 11 percent are already enrolled in a four-year college and are taking prerequisite courses (figure 4).

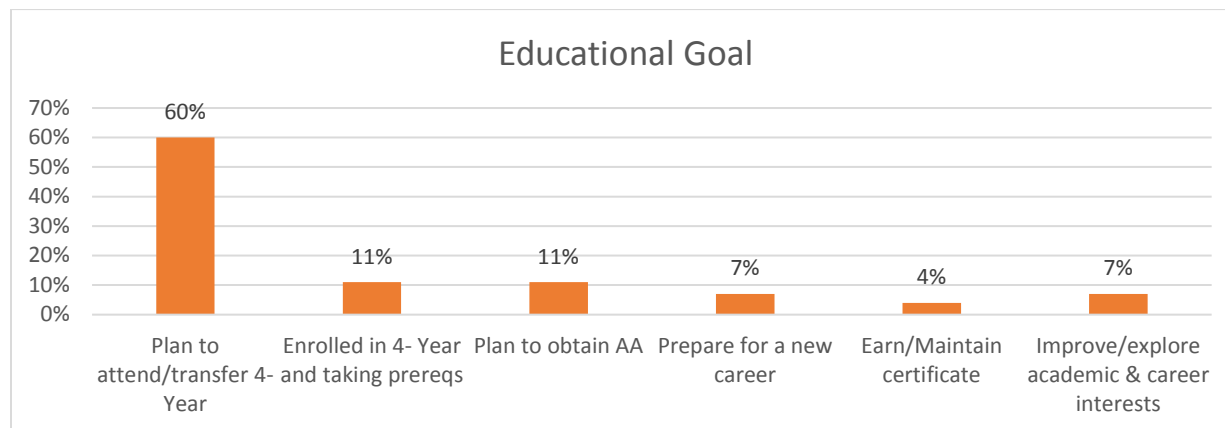


Figure 3. Educational Goals

In a survey of DE students taken in 2015, 55.4 percent indicated they had enrolled in the course because it met their requirements for transfer and also took the course because it was more convenient with their work schedule (figure 5).

Which of the following reasons applies to your enrollment in a distance education course at College of Marin (Please check all reasons that apply).		
Answer Options	Response Percent	Response Count
The course met requirements for the associate degree	39.1%	36
The course met requirements for transfer to a 4-year college or university	55.4%	51
The course met requirements for a vocational certificate	9.8%	9
The course would improve my job skills/expand my job opportunities	29.3%	27
The course was convenient with my work schedule	55.4%	51
The course was convenient with my child-rearing schedule	12.0%	11
I had success with a previous distance education course	26.1%	24
I had a personal interest in the subject	34.8%	32
I enjoy learning on a computer	28.3%	26
I prefer this method of instruction	21.7%	20
The instructor's reputation	15.2%	14
All on-campus sections of the course were full	7.6%	7
I have a disability that makes it difficult to attend classes on campus	9.8%	9
Other reason (please specify)		7
answered question		92

Figure 4. Survey Enrollment Indicators

Student Satisfaction, Success, and Retention

When surveyed at the end of the Spring 2015 semester, 74 percent of the college's DE students indicated that they were either satisfied or very satisfied with the COM DE Program; 78 percent agreed or strongly agreed that they would recommend taking online classes at COM; and 72 percent said they would take another online course at COM.

Retention in DE courses has remained strong, averaging 82.1 percent throughout the academic years 2008-2015.

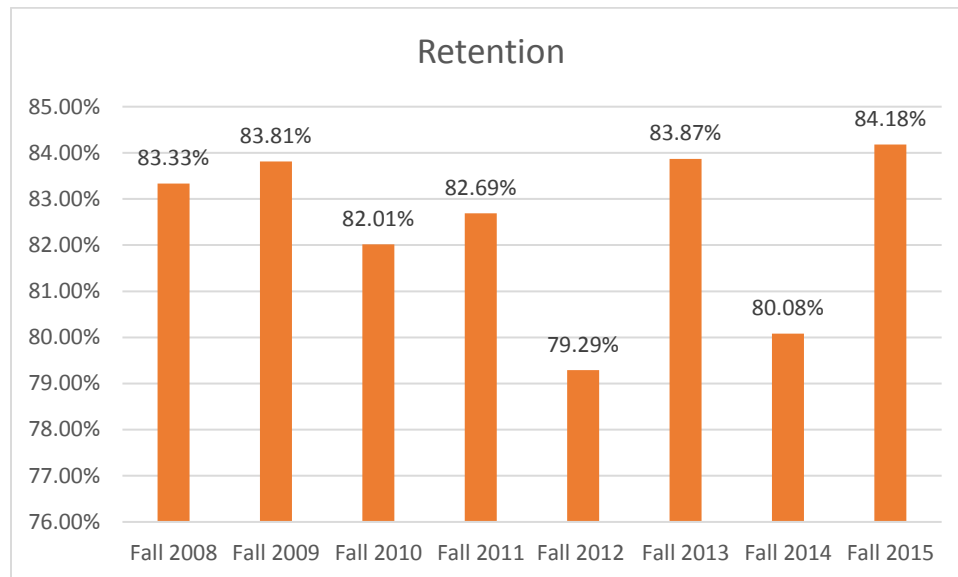


Figure 5. DE Retention

Despite high student satisfaction with and retention in DE courses, student success rates in COM DE courses remain low. "Success" is defined as completing a DE course with a grade of "C" or better (A, B, C, Credit, or Pass). Looking at fall semesters from 2008 through 2015, College of Marin's DE success rates have ranged from 53.28 percent to 63.79 percent (Figure 5). These findings are consistent with the California Community Colleges Chancellor's Office *Distance Education Report* (2013), which found that across the CCC system, the average success rate in the years 2005 through 2012 had increased from 53 percent to 60 percent (p.26).

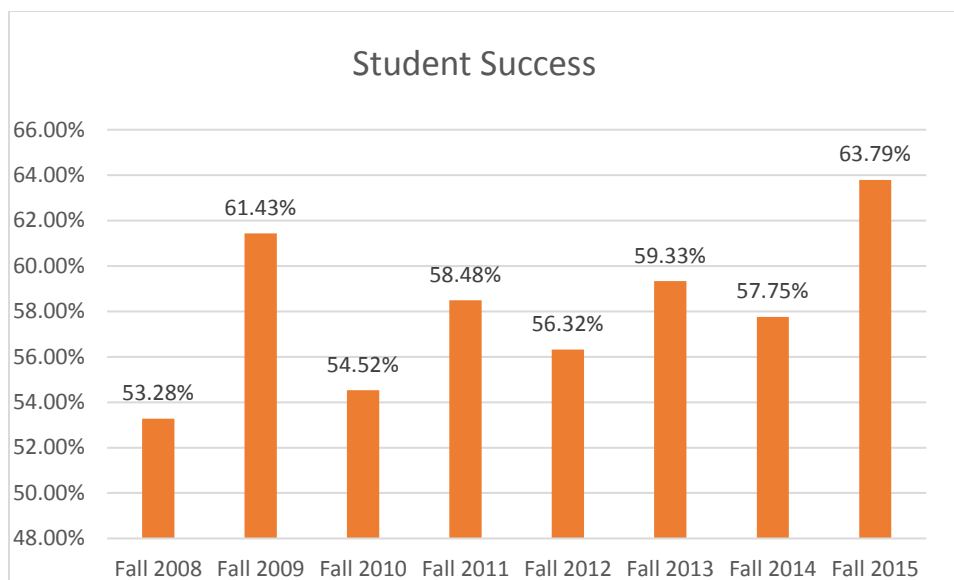


Figure 6. DE Student Success

After analyzing the student success and retention data in preparation for the 2015 DE Program review, the DEC attributed much of the gap between the high retention rates and the low student success rates to poor roster management by DE faculty. Allowing students to remain enrolled in a course when they should be dropped for failure to participate increases retention rates, of course, but also lowers success rates.

Other factors in the low success rates for students in DE courses include:

- Lack of understanding the time required to complete a DE course
- Lack of computer/information literacy skills
- Limited access to reliable technology devices
- Poor course design
- Access issues

Student Support

To prepare for online learning, students are encouraged to take the college's [Distance Education Self-Assessment Survey](#). In 2015, COM implemented the OEI Readiness modules: [Introduction to Online Learning](#) and [Getting Tech Ready](#). Plans to launch an Introduction to Online Learning course were included in the Strategic Plan.

COM strives to provide DE students with support services equivalent to those offered on campus. Students have access to technical support through the following:

- MoodleHelp@marin.edu (Moodle help)
- FAQ located on the DE website: <http://www.marin.edu/DE/faq.html>
- Helpdesk@marin.edu (MyCOM Portal)

Students also receive academic support through the following services:

- Online Writing Center
- Tutoring and Learning Center
- Online counseling services
- Online library services through “Ask the Librarian”

Links to the above services and resources are provided on the DE website and on the Moodle homepage. Links to the library are presented in a Moodle block located in all course shells.

Faculty Support, Course Design, and Standards

After reviewing DE courses in 2015 in preparation for an accreditation site visit, it was found that many DE courses did not meet current ACCJC and federal standards for student authentication, regular effective contact (REC), and ADA Section 508 compliance.

Until the formation of the Distance Education Committee, DE faculty often approached their course design and delivery through trial-and-error, assuming they could move from face-to-face courses to an online format without modifying their classroom-teaching practices. At that time, formal training in online best practices and pedagogy were not required of DE instructors; online courses were not vetted for compliance prior to curriculum approval; and faculty support for course design was limited.

As the DE program grew, the lack of support and training for DE faculty became evident. The college created a designated Distance Education office—a dedicated central space where faculty could receive one-on-one support—and hired an Instructional Technologist and an Assistive Technology Specialist to aid faculty with course design and accessibility compliance.

Faculty who responded to a survey conducted to determine areas of need for help in professional development cited the following problem areas:

- ADA compliance
- Sharing/brainstorming ideas with other instructors
- Meeting requirements for a high-quality online course
- Review of best practices
- Community building and interactive course design

In response to faculty needs and to improve noncompliant courses, the DEC turned to the Online Education Initiative’s (OEI) resources for course design, accessibility, and regular effective contact. The DEC adopted the OEI’s [Course Design Rubric](#), and the following goal was incorporated into the college’s Strategic Plan:

Performance Indicator SA3.2: All Distance Education courses [will] meet a minimum score of 3 (Accomplished) based on the statewide OEI Course Design Rubric.

Action step 2.1: Evaluate all DE courses against the ACCJC Guide to Evaluating Distance Education and Correspondence Education, as well as against the OEI Course Design Rubric.

On May 6, 2016, COM hosted a mandatory day-long workshop for DE faculty on “[Applying the OEI Course Design Rubric](#),” which was presented by the [@OneProject](#).¹ Members of the OEI provided training on the Course Design Rubric.

Mandatory DE faculty meetings during Flex Week were added to biannual DE-related workshop offerings on topics such as ADA compliance, course design, and best practices in online learning. (Descriptions of the meetings and workshops can be found on the [DE Faculty Support](#) webpage and in the [web archives](#).) Faculty were provided one-on-one meetings with the DE Coordinator and Instructional Technologist to review needed course-design improvements; given an opportunity to improve their courses using the OEI Course Design Rubric; and offered additional training through the @One Project. Noncompliant courses were removed from the course schedule. (The next section addresses concerns and issues with removing noncompliant courses.)

Additional efforts to improve COM’s distance education courses include:

- Identifying and preventing fraud and abuse and monitoring course participation by ensuring LMS authentication through the MyCOM portal
- Mitigating student-authentication issues within the District LMS by ensuring that all students are participating in online courses hosted in the District LMS, rather than through external applications that are not integrated with the District LMS (e.g., publisher learning platforms/applications)
- Discontinuing the offering of self-paced courses
- Minimizing reliance on content created by publishers, to comply with accreditation standards and education code guidelines for distance education
- Educating faculty on the creation of original content, to ensure academic honesty
- Educating faculty on roster management, to verify student participation and last date of attendance
- Promoting and verifying regular and effective instructor-to-student and student-to-student contact, per Title 5 Distance Education §55200-§55210

¹The @OneProject is funded by the California Community Colleges Chancellor’s Office Telecommunications and Technology Infrastructure program (TTIP).

- Improving ADA course accessibility (with support from the Assistive Technology Specialist) to move into compliance with ADA Sections 504 and 508 and Title 5 Distance Education §55200-§55210
- Creating and enforcing drop policies

The 6.41 percent improvement in the DE course success rate for Fall 2015 (figure 5) could be attributed to these focused measures.

DE Plan Goals, Objectives, and Challenges

Despite the uptick in student success rates, College of Marin DE courses still fall short of the 70 percent benchmark standard traditionally used to gauge success in face-to-face courses.²

The Public Policy Institute of California (2015) report “Successful Online Courses in California’s Community Colleges” states: “Online learning is a new medium based on emerging technology. It is not surprising that it confronts educators with new pedagogical issues surrounding course content design, delivery, and assessment” (p.9).

The report identifies four areas essential to the success of an online course: course design, faculty support and development, student orientation and expectations, and online course interaction.

Based on the PPIC Report, the CCCCCO Distance Education Report, OEI resources and findings, and evaluation of best practices and areas of need, the goals and objectives for continued improvement in DE student success, retention, and completion rates for 2016-2019 are:

- Improved Section 508 accessibility compliance
- Continued monitoring of academic integrity, student authentication, and last date of attendance issues
- Ongoing training of faculty, with an emphasis on pedagogy, on quality course design and delivery, regular and effective contact, accessibility, evaluation of teaching and learning, and professional development
- Providing students access to equivalent services including enrollment, accessibility services, tutoring, and counseling
- Ongoing training and provision of resources for students regarding online learning

² The Public Policy Institute of California (2015) report defines an online course as successful “if at least 70 percent of its students earn a passing grade” (p.3). Of the 112 colleges in the California Community College system that were analyzed, the report’s authors found only “16 percent of online courses” in their sample had “passage rates of 70 percent or higher” (p.6).

Identifying these issues formed the basis of our DE Plan goals and objectives. They are also reflected in Objectives SA3.1 and SA3.2 in the Student Access 3 section of the College of Marin Strategic Plan 2015-2018. The focus of Student Access 3 includes supporting distance education and effective use of instructional technology (Appendix I).

Challenges

In the following sections, programmatic needs and actions required to accomplish the goals and objectives are highlighted; however, the following challenges remain:

- Insufficient faculty time available to participate in trainings and course design; online and hybrid courses require more design (pedagogical, ADA, for example) considerations than face-to-face courses
- Course assignment and/or non-assignment based on noncompliance issues
- Philosophical differences regarding required training and teaching online and hybrid courses
- It has proven difficult to balance faculty curricular choices (and provide supportive and constructive guidance on best practices while recognizing their right to academic freedom) with compliance issues and the imperative to put courses on hiatus that do not meet OEI and accreditation standards
- DE faculty tend to have big workloads, and finding time to redesign a course during the semester can be difficult, particularly when the integration of new technologies, such as learning-management systems, is the reason the course must be refashioned. Flex time should be used by faculty to dedicate to course design as well as the unassigned time that is part of each faculty member's 37.5 weekly hours (for full-time faculty)
- Although participation in formal pedagogical training is not required of face-to-face faculty, the Distance Education Committee has relied upon the "right of course assignment," which is within the purview of the department dean, as a way of removing noncompliant courses from the schedule. This, however, can create conflict between a faculty member and his or her dean

Revisions to Administrative Policies

As the DEC began writing the 2016-2019 plan, it became evident that a substantive change was required in the college's DE administrative and board policy. The outdated policy created difficulties in assisting faculty in bringing their courses into compliance under current DE best practices. Thus, the first task in writing the DE Plan for 2016-2019 was to update MCC District Procedure AP 4105 Distance Education, to reflect more current language in such areas as online and hybrid classes, the course-approval process, and instructor training.

The updates to AP 4105 include:

- Revised definitions of online and hybrid DE courses
- Requirements for mandatory training of faculty before they are assigned a DE course
- Best practices for establishing regular, effective, and substantive faculty-initiated contact
- Detailed requirements for accessibility compliance
- Specifics on enrollment, attendance, and participation in DE courses

The final version of [AP 4105](#) was approved by the COM Academic Senate in August 2016 and by the Board of Trustees in September 2016.

To make sure that all DE course outlines are properly vetted by the Curriculum Committee and the Distance Education Committee before course development begins, and prior to scheduling the course, the DEC found it necessary to revamp the curriculum procedure. The adoption of CurricUNET as COM's curriculum-management system, as well as the revised Distance Education addendum of the Course Outline of Record template, will help facilitate the new process when fully implemented in January 2017.

Faculty Support and Professional Development

As part of the ongoing effort to meet the objectives outlined in the Strategic Plan, the following activities will continue:

- Provide ongoing training in best practices for instructional technology, online learning, and course design, including regular and effective contact and accessibility compliance
- Support faculty in developing and redesigning their courses to meet a minimum score of 3 (Accomplished) based on the statewide OEI Course Design Rubric
- Seek input from DE faculty as to their professional-development needs
- Provide on- and off-campus opportunities for professional development, such as OEI-sponsored workshops and Flex workshops on ADA compliance and REC
- Develop and maintain a DE faculty handbook specific to COM DE policies and best practices
- Provide regularly scheduled meetings for DE faculty

To evaluate faculty that teach online and hybrid courses, Survey Monkey has been instituted to facilitate student evaluations and created an approved peer-observation form. The evaluation process for all faculty is currently in negotiation between UPM and the District. (The current CBA sunsets in December 2016.)

Technology and Infrastructure

At present, all distance education courses are hosted in Moodle, the District's Learning Management System (LMS). Access to Moodle is provided through the MyCOM Portal, where

student authentication occurs. Within the portal, students use a single sign-on link to access Moodle.

In February 2015, the California Community Colleges (CCC) Online Education Initiative (OEI) announced its intent to award a contract to Instructure Inc. to provide Canvas (Instructure's online course-management system) and related services to community colleges statewide. The OEI's goal in the selection of a Common Course Management System (CCMS) was to allow for cost savings, negotiating power, operational efficiencies, centralization of shared services, and equity among large and small California community colleges (Spicer, Pilatti, Hill, 2016).³

College of Marin will adopt Canvas as its District LMS in Fall 2017. The college approved the adoption of Canvas following the OEI's [Common Course Management System Consideration Resources](#). Full migration will be complete by Fall 2017, after a small pilot program beginning in Spring 2016.

The following timeline outlines the steps required for migration:

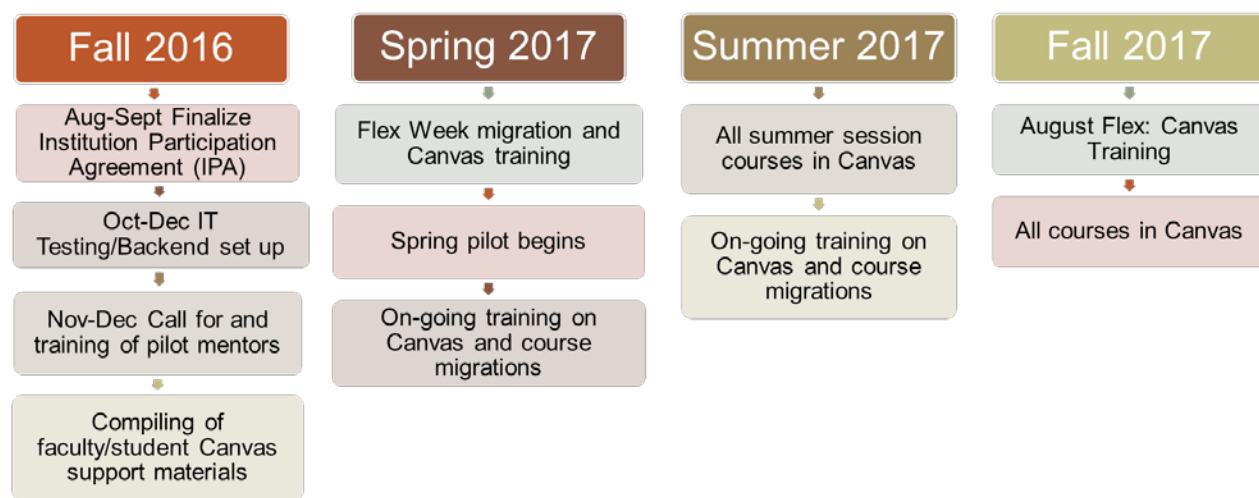


Table 2. Canvas Timeline

During the implementation phase, a trained faculty representative will assist fellow faculty mentors in each department in Canvas-related activities to ensure a smooth and successful transition by Fall 2017.

Guided by the Distance Education Coordinator, Instructional Technologist, and AVP for Instructional Support, the Canvas faculty mentors will:

³ A Retrospective on Implementing Common Course Management Systems: Motivations, Benefits, Drawbacks and Recommendations: <http://mfeldstein.wpengine.netdna-cdn.com/wp-content/uploads/2016/05/A-Retrospective-on-Implementing-Common-Course-Management-Systems-1.pdf>

- Attend required Canvas training in Fall 2016
- Migrate, design, and pilot their own courses into Canvas in Spring 2017
- As part of a work group, test Canvas and prepare for implementation in Summer 2017
- Conduct Canvas training with faculty in Fall 2017; monitor and document Canvas training with faculty in Fall 2017

Integrations and Software

To ensure student access to technology applications and software required by both DE and face-to-face faculty as part of their course curriculum, COM will work to integrate available plugins and LTIs to provide single-sign between the LMS and applications such as publisher tools and eBooks. COM funds the use of Turnitin, which will also be available in Canvas. All faculty and students have access to Turnitin through Moodle.

Student Support, Success, and Retention

The DEC has set a goal of improving DE student success rates by two percent per year over the next three years. The following chart details current and future initiatives to enhance student support in hybrid and online courses and increase student success. The initiatives are aimed at better preparing students for using online resources, ensuring academic honesty, and providing consistent access to student support services.

Initiative	Timeline
Implement the OEI readiness modules and online orientation course	Spring 2017
Revise and update outdated DE language in the Online Course Schedule	Spring 2017
Prepare students to use the current LMS with hands-on workshops and by updating and improving the DE website FAQs	Ongoing
Provide technical support in DE courses through Moodle Help, the Canvas 24/7 ticketing system, and the DE website	Ongoing
Provide academic support through the OWC	Ongoing
Implement options for effective online tutoring, such as Net Tutor and dedicated TLC tutors	Fall 2017
Adopt Proctorio to ensure academic honesty in online exams	Pilot: Spring 2017 Full adoption: Fall 2017

Offer a one-unit orientation course for students taking distance education courses	Fall 2018
Provide a dedicated DE Counselor	Fall 2017

Table 3. DE Initiatives

The Counseling Department will appoint a DE Counselor to develop stronger relationships with students enrolled in online courses and to act as a liaison for instructional faculty who want to refer a DE student to counseling services.

The DE Counselor will:

- Draft a formal welcome letter, distributed to all faculty teaching DE courses, that will include:
 - An invitation encouraging students to make appointments, either in person or over the phone, with the DE Counselor, emphasizing the importance of having a current student education plan
 - A reminder of important academic deadlines, such as the add/drop deadline, grade change option deadline, and withdrawal deadline
 - A referral to resources on the Distance Education website, including success tutorials
- Perform outreach to struggling students at the request of DE instructors

DE Growth, Budget, and Programmatic Needs

Program Growth

The emphasis on DE growth is currently on quality, not quantity. Any growth will be focused on the IGETC pattern courses for transfer to the UC/CSU. The DEC will consult with the Counseling Department and the Academic Senate to determine enrollment gaps in IGETC and CSU GE-Breadth course offerings.

The DEC has identified a need to develop science lab courses and a CSU GE-Breadth speech course that satisfy CSU GE-Breadth and IGETC requirements. These courses are difficult to offer online; however, because of the technology required for student access to audio and visual applications that can be easily integrated into the LMS, Canvas may offer better solutions, given its video-assignment submission capabilities. Science lab courses will continue to pose a challenge in acquiring software and/or simulations for students to adequately complete lab assignments online. The DEC will continue exploring best practices in the delivery of these courses.

The DEC will continually evaluate the Distance Education program to make sure that it is appropriately scaled to support transfer and graduation requirements.

Program Staffing

The DE Program is currently staffed as per the following organizational chart:



Table 4. Distance Education Staffing

Staffing and Facility Needs

Because of the increasing growth of the DE program and the increased need for faculty professional development and policy and compliance regulation, as well as the continued focus on technology integrations and course design, the DEC suggests the following:

- Replace the Instructional Technologist with an Instructional Designer, to better align with current educational-technology policies and practices in institutions of higher education
- Provide additional IT and help-desk support so that the Instructional Designer can focus on effective educational-technology implementation and faculty training
- Improve the physical space for the Distance Education Center so that it is more conducive to both faculty professional development and student learning

Budget and Programmatic Needs

The following table itemizes current funding required for the DE program:

Item	Amount
Remote Learner (Moodle Support) - Annual fee	\$19,506 Note: will no longer be needed after migration to Canvas
Distance Education Coordinator	\$3,400/unit x 3 units per semester = \$20,400
Instructional Technologist	\$110,824 (salary and benefits)*
Travel	\$1,500
Professional Development (for example, "Train the Trainer" for Canvas	\$8,000

implementation and 12-week @one course for faculty new to teaching online and hybrid courses)	
Software licensing fees and supplies	\$1,500

Table 5. DE Budget

*In 2017, the Instructional Technologist position should be transitioned to an “Instructional Designer” position to truly reflect the scope of the position and provide the faculty the course design support that they need.

Additional Required Funding

- After the Canvas implementation, the DEC projects the full cost of the learning-management system will be paid by the CCCCO. After 2019, a portion of the LMS expense may be passed on to CCCs. The projected cost of Canvas after 2019 is \$30,000, although this may change, depending on state-government initiatives and funding.
- Professional development funds
- Funds for plug-ins and software to enhance online courses (for example, “VoiceThread,” Proctorio, tutoring)
- Stipend for faculty mentors (need amount per member)

DE Vision and Future

COM’s focus is on producing quality online and hybrid courses and increasing student success rates while growing the program strategically. The goals and objectives were created to make sure the college’s DE faculty are adequately trained and proficient in best practices of online learning and receive the support they need to rectify course-design compliance issues. The other broad goal is to provide the resources and services required for student success.

The adoption of Canvas as the District Learning Management System supports the goals and objectives by providing an LMS that allows for improved course design, technology integrations, technical support, and student access. The move to Canvas also aligns with the CCC Chancellor’s Office and with OEI aims to *ensure that significantly more students are able to complete their educational goals, by increasing both their access to and success in high-quality online courses.*

Through the adoption of Canvas and the college’s commitment to quality courses, COM gains access to the OEI resources designed for Canvas, as well as opportunities to participate in the OEI Consortium, along with the Course Exchange. The Course Exchange will enable streamlined student access to courses throughout the CCC system by way of reciprocity agreements. As student success rates improve, the long-term goal is to make some of the College’s courses available through the Course Exchange. This will offer both COM students and those across the CCC system increased opportunities to complete their educational goals.

Appendix I: Strategic Planning Objectives

EMP Recommendation Student Access 3 Support distance education and the effective use of instructional technology

Champion: [Hire a] VP of Student Learning and Student Services

Objective SA3.1: Evaluate the scope and scale of the Distance Education Program in supporting enrollment and student success goals

Performance Indicator SA3.1: [Make sure the] Distance Education program is appropriately scaled to support transfer and graduation requirements, based on data and feedback collected

Action 1.1: Research the distance education program offerings of other California Community Colleges

Action 1.2: Consult with the Counseling Department and Academic Senate to determine enrollment gaps in IGETC and CSU GE-Breadth course offerings

Action 1.3: Draft a 2016-2019 Distance Education Plan, based on research and information collected

Work Team: [Needs a verb, such as Hire a] DE Coordinator (lead), Instructional Technologist, and IT personnel

Timeline: Ongoing

Objective SA3.2: Train faculty members in best practices in instructional-technology use

Performance Indicator SA3.2: [Make sure that] all Distance Education courses meet a minimum score of 3 (Accomplished) based on the statewide Course Design Rubric for the Online Education Initiative (OEI).

Action step 2.1: Evaluate all DE courses against ACCJC's Guide to Evaluating Distance Education and Correspondence Education and the Course Design Rubric for the Online Education Initiative (OEI)

Action step 2.2: Provide faculty ongoing training on best practices in online learning, current trends in technology for online and onsite instruction, and increasing student engagement

Action step 2.3: Prepare students to use Moodle with an online student orientation, hands-on workshops, and updated and improved DE website FAQs

Work Team: DE Coordinator (lead), Instructional Technologist, IT personnel, Academic Deans, Curriculum Department **Timeline:** Initial evaluations completed by fall semester/ongoing

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Professional Development Plan

2017-2020

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College of Marin Professional Development Plan 2017-2020

Update of the 2013-2016 Professional Development Plan

Prepared by the Professional Development Committee (PDC)

February 2017

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Executive Summary

The goal of this Professional Development Plan is to provide an up-to-date and informative overview of professional development activities, needs, and plans at the College. This plan includes information about the College's core values and mission; current professional development activities for faculty, staff, and administrators; and an overview of professional development needs identified in various College plans including the Strategic Plan, Basic Skills Master Plan, Human Resources, Distance Education, Technology, and others.

During the past five years, the College has added 68 new full-time faculty members, launched initiatives such as Summer Bridge and COMPASS, embarked on an ambitious research project that led to the Basic Skills Master Plan, and was awarded a Transformation Grant which will result in the development and expansion of a number of new or existing programs. We believe these initiatives have the potential to transform our college and dramatically increase student success. We also realize that to be successful, we will need to devote considerable resources to professional development to prepare faculty, staff, and administrators to meet these challenges.

After reviewing various College plans and recommendations from the spring 2017 accreditation site visit and engaging in discussions with cabinet, faculty, and staff members, we identified four key areas of focus during the next three years.

* Equity, diversity, and inclusion

Disseminate information and increase understanding of issues related to equity, diversity, and inclusion; highlight best practices and support innovative methods for cultivating a safe, equitable, and inclusive environment for students and employees.

* Student Learning Outcomes

Help faculty better integrate SLOs into course curriculum and design and improve tracking, measurement, and evaluation of student learning.

* Leadership Development

Develop effective leadership across participatory governance groups and throughout the institution. Leadership development will be anchored by the College's Educational Master Plan and rooted in the need to make significant strides toward a more equitable and inclusive campus.

* Teaching and Learning Center

Create a space and provide staffing for a center where faculty and staff can gather and access high-quality training and resources including course design, best practices, and effective use of technology.

The center will foster a greater sense of community and promote a culture of continuous learning, teaching excellence, and collaboration.

By focusing on these themes, we will be able to address the main issues reflected throughout the Professional Development Plan and prepare employees for success.

Mission and Values

Mission Statement

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

- preparation for transfer to four-year colleges and universities
- associate degrees and certificates
- career technical education
- basic skills improvement
- English as a Second Language
- lifelong learning
- community and cultural enrichment

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

Our Values

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation

We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We provide open access and strive to remove barriers to student success.

Sustainability

We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability

We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.

Development of the Professional Development Plan

In 2013, the College developed and approved a comprehensive Professional Development Plan based on various plans and initiatives approved by the Board of Trustees including the Strategic Plan, Assessment Plan, Distance Education Plan, and Technology Plan. The Professional Development Committee (PDC) started the process of revising this Professional Development Plan in spring 2016.

The Professional Development Committee:

- reviewed the Professional Development Plan 2013-16
- incorporated College plans which have tasks related to professional development needs into the revised Professional Development Plan
- included professional development functions which are defined by the College
- integrated accreditation and Chancellor's Office's requirements
- collaborated and discussed with Cabinet members regarding their areas' professional development needs.

Other professional development functions include but are not limited to:

- Chancellor's Office's Requirements
- California Education Code and Title 5 Accreditation Standards
- Professional Development Needs Assessment and Evaluation Flex/Professional Development Program Guidelines
- Student Success Act

The goal of this plan is to systematically support College priorities and accreditation efforts.

Overview of Professional Development

Professional Development Mission Statement

The goal of the professional development program is to provide resources, training and opportunities that support the professional development needs of college employees; create a cohesive and supportive environment that recognizes and celebrates achievement; and improve institutional effectiveness with the ultimate goal of supporting student success.

Professional Development Committee

The Professional Development Committee (PDC), a subcommittee of the Planning and Resource Allocation Committee, is responsible for coordinating professional development planning, programs, and evaluation in support of the College Mission, institutional plans and initiatives, accreditation and legal requirements. This includes the Flex program, technology training, institutional initiatives, teaching and learning activities, workplace safety and disaster preparedness training, and activities designed to improve communication and increase collegiality. The committee utilizes the resources and expertise of Human Resources; the Office of Student Learning; the Office of Planning, Research, and Institutional Effectiveness; Campus Police; and other departments as appropriate. Information about the PDC including the committee's charge, current members, agendas and minutes are posted on the [Professional Development Committee web page](#).

Professional Development Activity Planning Process

The PDC provides guidance and direction for professional development activities based on:

- a) The PD Plan 2017-2020 and items identified as College priorities in college planning documents
- b) Feedback from the Professional Development Needs Assessment.

Each semester, a Request for Flex Proposals is sent to all faculty, staff, and administrators in preparation for the following semester's Flex program, and a similar form will be sent out for the Classified Staff Professional Development Day. Proposals are then evaluated and a schedule of workshops and activities is developed. These forms are available for download on the Professional Development web page. The PDC also works with the Academic Senate, the Classified Senate, administrators, and others to identify training needs and plan activities.

Professional development opportunities and resources are publicized via College email and posted on the Professional Development web page. On-campus professional development activities are posted on the online Professional Development calendar.

Professional Development Needs Assessment and Evaluation

The PDC conducts an annual Professional Development Needs Assessment and Evaluation. The PDC reviews these results and evaluations of each professional development activity to plan professional development opportunities for faculty, staff, and administrators. Activities are evaluated through paper-based and/or online evaluation surveys of faculty and classified staff.

The needs assessment fulfills Title 5 regulations for the Flexible Calendar Program.

Professional Development Resources

The [Professional Development web page](#) provides information about professional development opportunities, the Flex program, funding information for conferences and training, and links to self-paced and online workshops available to employees. Workshops are also advertised through global emails to the campus community and in the President's Blog. A direct link to the Professional Development web page can be found under the Faculty and Staff tab that appears on the College website.

Additional Professional Development Committees

In addition to the PDC, there are also three union/district committees that have a role in professional development opportunities for faculty.

- **Professional Affairs Committee (PAC)**

The Professional Affairs Committee is a UPM/district committee that recommends and approves funding for faculty to attend conferences, workshops and other training. The committee is composed of two administrators and two faculty union representatives. Information about how to apply for PAC funds is posted on the Professional Development web page and in the Faculty Handbook.

- **Sabbatical Leave Committee**

The Sabbatical Leave Committee is a UPM/district committee that recommends and approves sabbatical requests from faculty using the process outlined in the MCCD/UPM Collective Bargaining Agreement. The committee is composed of one administrator and three faculty union representatives.

- **Union-District Workload Committee (UDWC)**

The UDWC oversees funding for Institutional Research and Development project grants and other college-funded grants and initiatives designed to support institutional needs. The committee is composed of two administrators and two faculty union representatives.

Professional development activities are also offered through other units such as Human Resources, Campus Police, College Operations, the Office of Student Learning, Student Services, and through special programs such as the Basic Skills Initiative.

Professional Development Themes

The PDC has identified five broad professional development themes based on priorities identified in College planning documents including the Strategic Plan, the Basic Skills Master Plan, the Student Success and Support Program Plan (SSSP), the Distance Education Plan, the Equity Plan, the Technology Plan, and other College initiatives; statewide initiatives; accreditation standards; and the results of the Professional Development Needs Assessment and Evaluation Survey. The five themes are: Teaching and Learning, Student Success, Technology Training, Institutional Effectiveness, and Employee Excellence. These themes may be revised as new needs and priorities emerge through college planning processes.

Teaching and Learning (TL)

Faculty members are given opportunities to continue to learn about and apply new curriculum, instruction and assessment strategies to enhance learning and support student success. By participating in on- and off-campus workshops, courses, discussion groups, online training, conferences, or other professional development activities, faculty gain a deeper understanding of curriculum, assessment, student learning outcomes, learning theories, and effective practices as they apply to the community college setting.

Student Success (SS)

Professional development opportunities are provided that support student success initiatives and meet the needs of our students.

Technology Training (TT)

Employees are provided with appropriate face-to-face and/or online training to use College software and technology resources effectively.

Institutional Effectiveness (IE)

Professional development activities are planned to support institutional effectiveness and meet goals and objectives identified in College plans. These may include (a) activities that contribute to a positive working environment, (b) information and training about college-wide issues and initiatives, (c) safety and disaster preparedness training, (d) mandatory professional development training by Chancellor's Office, Accreditation, or other agencies, and (e) employee position-specific skill development.

Employee Excellence (EE)

Professional development opportunities are provided that support individuals to continually improve to perform at a higher level.

Faculty Professional Development

Flex/Professional Development Program Guidelines

The College participates in the Flexible Calendar program administered by the Chancellor's Office to meet Title 5 regulations. During the past three years, four or five days prior to the first day of instruction each semester have been designated as Professional Development/Flex Days at the College and are set aside for professional development activities in lieu of classroom instruction. All full- and part-time credit faculty members are obligated to complete a designated number of Flex hours based on the number of units they teach. PD/Flex activities are also open to classified employees with the approval of their managers.

According to the UPM contract (Article 9, Calendar), each semester will include one four-hour Mandatory Flex day scheduled during the Flex Week prior to the first day of instruction. The Mandatory Flex day consists of a college-wide Convocation planned by the District and department meetings planned by Department Chairs and Coordinators. Attendance is mandatory for full-time instructors. Additional Independent Flex days may also be scheduled in lieu of instruction within the 175 academic calendar year.

Fulfilling Flex Hours of Obligation

To fulfill Flex hours of obligation, faculty must:

- Attend College Convocation and the scheduled Department Meeting on the Mandatory Flex Day. This is mandatory for full-time instructors and highly encouraged for part-time faculty.
- Attend professional development activities scheduled on Independent Flex days or during the semester if such days are scheduled.
- Perform Individual Activities on Independent Flex days or during the semester that meet the professional development guidelines found on the Professional Development webpage.

Individual Flex Activities

Individual Flex Activities include but are not limited to:

- program, course curriculum or learning resources development and evaluation
- attendance at professional conferences or off-site activities including teaching, curriculum, technology, and student success
- visits to instructional programs
- in-service training and other instructional improvement
- library research and other research
- on-line training

Flex Verification Forms

Each semester, faculty must complete a Flex Verification Form that documents how they have fulfilled their Flex obligation and submit it to Human Resources by the last day of finals.

Forms can be downloaded from the Professional Development web page.

Professional Development Faculty Facilitator

The Professional Development Faculty Facilitator works with the PDC to plan and oversee Flex activities. A detailed schedule of events for Flex week is posted each semester on the Professional Development web page.

Conference Attendance and Off-site Training

Funding for faculty to attend conferences and other professional development activities is available through the UPM/District Professional Affairs Committee (PAC). Information about how to request PAC funds is posted in the online faculty handbook on the [PAC Information Page](#). A link to this information is also posted on the [Professional Development web page](#). The Basic Skills Initiative also offers funding for projects related to basic skills and student success. More detailed information is available on the BSI web page.

Classified Staff Professional Development

Classified Staff Professional Development Day

In fall 2016, the College instituted a Classified Staff Professional Development Day. This half-day program included an opening session, lunch, and breakout sessions related to technology training, employee effectiveness, and institutional effectiveness. The goal was to give classified staff an opportunity to network with staff from other areas, gain training in specific skills, and enhance collegiality. Offices and service areas were closed during this event. Based on the success of this event, the College will begin offering it each semester.

Conference Attendance and Off-site Training

A limited amount of funding is available through Human Resources to support job-related training and professional development activities for classified professionals. Funds are distributed during the fiscal year on a first-come, first-served basis. In general, funding from HR is limited to \$500 per person per year. However, Staff Development funds may be combined with other department, institutional or grant funds to cover training, conferences, or other professional development activities approved by the classified staff member's supervisor or manager. Requests for funding must be submitted to the Director of HR and then approved by the PDC. Information about how to request funds is posted on the [Professional Development web page](#) along with the Classified Staff Development Request for Funding form.

Professional Development for Administrators

Leadership Development Program

In fall 2016, the College received a \$50,000 grant from the California Community Colleges Chancellor's Office Institutional Effectiveness Division to fund a Leadership Development Program. This program, which is anchored by the College's Educational Master Plan and rooted in the need to make significant strides toward a more equitable and inclusive campus, will focus on developing effective leadership across participatory governance groups and throughout the institution. This three-part program will include training in Principles of Leadership, Leading Change, and Peer Consultation and On-going Assessment.

Conference Attendance and Off-site Training

Administrators may have department travel accounts or access to other funds. Requests should be directed to the appropriate manager.

Professional Development Needs Identified in College Plans

After reviewing College plans and documents from across campus, the PDC identified the following professional development needs and planned activities. The PDC will work with other committees, groups, and departments to help achieve these institutional objectives.

Strategic Plan 2015-2018

The Strategic Plan is based on the College's Educational Master Plan and includes Student Access, Student Success, College Systems, and Community Responsiveness. Specific references to professional development or activities that will require professional development are included below.

EMP Recommendation Student Access 3

Support distance education and effective use of instructional technology.

Objective SA3.2

Faculty members are trained in best practices for instructional technology use.

Action Step 2.2

Provide faculty ongoing training on best practices in online learning, current trends in technology for online and onsite instruction, and increasing student engagement.

Champion: Vice President of Student Learning and Student Services

Refer to the 2016-2019 Distance Education Plan below for related information.

EMP Recommendation Student Success 1

Develop, implement, and evaluate a college-wide plan for student retention and success, including mechanisms to connect SLO assessment to program review.

Objective SS1.1

Increase institutional preparedness to address student equity.

Action Step 1.2

Increase opportunities for professional development/training to enhance awareness/understanding of issues impacting diverse student populations, including multicultural issues and the effects of inequities.

Action Step 1.3

Implement promising practices in institutional policies, pedagogy, curriculum development, and student services, including multicultural practices.

Action Step 1.4

Embed equity, inclusion and diversity in the academic and work environment, in practice, such as in governance, committees and work groups, and through research and teaching about disparities, equity, diversity and democracy.

Objective SS1.4

Reduce disproportionate impact for students as identified in the Student Equity Plan (SEP) from spring 2014 to spring 2017.

Action Step 4.2

Expand number of learning communities, including UMOJA and Puente programs by fall 2017.

Action Step 4.4

Develop program to support student participation and success in STEM disciplines.

Action Step 4.6

Expand faculty, staff and/or peer mentoring of students so that 20% of enrolled students have this experience by spring 2017.

Action Step 4.8

Complete a program review of all learning communities, including SLO assessment, and track impact on the student cohorts.

Objective SS1.5

Reduce financial aid disqualification by five percentage points each year from AY 2014-15 baseline to AY 2016-17.

Action Step 5.1

Expand Early Alert program usage and trained respondents.

Champion: Vice President of Student Learning and Student Services

Refer to the Basic Skills Master Plan, Student Success and Support Plan, and Program Review below for related information.

EMP RECOMMENDATION STUDENT SUCCESS 4

Improve the coordination of basic skills programs and services by implementing needed changes as identified in the college's Basic Skills Initiative (BSI) self-assessment, such as adjustments in curricular alignment, including curriculum alignment with K-12, assessment procedures, scheduling practices, and support services.

Action Step 1.3

Implement Basic Skills Master Plan.

Champions: Vice President of Student Learning and Student Services and Assistant Vice President for Instructional Support

Refer to the Basic Skills Master Plan below for related information.

Strategic Plan 2013-2016

Objective 6: Teaching and Learning Strategies

Action Step 6.2

The faculty senate members, SLO facilitators, department chairs, and program coordinators, in consultation with the VP student learning, will develop, implement, and evaluate teaching and learning strategies based on the results of program review that improve student success by creating and sustaining a faculty Teaching and Learning Center (TLC).

Champions: Vice President of Student Learning and Student Services and Assistant Vice President for Instructional Support, Academic Senate, department chairs, and program coordinators.

Refer to the Basic Skills Master Plan below for related information.

Basic Skills Master Plan

The Basic Skills Master Plan was created through the efforts of FLIT (Faculty Led Inquiry Team) with support from the Basic Skills Initiative Steering Committee (BSISC) and the Student Access and Success Committee (SASC). The mission of FLIT was to 1) facilitate discussions with students, faculty, and staff about the obstacles preventing student success and the best ways to support students; 2) research best practices and how other community colleges are helping students to succeed when encountering similar obstacles; and 3) create recommendations based on the internal and external research to expedite the development of the Basic Skills Master Plan that would then inform the College's Strategic Plan, Educational Master Plan, and Student Equity Plan.

Professional Development Recommendations

Organizational Culture

Encourage Faculty, Staff, and Administrative Excellence

- develop new-hire training and professional development programs
- require intensive training for new hires: faculty, staff, and administration
- emphasize creating positive student interactions
- inform hires of student population: their needs and barriers
- discuss best practices for teaching and working with students in community colleges
- implement committee mentors and create committee guidelines
- institutionalize a college hour
- hire a college hour coordinator to organize weekly activities and events
- schedule a 1.5-hour weekly block without classes

Cultivate an Inclusive Campus

- provide professional development for faculty, staff, and administrators to facilitate the development of strategies that will create an inclusive campus and comfortable learning environment
- evaluate assessment tests and testing environments for triggers of stereotype threat and test anxiety

Supplemental Support Programs

Create the Educational Support Program

- offer faculty release time for professional development
- provide stipends for the professional development of Educational Support Professionals

Expand and Specialize Counseling

- With the counseling department chair, determine which counselors should have specialized areas and how to designate time for training and development

Developmental Education Programs

Implement Multiple Measures for Placement

- provide professional development around multiple measures

Innovate the Math Sequence and Offerings

- implement a faculty orientation and professional development focused on working with basic skills students and departmental standards
- connect the Math Peer Tutoring programs in the math department and in the Learning Center to enhance collaboration and coordination of services.
- decide on selection criteria, training, and policies for peer tutors collectively through discussions between both the math Department and the Learning Center
- create a norming committee comprised of both full-time and part-time math faculty to norm the exit skills for each math course and align exit skills with the New Common Assessment
- create a professional development plan for current and future faculty to ensure quality and adherence to standard exit skills
- develop and implement a new-hire orientation
- research professional development opportunities, such as conferences and other math programs that are of interest to the Math Department
- work with the Professional Development Faculty Facilitator to schedule professional development opportunities on and off campus

Innovate the English Sequence and Offerings

- Implement a faculty orientation and professional development focused on working with basic skills students and departmental standards
- Develop and implement new hire orientations for each level of the sequence
- Research professional development opportunities
- Work with the Professional Development Faculty Facilitator to schedule professional development opportunities on and off campus

Champions: Vice President of Student Learning and Student Services and Assistant Vice President for Instructional Support

Staffing/Human Resources

Professional development in this section includes Education Code requirements; accreditation standards; human resources information; key policy, procedures and collective bargaining points; contract obligations; human resources; and mandatory safety trainings.

New Faculty Orientation

This orientation is offered each semester during the Flex Week prior to the first day of instruction.

Topics include:

- human resources overview regarding new hire forms, conference and travel leave mandatory (sexual harassment prevention, FERPA, safety) and optional training
- online faculty handbook
- MyCOM portal including “add” codes, dropping, and waitlists
- classroom management and student conduct
- professional development opportunities, Flex obligations, and participatory governance
- workplace safety, parking and campus police services,
- creating a culture of excellence

Champions: Assistant Vice President for Instructional Support, Academic Senate, Human Resources, Professional Development Faculty Facilitator

Timing: Each semester

New Faculty Academy

This semester-long program for new, tenure-track faculty includes five, three-hour workshops covering all of the items mentioned above plus:

- logistics
- teaching and learning
- campus culture
- student services
- student success and campus culture
- tenure information
- teaching strategies

Champions: Assistant Vice President for Instructional Support, Academic Senate, Human Resources, Professional Development Faculty Facilitator

Timing: Annually, fall semester

New Employee Orientation

This program for classified staff and management introduces the new employee to the organization and their job.

Champions: Human Resources

Timing: Monthly as needed

Faculty Performance Evaluation Training

This workshop provides information about contractual requirements for the review and documentation of faculty performance.

Champions: Human Resources, Vice President of Student Learning and Student Services

Timing: Annually

Safety and Emergency Preparedness

This workshop provides information about what to do in an emergency and how best to prepare and respond should there ever be an active shooter on campus.

Champions: District Police Chief, Human Resources

Timing: Annually (in-person and virtual ongoing webinars)

Illness and Injury Prevention

This workshop provides information about every employee's responsibility for a safe and healthy workplace.

Champions: Human Resources, District Police

Timing: Annually (in-person and virtual ongoing webinars)

Management/Supervisory Training

These workshops and webinars provide managers and supervisors with skills in interviewing and selection, establishing new employee on-boarding plans, performance management, teamwork, conflict resolution, meeting facilitation, best practices, business process improvement, project management, leadership, and the application of policies, procedures and collective bargaining agreements.

Champion: Human Resources

Timing: Quarterly workshops, (in-person and virtual ongoing webinars)

Retiree Training

Pre-retirement seminars and webinars prepare employees for retirement, and post-retirement seminars and workshops about programs and services that contribute to the well-being of retired faculty and staff.

Champions: Human Resources and Fiscal Services

Timing: Ongoing, (in-person and virtual ongoing webinars)

Benefit Training

Benefit fairs, webinars and on-line information about employee health and welfare benefit plan options.

Champions: Human Resources and Fiscal Services with Benefit Vendors

Timing: Annually during open enrollment

Sexual Harassment Prevention Training

Employees have access to on-line and workshop information to meet regulatory discrimination training requirements and achieve COM goals of creating an environment free of harassment.

Champions: Human Resources

Timing: Annually for all new hires; every two years for supervisors; and within six months of employment for new supervisors

Other HR Training and Professional Development

Additional training will include professional and career development workshops and webinars to promote high performance and prepare the workforce for the future.

Champions: Human Resources and Professional Development Faculty Facilitator

Timing: Ongoing

Student Success and Support Program (SSSP)

Professional development related to implementation of SSSP includes attendance at or offering of the following:

- SSSP Director/Coordinator Training offered by the CCCCCO in Sacramento
- Region 3 SSSP Director/Coordinator semi-annual gatherings
- webinars and other training on serving student subpopulations
- SAS, EOPS/CARE and CalWORKs director training offered by the CCCCCO
- CCCCCO Strengthening Student Success Conference
- CSU Counselor conference
- CCC Veterans Summit
- CCC Mental Health Wellness Association regional meetings
- regional CCC transfer center director/coordinators meeting
- regional CCC assessment and testing center coordinators meeting
- semi-annual Marin/Sonoma/Mendocino Counselor/Dean Student Success drive-in
- Ensuring Transfer Success (ETS) Conference
- California Community College Athletic Association (CCCAA) annual convention
- SSSP and early alert program presentations for New Faculty Orientations each semester

- faculty/staff in-services on: classroom management, COM Care, promoting student success through On-Course, and Convocation each semester during Flex Week
- conferences, webinars and other training on related best practices, such as 3CSN Equity Summit, RP Group's Strengthening Student Success, statewide Faculty Senate training and meetings, and BSI programs
- COM in-service training on Degree Works and Navigate for counselors (training on use/upgrades for degree audit software)
- CATESOL (California Teachers of English to Speakers of Other Languages) annual and regional meetings for best practices
- On Course training for faculty which promotes inclusive and engaging teaching pedagogy
- support for faculty led inquiry teams to research and make recommendations to enhance basic skills achievement, onboarding of students, and student success and equity
- staff training on Banner, Argos, Data Dashboard, and other systems/software to improve employee access to information that would improve student service.

Champion: Dean of Student Success

Timing: Ongoing

Assessment Plan

Student Learning Outcomes Training

SLO Facilitators and Program Review Facilitator conduct training and facilitate discipline or cross-discipline dialog as needed with disciplines or individual faculty regarding SLO assessment, tracking and reporting processes.

Champions: Academic Senate Program Review and SLO Facilitator(s), and Assistant Vice President for Instructional Support

Timing: Annually

Student Services Learning Outcomes Training

The Dean of Student Success leads the ongoing learning outcomes assessment, tracking, and reporting for Student Services. Student Services SLOs are tied to major components of the Student Success Act.

Champions: Dean of Student Success, Student Services Directors and Coordinators, and Vice President of Student Services and Student Learning

Timing: Annually

Distance Education Plan

As part of the ongoing effort to meet the objectives outlined in the Strategic Plan, the Distance Education Committee will continue to:

- provide ongoing faculty training in best practices for instructional technology, online learning, and course design including regular and effective contact and accessibility compliance
- offer faculty support for course development and redesign to meet a minimum score of 3 (Accomplished) based on the statewide Course Design Rubric for the Online Education Initiative (OEI).
- seek input from faculty as to their professional development needs for distance education and provide on and off campus opportunities such as OEI sponsored workshops and Flex workshops on ADA compliance and REC
- develop and maintain a DE faculty handbook that is specific to COM DE policies and best practices
- provide regularly scheduled meetings for DE faculty
- provide Canvas training throughout LMS migration

Champions: Distance Education Committee, Instructional Technologist, DE Faculty Coordinator, Assistant Vice President for Instructional Support

Timing: Ongoing

Equity Plan

A goal of the Equity Plan is to provide professional development opportunities for staff and faculty that enhance awareness, understanding, capacity and motivation to support student populations identified in the plan.

Professional development/training is needed to:

- implement promising practices in pedagogy, curriculum development, and student services
- increase awareness/understanding of issues impacting target student populations including the effects of inequities, methods for detecting and researching them, and effective practices for improving outcomes.

Champion: Dean of Student Success

Timing: Ongoing

Facilities Planning and Maintenance and Operations

The Director of Facilities Planning and the Custodial Services Supervisor will be taking the required courses to become OSHA trainers to ensure that all M&O staff can receive OSHA 30 training. They are evaluating and updating training policies and schedules for employees.

Champion: Heidi Rank and Jeff Cox

Timing: Ongoing

Fiscal and Budget

Fiscal and Budget Training for Managers

Provide the following training to new and existing staff so they can effectively complete personnel action forms, requisitions, budget transfers, annual budgets, quarterly budget reports:

- Banner training for requisitions, budget transfers, account analysis, and budget review FOAP (Fund-Organization-Account-Program coding for spending)
- Budget Development Tool (for entering budgets annually)
- Quarterly Budget Reporting (for preparing quarterly budget analysis)

Champions: Director, Fiscal Services; Accounting Supervisors

Timing: Annually or as needed

Other Fiscal and Budget Related Training and Professional Development

Fiscal Services staff attend training sessions or participate in webinars to increase their knowledge in areas that may impact their work, e.g., payroll, regulations, budget meetings, purchasing meetings, IRS, etc.

Champions: Director, Fiscal Services; Fiscal Services Staff

Timing: As needed

Participatory Governance System

Professional development for all managers on participatory governance system (PGS) is conducted at the beginning of each fall semester and as needed when new managers are hired. PGS training is conducted for PGS chairs after they are elected in the fall. Chairs will train their committee members.

Champions: Governance Review Council

Timing: Annually and as needed

Program Review

The instructional program review facilitator trains individuals responsible for completing academic program reviews. The vice president of student services provides assistance to student services personnel completing student services program reviews. PRIE offers assistance to those responsible for administrative services program reviews.

Champions: Vice President of Student Services and Student Learning, Academic Senate Program Review and SLO Facilitators, Student Services SLO Facilitator

Timing: Annually

Research

Data Dashboard Training

Data Dashboard training is offered to anyone who is doing program review or who wants to research enrollment trends, student access and success, or do cohort analysis, etc.

Champions: Director of PRIE, Vice President of Student Services and Student Learning, Academic Senate Program Review and SLO Facilitators

Timing: Annually

Survey Instrument Training

Survey design and survey instrument training offered by PRIE staff.

Champions: PRIE

Timing: As needed

Technology Plan

Training will be provided as necessary for each element of the Technology Plan. For each project, IT leadership will work with all affected constituents to discern training needs, develop a training program, build training costs into implementation budget, and assess training program effectiveness.

Technology training, support and professional development will include:

- federal, state, and county employee required training
- non-instructional college systems required training
- non-instructional systems required training – department specific
- instructional systems required training such as Canvas, CurricuNet, and Program Review
- instructional software training such as Adobe, Apple OS, Autodesk, Citrix Apps, Google, Microsoft Office, Microsoft OS (7-10), and Zoom

- instructional hardware training for *any* new technology including FOBs, classroom computer or laptop connection, projector, thermostats, and clickers

Champions: Director of Information Technology, Technology Planning Committee, Vice President of Student Services and Student Learning, Instructional Technologist, DE Faculty Coordinator, and appropriate stakeholders

Timing: As needed

Website and Communication Training

Training related to:

- Adobe InCopy training for class schedule and catalog production
- CMS training (Drupal) for editing and updating College website and support for Adobe Contribute training during transition period.

Champion: College Services

Timing: As needed

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COLLEGE OF
MARIN

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835 COLLEGE AVE.
KENTFIELD, CA 94904

INDIAN VALLEY CAMPUS
1800 IGNACIO BLVD.
NOVATO, CA 94949

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~~Business and Fiscal Affairs~~ General Institution

Admin Review/Revise 3/16/2017

Reviewed with Fine Arts/Advancement 4/5/2017

Reviewed with Fiscal Services (Note change to Chapter 3)

Note: Conflicting number – changed from 3840 to 3845 KJoyner 4/21/2017

BP ~~6640~~ 3845 ARTWORK DISPLAYS

References:

No references

All potential artwork displays on District property will be reviewed by the Artwork on Campus Advisory Group prior to installation and in accordance with Administrative Procedure 3845. All artwork shall be displayed in accordance with fire and public safety rules and regulations. The District requires persons choosing to exhibit their artwork in District facilities to sign a hold harmless agreement prior to artwork installation.

See AP 6520 titled Security for District Property and AP 3845 Artwork Displays

Date Adopted: May 18, 2010

(Renumbers College of Marin Policy 8.0015)

General Institution

NEW – AP

Reviewed with Fine Arts/Advancement 4-5-2017

Reviewed with College Operations

Number conflict – Changed from 3840 to 3845 K Joyner 4/21/2017

AP 3845 ARTWORK DISPLAYS

References:

No references

An Artwork on Campus Advisory group will be formed by the Fine Arts department chair and include members of the art department faculty and staff, the art department chair and/or gallery director, as well as a representative from the Office of Advancement. The Fine Arts department chair will appoint 5 to 7 members to the Artwork on Campus Advisory group.

The advisory group will meet as needed to discuss three related topics:

1. Determining sites for art installations on district property based on a checklist of facilities, accessibility, security, and occupant considerations. Approval from Maintenance and Operations and the dean or other manager responsible for the academic area or building of each site will be obtained before moving forward.
2. Consideration of artwork (either in current possession of the College or proposed as a gift or loan) for installation in one or more pre-determined sites.
3. All issues related to maintenance, facilities, grounds, security, insurance or other operational matters will be vetted by College Operations, before the recommendation moves forward.

The Office of the Superintendent/President will consider the advisory group's recommendation(s) and provide a final decision to the advisory group.

The Office of Advancement will coordinate the execution of any loan agreements or other contracts necessary to complete approval of the installation(s) and review such documents with the office of Fiscal Services prior to executing such agreements or contracts.

See: BP 3845 Artwork Displays; AP 6520 Security for District Property

Office of Primary Responsibility: Student Learning/Advancement

Student Services

No CCLC Updates through Update 30
Admin Review w/no changes 5/1/2017

BP 5150 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

References:

Education Code Sections 69640 – 69656;
Title 5 Sections 56200 et seq.

Support services and programs that are over and above the traditional student services programs shall be provided in order to assist students who have economic, academic, language, and social disadvantages to succeed academically in the District.

The Extended Opportunity Programs and Services (EOPS) Program is established to provide services that may include, but are not limited to, outreach, recruitment, orientation, assessment, tutorial services, counseling and advising, and financial aid.

The Superintendent/President shall assure that the EOPS Program conforms to all requirements established by the relevant law and regulations.

Date Adopted: September 22, 2009

Student Services

No CCLC changes through update 30
Admin review 5/1/2017

AP 5150 EXTENDED OPPORTUNITY PROGRAMS AND SERVICES**References:**

Education Code Sections 69640-69656;
Title 5 Sections 56200 et seq.

The District submits a yearly plan that meets Title 5 Regulations and the State Chancellor's Office Implementation Guidelines for Extended Opportunity Programs and Services (EOPS) designed to assist students by providing over and above services to students who meet Title 5 Section 56220 criteria for financial and academic need. At a minimum, the procedures, plan, or description of the program and services must address:

- Staffing and program management
- Documentation and data collection system
- An EOPS advisory committee
- A full-time director (unless a waiver has been granted by the State Chancellor's Office)
- Eligibility criteria
- Student responsibility requirements
- Recruitment and outreach services
- Cognitive and non-cognitive assessment, advising, orientation services, and registration assistance
- Basic skills instruction, seminars, and tutorial assistance
- Counseling and retention services
- Career employment services
- Transfer services
- Direct aid
- Establishment of objectives to achieve the goals in implementing extended opportunity programs and services
- Review and evaluation of the programs and services and submission of related reports

Office of Primary Responsibility: ~~Office of~~ Student Services Development

Date Approved: May 7, 2009

Board of Trustees

No CCLC Updates (22 – 30)

BOT Policy Committee Revisions 5-2-2017

BP 2220 COMMITTEES OF THE BOARD**Reference:**

Government Code Section 54952

The Board of Trustees may by action establish committees that it determines are necessary to assist the Board in its responsibilities. Any [standing](#) committee established by Board action shall comply with the requirements of the Brown Act and with these policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Board of Trustees that are advisory are not required to comply with the Brown Act, or with these policies regarding open meetings, unless they are standing committees.

Board committees that are only advisory have no authority or power to act on behalf of the Board of Trustees. Findings or recommendations shall be reported to the Board of Trustees for consideration.

The Board of Trustees has established the following [standing](#) committees:

- **Board of Trustees Self-Evaluation Committee:** This standing committee is charged with conducting the annual Board Evaluation Survey and develops recommendations for the Board to become more efficient and effective. (Also see BP 2745 titled Board Self-Evaluation)
- **Superintendent/President Evaluation Committee:** This standing committee is charged with conducting the annual evaluation of the Superintendent/President. (Also see BP 2435 titled Evaluation of the Superintendent/President)
- **Policy Review Committee:** This standing committee is charged with reviewing and revising Board Policies and Administrative Procedures relating to the operation of the Board of Trustees as a whole.
- **Fund Development Committee:** This standing committee is charged with [evaluation](#) ~~the~~ [development](#) of external funding [development](#) within the community.

Date Adopted: September 21, 2010

(Replaces current College of Marin Policies 1.4010, 1.4020, and 1.4030)

Board of Trustees

Admin Review 4/3/2017

BOT Policy Committee Revisions 5/2/2017

CCLC Update 30 (April 2017) to reflect new requirements that districts post board meeting agendas on the District's homepage, which will be effective January 1, 2019. This requirement is found in Govt Code Sect 54954.2

BP 2340 AGENDAS**References:**Education Code Sections 72121 and 72121.5;Government Code Sections 6250 et seq. and 54954 et seq.

An agenda shall be posted adjacent to the place of meeting as well as on the District's Internet website at least seventy-two (72) hours prior to the meeting time for regular meetings. (Template language)

~~Board members, representatives of the news media, and such other persons as the Board may designate, shall be notified in writing by the Secretary of the time, place and purposes of all regular and special meetings and the agenda shall be posted on the bulletin board at the District offices at least 72 hours prior to the meeting time for regular meetings and twenty four (24) hours in advance of special meetings.~~ The agenda shall include a brief description of each item of business to be transacted or discussed at the meeting. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons with a disability.

No business may be acted on or discussed which is not on the agenda, except when one or more of the following apply:

- a majority decides there is an "emergency situation" as defined for emergency meetings;
- two-thirds of the members (or all members if less than two-thirds are present) determine there is a need for immediate action and the need to take action came to the attention of the Board of Trustees subsequent to the agenda being posted;
- an item appeared on the agenda of [an adjourned](#) and was continued from a meeting held not more than five [\(5\)](#) days earlier.

The order of business may be changed by consent of the Board of Trustees.

The agenda for each regular and special meeting shall be prepared by the Superintendent/President and its contents approved by the Board [Officers](#) ~~President~~.

Any Board member may have an item placed upon the agenda for the next Board meeting by so informing the Board President and the Superintendent/President in writing at least fifteen (15) days prior thereto.

The agenda, together with all completed reports, shall be provided each Board member at least three (3) working days before each meeting.

The Superintendent/President shall establish administrative procedures that provide for public access to agenda information.

Members of the public may place matters directly related to the business of the District on an agenda for a Board meeting by submitting a written summary of the item to the Superintendent/President. The written summary must be signed by the initiator. The Board of Trustees reserves the right to consider and take action in closed session on items submitted by members of the public as permitted or required by law.

Agenda items submitted by members of the public must be received by the office of the Superintendent/President fifteen (15) working days prior to the regularly scheduled Board meeting.

Items initiated by members of the public shall follow items of business on the Board's agenda after those initiated by the Board of Trustees and by staff. Any agenda item submitted by a member of the public and heard at a public meeting cannot be resubmitted before the expiration of a [ninety \(90\)](#) day period following the initial submission.

Date Adopted: July 21, 2009

(Replaces current College of Marin Policies 1.5030, 1.5070, and 1.5320)

Board of Trustees

No CCLC changes thru update 30

BOT Policy Committee Revision 5/2/2017

AP 2340 AGENDAS**Reference:**

Education Code Section 72121

The agenda for the Board meeting is compiled by the Superintendent/ President's Office. Included in the agenda are business, operational, educational, and professional matters requiring Board approval; policy issues; and informational items. The agenda is developed [in consultation with Board Officers](#) the week prior to Board meetings and distributed to the trustees and staff no later than the Friday before a regularly scheduled meeting. The agenda listing each of the respective items is distributed to the campus community, posted in the public area of the Superintendent/President's Office, and posted on the District website no later than the Friday before a regularly scheduled meeting.

Date Approved: June 23, 2009

Board of Trustees

No CCLC Updates

BOT Policy Committee recs 5/2/2017

BP 2350 SPEAKERS

References:

Education Code Section 72121.5;
Government Code Sections 54950 et seq.

Persons may speak to the Board of Trustees either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda, shall be heard before a vote is called on the item.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment. Board members shall only consider items appearing on the agenda.

Those wishing to speak to the Board of Trustees are subject to the following:

- The Board President may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board or if their remarks are unduly repetitive.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board of Trustees under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
- They shall complete a written request to address the Board of Trustees at the beginning of the meeting at which they wish to speak.
- The request shall include the person's name and name of the organization or group represented, if any, and a statement noting the agenda item or topic to be addressed.
- No member of the public may speak without being recognized by the Board President.
- Each speaker will be allowed a maximum of three (3) minutes per topic. Fifteen minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. At the discretion of a majority of the Board of Trustees, these time limits may be extended.
- Each speaker coming before the Board of Trustees is limited to one presentation per specific agenda item before the Board, and to one presentation per meeting on non-agenda matters.

Also see BP 2355 titled Decorum/Conduct

Date Adopted: July 21, 2009

*(This is a new policy recommended by the League
and the League's legal counsel)*

Board of Trustees

No CCLC Changes

BOT Policy Committee Recs 5/2/2017

BP 2355 DECORUM/CONDUCT

References:

Education Code Section 72121.5;
Government Code Section 54954.3(b)

The following will be ruled out of order by the presiding officer:

- Remarks or discussion in public meetings on charges or complaints which the Board has scheduled to consider in closed session;
- Profanity, obscenity, and other offensive language; and
- Physical violence and/or threats of physical violence directed towards any person or property.

In the event that any meeting is willfully interrupted by the actions of one or more persons so as to render the orderly conduct of the meeting unfeasible, the person(s) may be removed from the meeting room.

A warning and a request that the person(s) curtail the disruptive activity will be made by the presiding officer ~~Board President~~. If the behavior continues, the person(s) may be removed by a vote of the Board of Trustees, based on a finding that the person is violating this policy, and that such activity is intentional and has substantially impaired the conduct of the meeting.

Speakers who engage in such conduct may be removed from the podium and denied the opportunity to speak to the Board of Trustees for the duration of the meeting.

If order cannot be restored by the removal in accordance with these rules of individuals who are willfully interrupting the meeting, the presiding officer ~~Board President~~ may order the meeting room cleared and may continue in session. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this rule.

In all matters of procedure not otherwise indicated, Robert's Rules of Order, Revised, governs.

Also see BP 2350 titled Speakers

Date Adopted: July 21, 2009

Board of Trustees

No CCLC Updates

BOT Policy Committee comments 5/2/2017

BP 2360 MINUTES**References:**

Education Code Section 72121(a);
Government Code Section 54957.5

The Superintendent/President shall cause minutes to be taken of all meetings of the Board. The minutes shall record all actions taken by the Board of Trustees. The minutes shall be public records and shall be available to the public. If requested, the minutes shall be made available in appropriate alternative formats so as to be accessible to persons with a disability.

The minutes shall record the name of the trustee making a motion, the name of the trustee seconding it, and the vote, attributing each "yea" and "nay" vote, or abstention if not voting, to the individual trustee, unless the motion carries unanimously. A trustee may also have the reasons for his/her vote recorded in the minutes if he/she so requests at the time of vote.

QUESTION: Should language be included that if a trustee was not present at a given meeting, he/she shall abstain from voting on the minutes of that meeting?

Date Adopted: March 16, 2010

(Replaces current College of Marin Policy 1.5330)

Board of Trustees

No CCLC Updates

BOT Policy Committee 5/2/2017

AP 2360 MINUTES**Reference:**

Education Code Section 72121(a)

The Superintendent/President shall cause minutes to be taken of all meetings of the Board of Trustees. Such minutes shall record every official account of the Board and shall be kept in sufficient detail to show compliance with the law. Minutes shall record the late arrival of any Board Member ~~arriving late~~. Minutes shall include names of those who make a motion, second the motion, and the vote, unless unanimous. A member voting against a proposition may state her/his reasons and may have them recorded in the minutes if requested at the time of voting.

Upon the request of a speaker who is addressing the Board, a statement shall be included in the minutes with an understanding that the speaker will provide a written copy of the statement at the time it is presented.

Date Approved: November 17, 2009