

From: support@accjc.org [mailto:support@accjc.org]
Sent: Monday, March 31, 2014 10:48 AM
To: David Wain Coon
Cc: Sara McKinnon
Subject: ACCJC - 2014 Annual Report Submission

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Dr. David Coon <DavidWain.Coon@marin.edu> on 03/31/2014. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



**2014 Annual Report
 Final Submission
 03/31/2014**

College of Marin
 835 College Avenue
 Kentfield, CA 94904

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Sara McKinnon
3.	Phone number of person preparing report:	415-457-8811 ext. 7924
4.	E-mail of person preparing report:	sara.mckinnon@marin.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.marin.edu/PDFs/Catalogs/2013-2014/Section1.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.marin.edu/accreditation/index.html
6.	Total unduplicated headcount enrollment:	Fall 2013: 6,524 Fall 2012: 7,256 Fall 2011: 7,387
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	6,143

8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,407
9.	Number of courses offered via distance education:	Fall 2013: 46 Fall 2012: 41 Fall 2011: 35
10.	Number of programs offered via distance education:	n/a
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 710 Fall 2012: 785 Fall 2011: 741
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	70%	
14b.	Successful student course completion rate for the fall 2013 semester:	70%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	230
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	190
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	40

16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	368			
16b.	Number of students who received a degree in the 2012-2013 academic year:	289			
16c.	Number of students who received a certificate in the 2012-2013 academic year:	79			
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	180			
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	325			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes			
18b.	If yes, please identify them:	Natural History (designed for elementary school teachers)			
19a.	Number of career-technical education (CTE) certificates and degrees:	60			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	41			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	5			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	3			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (###.##)	Examination	Institution set standard	Pass Rate
	2012 EMT	51.09	state	80 %	92 %
	2011-2012 RN	51.38	national	85 % < TD align='right'>91.5 %	
	Registered Dental Assisting RDA Law and Ethics (Jan-Dec 2012)	51.06	state	80 %	89 %
	Registered Dental Assisting Written (Jan-Dec 2012)	51.06	state	85 %	94 %
Registered Dental Assisting RDA Practical (Jan-Dec 2012)	51.06	state	70 %	92 %	
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				

	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
	Medical Assisting	51.08	40 %	44 %
	RN - 2011-2012	51.38	45 %	69 %
	Registered Dental Assisting	51.06	70 %	75 %

22.	Please list any other instituion set standards at your college:		
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
	N/A	N/A	

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).
	Student achievement over last 5 years was analyzed and formed the basis of our institution-set standards in each of the areas. These standards were discussed and agreed upon at SLO Assessment Council, Academic Senate and Cabinet meetings. Major discussions this year have centered on developmental math and English. A task force was formed and various strategies to deal with struggling students are being considered. Court Reporting is creating new certificates in Communication Access Realtime Translation (CART) for students who don't achieve the required rate of speed for court reporting but who could use their skills for the Deaf community. The Automotive Technology area has realigned its curriculum to national standards and improved instructional delivery producing better outcomes for students.

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	1216
	b. Number of college courses with ongoing assessment of learning outcomes	1216
	Auto-calculated field: percentage of total:	100
25.	Courses	

	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	95
	b.	Number of college programs with ongoing assessment of learning outcomes	95
		Auto-calculated field: percentage of total:	100
	Courses		
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	17
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	17
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:		http://www.marin.edu/SLO/index.html
28.	Number of courses identified as part of the GE program:		398
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:		398
32.	Number of Institutional Student Learning Outcomes defined:		5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).		100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:		100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Faculty track student performance on one or more of the college-wide rubrics and report results using the PRIE tracking tool. Data, once entered by faculty, are submitted to PRIE, which then publishes the aggregate data on the college website and reports findings at Flex week seminars. Students can link to course information including SLOs on the College's website. They also get information on degrees and certificate requirements and outcomes via a link on the home page. In light of the Student Success and Support Programs initiative and California Community Colleges System Scorecard, previously established student learning</p>		

outcomes for College of Marin student services units are being evaluated to assess their alignment with institutional priorities, student services best practices for each area, and contributions to COM's Strategic Plan and System Scorecard. College goals for retention, completion, and other scorecard metrics are being linked to intended outcomes for orientation, student education plan development, alert and intervention efforts, and other student success-related initiatives. Dashboards that track resources, activities, and outcomes and tie back to the System Scorecard are being created for each initiati

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the las t question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

The College is creating pathways' worksheets for each of its degrees and certificates. Students are able to ma p out and track progress toward achieving their goals. Pre-requisites or advisories may be added to general education courses so that students will have adequate preparation in English or math before taking these courses. All courses, degrees, and GE programs address alignment in a program/discipline matrix that is updated every two years and available on the SLO web page. Each program of study is unique in how it approaches an alignment process. For example: The English Department reviewed the SLOs for its composition sequence and revised them to be more student-friendly and better aligned with the college wide outcomes. They continue to use the common written communication rubric to assess student achievement and find that it is yielding better results. On the recommendation of their Advisory Committee, the Automotive Technology program has aligned its curriculum to meet ASE and NATEF standards. With the curriculum aligned to meet ASE and NATEF standards as well as improved lecture presentations and relevant lab work tasks, success rates dramatically increased.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

Instructors inform students of and use SLOs when designing exam questions, library and classroom instructional materials, and when designing assessment rubrics for specific class assignments. These rubrics are based on the core objectives for the course and are used to grade assignments. This reinforces student awareness of program, course and assignment objectives. Assessment results of general education SLO are aggregated and made into charts describing student achievement on specific criteria in each rubric for each college wide SLO. These are posted on the SLO web page for discussion across disciplines. Additionally, dashboard data for overall course and discipline success rates are available on the College Fact Book and Program Review web pages. Programs use these reports to analyze student access and success and to support allocation requests. Based on this analysis, a task force was created to discuss strategies for improvement in the developmental math sequence. Student success data has also informed college wide discussions concerning requirements for the Student Success Act. An early intervention system has been set up to allow faculty to express concerns about students who are struggling and get immediate help.

38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>PRIE, at the end of the school year, compiles findings from the common tracking tool and prepares reports, which are made available to faculty on the College website. Specific participatory governance committees and the Curriculum Committee review and respond to the Student Access and Success, Curriculum, SLO and Point of Improvement sections of the program reviews which are available online. Informal discussions take place at governance committee and senate meetings, department meetings, and among faculty across disciplines working on specific strategies for improvement. Starting in fall 2013, Faculty Inquiry Groups were formed by interested and often interdisciplinary teams of faculty, counselors and librarians. Each group chose a particular outcome to research and reported their findings at a college wide presentation at the end of the semester. Student Services' areas conduct division and program level meetings to discuss SLO assessments and findings. Presentations are given to governance committees. Institutional student achievement reports have been used in the development of the current Strategic Plan including objectives concerning enrollment management, distance education, instructional technology, and student services</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Early Childhood Education faculty analyzed assignments where students apply knowledge of child development. These have been refined to improve student performance. One assignment requires students to observe a child and record that observation using a "running record" format. They use that record to analyze the child's development. Students often had poor skills in capturing their observations using the running record format and thus did not have a solid record to complete the analysis portion of the assignment. Now students learn and practice taking running records in class and complete one assignment that only involves observing and recording. With constructive feedback, students are more successful with the subsequent observation/analysis assignment. The Library has increased its emphasis on supporting the college wide Information Literacy Outcome for students across all disciplines. So far, librarians have produced 24 online guides on topics from finding books, citing sources and avoiding plagiarism to discipline-specific guides. Librarians also work with faculty to create assignment-specific guides for students completing research for classes and create web pages specific to the class and the research-based assignments.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: n/a 2011-12: n/a 2010-11: n/a
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Indian Valley Campus
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

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