

FOLLOW-UP REPORT

2018



COLLEGE OF

MARIN



Follow-Up Report 2018

Submitted by

College of Marin

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Submitted to

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

Date submitted

October 1, 2018

Certification of the Follow-Up Report 2018

Date: October 1, 2018

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: David Wain Coon, Ed.D.
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This Institutional Follow-Up Report is submitted to the Accrediting Commission for Community and Junior Colleges for the purpose of fulfilling the Commission's requirement in connection with its action to reaffirm the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

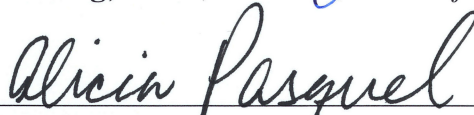
Signed:



David Wain Coon, Ed.D., Superintendent/President



Eva Long, Ph.D., President, Board of Trustees



Alicia Pasquel, President, Academic Senate



Kim Foulger, President, Classified Senate



Christina Leimer, Ph.D., ALO

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Report Preparation

Multiple departments, individuals and College of Marin (COM) committees participated in producing and approving this report. The Assistant Vice President for Instructional Support and an English faculty member who chairs the Student Learning Outcomes Assessment Committee (SLOAC) led the response to Recommendation 11. The response to Recommendation 12 was led by the Faculty Senate President and the Assistant Director of Human Resources. Members of the Equal Employment Opportunity committee contributed to and reviewed the response. The Planning, Research and Institutional Effectiveness (PRIE) office and the ALO edited and formatted the final report which was then approved by the President, President's Cabinet, and the Academic and Classified Senates.

Recommendation 11

In order to meet the Standards, the College should take the steps necessary to ensure there is consistent identification of student learning outcomes on the course syllabi and that they correspond with the existing official course outline of record. The College should also ensure that all program level outcomes are available to students. (I.C.1, I.C.3, II.A.3)

EVIDENCE OF MEETING THE STANDARD

In the weeks following the ACCJC team visit in March 2017, College of Marin (COM) began to take steps to strengthen the College's approach to student learning outcomes (SLO). This began in April 2017, when the Student Learning Outcomes Assessment Council (SLOAC), which is a subcommittee of the Academic Senate, came together with administration representatives from Instructional Services, IT, Instructional Technology, and Planning, Research & Institutional Effectiveness (PRIE) to map out the path ahead. SLOAC implemented an immediate process to ensure that all SLOs on course syllabi would correspond with the CORs (Course Outline of Record). SLOAC also approved the adoption of eLUMEN software to provide a long-term, integrated approach for developing, approving, disseminating, and assessing SLOs at the College.

Syllabus and COR SLO Alignment

Our process to ensure that SLOs on the syllabi match CORs was put into place beginning with the fall 2017 semester. One aspect of the process was raising awareness about this compliance issue and ensuring faculty members know how to locate the SLOs that match CORs. During FLEX week, when faculty members participate in training, SLOAC visited the department chairs' institute to guide all department chairs through the steps needed to find correct SLOs for each course on the website, hosted an SLO FLEX session in conjunction with the Curriculum Committee, spoke at the faculty union meeting, and participated in the new faculty academy for new-hires, along with speaking at departments' meetings, all to instruct faculty about locating accurate SLOs for placement on the syllabi. SLOAC has since launched a completely redesigned website for faculty which identifies this compliance issue and demonstrates steps to retrieving the accurate SLOs.

Also in fall 2017, a procedure was put in place to check each syllabus each semester for this consistency. The Assistant Vice President of Instructional Services, in conjunction with the Office for Instructional Management (OIM) and SLOAC, championed the development and implementation of this process. First, the deans play a key role by communicating to all faculty that they must send a digital copy of their syllabus for all courses to the appropriate administrative assistant for each division. If any syllabi are not submitted, deans follow up with faculty with reminders. Next, the administrative assistants use a tracking spreadsheet ([R11-01](#)) each semester to document that: 1) each course section has a syllabus; 2) the SLOs are listed on

the syllabus; and, 3) the SLOs match those on the approved course outline of record. After the administrative assistant checks each syllabus, if any inaccuracies are identified, the appropriate faculty are notified to make the needed changes. All departments must submit a completed spreadsheet to the Assistant Vice President for Instructional Support no later than the census date each semester. For academic year 2017-2018, the College achieved nearly 100% alignment using this procedure.

During this first year, the Assistant Vice President regularly attended SLOAC meetings to give updates about this process and to make changes as needed. Going into the second year, an additional change is being made. In the first year, the OIM populated the spreadsheet for each division with the current division's course offerings and then sent the administrative assistant this spreadsheet to check SLO/COR alignment for each course each semester. In July 2018, the College moved towards further institutionalizing this by providing training for administrative assistants on how to populate spreadsheets each semester themselves with current course offerings, rather than the OIM sending them out to each division, along with formalizing this process in written form ([R11-02](#)).

A takeaway from implementing this process for checking syllabi for consistent SLO/COR alignment is that it became clear that the system for accessing current SLOs from the college website was confusing (multiple access points and multiple steps to access SLOs) and was leading to the retrieval of SLOs that occasionally did not consistently match CORs. The College's response to this was two-fold. First, SLOAC, the Curriculum Committee, and OIM worked together to determine which access point was the most direct, and all further communications with faculty instructed them to use this access point. Likewise, OIM worked to correct any incidences in which SLOs differed based on the chosen access point, which, for example, occurred in instances where faculty erroneously accessed older versions of CORs.

Program Learning Outcomes Available to Students

Additionally, the College has focused not just on course-level SLOs being accurately and consistently available to students on syllabi, but that program-level SLOs are available as well. Program-level SLOs are published in the annual catalog available to students both in print ([R11-03](#)) and online ([R11-04](#)). Also, students can easily search and access degree and certificate SLOs using the Degree and Certificate SLO Information webpage ([R11-05](#)).

Overall, the College has been able to effectively implement an immediate process to ensure that course-level SLOs are accurate, consistent, and available on the syllabus for each course. Program-level SLOs are available to students, both in the catalog and through the Certificate/Degree webpage.

Going forward, the College has committed to building technical infrastructure through the adoption of SLO software. Beginning in July 2017, the College adopted and began to implement the Curriculum/Program Review and SLO modules of eLUMEN. With the SLO module of eLUMEN, all faculty and administrative assistants will have a single point of access to view current SLOs. Additionally, workflows have been built which will allow SLOAC to review any changes to SLOs as part of the COR approval process, creating greater connectivity and streamlined process between the Curriculum Committee, SLOAC, and OIM. Currently, eLUMEN is being launched this semester for faculty to access SLOs and input SLO data. OIM will be launching the public-facing interface with eLUMEN as well this fall, which will allow a simple and accurate path for faculty and students to view SLOs from the COM website.

EVIDENCE LIST

R11-01	Syllabi - Student Learning Outcomes Tracking
R11-02	Formalized Process for Checking SLO/COR Alignment
R11-03	Course Level PLO, 18-19 Print Catalog, pp 96, 107, 180
R11-04	Course Level PLO, 18-19 On-Line Catalog, pp 99, 112, 186
R11-05	Degree and Certificate SLO Information (webpage)

Recommendation 12

In order to meet the standard, the ACCJC team recommends that the College employ safeguards to ensure hiring procedures are consistently followed that address serving its diverse student population (III.A.1).

EVIDENCE OF MEETING THE STANDARD

After an evaluation of the hiring procedures by various governance groups, COM has implemented several revisions and safeguards that ensure consistency in following those procedures to address the needs of its diverse student population.

First, in order to prevent adverse impact with regard to equal employment opportunity, Human Resources (HR) monitors and approves all screening criteria and assessment materials during each of the following stages of the recruitment process:

Screening criteria must identify *job-related* qualifications *that enhance equity, diversity, and inclusion* in order to address the College's diverse student population and Equal Employment Opportunity Plan, and to reinforce the Knowledge, Skills and Abilities (KSAs) needed for the position. Screening criteria must be approved by HR and evaluated for adverse impact prior to the release of application materials to the screening committee.

Interview questions must identify two (2) *job-related* qualifications *that enhance equity, diversity, and inclusion* in order to address the College's diverse student population and Equal Employment Opportunity Plan, and to reinforce the Knowledge, Skills and Abilities (KSAs) needed for the position. Interview questions must be approved by HR and evaluated for adverse impact prior to holding interviews. (R12-01)

Screening committee members are provided additional training materials on EEO-Diversity Best Practices training prior to the first committee meeting, which supports the District's Equal Employment Opportunity directive. Members must acknowledge their completion and understanding of this training as evidence of their commitment to diverse hiring. (R12-02)

Following the committee interview, and prior to a candidate's being moved forward as a finalist for further consideration, HR will evaluate and approve the candidate(s) for adverse impact.

Reference checks must be conducted on all finalists, including internal and external candidates, and for both recruited and interim positions. At least one (1) diversity-

inclusion question to address the College's diverse student population and Equal Employment Opportunity Plan must be included when checking references. Reference check templates are provided by HR. (R12-03)

As outlined in the College's EEO Plan, prior to serving on a recruitment or screening committee, all individuals must receive mandatory EEO-Diversity training from the Human Resources Department. Individuals who have not completed this training will not be permitted to participate in the recruitment or screening committee. Members must be retrained every two (2) years in order to continue their eligibility to serve as a screening committee member, and HR tracks this mandatory training.

HR provides in-person and formal screening committee training to address the following topics:

Title 5 regulations on Equal Employment Opportunity (Title 5, section 5300 et. seq.); federal and state non-discrimination laws; the College's EEO plan; District policies on non-discrimination, principles of diversity and cultural proficiency; the value of a diverse workforce; recognizing and eliminating bias in hiring decisions; and best practices in serving on a screening committee. (R12-04)

In addition, the College provides focused screening committee training for hiring managers (R12-05), department chairs and coordinators. (R12-06)

The following additional hiring procedures and safeguards have been employed to better ensure consistency in practice that serves the College's diverse student population:

The Human Resources department revised Administrative Procedure 7120 Employment Recruitment to align its employment and recruitment procedures with the new EEO Plan, to better ensure consistency within the hiring process, and to ensure diverse applicant pools. (R12-07)

Human Resources and the Academic Senate President collaboratively revised the Foreign Credential Evaluation requirement for applicants who hold foreign degrees. This modification will help to remove possible employment barriers while increasing the range of diversity of our faculty and educational administrator applicant pools. (R12-08)

Human Resources and the Academic Senate President also work together to ensure screening committee appointments have representation from various groups and backgrounds in response to EEO compliance efforts. Further, once the Academic Senate has appointed its faculty representatives to the committee, communication is sent by the Academic Senate President to these representatives reminding them of their responsibility to uphold the hiring procedures and that their contributions to the process should promote inclusive and equitable choices that will best serve our diverse student body.

It is not always practical or possible for candidates to attend their initial interview on campus. To better reach a diverse applicant pool, the College has begun offering more opportunities to interview virtually/remotely. Further, for positions that may normally require more than one campus visit as part of the interview process, offering one virtual/remote interview to out-of-state/area candidates demonstrates the College's serious interest in and commitment to these candidates. (R12-09)

Job descriptions and job postings include the College's *Statement of Diversity* as follows: *"College of Marin strives to embrace diversity in all forms: it strives to be an inclusive community that fosters an open, enlightened and productive environment and demonstrates sensitivity to and respect for a diverse population."* (R12-10)

In Spring 2018, the College piloted teaching demonstrations for full-time faculty recruitments that included students. Students were encouraged to actively participate in the lesson and later complete a feedback form, which offered uniquely student-centered perspectives on the candidates. (R12-11)

Training personnel also helps to ensure that hiring practices are consistently followed by delivering and repeating the same important message regarding the importance of equity, diversity, and inclusion in serving our student population. COM employees participated in the following trainings. Evidence is provided for the in-house trainings. Evidence for the other trainings is available upon request.

The Marin Community College District Board of Trustees and all College administrators received training on Equal Opportunity Employment Laws & Policies, the Hiring Process, Equity and Best Practices for Bias Awareness in April and June 2018. (R12-12)

- April 2017, the Superintendent/President created the Leadership Development Series for administrators and supervisors. The Leadership series trains College leaders in educational excellence, our mission and commitment to diversity and equity, and our core values. (R12-13)
- Spring 2017 Classified Staff Professional Development Day: Fostering Inclusion in the Workplace. (R12-14)
- Fall 2017 Flex Week: Strategies for Recruiting Diverse Faculty/Staff; Preventing Workplace Harassment and Discrimination; Understanding and Transforming the Lives of Students with Disabilities. (R12-15)
- October 2017 Faculty and Staff Professional Development Day: 3CSN Equity Summit.

- Spring 2018 Flex Week: Defining Equity; Ally Training (LGBTQ+, Undocumented Students, Veteran and Military Students); Convocation 2018: Embedding Equity into Guided Pathways. (R12-16)
- Spring 2018 Classified Staff Professional Development Day: Our Role to Ensure Student Equity. (R12-17)
- March 2018, USC Rossier School of Education Equity in Faculty Hiring Institute: COM sent a team of 10 faculty and administrators.
- June 2018, USC Rossier School of Education Equity as the Norm Pedagogy Institute: COM sent a team of 10 faculty and administrators.
- Fall 2018, Screening Committee Training 101. (R12-18)
- September 2018, several administrators, faculty and staff attended a workshop segment, part 1 of a series of Equal Employment Opportunity (EEO) on building diversity – using data for hiring.

EVIDENCE LIST

R12-01	Hiring Manager Recruitment Planning Guide
R12-02	EEO-Diversity Best Hiring – General Information
R12-03	Reference Check Template
R12-04	Screening Committee Training
R12-05	Hiring Manager Screening Committee Training
R12-06	Diversity, Equity and Unconscious Bias
R12-07	AP 7120 Employment Recruitment
R12-08	Foreign Degree Holder
R12-09	Virtual-Remote Interview Notification
R12-10	Sample Job Posting 1 & 2
R12-11	Student Participation in Teaching Demo
R12-12	Equity in Hiring and Guided Pathways Training for Board
R12-13	Agreements 2017, June 2018 Leadership Development Series Agenda
R12-14	Spring 2017 Classified Staff Professional Development Day
R12-15	Fall 2017 Flex
R12-16	Spring 2018 Flex
R12-17	Spring 2018 Classified Staff Professional Development Day
R12-18	Fall 2018 Flex



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