

MIDTERM REPORT

2021



COLLEGE OF
MARIN



Midterm Report 2021

Submitted by

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Submitted to

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

Date Submitted

March 15, 2021

Certification of the Midterm Report 2021

Date: March 15, 2021

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

From: David Wain Coon, Ed.D.
College of Marin
835 College Avenue
Kentfield, CA 94904

We certify there was broad participation/review by the college community and that this report accurately depicts the nature and substance of this institution.

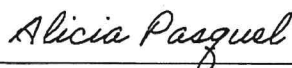
Signed:



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



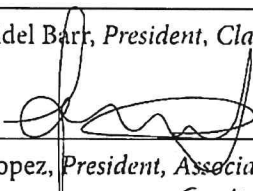
Wanden Treanor, President, Board of Trustees



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Maridel Barr, President, Classified Senate



Fernando Sanchez Lopez, President, Associated Students College of Marin



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Cari Torres, AVP of Instruction, Accreditation Liaison Officer

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Statement on Report Preparation

Report Preparation

Since the external evaluation team site visit in March of 2017, College of Marin (COM) has been allocating resources and prioritizing activities to respond to the recommendations for improvement identified in the *Evaluation Team Report for College of Marin*. In the *Follow-Up Report 2018*, the College successfully addressed the two areas recommended to meet the Standards identified by the visiting team.

During the past three years, the College implemented eLumen, bolstered support to faculty for student learning outcome (SLO) development and assessment via the Student Learning Outcomes Assessment Council (SLOAC), pursued the goals established in the Quality Focus Essay Action Projects for distance education and Humanities 101, and integrated numerous other initiatives, safeguards, and processes to improve effectiveness.

In 2020, a working group that included participants from faculty, staff, and administration drafted the midterm report. Due to shifts in priorities precipitated by the COVID-19 pandemic, the working group got a later start on the report than intended. The team met in the fall 2020 semester and concluded their work in January 2021.

A draft report was disseminated to the Academic and Classified Senates and College Council during the week of February 4, 2021, and then was submitted to the February 9, 2021, Board of Trustees meeting for a first review. Between February 9 and 22, a feedback period was provided for all constituent groups to allow for revisions to be incorporated before the final version of the report was submitted for Board approval on March 9, 2021.

Midterm Report Areas - Responsible Parties

Plans Arising from the Self-Evaluation Process

Senior Research and Evaluation Specialist; AVP of Instruction

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement (6.A)

AVP of Instruction; Senior Research and Evaluation Specialist

Recommendation 1

General Counsel; Executive Assistant II to the Superintendent/President; Academic Senate President

Recommendation 2

AVP of Instruction; Instructional Designer; Distance Education Coordinator

Recommendation 3

Dean of Educational Success Programs

Recommendation 4

Dean of Educational Success Programs

Recommendation 5

Student Learning Outcomes Coordinator; Student Learning Outcomes Data Steward;

Senior Research and Evaluation Specialist

Recommendation 6

Student Learning Outcomes Data Steward; Student Learning Outcomes Coordinator;

Senior Research and Evaluation Specialist

Recommendation 7

Dean of Enrollment Services

Recommendation 8

Dean of Educational Success Programs; Senior Research and Evaluation Specialist

Recommendation 9

Dean of Educational Success Programs; Senior Research and Evaluation Specialist

Recommendation 10

Student Learning Outcomes Coordinator; Student Learning Outcomes Data Steward;

Senior Research and Evaluation Specialist

Recommendation 11

AVP of Instruction

Recommendation 12

Executive Director of Human Resources; Academic Senate President

Recommendation 13

General Counsel; AVP of Instruction

Reflection on Improving Institutional Performance:

Student Learning Outcomes and Institution Set Standards (6.B)

*Student Learning Outcomes Coordinator; Student Learning Outcomes Data Steward;
Senior Research and Evaluation Specialist*

Quality Focus Essay Action Project 1: Distance Education

*Distance Education Coordinator; Instructional Designer;
AVP of Instruction; Senior Research and Evaluation Specialist*

Quality Focus Essay Action Project 2: Basic Skills Completion Humanities 101

*Dean of Educational Success Programs; Humanities 101 Faculty Coordinator;
Senior Research and Evaluation Specialist*

Fiscal Reporting

Director of Fiscal Services; Assistant Superintendent/Vice President of Administrative Services

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(Names are listed in alphabetical order)

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Plans Arising from the Self-Evaluation Process

Standard I.B.2. and I.B.6.

Improve and integrate systems that allow for student learning outcome (SLO) data disaggregation and analysis at the course level.

Anticipated Outcome:

Revised systems/approaches

Actual Outcomes to Date:

eLumen was implemented in 2018 as the centralized repository for curriculum management, program review, and student learning outcomes.

Faculty now work with an integrated system that allows for assessing and analyzing course outcomes and data disaggregation. See Recommendation 10 for further information.

Status: Completed; ongoing

Standard I.B.7.

Continue working through participatory governance structure to make program review process revisions and plan for assessment of their impact.

Anticipated Outcome:

Increased depth of analysis of assessment data, thus making it more useful for program improvement

Actual Outcomes to Date:

The program review process went through a comprehensive overhaul starting in 2018 with extended faculty engagement, including department chairs and the Academic Senate. With the launch of eLumen, a standardized data-integrated program review template was created and made available in an accessible and centralized location (P-01). In spring 2020, the Academic Senate initiated a call for program review faculty facilitators, resulting in two faculty members who led discussions with the Business, Fine Arts, and Early Childhood Education Departments going through the new program review process (P-02). The facilitators assisted the departments by helping faculty examine and interpret program data, explore how they would like to shape a meaningful program review experience for their departments, and develop the knowledge and skills to advance equity-mindedness and equity-based instructional practices (P-03). As of spring 2021, the program review faculty facilitators' scope is expanded to mentor two faculty mentees so that more faculty are trained on how to lead the program review process for instructional departments. A program review calendar is established, providing for comprehensive program reviews across departments through 2025 (P-04).

Adopting and utilizing eLumen for program review—along with expanded faculty engagement and training—has allowed for increased depth of analysis of assessment data and decision-making for program improvements.

Status: Completed; ongoing

Standard II.A.5.

Continue to explore procedures by which the Curriculum Committee can evaluate the relevant CTE requirements in CTE course outlines.

Anticipated Outcome:

Revised course outline evaluation process for career technical education (CTE)

Actual Outcomes to Date:

The curriculum and outcomes-assessment data management system eLumen was implemented in 2018 and includes the required CTE elements in course outlines, degrees, and certificates. Further, all proposed courses and substantive revisions must be presented to the Curriculum Committee by the initiating faculty. CTE-related courses and programs must provide additional information as part of this process (P-05).

A revised course outline evaluation process for CTE is established and is an ongoing component of the Curriculum Committee's work.

Status: Completed; ongoing

Standard II.B.3.

Explore improved evaluation methods for the Library's SLO assessment.

Anticipated Outcome:

Revised evaluation methods

Actual Outcomes to Date:

This action plan and expected outcomes are still pending.

The Library engaged in preliminary action plan activities. A librarian participated on the Student Learning Outcomes Assessment Council (SLOAC) in 2017-2018, where they also participated in a six-month long training facilitated by Skyline College's SLO faculty coordinator. Librarians reviewed the information literacy institutional student learning outcome in fall 2019. Further, librarians revised library student services learning outcomes in fall 2019.

The Library is exploring available opportunities and methods for SLO assessment. The goal is to partner with instructors using Canvas and eLumen, and with institutional research efforts to assess the impact of information literacy instruction in key courses with a research component, such as English 150. This will include administering pre- and post-information literacy assessments in Canvas or other assessment instruments for a portion of classes that work with a librarian. The Library will also determine the process by which librarians may be embedded in select courses in Canvas to evaluate students' work.

While this action plan and expected outcomes are still pending, the Library has engaged in preliminary activities and is positioned to achieve its objectives within the 2021-2022 academic year.

Status: 2021-2022

Standard III.D.14.

Build a collaborative and supportive relationship with the new auxiliary foundation, once established, to support the fundraising efforts defined by the College's mission, goals, and priorities.

Anticipated Outcome:

More integrated approach to fund development and management

Actual Outcomes to Date:

The new auxiliary foundation is established and currently recruiting external board members representing greater diversity reflective of our students and broader community. The board will convene beginning early spring of 2021.

A new director of advancement was hired in 2019 and has developed fundraising priorities in collaboration with the Board of Trustees and many faculty and staff. The director deployed new technology to provide the opportunity for any department, group, or club to fundraise for their constituents. The text-to-donate platform was introduced and was tested with the Drama program in spring 2020. Unfortunately, the stay-at-home mandate was issued during the middle of their performance schedule. Despite this, they were able to reach their goal of raising \$2,500.

The text-to-donate platform allowed a collaborative effort between staff and faculty and the Advancement Office. Also, it enabled policies and procedures established by the Advancement Office to be followed; in particular, the stewardship, solicitation, and cultivation of donors. The Advancement webpage offers resources, forms, guidelines, and standards for reference and use by the College community (P-06).

The pandemic eliminated social gatherings, so it eliminated the opportunity to fundraise at events such as theatrical performances. The director of advancement proposed to staff and faculty to continue to fundraise via the text-to-donate platform and there has been a tremendous collaboration from a variety of groups such as Emeritus Students College of Marin (ESCOM), Umoja, Kinesiology and Athletics, Extended Opportunity Programs and Services (EOPS), Classified Senate, and the critical launch of the Student Emergency Assistance Fund. Since March, this collaboration has netted more than \$18,000.

A more integrated approach to fund development and management has been achieved through the establishment of the auxiliary foundation, collaboration across the College, new technology, and clearly-defined policies and procedures.

Status: Completed; ongoing

Standard III.D.14.

Clarify fundraising policies and procedures to ensure compliance with the College's mission, goals, and priorities

Anticipated Outcome:

New administrative procedure implemented and followed

Actual Outcomes to Date:

A revised policy was drafted and put into effect in 2017 that requires proposed fundraising activities to be vetted by a manager (P-07, P-08).

Status: Completed

EVIDENCE LIST

- P-01 Program Review 2019-2025 template
- P-02 District-Directed Calls for Applicants, fall 2020 through spring 2021
- P-03 Educational Master Plan 2019-2025, pp. 18-19
- P-04 Program Review Calendar, March 2020
- P-05 Curriculum Committee New Course or Program Process
- P-06 Advancement, Resources and Forms webpage
- P-07 AP 3840 Fundraising
- P-08 Fundraising Guidelines and Procedures

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement (6.A)

Following their 2017 comprehensive review of College of Marin's (COM) compliance with regard to Eligibility Requirements, Accreditation Standards, and Commission policies, the external evaluation team identified two areas to remedy in order to meet the Standards:

- 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)
- 12. In order to meet the Standard, the institution needs to employ safeguards to ensure hiring procedures are consistently followed that address serving its diverse student population. (III.A.1)

COM satisfactorily addressed those two areas in its *Follow-Up Report 2018* and the Accrediting Commission for Community and Junior Colleges (ACCJC) noted in the acceptance letter on January 25, 2019, that based on the information and evidence provided in the follow-up report,

“the Commission acted to find compliance and reaffirm accreditation for the remainder of the cycle. The Commission finds that College of Marin has addressed the compliance requirements Recommendations 11 and 12, corrected deficiencies, and meets Standards I.C.1, I.C.3, II.A.3, and III.A.1.”

In addition to the recommendations to meet the Standards, the evaluation team issued 11 recommendations for improvement. COM's consideration of and response to each of the recommendations, including those discussed in the follow-up report, is described in this section of the midterm report.

Recommendation 1

In order to be more effective, the college should establish a more structured and formal process to ensure timely and proactive review of policy and procedure. (IV.A.2)

During the past three years, the Academic Senate and administration have worked together to establish a more streamlined internal process to ensure routine review of policies and procedures. As described below, a system is now in place whereby all policies and procedures will be reviewed at least every six years per the institutional schedule, if not sooner due to recommended updates by the Community College League of California (CCLC) or in response to internal or external factors that necessitate review.

The Academic Senate has streamlined its internal process. Now, revised policies and procedures are distributed to the Academic Senate members at an earlier point in the process. This allows greater time for review and helps determine whether other members of the institution need to be involved for questions or clarification. Once the allotted review time has passed, and only after all information is collected, the Academic Senate schedules discussion which is limited to relevant changes. Where revisions to policies and procedures are legal changes, the revised policies and procedures are added to the Academic Senate's consent agenda as the revisions do not require discussion.

The District administration, participatory governance, and Board review processes are also streamlined and more structured now. On an annual basis, the executive assistant II to the superintendent/president (executive assistant) reminds constituents and departments of the steps and cycle of review ([R1-01](#)). First, revised policies and procedures are reviewed by the Board Policy Review Committee, followed by College Council. The policies and procedures are then presented for Board approval or information. Once authorized, updated policies and procedures are published to the Policies and Procedures webpage ([R1-02](#)). Adoption and revision dates are included in the footnote of all Board policies and administrative procedures.

When there is a need for Board approval of a policy or procedure outside of CCLC updates or routinely scheduled review, the office(s) of primary responsibility initiates communication with the executive assistant. In the case of CCLC updates, the executive assistant distributes corresponding information to managers, supervisors and confidential employees for review. If updates or revisions are time sensitive or urgent, the executive assistant is made aware of the need to process the review in an expedited manner.

The College Council meeting schedule and Board calendar are made publicly available at the outset of every calendar year. The Board of Trustees meets every second Tuesday of the month and College Council meets the Thursday before the Board meeting. Starting in approximately February 2021, the Board Policy Review Committee meetings will be held shortly before each College Council meeting. The tracking, revision, and approval process details are as follows.

The executive assistant tracks the status of all policies and procedures.

At least once every six years, policies and procedures will be reviewed through a CCLC update, constituent-initiated update, or as part of a regular review cycle. Effective March 2021, the executive assistant will present ten or more policies and procedures at each regular College Council meeting as part of the regular cycle of review.

The executive assistant reviews and revises policies and procedures in color code and sends them to the office of primary responsibility, as well as the Academic Senate if it is a 10+1 item. The date of revision is noted in the document. As of January 2021, the executive assistant also notifies constituents of the review deadline, which is typically within one month from the time an update or revision was sent to the constituent. The inclusion of deadlines is a new process to prompt more responsive turnaround of policy and procedure review.

The executive assistant follows up with constituents who do not respond by the initial deadline. When more time is required due to complexity or language, a new follow-up date is confirmed. In exceptional circumstances, where more time is needed for review, the executive assistant will consult with general counsel to determine an appropriate deadline.

The office(s) of primary responsibility who initiated revision and/or the Academic Senate return their modifications to the executive assistant, who enters changes into a master revision document. If there are no additional revisions or all constituents' recommended revisions are incorporated, general counsel and the executive assistant review and prepare the documents for the next monthly Board Policy Review Committee meeting.

Following the Board Policy Review Committee meeting, updated policies and procedures are sent to the constituents and to College Council. If the Board Policy Review Committee and College Council approve the updated policies and/or procedures, the policies and/or procedures are added to the next regular Board meeting agenda for a first read or information. Policies with updates are presented to the Board for a first read; procedures and reviewed but unaltered policies are provided as information items only.

Any revised policies go before the Board at the following regular Board meeting for a second read and final approval. Policies that are approved after the second read, and procedures and unaltered policies that have gone before the Board as information items, are updated in a master file and on the Policies and Procedures webpage.

The more structured and effective process described herein ensures timely review and revision of policies and procedures, with strong involvement by constituents.

EVIDENCE LIST

- R1-01 Policies, Review Process webpage
- R1-02 Policies and Procedures webpage

Recommendation 2

In order to be more effective as the distance education efforts expand and additional student populations are added to this mode of instruction, revisiting online tutoring beyond the current online writing service may be warranted. (II.C.1)

College of Marin (COM) has expanded the number of distance education (DE) courses to include more career technical education (CTE) offerings and in Intersegmental General Education Transfer Curriculum (IGETC) and CSU GE-Breadth areas. Expansion efforts include ongoing evaluation of the scope and scale of the DE program. The DE program was of central focus to one of the College's quality focus essay action projects and is described in further detail in this midterm report.

COM adopted NetTutor as an additional online tutoring option to support DE student success and to address this recommendation. NetTutor was first piloted in spring 2018 in online math and English courses to assess the efficacy of external tutoring services for online courses ([R2-01](#)). NetTutor is now integrated into all Canvas course shells and faculty activate the link for use by students. Recent usage statistics show the majority of tutoring sessions are live tutorials, and students access the service most for math courses ([R2-02](#)).

While NetTutor was implemented to primarily support students in DE courses, it is complementary to the support services provided by the Online Writing Center, Reading and Writing Lab, Tutoring and Learning Center, and the Math Lab. Since March 2020, tutoring and support services have been delivered remotely and this experience has allowed the College to test alternative modalities for providing comprehensive tutoring and support services to students. Post-pandemic, these practices will be sustained to allow students to access support services both on-site and remotely.

EVIDENCE LIST

- R2-01 Student Access 3.1 report, 2017–2018
- R2-02 NetTutor Analytics

Recommendation 3

In order to be more effective in relation to the College's Basic Skills efforts, more active involvement with the Math Department may be warranted. (II.C.2)

College of Marin (COM) was commended by the external evaluation team for its research and work to address basic skills and student support efforts. While the College implemented a number of innovative and effective initiatives and projects to support basic skills students, math success and pass rates were slow to improve. The College responded in-part by adding Statway as an alternative to intermediate algebra for students majoring in disciplines other than science, technology, engineering, or math (STEM). By adding Statway, which met the local associate degree graduation requirement, students had more math options available to them to complete degrees. Math Jam, a program that provided just-in-time remediation before the semester started, was piloted for a few semesters as another type of support for students in basic skills math. Math Jam has been put on hiatus with the implementation of Assembly Bill (AB) 705 as students are able to take the companion classes connected to the parent math course.

AB 705 requires a community college to maximize the probability that a student will enter and complete transfer-level coursework within a one-year timeframe. Consequently, colleges must address the needs of basic skills students to achieve the legislation's objectives. To better understand how the Math Department could optimize the intention of the legislation, four math faculty attended the math Curriculum Alignment Project (CAP) conferences. Furthermore, the Math Department chair referred to the Multiple Measures Assessment Project (MMAP) reports to help facilitate and inform the department's transition to an AB 705-compliant system. The Math Department began developing companion co-requisite classes to provide additional support and just-in-time remediation for transfer-level courses. These companion courses launched in fall 2019 and the Math 95 and Math 101 basic skills classes stopped being offered ([R3-01](#)). The companion courses for the following were instead offered:

- Math 104C for Math 104 Plane Trigonometry
- Math 105C for Math 105 College Algebra
- Math 109C for Math 109 Pre-Calculus College Algebra and Trigonometry
- Math 115C for Math 115 Probability and Statistics
- Math 121C for Math 121 Calculus I with Applications

The Math 115C companion course introduced the need to evaluate whether to retain Statway courses. A two-semester Statway sequence was no longer necessary because students could complete Math 115 Probability and Statistics in one semester with the support provided by Math 115C. Further, Math 115 can be applied to more majors than Statway, and the College did not want to limit students' choices over the long-term in the event that they changed majors. By spring 2020, the Statway offerings were reduced to only one section of Statway I and Statway II each. Then in fall 2020, all the Statway courses were discontinued.

Recently, the Math Department conducted an analysis of—and integrated changes to—its intermediate algebra course offerings. Some students interested in STEM pathways want and need intermediate algebra as a foundation for their STEM classes and subsequent math courses. The department thus developed a companion course for Math 103 Intermediate Algebra to support students and strengthen the STEM pipeline. Math 103C was first offered in spring 2020. In addition, the Math Department revised the Math 103 course outline by removing extraneous content. Both the modifications to the Math 103 course outline and the addition of a Math 103 companion course were devised to increase the number of students who enter the STEM pipeline by targeting those whose previous preparation in math is incomplete, as well as students who prefer a softer entry into the STEM course sequence. The College anticipates that the additional support and just-in-time remediation from Math 103C will allow for higher success rates in Math 103 and help students develop a strong foundation for their STEM pathway work.

Taken together, these efforts demonstrate active and thoughtful involvement by the Math Department in relation to the College's basic skills efforts.

EVIDENCE LIST

R3-01 District-Directed Call, Math Companion Course Instructional Support, fall 2019

Recommendation 4

In order to be more effective with respect to improving student success, reviewing assessment practices across English and Math, as well as integration of multiple measures should be addressed. (II.C)

Since 2017, College of Marin (COM) has integrated multiple measures for English and math placement, implemented practices in accordance with Assembly Bill (AB) 705, updated placement materials, and evaluated their respective impacts on student success. Further, COM has comprehensively reviewed and strengthened its student learning outcome (SLO) assessment processes across the College, including in English and math. See Recommendation 5, Recommendation 6, and Reflection on Improving Institutional Performance: Student Learning Outcomes for more information on SLOs at COM.

COM implemented multiple measures for English placement in fall 2017 ([R4-01](#)). The College implemented multiple measures for math placement the following semester, in spring 2018 ([R4-02](#)). This increased the number of students who were placed into transfer-level English courses, especially for COM's Latinx students. In addition, students placed into English by their high school GPA succeeded at a higher rate than those placed by a placement test ([R4-03](#)). While implementing multiple measures impacted English, it did not have a significant effect on the number of students entering transfer-level math courses. COM enacted a number of modifications to its practices and course offerings in accordance with AB 705. The College stopped using assessment tests for English and math placement, and English placement guidelines became recommendations. The English Department launched a two-unit lecture companion course for English 150 (1A) and created a guided self-placement tool for students who did not have recent high school GPA information to use for placement. The lowest remedial classes in English and math were discontinued (English 62, Math 95, and Math 101). Additionally, the Math Department began requiring 0.5-unit lab companion courses for many transfer-level math courses. While multiple measures did not have a significant effect on students entering transfer-level math courses, the implementation of AB 705 did significantly increase the number of students entering transfer-level English and math courses.

To reflect these changes, the College updated all of its placement materials and created Placement Process At-A-Glance, a reference guide for math and English placement ([R4-04](#)). The College also altered verbiage on the Assessment webpages for clarity, adding helpful information on the placement process, course descriptions, and other tools for student use ([R4-05](#)). The culmination of these efforts to integrate multiple measures as well as review and restructure the College's assessment practices across English and math has resulted in significantly more students enrolling and succeeding in transfer-level math and English.

EVIDENCE LIST

- R4-01 English Multiple Measures 2017
- R4-02 Math Multiple Measures 2018
- R4-03 English MMAP Placement and Success Fall 2016 and 2017
- R4-04 Placement Process At-A-Glance
- R4-05 Assessment webpage

Recommendation 5

In order to improve institutional effectiveness, the College should consider reducing the number of general education student learning outcomes to a sustainable level and ensure that all programs are completing assessments. (II.A.1)

Over the past three years, College of Marin (COM) has clarified and revised the general education (GE) student learning outcomes (SLOs) to a sustainable level and created a framework for the sustainable assessment of all degree and certificate programs.

GENERAL EDUCATION SLOS

The College's GE SLOs, which also serve as the institutional SLOs (ISLOs), were initially created in 2009. There were originally five total: written, oral, and visual communication; critical thinking; problem solving; scientific and quantitative reasoning; and information literacy, which all stood as the GE program SLOs for the next ten years. However, in order to assess the SLOs in the absence of assessment software, each SLO was broken out into six to eight components in rubrics for assessment to allow for data collection and aggregation. This worked for assessment, but it also created 40+ criteria to measure from only five ISLOs. Yet another set of GE area SLOs were developed in 2009 for each of the eight GE patterns as well. While these were helpful for the General Education Committee (GEC) to use as criteria for accepting new courses into the COM GE pattern, they were never used for the purposes of assessment because the College focused on assessment of GE SLOs instead.

Thus, beginning in fall 2019, the Student Learning Outcomes Assessment Council (SLOAC), in collaboration with the GEC, began a College wide process to reduce the GE/GE area SLOs to a sustainable level. The committees' goal was to be systematic and invite College wide input into the process as well.

First, SLOAC and the GEC aligned the GE area SLOs under the umbrella of the GE SLOs to ensure that the outcomes originally defined in each GE area were all captured under the GE SLOs. SLOAC also looked to the mission of the College to ensure that all GE SLOs aligned with the mission. Likewise, the committee looked outside of the College for current best practices with GE SLOs and ISLOs.

Through this process, SLOAC identified needed updates to the five GE/ISLOs that would create a single set of GE program SLOs which would be more streamlined, sustainable, and measurable than previous sets. SLOAC solicited College wide feedback first through communication with each department, then an open COMMunity Hour session ([R5-01](#)), and finally through a presentation at the Academic Senate ([R5-02](#)). In fall 2019, the Academic Senate approved six total GE SLOs which also continue to serve as the College's ISLOs:

- Written, Oral, and Visual Communication: Effectively and critically understand and communicate visually, in writing, and orally using traditional and/or modern information resources and supporting technology.
- Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.

- **Information Literacy:** Formulate strategies to locate, evaluate, and apply information from a variety of sources—print and/or electronic.
- **Cultural Awareness and Community Engagement:** Become ethically responsible, equity-minded participants in society, informed and involved in civic affairs and environmental stewardship locally, nationally, and globally. Demonstrate understanding and appreciation of the diversity of cultural works, practices, and beliefs.
- **Personal and Professional Development:** Engage in healthful living and wellness physically, intellectually, emotionally and socially; enhance skills for the workplace and marketplace (R5-03).

The College adopted eLumen, an outcomes-assessment data management software system. This has provided the opportunity to improve GE/ISLO assessment as well. Once mapped, eLumen automatically aggregates course-level SLO data to additionally assess the six GE/ISLOs. In spring 2020, SLOAC division representatives began reaching out to departments to start mapping course SLOs to GE/ISLOs, and the process started that same semester. The switch to remote work as a result of the COVID-19 pandemic has delayed progress, but SLOAC recreated shareable versions of all maps to keep the work moving, and at present the mapping is 50 percent complete and on target to be completed by the end of spring 2021.

PROGRAM-LEVEL ASSESSMENT

In the past three years, the College has made tremendous progress towards ensuring that all programs are completing SLO assessments. Prior to 2017, all programs had program student learning outcomes (PSLOs) identified for their degrees and certificates—and all courses were mapped on paper to these PSLOs for each degree and certificate—but the College did not have the capacity to assess these PSLO paper maps.

This all changed with the adoption of eLumen, which has allowed the College to build a framework to assess degree and certificate outcomes every semester simply by assessing course-level SLOs. As with the GE/ISLOs, SLOs for all courses must be mapped to the PSLOs for each of the College's approximately 90 degrees and certificates. Once mapped, each semester's course-level SLO assessment data is aggregated by eLumen and PSLOs are assessed automatically. While the actual mapping within eLumen can be done quickly, SLOAC, in conjunction with the Degree and Articulation Review Team (DART), worked to make the process more meaningful by embedding a review process for the PSLOs—and connecting this to DART's review of degrees—as part of the mapping efforts.

SLOAC began this lengthy project in fall 2019, after the initial wave of course-level SLO revisions was completed and the ramp up in course-level assessment was solidly underway. First, SLOAC division representatives reached out to departments to review the current PSLOs for their degrees and to determine as a department if they were accurate or needed updating, as many were written 10 years prior. SLOAC assisted with the revision process if needed. Next, SLOAC worked one-to-one with department representatives to map course SLOs to each of the degree and certificate PSLOs. SLOAC's recommendation was to focus on alignment: that at least one course-level SLO should align with at least one PSLO. If this was not accomplished, either the PSLOs or course-level SLOs needed updating or the course did not belong in the program. Through this mapping process, the alignment of course-to-program outcomes was strengthened, and program outcomes were brought up to date.

SLOAC also coordinated its efforts with DART's work. DART came together in spring 2020 with the goal of systematically supporting departments to review and update their degrees. This effort began first with the associate of arts degrees for transfer (AA-Ts) and associate of science degrees for transfer (AS-Ts) in spring 2020 and continues now. DART reviews current degrees and makes recommendations to departments based on updates from the state level, assists departments to make these updates, and have them approved locally and by the state. Once the review process through DART is complete—including updating PSLOs as necessary—SLOAC then connects with the department to map the course-level SLOs to PSLOs.

At present, 66 of the College's approximately 90 degrees and certificates have been completely mapped in eLumen. Another 17 degrees and certificates are currently being revised and updated, with the final step of mapping needed. Despite the challenges of remote work and instruction, between degree revisions and mapping, the College is on track to have 92 percent of its degrees and certificates fully mapped by the end of spring 2021 (R5-04, R5-05).

As of fall 2020, eLumen automatically aggregates course-level SLO data to assess PSLOs for all mapped degrees and certificates each semester, and SLOAC can provide these results to departments (R5-06).

SLOAC is also striving to make program assessment data more available and to include more detail than eLumen's reporting capability. In fall 2020, SLOAC collaborated with the Planning, Research, and Institutional Effectiveness Office (PRIE) to have PSLO data added to the Tableau dashboard for program review, meaning that departments would be able to view PSLO data alongside student success, enrollment, and other metrics as they go through the program review process. Likewise, SLOAC paired with COM's Information Technology (IT) Department and eLumen to enable disaggregation capability by population for PSLO data. Going forward, departments will be able to view program assessment results broken down by race and ethnicity and other factors as well.

Overall, the College has made great strides to create a framework for regular program-level assessment of its degree and certificate programs. As part of the mapping process, departments were able to review and update their PSLOs—and in many cases their degrees and certificates—so that all faculty are on the same page regarding desired outcomes for the program, resultantly making the results more meaningful. Of the College's degrees and certificates, 66 are fully mapped and will begin what will be a semesterly assessment at the conclusion of fall 2020, with a target of 92 percent of maps completed by spring 2021. SLOAC division representatives can ensure that assessment results are available for departments each semester, and with the PSLO data added to the program review Tableau dashboard, PSLO assessment will be an integral component of regular program review going forward as well.

EVIDENCE LIST

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- R5-01 SLOAC October 2019 Updates and Reminders
 - R5-02 Academic Senate Meeting Minutes, December 5, 2019, p. 2
 - R5-03 Catalog 2020-2021 General Education webpage
 - R5-04 ISLOs/PSLOs Curriculum Map, fall 2019
 - R5-05 PSLO Map and Action Plan example
 - R5-06 SLO Performance Report, AS-T Business Administration

Recommendation 6

In order to improve institutional effectiveness, when using outcome assessment data, the institution should consider strengthening the link between assessment and improving learning for all of its student populations. (II.A.1)

Over the past three years, College of Marin (COM) has strengthened its technical and institutional capacity to conduct student learning outcome (SLO) assessments. COM is now in a position where it can better analyze and use outcome data to drive decisions that improve learning. Corresponding efforts to strengthen the link between assessment and improving learning for all student populations has strengthened not only the College's assessment culture, but also the connections between assessment and other aspects of curriculum and instructional effectiveness processes, including program review. These connections allow SLO assessment work not to occur in isolation but instead be a regular part of meaningful conversations about student learning throughout the institution.

As discussed in Recommendation 10, one aspect of more strongly linking assessment to improved learning was to improve the College's overall assessment culture. As the number of assessments increased with the use of eLumen, faculty had more meaningful data to discuss. Likewise, departments were finally able to coordinate individual assessment efforts into a more cohesive process. Courses with multiple sections could now easily and meaningfully discuss aggregated results across the department, which was particularly helpful for departments like English that offer many sections of core composition classes. The English Department also began examining assessment data alongside student success data for English 150 (1A)—a first semester transfer-level English course and focus of Assembly Bill (AB) 705—allowing faculty to see how individual outcomes achievement compare to overall pass rates.

Some departments that have many single section courses began to update assessment plans and SLOs to sync similar levels to draw conclusions and drive discussions. For example, the World Languages and Cultures Department began to assess the same SLOs—such as listening comprehension—across multiple languages. Aggregated outcomes data across sections allow for more robust and data-driven discussions to improve student learning. These are a few examples of many that show an improved assessment culture at the College.

The Student Learning Outcomes Assessment Council's (SLOAC) current focus is on using assessment data to identify equity gaps and therefore determine ways to improve learning and close these gaps for disproportionately impacted students. SLOAC is collaborating with eLumen and the College's Information Technology (IT) Department to offer departments the capability to disaggregate SLO data, including institutional SLO (ISLO) and program SLO (PSLO) data ([R6-01](#)). Likewise, SLOAC has identified best practices in equity-driven assessment work across the state that look at all aspects of the assessment cycle—from developing SLOs, to analyzing disaggregated data, to the focus on ISLOs as core competencies necessary to close equity gaps—to determine if and how course contents and teaching may privilege some learners and marginalize others. SLOAC intends to apply these practices to upcoming equity-driven work at the College, including professional development and efforts to review curriculum through an equity lens.

Another aspect of linking assessment more closely to student learning has been to connect assessment work to program review, as both measure instructional effectiveness. COM's new program review process is more equity-driven and now includes equity facilitators who support departments going through program review to identify equity gaps, set goals, and strategize ways to improve learning for all student populations (R6-02). The process is also data-driven, with three-year disaggregated student success data embedded within the eLumen program review template accompanied by data-oriented reflection questions (R6-03). See the progress update on Standard I.B.7 in the plans arising from the self-evaluation process section of this report for more information on improvements to the program review process.

Regarding SLO discussions in program review, departments respond to questions in the program review template on how assessment has led to changes at the course and program levels to improve student learning. The template is used as a foundation for this equity facilitator-led program review process. Work has begun with the Planning, Research, and Institutional Effectiveness Office (PRIE) to develop a Tableau dashboard for each department that displays PSLO assessment data—including PSLO disaggregated data—along with success and enrollment metrics. This will allow for learning outcomes data to be viewed alongside performance on student success and enrollment, forming a more complete, robust picture of how to improve student learning for all student populations.

Another important connection to improve student learning is between SLOAC and the General Education Committee (GEC), which together collaborated to review and update the ISLOs/GE SLOs. The GEC will regularly partner with SLOAC to review the assessment data for these SLOs, which is a crucial link between assessment and learning, as the GEC is charged with reviewing and updating the College's GE program offerings. ISLOs are foundational skills, such as critical thinking, quantitative reasoning, and writing. Examining disaggregated ISLO assessment will be key to ensuring the College is providing equitable learning opportunities for all students.

Building a closer relationship between assessment and curriculum is another method by which the College is establishing connections to improve student learning. The first step in this effort was to identify a SLOAC member to represent assessment at the Curriculum Committee. Next, the SLOAC chair and eLumen data steward began meeting regularly with the Curriculum Committee chair and Office of Instructional Management (OIM). Faculty and department chairs were offered drop-in appointments to work on course outline of record revisions and to learn about eLumen's curriculum and assessment features (R6-04). These meetings were crucial in connecting assessment to curriculum, as the Curriculum chair, OIM, SLOAC chair, and eLumen data steward could work together to support faculty to on board into the eLumen system for assessment and curriculum work.

Likewise, SLOAC division representatives were added to the curriculum review process in eLumen so that division-specific representatives from SLOAC and the Curriculum Committee representatives both review curriculum updates (R6-05). This means that departments receive support with curriculum development at the same time that they receive support crafting learning outcomes, thus tying assessment to student learning at the outset.

The connection between SLOAC and the Curriculum Committee has also been integral in making

the process of degree and certificate learning outcomes mapping a more meaningful process to improve student learning. In fall 2019, SLOAC set out to support departments to review their degree and certificate learning outcomes to determine if they needed updating, and to map the alignment of course-level SLOs to program SLOs in eLumen for assessment. This process ensured that student learning at the course level was aligned and building toward desired outcomes at the program level. At the same time, the Curriculum Committee's Degree and Articulation Review Team (DART) initiated contact with departments in order to review their degrees and certificates and update required courses. As DART reviewed degrees and certificates, a representative from SLOAC attended the DART meetings to serve as a liaison between the two groups. By coordinating efforts, degrees and certificates that required revisions to program-level outcomes were identified and included in the scope of work for faculty.

At the conclusion of these three years, the College's assessment work is far more robust and is now connected to many other aspects of instructional processes—from program review, to curriculum workflows, to general education program discussions, and to scheduling—all with the focus of improving student learning and reducing equity gaps. These sustained, integrated efforts can now much more effectively move the needle on how assessment informs and improves student learning for all student populations.

EVIDENCE LIST

- R6-01 SLO Performance Report, AS-T Business Administration, pp. 1-3
- R6-02 District-Directed Call, Program Review Facilitators, Fall 2020
- R6-03 Program Review 2019-2025 template, pp. 2-7
- R6-04 SLOAC November 2019 Updates and Reminders
- R6-05 Course Revision Workflow example

Recommendation 7

In order to improve institutional effectiveness, analysis of service needs, both online and in person at alternative sites, as well as service delivery at those venues, should be ongoing. (II.C.1)

The external evaluation team determined that College of Marin (COM) regularly evaluates the quality of student support services and demonstrates that these services support student learning. Consistent evaluation of services continues, as do any needed adjustments. Since 2017, the College implemented extended in-person service hours, now provides virtual services, and is planning for a new student services/learning resources center.

EXTENDED SERVICE HOURS

Prior to the temporary change in instructional methods necessitated by the COVID-19 pandemic, the College had determined it was not fully meeting the needs of students who take evening courses. In response, the Enrollment Services and Financial Aid Offices, as well as Cashiering Services (Bursar), implemented expanded in-person service hours. Particular attention was given to ensuring that such services were effectively provided to English language learners who frequent evening courses (R7-01).

COVID-19 RESPONSE

In response to the COVID-19 pandemic, the College moved all in-person services to a virtual environment starting in March 2020. This includes, but is not limited to, enrollment services; cashiering services; student activities and advocacy, including student government; the Reading and Writing Lab; outreach and school relations; counseling; Extended Opportunity Programs and Services (EOPS); Cooperative Agencies Resources for Education (CARE); California Work Opportunities and Responsibility to Kids (CalWORKs); and tutoring. See Recommendation 2 for more information on additional tutoring services.

VIRTUAL SERVICES

During the COVID-19 pandemic, virtual services have proven to be both a challenge and an opportunity. Considering shifts in service delivery to a remote environment over the long-term has prompted ongoing discussion about how COM will most effectively serve students in-person and virtually. Use of technology has allowed students to access resources and support regardless of their location. Virtual services will likely be sustained after the return to in-person operations because they offer more support for students who are unable to access in-person services or choose not to.

NEW STUDENT SERVICES/LEARNING RESOURCES CENTER

Evaluation of existing service delivery and planning for the future Integrated Learning Resources Center funded by Measure B are ongoing ([R7-02](#)). Designers and architects for the project have been in continuous conversation with various student, faculty, and staff groups to determine the best fit for service delivery in the new space ([R7-03](#)). Once it is completed, the facility will provide greater access to and support for more students and members of the public. The recent purchase of, and programming plans for, the 830 College Avenue property will allow for continued expansion of service delivery from key student service offices while creating a welcoming and logical “front door” for new students and the community.

EVIDENCE LIST

- R7-01 Enrollment Services Service Hours, fall 2019
- R7-02 Measure B Bond Program webpage
- R7-03 Working Group Meeting SD03 Minutes, January 7, 2021, example

Recommendation 8

In order to improve institutional effectiveness, it is recommended that assessing student achievement outcomes (persistence and completion) for the math and English placement population and establishing processes, particularly related to validating assessment and multiple measure placements. (Standard II.C.7)

College of Marin (COM) implemented multiple measures for English placement in fall 2017 and for math placement in spring 2018. In response to this and subsequent changes to placement practices, and to ensure institutional effectiveness, the College has regularly assessed student achievement outcomes—including persistence and completion—for the math and English population.

Examples of research and reports from the Planning, Research, and Institutional Effectiveness Office (PRIE) that were shared with the College community to drive discussions and shape processes include:

- Highest Math and English Placements by Term ([R8-01](#))
- English MMAP Placement and Success Fall 2016 and 2017 ([R8-02](#))
- COM Credit Students: Highest High School Math and First Major at COM, Spring 2017-Spring 2018 ([R8-03](#))
- MMAP English Mean Grades by Group and Course ([R8-04](#))
- Students Attempting and Completing MATH 103X/Y Sequence Fall 2013 through Spring 2018 ([R8-05](#))
- Students Taking Math 103 A/B, Fall 2014 through Spring 2019: Enrollment Patterns and Throughput to Transfer-Level Math ([R8-06](#))
- Enrollment and Success in Gateway Transfer-Level Math and English Courses by DSPS Status Fall 2019 ([R8-07](#))
- Course Throughput and Success Rate in English 150/150C by Ethnicity Fall 2015-Fall 2019 ([R8-08](#))

Most recently—and in accordance with Assembly Bill (AB) 705—COM conducted a comprehensive analysis of student outcomes resulting from changes in math and English placement methods since the 2017 institutional self-evaluation report. Using the methodology recommended by the California Community Colleges Chancellor's Office, the College compared enrollment, course success, and completion of transfer-level courses within one year of first enrollment for cohorts of students starting their first math and English courses. The analysis examined outcomes from students placed using placement testing in fall 2017, multiple measures in fall 2018, and AB 705 in fall 2019.

The analysis showed that one-year throughput through transfer-level English increased each year, from 39 percent among students starting English in fall 2015 to 59 percent in fall 2019; course success rates in transfer-level English did not decline significantly, even as more students were placed in transfer-level rather than developmental English under AB 705. The recommended placement into transfer-level English with corequisite support was validated for students in the middle GPA band

and for those without high school GPA information available. Students in all race/ethnic groups were significantly more likely to be placed directly in transfer-level English using multiple measures and AB 705 placement methods, particularly Hispanic/Latinx students. However, in fall 2019, White students remained more likely than Hispanic/Latinx, Asian, and Black/African American students to be placed directly into transfer-level English and to have completed transfer-level English within one year (R8-09).

For math placements, the analysis showed that students starting math at transfer-level increased from 22 percent in fall 2017 to 88 percent in fall 2019. One-year throughput through transfer-level math also increased under AB 705, from 29 percent among students starting math in fall 2017 to 54 percent in fall 2019; multiple measures placement did not significantly increase transfer-level placement or one-year throughput. Under AB 705 placement, course success in transfer-level math fell below COM's 70 percent institution-set standard, but a larger number of students completed transfer-level math within one year because of the increase in initial transfer-level enrollment. Students in all race/ethnic groups were significantly more likely to be placed directly in transfer-level math under AB 705 placement methods, particularly Hispanic/Latinx students. However, in fall 2019, one-year throughput rates among white students were higher than Hispanic/Latinx, Asian, and Black/African American students (R8-10).

The College will continue to assess student achievement outcomes for the math and English placement population. COM's culture of inquiry is bolstered by the strong research capacity in PRIE, whereby the College and its students will benefit from comprehensive research and analysis on processes intended to propel student success.

EVIDENCE LIST

- R8-01 Highest Math and English Placements by Term
- R8-02 English MMAP Placement and Success Fall 2016 and 2017
- R8-03 COM Credit Students: Highest High School Math and First Major at COM, Spring 2017-Spring 2018
- R8-04 MMAP English Mean Grades by Group and Course
- R8-05 Students Attempting and Completing MATH 103X/Y Sequence Fall 2013 through Spring 2018
- R8-06 Students Taking Math 103A/B, Fall 2014 through Spring 2019:
Enrollment Patterns and Throughput to Transfer-Level Math
- R8-07 Enrollment and Success in Gateway Transfer-Level Math and English Courses by
DSPS Status Fall 2019
- R8-08 Course Throughput and Success Rate in English 150/150C by Ethnicity Fall 2015-Fall 2019
- R8-09 Evaluation of COM English Placement Methods, 2015-2016 through 2019-2020
- R8-10 Evaluation of COM Math Placement Methods, Fall 2017-2019

Recommendation 9

In order to improve institutional effectiveness, it is recommended that the college's efforts within Student Services assess and monitor student success and persistence to go beyond just the categorical programs, and include the general student population as well. (II.C.1)

College of Marin (COM) regularly tracks a variety of student success metrics across the general population, including persistence, course success and retention, degree and certificate completion, time-to-degree, transfer, and other student success milestones. To inform equity efforts, the College disaggregates metrics by race/ethnicity and other student characteristics. More intensive and comprehensive analyses of outcomes based on instructional or programmatic areas are also a mainstay of the College's research and assessment culture. These are accessible to the College community through the Planning, Research, and Institutional Effectiveness Office (PRIE) Fact Book and Research, Analysis, and Surveys webpages ([R9-01](#), [R9-02](#)).

Both categorical and student services programs that serve the general population benefit from the extensive research and data provided by PRIE, as well as from their own internal evaluation necessitated by reporting requirements or process improvements. While assessment and monitoring are ongoing, the student services programs have not undergone the program review process for the last few years because the College has recently redesigned its program review process for both instructional and non-instructional student services programs.

After completing the work to redesign the academic program review process in 2019, COM started to redesign its program review process for non-instructional student services programs. Based on the work of the Guidance, Resources, Integration, and Transformation (GRIT) Committee, new institutional outcomes and guiding questions were created for the non-instructional program review process in fall 2020 ([R9-03](#)). These outcomes and guiding questions were developed to ensure that the assessment process was intentionally centered on equity and dismantling systemic racism. Furthermore, the outcomes call for programs to align with COM's strategic plan and the California Community Colleges Chancellor's Office Vision for Success, and that programs improve student access, retention, and/or success of all students. Central to this alignment and call for improvement is that programs assess and monitor student success and persistence. See *Reflection on Improving Institutional Performance: Student Learning Outcomes* for more information on program review and assessment.

The College's non-instructional student services programs will use the new template for assessment starting in spring 2021. With the development of a student services program review process that is grounded in equity and focused on the general student population and on categorical programs, the College will be able to effectively assess its outcomes around equity, student success and persistence, and its overall effectiveness as an institution.

EVIDENCE LIST

- R9-01 Fact Book webpage
- R9-02 Research, Analysis and Surveys webpage
- R9-03 Guidance, Resources, Integration, and Transformation Committee webpage

Recommendation 10

In order to meet the Standards, the assessment of course level student learning outcomes should be more clearly identified, and evidence or results of those assessments should be gathered in a way that enables the College to disaggregate the data by subpopulations. (I.B.2, I.B.4, I.B.6)

In the three years following the March 2017 external evaluation team visit, College of Marin (COM) has achieved a more clearly identified assessment program for course-level student learning outcome (SLO) assessment, which has resulted in a faculty-centered, faculty-supported culture of assessment across academic divisions. SLO data is gathered through eLumen software, which additionally enables disaggregation by subpopulations.

SLO ASSESSMENT COLLEGE WIDE

The College's response to the recommendation to more clearly identify the assessment of course-level SLOs began with an immediate ramp up of resources to build capacity around SLO assessment. The first issue that the College addressed was a move away from paper assessments and shared spreadsheets to adopt eLumen—an outcomes-assessment data management software system—to support outcomes assessment College wide ([R10-01](#)). In April 2017, the Academic Senate's Student Learning Outcomes Assessment Council (SLOAC) and administration representatives from the Office of Instructional Management (OIM), the Information Technology (IT) Department, and the Planning, Research, and Institutional Effectiveness Office (PRIE) reviewed available software systems and determined that eLumen was the best fit for faculty's assessment needs. The College adopted eLumen's SLO assessment and curriculum modules, and created the eLumen data steward faculty position to support faculty use of the SLO assessment module ([R10-02](#), [R10-03](#)). Over the course of the 2017-2018 academic year, the data steward, SLOAC, OIM, the IT Department, and eLumen staff collaborated to set up the eLumen system for both curriculum and assessment, and made eLumen easily accessible through the MyCOM Portal ([R10-04](#)). At the conclusion of the fall 2018 semester, faculty were able to use eLumen to assess SLOs for the first time, with 152 out of 915 sections piloting its use ([R10-05](#)).

In addition to adopting eLumen, the College also allocated additional resources to SLOAC to build a successful, sustained SLO assessment culture across the College. Prior to 2017, the College allocated only two teaching units for SLO-related work, which allowed for very limited intentional planning and ongoing support for faculty with SLO assessment. Beginning in fall 2017, this increased to 15 units per semester ([R10-03](#)).

SLOAC determined that the best way to create a cohesive and sustainable culture of assessment was to embed SLO support into each academic division within the College. Organizing assessment support by academic division recognizes that there are many different approaches to SLO assessment, but similar academic disciplines—such as physical sciences or social sciences—often have similar SLO assessment approaches. Likewise, SLOAC determined that the best support for SLO assessment in a division is a trained faculty member from that very division. Thus, SLOAC was expanded to a membership of division-specific faculty members, each of whom supported a small group of related academic departments on campus. SLOAC also engaged in a six-month long training led by the SLO faculty coordinator at Skyline College, focusing on best practices to support faculty with SLO development and assessment. With this improved capacity, each committee member was then able

to begin supporting departments and divisions toward a sustainable assessment framework. SLOAC launched a new SLO assessment webpage to further support this work ([R10-06](#)).

Within a year of rollout, assessment quickly surged from 152 to approximately 250 completed assessments each semester for the next three semesters, and then rose again to 300 sections in fall 2020 ([R10-05](#)). This frequency of assessment keeps all departments in all divisions on track to complete or exceed their course assessment plans to assess all courses within a three-year window ([R10-07](#)).

After these initial efforts to ramp up assessment were successful, SLOAC worked to strengthen each aspect of the assessment process in order to ensure that progress would continue and be sustained over the long-term. SLOAC established a regular communication cycle to facilitate closing the loop of the assessment process (develop, assess, discuss, implement, assess):

In development of SLOs for courses, SLOAC has been added to the eLumen curriculum revision workflow so that division representatives review and approve all SLOs for new courses and course revisions. This review process ensures that SLOs are measurable and in line with the objectives of the course ([R10-08](#)). Faculty access up-to-date SLOs through eLumen, and a process was put into place to ensure SLOs on syllabi match the course outline of record ([R10-09](#)). See Recommendation 11 for further information.

In the assessment of SLOs, work begins before the start of the semester. SLOAC division representatives reach out to department chairs and/or specific faculty in their divisions to review and update their course assessment plans for the semester. The SLOAC chair and eLumen data steward attend the department chairs institute and new faculty orientation during Flex Week to update faculty leaders on SLO assessment and to connect with new faculty. Once all assessment plans are updated (approximately week four of the semester), the eLumen data steward builds the assessments into eLumen and helps tailor them to the needs of the department. For example, most departments use the default five-point scale for assessment, but the data steward can configure this scale to three-point if a department requests it. One month before the end of the semester, SLOAC division representatives begin reaching out to all faculty assessing courses with friendly reminders and resources. The division representatives continually reach out to faculty through the close of the assessment period and update the assessment plan as assessments are completed. If faculty need help, they can contact the division representative or eLumen data steward for support to strengthen assessment practices, input data, or interpret results.

Sharing and discussion of SLO results, implementation, and assessment is usually the most meaningful part of the SLO assessment process but can be challenging as it generally spans across multiple semesters. To support this work, faculty are encouraged immediately after SLO assessment to capture reflections on their individual assessments in eLumen and to view their results. eLumen's Results Explorer allows faculty to view their results in real time in comparison to the average of other sections and to see trends over time. At the start of the following semester, SLOAC representatives lead discussions in their respective departments regarding results from prior semesters, provide discussion questions for all departments across their divisions, and provide SLO assessment reports to chairs if requested to support discussions. These discussions can be captured in the eLumen program review template as well ([R10-10](#)). Departments are encouraged to implement changes based on findings and to reassess in subsequent semesters to capture their impact.

This faculty-centered, faculty-supported approach to SLO assessment has resulted in a more comprehensive SLO assessment program at the College in three short years. The College has gone from individual, paper-based assessment work to a much more coordinated and robust assessment program. Departments are gathering much more data, thus allowing for more meaningful discussions on improving student learning based on findings from the assessments.

DISAGGREGATION BY POPULATION

Prior to fall 2017, the College had no capability to aggregate course-level SLOs to higher-level SLOs or disaggregate SLO results by subpopulations, since SLO assessment was done either on paper or spreadsheets by each department. With the acquisition of eLumen, the College established this capability. Initially, the College's priority was to increase faculty's use of eLumen each semester to achieve a point where there was enough data collected across course sections to make disaggregation possible and data useable to draw conclusions. Likewise, the College focused on mapping course-level data to higher-level program SLOs (PSLOs) and institutional SLOs (ISLOs), which aggregate enough data to make further disaggregation and analysis possible. In 2020, SLOAC coordinated with the IT Department, eLumen support, and PRIE to expand the capability of the system to disaggregate data by student demographics or course attributes. At present, the College is able to disaggregate outcomes by race and ethnicity, time of day, and mode of teaching (R10-11, R10-12).

The College will first focus on PSLO and ISLO assessments disaggregated by race and ethnicity. SLOAC is currently working with IR to build a Tableau dashboard to display PSLO data—including PSLO disaggregated data—which will help faculty view and interpret results in an accessible visual format. Efforts are also underway to support departments with assessment data disaggregation for highly enrolled courses, beginning with the first semester transfer-level gateway English and math courses.

EVIDENCE LIST

- R10-01 eLumen webpage
- R10-02 eLumen modules screenshot
- R10-03 Coordinator of Student Learning Outcomes job description
- R10-04 MyCOM Portal, eLumen screenshot
- R10-05 Assessments in eLumen, Fall 2018 to Fall 2020
- R10-06 Student Learning Outcomes webpage, Assessment
- R10-07 Course Level webpage, SLO Assessment Schedules
- R10-08 Course Revision Workflow example
- R10-09 eLumen Curriculum Public View webpage
- R10-10 English Program Review 2019-2025 template example
- R10-11 SLO Performance Report screenshot
- R10-12 SLO Performance Report

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)

Since the external evaluation team visit and report, the College has developed and implemented a process to address any inconsistencies between course syllabi and the official course outline of record. Syllabi are now collected at the department level for each course section that is offered each term and are evaluated to ensure that student learning outcomes (SLOs) are identified and that they match the SLOs in the current approved course outline of record. This process is a routine task built into the start-of-the-semester activities.

At the beginning of each semester, the Office of Instructional Management (OIM) sends communication to prompt administrative assistants in each department to run the syllabi tracking report in Argos ([R11-01](#)). The administrative assistants collect the syllabi, compare the syllabi SLOs with those on the course outline of record in eLumen, and then complete the tracking report. After census date, the department assistants submit the completed reports to OIM, who maintains the tracking files by semester ([R11-02](#)).

Program-level outcomes are published in the annual catalog, which is available both in print and on the College website ([R11-03](#)). See Recommendations 5, 6, and 10 for more information on course, program, and institutional SLO development and assessment.

EVIDENCE LIST

R11-01 Fall 2020 Syllabi and SLO Tracking Report email, August 25, 2020

R11-02 Syllabi Tracking Report example, Fall 2020

R11-03 Catalog 2020-2021 AA-T Anthropology webpage, Program Learning Outcomes

Recommendation 12

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

Since the institutional self-evaluation, the College has assessed its hiring procedures, implemented revisions and safeguards to ensure procedures are consistently followed, and that they address the needs of the College's diverse student population. The hiring procedures section below outlines the College's practices from pre- to post-hire. Further, the College demonstrates its commitment to creating an equity-minded environment conducive to employee recruitment and retention through initiatives, professional development, planning, research, and best practices. College of Marin (COM) was recently awarded for leading the way in closing the equity gap.

RECENT AWARDS AND INITIATIVES

On September 30, 2020, COM received the Dr. John W. Rice Diversity and Equity Award—a prestigious award celebrating the community college that has made the greatest strides toward faculty and staff diversity or student equity. The California Community Colleges Chancellor's Office (CCCCO) honored COM for reducing equity gaps for students of color in completion and transfer, and reducing the gap between the College's proportion of students of color and faculty of color (R12-01).

In response to the killings of George Floyd, Breonna Taylor, Tony McDade, and Ahmaud Arbery, COM—along with 63 other community colleges—joined the University of Southern California (USC) Race and Equity Center's California Community College Equity Leadership Alliance in June 2020. This multi-year initiative involves monthly convenings focused on professional learning, development of actionable steps, access to resources, and campus climate surveys. The institute aims to combat racism and educational inequities on campuses where the majority are students of color (R12-02).

The College's Academic Senate received an Individual Research and Development grant in fall 2020 to create the Diversity Internship program. Under this new designation, the College will recruit graduate students from across disciplines, even those without a practicum requirement, for a year-long community college experience. Each intern will have a faculty mentor, participate in the classroom, and have the benefit of several workshops to help them generate their future application materials. This homegrown, diverse pipeline will benefit not just COM, but other California community colleges as well (R12-03).

The College adopted its most recent educational master plan (EMP) in fall 2019, and implementation is underway. Equity is one of the EMP's six focus areas and is also a lens through which the full plan was developed. The EMP builds on the work from previous plans, acknowledges external and internal obstacles to equity, and sets standard definitions to frame the College's goals and objectives. As stated in the *Educational Master Plan 2019-2025*,

“Marin County has been cited as having the greatest racial/ethnic and economic inequality in California, and increasing cost of living in the county may widen these gaps and affect the population that the College serves. Many successful efforts from the Strategic Plan 2015–2018 and Student Equity Plan have been made to increase institutional preparedness to reduce equity gaps in student achievement, but disproportionate impact still remains in course success rates, completion, and other metrics for some demographic groups at the College. The composition of the College’s faculty and staff still does not fully reflect the diversity of the student population.

The following definitions have been adopted by College of Marin:

Equity: Recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.

Equity-minded: The perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American education” (R12-04).

Each of the EMP’s six focus areas include goals and corresponding objectives, action steps, progress indicators, and performance indicators. The equity focus area identifies specific goals and objectives for hiring and selection procedures to address the needs of the District’s diverse student population. Previous and ongoing evaluation of hiring procedures include various governance groups throughout the District.

Equity EMP Goal 2 will be integrated into the upcoming equal employment opportunity (EEO) plan, which is in the final stage of completion.

Goal:

Hire, support, and retain equity-minded employees reflective of the diversity of the student body and expect all College employees to approach their work with equity-mindedness.

Strategic Plan Objective EQ2.1:

All aspects of hiring processes prioritize the hiring of equity-minded employees who understand and take ownership of racial equity gaps at the College.

Strategic Plan Objective EQ2.2:

All new employee services and programs utilize an equity-minded approach to employee support and retention.

Strategic Plan Objective EQ2.3:

Evaluation tools and processes are equity minded (R12-05).

Each strategic plan objective has action steps with clear timelines and progress indicators that are assessed biannually.

The Inclusion, Diversity, Equity, Action (IDEA) Committee, and Equal Employment Opportunity Counsel called on the District to adopt and implement anti-racist practices to align with the CCCCCO. The superintendent/president adopted the list of recommendations on June 16, 2020 (R12-06).

In fall 2018, the Academic Senate developed and implemented Colleagues Mentoring Colleagues, a new faculty mentor program to assist new faculty with a smooth transition into the College. The program involves the following initiatives:

- Participate in scheduled meetings with any/all mentors for a variety of different activities.
- Better acclimate to the campus culture through shared social and academic interests.
- Have a clearer understanding of the College's governance system, College services, student supports, and service opportunities.
- Meet representatives from various areas, both academic and otherwise, including student organizations, to help navigate the College's systems.
- Be afforded greater opportunity to fine tune their practice through curricular and pedagogical mentorship (R12-07).

HIRING PROCEDURES

The College follows policies and practices to attract a diverse and equity-minded workforce, and to prevent adverse impact with regard to EEO at each stage from pre- to post-hire.

PRE-HIRE: APPLICANT RECRUITMENT PRACTICES AND POLICIES

Human Resources (HR) reviews the locally established required, desired or preferred qualifications being used to screen applicants for positions in the job category to determine if they are job related and consistent with:

1. Any requirements of federal and state law; and
2. The District's requirement that applicants for all positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

Locally-established qualifications that do not satisfy the requirements above have been discontinued; exceptions apply when no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.

Job announcements include the following provisions:

1. Statement of Diversity
2. Student racial and ethnicity data as a framework to showcase the District's commitment to serving its diverse student population.
3. Application requirements include a description of the applicant's ability to describe how their life experiences, studies, or work have influenced their commitment to diversity, equity, and inclusion. Applications are not considered completed without a description of an applicant's commitment to diversity, equity, and inclusion (R12-08).

The Career Opportunities webpage provides potential applicants with information regarding the employment application process and instructions, minimum qualifications and equivalency information for faculty and educational administrators, information for foreign degree holders, the selection process, accommodation information, additional resources for living and working in Marin, frequently asked questions (FAQ), and the District's equal employment opportunity statement ([R12-09](#), [R12-10](#)).

The District recruits from both inside and outside of its workforce to attract qualified applicants and achieve workforce diversity. The District demonstrates its commitment to EEO by posting to diversity websites and actively engaging in the following outreach activities since spring 2018.

- Annual posting subscriptions to Blacks in Higher Education and Hispanics in Higher Education
- California Community Colleges Registry Diversity Job Fairs in Oakland and Los Angeles, California
- Career Exploration Fairs hosted by COM's Transfer and Career Center, where COM students and community members are provided with first-hand information about working at COM in addition to hands-on resume feedback and interview tips
- Sonoma County Job Fair in Rohnert Park, California
- YWCA Fifty + Job Fair in Novato, California
- Human Resources presented with the Career and Technical Education Department on the workforce training and re-training COM provides, as well as how to navigate job openings and online applications at COM
- Diversity Career Group Job Fair in Burlingame, California

HIRE: SCREENING AND INTERVIEWING CANDIDATES

In order to prevent adverse impact with regard to EEO, 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 EEO 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.
- All interview questions should be equity-minded per the adopted definition, and at least two diversity-inclusion questions must be developed in order to assess the equity-mindedness of the candidate ([R12-11](#)).
- Following the committee interview, and prior to moving forward finalists for further consideration, HR will evaluate and approve 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 diversity/equity/inclusion question to address the College's diverse student population and EEO plan must be included when checking references. Reference check templates are provided by HR ([R12-12](#)).

In spring 2020, the superintendent/president implemented a Standards of Decorum (SOD) for screening committees. The purpose of SOD is to ensure screening committee members are participating equally and actively throughout the recruitment process. Members are also asked to provide equitable consideration and treatment of all candidates throughout the process, uphold EEO law and Marin Community College District (MCCD) Board policies, and recognize and disclose potential biases or conflicts of interest to the committee chair ([R12-13](#)).

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 HR Department. Individuals who have not completed this training will not be permitted to participate in the recruitment or on the screening committee. Members must be retrained every two 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. Training topics include Title 5 regulations on EEO (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 ([R12-14](#)). HR and legal counsel also provide focused screening committee training for hiring managers, department chairs, and coordinators ([R12-15](#), [R12-16](#)).

In addition to required training every two years, screening committee members receive ongoing training at the beginning of every screening committee appointment. For example, members are provided the following materials as a refresher prior to serving on the screening committee:

- Screening Committee Training ([R12-14](#))
- Screening Committee/EEO-Diversity Best Hiring Practices ([R12-17](#))
- Screening Committee Hiring Process Guide ([R12-18](#))
- Unconscious Bias video via COM's ProLearning app in the MyCOM Portal
- Unconscious Bias in Recruiting video on YouTube by IncrediblePeopleAUS
- How Microaggressions Are Like Mosquito Bites video on YouTube by Fusion Comedy

The HR Department revised Administrative Procedure (AP) 7120 Employment Recruitment to align its employment and recruitment procedures with the EEO plan, strategic plan, and EMP; to ensure consistency within the hiring process; and to ensure diverse applicant pools ([R12-19](#)).

In response to EEO compliance efforts, HR and the Academic and Classified Senates work together to ensure screening committee appointments have representation from various groups and backgrounds. Once the Academic Senate has appointed its faculty representatives to a committee, the Academic Senate president sends communication 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 the College's diverse student body.

HR 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 and diversity of faculty and educational administrator applicant pools ([R12-20](#)).

In previous years, candidates were typically required to attend interviews on campus, which was not always practical or possible. To better reach and accommodate a diverse applicant pool, the College now offers more opportunities to interview virtually or otherwise remotely. Further, for positions that may normally require more than one campus visit as part of the interview process, the College offers one virtual or remote interview to those out-of-state or who do not reside in the local area, which demonstrates the College's serious interest in and commitment to these candidates (R12-21).

In response to the COVID-19 pandemic, the District moved to conduct all recruitment activities virtually. To ensure candidates have a similar experience to an in-person interview, the District provides best practices—both to the candidates and to the screening committee—for interviewing virtually (R12-22).

To ensure that District hiring procedures address serving its diverse student population, full-time faculty recruitments' teaching demonstrations require student participation. Students are encouraged to actively participate in the lesson and later provide their feedback, which offers uniquely student-centered perspectives on the candidates (R12-23).

POST-HIRE: EVALUATION AND PROFESSIONAL DEVELOPMENT FOR HIRED EMPLOYEES

In November 2019, the District updated performance evaluation content for management, supervisory, confidential, and classified employees to include equity-minded criteria in the evaluation process (R12-24, R12-25).

Training personnel helps to ensure that hiring practices are consistently followed by delivering and repeating the same message regarding the importance of equity, diversity, and inclusion in serving the College's student population. COM employees participated in the following trainings during the period between the institutional self-evaluation and corresponding follow-up report.

- The superintendent/president created the Leadership Development Series for administrators and supervisors in April 2017. The series trains College leaders in educational excellence, COM's mission and commitment to diversity and equity, and the College's core values.
- Spring 2017 Classified Professional Development Day: Fostering Inclusion in the Workplace.
- Fall 2017 Flex Week: Strategies for Recruiting Diverse Faculty/Staff; Preventing Workplace Harassment and Discrimination; Understanding and Transforming the Lives of Students with Disabilities.
- October 2017 Faculty and Staff Professional Development Day: 3CSN Equity Summit.
- The MCCD Board of Trustees and all College administrators received Embedding Equity in Hiring/Employment and Guided Pathways, and Equity and Best Practices for Bias Awareness trainings in April and June 2018.
- Spring 2018 Flex Week: Defining Equity; Ally Training (LGBTQ+, Undocumented Students, Veteran and Military Students); Convocation 2018- Embedding Equity into Guided Pathways.
- Spring 2018 Classified Staff Professional Development Day: Our Role to Ensure Student Equity.

- COM sent a team of 10 faculty and administrators to the USC Rossier School of Education's Equity in Faculty Hiring Institute in March 2018 and Equity as the Norm Pedagogy Institute in June 2018.
- Equity-Minded Teaching: Your Syllabus and Classroom Best Practices in spring 2018.
- Several administrators, faculty, and staff attended a workshop segment—part one of a series on EEO—on building diversity and using data for hiring in September 2018.

As a standard practice, Flex week presentations focus on equity-related topics and highlight programs and practices that cultivate a safe, equitable, and inclusive environment for all students and employees.

Fall 2018 examples include:

- Screening Committee Code of Conduct, a charge to screening committees to select qualified candidates who successfully demonstrate sensitivity to, and an understanding of, the College's diverse student population and the greater campus community.
- Diversity, EEO and Unconscious Bias training at the Department Chairs' and Coordinators' Meeting, which covered equity in hiring and screening committees.
- Equity-Minded Teaching: Your Syllabus and Classroom Best Practices.
- Screening Committee 101: Hiring the Best, Legal Requirements, and Best Practices for Screening Committees, an EEO/Diversity training for screening committees.
- Supporting Students with Mental Health Disabilities workshop regarding the benefits of providing mental health services in postsecondary education.
- Umoja Open House promoting COM's Umoja community's commitment to the academic success and personal growth of African American and other students.
- Fostering Student Success: Helping Students Overcome Financial and Personal Challenges workshop on how to support socioeconomically-challenged students in their goals toward student success.
- UndocuAlly Training where attendees were provided with information, resources, and best practices to help undocumented students achieve their academic goals.
- Allyship/Safe Space: LGBT+ Starter Kit, a forum to address current challenges facing LGBT+ students.

Spring 2019 examples include:

- Safer Spaces: A Proactive Approach to Supporting LGBTQ+ Students, an exploration of how students' intersectional identities impact their experiences and needs.
- Screening Committee 101/EEO: Legal Requirements and Best Practices workshop, which presented EEO/Diversity training for screening committees.
- Convocation: Grading for Equity, which discussed the importance of equity and the role all employees play in creating an equitable environment for students.
- Faculty/Staff of Color Mixer, a community-building event for faculty and staff of color to connect and share experiences.

- How Do We Talk About Race? a discussion about how to talk about human variation, the idea of race, and distinctions between race and racism.
- Moving Toward Equity: Low and Zero-Cost Materials, an overview of current initiatives to make classes more accessible to all students.
- Communication Goes Both Ways: Tips for Better Understanding in the Hearing-Loss World, which described “a hidden disability” and tips for communicating with people who have hearing loss and vice versa.
- Supporting Students in Distress: Responding to Concerns and Crises, with best practices for supporting students in a variety of crises.

Fall 2019 examples include:

- Grading for Equity—What Does This Mean for Your Class?
- Screening Committee 101/EEO: Legal Requirements and Best Practices
- Creating Equity and Agency with OER/ZTC Zero Textbook Cost workshop on ways to lower or reduce the cost of class materials and textbooks.
- Supporting Basic Needs workshop on tools to support delicate situations and learn about resources to refer students who are experiencing financial difficulty, food insecurity, mental health concerns, relationship concerns, and more.
- Supporting Students Through Thoughtful Curriculum Strategies. This presentation included cross-discipline strategies, assignments, and in-class activities aimed at promoting student self-care, resilience, and learning outcomes, with special focus on students from marginalized populations who are more likely to experience stress, anxiety, depression, and emotional and psychological trauma, which directly impact academic success and retention.
- Supporting Students in Distress, which explored ways instructors can proactively intervene with their students to provide support, manage students who are of concern, and discuss best practices in supporting students in crisis.
- Convocation: Channeling 21-foot Ladders to Address 20-foot Educational Borders. Dr. Cesar Cruz was the keynote speaker and the presentation focused on accessibility and equity.
- Expanding Your Equity Toolkit, a workshop to develop effective teaching practices and a better understanding of issues of equity.
- Serving Students with Autism Spectrum Disorder
- Teaching Takeaways from Learning Communities and Equity Programs workshop on information about COM’s EOPS, MAPS, Puente, and Umoja programs’ student populations and culturally appropriate teaching practices which engage students while maintaining high rigor and high expectations.
- Microaggressions 101, an investigation of intersectional microaggressions across a range of group identities relevant to the COM community, including race, sexuality, gender, immigration status, ethnicity, religion, and disability.
- Amplifying Student Voices: Accessibility, Support and Guidance with student testimonies from first-generation, socio-economically disadvantaged, and DACA students to build a more equitable pathway for transfer success and graduation.

- Research Resources to Inform Equity-minded Teaching Practices workshop on how to use course-level data to support student equity in the classroom.
- The Classified Professional Development Day included guest speaker Bandi Howard who described how classified staff represent the foundation and “working intellect” for all campus operations. Through consistent engagement, invaluable collaboration, and ongoing support of the overall mission, Howard emphasized that classified staff can make positive contributions which will assist with the re-alignment of educational and professional pathways benefitting staff and students.

Spring 2020 examples include:

- Supporting Students in Crisis, a presentation of COM Crisis Assessment, Response, and Education (CARE) and how to support students going through a crisis.
- Mental Health First Aid: Responding to Mental Illness, an eight-hour public education program that helps identify, understand, and respond to signs of mental illness and substance abuse disorders.
- Grading for Equity: Reflections and Practice, a follow-up to the fall 2019 Flex workshop on inequities of traditional grading and the detrimental impact of those practices in contemporary classrooms.
- Screening Committee 101/EEO: Legal Requirements and Best Practices
- Project Based Learning—a Force for Equity, a workshop on how to implement engaging, real-world project-based learning to help students become critical thinkers, collaborators, good communicators, and project managers.

Equity-minded professional development opportunities continue to be a featured component of Flex week and other training events.

EVIDENCE LIST

- R12-01 Dr. John W. Rice Awards Presented to California Community Colleges
Advancing Diversity, Equity and Student Success, press release, September 30, 2020
- R12-02 California Community College Leadership Alliance
- R12-03 Individual Research and Development Proposal, COM Diversity Internship Program
- R12-04 Educational Master Plan 2019-2025, p. 18
- R12-05 Educational Master Plan 2019-2025, pp. 20-21
- R12-06 IDEA and EEO Letter to the Superintendent/President, June 12, 2020
- R12-07 District-Directed Call, New Faculty Mentors 2020-2021
- R12-08 Nursing Instructor, job posting example
- R12-09 Career Opportunities webpage
- R12-10 Employment FAQ webpage
- R12-11 Hiring Manager Recruitment Planning Guide
- R12-12 Reference Check template
- R12-13 Letter to Screening Committee Members, spring 2020
- R12-14 Screening Committee Training
- R12-15 Screening Committee Training for Hiring Managers
- R12-16 Diversity, Equity, and Unconscious Bias in the Hiring Process
- R12-17 Screening Committee/EEO-Diversity Best Hiring Practices
- R12-18 Screening Committee Hiring Process Guide
- R12-19 AP 7120 Employment Recruitment
- R12-20 Foreign Credential Requirement memo, July 1, 2018
- R12-21 Virtual Interview Invitation
- R12-22 Best Practices for Interviewing Virtually
- R12-23 Student Invitation to Teaching Demonstration
- R12-24 CSEA Employee Evaluation Form
- R12-25 SEIU Employee Evaluation Form

Recommendation 13

In order to meet the standard's expectation, the appropriate employee evaluations need to utilize the results of the assessment of learning outcomes in order to better inform the improvement of teaching and learning. (III.A.6)

As communicated in the language below, Standard III.A.6 has been deleted effective January of 2018:

“The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)”

Although the Standard has been removed, the College is placing teaching and learning at the center of its equity agenda. The launch of the Umoja Equity Institute in 2021, the comprehensive changes to program review, a strengthened assessment culture facilitated by the adoption of eLumen and College wide faculty engagement, and ongoing professional learning activities are a few of the initiatives focused on best instructional practices. Furthermore, the evaluation article in the collective bargaining agreement that pertains to faculty evaluations is presently under review, and a committee comprised of faculty and one manager is working on a more meaningful and relevant evaluation tool and process. This work is equity-driven and while not finalized, the draft teaching portfolio includes the following equity statement for faculty to reflect on as part of the evaluation process:

College of Marin (COM) defines equity as: recognizing the historical and systemic disparities in opportunity and outcomes and providing the resources necessary to address those disparities.

COM defines equity-mindedness as: the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American education.

The draft teaching portfolio includes a requisite equity statement and proposed guiding questions to be incorporated into the evaluations in the first and subsequent years for full-time tenure-track faculty. The timeline and proposed guiding questions are as follows:

- **Year 1:** Your equity statement should address: How do you ensure equitable student learning outcomes are reached across our diverse student body to address historical and systemic disparities?
- **Year 2 Onward:** Reflect on your equity statement and address how you are incorporating new experiences (trainings, professional development, student feedback, etc.) into your teaching and the greater COM community. If your equity statement has changed, please explain.

As a part of the self-reflection process in the teaching portfolio, faculty will have the opportunity to reference their student learning outcome (SLO) assessments, and integrate lessons learned into their instructional practices.

In addition to the faculty evaluation changes, and as referenced in Recommendation 12, the California School Employees Association (CSEA) and Service Employees International Union (SEIU) evaluations have been negotiated and revised to include equity-minded criteria in the evaluation process as well.

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards (6.B)

Student Learning Outcomes (Standard I.B.2)

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

PROCESS STRENGTHS

INSTRUCTIONAL SLO ASSESSMENT

One of the major strengths of College of Marin's (COM) instructional student learning outcome (SLO) process is that it is faculty-driven, which results in faculty-initiated improvements in teaching and learning. The Student Learning Outcomes Assessment Council (SLOAC) is an Academic Senate subcommittee and is comprised of faculty representatives from each academic division on campus (SLO-01). Familiarity with their division's courses, pedagogy, and instructors allows these representatives to provide the most effective, one-to-one support and communication within their respective divisions. The result is a collaborative assessment practice within every division where assessment support comes directly from faculty knowledgeable about its unique attributes. The model has proven successful in developing a stronger, streamlined assessment practice. This division-specific support model launched three years ago and began with the need for a division representative from each of the nine different academic divisions across the College. Gradually, as representatives cycled on the committee, participated in committee trainings, and gave hands-on support to their divisions, they could then cycle off the committee, take that information back to their department, and continue the work. The result has been a much stronger, sustainable assessment practice with the need for only four to five division representatives each semester now overseeing broader divisions, but with more faculty experienced in supporting SLO assessment within each division.

eLumen software provides a straightforward, effective process for scoring assessments and it protects faculty privacy, both of which have strengthened the assessment process as well (SLO-02). The eLumen assessment module is accessible to faculty only and supported by a faculty data steward. Completing assessments in eLumen has been easily adopted by faculty. The SLO faculty toolkit houses both written and video instructions for faculty to follow to score assessments (SLO-03). SLOAC has also embedded a reflection template within each SLO assessment. After an assessment has been scored, faculty are directed to complete the reflection. The reflection template gives faculty an opportunity to record thoughts about the teaching process right after the semester ends. They are prompted to record what worked, what warrants change, and what tools or resources might improve teaching and learning in their course. Faculty can refer to their reflection templates at any time and for any year. The reflections are stored indefinitely, but only the faculty of record for the course has access to them. Faculty can also return to eLumen's Results Explorer to see the assessment results for their courses (SLO-04). If a course has multiple sections, they can see how one section's results compare to the other sections as aggregated data and visualized as a graph. For each semester faculty complete assessments for a course, present data will compare to the previous semesters, enabling faculty to see if changes they made to teaching have had an impact on the assessment scores.

A final strength of the assessment process is that there has been an intentional focus on sustainability, making sure that the assessment culture can be maintained and continue to grow over the long term. As faculty joined SLOAC as division representatives and then subsequently cycled off, they have taken their knowledge and experience of assessment best practices back to their departments, which have then needed much less hands-on support from SLOAC. This year, SLOAC will begin a mentoring program to formalize the on-boarding process of new SLOAC members and to ensure that consistent training is provided and current division representatives can share division-specific best practices with new members before cycling off.

NON-INSTRUCTIONAL STUDENT SERVICES PROGRAM ASSESSMENT

In 2017, the College began to plan for the redesign of its academic program review process with the goal to establish a meaningful process that would encourage greater faculty participation and discussion around equity and student success for all groups of students. After the College completed the redesign of its academic program review process in 2019, it started work on its program review process for non-instructional student services programs with the same intention—to create an assessment process focused on equity and dismantling systemic racism within its practices and structure.

The first step of this process was to establish core institutional outcomes for non-instructional student services programs. To do this, all non-instructional programs submitted their individual intended outcomes to be reviewed for commonalities and shared language. Then, in fall 2020, the Guidance, Resources, Integration, Transformation (GRIT) Committee reviewed the commonalities and developed institutional outcomes and guiding questions for the non-instructional student services programs that aligned with the College's educational master plan, strategic plan, and student equity plan ([SLO-05](#)).

As a subcommittee of the Planning and Resource Allocation Committee (PRAC), GRIT submitted the draft outcomes and guiding questions to PRAC in November 2020. The draft is currently under review. Once the draft is approved, the outcomes and guiding questions will be integrated into a program review template within eLumen. Once this work is finalized, the College's non-instructional student services programs will use the new template for assessment starting in spring 2021. With this new student services program review process, the College will be able to assess its non-instructional programs with the goal to improve services to students as well as eradicate barriers and systemic racism within College practices and services.

GROWTH OPPORTUNITIES

One growth opportunity for the College is to strengthen how instructional SLO assessment can contribute more to closing equity gaps. The College has many initiatives, programs, plans, and activities devoted to anti-racism and equity with an educational master plan that has equity as part of every focus area. The College has made a lot of progress in moving the needle on equity and anti-racism. While much progress has been made, the College feels outcomes assessment could play a more significant role in this work. In fall 2020, SLOAC began to examine best practices and strategize how assessment data can be more relevant to the equity work already occurring through program review, updating curriculum, and professional learning. For example, in order to connect more closely with the College's equity-driven program review process, SLOAC is partnering with the Planning, Research, and Institutional Effectiveness Office (PRIE) to include disaggregated program SLO (PSLO) data in

the program review Tableau dashboard. This would mean that programs can look at assessment data disaggregated by race and ethnicity alongside disaggregated student success and enrollment data, connecting assessment more closely with equity-driven program goal setting in the program review process. Also, with new capacity to disaggregate SLO data at the College wide, general education outcomes level, COM will be able to more effectively identify and address equity gaps in core skills such as critical thinking across divisions.

Another growth opportunity the College is exploring for instructional SLO assessment is digital badging, which supports competence-based assessment through micro-credentials. Badges serve as a digital transcript and can be published on students' LinkedIn profiles to document 21st century workforce skills they have mastered. The Business Department is piloting one such model in spring 2021 through digital badging in certain business courses by partnering with NexusEdge and sponsored by the California Community Colleges Chancellor's Office Strong Workforce Program.

COURSE, PROGRAM, AND SERVICE IMPROVEMENTS

In these past three years ramping up assessment work, the focus has been on creating the conditions needed for departments to have meaningful discussions about assessment data that can lead to improvements. For many departments, this involved coming together as a department to discuss and update SLOs for many courses. This also meant setting assessment schedules designed for meaningful discussion. For example, for the World Languages and Cultures Department, this meant creating an assessment schedule which synced assessment of individual skills across all language classes so that meaningful discussions could be had about skills such as listening comprehension across all such courses. For Fine Arts, the work to sync assessment schedules contributed to effective changes in instruction during the COVID-19 pandemic. Revisions were made to all SLOs to better align across courses at each level so that all faculty teaching level one courses, for example, could engage in meaningful conversation across mediums. This alignment of SLOs was particularly important in Fine Arts because most courses have only one section and these new revisions allowed for meaningful discussions among all faculty regardless of the medium. With the shift to remote instruction in late spring 2020 due to the pandemic, the department recognized that the attainment of some SLOs was being impacted more than others, and the impacts were often rooted in inequities as they depended on students' resources outside the College. The department determined that studio time was key to ensure that students most impacted by the pandemic were able to achieve SLOs, and these courses were prioritized to have an in-person component starting fall 2020.

Assessment data is helping shine a light on the impact of Assembly Bill (AB) 705 in the math and English departments as well. The English Department has been monitoring for any changes in SLO assessment data in English 150 (1A) following the elimination of prerequisites and comparing this with student success data as well. Surprisingly, summative assessment data has not been significantly impacted by the changes in the composition series, but the English Department—along with math—plans to disaggregate assessment data for such transfer courses in upcoming semesters to learn more about the impacts.

ASSESSMENT SCHEDULES

SLOAC's membership of division-specific representatives is incredibly helpful if a division falls behind in assessment. Division representatives keep in contact with departments throughout the assessment cycle and can work with individual departments who may be falling behind on assessments to catch back up again. More importantly, division representatives are able to work with these departments to determine how to make the assessment process more meaningful and engaging for its faculty and staff. Division representatives can help identify what might be impeding assessment, such as outdated SLOs, lack of knowledge of the assessment cycle or eLumen, an assessment schedule that doesn't yield opportunities for meaningful discussion, or to clarify what thorny question the department wishes to learn more about through outcomes assessment. The division representative is then able to work with the department on how to address these issues to get back on track with assessment and have a meaningful practice within the department. Likewise, if a course or set of courses has not been assessed for some time, SLOAC reaches out to the Curriculum Committee chair or Office of Instructional Management as needed to determine if that course has been deactivated or when it will be offered next.

Looking ahead, as the College wraps up its three-year assessment cycle, and division representatives reach out to all departments to create the next three-year plan, the focus will be on sharing best practices from departments strongest in their assessment culture with all departments across the College.

COM has made great strides in building its assessment culture over the past three years, and the knowledge gained will guide the College in planning for the next three years in all departments in all divisions.

EVIDENCE LIST

- SLO-01 Student Learning Outcomes webpage, SLOAC Committee
- SLO-02 eLumen webpage
- SLO-03 Faculty Toolkit webpage
- SLO-04 How to Use the Results Explorer
- SLO-05 Institutional Non-instructional Program Review Outcomes and Guiding Questions

Institution-Set Standards (Standard I.B.3)

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Since 2013, College of Marin (COM) establishes standards for student achievement appropriate to its mission and regularly assesses performance on these standards. COM's current institution-set standards include:

- successful course completion;
- the number of students awarded degrees;
- the number of students awarded certificates;
- the number of transfers to the University of California (UC) and California State University (CSU) systems;
- fall-to-spring persistence;
- licensure pass rates for emergency medical technician (EMT), registered nursing (RN), and registered dental assisting (RDA); and
- graduate employment rates for dental assisting, medical Assisting, and RN programs.

Each year, the Planning, Research, and Institutional Effectiveness Office (PRIE) generates data on student achievement. The Academic Senate, Student Learning Outcomes Assessment Council (SLOAC) and PRIE periodically review the data on degree and certificate completion, transfer, successful course completion, and persistence to determine if any changes should be made to the standards. The most recent review took place in November 2020 ([ISS-01](#)).

Since its last review, COM also established aspirational goals for degrees, certificates, and transfers in alignment with its local Vision for Success goals. These aspirational goals are targeted for attainment in 2022, at which time they will be reevaluated. In November 2020, in response to a letter from Accrediting Commission for Community and Junior Colleges (ACCJC) informing the College that an aspirational goal for successful course completion was required, PRIE recommended an aspirational goal based on projected course completion if racial equity gaps were eliminated. This goal was presented to the Academic Senate and adopted ([ISS-01](#)).

The career technical education (CTE) deans periodically review the data on licensure and employment outcomes. These standards will be reviewed and revised as appropriate in the 2021-2022 academic year.

Recent Performance Evaluated Against Institution-Set Standards

Institution-Set Standard		Performance			Difference from Floor/ Stretch Goal		
Definition	Floor Stretch	2017– 2018	2018– 2019	2019– 2020	2017– 2018	2018– 2019	2019– 2020
Successful course completion (fall semester) (%)	70	75	75	77	5	5	7
	78				-3	-3	-1
Students transferring to four-year colleges (UC or CSU) (N)	180	274	279	316	94	99	136
Total transfers (stretch goal only) (N)	382	353	379	391	-29	-3	9
First-time students persisting from fall to spring terms (%)	66	74.2	76.3	74.2	8.2	10.3	8.2
Students receiving a degree (N)	190	297	334	345	107	144	155
	330				-33	4	15
Students receiving a certificate (N)	40	56	62	58	16	22	18
	64				-8	-2	-6
Emergency Medical Technician licensure pass rate (%)	80	94	89	75	14	9	-5
Registered Nursing licensure pass rate (%)	75	92.1	95.2	97.6	17.1	20.2	22.6
Registered Dental Assisting (RDA Law and Ethics and written combined) (%)	80	100	100	75	20	20	-5
Registered Nursing graduate employment rate (%)	45	88	n/a	n/a	43	n/a	n/a
Registered Dental Assisting graduate employment rate (%)	70	100	n/a	n/a	30	n/a	n/a
Medical Assisting graduate employment rate (%)	40	73.3	n/a	n/a	23.3	n/a	n/a

FLOOR STANDARDS

The College has met its floor standards for successful course completion, students transferring to the UC/CSU system, first-time student fall-to-spring persistence, students awarded degrees, students awarded certificates, and RN licensure pass rate for the past three academic years (2017-2018 through 2019-2020). In 2019, the emergency medical technician licensure pass rate was 75 percent, 5 percent below the floor standard. However, this was based on a cell size of four, with just one student not passing. Progress will be reviewed immediately upon availability of the 2020 data to determine what, if any action must be taken. The most recent data available for the registered dental assisting exam included January through October 2020. The pass rate for that portion of 2020 was 75 percent, 5 percent below the floor standard. Progress will be reviewed immediately upon availability of the remaining 2020 data to determine the final annual pass rate and whether any action must be taken.

STRETCH (ASPIRATIONAL) GOALS

SUCCESSFUL COURSE COMPLETION

The College has not met its recently established stretch goal for successful course completion, falling short by one percentage point in 2019-2020. This stretch goal was set based on an estimate of institution-level course success if all equity gaps in successful course completion were eliminated.

DEGREES

The College exceeded its stretch goal for the number of students awarded an associate degree by four in 2018-2019 and by 15 in 2019-2020. The number of degrees awarded annually has increased each year since 2016-2017, partly due to the introduction of transfer degrees and various student success initiatives to improve persistence and completion.

CERTIFICATES

The College fell short of its stretch goal for the number of students awarded certificates by two to eight students each year. Several certificate programs are in the process of, or have recently been reevaluated to ensure curriculum is current and programs are meeting the needs of the regional market. In addition, the College established several goals under the Indian Valley Campus focus area in the educational master plan intended to increase access and enrollment at the campus, which is the primary location of the College's certificate programs.

TRANSFERS

The number of students transferring to four-year institutions has increased each year since 2017-2018, exceeding its stretch goal by nine students in 2019-2020.

INITIATIVES TO IMPROVE OUTCOMES

The educational master plan and strategic plan outlines focus areas, goals, and activities the College will take to improve student outcomes through 2025. The College has made equity a primary focus of its student success initiatives in the educational master plan and strategic plan. Student support programs include learning communities, K-12 concurrent enrollment programs, Summer Bridge, and a newly established Umoja Equity Institute to focus support on achieving equitable outcomes for traditionally underrepresented students at the College. As Assembly Bill 705 continues implementation, so does improvement of curriculum and pedagogy, including corequisite support to improve success in high-enrolled gateway English and math courses. Finally, changes made to matriculation, program offerings, scheduling, and student support are being implemented through the Guided Pathways initiative ([ISS-02](#)).

In 2019-2020, a new program review process was established, which includes utilizing faculty equity facilitators to support the review of program-level student achievement and equity data and creating objectives and plans for continuous improvement.

INFORMING CONSTITUENTS

PRIE publishes all ACCJC annual reports on its Accreditation webpage. In addition, PRIE tracks trend data for each standard and stretch goal and updates the progress on the online Fact Book. Student success data is regularly discussed in participatory governance and ad-hoc committee meetings, including the Educational Planning Committee (EPC); Guidance, Resources, Integration, and Transformation (GRIT) Committee; and the Inclusion, Diversity, Equity, Action (IDEA) Committee. Each of the College's institution-set standards and aspirational goals are aligned with key performance indicators in its educational master plan and strategic plan. PRIE provides annual updates to the EPC on each performance indicator, and the champions for each goal reflect on the data and progress toward reaching the appropriate aspirational goals ([ISS-03](#)).

At the programmatic level, as part of the program review process, PRIE provides a comprehensive annual report to each discipline that includes data from the most recent three academic years, including successful course completion, degree and certificate awards, and fall-to-spring persistence ([ISS-04](#)). Transfer data for majors in each program is provided to academic deans annually for their presentations to the Planning and Resource Allocation Committee (PRAC) ([ISS-05](#)).

EVIDENCE LIST

-
- ISS-01 Academic Senate Meeting Minutes, November 12, 2020, pp. 2-3, example
 - ISS-02 Educational Master Plan 2019-2025
 - ISS-03 2020 ACCJC Annual Report
 - ISS-04 Business Administration Program Review Data 2017-2018 through 2019-2020, example
 - ISS-05 Math and Sciences Division Data, 2017-2018 through 2019-2020, example

Report on the Outcomes of the Quality Focus Projects (6.C)

Quality Focus Essay Action Project One: Distance Education

The goal of Quality Focus Essay Action Project One: Distance Education (DE) was to better enable students to complete their educational goals by increasing both access to and success in high-quality online courses by utilizing best practices for securing authentication, course design and accessibility of course materials, regular and effective contact between course instructors and students, and improving technology by migrating to a new learning management system—Canvas.

EXPANSION OF ONLINE COURSE OFFERINGS

College of Marin's (COM) DE program and its corresponding capacity to ensure high-quality online instruction has expanded since 2017. Additional faculty have taken the Online Education Initiative (OEI) 12-week course; at least 20 have taken Online Education Standards and Practices (OESP) through the Online Network of Educators (@ONE) to become eligible to teach DE. The College was awarded the Improving Online CTE Pathways grant in 2019 and concluded the grant work at the end of 2020. The emphasis of the grant was to bring three career technical education (CTE) programs online: hospitality, business, and multimedia studies/graphic design; and to expand the online general education (GE) offerings for Intersegmental General Education Transfer Curriculum (IGETC) and CSU GE-Breadth areas to provide students the option to complete the GE patterns online ([QF1-01](#)) Participating faculty were compensated to modify existing courses and develop new courses that meet Level 3–Accomplished on the OEI rubric ([QF1-02](#)). As part of the course development work, faculty engaged in the peer online course review (POCR) process, which entails two to three faculty who peer review a developed online course. The purpose of the peer review is to ensure that the faculty member has developed a course that meets the OEI rubric benchmark of Accomplished is ready for the California Virtual Campus–Exchange, and, by extension, advance the College to becoming a POCR-approved institution.

Disciplines displayed in bold in the tables below denote where online course offerings were expanded between 2017 and 2021.

Expanded Course Offerings by Discipline

Career Education	Arts and Humanities	Math/Business/Sciences/ Kinesiology/Counseling
Administration of Justice	English	Anthropology
Computer Information Systems	Art	Math
Multimedia Studies	Philosophy	Business
Court Reporting	Music	Hospitality
Work Experience	Drama	Chemistry
	Communication	History
	Spanish	Psychology
	Dance	Sociology
		Ethnic Studies
		Geography
		Geology
		Kinesiology/Health Education
		Engineering
		Counseling

Expanded Course Offerings by IGETC Area

Area 1A	Area 2	Area 3A	Area 3B	Area 4
English	Math	Dance	Philosophy	Anthropology
		Drama	Spanish	Geography
		Art		Psychology
				Sociology

Area 5A	Area 5B	Area 5C	Area 6 LOTE
Geography	Anthropology	Anthropology	Spanish
Geology		Chemistry	
Chemistry		Geography	
		Geology	

Expanded Course Offerings by CSU GE-Breadth Area

Area A1	Area A2	Area A3	Area B1	Area B2	Area B3
Communication	English	English	Chemistry	Anthropology	Anthropology
		Drama	Geography		Chemistry
			Geology		Geography
					Geology

Area B4	Area C1	Area C2	Area D	Area E
Math	Dance	Philosophy	Sociology	Kinesiology/ Health Education
	Drama	Spanish	Psychology	Counseling
	Art		History	Psychology
			Anthropology	
			Business	
			Ethnic Studies	

TIMELINE AND ACTIVITIES

The College set forth the following planning agenda and focus areas over a three-year period for Quality Focus Essay Action Project One: DE.

Year 1: Research Best Practices and Prepare to Migrate to Canvas

Year 2: Launch Canvas

Year 3: All DE Courses Reach Level 3–Accomplished on the OEI Rubric

The College followed the expected timeline, resulting in a new learning management system, updated procedures, staffing modifications, and ongoing professional development.

CANVAS

The College implemented Canvas in fall 2017, and approximately 60 percent of all faculty adopted it as their learning management system. When the College transitioned to remote instruction in response to the COVID-19 pandemic in spring 2020, all faculty used Canvas as their virtual classroom and continue to use Canvas while instruction is delivered online. With the extended experience of teaching online and using Canvas, faculty who did not previously use the system will be able to leverage the advantages of the online modality to work in tandem with face-to-face teaching when in-person instruction resumes. The College's response to the COVID-19 crisis has engendered a transformation in how the College community thinks about accessibility, equity, and instructional practices. Staff and faculty are shifting their thinking and dialogue from expecting to "return to normal" and instead embracing a sea change in how the College offers instruction and how to better meet students where they are.

POLICIES

The College revised Administrative Procedure (AP) 4105 in March 2018 (QF1-03). The updated administrative procedure more clearly defines the online instructional categories and requires that all faculty new to online instruction must take the OEI 12-week course before teaching online. The DE plan also clarifies the priorities for areas for online course development, which are the IGETC and CSU GE-Breadth patterns (QF1-04).

STAFFING

The instructional technologist position was upgraded to that of instructional designer in order to better represent the type of work associated with the position. The instructional designer is primarily focused on supporting faculty with course design and pedagogical practices rather than the technological aspects of online instruction.

PROFESSIONAL DEVELOPMENT

Faculty who teach online attend a Flex meeting at the start of each semester to maintain currency with Canvas and to discuss instructional practices. The OEI rubric provides the framework for faculty as they develop their courses and provides consistency and standardization among the quality of online courses. In 2019, the College was awarded the Improving Online CTE Pathways grant, which provided \$200,000 to compensate faculty to develop courses, degrees, and certificates along with funding instructional tools and marketing newly developed online CTE programs. Via the grant, faculty have developed their courses with the goal of bringing them to POOCR status. The grant sunsetted in December 2020, and faculty are finalizing the peer review process to ensure that their courses are high-quality, engaging, and accessible (QF1-05).

As a result of all faculty being exposed to emergency online instruction in spring and fall of 2020, some instructors became more interested in pursuing professional learning in online instruction. At least seven faculty since spring 2020 have taken or are taking the Online Teaching and Design 12-week course with the goal of developing their courses and bringing them through the POOCR process. A happy outcome of this interest is two of the areas that were either unmet or had few online offerings are now met. Public speaking—required for the CSU—is now being developed for online instruction along with courses in the sciences, drama, and languages. By 2022, online courses will be offered in all areas that meet IGETC and CSU-GE Breadth requirements.

Faculty are being trained in the POOCR process so that the College will have an internal review process for online courses, with the eventual goal to reach POOCR-approved status. Work will start with three POOCR-certified courses in 2021 and expand shortly thereafter. Once the College demonstrates it is capable of competent and effective internal peer review, courses will be accepted with less scrutiny and instead be subject to periodic spot checks.

DESIRED GOALS/OUTCOMES AND ASSESSMENT

The College set forth three desired goals/outcomes for Quality Focus Essay Action Project One: DE.

Goal /Outcome 1

Providing support for all DE instructors to successfully complete OESP training during year 1 to become eligible to begin or continue teaching DE

Assessment

Per AP 4105, all faculty new to DE are required to take the OESP/OTD course to be eligible to teach online courses. While more faculty go through the training and then develop their courses, there are still some gaps between training and resulting quality course development. As the overall DE program evolves, the College is considering training and other professional learning as the starting point with later progression to the PO CR process. There are also a number of “legacy” faculty who have taught online courses prior to the AP 4105 revision. The expectation for those faculty is to develop a plan that includes a PO CR cycle and OTD training over the next few years to capture all faculty who have not had formal training and been through the PO CR process. The DE Committee, a subcommittee of the Academic Senate, will lead this effort.

Goal /Outcome 2

Bringing all DE courses to Level 3–Accomplished on OEI rubric by fall 2018

Courses not meeting the OEI rubric will be put on hiatus until the course instructor completes the OESP training to be eligible to continue teaching DE

Assessment

This goal is still a work in progress and the inclusion of the PO CR process into the requirements for a course and instructor to be at Accomplished level will eventually get the College to that benchmark. In some instances, courses were put on hiatus because they were not satisfactorily designed to ensure a high-quality experience that provides for student success in the online environment. Ongoing support is provided to faculty with the intent of developing and advancing their skills so that the courses reach the Accomplished level.

Goal /Outcome 3

Improving DE course success rates

- Improve DE success rates by 2 percent during year 1
- Improve DE success rates by 2 percent during year 2
- Improve DE success rates by 2 percent during year 3

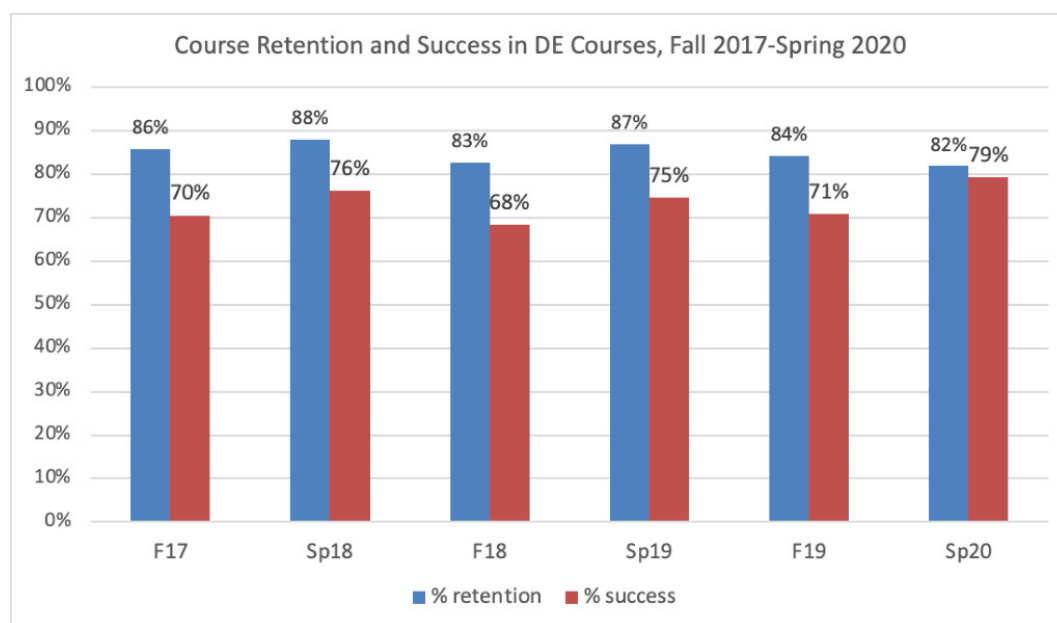
Assessment

The College has not met the expected outcome. Course success rates did not improve by 2 percent each year. However, DE course success rates did meet the institution-set standard of 70 percent every semester since 2017 except for fall 2018. Further, DE course success rates did increase when comparing 2017-2018 to 2019-2020.

Notably, retention and success rates in DE courses improved when comparing against data available at the time of the 2017 institutional self-evaluation and external evaluation team visit. In 2015, the College's DE course success rate was 68 percent, below the 70 percent institution-set standard. Since then, the success rates have improved except in 2018-2019. The College is assessing why the year was anomalous and exploring whether it is correlated with the implementation of multiple measures or other factors.

As faculty grow more proficient in online instruction, the College anticipates that the success rates in DE courses will increase over time. Gains from the collaborative work of faculty, the distance education coordinator, and instructional designer will continue. With more attention placed on roster management, pedagogy, course design, and engaging instructional practices, the College is well-positioned to provide an online learning environment that contributes to student success. Students are also becoming more experienced and adept with online education and that may factor into overall success rates.

Retention and Success Rates in DE Courses



Source: COM Data Enterprise System (Banner)

SUMMARY

The College is at a juncture with its distance education program, and the COVID-19 pandemic thrust the institution into online instruction in the most abrupt manner possible. What COM had charted for its future—incremental growth, a focus on IGETC and CSU GE-Breadth, and emphasizing quality over quantity of offerings—has now been disrupted and the College will need to adjust planning to respond to a changed educational landscape. For example, the student experience during spring 2020 and into 2020-2021 may have influenced student preferences for learning modalities. Students may prefer online courses to evening courses now that they have engaged in online learning and see the value in not having to come to campus after work, find childcare, and other considerations. More students may weave online and on-site courses into their schedules, and the College may see this course-taking pattern more frequently. A new question is posed. To be responsive to students' scheduling needs, what percentage of credit and noncredit courses should be offered online? In the next year, the College will draft a new DE plan, reflecting on the transformation that has resulted from the pandemic and determine how the College will respond and evolve.

EVIDENCE LIST

- QF1-01 Improving Online CTE Pathways Grant Application
- QF1-02 Course Design Rubric for the Online Education Initiative
- QF1-03 AP 4105 Distance Education
- QF1-04 Distance Education Plan 2016 -2019, p. 18
- QF1-05 DE Course Checklist

Quality Focus Essay Action Project Two: Basic Skills Completion Humanities 101 Course

The goal of Quality Focus Essay Action Project Two: Basic Skills Completion Humanities 101 Course was to shorten time to degree by focusing on higher placement of incoming students into the English sequence, earlier and more accurate development of educational plans, and increased involvement in campus learning communities.

HUMANITIES 101 OVERVIEW

Humanities 101 The Human Condition (HUM 101) is a transfer-level Intersegmental General Education Transfer Curriculum (IGETC) course designed to orient students to academic discourse, introduce them to multiple disciplines, help them gain scholastic dexterity, and navigate college. The structure of the course includes a primary English instructor and four content instructors, an embedded counselor, and an embedded tutor/mentor. Lectures are designed for students to explore a theme, such as music, sports, or food through a variety of academic lenses to demonstrate the purpose of general education requirements. Guest lecturers help students understand specific skills associated with a given field, for both professional and learner. Assignments and lectures focus on developing skills, such as note taking, annotation, expository writing, and critical reading. Additionally, the assigned faculty counselor ensures that students are aware of enrollment expectations, transfer and major requirements, resources, and programs that benefit them. In essence, students are given the opportunity to practice being successful college students across disciplines while accruing transferrable units corresponding to University of California (UC) Area 3B and California State University (CSU) GE-Breadth Area C2.

In addition to the above, HUM 101 classes are designed to consider the theme through a social justice lens. All the readings, lectures, and assignments highlight social disparities associated with the theme as they manifest in different disciplines. Below is one example from each theme.

- **Home:** The Privilege of Refuge: Economics focuses on redlined districts, generational wealth/capital, systemic racism in financial practices, and other barriers to the “American dream.”
- **Wilderness, Social Justice, and You:** Early childhood education explores the value of nature in child development and delves into issues of geographic, cultural and financial access to this public resource.
- **College Sports in America:** The Ugly Truth: Statistics finds students doing a content analysis of various college sports’ social media threads to evaluate gender disparities within the system in terms of representation, popularity, financial support, and gendered coaching.
- **Magic:** Belief or Deception: English literature examines issues of class and gender oppression through a Marxist and feminist analysis of Harry Potter and the Sorcerer’s Stone.
- **Equity on a Plate:** The Politics and Ethics of Food: Geography delves into the concept of food deserts—how and why they are created, what they entail, who benefits and who suffers, and the consequences of the phenomena.
- **Get Up, Stand Up:** Equity and Activism Today: Fine Arts - Drawing exemplifies the connection between arts and activism. Students research and connect with a current social justice issue, and their solidarity with the group is intentionally expressed in their artistic offering.

TIMELINE AND ACTIVITIES

COM set forth the following planning agenda and focus areas over a three-year period for Quality Focus Essay Action Project Two: Basic Skills Completion Humanities 101 Course.

Year 1: Plan and Develop Curriculum for Humanities 101

Year 2: Launch Humanities 101

Year 3: Offer Additional Sections of Humanities 101

The College followed the expected timeline, resulting in curriculum grounded in research. HUM 101 was first offered in fall 2017 and expanded the themes and sections offered in following semesters. In addition to measuring progress toward the expected goals and outcomes, the College also assessed the impact of HUM 101 on other student achievement metrics.

PLANNED AND DEVELOPED CURRICULUM

As part of the Basic Skills and Student Outcomes Transformation Program grant awarded to the College in 2016, faculty were provided with release time to research and design the curriculum for HUM 101, which included developing the themes and modules. A Zero Textbook Cost (ZTC) class, HUM 101 provides readers to students created specifically for each discipline participating in the theme ([QF2-01](#)). In addition to the readings, every reader contains a standardized assignment designed to allow access and engagement across academic levels. The readers are periodically assessed for recency and curated for interest.

Faculty from a cross-section of disciplines were recruited to develop course lessons based on their discipline's lens on the theme. For example, for the HUM 101 section themed food, a geography instructor developed a lesson plan that focused on inequitable access to healthy foods depending on geographic location.

HUMANITIES 101 LAUNCH

In the fall of 2017, the first HUM 101 sections were offered with a social justice theme. One section was linked to the Umoja learning community, and both sections were connected to a Counseling 130 Career Life Skills Planning course.



ADDITIONAL SECTIONS

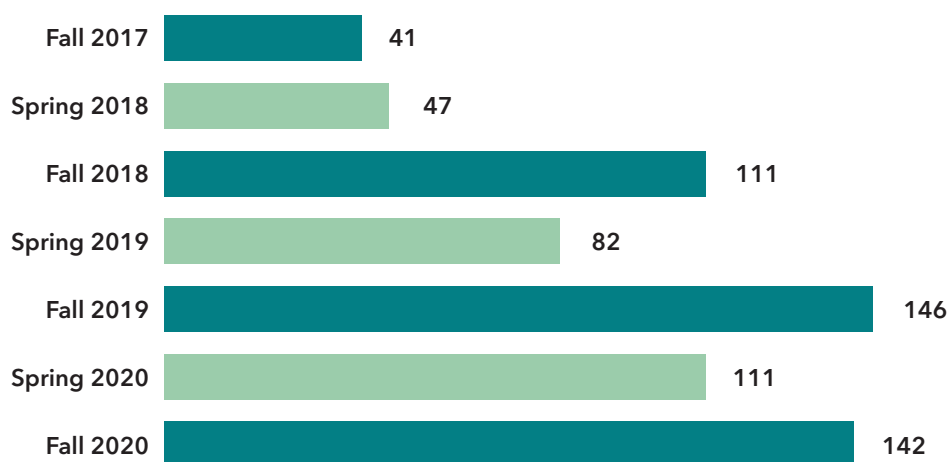
As momentum grew with HUM 101, the themes were expanded, and more sections were offered. An increased number of faculty from a variety of disciplines have participated in and continue to participate in HUM 101. As the table below shows, HUM 101 grew from two sections with eight content teachers each semester in 2017-2018 to six sections with 24 content teachers in each semester of 2020-2021.

Humanities 101 Growth

Year 2017–2018	Year 2018–2019	Year 2019–2020	Year 2020–2021
4 Sections	9 Sections	12 Sections	12 Sections
Fall 2017: 2 sections with 8 content teachers	Fall 2018: 5 sections with 20 content teachers	Fall 2019: 6 sections with 24 content teachers	Fall 2020: 6 sections with 24 content teachers
Spring 2018: 2 sections with 8 content teachers	Spring 2019: 4 sections with 16 content teachers	Spring 2020: 6 sections with 24 content teachers	Spring 2021: 6 sections with 24 content teachers

Course enrollment in HUM 101 increased continuously between fall 2017 and spring 2020 as additional course sections were offered. Compared to COM's general population of first-time degree-seeking students, those enrolled in HUM 101 are more likely to identify as African American/Black or Hispanic/Latinx and are more likely to have a high school GPA in the lowest bands for English placement (≤ 2.1 and 2.2-2.7).

HUM 101 Enrollment by Term



First-Time HUM 101 and non-HUM 101 Students by Race/Ethnicity

	2017-2018		2018-2019		2019-2020	
Race/ Ethnicity	Not enrolled in HUM 101 (%)	Enrolled in HUM 101 (%)	Not Enrolled in HUM 101 (%)	Enrolled in HUM 101 (%)	Not enrolled in HUM 101 (%)	Enrolled in HUM 101 (%)
Asian	7	0	6	4	5	6
Black or African American	4	17	3	14	4	7
Hispanic	43	33	44	39	41	49
Multi- Racial	7	8	5	4	6	5
White	37	42	39	36	38	29

First-Time HUM 101 and non-HUM 101 Students by High School GPA Band

	2017-2018		2018-2019		2019-2020	
High School GPA Band	Not enrolled in HUM 101 (%)	Enrolled in HUM 101 (%)	Enrolled in HUM 101 (%)	Enrolled in HUM 101 (%)	Not enrolled in HUM 101 (%)	Enrolled in HUM 101 (%)
0.0 – 2.1	13	8	10	15	8	22
2.2 – 2.7	22	25	23	28	19	28
2.8 – 4.0+	48	50	54	44	58	46
No GPA	17	17	13	13	16	4

Source: COM Data Enterprise System

DESIRED GOALS/OUTCOMES AND ASSESSMENT

COM set forth five desired goals/outcomes for Quality Focus Essay Action Project Two: Basic Skills Completion HUM 101 Course. The following assesses the progress in years 1-3 for each stated goal stated in the institutional self-evaluation report.

Goal/Outcome 1

Increased participation in campus learning communities

- 20 percent during year 1
- 30 percent during year 2
- 40 percent during year 3

Assessment

The College did not meet the expected outcome. HUM 101 was designed with an intentional connection with the College's learning communities. From the beginning, there has been an Umoja HUM 101 cohort each fall. Then, with the creation of COM's Guided Pathways learning community, Mapping Academic Pathways for Success (MAPS), more students were connected to HUM 101. The MAPS students are strongly encouraged to take the course. However, even though more students at COM are participating in learning communities, and enrollment in HUM 101 has increased since 2017, the percentage of HUM 101 students who are in learning communities did not increase. The College has offered the course to meet an IGETC and CSU GE-Breadth requirement. Many students are taking the course for UC/CSU transfer and enter the College already prepared for transfer-level English and do not need the additional support of a learning community. This is an issue that the College will need to further explore.

HUM 101 Student Participation in Learning Communities

Year	Enrolled in HUM 101 (N)	Participating in a Learning Community (N)	Participating in a Learning Community (%)
2017-2018	88	26	30
2018-2019	186	52	28
2019-2020	252	73	29
Total	526	151	29

Source: COM Data Enterprise System

Goal/Outcome 2 and 3**Increased placement into college-level English**

- 10 percent higher rates of placement in college-level English via multiple measures than the general population by year 3

Increased course completion rates for students placed in college-level courses

- Course completion following placement via multiple measure equal than or higher to placement via placement exam only

Assessment

The College did not meet the expected outcome as stated, but HUM 101 has had positive impact on completion of transfer-level English within one year for students in the lowest GPA band. Under multiple measures, high school GPA was the primary data used to place students, and too few students had placement exam data to compare methods. Therefore, to assess the impact of HUM 101 enrollment on completion of transfer-level English, the Planning, Research, and Institutional Effectiveness Office (PRIE) used students' first English course at COM, including HUM 101, and tracked their enrollment and completion of transfer-level English within one year (as required by Assembly Bill (AB) 705). In years 1 and 2, students starting in HUM 101 were less likely to go on to complete transfer-level English within one year than those starting in a transferrable English course one-level below (English 120 or 120AC), though course success rates in HUM 101 were higher than either English course. In year 3, HUM 101 students were more likely to complete transfer-level English than those in English 120 but not 120AC. The exception was among the nine students in the lowest GPA band (≤ 2.1) in the fall 2019 HUM 101 cohort, who had higher one-year throughput rates than those starting in English 120 or 102AC ([QF2-02](#)).

Enrollment and Outcomes: HUM 101 or One Level Below Transfer English

Course	Fall 2017				Fall 2018				Fall 2019			
	Enrolled (N)	Course Success Rate (%)	Took Transfer English within 1 Year (%)	One-year Through-put (%)	Enrolled (N)	Course Success Rate (%)	Took Transfer English within 1 Year (%)	One-year Through-put (%)	Enrolled (N)	Course Success Rate (%)	Took Transfer English within 1 Year (%)	One-year Through-put (%)
ENGL 120	135	62	53	48	87	68	53	42	31	61	48	32
ENGL 120 AC	25	72	68	43	21	62	57	45	19	79	58	42
HUM 101	21	73	36	40	65	75	52	37	103	70	58	36

Source: COM Data Enterprise System

Goal/Outcome 4

Increased instances of accurate educational plan

- 10 percent higher for students enrolled in HUM 101 than general population

Assessment

The College met the expected outcome. In 2017-2018, first-time HUM 101 students were less likely than other first-time, degree-seeking students to have an active, accurate, current educational plan in their first term of enrollment. By 2019-2020, 52 percent of those enrolled in HUM 101 had an education plan, compared to 43 percent of other first-time, degree-seeking students (9 percentage points and 21 percent higher).

First Time HUM 101 and non-HUM 101 Degree-Seeking Students with Current Educational Plan

Year	Enrolled in HUM 101		Not Enrolled in HUM 101	
	First-Time Students (N)	With Current Education Plan (%)	First-Time Students (N)	With Current Education Plan (%)
2017-2018	12	17	480	31
2018-2019	72	50	545	35
2019-2020	128	52	535	43

Source: COM Data Enterprise System, SARS

Goal/Outcome 5

Completion of stated educational goals of degree or transfer

- 60 percent of HUM 101 students by year 5

Assessment

This goal is in progress, as the first cohort of HUM 101 students are in year 4 of enrollment. However, based on the numbers of students in each HUM 101 cohort who have already completed their stated educational goals of degree or transfer, and the number who are still enrolled at COM in the 2020-2021 academic year—and therefore are still on track to completion—the College is not on track to meet the 60 percent completion goal.

**HUM 101 Students with Educational Goal of AA/AS Degree
Who Earned a Degree at COM as of Spring 2020**

HUM 101 Cohort	With Ed Goal of Degree (N)	Earning Degree as of Spring 2020 (N)	Earned Degree at COM (%)	Still Enrolled at COM in 2020-2021 (N)	Still Enrolled at COM in 2020-2021 (%)
2017-2018 (Outcome as of year 3)	59	10	17	14	24
2018-2019 (Outcome as of year 2)	100	12	12	37	37
2019-2020 (Outcome as of year 1)	150	5	3	93	62
Total	309	27	9	144	47

Source: COM Data Enterprise System

**HUM 101 Students with Educational Goal of Transfer to a 4-Year Institution –
No AA/AS Degree Who Transferred as of October 2020**

HUM 101 Cohort	With Ed Goal of Transfer (N)	Transferred as of October 2020 (N)	Transferred as of October 2020 (%)	Still Enrolled at COM in 2020-2021 (N)	Still Enrolled at COM in 2020-2021 (%)
2017-2018 (Outcome as of year 3)	17	5	29	6	35
2018-2019 (Outcome as of year 2)	49	14	29	11	24
2019-2020 (Outcome as of year 1)	54	4	7	36	67
Total	120	23	19	53	44

Source: COM Data Enterprise System, National Student Clearinghouse StudentTracker

OTHER IMPACT OF HUM 101 ENROLLMENT

To assess the impact of HUM 101 on retention and short-term academic momentum, comparisons between all first-time students enrolled in HUM 101 and all other first-time, degree-seeking students were made, as well as the same comparison for first-time students with ≤ 2.7 high school GPA, the cut-off established for recommending direct placement into transfer-level English.

In year 1, there were too few first-time HUM 101 students for a statistically valid comparison. In year 2, differences in persistence and units earned were not statistically significant for all students or for the comparison among those with ≤ 2.7 high school GPA. However, in year 3, two- and three-term persistence and mean units earned within one year were all significantly higher among first-time students enrolled in HUM 101 than for degree-seeking, first-time students not enrolled in HUM 101. Among students in the ≤ 2.7 high school GPA band, the differences between HUM 101 and non-HUM 101 students were larger and also statistically significant, suggesting that enrollment in HUM 101 is the most beneficial for students with lower high school GPA.

SHORT-TERM MILESTONES FOR FIRST-TIME STUDENTS ENROLLED IN HUM 101**Two- and Three-term Persistence and Mean Units Earned in One Year**

	2017 - 2018		2018 - 2019		2019 - 2020	
	Enrolled in HUM 101	Not Enrolled in HUM 101	Enrolled in HUM 101	Not Enrolled in HUM 101	Enrolled in HUM 101	Not Enrolled in HUM 101
First-Time Students (N)	12	479	72	542	128	533
Two-Term Persistence (%)	72	77	80	79	90	78
Three-Term Persistence (%)	63	67	62	64	62	58
Mean Units Earned in First Year	13.2	14.6	15.4	15.1	15.9	16.3

Source: COM Data Enterprise System

Students with ≤ 2.7 High School GPA Only

	2017 - 2018		2018 - 2019		2019 - 2020	
	Enrolled in HUM 101	Not Enrolled in HUM 101	Enrolled in HUM 101	Not Enrolled in HUM 101	Enrolled in HUM 101	Not Enrolled in HUM 101
First-Time Students (N)	4	167	31	177	64	140
Two-Term Persistence (%)	53	75	78	76	90	68
Three-Term Persistence (%)	53	65	51	58	57	52
Mean Units Earned in First Year	11.7	11.5	11.6	10.9	13.1	11.0

Source: COM Data Enterprise System

SUMMARY

Prior to AB 705, HUM 101 was one of multiple measures to be used for English placement. Beyond the Accuplacer placement test and high school transcript data, consideration was given to HUM 101 student work and instructor observations as to a student's diligence, participation, and mindset to ensure students were placed into the highest, most appropriate level English class. Post-AB 705, HUM 101 is now part of the College's guided self-placement process for English placement. If students have not taken or are not currently enrolled in English, HUM 101 instructors provide recommendations to students regarding their English placement. Using instructor input as well as other factors, students are then able to choose their own appropriate placement.

In addition to being a part of the College's guided self-placement process for English, HUM 101 is typically paired with Counseling 130 (COUN 130) to form the foundational Guided Pathways courses at COM. Currently, HUM 101 sections are linked with COUN 130 and students are encouraged to take both. HUM 101 and COUN 130 have had a significant impact on the student experience because they encourage career exploration, build skills, and provide an extended orientation that engage students in academic discussion and considering issues from multiple perspectives. The courses motivate students through contextualized, hands-on learning, encouraging them to explore ideas and their own interests. Another aspect of COM's Guided Pathways is the impact and support of its learning communities. HUM 101 is incorporated in the Umoja and MAPS learning communities. There is an Umoja HUM 101 cohort each fall, and MAPS students are strongly encouraged to take HUM 101.

In April 2020, HUM 101 began planning its migration to the Canvas learning management system for the fall semester. The task was to design six sections, in which 30 faculty participate, for remote delivery via Canvas and Zoom. The faculty worked throughout the summer to migrate the content and readers to the virtual classroom. The following was completed by August 2020:

- Created Canvas shells for six themes and modules for each discipline within the theme
- Transferred traditional practices online including group work, peer review, and oral presentations
- Re-envisioned activities and assignments to be responsive to the new environment
- Adapted the class readers from printable PDF to accessible PDF
- Designed platforms for content delivery and reviewed logistics for 24 guest lecturers
- Ensured online program coherence through web design and module content

As COM starts to examine the longitudinal data for HUM 101, the College is revisiting its original assumptions about the role that the course serves for English placement and in the development of Guided Pathways. The course has been a model of collaboration and innovation among faculty from many disciplines, which has been one of the most rewarding outcomes of HUM 101 implementation. Faculty are enthused and energized by bringing their disciplines to students early on in their academic careers. For students, the early introduction to a complement of disciplines provides them with a sampling of the opportunities for study that exist at the College and beyond.

EVIDENCE LIST

QF2-01 HUM 101 Activism readers

QF2-02 Evaluation of COM English Placement Methods, 2015-2016 through 2019-2020

Fiscal Reporting

The 2019-2020 audit report was approved by the Board of Trustees in November 2020, and there were no findings ([FR-01](#)). The adoption budget for fiscal year 2020-2021 was presented to the Board of Trustees in October 2020 ([FR-02](#)).

EVIDENCE LIST

- FR-01 Audited Financial Statements June 30, 2020
- FR-02 Adoption Budget Fiscal Year 2020-2021



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