

COLLEGE OF MARIN

ASSESSMENT PLAN ADDENDUM
Spring 2016

**Assessment Plan Addendum
for
College-Wide, General Education,
Degree/Certificate, Course Level,
and Non-Instructional
Student Learning Outcomes**

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Assessment Plan Overview

The College of Marin Student Learning Outcomes (SLO) planning began with the launching of a college-wide critical thinking SLO in the Fall of 2005. The Program Review Committee began work on comprehensive SLOs for course, college-wide, and degree/certificate in the 2009/2010 school year. At that time, the Student Learning Outcomes Assessment Committee (SLOAC) assumed responsibility for the assessment plan and oversight of the ongoing assessment process. In 2012 SLOAC prepared an Assessment Plan and presented it to the Academic Senate for approval.

The 2012 assessment plan created a formal process that all college constituents agreed to follow when assessing general education/college-wide, degree/certificate, course level, and non-instructional SLOs. The plan included a time line with benchmarks and described how SLO assessment results would be used to inform planning and resource allocation decisions at the college.

This is an addendum updating the assessment plan written in 2012. This addendum provides an update to the process from 2012 to 2015, explains adjustments and revisions made to the process and outlines future SLOAC initiatives.

2012-2015 Plan Update

❖ **General Education/College-wide,/Degree/Certificate**

Outcomes Rubrics

In 2009 the college adopted five general education/college-wide/degree/certificate learning outcomes that were expanded to seven in the writing process: Written, Oral, and Visual Communication, Scientific and Quantitative Reasoning, Critical Thinking, Problem Solving, and Information Literacy. In order to facilitate assessment of these outcomes, SLOAC created a series of common rubrics, which have been revised over the last six years. These include: Written Communication; Oral Communication; Visual Communication (for Fine Arts); Scientific Reasoning – Physical Sciences and Math; Scientific Reasoning – Life/Earth/Social Sciences; Critical Thinking and Problem Solving; and Information Literacy.

Information Literacy SLOs are incorporated into all of the Library orientations and course-specific Lib Guides. They are assessed by content instructors using the Information Literacy Rubric and results discussed with the librarians.

In addition, World Languages and Culture prepared three outcomes rubrics specific to their discipline: Oral Presentation, Written Composition, and Critical Thinking plus another specific to American Sign Language. Speech/Communication uses a student feedback self-evaluation to determine skills learned in a particular course. Specific skills are organized under each of the five college-wide SLOs. These rubrics are used to assess learning in general education/college-wide/degree/certificate courses.

It was determined which general education/college-wide/degree/certificate courses are regularly offered and have sufficient student enrollment to participate in regular periodic assessment using one or more of the seven rubrics. These assessment tools can be used to both pre and post test for learning outcomes. All seven of the rubrics were piloted in 2011 and made available to faculty at: <http://www.marin.edu/SLO/faculty/rubrics.html>]

Beginning spring 2011, faculty who teach frequently-offered GE/college-wide/degree/certificate courses used the appropriate rubrics to score student assignments and enter the scores into a common tracking tool. Whenever possible, course-level SLOs are mapped to GE/college-wide/degree/certificate SLOs.

A link on the home page directs faculty to all SLO research data. Data are also shared at department meetings and during flex week in reports and presentations. Aggregate scores for each rubric are posted at: <http://marin.edu/SLO/faculty/results.html>

Data from these assessments are used to improve practices and serve, when appropriate, as evidence for changes in resource allocation, including funding of special projects or interventions. SLOAC is responsible for oversight of the rubrics and the reporting tool and conducts yearly committee discussions to determine if improvements to the process are warranted.

Matrix for Mapping SLO Course-Review Cycle

Each program maintains a matrix for faculty to use for mapping out a rotation cycle for the identified GE/college-wide/degree/certificate courses up for assessment. We continue to move courses around within the matrix depending upon which semester courses are offered, enrollment trends, and faculty assignments. Program faculty review and revise the matrix periodically when updating SLOs, revising courses, or preparing the program review.

The first cycle began in spring 2012 and was completed spring 2013 for all SLOs identified in all the matrices. Since spring 2013, the rotation cycles are every three years and are synced to Program Review cycles.

Using the matrix, faculty demonstrate how GE/college-wide/degree/certificate SLOs interconnect for assessment purposes. Oversight of the matrices is the responsibility of SLOAC and the Program Review Facilitator. Each fall SLOAC emails department chairs with a reminder of the courses listed on the matrices that are up for review. Matrices are posted at: <http://marin.edu/SLO/faculty/matrix.html>

Program Review and SLOs/Point of Improvement

Since fall 2011, the Program Review template for instructional programs has included questions that address the general education/college-wide, degree/certificate learning outcomes. All programs since 2011/2012 are expected to address SLOs regardless of whether they are completing the full review or the mini-review. The Program Review template includes an SLO set of prompts and a Point of Improvement set of prompts. The Program Review template can be found at: <http://marin.edu/SLO/program-reviews/index.html>

Responses for the SLO section and the Point of Improvement section are compiled by the Program Review Facilitator and each member of SLOAC takes a set of reviews and prepares comments that are shared with the program faculty, the department chair, the dean, and with PRAC. A template is used by SLOAC to prepare the reviews. Examples of these reviews can be found on each year's program review site.

Degrees and Certificate SLOs

Beginning in fall 2010, disciplines began reviewing degrees and certificates in order to insure that they included learning outcomes. This process was completed in August 2012. Degree and certificate SLOs are posted on the college website and can be found at: <http://programreview.marin.edu/de> (Click on "SLO"). Or here: <http://marin.edu/Apps/Directory/DegreeSearch.aspx>

Degree and Certificate SLOs are updated whenever new degrees are added and as they are added, are subject to GE area SLO mapping.

❖ Course Level

Course level SLOs are included as a mandatory component of the Course Outline of Record (COR). By the end of spring semester 2012, all courses had SLOs in the Course Outline of Record. SLOs are developed by faculty within each program or discipline and faculty determine the appropriate methods of assessing SLOs, develop assessment tools, and analyze data.

Course SLOs are mapped to GE/college-wide/degree/certificate SLOs. These are reported in the matrices for each discipline or program and can be found at: <http://www.marin.edu/SLO/faculty/matrix.html>

A certain percentage of course SLOs are assessed each semester as determined by the faculty within the program/discipline. The expectation is that each course will be assessed at least once within a three-year period. Departments use the matrix to track these assessments. Faculty use various reporting tools as they see fit. Reporting tool templates are made available or faculty members can design a reporting tool specific to their program or course.

Faculty continue to develop assessment tools for outcomes that are common to all or several courses within their program/discipline or for a sequence of courses not assessed as part of the GE/college-wide/degree/certificate process. This process continues as course SLOs and rubrics are used, reevaluated, and rewritten as needed.

Funding needs identified as a result of SLO assessment are presented in the department/program's Program Review and are addressed as a whole by SLOAC. Requests are forwarded to the appropriate committees by the Program Review facilitator. Each committee assesses the requests based upon a rubric and sends recommendations to the Planning and Resource Allocation Committee (PRAC), which responds through the formal annual budget development cycle.

❖ **Non-Instructional Programs**

With the development of the California Community Colleges' (CCC) Student Success Task Force recommendations, and subsequent passage of California's Student Success Act of 2012, the CCCs systematically began implementing and supporting updated goals and initiatives around student success, student equity, student services, and efficiency. Example system / college outcome metrics include:

- Scorecard success rates
- AA/AS Transfer Degrees
- Completion rate among student subpopulations
- Percentage of students who have an education plan or have earned priority enrollment

The student services division approached Student Success and Support Program (SSSP, formerly matriculation) and Student Equity planning in a holistic way. Beginning in 2013, student services offices were closed for regular in-services to collaborate on and disseminate student success related values, priorities, and initiatives. A process was started to re-envision units/program goals and begin implementing metrics in support of Student Equity and Student Success which were grounded student learning assistance outcomes (see below). Related initiatives are reflected in the evolving Student Success and Support Program (SSSP) and Student Equity (SEP) plans, which were then incorporated into COM's new strategic plan. Example overlapping outcomes embedded in the Strategic Plan are:

- Decreased time to degree completion
- Fewer students register late for classes
- Marin high school students increasingly engaged with COM (Jumpstart, COMPASS)
- Enhanced matriculation process for strong student transitions
- Increased persistence and retention leading to achievement of educational goal
- Reduced financial aid disqualifications
- Enhanced tracking of student progress and success
- Improved percentage of students who progress from pre-college to college level course completion

Student Service units will address the following revised Student Learning Assistance Outcomes in 2015-2016 program reviews and thereafter.

REVISED STUDENT SUPPORT SERVICES STUDENT LEARNING ASSISTANCE OUTCOMES

EQUITY:

Students will access COM support services and achieve in increasing and proportionate numbers.

Examples:

- **Access.** Students who are representative of the adult population within the community served as well as historically underrepresented college populations will enroll at COM.
- **Course Completion.** Students, especially those disproportionately impacted, will achieve improved course completion.
- **ESL and Basic Skills Completion.** Students, especially those disproportionately impacted, will achieve improved ESL and basic skills completion.
- **Degree and Certificate Completion.** Students, especially those disproportionately impacted, will achieve improved degree and certificate completion.
- **Transfer.** Students, especially those disproportionately impacted, will transfer at a higher rate.

STUDENT SUCCESS:

Students will complete core matriculation steps in increasing and proportionate numbers; students will identify and use college resources that support student success.

Examples:

- Students will develop an **educational plan** (with a counselor) to outline what courses / requirements they will need to complete in order to achieve their educational goal.
- Students will participate in **assessment** to ensure appropriate placement in math, English or ESL courses (ATC, Counseling, ESL, and Enrollment Services).
- Students will participate in **orientation** to learn about the requirements, resources and opportunities at COM (formal and informal, online and in person).
- Students, especially **those at risk** (e.g., those in basic skills, on probation or undecided in major), will be provided resources, referral and support to encourage success.

Student Services in the Library:

As of 2014, the Library has focused on improving the facilities and access.

The Library's SLO is:

By improving the Library's facilities and access, students will:

- Use the Library more frequently
- Check out more circulating items
- Check out more reserve materials
- Attend more Library programs and events
- Gain access to free textbooks for Math 103

❖ Adjustments and Revisions

Rubrics

We began with five rubrics specific to the general education/college-wide/degree/certificate courses and collapsed Critical Thinking with Problem Solving and then expanded to include rubrics specific to particular disciplines. SLOAC explained to faculty that if the prepared rubrics did not work for their discipline/s they were welcome to create what they needed based upon the college-wide outcomes. As a result, Art, Communications/Speech, Modern Languages, and Math and Sciences made adjustments or added entirely new rubrics to the process. All of these rubrics are posted on the website so all faculty can have easy access, and we encourage cross-discipline use of the rubrics.

Meeting Summary Sheet

We have, subsequent to 2012, asked each department/program to hold at least one meeting per semester to discuss SLOs for courses, GE, college-wide, or degree/certificate. This was done to help departments/programs prepare their SLO section of the Program Review. Discussions are expected to include the results of assessment, SLO rubrics, pedagogy, strategies for helping students, etc. Evidence of these meetings is kept by the department/program and reported in the Program Review. To help direct and guide these discussions toward the relevant end-goals, SLOAC developed a feedback form or meeting summary that departments/programs can use. These are reviewed by the Program Review Facilitator and reported to SLOAC when assistance is indicated.

Requests for Resources

Programs/disciplines are asked to use the findings from SLOs to make requests for resources necessary for meeting student objectives when appropriate. This requires responding to a series of prompts in the Program Review template. Several

revisions have been made to the prompts as we work to direct faculty toward substantive qualitative and quantitative responses. The current version of the prompts was reviewed and rewritten by SLOAC spring 2015 and put into the Program Review template for fall 2015.

Assessing the Impact of Interventions

Faculty gather data to determine if interventions based on SLO findings had the desired effect. For all programs that received resources based upon SLOs, we require that intervention assessments be reported in the Program Review via specific prompts. SLOAC has revised these prompts to solicit concrete responses based upon qualitative and quantitative data.

❖ Future SLOAC Initiatives

Flex Workshops

Responses to the Program Review prompts are uneven in terms of the use of substantive qualitative and quantitative data, sound examples of the connection between assessment results and proposed interventions, and the assessment of interventions that are based upon SLO measures. As a result, in the fall of 2015 SLOAC initiated a fall semester flex workshop titled, “We’re Here to Help” with members of the committee available to assist disciplines/programs that are preparing the full Program Review or those who want to make funding requests based upon SLO findings. These workshops will give the SLOAC members an opportunity to direct faculty toward providing substantive findings and connecting these to necessary interventions and appropriate resources. These flex workshops will include a follow-up to assist in reviewing data after the interventions have been executed and to help determine if the interventions had the desired effect.