



# Assessment Plan

2012

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

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**Revised and Approved: May, 2012**

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## Assessment Plan Overview

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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. Also beginning in 2005, all departments began work preparing course level SLOs, which are included in all courses prior to approval by the Curriculum Committee. Work on various levels of SLOs – course, college-wide, degree/certificate showed uneven development and varied greatly by program until the 2009/2010 school year when the Program Review Committee oversaw the creation of a common timeline and a college-wide assessment plan for all facets of SLO work. At the same time, the college hired a director of planning, research, and institutional effectiveness who was tasked with supporting the creation and implementation of the college-wide assessment plan. Also in 2009, the Academic Senate, working with the Vice President of Student Learning created SLOAC, the Student Learning Outcomes Assessment Council to prepare the assessment plan and oversee the ongoing assessment process.

This assessment plan sets out a formal process that all college constituents agree to follow in assessing general education/college-wide, degree/certificate, course level, and non-instructional SLOs. Further, the plan includes a time line with benchmarks and describes how SLO assessment results are used to inform planning and resource allocation decisions at the college.

## College-Wide/General Education

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In January 2009, the College of Marin formally adopted five College-Wide/General Education Learning Outcomes:

1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. **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.
3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources – print and/or electronic.

These learning outcomes reflect the core competencies required for students who complete the General Education program and serve as the SLO's for our GE program. As a result of the broad scope of the five learning outcomes, they are also seen in the degree/certificate student learning outcomes and in many course level outcomes as well.

### Spring/Fall 2010

- 1) The Student Learning Outcomes Facilitator, who was also serving as chair of the Program Review Committee, compiled a list of core GE courses for each required area. Using enrollment data, it was determined which courses are regularly offered and have sufficient student enrollment to participate in regular periodic assessment. (A copy is attached to this plan as Appendix I.)
- 2) The administration and the Academic Senate issued a “call for applications” and used District-Directed funds to support faculty teams who developed rubrics for the College-Wide/GE Learning Outcomes.
- 3) Eight faculty members from the pool of applicants were interviewed and selected. These faculty members formed teams to design six rubrics for all of the college-wide/GE SLOs except for Information Literacy. The teams represented a range of GE areas. Four two-member teams developed separate rubrics for:
  - a. Written communication (College SLO #1)
  - b. Oral communication (College SLO #1)
  - c. Visual communication (College SLO #1)
  - d. Scientific Reasoning (College SLO #2)
  - e. Quantitative Reasoning (College SLO #2)

f. Critical Thinking and Problem Solving (College SLO #3)

Faculty members received stipend pay for 15 hours of work during the spring semester and 15 hours of work fall semester.

- 4) The College brought Dr. Swarup Wood, an expert on assessment of GE outcomes, to the campus to assist faculty and staff in designing the assessment process and to review the rubrics and provide feedback to the teams who wrote the rubrics. Special effort was made to insure that the rubrics were broad enough to assess students' abilities in a variety of courses, and specific enough to enable faculty to assess individual students' level of mastery. Dr Wood also addressed methods for using SLO assessment data to inform budget decisions.
- 5) Rubrics were completed under the guidance and leadership of the Student Learning Outcomes Assessment Committee (SLOAC). All six rubric drafts were ready to pilot by spring 2011. Originally, the Problem Solving and Critical Thinking rubrics were designed separately. However, the team, in discussion with SLOAC, merged the two after one round of beta testing. Additionally, the original Scientific Reasoning and Quantitative Reasoning were re-named to Quantitative Reasoning and Qualitative Reasoning by the design group and two rubrics were created. Rubrics for each of the six outcomes can be found on the COM web site: <http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm>.

### Spring 2011

- 1) At the beginning of spring semester 2011, the faculty team members presented their rubrics to the faculty and staff during Flex Week (January 2011). Rubrics were made available for all faculty teaching the relevant GE courses with the recommendation that during department/discipline meetings, they discuss using the rubrics for a spring semester pilot.
- 2) Faculty members who teach frequently-offered GE courses were eligible to volunteer (whether full-time or part-time) for training and piloting of the rubrics. During the January 2011 Flex Week training, faculty members who volunteered to pilot test the rubrics indicated which SLO rubric they intended to pilot and in which class or classes they would conduct the pilot. Materials, training and support were provided during the Flex training and SLO facilitators were available throughout spring semester to assist faculty in this task.
- 3) Faculty team members piloted the rubrics in their own classes at least twice during the semester as they assessed students. The rubric was used for a pre test at the beginning or middle of the semester and a post test at the end.
- 4) Over the course of spring semester, the Office of Planning, Research and Institutional Effectiveness (PRIE) communicated with the faculty members involved in the pilot, kept track of their progress, and periodically conducted surveys to solicit feedback on the process.
- 5) As faculty involved in the pilot had students complete assignments, they entered student scores from the rubric into the common tracking tool and submitted the findings to the PRIE office. The common tracking tool was designed by the director of PRIE and vetted by

SLOAC prior to its implementation. An example of the tracking tool can be found on the COM web site: <http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm>.

- 6) Following the completion of the pilot, the GE SLO team members solicited feedback from faculty who used the rubrics. The GE SLO teams met with SLOAC to revise the rubrics and the reporting tool so that the first set of GE courses could begin pre and post testing fall 2011. It was through this process that the decision was made to merge the Problem Solving and Critical Thinking rubrics into one and to rename the Scientific Reasoning rubric to Quantitative and Qualitative Reasoning.

## Summer 2011

- 1) The Chair of the Program Review Committee, working with the SLO facilitators, created a matrix for discipline faculty to use for mapping out an assessment timeline for the identified GE/degree courses. This matrix is referred to as the GE/Degree Matrix. Instructors teaching these courses, working with the department chairs, determine which of the College-Wide/General Education SLOs will be assessed in each course. This is reported and tracked in the GE/Degree Matrix. The Matrix was developed with the expectation that at the program/discipline's discretion, course assessment may be moved around within the matrix depending upon which semester courses are offered, enrollment trends, and faculty assignments. Program faculty review and revise the matrices periodically when updating SLOs, revising courses, or preparing the program review. (Completed matrices for each active degree can be found at: <http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm> )
- 2) SLOAC reported to the Program Review Committee all the suggested improvements to the Program Review template prompts for SLOs suggested by faculty who were pilot-testing the rubrics and completing the matrices. Improvements were included in the Program Review template for fall 2011. The Program Review template for instructional programs was revised and includes questions that address the College-Wide/GE Learning Outcomes. All program reviews for 2011/2012 were expected to address SLOs even if they had not begun the GE/Degree SLO cycle.  
Questions include:

- List your degree and certificate student learning outcomes. In which courses do students learn each one?
- What are your assessment strategies? (e.g., essays, research papers, presentations, multiple choice tests, etc.)
- Does your discipline offer any classes which count for general education requirements? Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.
- GE Rubrics: If you used the shared GE rubrics, what did you learn? (Report your findings.) What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)



- Will these changes require new resources or a reallocation of resources? If so, explain using data.
- How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

### **Fall 2011**

- 1) Discipline faculty in Communications, Dance, English, Modern Languages, Physical Education, Social Sciences, and Computer Science used the rubrics to assess student performance for all GE courses identified in the discipline's GE/Degree Matrix. Faculty members reported their findings using the common tracking tool.
- 2) SLOAC, working with PRIE solicited feedback from faculty members who used the rubrics and tracking tool and made improvements as appropriate.
- 3) PRIE compiled findings from the common tracking tool and made reports available on the college web site. PRIE assisted faculty members from specific programs with additional research data for informing program improvements and for supporting resource allocation requests. This assistance was provided on an as-requested basis.
- 4) Faculty used the findings to inform pedagogy, improve student performance, and make requests through program review for the in-class and out-of-class support necessary to meet student needs. Requests stemming from GE SLO findings gathered in fall 2011 and spring 2012 will be reported as a part of the program review process in fall 2012. Responses to the Program Review template prompts can be found on the SLO Wiki: [http://com-academic-senate-slos.wikispaces.com/AA\\_Degree+Certificate+SLO+Page](http://com-academic-senate-slos.wikispaces.com/AA_Degree+Certificate+SLO+Page)
- 5) Requests for funds, based upon College-Wide/GE SLOs, and reported in program review in Fall 2011 were reviewed by the Program Review Committee and SLOAC and routed to the appropriate sub-committee of PRAC. Programs that completed program review and made requests without addressing SLOs were asked by the Program Review Committee to complete that section of the review prior to funding recommendations being finalized by the sub-committees or recommendations being forwarded to PRAC.
- 6) Programs requesting funding based on SLOs were informed by the Program Review Committee, via the Program Review Committee Chair, that they would be expected to track improvements/changes in outcomes to determine if the funded intervention achieved the intended results.
- 7) The Academic Senate created an ad hoc Committee on General Education to review the GE compliment of courses, the GE statement in the college catalog, and the general state of GE at the college. The GE committee works closely with the Program Review Chair and SLOAC.

### **Spring 2012**

- 1) SLO facilitators prepared an inventory of disciplines that had completed the matrices for their college-wide and GE courses.

- 2) All disciplines that had not begun the process were informed that they must complete the Matrix and begin assessing college-wide and GE SLOs according to the schedule outlined in the Matrix by April 2012 and evidence of this must be submitted to PRIE by June 2012.
- 3) SLOAC set the current rotation cycle to begin in spring 2012 and to be completed spring 2013 for all SLOs identified in all the matrices. After spring 2013, all rotation cycles will begin every three years. SLOAC asked programs to follow a three-semester cycle in this round of assessment so that all programs will have completed the full cycle by the end of spring semester 2013. This will make it possible for us to sync the SLO cycle to the programs' program review cycle for each subsequent round of assessment. Some of our specialty courses are not typically offered every three years, as happens with the unique field classes in Biology or the Presidency course in Political Science, as examples. These courses will be assessed in the semester they are offered and noted accordingly on the matrix.
- 4) SLO Facilitators worked with departments to complete the matrices, use the rubrics and the reporting tools for the assessments, and consider how this information would be reported in the fall 2012 Program Review, including budget requests based upon SLO findings.
- 5) The Curriculum Committee informed departments that those courses and programs remaining out of compliance (without SLOs) would not be offered after fall semester 2012.
- 6) The library faculty prepared a draft of the Information Literacy rubric. The rubric was reviewed and approved by SLOAC and made available to faculty members who wished to include information literacy as a component of assessment on the matrix.
- 7) PRIE compiled findings from the common tracking tool and made reports available on the college web site. A link on the home page was added to direct faculty to all SLO research data. In addition, PRIE and the SLO facilitators planned a flex week presentation of the findings for fall 2012. The Program Review Chair prepared a response sheet so that department chairs, at their first meeting of the semester, can review and respond to the district-wide findings. This form will be used by each department when reviewing the SLO data at their first meeting of each semester. The forms, when completed, will be compiled and made available on the SLO web site.

### **All Subsequent Semesters**

The first cycle through the SLO assessment for all the GE courses will be completed over three semesters: spring 2012, fall 2012, and spring 2013. Thereafter, all major GE courses identified in the matrices will be assessed over the course of three years. Data from these assessments will be made available through the research web site, at department chairs meetings at the beginning of each semester, at department meetings and as flex week reports and presentations. Data from

assessments will be used to improve practices and will serve, when appropriate, as evidence for changes in resource allocation, including funding. The SLOAC and Program Review Committees, working with PRIE will be responsible for oversight of the rubrics and reporting tool and will conduct periodic surveys of faculty to determine if improvements to the process are warranted. Program faculty will review and revise the matrices as necessary when updating SLOs, revising courses, or preparing the program review. It is our expectation that findings from the GE SLO assessment will be used to validate GE course offerings, improve these courses when appropriate, and serve as substantive data when making budget request in the program review process.

## **Degree/ Certificate**

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Degree and certificate SLOs are developed by faculty through collaboration within their respective programs or disciplines and represent the desired overarching learning outcomes for all students pursuing degrees or certificates in the program or discipline. These SLOs are formally assessed by the program or discipline faculty responsible for awarding the degree and/or certificate and are reported in Program Review. Assessment and tracking takes place via the rubrics developed by SLOAC and are reported using the PRIE tracking tool.

For degrees and/or certificates where more than one department contributes courses to fulfill the requirements, SLOs are established through collaboration among representatives from the various programs or departments. Degree and certificate SLOs are submitted to the Curriculum Committee for review and are posted on the Curriculum Committee site. Degree/certificate SLOs are published in the college catalog beginning with the 2011-2012 catalog.

Whenever possible, degree and/or certificate SLOs are mapped to course SLOs and to college-wide/GE SLOs to provide for the assessment of higher order outcomes. Using the Matrix for each degree/certificate, discipline faculty lay out a timeline for assessment and they demonstrate how college-wide, GE, and degree and/or certificate SLOs interconnect for assessment purposes. Matrices, once completed, are posted on the SLO assessment web page.

### **Spring/Fall 2010**

- 1) A new database was created and existing degree and certificate requirements were entered. In fall 2010, disciplines began reviewing these degrees and certificates in order to revise requirements as needed and to add student learning outcomes for each degree or certificate.

### **Spring 2011**

- 1) SLO facilitators worked with disciplines to determine how degree/certificate SLOs could be mapped to college-wide/GE SLOs. SLO facilitators worked with discipline faculty involved in the pilot for college-wide/GE SLOs to use the rubrics and reporting tools for degree/certificate SLOs as well and to determine whether students are meeting degree and certificate SLOs.
- 2) Degree and Certificate SLOs were published in the 2011-2012 college catalog addendum. In addition, current degree and certificate SLOs were posted on the online web site and can be found at: <http://programreview.marin.edu/de>.
- 3) The Curriculum Committee alerted departments if their degrees did not have SLOs and department chairs were informed at regular department chairs meetings that all degrees needed to have completed SLOs to remain active.

- 4) The Matrix for mapping out college-wide/GE SLOs included tracking for degree/certificate SLOs as well. Background and support tables were prepared for each degree program that had a substantial number of students working toward that degree. These tables were attached to the specific degree Matrix.

### **Fall 2011**

- 1) SLO Facilitators and members of SLOAC met with the department chairs to discuss completion of the GE/Degree Matrix and assessment of GE/College-wide SLOs, degree/certificate SLOs, and course-level SLOs. District funding was used to assist some programs in completing the matrices and reporting findings to PRIE. The call is attached as Appendix II for fall 2011 and spring 2012. The Instructional SLO Model is attached as Appendix III.
- 2) All departments were expected to submit a completed matrix for GE/College-wide and degree/certificates. This matrix can be modified depending upon when courses are offered, faculty teaching the courses, or student demand for the courses. However, every program will complete the matrix for each degree program before June 2012. Degrees without SLOs and/or without a completed matrix will be deactivated in June 2012. The matrix includes:
  - Mapping by semester showing when SLOs will be assessed in GE, degree/certificate courses over a three semester timeframe (spring 2012, fall 2012, and spring 2013). All subsequent cycles will sync with the program review three-year cycle.
  - College-wide/GE and degree/certificate SLOs the program would like to assess in each course
  - Identification of one or more of the six rubrics, which will be used to assess college-wide/GE and Degree/Certificate SLOs.
  - Description of what data will be collected, evaluated, summarized, analyzed and reported (including what is already being done).
- 3) The Matrix has been tailored to specific degrees/certificates. Once completed, the matrix is submitted to the SLO facilitators and PRIE. Ten degree matrices were completed in fall 2011.

### **Spring 2012**

SLOAC, on the recommendation of the Curriculum Committee and PRAC, set the goal of having all the matrices completed and all GE/College-wide and degree/certificate SLOs in an assessment cycle by the end of spring semester 2012. In order to meet this goal, SLOAC worked with PRIE to identify the active degrees/certificates and the number of students who had graduated in each degree program over the past six years. A degree inventory was prepared for departments under each academic dean.

**Arts and Humanities:** Art, Communication, English, Modern Languages: Arts and Humanities had 20 active degrees. Seven did not have SLOs; thirteen did not have a completed matrix. Departments deactivated seven degrees, leaving 13 active degrees (one AS degree and 12 AA

degrees). Of the 13 active degrees, all had SLOs and all had a matrix completed by the end of spring semester 2012.

**Math and Sciences:** Behavioral Science, Business, Computer Science, Engineering, Math, Science, Social Science, P.E.: Math and Sciences had 11 active degrees. Five did not have SLOs; six did not have a completed matrix. Two degrees were eliminated. Of the remaining nine (six AA degrees and three AS degrees), all had SLOs and all had a completed matrix by the end of spring semester 2012.

**Workforce Development:** Administration of Justice, Automotive Technology, Court Reporting, Dental Assisting, Early Childhood Education, Environmental Landscaping, Machine and Metals Technology, Multimedia Studies, Nursing, Real Estate:

Workforce Development had 32 active degrees. Four did not have SLOs; none had completed the matrix. Six degrees were deactivated, leaving 26 active degrees (one AA degree and 25 AS degrees). All of these degrees had SLOs and all but two had a completed matrix by the end of spring semester 2012. The remaining two degrees are in Medical Assisting. This program brought on a new full time faculty member in fall 2011 – there is no other full time position in the discipline. The program, under the new faculty member, has been completely overhauled. All the course outlines have been rewritten and SLOs added to them. The two degrees have been revised and have been submitted for approval. The matrices for the two degrees will be completed in the fall.

In order to meet the goal for completion, SLOAC and the Curriculum Committee agreed to the following timeline and communicated this to the deans and department chairs:

1. Complete all degree SLOs for the degrees that the department is keeping by the end of March 2012
2. Inform Curriculum Committee of degrees that the department is deleting by the end of March 2012
3. Complete the GE/Degree Matrix for each degree by the end of April 2012
4. The Curriculum Committee will delete all degrees that do not have SLOs and degrees for which the Matrix for that degree has not been completed – deletions will take effect Fall semester 2012, allowing students who have begun the degree prior to 2012 to complete the degree program.
5. Begin using one or more of the college-wide GE/Degree rubrics according to the schedule reported in the Matrix by spring semester 2012
6. Use the PRIE rubric reporting tool and submit data to PRIE by June 2012
7. Continue following the schedule outlined in the Matrix and turn in data from the rubrics in all subsequent semesters.

SLOAC added Information Literacy to the completed rubrics available for assessing degree/certificate SLOs and college-wide/GE SLOs. The rubric was written by the librarian serving on SLOAC, reviewed by the librarians, and submitted to SLOAC for approval spring 2012. Once published on the PRIE web site, the rubric was available for use and matrices were updated to include Information Literacy as appropriate. SLOAC will solicit responses and feedback from faculty who use the new Information Literacy rubric spring semester 2012 for making necessary revisions in fall 2012.

**All Subsequent Semesters**

This process will be followed each semester with the degree/certificate courses identified in the Matrix conducting an SLO review over the course of three semesters. All subsequent cycles will be synced to the program review cycle over a three year period. Data from these assessments will be made available through the research web site, at department chairs meetings at the beginning of each semester, at department meetings and as flex week reports and presentations. Data from these assessments will be used to improve practices and will serve, when appropriate, as evidence for changes in resource allocation, including funding. Findings will be reported in the program review template and reviewed by the Curriculum Committee and the Program Review Committee so that degree/certificate programs receive feedback and monitoring from college-wide stakeholders.

The SLOAC and PRIE will be responsible for oversight of the prompts used in the matrices and will conduct periodic surveys of faculty to determine if improvements to the process are warranted.

It is our expectation that findings from the degree/certificate SLO assessment will be used to validate degree/certificate programs, improve these programs when appropriate, and serve as substantive data when making budget requests through the program review process.

## Course Level

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Course level SLOs are included as a mandatory component of the Course Outline of Record (COR). Course SLOs are developed by faculty within each program/discipline. Faculty members determine the appropriate methods of assessing SLOs and PRIE assists in developing assessment tools and analyzing data.

SLOs common to all courses, or several courses, or a sequence of courses within a program/discipline are assessed using a common set of criteria set by faculty. The criteria articulate specific standards set by faculty responsible for teaching these courses.

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. Each department keeps a schedule for determining when assessment will take place within the three year cycle and tracks which SLOs were assessed, what rubric or assessment tool was used, the results or outcomes from the assessment, and the interventions, if appropriate that the program/discipline intends to employ, or employed, as a result of assessment findings. Faculty members can use various reporting tools as they see fit. Two reporting tool templates are made available through SLOAC, or faculty members can design a reporting tool specific to their program. Examples are available on the SLO Wiki.

Each semester, faculty may participate in evaluating the results of the assessment activities, noting what student needs and issues were revealed and how the assignments or teaching activities could be altered, if necessary, to improve and/or maintain student learning. Faculty members, as a group, may address these findings in department/program meetings and report this work in their Program Review. 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 the Program Review Committee. The Program Review Committee, upon review of the requests, makes recommendations to the Planning and Resource Allocation Committee (PRAC), which responds through the formal annual budget development cycle.

Course SLOs are mapped to General Education/College-Wide SLOs and Degree and Certificate SLOs, as appropriate. These are reported in the matrices for each discipline or program and are kept on the SLO WIKI and can be found at the following link:

[http://com-academic-senate-slos.wikispaces.com/AA\\_Degree+Certificate+SLO+Page](http://com-academic-senate-slos.wikispaces.com/AA_Degree+Certificate+SLO+Page)

[http://com-academic-senate-slos.wikispaces.com/AA\\_GE+SLO+Page](http://com-academic-senate-slos.wikispaces.com/AA_GE+SLO+Page)



### **Spring/Fall 2010**

- 1) Prior to spring 2010, the Curriculum Committee Chair, the SLO Facilitator, and OIM prepared an inventory of all courses. The Curriculum Committee tracked updates and checked for currency and alerted all departments/programs about courses that needed updating and courses that did not have SLOs.
- 2) By fall of 2010 all departments/programs had been notified of outdated courses and had inventoried all courses for SLOs. Departments were making updates as appropriate.
- 3) The Curriculum Committee reviewed COR SLOs as submitted. This process is ongoing.

### **Spring 2011**

- 1) Department/program faculty mapped Course SLOs to General Education/College-Wide SLOs and Degree/Certificate SLOs, as appropriate, to provide for the assessment of those higher-order SLOs.
- 2) Each department/program with GE, degree, or certificate courses developed a schedule for assessing SLOs in these courses. They are reported in the Matrix and coordinate with the assessment schedule for GE/College-Wide SLOs, and Degree and Certificate SLOs.
- 3) Department/program faculty continued developing assessment tools for outcomes that are common to all or several courses within their program/discipline or for a sequence of courses. This process will continue as course SLOs and rubrics are used, reevaluated, and rewritten as needed.
- 4) Program/discipline faculty continued developing assessment tools for all other course SLOs (not mentioned in #2 above). Faculty members teaching these courses continue to identify assessment tools already in use and assignments currently in use that can be applied to specific outcomes and to apply these assessment tools.
- 5) Discipline/program faculty work with the SLO facilitator and/or PRIE as needed.

### **Fall 2011**

- 1) Discipline/program faculty used their assessment tools and rubrics in designated classes.
- 2) Discipline/program faculty worked with the SLO facilitators and PRIE to gather and analyze results. SLO facilitators and PRIE served in an advisory role for discipline/program faculty.
- 3) Discipline/program faculty met to consider the assessment outcomes
  - To analyze and discuss results
  - To improve the design of the assessment tools and rubrics
  - To determine methods for improving outcomes
  - To review the schedule for the next round of courses up for SLO study
  - To prepare findings for reporting in the department/program Program Review
  - To determine if the findings from the outcomes study required requests for resources to be included in the Program Review
  - To prepare the Program Review.

## Spring 2012

- 1) The Curriculum Committee set the end of spring semester 2012 as the drop-dead date for updating all courses. Any course that is not updated and/or does not have SLOs must have revisions submitted to the Curriculum Committee by May 1, 2012. Courses that are outdated (over five years since the course was last updated and/or the course is without SLOs) and not under revision by May 1, 2012 will not be offered spring semester 2013.

COM has approximately 1,155 credit and noncredit courses. By the end of spring semester 2012, all courses had SLOs in the Course Outline of Record. SLOs for all courses are posted on the college web site.

- 2) Spring semester 2012, departments/programs were expected to:
  - Select three to four courses to review from various disciplines within the department and conduct the review of SLOs for these courses;
  - Hold at least one meeting spring semester 2012 to discuss SLOs for courses that are not a part of the GE, college-wide, or degree/certificate process listed above. Discussion could include the results of the assessment, SLO rubrics, pedagogy, strategies for helping students, etc. Evidence of these meetings is kept by the departments/programs and can be uploaded to the SLO Wiki. SLOAC members work with departments/programs to meet this requirement. Examples of meeting summaries are provided to the department deans;
  - Track and report findings using a simple summary sheet. Examples are available on the Wiki;
  - Use the findings from SLOs to make requests for resources necessary for meeting student objectives when appropriate;
  - Agree upon what data they will gather to determine if intervention strategies based upon SLO findings have the desired effect. Findings are reported in the Program Review template for all programs that made and received resource requests based upon SLOs.

## All Subsequent Semesters

Discipline/program faculty:

- 1) Continue course-level assessments.
- 2) Implement course-level interventions or adjustments for improving outcomes if warranted.
- 3) Discuss changes to rubrics, assessment tools, and assignments and review SLO process as needed.

- 4) Provide feedback on assessment tools, outcome measures, and interventions to the SLO facilitators and SLOAC as needed.
- 5) Review, analyze and discuss assessment data at the course and college-wide level.
- 6) Use program review as an opportunity to request funding for interventions or improvements based upon SLO assessment findings.
- 7) Assess the effects of interventions that were based on SLO assessments and report these outcomes in Program Review. Funding based on SLO findings require answering prompts in the program review template about what impact the intervention had using qualitative and/or quantitative data.
- 8) Continue to update the CORs and the COR SLOs as needed.

# Non-Instructional

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## Overview

The non-instructional programs began discussing SLOs in 2008 when many programs completed their first program reviews. While some programs included SLOs in their reviews, there was little guidance and instruction on the process. As a result, most of the resource allocation requests generated from the SLO assessments were never introduced into the planning and resource allocation process.

In 2010, the next group of non-instructional programs completed their program reviews. Again, while many programs attempted to include SLOs, there was no departmental discussion related to them, nor connection to planning and resource allocation.

In spring 2011, a Student Services SLO Facilitator was identified to guide the process of developing both division and program level SLOs, establishing a process for continuous assessment and analysis, and ensuring that this work was directly tied to program review and the college planning and resource allocation process.

Non-instructional program SLOs are now developed collaboratively at the division and program level by each program, working with the Student Services SLO Facilitator, the PRIE Director, and the director and/or dean, the staff, and/or faculty within that department. Non-instructional program SLOs represent the desired outcomes of student support activities and are directly assessed each academic year, culminating in the cycle of the program review process. Non-instructional programs that offer courses will follow the instructional process outlined for course level SLOs in the assessment plan.

### Spring 2011

- 1) Call for Student Services (SS) SLO Facilitator was sent out and SS SLO Facilitator was hired (Appendix IV).
- 2) SS SLO Facilitator and PRIE Director met with representatives from each Student Service program as a group twice to:
  - Discuss the SLO assessment process and timeline
  - Come to consensus on 4 division-level SLOs
- 3) Departments identified two division-level SLOs they would measure during the next two years (Appendix V).

### Summer 2011

- 1) SS SLO Facilitator and PRIE Director met individually with a representative from each Student Service program to:
  - Identify a department-level SLO to be assessed in fall 2011
  - Identify a program-level SLO to be assessed in fall 2011

- Align their program-level SLO with a division-level SLO
  - Develop and write their Program-Level Assessment Plan
  - Develop their assessment tool for program/division-level SLOs
- 2) The SS SLO Facilitator and PRIE Director drafted the 2011-2012 Student Services SLO Assessment Plan.

### **Fall 2011**

- 1) The majority of the Student Service programs assessed division and program-level SLOs. (Three programs waited until spring because of staffing changes and technological challenges.)
- 2) The Student Service division met twice to discuss:
- The progress on their assessments
  - Preliminary data
  - How data from individual programs might relate to other programs in the division
  - The SLO process and how it was working
  - A slight revision to the division-level SLOs (by consensus)
  - The timeline for completing the SLO cycle by the end of spring 2012
- 3) The SS SLO Facilitator and PRIE Director gave presentations to the Planning and Resource Allocation Committee and the Classified Senate to share the process and progress of the Student Services SLOs.

### **Spring 2012**

- 1) Programs, working with PRIE, gathered and analyzed compiled data using reporting software or other appropriate means. All reports, evidence, and plans are posted on SS SLO webpage. (<http://www.marin.edu/com/ODP/SSSLO.htm>)
- 2) Programs met with area administrators to discuss outcomes, implementation of program changes related to data analysis, and the SLO for the following year.
- 3) SS SLO Facilitator and PRIE Director developed Student Service SLO Process (Appendix VI) and a SS SLO Strategy Report (Appendix VII).
- 4) SS SLO Facilitator and PRIE Director met with Student Services division twice to:
- Consider the assessment outcomes
  - Analyze and discuss results
  - Discuss and improve the design of the assessment tools
  - Implement methods for improving outcomes based on the data
  - Identify division and department-level SLOs to be measured the following semester
  - Review the SLO cycle, program review templates, and how SLOs connect to program review and resource allocation requests
  - Determine if the findings from the outcomes study will require requests for resources that will be included in the program reviews
  - Prepare findings for the Student Services Annual SLO Report and Mini-Program Review
  - Revisit division-wide SLOs to determine if they need revision.

- 5) Programs completed the SLO Program-Level Annual Report
- 6) Programs completed mini-program reviews (as needed, based on outcomes) and submitted to PRAC for resource allocation requests
- 7) SS SLO Facilitator and PRIE Director presented preliminary strategies/program changes based on outcomes, to various constituency groups including the Educational Planning Committee, the Planning and Resource Allocation Committee, and the Classified Senate.
- 8) Programs began implementing program changes based on SLO data
- 9) Programs identified fall 2012 program and division SLO
- 10) Programs submitted 2-year SLO Program-Level Plan
- 11) Programs submitted fall 2012 SLO Program-Level Assessment Plans
- 12) Programs submitted fall 2012 SLO Program-Level Assessment Tools
- 13) SS SLO Facilitator and PRIE Director wrote Student Services 2011-2012 Annual Report

### **Fall 2012**

- 1) Programs will engage in full implementation of program changes based on SLO data
- 2) Programs will report on the efficacy of changes implemented as a result of previous years SLO data analysis
- 3) Programs will begin assessments for new program and division level SLO
- 4) Programs will meet as a group to:
  - Discuss implementation of changes and how they are impacting students
  - Discuss assessment process for current SLOs

### **All Subsequent Semesters**

All Student Service programs will continue to follow the annual Student Services SLO process. They will identify and measure new SLOs at the same time they are implementing program changes based on the previous year's SLO data analysis. They will also analyze the efficacy of those changes in an annual report.

Student Service program SLO work will continue to be tied directly to the program review process, and thereby the planning and resource allocation process for the college.

The Student Services division will continue to meet regularly to discuss SLOs and how our outcomes and planning relates to other areas in the division. The SS SLO Facilitator and the PRIE Director will continue to share this information with various constituency groups as deemed appropriate.

# Appendices

## Appendix I

### List of core General Education Courses

<b>Course</b>	<b>Course Title</b>	<b>GE AREA</b>	<b>TOTAL Enrollment Sp 09 -Fall 11</b>
BIOL 169B	Intro to Ornithology B	A	20
BIOL 112 C	Biology for Biology Majors III	A	29
CHEM 105L	Chemistry in the Human Environment Lab	A	30
GEOL 138	INTRO TO ENVIRONMENTAL SCIENCES	A	31
BIOL 235	General Marine Biology	A	32
GEOL 114	Geology of California	A	39
GEOG 112	Meteorology and Climatology	A	41
GEOL 103	Environmental Geology	A	43
BIOL 112 B	Biology for Biology Majors II	A	51
BIOL 116	Principles of Animal and Plant Diversity	A	56
BIOL 115	Principles of biology	A	57
BIOL 162	General Ecology	A	57
GEOG 101L	The Physical Environment Lab	A	80
PE 107	Human Biology	A	80
GEOL 109	General Oceanography	A	84
PHYS 207A	Mechanics and Properties of Matter	A	86
GEOL 120L	Physical Geology Lab	A	91
BIOL 138	Intro to Environmental Science	A	102
PHYS 108A	General Physics I	A	111
PHYS 110	Introductory Physics	A	111
CHEM 132	General Chemistry II	A	147
BIOL 107	Human Biology	A	168
GEOL 120	Physical Geology	A	171
CHEM 105	Chemistry in the Human Environment	A	176
BIOL 108A	Human Sexuality	A	188



<b>Course</b>	<b>Course Title</b>	<b>GE AREA</b>	<b>TOTAL Enrollment Sp 09 -Fall 11</b>
ASTR 117L	Intro to Astronomy Lab	A	247
GEOG 101	The Physical Environment	A	258
CHEM 131	General Chemistry I	A	272
BIOL 240	Microbiology	A	285
ANTH 101 L	Intro to Physical/Biological Anthropology	A	321
BIOL 224	Human Physiology	A	452
CHEM 110	Chemistry for the Allied Health Sciences	A	467
CHEM 114	Intro to Chemistry	A	487
BIOL 100	Nutrition	A	648
ANTH 101	Intro to Physical/Biological Anthropology	A	687
BIOL 120	Human Anatomy	A	771
ASTR 101	Intro to Astronomy	A	893
BIOL 110L	Intro to Biology Lab	A	1338
BIOL 110	Intro to Biology	A	1788
HIST 216	History of Mexico	B	30
HIST 101	World History I	B	35
HIST 214	History of Latin America	B	36
HIST 111	Western Civilization II	B	42
BIOL 251	Biological Psychology	B	50
HIST 112	Western Civilization III	B	50
POLS 210	War, Peace and the UN	B	54
HIST 102	World History II	B	58
POLS 201	Understanding Globalization: The Impact of Social, Political and Economic Change	B	62
ANTH 110	Intro to Archeology and Prehistory	B	67
PSY 140	Marriage, Family and Intimate Relationships	B	67
SOC 140	Relationships	B	69
SOC 230	Social Psychology	B	73
POLS 103	Political Theory	B	74

<b>Course</b>	<b>Course Title</b>	<b>GE AREA</b>	<b>TOTAL Enrollment Sp 09 -Fall 11</b>
HIST 110	Western Civilization I	<b>B</b>	<b>85</b>
PSY 251	Biological Psychology	<b>B</b>	<b>86</b>
HIST 238	History of Africa	<b>B</b>	<b>97</b>
ANTH 103	Globalization and Peoples and Cultures of the World	<b>B</b>	<b>105</b>
POLS 104	International Relations	<b>B</b>	<b>114</b>
PSY 230	Social Psychology	<b>B</b>	<b>120</b>
POLS 102	Comparative Political Systems	<b>B</b>	<b>138</b>
GEOG 102	The Human Environment	<b>B</b>	<b>143</b>
ECE 112	Child, Family and Community	<b>B</b>	<b>155</b>
PSY 111	Personality Dynamics and Effective Behavior	<b>B</b>	<b>169</b>
PSY 116	Theories of Personality	<b>B</b>	<b>171</b>
SOC 112	Social Deviance and Problems	<b>B</b>	<b>223</b>
PSY 204	Abnormal Psychology	<b>B</b>	<b>269</b>
ECON 102	Microeconomics	<b>B</b>	<b>430</b>
ANTH 102	Intro to Cultural Anthropology	<b>B</b>	<b>501</b>
PSY 114	the Psychology of Human Development: Lifespan	<b>B</b>	<b>512</b>
ECON 101	Macroeconomics	<b>B</b>	<b>538</b>
PSY 112	Child and Adolescent Psychology	<b>B</b>	<b>649</b>
BEHS 103	Human Sexuality	<b>B</b>	<b>855</b>
SOC 110	Intro to Sociology, Individual and society	<b>B</b>	<b>885</b>
PSY 110	Intro to Psychology	<b>B</b>	<b>1895</b>
ETST 154	Native American Literature	<b>B OR C &amp; G</b>	<b>80</b>
PSY 205	Intro to Research Methods and Data Analysis in Psychology	<b>B or E</b>	<b>44</b>
HIST 118	History of the US II	<b>B or F</b>	<b>391</b>
POLS 100	American Political Institutions	<b>B or F</b>	<b>439</b>
HIST 100	Major Trends and Selected Topics in American History	<b>B or F</b>	<b>466</b>
HIST 117	History of the US I	<b>B or F</b>	<b>645</b>
POLS 101	Intro to the Government of the US	<b>B or F</b>	<b>727</b>

<b>Course</b>	<b>Course Title</b>	<b>GE AREA</b>	<b>TOTAL Enrollment Sp 09 -Fall 11</b>
ETST 121	History of Latinos in the US	<b>B or F &amp; G</b>	<b>76</b>
ETST 112	History of African Americans B	<b>B or F &amp; G</b>	<b>206</b>
ETST 111	History of African Americans A	<b>B or F &amp; G</b>	<b>238</b>
ETST 151	Native American History	<b>B or F &amp; G</b>	<b>268</b>
ENGL 223	Survey of English Literature II	<b>C</b>	<b>20</b>
ENGL 208	Short Fiction	<b>C</b>	<b>21</b>
ENGL 221B	Survey of American Literature II	<b>C</b>	<b>21</b>
ITAL 108	Italian Literature in Translation: Italian Classical Literature goes to the Movies	<b>C</b>	<b>29</b>
ENGL 221A	Survey of American Literature I	<b>C</b>	<b>30</b>
ENGL 212	Intro to Poetry	<b>C</b>	<b>31</b>
ENGL 224	Survey of World Literature I	<b>C</b>	<b>31</b>
FREN 204	Intermediate French IV	<b>C</b>	<b>32</b>
HUM 100A	Intro to Humanities: Ancient Greece to the Medieval Period	<b>C</b>	<b>32</b>
JPNS 204	Intermediate Japanese IV	<b>C</b>	<b>32</b>
FREN 203	Intermediate French III	<b>C</b>	<b>46</b>
ENGL 222	Survey of English Literature I	<b>C</b>	<b>47</b>
ENGL 230	Survey of Shakespeare	<b>C</b>	<b>47</b>
ARCH 101	History of Architecture II	<b>C</b>	<b>50</b>
ARCH 102	History of Architecture III	<b>C</b>	<b>52</b>
JPNS 203	Intermediate Japanese III	<b>C</b>	<b>53</b>
ARCH 100	History of Architecture I	<b>C</b>	<b>54</b>
CHIN 102	Elementary Chinese Mandarin II	<b>C</b>	<b>59</b>
HUM 109A	History of Film: Beginning to 1950	<b>C</b>	<b>59</b>
ITAL 203	Intermediate Italian III	<b>C</b>	<b>60</b>
ART 101	History of Ancient Art	<b>C</b>	<b>61</b>
DRAM 117	Survey of Dramatic Literature: Shakespeare and his Theatre	<b>C</b>	<b>61</b>
ENGL 240	Classic Children's Literature	<b>C</b>	<b>61</b>
COMM 109A	History of Film: Beginning to 1950	<b>C</b>	<b>68</b>
SPAN 204	Intermediate Spanish IV	<b>C</b>	<b>75</b>
ART 106	History of Women Artists	<b>C</b>	<b>86</b>

<b>Course</b>	<b>Course Title</b>	<b>GE AREA</b>	<b>TOTAL Enrollment Sp 09 -Fall 11</b>
ITAL 102	Elementary Italian II	<b>C</b>	<b>90</b>
DRAM 110	Intro to the Theatre	<b>C</b>	<b>104</b>
JOUN 110	Introduction to Mass Communication	<b>C</b>	<b>105</b>
CHIN 101	Elementary Chinese Mandarin I	<b>C</b>	<b>113</b>
FREN 102	Elementary French II	<b>C</b>	<b>114</b>
HUM 118	Intro to World Religions	<b>C</b>	<b>115</b>
PHIL 117	History of Philosophy: Late Modern to Contemporary	<b>C</b>	<b>122</b>
JPNS 102	Elementary Japanese II	<b>C</b>	<b>124</b>
SPAN 203	Intermediate Spanish III	<b>C</b>	<b>131</b>
COMM 109B	History of Film: 1950 to the Present	<b>C</b>	<b>133</b>
HUM 109B	History of Film: 1950 to the Present	<b>C</b>	<b>133</b>
PHIL 111	Intro to Ethics	<b>C</b>	<b>135</b>
ASL 102	Elementary Sign Language II	<b>C</b>	<b>136</b>
ART 105	Contemporary Art	<b>C</b>	<b>146</b>
MUS 101	Intro to Classical Music	<b>C</b>	<b>176</b>
DANC 108	Dance History	<b>C</b>	<b>190</b>
COMM 110	Introduction to Mass Communication	<b>C</b>	<b>192</b>
JPNS 101	Elementary Japanese I	<b>C</b>	<b>217</b>
FREN 101	Elementary French I	<b>C</b>	<b>283</b>
MUS 106	Music Fundamentals	<b>C</b>	<b>283</b>
ITAL 101	Elementary Italian I	<b>C</b>	<b>314</b>
COMM 108	Film Studies/Selected Topics	<b>C</b>	<b>325</b>
ART 103	History of Modern Art	<b>C</b>	<b>335</b>
SPAN 102	Elementary Spanish II	<b>C</b>	<b>345</b>
ART 102	History of European Art	<b>C</b>	<b>365</b>
ASL 101	Elementary Sign Language I	<b>C</b>	<b>378</b>
PHIL 110	Intro to Philosophy	<b>C</b>	<b>710</b>
SPAN 101	Elementary Spanish I	<b>C</b>	<b>864</b>
ENGL 237	The Literature of American Cultures	<b>C &amp; G</b>	<b>20</b>
JOUN 160 COMM 160	Images of Race, Gender and Class in the Media	<b>C &amp; G</b>	<b>56</b> <b>150</b>
MUS 105	Rock, Pop and Jazz	<b>C &amp; G</b>	<b>129</b>

<b>Course</b>	<b>Course Title</b>	<b>GE AREA</b>	<b>TOTAL Enrollment Sp 09 -Fall 11</b>
PHIL 112	Intro to Logic	<b>C or E</b>	<b>220</b>
ENGL 151	Reading and Composition IB	<b>C or E</b>	<b>1277</b>
SPCH 128	Intercultural Communication	<b>C or E, &amp; G</b>	<b>575</b>
ENGL 150	Reading and Composition IA	<b>D</b>	<b>2390</b>
MATH 104Y	Plane Trigonometry	<b>E</b>	<b>24</b>
COMP 220	Data Structures and Algorithms	<b>E</b>	<b>33</b>
CIS 215	Visual BASIC Programming	<b>E</b>	<b>37</b>
MATH 104X	Plane Trigonometry	<b>E</b>	<b>37</b>
COMP 135	Intro to Programming in JAVA	<b>E</b>	<b>38</b>
MATH 122	Calculus II with Applications	<b>E</b>	<b>52</b>
MATH 105	College Algebra	<b>E</b>	<b>64</b>
STAT 115	Introduction to Statistics	<b>E</b>	<b>65</b>
MATH 116	Linear Algebra	<b>E</b>	<b>68</b>
COMP 130	Intro to computer Programming using C++	<b>E</b>	<b>103</b>
MATH 104	Plane Trigonometry	<b>E</b>	<b>109</b>
SPCH 132	Argumentation and Persuasion	<b>E</b>	<b>114</b>
MATH 124	Analytic Geometry and Calculus II	<b>E</b>	<b>154</b>
MATH 103B	Intermediate Algebra	<b>E</b>	<b>194</b>
MATH 103Y	Intermediate Algebra	<b>E</b>	<b>202</b>
SPCH 122	Public Speaking	<b>E</b>	<b>215</b>
MATH 123	Analytic Geometry and Calculus I	<b>E</b>	<b>223</b>
MATH 109	Pre-Calculus College Algebra and Trigonometry	<b>E</b>	<b>257</b>
ENGL 155	Critical Thinking and Composition	<b>E</b>	<b>305</b>
MATH 121	Calculus I with Applications	<b>E</b>	<b>305</b>
MATH 103X	Intermediate Algebra	<b>E</b>	<b>342</b>
MATH 103A	Intermediate Algebra	<b>E</b>	<b>437</b>
SPCH 110	Intro to Speech Communication	<b>E</b>	<b>617</b>
SPCH 120	Interpersonal Communication	<b>E</b>	<b>708</b>
MATH 103	Intermediate Algebra	<b>E</b>	<b>1063</b>
MATH 115	Probability and Statistics	<b>E</b>	<b>1208</b>

<b>Course</b>	<b>Course Title</b>	<b>GE AREA</b>	<b>TOTAL Enrollment Sp 09 -Fall 11</b>
DANC 225	Jazz Dance IV	H	27
PE 181	Intercollegiate Athletics Softball (women)	H	30
DANC 132	Musical Theatre	H	31
DANC 224	Jazz Dance III	H	31
DANC 135	Art of Choreography I	H	36
PE 125C	Aerobic Fitness	H	36
DANC 228A/B	Ballet III	H	39
DANC 142	Tap Dance	H	47
PE 167	Volleyball	H	59
PE 183	Intercollegiate Athletics: Swimming and Diving	H	60
PE 185	Intercollegiate Athletics: Track and Field	H	78
PE 164	Sports Conditioning	H	85
PE 125H	Fitness, Cross Training	H	87
DANC 161	Beginning Ballroom Dance	H	89
DANC 154	Dance Production	H	90
DANC 123	Jazz Dance II	H	97
PE 175	Intercollegiate Athletics Baseball	H	102
DANC 119	African-Haitian Dance	H	103
DANC 130A/B	Modern Dance I	H	114
PE 125D	Fitness, Intercollegiate Sports	H	114
DANC 127A/B	Ballet II	H	117
PE 180	Intercollegiate Athletics Soccer	H	128
DANC 131A/B	Modern Dace II	H	134
DANC 241A/B/C/D	Dance Company	H	136
DANC 117	Dancercise	H	146
DANC 122	Jazz Dance I	H	152
DANC 160	Intro to Dance Performance Skills	H	164
DANC 126	Ballet I	H	167
PE 176	Intercollegiate Athletics Basketball	H	171
DANC 121	Popular Dance Styles	H	188

<b>Course</b>	<b>Course Title</b>	<b>GE AREA</b>	<b>TOTAL Enrollment Sp 09 -Fall 11</b>
PE 132	Individual Activities	<b>H</b>	<b>464</b>
PE 125A	Fitness	<b>H</b>	<b>481</b>
PE 156	Instructional Lap Swimming	<b>H</b>	<b>649</b>
PE 173A	Yoga, Beginning	<b>H</b>	<b>1176</b>
PE 169	Weight Training	<b>H</b>	<b>1181</b>

## Appendix II

### Call for Applications for Fall 2011 and Spring 2012

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#### Student Learning Outcomes Degree SLOs To Be Funded by District-Directed Program Development Fund Fall 2011

Applications are being solicited from full time faculty or part time faculty to serve as degree-program liaisons to the Student Learning Outcomes Committee (SLOC). Participants will assist department faculty in preparing degree SLO research reports. Members from the following departments/degree programs are invited to apply.

#### Art

For the AA Degree in Art

#### Communications

For the AA Degrees in: Human Communication  
Communication Studies-Transfer  
Filmmaking Option  
Mass Communications Option  
Screenwriting Option

#### Dance

For the AA Degree in Dance

#### Modern Languages

For the AA Degrees in: French  
Spanish

#### Music

For the AA Degree in Music

#### Physical Education

For the AA Degree in Physical Education and Health

#### Behavioral Science

For the AA Degrees in: Sociology-Transfer  
Psychology-AAT

#### Computer Science

For the AA Degree in Computer Science

#### English

For the AA Degree in English

#### Drama

For the AA Degree in Drama

One member representing each degree/program for a total of ten participants will be funded for 12 hours for the fall 2011 semester.



**Description and Rationale for Project:**

WASC (the Western Association of Schools and Colleges) has revised its standards and is now emphasizing the development of Student Learning Outcomes (SLO's) at the college and degree level. At the last Accreditation Visit, College of Marin was given a recommendation that the College "develop and implement, by January 2006, a systematic, inclusive, ongoing process that addresses student learning outcomes at the course, program and discipline level as well as for the general education program." WASC indicated that this process must be faculty-driven.

The members of SLOC have developed a reporting tool for charting degree and college-wide SLOs. Participants will work closely with the Student Learning Outcomes Facilitators and SLOAC to implement this new process for charting degree SLOs using the reporting tool. Participants will also work with their respective departments to record and assess degree and college-wide SLOs using the reporting tool. This will include participating in training with the SLO Facilitators and SLOAC, working with department and discipline faculty to complete the SLO forms and tables, and tracking and recording outcomes from assessment of degree and college-wide SLO assessments in the specific degree-required courses.

**Scope of Work:****PARTICIPANTS WILL:**

- Participate in a training with SLOAC and the SLO Facilitators on using the degree and college-wide SLO tracking tool
- Work with department faculty in filling out the tracking tool
- Work with department members to conduct the evaluations, evaluate the assessment data (findings), and evaluate assessment tools
- Participate in revising the assessment tools and preparing reports on faculty/department feedback on the assessment tools

**Products:**

- Complete the assessment tools for the specific degrees
- Gather data and assess outcomes
- Assist in revising the assessment tools based upon SLO data and faculty feedback (as needed)
- Report findings using the reporting tools

**Eligibility Requirements:**

- Full time permanent/probationary status or part-time faculty at College of Marin in the departments listed above.
- Experience and interest in assessment, developing student learning outcomes, and working with discipline faculty.
- Excellent, demonstrable organizational, communication skills.
- Excellent writing skills.

**Application Process:**

Submit the following materials to UDWC Academic Senate President, Sara McKinnon, by Friday September 16, 2011.

Page 1 – Information Sheet

Name; Phone extension; Years of employment at the College of Marin

Indication that the department chair and appropriate dean are aware of your application

Page 2 – Essay

Describe in 250 – 500 words your experiences and interest in assessment and student learning outcomes. Include information on your organizational, communication and writing skills.

For questions, please contact Sara McKinnon at: [sara.mckinnon@marin.edu](mailto:sara.mckinnon@marin.edu)

**Student Learning Outcomes Degree SLOs  
To Be Funded by District – Other District-Directed Initiatives  
Spring 2012**

Applications are being solicited from full time faculty or part time faculty to serve as degree-program liaisons to the Student Learning Outcomes Assessment Council (SLOAC). Participants will assist department faculty in preparing degree SLO research reports. Members from the following departments/degree programs are invited to apply.

- 1) **Art**  
For the AA Degree in Art
- 2) **Communications**  
For the AA Degrees in:      Filmmaking Option  
   Screenwriting Option
- 3) **Music**  
For the AA Degree in Music
- 4) **Behavioral Science**  
For the AA Degrees in:      Sociology for Transfer  
For the AA Degrees in:      Psychology for Transfer
- 5) **Computer Science**  
For the AA Degree in Computer Science
- 6) **Drama**  
For the AA Degree in Drama

One member representing each degree/program will be funded for 15 hours for the spring 2012 semester.

**Description and Rationale for Project:**

The members of SLOAC have developed a reporting tool for charting degree and college-wide SLOs. Participants will work closely with the Student Learning Outcomes Facilitators and SLOAC to implement this new process for charting degree SLOs using the reporting tool. Participants will also work with their respective departments to record and assess degree and college-wide SLOs using the reporting tool. This will include participating in training with the SLO Facilitators and SLOAC, working with department and discipline faculty to complete the SLO forms and tables, and tracking and recording outcomes from assessment of degree and college-wide SLO assessments in the specific degree-required courses.

**Scope of Work:****Participants will:**

- Participate in a training with SLOAC and the SLO Facilitators on using the degree and college-wide SLO tracking tool
- Work with department faculty in filling out the tracking tool
- Work with department members to conduct the evaluations, evaluate the assessment data (findings), and evaluate assessment tools
- Participate in revising the assessment tools and preparing reports on faculty/department feedback on the assessment tools

**Products:**

- Completion of the assessment tools for the specific degrees
- Collection of data and assessment outcomes
- Revision of the assessment tools based upon SLO data and faculty feedback (as needed)
- Report of the findings using the reporting tools

**Eligibility Requirements:**

- Full time permanent/probationary status or part-time faculty at College of Marin in the departments listed above.
- Experience and interest in assessment, developing student learning outcomes, and working with discipline faculty.
- Excellent, demonstrable organizational, communication skills.
- Excellent writing skills.

**Application Process:**

Submit the following materials to UDWC (via Kim O’Gara of OIM) and copy the Academic Senate President, Sara McKinnon, by Friday, February 3<sup>rd</sup>, 2012.

Page 1 – Information Sheet

- Name; Phone extension; Years of employment at the College of Marin
- Indication that the department chair and appropriate dean are aware of your application

Page 2 – Essay

Describe in 250 – 500 words your experiences and interest in assessment and student learning outcomes. Include information on your organizational, communication and writing skills.

**Criteria for Evaluation (Article 8.3.3):**

- a. The proposed cost and probable availability of personnel, equipment, supplies and/or operational support will be available (0-5 points)
- b. The project activities will not adversely affect the discipline or department budget, facilities or schedule (0-5 points)
- c. The applicant (s) appears to have adequate experience and/or training to carry out the proposed project (0-5 points)

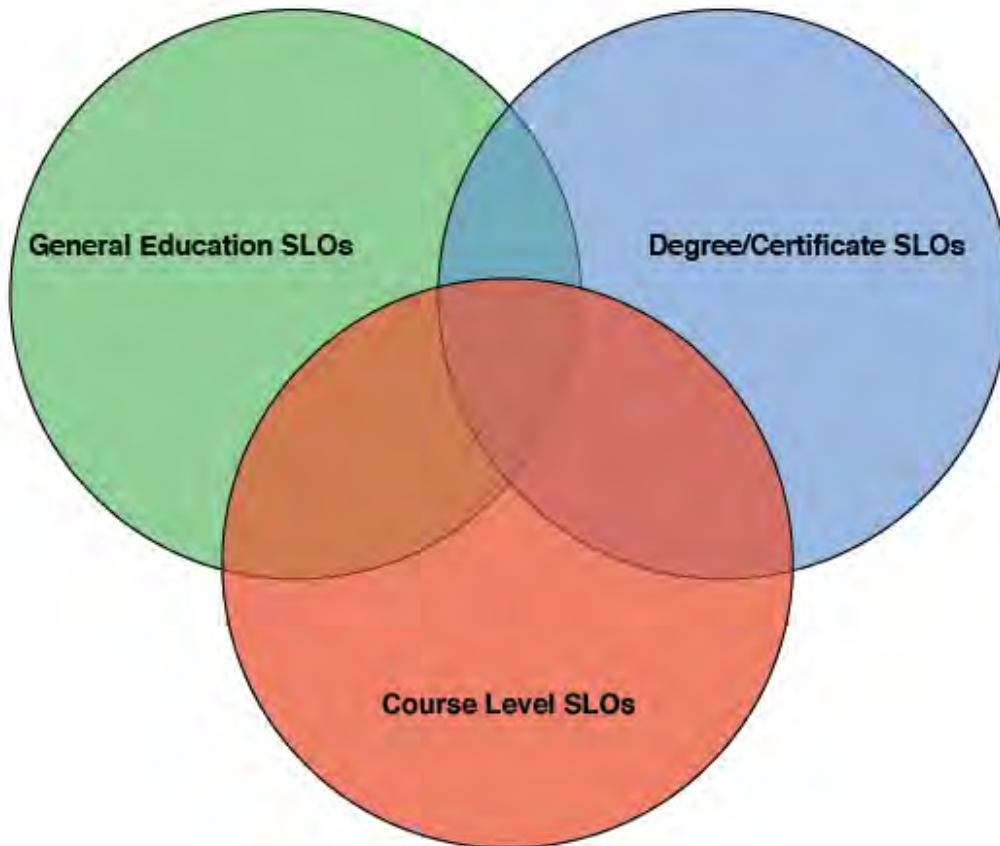
For questions, please contact Sara McKinnon at: [sara.mckinnon@marin.edu](mailto:sara.mckinnon@marin.edu)

## Appendix III

### Instructional Student Learning Outcomes Model

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#### INSTRUCTIONAL STUDENT LEARNING OUTCOME ASSESSMENT MODEL



## Appendix IV

### Call for Student Services SLO Facilitator

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#### ACADEMIC SENATE

#### Call for Applications Student Services Student Learning Outcomes Facilitator

Two (2) Units Spring 2011 Semester plus One (1) unit Summer 2011

##### Overview

The Academic Senate, working with the Vice President of Student Learning (VPSL), is recruiting one Student Services Student Learning Outcomes Facilitators to assist the ten student services areas at College of Marin in creating assessable outcomes, formulating strategies and tools with which to assess them, and help student service areas to report on their findings. This work will begin in March 2011 and be completed by the beginning of the Fall 2011 semester.

##### Purpose

Community college accreditation requires that faculty develop learning outcome goals for students for all Student Services areas. According to our last WASC review, the College of Marin had not achieved the proficiency level for assessing and reporting student learning outcomes. WASC considers the College of Marin to be at the developmental level of SLO development. WASC expects COM's SLOs to expand in scope and depth and to be at a proficient level by 2012. This will require on-going facilitation and trained expertise.

##### Student Services (faculty) SLO Facilitator will:

- Oversee the campus-wide SLO process, including assisting in the writing, assessing and reporting of **student service area** SLOs.
- Assist student service areas in creating SLO assessment strategies and rubrics
- Assist student service areas in conducting SLO assessments and reporting findings
- Working with the Dean of Student Development and Special Services, SLOAC and the Research Office, set the parameters for the investigation, e.g. questionnaires, surveys, research data and evaluate data collected.
- Plan and carry out workshops and faculty/staff training as needed, including in the summer
- Prepare reports for the college, community and for WASC review

##### Outcomes and Due Dates for SLO Facilitators:

- Report on revised SLOs for each area
- Assist in the preparation of student service area reports for SLO assessments
- Update Academic Senate, the Dean of Student Development and Special Services and Vice President of Student Learning at least once a month and provide a full report by the start of the fall semester 2011.

##### Application

Please send a letter of application to Sara McKinnon ([sara.mckinnon@marin.edu](mailto:sara.mckinnon@marin.edu)), President Academic Senate, describing your qualifications for this position. Letter should be a maximum of 500 words. Applications must be received by Tuesday, March 8<sup>th</sup>. Applications will be reviewed and candidates selected by the Academic Senate at the March 10<sup>th</sup> meeting.

**Applications must be received by Tuesday, March 8th, 2011.**

To: David Wain Coon, Superintendent/President;  
From: Sara McKinnon, President, Academic Senate  
CC: Angelina Duarte, Vice-President of Student Learning; Chialin Hsieh, Director of Planning, Research & Institutional Effectiveness; Cari Torres, Director of Academic Services and Articulation;  
Date: June 27, 2011  
Re: Extension of Student Services SLO Facilitator

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I would like to request that we extend the District-Directed Student Services Student Learning Outcomes Facilitator position for the 2011-2012 year. I am proposing 1 unit for Fall, 1 unit for Spring and a half unit for summer 2012. Becky Reetz has been doing an excellent job in this position, so it would be our hope to extend her appointment rather than go out for a new call.

**Student Services (faculty) SLO Facilitator will:**

- Oversee the campus-wide SLO process, including assisting in the writing, assessing and reporting of student service area SLOs.
- Assist student service areas in creating SLO assessment strategies and rubrics
- Assist student service areas in conducting course-level SLO assessments and reporting findings
- Working with the Research Office, set the parameters for the investigation, e.g. questionnaires, surveys, research data and evaluate data collected.
- Plan and carry out workshops and faculty training as needed, including in the summer
- Prepare reports for the college, community and for WASC review

**Outcomes and Due Dates for SLO Facilitators:**

- Report on revised SLOs for each area
- Assist in the preparation of student service area reports for SLO assessments
- Update Academic Senate and VPSL at least once a month and provide a full report before the start of the fall semester 2012 in advance of the WASC deadline for SLO assessment.

**Appendix V**  
**Division and Program Level**  
**2-Year SLO Cycle**  
**2011-2013**

Student Service Division-Wide SLOs	Program-Level SLOs																
	AR	CW	CDP	C	DSPS	COM	EOPS	FA	HC	LIB	M	O	SA	T	TC	TLC	V
1. Identify and use college resources that support student success		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
2. Identify and commit to educational goals	X	X	X		X											X	
3. Develop effective planning skills that support educational goals and lifelong success				X		X	X	X			X	X	X	X	X		X
4. Demonstrate self-advocacy/self-initiative	X				X				X	X							



AR - Admissions and Records	LIB- Library
CW - CalWORKs	M – Matriculation
CDP - Child Development Center	O - Outreach
COM- Community Education	SA - Student Affairs
C - Counseling	T - Testing
DSPS - Disabled Student Programs and Services	TC - Transfer Center
EOPS - Extended Opportunity Programs and Services	TLC- Tutoring and Learning Center
FA - Financial Aid	V - Veteran’s Office
HC - Health Center	

## 2011-2012 Student Services SLO

This chart illustrates the program-level SLOs identified and assessed by Student Services Programs for 2011-2012 and their relationship to division-level SLOs.

Student Service Division-Wide SLOs	Program-Level SLOs																	*	
	AR	CW	CDP	C	DSPS	COM	EOPS	FA	HC	LIB	M	O	SA	T	TC	TLC	V	#	
<b>1. Identify and use college resources that support student success</b>		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	13
<b>2. Identify and commit to educational goals</b>	X	X	X		X											X		2	
<b>3. Develop effective planning skills that support educational goals and lifelong success</b>				X		X	X	X			X	X	X	X	X		X	1	
<b>4. Demonstrate self-advocacy/self-initiative</b>	X				X				X	X								1	

\*Total number of program-level learning outcomes related to each of the division-level outcomes.

## 2012-2013 Student Services SLO

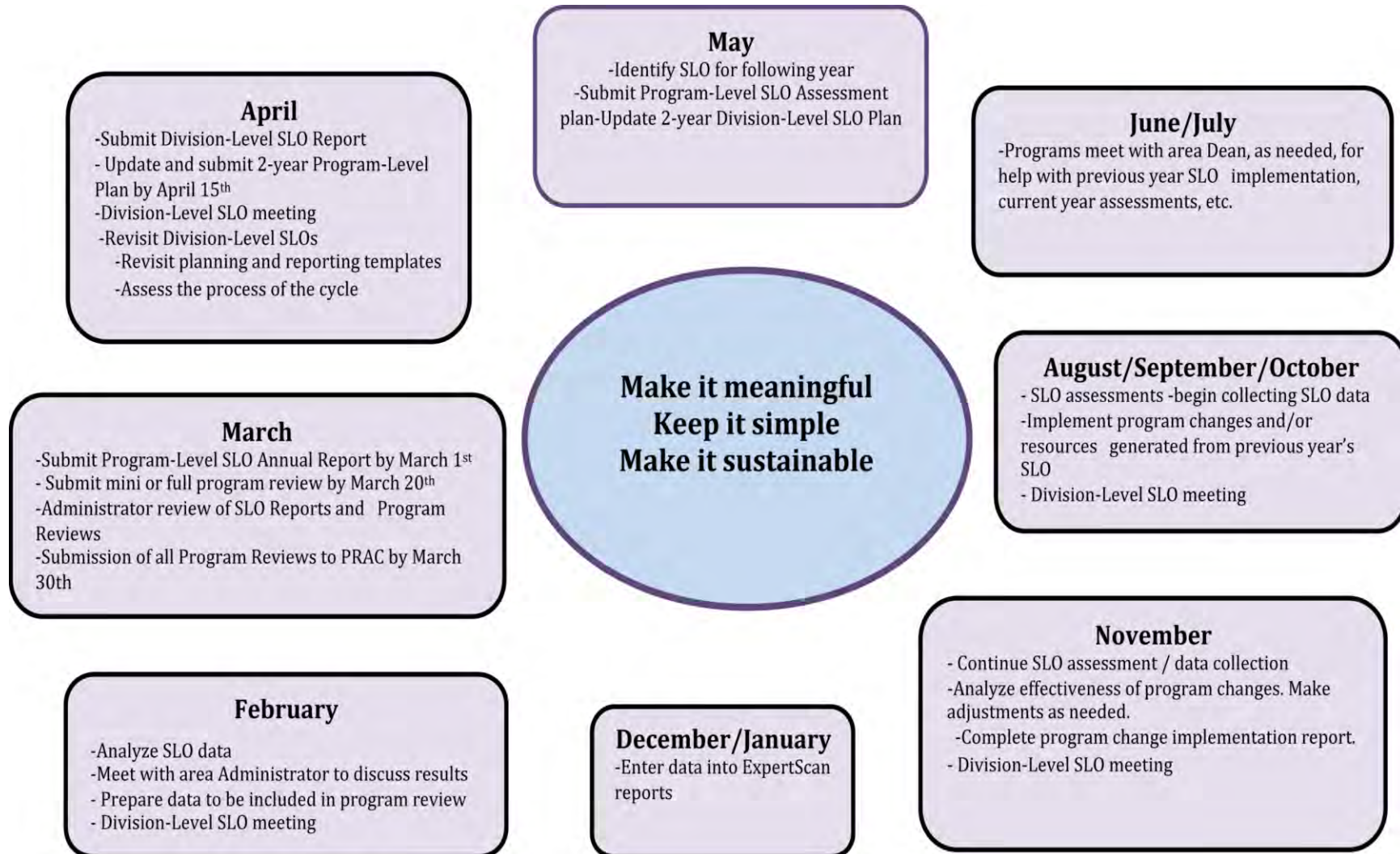
This chart illustrates the program-level SLOs that have been identified and will be assessed by Student Services Programs for 2012-2013 and their relationship to division-level SLOs.

Student Service Division-Wide SLOs	Program-Level SLOs																	*
	AR	CW	CDP	C	DSPS	COM	EOPS	FA	HC	LIB	M	O	SA	T	TC	TLC	V	#
<b>1. Identify and use college resources that support student success</b>		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	2
<b>2. Identify and commit to educational goals</b>	X	X	X		X											X		3
<b>3. Develop effective planning skills that support educational goals and lifelong success</b>				X		X	X	X			X	X	X	X	X		X	9
<b>4. Demonstrate self-advocacy/self-initiative</b>	X				X				X	X								3

\*Total number of program-level learning outcomes related to each of the division-level outcomes.

## Appendix VI

### Student Services SLO Assessment Process



## Appendix VII

### Student Services SLO Strategy Report

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#### Summary of the Process

- In spring 2011, the entire division met several times to identify division-level SLOs and to discuss the timeline and process.
- In summer 2011, the Student Services Student Learning Outcome (SS SLO) Coordinator and the Director of Planning and Research met individually with representatives from each program to facilitate the identification of program and division SLOs, and create the assessments they would use to measure the SLOs.
- In fall 2011, programs began using assessments to measure the SLOs. The entire division met twice during the semester to report on the progress of SLO assessment, and to discuss how well the overarching SS SLO process was working. A timeline for SLO analysis and reporting was shared at the last fall meeting.
- In January 2012, the annual SS SLO cycle was defined and individual meetings with program representatives continued.
- In February 2012, the entire division met once again to report on data gathered from their program level SLO assessments, and to learn how their analysis connected to resource allocation requests through mini and regular program reviews. The SLO Cycle was shared with the group along with diagrams demonstrating how the SS SLO cycle connected to the larger college cycle of program review and planning.
- In March 2012, each program has either met with or will be meeting with their department and area supervisor to analyze the data. By March 15<sup>th</sup>, each program will have completed a report which reflects this analysis.
- By March 20<sup>th</sup>, those areas who have identified a need for resources will submit their mini program reviews to the Planning and Resource Allocation Committee.
- Programs have already begun implementing new strategies and planning future strategies to be implemented in fall 2012.
- By the end of spring 2012, all Student Services will have completed their program and division SLO assessment and identified their next division and program level SLO assessment procedure for the 2012-2013 rotation.

Program	Division and Program Level SLO	Outcome Strategies
<b>Admissions &amp; Records</b>	DL SLO: Identify and commit to educational goals. PL SLO: Students will identify their educational goals during the registration process.	SLO has not been implemented yet. Analysis will begin in May. <b>Strategy:</b> If it is determined that students are not identifying a goal at the time of registration (choosing undeclared) for more than one semester, then an intervention such as a mandatory counseling contact may be put into place.
<b>CalWORK's</b>	DL SLO: Identify and use college resources that support student success. PL SLO: CalWORKs students will demonstrate an understanding of the program eligibility requirements.	Data from the orientation indicated that students learned what they needed to do in order to maintain eligibility. In department meetings, we realized that the key was getting them to actually do it. <b>Strategy:</b> Program increased the number of mandatory contacts and increased the hours that the employment development counselor is available on both campuses. Program also started a CalWORKs listserv for the students and staff to facilitate easier communication.
<b>Child Development Program</b>	DL SLO: Identify and commit to educational goals. PL SLO: Students who receive state subsidized childcare will demonstrate academic progress towards their educational goal.	In the process of analyzing the data collected last semester, it was apparent that midterm grades were not collected because the Banner report did not include it. This information is important because it allows for intervention strategies to happen mid-semester. <b>Strategy:</b> A different Banner report has now been identified that shows mid-term grades. Lyda is also researching how mid semester monitoring is done for student athletes. They will determine what intervention strategies (i.e. mandatory counseling and tutoring) will take place in the fall.
<b>Community Ed</b>	DL SLO: Identify and use college resources that support student success PL SLO: Students will demonstrate knowledge of the registration process, benefits and support services and the diversified course offerings by attending a Preview Day event.	Data from a satisfaction survey given in the beginning of the semester indicated that the registration process could be improved. <b>Strategy:</b> The program offered a "Preview Day" event where students could meet instructors and register onsite for classes. 46 people registered that day. Post- satisfaction survey data from the event indicated it was a success. They will continue to offer "Preview Day".
<b>Counseling</b>	DL SLO: Identify and use college resources that support student success. PL SLO: Students will demonstrate an understanding of why and how students use counseling services.	Data analysis in department meetings showed that most students were pleased with the services they received. However, some areas in the survey were unclear for ESL students. There were also concerns about lower ratings regarding the Transfer Center. <b>Strategy:</b> They are currently updating the survey to be more student-centered. They are following up with students on transfer center services regarding the reasons of low rating. Translating the survey into Spanish.

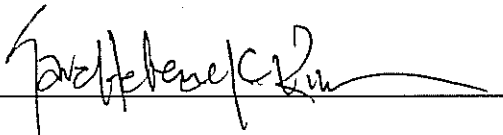
Program	Division and Program Level SLO	Outcome Strategies
<b>DSPS</b>	<p>DL SLO: Access college resources that support student success and Demonstrate self-advocacy/self-initiative.</p> <p>PL SLO: Students that participate in the Disabled Students Program will become more effective self-advocates for their own educational needs.</p>	<p>Data showed that fewer students than expected came in to advocate for needed services during their second semester as a DSPS student.</p> <p><b>Strategy:</b> Department is in discussion about creating intervention strategies to empower students to become better self-advocates. Strategies will be implemented starting this spring and continue into fall.</p> <p>A student satisfaction survey not tied to the SLO was given. Data showed one of the primary concerns was that the department phone wasn't answered regularly.</p> <p><b>Strategy:</b> Additional staff is being hired to address the issue.</p>
<b>EOPS</b>	<p>DL SLO: Identify and use college resources that support student success.</p> <p>PL SLO: New students demonstrate knowledge of the over and above services they are eligible for as EOPS program participants.</p>	<p>Data from a pre/post orientation survey indicated that students learned what over and above services they were eligible for as EOPS students. In department meetings, it was agreed to develop new ways to reach out to students to make sure they utilized these services.</p> <p><b>Strategy:</b> Create an EOPS student email distribution list to remind students of important dates. The counselors are communicating with students more by phone and email. Staff has been making follow up calls regarding outreach, missed appointments, and contracts.</p>
<b>Financial Aid</b>	<p>DL SLO: Identify and use college resources that support student success.</p> <p>PL SLO: Students will demonstrate their understanding of the importance of completing their FAFSA by the March 2<sup>nd</sup> priority filing deadline.</p>	<p>Analysis of 1<sup>st</sup> and 2<sup>nd</sup> quarter application data shows that their marketing efforts to students to get students to apply before the March 2<sup>nd</sup> deadline has been extremely effective, more than doubling in the last 5 years. Data from the last year shows that incorporating MyCOM messages has also had a major impact.</p> <p><b>Strategy:</b> Continue employing the marketing strategies they are using. Considering encouraging students to apply even earlier and making plans to possibly award earlier. Also will identify students who participate in certain programs such as EOPS who haven't applied/renewed so staff can follow up personally.</p>
<b>Health Center</b>	<p>DL SLO: Identify and use college resources that support student success.</p> <p>PL SLO: Students will demonstrate knowledge of free or low cost health services available in the community.</p>	<p>Data analysis showed that students had little knowledge of outside services. In discussions about the data, the idea was raised that perhaps students don't know about the services available here on campus. This will be next year's SLO.</p> <p><b>Strategy:</b> Increase marketing efforts to raise awareness of free and low-cost County services using the Echo Times, posters around campus, and the MyCOM portal.</p>

Program	Division and Program Level SLO	Outcome Strategies
<b>Library</b>	DL SLO: Identify and use college resources that support student success. PL SLO: Students will demonstrate knowledge of the availability of textbooks on reserve in the library.	ASCOM gave the library a gift of textbooks last fall and they posted flyers to let students know. Preliminary data analysis shows a significant increase in check out of Instructor reserve textbooks this February as compared to prior years. <b>Strategy:</b> Write mini-program review to make funding for reserve textbooks a permanent line item in the library budget. Include IVC in request and in survey next time.
<b>Matriculation</b>	DL SLO: Identify and use college resources that support student success. PL SLO: Students will demonstrate an increased level of knowledge about the college as a result of participating in the orientation.	Pre/post survey will measure the learning of students who participate in an orientation. Survey will be given to high school students when one of the counselors is in high schools during the outreach activity in March. The same survey will also be given to the same group of high school students on April 23, the orientation day, after they receive the orientation training. <b>Strategy:</b> Counselors will analyze data to determine if they met their objective. They will make adjustments to the survey questions and the information presented in the orientation based on the data analysis.
<b>Outreach</b>	DL SLO: Identify and use college resources that support student success. PL SLO: Students will demonstrate knowledge of the benefits and support services offered at COM by attending pre-orientation sessions.	In discussions with the student ambassadors, they discovered that the pre/post surveys they were giving to new students during their initial contact were not capturing the data they were hoping for. The intention was to measure if students understood the importance of the information shared in the orientation and whether they retained it. Instead it seemed to measure recall alone. <b>Strategy:</b> Track contact with students over time and create an SLO related to that. They want it to relate to COM timelines and potential new students hitting those marks.
<b>Student Affairs</b>	DL SLO: Identify and utilize college resources that support student success. PL SLO: Demonstrate knowledge of ASCOM and/or college clubs.	Data indicated that students were unclear on the process for starting new clubs and did not know about it at the time of enrollment. <b>Strategy:</b> ASCOM and the Student Affairs program will work together to do targeted marketing to students before or during enrollment using MyCOM and other electronic means to convey information about how to start clubs, and participate in student government.

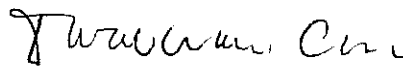


Program	Division and Program Level SLO	Outcome Strategies
<b>Testing</b>	<p>DL SLO: Develop effective planning skills that support achievement of educational goals and lifelong success.</p> <p>PL SLO: Students can demonstrate readiness to take placement test exam.</p>	<p>Data showed that students were preparing ahead of time, and generally knew what the next step was. What the data did not show was whether students felt that their preparation was effective. They will integrate this into their next SLO by doing a post-placement test survey.</p> <p><b>Strategy:</b> Increase student awareness about the variety of ways to prepare including Accuplacer practice tests, books in both the IVC and KTD libraries, and getting the phone app for Accuplacer.</p>
<b>Transfer Center</b>	<p>DL SLO: Identify and use college resources that support student success.</p> <p>PL SLO: Demonstrate a deeper understanding of transfer resources and transfer decision-making process.</p>	<p>Data showed that a strong majority of students felt that participating in the Transfer Day event helped them to choose where they were going to transfer, and that they received information to help them make the decision.</p> <p><b>Strategy:</b> Redesign the survey questions to be more aligned with SLO objectives for next time. Encourage certain schools to participate next year (per student request).</p>
<b>Tutoring</b>	<p>DL SLO: Identify and use college resources that support student success.</p> <p>PL SLO: Demonstrate a deeper understanding of course materials.</p> <p>PL SLO #2: Apply new knowledge to improve course grades.</p>	<p>Data showed that 100% of the 43 students surveyed stated that they agreed or strongly agreed that the tutoring helped them understand their course material better. Regarding PLSLO #2, 91% of those who responded said it helped them improve their course grades. Some comments clarified that some students felt they couldn't answer that question until after the semester had finished and they saw their final grades. Other questions in the survey indicated a need for more staff.</p> <p><b>Strategy:</b> Have tutors begin taking notes regarding these topics at the end of each session when they meet with students 1-1. Will try to also reach students who did not utilize tutoring when offering survey next time. Doing mini-program review to request additional funding for staff.</p>

<b>Veterans Office</b>	<p>DL SLO: Identify and use college resources that support student success.</p> <p>PL SLO: New students who are Veterans will demonstrate knowledge of the steps necessary to become certified for veteran educational benefits.</p>	<p>SLO has not been implemented yet. Analysis will begin immediately after satisfaction survey is issued.</p> <p><b>Strategy:</b> If SLO data indicates that Vets coming into the college don't know all the necessary steps (as we expect it will), a new system will be implemented starting fall 2012 so Vets will be shown exactly what they need to do in a timely fashion in order to receive all of their benefits. Might also offer a special orientation just for Vets.</p>
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Sara McKinnon, President Academic Senate



David Wain Coon, Superintendent President

College of Marin

Date: 9/18/2012

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MARIN

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