



2016 Annual Report
Final Submission
03/30/2016

College of Marin
835 College Avenue
Kentfield, CA 94904

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Christina Leimer
3.	Phone number of person preparing report:	415-485-9545
4.	E-mail of person preparing report:	cleimer@marin.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.marin.edu/PDFs/Catalogs/2015-2016/COM-Catalog-2015-2016.pdf (page 9)
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.marin.edu/accreditation/index.html
6.	Total unduplicated headcount enrollment:	Fall 2015: 6,783 Fall 2014: 6,921 Fall 2013: 7,593
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	5,317
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,134
9.	Number of courses offered via distance education:	Fall 2015: 36 Fall 2014: 34 Fall 2013: 37
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 560

		Fall 2014: 600 Fall 2013: 648
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	70%									
14b.	Successful student course completion rate for the fall 2015 semester:	73%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>230</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>190</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>40</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	230	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	190	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	40
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	230									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	190									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	40									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	318									
16b.	Number of students who received a degree in the 2014-2015 academic year:	255									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	63									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	180									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	317									

18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes			
18b.	If yes, please identify them:	Natural History			
19a.	Number of career-technical education (CTE) certificates and degrees:	30			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	30			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	5			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	3			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
		CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	2014 EMT	51.09	national	80 %	91 %
	2015 RN	51.38	national	81.78 %	97.37 %
	2015 Registered Dental Assisting Law and Ethics	51.06	state	80 %	100 %
	2015 Registered Dental Assisting Written	51.06	state	85 %	100 %
	2015 Registered Dental Assisting Practical	51.06	state	70 %	62.2 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
		CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	RN Spring 2015 Graduates	51.38	45 %	88 %	
	Registered Dental Assisting	51.06	70 %	100 %	
	Medical Assisting	51.08	45 %	50 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition			Institution set standard
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened				

in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

Because course success is so crucial to students' completing a degree, certificate or transferring to a four-year institution, we have conducted numerous studies related to the institutional-set standard for course success. Deans and faculty have discussed these analyses and a faculty group (FLIT) has extended the research, discussion and recommendations. As a result, a hybrid English 120 course was revised and some Math courses slated for elimination were retained until further review. Statway is being implemented to offer an alternative math option to non-STEM majors. The Basic Skills Master Plan is being revised, focusing on ways to move students through the sequences faster and with more of them moving into college-level English and math. Increasing the percentage of students who move from pre-college into college-level courses and eliminating inequities in course success are objectives in our strategic and equity plans.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	1409
	b.	Number of college courses with ongoing assessment of learning outcomes	1409
		Auto-calculated field: percentage of total:	100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	86
	b.	Number of college programs with ongoing assessment of learning outcomes	86
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	16
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	16
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.marin.edu/SLO/faculty/results.html
28.	Number of courses identified as part of the general education (GE) program:	482
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	482
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>Faculty track student performance on one or more of the college-wide rubrics and report results using an Excel tracking tool. Data, once entered by faculty, are submitted to SLOAC, which aggregates the data and posts results periodically on the college SLO website. Students can link to course information including SLOs on the College's website. They also get information on degrees and certificate requirements and outcomes via a link on the home page. Some classes routinely have students self assess achievement of the Student Learning Outcomes for the class at the end of each semester. In light of the Student Success and Support Programs initiative and California Community Colleges System Scorecard, previously established student learning outcomes for College of Marin student services units have been evaluated to assess their alignment with institutional priorities, student services best practices for each area, and contributions to College of Marin's Strategic Plan and System Scorecard. Data analysis of progress around retention, completion, and other scorecard metrics is conducted and this information is used in the formulation of objectives and intended outcomes for orientation, student education plan development, alert and intervention efforts, and other student success-related initiatives in the 2015-2018 Strategic Plan.</p>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		

36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>The College continues to create and update pathways worksheets for each of its degrees and certificates so that students can map out and track progress toward achieving their goals. In recent years, all courses for degrees and GE programs addressed alignment in a program/degree matrix that is available on the SLO web page. Each program of study is unique in how it approaches an alignment process. Going forward, the evaluation timeline will be posted on discipline blueprints, which more accurately reflect when specific classes are offered. The English and English Skills department undertook an analysis of outcomes in the English composition sequence norming low-, medium- and high-level examples of essays written at each level. These instructors will now meet with faculty from content areas to assist them in analyzing their assignments with the aim of developing informed advisories or pre/co-requisites for their courses.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Instructors inform students of and use SLOs when designing exam questions, instructional materials, and assessment rubrics for specific assignments. Communication of SLOs and assessment results impacts student behavior by helping students prioritize learning, determine relevance of learning materials and experiences, and interpret grades relative to what is expected in specific assignments. Understanding outcomes in advance makes students more successful on subsequent assignments. Dashboard data for course success and retention rates are available to programs to analyze student access and success and to support allocation requests. Based on analyses of developmental English and math, a Basic Skills Master Plan is being implemented in the coming year. First Year Experiences and other learning communities are offered pairing developmental English and Counseling classes in order to more effectively reach students. An early intervention system has been successful where faculty can request immediate help for students who are struggling academically or otherwise. Service learning components have been added to some Behavioral Sciences classes as this has shown to increase student retention and raise GPA. A Flex workshop was offered in Fall 2016 to encourage other interested faculty to add this to their curriculum.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Specific participatory governance committees and the Curriculum Committee review the Access and Success, Curriculum, SLO and Plans for Improvement sections of the full program reviews which are available online. Informal discussions take place at governance committee and senate meetings, department meetings, and among faculty across disciplines working on specific strategies for improvement. This year division deans have worked more intentionally with their departments and have assisted their chairs in completing the program reviews. Deans have created summary division-level presentations for the Planning and Resource Allocation Committee (PRAC). These presentations include how each discipline fits into the Mission and strategic planning of the College and provide a broad look at its outcomes of success, retention and completion. Institutional student achievement reports were used in the</p>

	development of the current Strategic Plan including objectives concerning enrollment management, distance education, student equity, and a basic skills master plan.
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>A Sociology/Psychology class titled Marriage, Family and Intimate Relationships focuses on many different issues surrounding families. The topic of Divorce has proved to be a central place where students could identify with, and relate to, the topic based on personal experience. Using the intersectional approach, students were able to discuss their own experiences with divorce and see how everyone's situation is different based on a variety of variables. After the discussion, the instructor asked students to write up their understanding of divorce and intersectionality, and all students scored above 85% - a remarkable outcome. The instructor has shared that she will continue to use student's life experiences as central parts of their assignments on the family as an institution. This intimate knowledge of students' own families along with the theoretical concepts of intersectionality allow them to look at the similarities and differences among their classmates, and it creates opportunities for new dialogues among diverse students. These opportunities reach beyond course level SLO's and speak also to the mission of the College of Marin.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 12 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	There are anticipated to be 5 recently approved degrees which will be submitted for substantive change review

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a

42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Indian Valley Campus
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

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