



**2015 Annual Report  
 REVIEW**

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:	<a href="http://www.marin.edu/PDFs/Catalogs/2014-2015/COM-Catalog-2014-2015.pdf">http://www.marin.edu/PDFs/Catalogs/2014-2015/COM-Catalog-2014-2015.pdf</a> (Page 9)
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.marin.edu">http://www.marin.edu</a>
6.	Total unduplicated headcount enrollment:	Fall 2014: 6,921 Fall 2013: 7,593 Fall 2012: 8,427
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	5,433
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,268
9.	Number of courses offered via distance education:	Fall 2014: 34 Fall 2013: 37 Fall 2012: 39
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 600 Fall 2013: 648 Fall 2012: 782
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 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 2014 semester:	71 %															
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. <i>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.</i></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 2013-2014 academic year:	328															
16b.	Number of students who received a degree in the 2013-2014 academic year:	255															
16c.	Number of students who received a certificate in the 2013-2014 academic year:	76															
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 2013-2014:	393															
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 (designed for elementary school teachers)															
19a.	Number of career-technical education (CTE) certificates and degrees:	47															
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:	47															
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.	<p>2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2013 EMT</td> <td>51.09</td> <td>national</td> <td>80 %</td> <td>75 %</td> </tr> <tr> <td>2014 RN</td> <td>51.38</td> <td>national</td> <td>81.78 %</td> <td>95.08 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	2013 EMT	51.09	national	80 %	75 %	2014 RN	51.38	national	81.78 %	95.08 %
Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)													
2013 EMT	51.09	national	80 %	75 %													
2014 RN	51.38	national	81.78 %	95.08 %													

	<table border="1"> <tr> <td>2014 Registered Dental Assisting RDA Law and Ethics</td> <td>51.06</td> <td>state</td> <td>80 %</td> <td>88 %</td> </tr> <tr> <td>2014 Registered Dental Assisting Written</td> <td>51.06</td> <td>state</td> <td>85 %</td> <td>96 %</td> </tr> <tr> <td>2014 Registered Dental Assisting Practical</td> <td>51.06</td> <td>state</td> <td>70 %</td> <td>65.25 %</td> </tr> </table>	2014 Registered Dental Assisting RDA Law and Ethics	51.06	state	80 %	88 %	2014 Registered Dental Assisting Written	51.06	state	85 %	96 %	2014 Registered Dental Assisting Practical	51.06	state	70 %	65.25 %
2014 Registered Dental Assisting RDA Law and Ethics	51.06	state	80 %	88 %												
2014 Registered Dental Assisting Written	51.06	state	85 %	96 %												
2014 Registered Dental Assisting Practical	51.06	state	70 %	65.25 %												
21.	<p>2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.###)</th> <th>Institution set standard (%)</th> <th>Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>RN Spring 2014 Graduates</td> <td>51.38</td> <td>45 %</td> <td>53.6 %</td> </tr> <tr> <td>Registered Dental Assisting</td> <td>51.06</td> <td>70 %</td> <td>75 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.###)	Institution set standard (%)	Job Placement Rate (%)	RN Spring 2014 Graduates	51.38	45 %	53.6 %	Registered Dental Assisting	51.06	70 %	75 %			
Program	CIP Code 4 digits (##.###)	Institution set standard (%)	Job Placement Rate (%)													
RN Spring 2014 Graduates	51.38	45 %	53.6 %													
Registered Dental Assisting	51.06	70 %	75 %													
22.	<p>Please list any other instituion set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard												
Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard														
23.	<p>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 (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Major discussions this year continue to center on developmental math and English. A task force was formed and various strategies to deal with struggling students are being considered. The English and English Skills disciplines have been meeting to align their curriculum, assignments, and expected outcomes through the composition sequence. In addition, English Skills has piloted an accelerated course which combines the first and second levels below transfer into a single one semester class. A new course outline has been approved for Fall 2016 which will offer an alternative combination in which the second and third levels below transfer would be offered in a one-semester class so that students entering either at two or three levels below transfer would have the option of getting through the sequence more quickly. Changes to the Math sequence is in progress.</p> </div>															

### 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:	1348
	b.	Number of college courses with ongoing assessment of learning outcomes	1348
		Auto-calculated field: percentage of total:	100
25.	Programs		
	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
	Student and Learning Support Activities		
26.	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:		<a href="http://www.marin.edu/SLO/index.html">http://www.marin.edu/SLO/index.html</a>
28.	Number of courses identified as part of the general education (GE) program:		405
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> :		405
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.	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 (1,350 character limit, approximately 250 words).		
	<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. 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 COM's Strategic Plan and System Scorecard. Data analysis of progress around retention, completion, and other scorecard metrics is being conducted and this information will be 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. Dashboards that track resources, activities, and outcomes and tie back to the System Scorecard are being created for each initiative.</p>		
<p><b>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.</b></p>			
36.	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 (1,350 character limit, approximately 250 words).		

	<p>The College continues to create and update pathways worksheets for each of its degrees and certificates. Students are able to map out and track progress toward achieving their goals. All courses for degrees and GE programs address alignment in a program/discipline matrix that is updated every three years and available on the SLO web page. Each program of study is unique in how it approaches an alignment process. For example: for the new curriculum to be implemented for first year students in Nursing in Fall 2015, there are six Program Learning Outcomes: Patient-Centered Care, Clinical Judgment/Evidence-based Practice, Teamwork/Collaboration, Informatics Competency, Quality Improvement and Patient Safety, and Professionalism. These outcomes characterize what the graduate will be able to do in the practice of nursing at program completion. They have been leveled throughout the two years of the program and courses are sequenced and leveled in order for students to meet these outcomes in progression with their expected knowledge acquisition. In Court Reporting, the curriculum has been completely revised so that various course sequences align with specific SLOs related to skills and speed attainment as well as required content.</p>
<p>37.</p>	<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 (1,350 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 will be implemented in the coming year. Student success data has also informed college wide discussions about Student Success Act requirements. A First Year Experience 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. The English Department supports a face-to-face and online Writing Center for students across disciplines in order to improve the college-wide written communication SLO.</p>
<p>38.</p>	<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 (1,350 character limit, approximately 250 words).</p> <p>Specific participatory governance committees and the Curriculum Committee review the Access and Success, Curriculum, SLO and Point of 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. Teams of faculty, counselors and librarians form Faculty Inquiry Groups, chose an outcome to research, and report their findings at college wide presentations. One FIG studied the cost of textbooks in the math gateway course. A pilot was launched this year in which a math instructor agreed to use an older edition, which could be purchased a fraction of the cost. The library purchased a class set to loan to all students in the class for the semester. The pass rate was significantly higher than for classes without this program. Medical Assisting received funds for a model of upper arm muscles with visible inside anatomy to teach how to perform injections. Classes using this model have had a 95% pass rate. Institutional student achievement reports are being used in the development of the next Strategic Plan including objectives concerning enrollment management, distance education, student equity, and a basic skills master plan.</p>
<p>39.</p>	<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 (1,350 character limit, approximately 250 words).</p> <p>The Library has increased its emphasis on supporting the college wide Information Literacy SLO for students across all disciplines. The number of faculty who bring students to the library for information literacy trainings has dramatically increased, and librarians prepare assignment and course-specific LibGuides for courses that depend upon library research. The English professors staff a face-to-face and online Writing Center to work with students across disciplines on writing assignments. This effort is in response to the college-wide Written</p>

Communication SLO and helps students with research papers, short essays and the mechanics of writing for specific disciplines. In addition, the College allocated significant funding to purchase Turnitin, an online program that teaches students how to avoid plagiarism. The Communications Department conducted a student survey that connected course level SLOs with college-wide SLOs. A comprehensive report of these data was discussed by department faculty and faculty shared new and novel teaching/learning tools that they employed or would employ based on the data. Faculty identified an underperforming SLO and gathered data on what other faculty are currently doing to achieve success on this specific SLO. Improvement on underperforming SLO and the tools used are shared across the department.

**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:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

**Other Information**

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 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

Go To Question #: 2

**REVIEW/EDIT**

The Annual Report must be certified as complete and accurate by the CEO (Dr. David Coon). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

**Send e-mail Notification to CEO to certify report**