Assessment plan for General Education/College-Wide

Learning Outcomes

College of Marin

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DRAFT
According to the WASC standards (Standard IIA), Student Learning Outcomes (SLOs) must be developed and assessed at the institutional level and for the General Education (GE) program, in addition to at the course and degree/program level.

In January, 2009, College of Marin formally adopted five College 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.

Because these College Learning Outcomes also reflect the core competencies required for students who complete the General Education program, they also serve as the SLO’s for our GE program.

This document presents a plan for how the college will develop and implement ongoing assessment of these College level/General Education Student Learning Outcomes. This is meant to be a first phase of assessment for these SLO’s for the 2010-2011 academic year. An assessment plan for following years shall be developed by the Planning, Research and Institutional Effectiveness (PRIE) office by Spring 2011.

**Spring 2010**

1) The college will complete a list of core GE courses which fulfill each of the five College/General Education Learning Outcomes by the end of the Spring 2010 semester. A team from the Curriculum Committee, including the SLO Coordinators, will complete a matrix to indicate the most common and highly enrolled courses in each department fulfill which of the five College/GE Learning Outcomes. Results from the matrices will be compiled into a list of GE courses which fulfill each of these SLOs.

2) The administration will develop a “call for applications” to use District-Directed funds to support faculty teams to develop and implement rubrics for the first three College/GE Learning Outcomes (Written, Oral and Visual Communication; Scientific and Quantitative Reasoning; and Critical Thinking). Faculty members who teach the GE courses that are in the matrix for the College Level SLOs for each area are eligible to apply (whether full-time or part-time), and should indicate on their application which GE SLO rubric they wish to help develop. The rubrics should be broad enough to assess students’ abilities for that SLO in a variety of courses, and specific enough to enable faculty to assess individual students’ level of mastery. Materials, training and support will be provided to assist faculty in this task. (The plan is to assess the other two College/GE outcomes in subsequent academic years, since this is the College’s first foray into assessing SLOs at this level.)
**Summer 2010**

The Faculty SLO Coordinators and the Dean of Humanities will develop packets of information and samples of rubrics for GE SLO assessment, for the faculty team members to use in the fall. Some of these materials will demonstrate the ways in which rubrics tied to SLOs can support student learning in powerful ways.

**Fall 2010**

1) The College will bring an expert on assessment of GE outcomes to the campus (preferably Dr. Mary Allen) to present to the faculty and staff during Flex Week in August. This will help faculty and staff develop a stronger understanding of why assessment of GE/College outcomes is important, how to approach the process, and the potential benefits for the college and students. *(need estimate of cost for presentation)*

2) By the end of September 2010, the Union District Workload Committee (UDWC) will interview and select six faculty teams of three members each, from the pool of applicants. These teams should be broad-based in their membership, representing a range of GE areas in which the SLOs are relevant. All faculty who teach GE courses that have been identified as relevant to those SLOs are eligible to apply. There will be six three-member teams selected to develop 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 (College SLO #3)

A total of 18 faculty members will receive stipend pay for 15 hours of work during the Fall semester. Total cost: $16,740 from District-Directed Funds

3) Once the faculty teams are selected, their task will be to:
   a. Develop a shared rubric for their assigned College/GE Learning Outcome area by the end of Fall 2010 semester. Teams will gather feedback from students and faculty in the relevant courses on draft(s) of the rubric during this process to ensure clarity and effectiveness. Team members will meet regularly throughout the semester as well as completing individual tasks that contribute to the completion of the project.
   b. Develop a report on their work that will be distributed campus-wide.
   c. The PRIE office and academic Deans will provide any necessary information and support for the faculty teams.
d. Dr. Mary Allen, or another expert in the field, will work with each faculty team for a total of 1-2 hours/team (6-12 hours for the semester). (Need estimate of the cost)

**Spring 2011**

1) Faculty team members will pilot the rubrics in their own classes at least twice during the semester as they assess students.

2) At the beginning of the Spring 2011 semester, the faculty team members will present their rubrics to the faculty and staff at a panel presentation during Flex Week (January 2011). Their rubrics will be made available for all faculty teaching in the relevant GE courses, with the recommendation that they use them and discuss what they learn from using the rubrics during department/discipline meetings.

3) At the end of Spring 2011, the PRIE office will conduct a survey to determine the use of the new rubrics college-wide and solicit feedback from faculty on the process.

**Fall 2011**

The Program Review template for instructional programs will be revised to include questions for programs that address the first three College/GE Learning Outcomes. These questions will be:

- What did you learn from using the shared rubrics?
- 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?)