

**Spring 2011 to Fall 2012**

**College of Marin**

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

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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 for the period from spring 2011 to fall 2012 and describes how SLO assessment results will be 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 of the course level outcomes as well.

### Spring/Fall 2010

- 1) The Student Learning Outcomes Facilitator 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 Addendum I.)
- 2) The administration completed 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 seven rubrics for all of the college-wide/GE SLOs except for Information Literacy. The teams represented a range of GE areas in which the SLOs are relevant. 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 (College SLO #3)
  - g. Problem Solving (College SLO #4)

Faculty members received stipend pay for 15 hours of work during the fall semester and 15 hours of work spring 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 Council (SLOAC). All seven rubric drafts were ready to pilot by spring 2011. Rubrics for each of the seven 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 in the relevant GE courses with the recommendation that they discuss using the rubrics during department/discipline meetings.
- 2) Faculty members who teach the GE courses identified in the assessment schedule 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/es 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. A list of faculty members, GE courses, and GE SLO's tested in the pilot can be found on the COM web site: <http://www.marin.edu/com/ODP/InstitutionalPlanningPage.htm>.
- 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 of the semester and a post test at the end.
- 4) Over the course of spring semester, the PRIE office communicated with the faculty members involved in the pilot, kept track of their progress, reported their progress on the PRIE web page and periodically conducted surveys to determine the use of the new rubrics and to solicit feedback from faculty 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 can begin pre and post testing fall 2011.

### **Summer 2011**

- 1) The SLO facilitators, working with department chairs, completed a schedule for assessing SLOs for the identified courses. Instructors teaching these courses, working with the department chairs, determine which of the College-Wide/General Education SLOs will be assessed in each course. Instructors will be encouraged to assess for more than one if appropriate. A rotation schedule for each program/discipline was developed with the expectation that at the program/discipline's discretion, courses may be moved around within the schedule depending upon which semester courses are offered, enrollment trends, and faculty assignments. (The rotation schedule for GE courses is attached as Addendum II)
- 2) The Program Review template for instructional programs was revised to include questions that address the first four College/GE Learning Outcomes. Questions include:
  - What did you learn from using the shared rubrics? (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) All GE courses identified in the schedule (Addendum I) will use the rubrics to assess student performance, according to the schedule in Addendum II and will report their findings using the common tracking tool.
- 2) SLOAC, working with PRIE will solicit feedback from faculty members who are using the rubrics and tracking tool and will make improvements as appropriate. SLOAC will report to the Program Review Committee any suggested improvements to the Program Review template prompts for SLOs.
- 3) PRIE will compile findings from the common tracking tool and make reports available on the college web site. PRIE will assist faculty members from specific programs with additional research data for informing program improvements and for clarifying resource allocation requests.
- 4) Program/discipline faculty will use the findings to inform pedagogy, improve student performance, and make requests for the in-class and out-of-class support necessary to meet student needs. Requests stemming from GE SLO findings will be made as a part of the program review process.

**All Subsequent Semesters**

This process will be followed each semester with all GE courses identified in the schedule conducting an SLO review over the course of six years. Data from these 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.

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 the Program Review process and are reported in the Program Review process.

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. Once developed, degree and certificate SLOs are submitted to the Curriculum Committee for review and are then posted on the program review site.

Degree/certificate SLOs will be 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 SLOs in the degree/certificate course work.

### **Spring/Fall 2010**

- 1) During this time a new database was created into which 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 one.

### **Spring 2011**

1. At this time, SLO facilitators will work with disciplines in finding ways to assess these SLOs to determine whether students are meeting degree and certificate SLOs.
2. Degree and Certificate SLOs will be published in the 2011-2012 college catalog. In addition, current degree and certificate SLOs can be found at: <http://programreview.marin.edu/de>

### **Fall 2011**

- 1) SLO Facilitators will meet with the department chairs to discuss coordination of GE /College-wide SLOs with degree /certificate SLOs and course-level SLOs. Facilitators and chairs will review the schedule (Addendum II) and add the assessment of degree/certificate SLOs where appropriate. In the likelihood that some degree/certificate courses are not included in the GE matrix, a six-year rotating schedule will be set to assess these courses.

- 2) PRIE and the SLO Facilitators will discuss with chairs what support is needed for the programs/disciplines to meet the SLO assessment timeline.
- 3) Chairs will submit a complete matrix for the six-year rotation of all GE and degree/certificate courses by the end of fall semester 2011 (adding in degree/certificate SLOs). This schedule can be modified depending upon when courses are offered, faculty teaching the courses, or student demand for the courses. However, every program will be expected to have a completed schedule. The schedule will include:
  - Mapping by semester showing when SLOs will be assessed in GE, degree/certificate courses over a six year timeframe
  - College-wide/GE and degree/certificate SLOs the program would like to assess in each course
  - Description of what data will be collected, evaluated, summarized, analyzed and reported (including what is already being done)
  - Requests for the research assistance needed to collect and analyze the data
  - How the program/discipline utilizes the results of the assessments to improve the effectiveness of the program or course.
- 4) PRIE will prepare a reporting tool for the schedule so that programs/disciplines can upload the completed form to the program review template once completed.

### **All Subsequent Semesters**

This process will be followed each semester with the degree/certificate courses identified in the schedule conducting an SLO review over the course of six years. 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 schedule 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 request in 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. Course SLOs are developed by faculty within each program/discipline. Faculty determine the appropriate methods of assessing SLOs and the Office of Planning, Research and Institutional Effectiveness (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 rubric designed by faculty. The rubrics articulate specific standards and criteria 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 six year period. Each department keeps a schedule for determining when assessment will take place within the six 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.

Each semester, faculty evaluate 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, address these findings in department/program meetings and report this work in their Program Review. Funding requirements 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 and ranking 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. The integrated maps for each discipline or program are kept on the 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 together with the Office of Instructional Management prepared an inventory of all courses. The Committee tracked updates and checked for currency and alerted all departments/programs about courses that needed updating.

- 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 Course Outline of Record SLOs as submitted. This process is ongoing.

### **Spring 2011**

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

### **Fall 2011**

- 1) Discipline/program faculty will use the assessment tools and rubrics in designated classes.
- 2) Discipline/program faculty working with the SLO facilitators and PRIE gather and analyze results.
- 3) Discipline/program faculty will meet 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 will require requests for resources that will be included in the Program Review.

### **All Subsequent Semesters**

- 1) Discipline/program faculty launches the second and subsequent rounds of course-level assessments.
- 2) Discipline/program faculty will implement course-level interventions or adjustments for improving outcomes if warranted.

- 3) Discipline/program faculty will discuss changes to rubrics, assessment tools, and assignments and review SLO process as needed.
- 4) Discipline/program faculty will provide feedback on assessment tools, outcome measures, and interventions to the SLO facilitators and SLOAC as needed.
- 5) Department/program faculty use program review as an opportunity to request funding for interventions or improvements based upon SLO assessment findings.

## Non-Instructional

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Non-instructional programs that offer courses will follow the instructional process outlined for course level SLOs in the assessment plan. All other non-instructional program SLOs are developed collaboratively at the division level, and at the department level by each department working with 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 three year cycle of the program review process.

### Spring 2011

- 1) Student Services (SS) SLO Coordinator and PRIE Director met with student services SLO team to determine four division-level SLOs.
- 2) Departments identified two or three Division-Level SLOs they would measure in fall 2011.

### Summer 2011

- 1) SS SLO Coordinator and PRIE Director met with each department to develop assessment tools for division-level SLOs.
- 2) SS SLO Coordinator and PRIE Director met with each department to identify department-level SLOs, align them with division-level SLOs, and develop assessments.
- 3) The SS SLO Coordinator drafted the 2011-2012 division-level assessment plan.

### Fall 2011

- 1) All Student Service departments will measure division and department-level SLOs.
- 2) All Student Service departments will draft a 3-year department-level assessment plan.
- 3) SS SLO Coordinator, working with the division and PRIE will draft a 3-year division-level assessment plan.

### Spring 2012

- 1) Departments, working with PRIE, will gather and analyze results.
- 2) Departments will meet to:
  - Consider the assessment outcomes
  - Analyze and discuss results
  - Improve the design of the assessment tools
  - Implement methods for improving outcomes
  - Identify division and department-level SLOs to be measured the following semester.
  - Prepare findings for the Student Services Annual SLO Report and Program Review
  - Determine if the findings from the outcomes study will require requests for resources that will be included in the Program Reviews.

## **ADDENDUM I**

List of core GE courses for each required area

**ADDENDUM II**

Six-year rotation of GE courses through the SLO assessment process

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Sara McKinnon, President Academic Senate

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Angeline Duarte, VPSL

Date:

## **ADDENDUM I**

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### **Core General Education Courses**

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## **ADDENDUM II**

(From Page 3)

### **Schedule for GE Courses**

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