

WASC Recommendations Update

April 6, 2011

Recommendation 1

We have identified all institutional plans that require regular updating and have found areas for which we need plans including student equity, enrollment management, facilities, staffing and professional development. We are working to create timelines for further development and regular updates.

PRAC has modified its planning calendar to better coordinate with the academic planning calendar. Gaps and weakness in the current process of reviewing and recommending instructional equipment have been identified and recommendations will be made. A disconnect between the Student Access and Success Committee and the body that actually implements activities related to student access and success is being addressed. Plans for Technology and Facilities may require external support.

Our office of Planning, Research and Institutional Effectiveness is determining a systematic way to evaluate the effectiveness of all planning and resource allocation processes using rubrics provided by WASC. This will include surveys to the campus community.

Recommendation 2

In response to WASC Recommendation #2, the Student Learning Outcomes Assessment Council (SLOAC) has prepared the assessment plan, piloted the GE/Collegewide SLO study, and plans to incorporate SLO results into program planning and resource allocation.

Preparation of the Assessment Plan

The Assessment Plan will be completed by May 1, 2011 and sent to the Academic Senate for review and approval. Once approved, the Academic Senate President and the Vice President of Student Learning will bring it to the Planning and Resource Allocation Committee for review and approval (to be completed before the end of spring semester). The plan includes a review of work on SLOs to date, a timeline for work on General Education/Collegewide SLOs, Degree and Certificate SLOs, and Course Level SLOs. The timeline covers spring semester 2011 through either fall semester 2012 or to the Commission's fall 2012 deadline for reaching proficiency on SLO work.

General Education/Collegewide SLOs Pilot Study

This semester, a group of faculty members from transfer disciplines have been and continue to pilot-test the GE/Collegewide SLO rubrics designed last semester by four design teams and the Student Learning Outcomes Committee (SLOAC). The rubrics are being used as pre and post tests in specific GE courses. Most of the pre tests have been submitted to the Office of

Planning, Research and Institutional Effectiveness and will be compiled in a master database. The rubrics include Problem Solving, Critical Thinking, Scientific Reasoning for Physical Sciences and Math, Scientific Reasoning for Life/Earth/Social Sciences, Visual Communications, and Written Competency.

Once both pre and post tests are compiled in the database, the research office will provide SLOAC with outcome data for analysis and discussion. The rubrics then will be modified if necessary. By the fall semester we will begin using the GE rubrics and collecting data for GE courses which SLOAC has identified as meeting the criteria for SLO research and review. GE courses will rotate through the review process every four years. (The schedule for review will be attached to the Assessment Plan and the schedule will be reviewed and modified as necessary by SLOAC in spring 2012.)

Course Level SLOs

The Curriculum Committee has overseen the transfer of approximately 70% of our courses to the new online template. All of these courses have updated SLOs. Of the 30% remaining, about 20% are in process of getting updated. Departments/programs continue to work on creating SLOs and we have begun a collegewide effort to develop SLO assessment tools, implement them and report the findings in the program review process.

Incorporating SLO Assessment Results into Program Planning & Resource Allocation

We expect that the program reviews prepared in fall 2011 will include program planning and resource allocation requests based upon student learning outcomes. In preparation for determining funding for innovations based upon SLO assessment and analysis, PRAC is developing a procedure for vetting requests. This semester, a request for units to pilot test an innovative approach to teaching math to Early Childhood Education students was considered and recommended by PRAC. This request was based upon ECE student learning outcomes data and gave PRAC an opportunity to consider a procedure for including such requests in its yearly budget recommendations.

Recommendation 3

We have committed to a part time faculty (.53 FTE) for the spring and summer terms to head the migration process from Blackboard to the Moodle platform. The migration is in progress with preliminary and training phases implemented. Resources have also been allocated for Moodle technical support and faculty training for Phases 1 & 2 (out of 4) through June 30th, 2011. A permanent full-time position will be needed to anchor the Distance Ed Program. Continued funding for technical support, faculty training and operational expenses are also essential to the Distance Ed infrastructure. Classified staff in both IT and Media Services will also need to be identified for internal technical support to the faculty.

Recommendation 4

In response to WASC Recommendation #4, the Office of Planning, Research and Institutional Effectiveness (PRIE), the Cabinet, and the Research Advisory Group (RAG) have identified both the College's research priorities and areas for which we need to enhance our critical research data. We have also identified a structure citing specific venues to use to broaden our institutional data dialogue. Below are the related actions addressed.

Research Priorities

We identified the College's research priorities as follows:

- Student Enrollment
- Student Achievement, including:
 - student retention
 - student success
 - student cohort success
 - program review information
 - degrees/certificates awarded;
- Areas of Research Needing Enhancement
 - student demographics (enrollment)

Data Delivery Methods

To develop and display the College's critical research data, we have evaluated and reaffirmed our commitment to our existing delivery methods, and added some new ones:

- Institutional Research website (*to continue*)
- College of Marin Fact Book (*new*)
- Monthly Data Nugget Distribution (*new*)
- The Dashboard System (*new*)
- Surveys (analyze survey results and-post survey results to Institutional Research website) (*to continue*)

Institutional Data Dialogue

PRIE, with the support from the Cabinet and the Research Advisory Group, has identified the following institutional venues which it has used to broaden its institutional data dialogue with all appropriate constituencies:

- Public Forum with the President
- College Council
- All governance committees (including senates) have begun receiving their "Monthly Data Nuggets" to discuss in their committee meeting as appropriate
- President's Briefing has included announcement of the "Monthly Data Nuggets" and requested feedback
- Email dialogues have occurred.

Dialogue Leads to Action

- Actions taken based on data to improve institutional effectiveness (including surveys & other data)

Recommendation 5

The Dean of Enrollment Management and the Dean of Student Development and Special Services have been working with the Director of Learning Resources and the Dean of Workforce Development, College and Community Partnerships to extend library, learning resources and student services to IVC students. Evening service hours are also being evaluated and a counselor is currently working on a project to deliver counseling services online to distance education students. Efforts are underway to migrate the online writing center from Blackboard to Moodle. (The challenge is that resources are strained and more will be needed to expand hours and delivery modes of service, as well as meet technological requirements.) A Librarian position was recommended by PRAC last year and remains a critical need.

Recommendation 7

In response to WASC Recommendation #7, the Facilities Planning Committee, a pre-existing committee, was identified as the most appropriate group to guide the development of the plan. The committee has met four times since last November on this recommendation, targeting its focus on the following:

- Research of “best practice” by looking for models of effective facilities master plans completed by other California Community Colleges
- Identification of existing COM guiding documents such as the Educational Master Plan, Strategic Plan, and program review
- the use of a consultant

Next steps will include development of a timeline and Request for Qualifications for consultant proposals.

Recommendation 8

In response to WASC Recommendation #8, the Technology Planning Committee has started developing strategies for its timely completion, including discussion of the following points:

- Since the work needs additional resources, use of a consultant is perhaps the most efficient way to attack the issues. We further agreed that we would use a “Request for Qualifications” (RFQ) process to help select a consultant.
- The Vice President of College Operations will draft the RFQ for committee review and recommendation of changes as appropriate.
- The Committee will generate a list of potential consultants and select candidates.
- During the summer, the Vice President of College Operations' office shall receive the proposals and bring them to the first Technology Committee meeting at the beginning of the fall term. At that meeting, based upon the evaluation of the proposals, the committee will invite a limited number of the consultants for interviews. Based on the interview process results, the committee shall select one consultant for recommendation to the President.

Recommendation 9

In response to WASC recommendation # 9 and Board Policy 2745 - Board Self-Evaluation, the Board of Trustees completed their annual self-evaluation on March 26, 2011. The self-evaluation focused on timely decision making and communication.