



# COLLEGE OF MARIN

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# A C A D E M I C

# S E N A T E

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## 2010-2011 Academic Senate Officers:

- Sara McKinnon                      President
- Derek Wilson                      Vice President
- Becky Brown                      Secretary
- Yolanda Bellisimo                Treasurer

## Additional Full time Members:

- Bonnie Borenstein
- Michael Dougan
- Rinetta Early
- Arthur Lutz
- Joe Mueller
- John Sutherland
- Blaze Woodlief

## Part-Time Credit

- Robert Ovetz
- Meg Pasquel
- Radica Portello

## Part Time Non-Credit

- Erika Harkins

<http://www.marin.edu/senate/index.html>

This issue of the AS News is dedicated primarily to updating you on what's up with student learning outcomes at College of Marin. We have a group of 10 faculty ready to work on shared rubrics for GE and a new committee getting off the ground.

On Friday, November 19th, our convocation speaker, Dr. Swarup Wood, will return to work with the GE participants as well as to take some time to answer questions from any other interested faculty. More on this in the November issue.

Many of you are in the midst of updating your course outlines. On pages 5-6 are some explanations as to why there are so many questions to fill out.

Another hot topic around the state is the state of distance education. Well, the Senate has just formed a subcommittee which will look at course management systems as our Blackboard license expires at the end of May 2011. A decision on what to do next needs to be made soon.

## Committees Looking for Faculty Participants:

- Education Planning Committee
- Instructional Equipment Committee
- Technology Committee
- Curriculum Standards Committee

## Two New Senate Subcommittees Need Members:

- Distance Education Committee
- Student Learning Outcome Assessment Council  
(see pages 7 and 8 for more information)

## What has your Senate been up to since the fall semester began?

### **In the area of Student Learning Outcomes:**

- We have approved two new SLO Facilitators, Yolanda Bellisimo, whom you know and Anne Gearhart, a part-time Biology instructor who joins us with a wealth of experience in the K-12 side of SLO assessment as well as with assessment research projects at SFSU.
- The Senate will be approving a new Senate subcommittee called the Student Learning Outcomes Assessment Council (SLOAC) which will help facilitate, evaluate and report on our progress toward meeting ACCJC proficiency level standards by 2012.
- Our Curriculum Committee, chaired by Chris Schultz, and assisted by the Office of Instructional Management, has identified the next round of course outlines needing revision because they are over 5 years old. You can expect to see several hundred of these come through over the next year. Our deadline for submission to the Curriculum Committee for this round is February 10<sup>th</sup>, 2011.
- This fall, the SLO facilitators will be leading a group of nine faculty from several disciplines in developing shared rubrics with which General Education courses may be assessed.
- Department Chairs and other primary discipline faculty are working on a new degree and certificate database – where they can update their degrees and certificates and write Student Learning Outcomes for each degree and certificate per WASC requirements. The next catalog will include these SLOs and degree and certificate information will be pulled directly from this database.

### **In the area of Distance Education:**

- We will be approving the formation of a new Senate Subcommittee on Distance Education Committee (DEC) this week. This committee will be headed by our Distance Education Resource Instructor and will look at a wide range of important issues including (but not limited to) recommendations for a consistent platform, protocols and procedures, curriculum development issues, ensuring academic integrity as well as regular and effective student contact hours, ADA compliance issues, student support services and best practices generally.

### **In the area of Program Review:**

- We have revised the charge of the Senate subcommittee on Program Review so that it has provisions for reading and evaluating complete discipline reviews and providing feedback to the disciplines as well as to the Senate if the committee feels that a particular program could benefit from a revitalization process.

### **In the area of Equivalence:**

- The Senate as approved an equivalency procedure based on title 5 regulations and State Academic Senate and Chancellor's Office standards. This will guide the Senate president working with discipline faculty in determining whether an applicant for a position meets equivalency.

## New Student Learning Outcomes Facilitators Appointed

**Yolanda Bellisimo, SLO Facilitator:** *Liaison and representative for the departments, disciplines, programs within the arts, humanities, social and behavioral sciences and the Career Technical Education areas (except allied health).*

Yolanda served as the SLO Facilitator for COM when the college first initiated SLOs working with faculty from across the campus developing our initial plan, setting up a time line and assisting departments in creating course-level SLOs and rubrics. The second year of the project focused on creating a campus wide SLO around critical thinking and identifying how each discipline/program met the critical thinking SLO. Prior to coming to the College of Marin as a full time faculty member, Yolanda served as a project manager and researcher for the Buck Institute for Education working with several high schools in the creation and research of student learning outcomes. This work had actually started in the 1990s at the high school and elementary school level quite some time before colleges were mandated to produce SLOs.

**Anne Gearhart, SLO Facilitator:** *Liaison and representative for the departments, disciplines, programs within the math, sciences, physical education and the Allied Health areas of Early Childhood Education, EMT (Fire Tech), Medical Assisting, Dental Assisting and Nursing.*

Anne's background with Student Learning Objectives comes out of her experiences with standards-based learning and assessment at the K12 level (primarily high-school). During WASC evaluation at her former high school, she served on the Assessment task force, then later as a data analyst. As a teacher credentialing student, she conducted an action research project examining the effect of alternative assessments to gauge student learning, comparing students from several categories (M-F, linguistic/English fluency, racial/ethnic). She is associated with Kimberly Tanner's SEPAL lab at SF State, having served for the past 18 months on the NSF-funded CCBFEST project, first as part of a pilot group, then as an advisory member. CCBFEST seeks to provide community college biology instructors with targeted professional development in student engagement, assessment, equity and collaboration through the model of evidence-based "scientific teaching".

**These two Facilitators will be available to assist you on any of the following:**

- Writing, assessing and reporting of department- and discipline-level SLOs.
- Creating course-level SLO assessment strategies and rubrics
- Conducting course-level SLO assessments and reporting findings
- Find ways to use the shared rubrics created for GE assessment
- Write degree and certificate-level SLOs and come up ways to assess them.

## Degree and Certificate of Achievement SLO Database

Over the summer, the Office of Instructional Management (OIM) created a database of all of our degrees and certificates of achievement. In it, the current versions of degrees and certificates have been entered including the course requirements and pre-requisites. Chairs and other faculty from various disciplines have been asked to update their degrees - to make sure that the required courses are still current, to delete courses no longer available, etc. Additionally, they have been asked to work with the faculty in their disciplines to develop 3 to 5 broad student learning outcomes for each degree and certificate. Check with your department chairs to find out the status of this project!

# General Education Student Learning Outcomes Assessment Plan

**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.

**In Spring of 2010,** a list of core GE courses which fulfill each of the five College/General Education Learning Outcomes and a matrix to indicate the most common and highly enrolled courses in each department that fulfill each of the five College/GE Learning Outcomes was created.

A call for applications went out in order to establish 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. Nine faculty members have answered the call and will begin their work in October. They will have an opportunity to work with Dr. Swarup Wood, who spoke at our Fall 2010 Convocation. Dr. Chialin Hsieh, Director of the Planning, Research and Institutional Effectiveness (PRIE) office will also provide assistance and expertise.

**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.
- b. Gather feedback from students and faculty in the relevant courses on draft(s) of the rubric during this process to ensure clarity and effectiveness.
- c. Meet regularly throughout the semester as well as completing individual tasks that contribute to the completion of the project.
- d. Develop a report on their work that will be distributed campus-wide.
- e. 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.
- f. Pilot the rubrics in their own classes at least twice during the semester as they assess students.

**In the next full program review, disciplines that offer courses that count towards GE requirements, will be asked the following questions in the SLO section:**

- 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?)

## Course Outline Revisions: The Whys and the Wherefores...

### Chancellor's Office Requirements:

- The course must be designated as stand-alone or designated as part of one or more programs and the course outlines should indicate if it is a new program.
- The course title must be listed.
- The course curriculum must be current.
- The course requisites are reviewed every two (vocational) or six years (all other courses, mandated by Title 5: §55003).
- The curriculum committee or district must apply for and receive a course identification number form the Chancellor's Office.
- The Chancellor's Office 10 MIS (management Information System) tracking elements are included.

### Title 5 Standards for Approval (Title 5 § 55002):

#### Stated in the outline specifically:

- Grading policy
- Units
- Pre-requisites and co-requisites (§55002(a)2D)
- Basic Skills requirements

#### Determined by the outline as a whole:

- Intensity (§55002(a)2C)
- Difficulty (§55002(a)2F)
- Level (§55002(a)2G)

### Regulatory Requirements—Title 5

#### ***Prerequisites and Co-requisites §55002(a)2D***

- *When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or co-requisites that are established, reviewed, and applied in accordance with the requirements of this article.*

#### ***Intensity §55002(a)2C***

- *The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.*

#### ***Difficulty §55002(a)2F***

- *The coursework calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.*

#### ***Level §55002(a)2G***

- *The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.*

**WASC Standards:**

- **IIA.1.c.** The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.
- **IIA.2.e.** The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

**Articulation:**

- If you want your course to be transferrable to UC or CSU, you need to refer to comparable outlines from those universities in order to ensure that you have covered the necessary content, pre-requisites and outcomes.

**California State Universities Lower Division Transfer Patterns Review Decision Report Recently gave the following reasons given why COM courses have been rejected:**

- Course Content not specific enough for missing key elements or too brief
- Pre-requisites missing
- Course objectives/outcomes are too general or too brief
- Outdated or inappropriate texts
- Objectives are inconsistent with identifier
- Detailed Lab Content description including information about the experiments performed.

**Useful Links and Contacts:****Ways to find out parallel courses at the CSUs and UCs:**

- ASSIST: <http://www.assist.org/web-assist/welcome.html>

**Please refer to the College of Marin Course Outline Handbook:**

- [http://www.marin.edu/WORD-PPT/COR\\_GUIDE\\_2010.pdf](http://www.marin.edu/WORD-PPT/COR_GUIDE_2010.pdf)

**The College of Marin Curriculum Committee Webpage:**

- <http://www.marin.edu/curriculum/index.html>

**List of courses that need updating:**

- <http://www.marin.edu/curriculum/courses-tobeupdated.html>

**College of Marin Curriculum Contacts:**

- Chris Schultz, Curriculum Committee Chair (ext. 7601)
- Cari Tores, Articulation Officer (ext. 7378)
- Kim O’Gara, Curriculum and Articulation Specialist (ext. 7563)

## The College of Marin Academic Senate Subcommittee Student Learning Outcome Assessment Council

The COM SLOAC is a subcommittee of the Academic Senate. It is co-chaired by the two student learning outcome facilitators. Additionally, it has up to ten volunteer faculty members from any of the following areas:

Math, Life Sciences, Physical Sciences, Fine Arts, Performing Arts, College Skills, English, Modern Languages, Social Sciences, Behavioral Sciences, Career and Technical Education, Allied Health areas and Counseling.

### **Charge:**

The Accrediting Commission for Community and Junior Colleges uses a rubric to evaluate colleges' Program Review, Planning, and Student Learning Outcomes. College of Marin must meet the proficiency level standards by 2012. With that in mind, the SLOAC will help to facilitate, evaluate and report on the achievement of the following outcomes:

- Student Learning Outcomes and authentic assessment are in place for courses, programs and degrees.
- Appropriate professional development opportunities are provided for assessing student achievement of SLOs.
- Results of assessment are being used for improvement and further alignment of institution-wide practices.
- There is widespread institutional dialogue about the results.
- Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

The Student Learning Outcomes Assessment Council will begin meeting on November 9th and November 23rd from 3:30 to 4:30 outside FH 202 upstairs. Please contact Sara McKinnon at [sara.mckinnon@marin.edu](mailto:sara.mckinnon@marin.edu) if you'd like to join this committee.

Interested in College of Marin's Student Learning Outcomes? Visit the Academic Senate's SLO Wikispace:

<http://com-academic-senate-slos.wikispaces.com/>

## College of Marin Academic Senate Subcommittee Distance Education Committee (DEC)

The Academic Senate voted at its September 23<sup>rd</sup>, 2010 meeting to approve the formation of a Distance Education Committee (DEC) as a subcommittee of the Academic Senate that will oversee the development and implementation of distance education offerings at College of Marin.

This Committee may include at least 8 volunteer faculty appointed by the Academic Senate from various disciplines who presently offer distance education classes including Math, the Sciences, Health Education, English, Philosophy, Business/Business Office Systems or Computer Information Systems, Modern Languages, and Multimedia Studies; additionally, one faculty member with curriculum expertise, a counselor and someone from DSPS. The chair will be elected by the committee.

### **This committee will:**

- Develop long-term strategies for the development of distance education at College of Marin.
- Research and make recommendations to IT and the Director of Learning Resources on the best distance education platform.
- Provide guidelines and training in use of the new platform and if necessary, support for transferring existing courses from Blackboard to a new platform (if a change is recommended).
- Develop protocols and consistent procedures for all faculty to use for Distance Education classes.
- Develop and implement a method for ensuring academic integrity and student authentication.
- Research and develop policies regarding regular and effective student contact for distance education classes.
- Research and make recommendations to the Curriculum Committee on course outlines for distance education courses including ADA Compliance (Universal Design).
- Write up guidelines for distance education course outlines for the college's course outline handbook.
- Address Student Service issues including counseling and library support. Research and report on best practices for supporting students enrolled in distance education classes.
- Research and publish best practices for student success and retention in distance education classes. Post on DE Webpage.
- Make recommendations to the professional development committee for flex workshops.
- The committee will provide recommendations on selection and evaluation procedures for DE offerings.
- The Senate will consult with UPM on applicable items.