The College of Marin faculty, the Office of Instructional Management, and the Curriculum Committee have been extremely busy over the last few months as evidenced by your board packet. You have probably noticed numerous revisions, deletions and additions to courses, degrees and certificates.

The major thrust of this effort addresses two requirements on updating curricula:

**Title 5: §55003.** The course requisites are reviewed every two (vocational) or six years (all other courses).

**WASC: Standard 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.

The faculty has been working to update courses that were in some cases as old as 1988. Courses outlines this old could put articulation of student work in jeopardy. You have been receiving outlines monthly for a couple of years. This semester it came to a head. After being put on warning, I told the faculty that some had asked what they could do to help get us off warning and I said that making sure that our curricula was up to date would be something we could all do. And do – we have!

The Office of Instructional Management started keeping a file that they could put into your board packet in one fell swoop! This is why you are seeing so many. The faculty has stepped up since February and has updated close to 350 outlines. There are more in progress. All but 13 course outlines have SLOs now. Disciplines spent time together discussing their curriculum and their degrees and certificates. Those that students were not really getting were deleted. Those disciplines that had several degrees mostly combined them into one degree while keeping the shorter certificates. What has resulted is a tighter curriculum. We will be starting to create “student pathways” in the fall to map out degrees and certificates. Having an updated curriculum will make this much easier. In addition, the General Education Committee has revised the Statement of Philosophy for the GE Program and the list of classes has been reformatted. I’ll bring this to you in July.

The other driving force for this effort has been the WASC requirements for SLOs in all degrees, certificates and courses and the assessment of such. As faculty realized the enormity of this task, the idea of streamlining offerings became quite attractive.

A couple of notes: The communications department consists of Speech, Journalism and Film. The film courses had always been listed under “communications”. You will note a number of Communications courses have been deleted, but you will find them again in the “new courses” section as FILM instead of COMM. In Biology – they have pulled some courses from the Biology heading to “Environmental Sciences” ENVS. In the same way, these have been deleted and then added under the new heading.
SLOs at the Proficiency Level from the ACCJC Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

• Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.

As of June 19th, 2012, our courses, degrees and certificates are here. I’m tracking down the last 13 courses and should have this to 100% on the courses soon. In addition, we have SLOs for the support service areas and for the Library. Authentic assessments are in place and are being implemented.

| Percentage of Courses that have Expected Student Learning Outcomes |
|-------------------------------------------------|------------------|
| Total Courses | Courses have Expected Outcomes | Percentage |
| 1,197 | 1,184 | 98.91% |

| Percentage of Degrees and Certificates that have Student Learning Outcomes |
|-------------------------------------------------|------------------|
| Total Degree | Degree has Student Learning Outcomes | Percentage |
| 90 | 90 | 100% |

• There is widespread institutional dialogue about the results of assessment and identification of gaps.

The primary institutional dialog over the last year has concerned the gaps of underprepared incoming students and gaps in student achievement in the Math and English sequences. Various strategies are being proposed to address this and with the rebirth of the Student Access and Success Committee in May, we hope to be able to be more intentional in this starting Fall 2012.

• Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.

If one counts final grades and retention as part of “assessment”, the college has been able to achieve this on a broader scale since the development of the data dashboard last fall. At the same time, assessment is also being done at a department/discipline level. It has also been done by analyzing data across program reviews from all programs. As we develop more data from the assessment results being gathered now and from the data dashboard, this will become more prevalent.
• Appropriate resources continue to be allocated and fine-tuned.

As PRAC vets the many requests for resources, one of the most important justifications made concerns how it will affect student learning and access. This is an integral part of the program review process and has been fine-tuned (and continues to be) over the last five years.

• Comprehensive assessment reports exist and are completed and updated on a regular basis.

The Student Learning Outcomes Assessment Council (SLOAC) created the rubrics which I passed out at your last meeting. These rubrics are being used and results entered into Chialin’s tracking tool. These results will be aggregated to show college-wide achievement of college-wide/GE outcomes.

• Course student learning outcomes are aligned with degree student learning outcomes.

The is fulfilled with the matrices which map the college-wide/GE SLOs with degree/certificate SLOs and with course level SLOs

• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

Faculty have been requested to include the COR SLOs on the syllabus for each class. Most do, but some feel that this is an infringement of their Academic Freedom. This summer I will be working with Dong Nguyen and OIM to create a report for each course from the database that includes the course description and its SLOs. This will be made available through a link on the student drop-down menu of the College’s website.