**Point of Improvement**

**Behavioral-Sciences-2012**

**Instructions:** after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

**I. Program Excellence (Best Practices)**

*Please address any of the following areas:*

- Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Anthropology, Psychology, Sociology and Behavioral Science programs meet a demonstrated and continuing need for general education and transfer courses especially for the liberal arts degree and the SB 1440 transfer degrees in Anthropology, Psychology and Sociology. Retention and success rates are high. In addition to maintaining this academic success, the programs within the behavioral science program are employing the use of SLOs to maintain and support student success. Within the Anthropology program specifically we are working to maintain an environment supportive to students by using Moodle to post resources such as class handouts, lecture outlines and study guides. Additionally all anthropology instructors work with DSPS to obtain note-takers for students who need them as well as to make accommodations for testing.

**II. SLOs**

*As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.*

*Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.*

1. **What do you do to help student achieve particular outcomes?**

As I am not Chair, and not working closely with the other programs I can only speak to the Anthropology program. Anthropology does not yet have any degree level SLO’s. I am still working on developing the SB 1440 transfer degree.

2. **How can you improve student performance on this outcome? Give specific strategies.**

NA

3. **Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.**

Again, as I am not chair, I can only speak to the Anthropology program within the Behavioral Science department. Over the next two to three years my main goals for the Anthropology program are to:

- Advocate for more teaching units
- Develop new curricula (face-to-face and DE) for the Anthropology transfer degree.
- Advocate for a full-time Anthropology position.

If I become chair of the Behavioral Sciences Department I would have similar goals that I would expand to the entire department:

- Hire more full-time faculty to improve our full time/adjunct ratio as expressed in this Program Review.
- Advocate for more teaching units.
- Develop new courses to stay current within each field and meet student demands.
III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

Other than the implementation of SLO's, nothing. However, as stated above using Program review, I will continue to ask for more teaching units, full-time hires and adequate teaching space in new/existing facilities for each of the four programs in the Behavioral Science department.

IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

As I did not preform the last program review for the Behavioral Science department, from what I can tell looking back at the 2008 program review, the Anthropology program received a full-time hire as well as 3 additional teaching units. As a result, there has been a steady steady increase in enrollment in Anthropology classes. Adding three more positions in the Behavioral Sciences department will likely yield similar trends and strengthen a program that is vital to our student population.

VI. Other concluding remarks.

None.
Point of Improvement
BIOL-2012

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
- Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The faculty and staff of the Biology Program are dedicated to providing the public with the highest quality education possible. We serve the community as teachers, advisors, and experts in our particular areas of expertise. We are committed to providing a friendly, respectful learning environment and student retention in our courses is high. Broadly defined, we serve six groups of students: biology transfer students, allied health transfer students, students completing their general education requirements, students interested in completing our unique Natural History Certificate Program which focuses on field courses, students interested in completing the Environmental Science certificate, and community members interested in learning something new in the life sciences arena. In practice we emphasize modern scientific theoretical models, processes, practices and environmental stewardship. Finally, our curriculum is well-integrated with as well as dependent on the curricula of the entire college.

(Note that within the Life and Earth Science Department, we have five other areas that have their own program descriptions: the Natural History Program, the Allied Health Program, the Environmental Science Program, the Geography Program and the Geology Program.)

II. SLOs
As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions. Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.
1. What do you do to help student achieve particular outcomes?

Many of the faculty in our department constantly looking at the increasing number of multimedia sources to help student understanding and learning, thus SLOs. The increase in smart classrooms available to the instructors help use these sources to teach to students with varying learning styles. Also, having modern equipment and supplies used in the laboratory classes is vital for student learning.

2. How can you improve student performance on this outcome? Give specific strategies.

Many of the faculty in our department constantly looking at the increasing number of multimedia sources to help student understanding and learning, thus SLOs. The increase in smart classrooms available to the instructors help use these sources to teach to students with varying learning styles. Also, having modern equipment and supplies used in the laboratory classes is vital for student learning.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

One thing that we will do is to continue to try and improve on lecture techniques, laboratory exercises and continue to request equipment and supplies that are needed for student learning to occur in the laboratory.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

The move into the new SMN building will improve student learning and success by holding lectures and laboratories in updated, modern classrooms that are more efficient. Consequently, other aspects of student access have been hindered by moving into the new SMN building, with the loss of an entire laboratory classroom. We continue to expect (along with low unit allocations for our department) that many students will continue to register for Biology classes, only to end up on a waitlist and not getting in to the class. The only thing that our department can do in these cases is to continue to bring up these problems of student access and success to the various audiences at COM.

IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?

2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?

3. What changes have you implemented based on previous program reviews?

4. What results have you found?

The most recent resources that were granted from program review are the microscopes used in Microbiology and Anatomy. These resources brought these classes out of the "dark ages" as far as microscopy goes. We recently received other resources from the Bond funding (separate from PR) to use in the new SMN building. Even though these resources go a long way to modernize our laboratory equipment, there are still resources needed.

VI. Other concluding remarks.
Point of Improvement
Business-and-Information-System-2012

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

Nothing to add at this time

II. SLOs
As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.
Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes?
Faculty

2. How can you improve student performance on this outcome?  Give specific strategies.
Continued good practices

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement.  Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.
Attracting good replacement faculty for the two full-timers who are leaving

III. Moving Forward Objectives (Planning)
What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?
Discussion are continually maintained between BIS faculty within and between disciplines. Most discussion occur during the department meetings at the beginning of each semester when the planning for course offerings take place. Discussion continue throughout the semester between the area dean, department chair and effected/interested faculty.

IV. Assessment of Previous Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

We have received equipment money used to continue the department's ability to offer student computer labs using the most accepted business environment hardware and software. We have also been able to replace retiring faculty with a full time replacement in Accounting.

VI. Other concluding remarks.
Point of Improvement
Distance-Education-2012

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Distance Education Committee has been discussing program SLOs. We have developed two that need to be approved by the AS.
1. DE students will be able to identify online resources that support DE student success.
2. DE students will be able to advocate their needs and get help for online support via Moodle Help.
Additionally DE is part of the Strategic Plan 2012-2015 Objective 3, which will be covered in the Department Chairs Comments section.

II. SLOs
As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.
Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes?
Once the SLO's are in place we plan to make students more aware of the services available to them early on in the semester.

2. How can you improve student performance on this outcome? Give specific strategies.
This can be done numerous ways including using the student newspaper, the student services brochure, fliers advertising a student workshop training session, creating links for help on the MyCOM portal home page, the Distance Education web page, and the Moodle Home Page, and including access information in the email that A and R sends out at the beginning of the semester.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.
-Create a self-assessment tool that students can take prior to the start of a DE class to measure their readiness for a DE course.
-Establish a process for assigning only qualified instructors in DE course.
-Develop a process for teacher evaluations in DE courses.

III. Moving Forward Objectives (Planning)
What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

We studied enrollment and achievement in DE courses for the past 3 semesters. Our next step for planning is to:
a. Better understand and support SB 1440
- Investigate pathways based on SB 1440
- Explore more online courses to support the General Education Program
- Recruit faculty to teach DE courses related to SB 1440
b. Continue to have input from DE faculty to support them with best practices and strategies for online course retention, course success and SLOs
c. Establish a qualification procedure for faculty to teach online.

**IV. Assessment of Previous Program Reviews:**
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

No resources have been granted from previous program reviews. The previous program review was focused on the online writing center.

Resources directly relate to DE program have been granted through accreditation. The College funded a full-time instructional technologist/DE position, Alice Dieli, whose job includes fully supporting the DE program as well as Moodle. Because this new position has only been in place since October of 2012 it is too soon to evaluate or assess its impact to DE. However, we will assess this position's impact through Objective 3 in the Strategic Plan 2012-2015.

**VI. Other concluding remarks.**
Point of Improvement
DENT-2012

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)

Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Dental Assisting Program is accredited by the Commission on Dental Accreditation, the status of which is unaffected by the move from Kentfield to the Indian Valley Campus (IVC).

Our Commission on Dental Accreditation assists the institution in appraising its educational effectiveness and identifying ways and means by which its endeavors can be strengthened. Dental assisting education programs strive continually to improve standards of scholarship and teaching consistent with the purpose and methods of postsecondary education.

The dental program admits one class annually. The program has two program tracks, full time or part time. The full time students complete their training in 10 months (one fall, one intersession, one spring and one summer). The part time students complete their training in 18 months (two fall, two spring, one intersession and one summer). The two year track is recommended for the English as a second language student and the working student. Although the program matriculates each semester, it is possible for a part time student to take 2 classes in the spring to begin their studies. The maximum enrollment for the first year is 30 students and 14 students for the 2nd year (a two year program).

Upon completion of the program, graduates are awarded certificates. The curriculum has been defined in terms of program goals, general instructional objectives, learning experiences designed to achieve the goals and objectives and evaluation procedures to assess student attainment of the goals and objectives.

There has been an enthusiastic public response to the completion of the updated new dental training facility and equipment, adding motivation for increased enrollment.

The program must demonstrate its effectiveness using a formal and ongoing planning and assessment process that is systematically documented and includes: a plan with program goals, an implementation plan, an assessment process with methods of assessment and data collection. Results from measures of student achievement are used for program improvement.

Through the review of self-study documents the program demonstrates its effectiveness utilizing a formal and on-going outcomes assessment process that is achievement in the form of data derived from individual courses grades, program retention, completion rates and results from the California State Radiology certification examination. Additionally, the program measures its effectiveness based on results of the
California Registered Dental Assistant (RDA) and Dental Assisting National Board's Certified Dental Assistant (CDA) examinations.

The dental program collaborates with an advisory committee that meets twice a year. The advisory committee membership consists of five dentists and five dental assistants. All meetings are attended by the Program Coordinator (Director), College of Marin faculty and dental staff. One of the purposes of this active liaison mechanism is to provide a mutual exchange of information for improving the program and meeting employment needs of the community. Topics in the past have centered around laws that have changed that could impact your program, course standards, suggestions on new equipment for expansion, the diversity of our students and their specific needs, retention and success. The advisory committee's enthusiasm for and support of the program are evident by their activities related to student learning and recruitment. The program, institution and dental advisory committee have a strong relationship, which fosters support for the local dental community and enhances student learning.

The dental assisting program utilizes numerous extramural dental offices and Dental Universities to provide students with clinic/laboratory practice experience. This gives the dental students as well as the dental community a diversified involvement.

II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions. Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes?

The Dental Assisting Program identifies Student Learning Outcomes (slo's) for courses, programs, certifications, and degrees. The academic programs utilize student achievement data in the development of their annual program reviews. The program has adopted five General Education/College-level Learning Outcomes in the following areas: written, oral and visual communication; scientific and quantitative reasoning; critical thinking; problem solving and information literacy.

College of Marin has established an institutional framework for definition of slo's, where to start, how to extend, and timelines. The program has staff meetings regarding slo's where preliminary investigative dialogue is discusses. Slo's and assessment are ongoing, systematic and used for continuous quality improvement. Evaluation and fine-tuning of organizational structures to support student learning is ongoing.

An example of a student achieving a particular outcome can be exemplified with the course, Dentl 174L - Dental Materials Application Laboratory, Critical Thinking/problem solving (the student will demonstrate safe techniques). In the procedure to taking and pouring dental diagnostic impressions used for study models, an evaluation tool will be administered to measure performance. This will relate to the program learning outcome #4. Take and pour dental diagnostic impressions used for study models in the slo's stated for completion of the registered dental assisting program at college of marin, the student will earn their certificate of completion.

2. How can you improve student performance on this outcome? Give specific strategies.

Analysis of the above evaluation situation indicates student performance can be improved by fine-tuning the assessment tool to better show the student learning outcome. And the slo's can be reworded to show specifically linked assessment tools. The continuous assessment and systematic use of evaluation tools will improve the connection in the slo's and assessment tools.
3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

The dental program has a past of high retention and success rate as measured by program completion but with a moderate passing rate on the state California Registered Dental Assistant (RDA) examination. High retention rates are a result of faculty dedication, identification of at-risk students, and implementation of remediation plans. Therefore a closer look at these techniques and assessment tools will be analyzed for improvement.

- Success rate for the dental assisting program regarding EXAM
- Excellence in instruction
- Refining and updating the curriculum to meet students needs
  - Better articulate the slo?s and incorporate it more fully into our courses
  - Restructure allotted time for classes
  - Evaluate time and day classes are to be scheduled to indicate a more responsive realization for the working students

III. Moving Forward Objectives (Planning)
What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

In planning for the relocation to Indian Valley College Campus (IVC), it was imperative to have a part time administration assistant to coordinate the different departments at IVC, namely, medical assisting, EMT, dental assisting. The need for an administration assistant was requested in the 2009 review but was not granted.

The relocation and updated dental facility at IVC have brought full enrollment in the dental program with a waiting list for next year. The new location supplies state of the art dental equipment and building facilities. Convenient campus location and parking encourage student enrollment. Previous research regarding demographics and the community's need for vocational training was realized with the dental programs first historic enrollment overload, establishing a waiting list was needed.

Although grants enable the purchase and launch for the technology now required in dental program instruction, the department is expected to maintain the equipment and instruction that was generated by the need to update and stay in compliance with our dental accreting board. With the realization of increased expenses the program has updated student material fees to reflect a more conducive collaboration of cost. Also a positive directive for students was the ability to keep dental materials for their own usage in and out of the classroom.

The program annually applies for VTEA funding which has provided for a classroom tutor,
independent contractor/supervising dentist, travel for California Dental Assisting, Teachers conferences, small equipment and supplies to keep the program functional.

The VETE funding augments the College allowed operational funding. College funding for equipment, supplies, contracts, repairs and travel have made it possible to continue the program and to be compliant with accreditation standards. For example accreditation fees are necessary to maintain the American Dental Association accreditation status, x-ray registration renewal fee is a fee necessary to operative x-ray units in the state of California.

Although student material fees cover the majority of expendable items that the student need to complete their studies, it does not cover operational expenses and fees, repairs travel/conference, waste/sharps removal, replacing computers and new equipment purchases.

**IV. Assessment of Previous Program Reviews:**

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

The department has received approval for an infection control certification for the day program as well as the community educational offerings. Thus current students will be issued this certification that would ensure future employers that the student has been trained for infection control measures, engineering procedures to preventing cross contamination, proper waste management and general health and safety for the employee, co-worker and patients.

The workforce dean has worked very hard at promoting all allied vocational programs at the new college IVC site. We have seen promotions of these programs in the Independent Journal newspaper, on radio and television stations. The dental department has experienced a record enrollment resulting in a diversified student population.

The dental department and the nursing department have requested repeatedly for an administrative assistant regarding a great deal of administrative work in complying state and faculty guidelines and regulations. Correspondence to clinical facilities, doctor’s offices and clinics, maintenance of student and patients records (HIPPA compliance), and application for state certifications require a great deal of expertise and time. These duties and work load is just a small percentages of the duties of an administrative assistant. With the move to IVC one individual cannot be at both locations at one time as needed. If this situation continues I believe it may be a safety factor regarding lost records due to, two campus sites and only one administrative assistant or/ and clerical support to maintain student records and other imperative duties.

**VI. Other concluding remarks.**
Point of Improvement
EMT-2012

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The overall program/course structure will change. It is necessary for the EMT program to plan for and implement the new state requirements, or there will be no Fire Science/ EMT program at the College of Marin.

The college must consider the benefits the EMT program delivers by admitting a large number of students, and the low cost of training which comparably, is much less expensive than the cost of training in other Health Science Programs.

However, faculty and teaching assistants are motivated to teach, and professionally experienced in Fire Science and EMT work. Although often employed full time elsewhere, they make themselves available to teach a fine group of students how to serve the ill and injured as EMTs.

In prior report sections I have explained how we need to meet the needs of our student learning environment, diversity and access to course needs to improve student success.

II. SLOs
As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.
Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes?

The instructors offer office hours where a student can come and meet the instructor to discuss options for being successful in the class. Counselors, DSPS and tutors are available and perhaps should be utilized or referred by faculty more frequently.

2. How can you improve student performance on this outcome? Give specific strategies.

As explained, I believe by lowering the minimum number of students (10) per section will allow more one on one time to be spent with the instructor and allow for more skills time to reinforce the lectures given. The difficulty and rigor of the course content requires faculty to motivate and give more small group or 1:1 positive encouragement and instruction that fits the students learning style.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

Program improvements will include:
- adding more up to date equipment and maintaining the equipment currently being used via college budget support and grants if available.
- improve enrollment by increased advertisement of our EMT training.
III. Moving Forward Objectives (Planning)
What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

As explained, I am new to this position. Qualitative and quantitative measures will be set and monitored. Curriculum (course outlines) will be revised and our department will use the college resources to improve student success. We will need college and added Administrative Assistance.

IV. Assessment of Previous Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

None

VI. Other concluding remarks.
Point of Improvement
Geography-2012

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)

Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Geography Program provides a satisfactory spectrum of core introductory courses in the field of Geography. Students have reported that taking the Physical Environment course has "changed their world" and opened their eyes to what's around them. Even after just several weeks of instruction this semester, students have commented on the immediate applicability of the course to their everyday lives, and that they look at their environment in a new way. One student commented that the course was "immediately gratifying" in that she could apply the concepts as soon as she left the classroom. Another student who is an emergency responder said he used within weeks what he learned in class about latitude and longitude to rescue two stranded individuals in Fairfax that were at risk of hypothermia.

Students taking the courses offered by the Geography Program will find an encouraging and supportive environment. I am a community college alumna myself, and have worked for years as a tutor and learning facilitator to a diverse range of students at the community college level, including extensive work with students with learning disabilities. As such, I am poised to offer experience, encouragement, support, tools and skills to students who wish to succeed in the Geography Program.

II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.
Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes?

This section instructs us to look at student learning outcome assessments at the program or degree/certificate level. Currently, there are no officially stated student learning outcome assessments at the program or degree/certificate level, only at the course level. I intend to create program and degree level student learning outcomes in the coming months.

2. How can you improve student performance on this outcome? Give specific strategies.

N/A

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

Over the next 2-3 years I plan on building up the reputation of the Geography Department in particular, and the Earth Sciences in general. Two thing that I plan to do to improve the program are:

1. consistently offer the core courses (Geog 101, 101L, and 102), the two current courses in GIS (Geog 125 and 127), and offer alternating semesters of Geog 109 and 112;

2. develop for approval a World Regional Geography course for articulation and degree purposes, and devise an Associates degree offering in Geography in accordance with SB 1440.
III. Moving Forward Objectives (Planning)
What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

I am currently unaware of any data-driven departmental planning.

IV. Assessment of Previous Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

The previous program review for Geology/Geography requested the hiring of a new full-time Geologist and Geographer, which was granted in the past year by the hiring of Mr. Steven Newton (Geology) and Dr. Dayna Quick (Geography).

Having new, energetic and dedicated full-time faculty will surely improve access and student success in these programs.

VI. Other concluding remarks.
Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

Maintaining a Supportive Environment

There are several ways in which I endeavor to create a supportive environment in my courses, and to help students, including:

--working with DSPS to obtain note-takers for student who need such assistance
--working with DSPS on alternate testing accommodations
--using my experience as a community college transfer student (I transferred from Solano Community College to UC Berkeley) to advise students about this process, from a first-hand perspective
--writing letters of recommendation for scholarships

II. SLOs
As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.
Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.
1. What do you do to help student achieve particular outcomes?
As an example, one SLO from Geology 103 is:

"1. Evaluate geologic hazards, including potential earthquake damage, flooding, and volcanic eruptions."

A major portion of the class involves students learning not only what these hazards are, but where they can find further information about them. One of the things I have students do is research on their own, using websites such as the Association of Bay Area Governments' hazard site, identifying what risks their home faces. Is it in the path of a dam failure? Is it in a liquefaction zone? Is it on an active landslide?

By informing students about these resources, then having them connect that information to something very relevant to them, students develop the understanding needed to evaluate such hazards, thus fulfilling the SLO.
2. How can you improve student performance on this outcome? Give specific strategies.

As mentioned above, I try to invest geologic information with relevance to students' lives. One of the most frequent student complaints heard on college campuses is summarized by the phrase, "What does this have to do with me?" By connecting geology hazards directly to their lives, I can help motivate them to understand exactly what is has to do with them, and how understanding geology may help them avoid potentially lethal hazards.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

One thing I intend to do is the build up the web presence of CoM materials. Currently, CoM hosts some useful but unmaintained pages about Marin geology:

http://www.marin.edu/%7Eejim/ring/rgeo.html

http://www.marin.edu/%7Eejim/ring/ptreyes/ptrey1.html

I hope to use these as a model to expand and improve information about our local geology. This will benefit not only CoM students, but the community as a whole.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

As I have only been FT at CoM for 1 year, I can only speak to what I have done in that time. In an effort to improve enrollment, I have sought to continue to offer at least one night course (in order to be available to working students); however, I am also shifting course units more toward daytime courses, where enrollments are higher and there appears to be greater demand.

IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. I have not been able to determine how resources were granted from previous program reviews. This is my first review, and I expect that in the next iteration I will be able to assess this.

2. N/a.

3. N/a.

4. N/a.

VI. Other concluding remarks.
Point of Improvement  
MATH-2012

**Instructions:** after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

**I. Program Excellence (Best Practices)**  
Please address any of the following areas:  
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Mathematics program both provides excellent, caring education in remedial mathematics and maintains a two-year transfer program with university-level instruction of the highest quality. Its faculty consists of highly qualified, dedicated teachers, knowledgeable in their discipline, both full- and part-time.

In the remedial program, courses are delivered in a variety of formats (DE; self-paced; lecture, stretch versions) in order to accommodate at-risk students, diverse learning styles and preparation levels. We keep track of the effectiveness of placement methods, tweaking these on an annual basis, and we continuously review our curriculum, making changes as seem necessary for the good of our students. We collect and analyze SLO data for all our courses; in a very few cases, enrollments have not been high enough to yield significant data, but in most cases (particularly, the remedial courses), we believe these data can be useful in shaping our curriculum and teaching priorities.

Through conversations within the department, attendance at appropriate seminars, perusal of professional journals, and most especially, through the practice of teaching itself, with its day-to-day student-teacher encounters, we strive to improve our teaching, keep our pedagogy effective and well-suited to our students, explore innovations in mathematics and mathematical education, and implement improved methods in the classroom. The department works closely with the tutoring center and counseling department, as well as overseeing its own lab, in order to provide critical support for both remedial and transfer-level students. We maintain collegial working relationships with colleagues at local universities (e.g., Sonoma State, San Francisco State, U.C. Berkley, U.C. Davis) to ensure the equivalence of our course content and in order to better prepare our transferring students for the academic challenges inherent to university-level study.

**II. SLOs**  
As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions. Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes?  
We teach them mathematics to the best of our ability.

2. How can you improve student performance on this outcome? Give specific strategies.  
A success ratio is the quotient of two numbers, and so can be increased in two ways: by increasing its numerator, the number of students succeeding, or by decreasing its denominator, the number of students attempting the course or exam. Currently, the
emphasis seems to be on the former: we labor under a top-down agenda whose root hypothesis is that everyone can succeed. Without meaning to seem facetious, it is time to look more carefully at the denominator. Specifically, the best way to ensure success in later courses is to institute strict and consistent requirements for the passage of prerequisite courses. But currently, we are unable to enforce a standard level of preparation, which results in strongly bimodal populations in the remedial courses. Along these lines, the department may consider the institution of department-wide final exams for remedial courses; likewise, we continue to monitor the efficacy of the placement examination. However, nothing can be done about students entering from other institutions who have met the formal prerequisites.

More generally, the department continuously addresses issues regarding student success throughout the curriculum: prerequisites, cutoff scores, alternative delivery systems (self-paced lab courses, DE courses, stretch versions), curriculum articulation. Individual teachers employ a variety of teaching strategies, including group study, lecture, class discussion of homework and common errors, class drills, etc.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

1. The department is considering the possibility of adding a lab component to maths 85, 95, 101, and 103. SLO data suggest systemic weakness in the areas of exponents and rational expressions; and, at least anecdotally, "word problems" are also a sore spot. One possibility is an online component: the proximity of the computer lab directly across from the math lab downstairs would facilitate this; resources required would be a department Aleks or MyMathLab subscription and a fulltime teaching assistant in the math lab to oversee these students.
   As an alternative to an online component, we will consider a paper-and-pencil lab component--successful completion of certain exercises (in target areas such as those mentioned above) drawn up and kept in the lab and administered there under supervision, much as exams are handled for the self-paced courses. The idea would be to force a mastery of specific topics, rather than just put in time in the lab--students could be required to pass, with 80% grades, these small-scale targeted tests as part of the course requirement. This would require some release time or grant money both for curriculum revision and for generation of the appropriate evaluation materials. It would also require more personnel in the math lab: tutors and/or teaching assistants.

2. The department would like to take steps to enrich its transfer program. Specifically, linear algebra is a fundamental subject in mathematics, with wide-ranging applications in numerical analysis and in the natural and social sciences. Arguably, the subject is of greater importance than calculus. Unfortunately, our 3-unit course (Math 116) does not allow time to explore these rich applications. There is a wealth of excellent software available for just this, which would also serve to illustrate the concepts we cover in the theoretical part of the subject. Consequently, we propose adding a laboratory component to Math 116, to be designated Math 116L. This would require release time to develop the course, money for updated software, and additional teaching units. We have faculty interested in developing this proposal.

3. Each semester we must turn away qualified students in Intermediate Algebra and Statistics. The math department intends to press the administration for additional teaching units, so that more sections of these core classes can be run. There is also demonstrated growth in the number of students needing the remedial basic math courses Math 85 and 95: many additional sections will need to be added. These cannot come at the expense of the other transfer courses, which are already running the bare minimum of sections necessary to accommodate students' schedules. The Administration must increase FTE to the department, or else turn its back on qualified students.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

Three years ago, the math department perceived the need to introduce a basic arithmetic course (Math 85) pitched at a level below that of Math 95 (Basic Mathematics), which formerly had been the lowest level course in the remedial program. This decision was taken following departmental conversations, and was based
on data from the College’s Planning and Research department—specifically, poor success rates—and on some evidence that success in Math 95 was not translating into success in Math 101 (Elementary Algebra). Math 85 has been well attended—we ran four sections in Fall 2012 and are running two sections currently (Spring 2013)—and has enjoyed success rates around 67% since its inception in Fall 2010.

Over the past several years the department has carried out something of an experiment in alternative course delivery, running several sections of "stretch" versions of Math 101 and Math 103 (Elementary and Intermediate Algebra), designated Math 101AB and 103AB, respectively. At the beginning of 2012, when it was time to schedule for Fall 2012, a protracted conversation took place regarding the advisability of continuing this experiment. Data from the Planning and Research department proved very helpful in guiding the discussion; the department chose to reduce sections to one each of Math 103AB per semester, and to run Math 101AB in a single fall-spring section. The argument boiled down to student throughput per unit of FTE: the stretch versions were simply too wasteful, compared to the throughput that might be achieved by returning these sections to the one-semester versions. However, we retained the few sections mentioned above, particularly in 103, in order to maintain an alternative for students who just can't master the material in a one-semester format.

IV. Assessment of Previous Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1 & 2. We have not received any material resources requested in previous program reviews. Our highest priority in 2009 was the establishment of a permanent tutoring budget for the math lab; such has not been forthcoming. However, we have received $15,000 annually for this purpose based on annual requests; this money has been vital to maintaining the effectiveness of the math lab, an essential resource for all our students.

In 2009 we commented on the need for modernization of the math lab facilities; this has been accomplished with the construction of the new Science, Math, and Nursing Center. These new facilities are much appreciated. However, they will be utterly pointless if funding for staffing does not materialize. In a recent walk-through during peak hours, I noted some 30 students present, many waiting for help. There was only one staff person available to help them.

3. Changes in the remedial program, specifically, the introduction of Math 85 and the reduction in the number of sections of Maths 101AB and 103AB, have been discussed above.

4. Math 85 has been successful in preparing students for Math 95, itself a low-level remedial course. Whether this translates into greater success in the remedial algebra sequence is under review.

VI. Other concluding remarks.

The mathematics department, while proud of its achievements in delivering a quality program to a diverse student population, does not cease to seek ways in which to improve that program. In order to do this effectively, it requires assistance from the Administration in certain key areas.

The department has complied with requirements to institute SLOs in all courses; the
data are now coming in, and these show a need for increased lab hours and possibly lab components in the remedial courses. Consequently a stable tutoring budget remains our highest priority, and increases in the lab budget will be forthcoming in future years, along with requests for reassigned time in order to develop the necessary course materials.

Tony Monteith (of blessed memory) retired several years ago; Joaquin Armendariz retired this year; Ira Lansing intends to retire at the end of the current academic year. The department thanks them for their distinguished service! It is time for the Administration to approve searches for three full-time faculty members in order to fill the vacancies left by these valued teachers.

However, these new hires should not come at the expense of our dedicated and talented pool of part-time instructors. Currently, each semester we must turn away qualified students from Intermediate Algebra and Statistics courses, due to lack of room. Likewise, the number of students requiring basic math is also growing. If the Administration is truly committed to students in basic skills and transfer courses, it must grant new, additional units to the math department for more sections of these courses.
Point of Improvement  
MEDA-2012

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Medical Assisting Program at COM has more than 20 years and has been successfully growing over time. The program has a no-selection process admission and students can enroll to classes on fall or spring. Recent changes on our course curriculum bring the most updated information to our students and prepare them to be competitive candidates in the job market. After finishing their courses students culminate their training process with the externship where they are exposed to hands-on experience and help them to build work relationship with managers and physicians. Changes were made in our Clinical Procedures course to train students in injections and administration of medications. According to the California Medical Board regulations for Medical Assistants Scope of Practice, graduates are required to receive 10 hours of training in the application of any of the three types of injections. Our Externship offers 120 hours of hands-on experience and Kaiser Permanente has been actively participating with our program. Every year I receive positive feedback about our students.

Our part time faculties are actively involved in the growing of the program and they have been a great help when updating/ reviewing all our courses. Julie Miller has particularly been a big help and support sharing her experience and knowledge.

In the last two years we had 3 different Lab Assistants. They left the position for family and professional reasons. One of them was accepted in a Nursing program in the East bay. They all were COM Medical Assistant graduates and were an extraordinary support for the students and instructor. Last fall 2012 we couldn't hire a Lab Assistant due to no budget. This is one of our requests in our budget review: to assign part of the budget to hire a Lab Assistant at least 12 hours a week.

Coordinator is actively participating in COM workshops in order to get familiar with COM procedures and new teaching techniques. There is also bidirectional communication with counseling and DSPS program to maximize students success.

II. SLOs
As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions. Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.
1. What do you do to help student achieve particular outcomes?

Lectures are posted in Moodle. When students have access to my lectures before the class day they seem to do better in quizzes and tests, they also seem to participate more in class.

My office hours are posted on my syllabi; students can make appointments or come to my office when I am available. I encourage students to meet me early in the semester if they struggle with
some concepts.

Lab sessions require active and dynamic participation, students have enough time to practice their skills and improve their communication as designed in every activity.

In the future we need to research teaching materials based on case scenarios to improve student critical thinking and problem solving skills.

Lectures are posted in Moodle. When students have access to my lectures before the class day they seem to do better in quizzes and tests, they also seem to participate more in class.

2. How can you improve student performance on this outcome? Give specific strategies.

Critical thinking and problem solving skills are cornerstones in student education and future success. Case scenarios and role plays will be included in class activities. Research of current publications and visual materials containing these activities will be implemented so they can be incorporated in class or lab sessions.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement.  

Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

I would like to have a MEDA SLOs assessment tool similar to that shared in COM website. With this personalized tool and the resources available at COM website would like to start building up data about student performance and SLO achievement. These data will be used to make a situational diagnosis of the program and take the measurement s needed to improve the quality of our program and students success

III. Moving Forward Objectives (Planning)
What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

Since the MEDA program has an open enrollment and there is minimal sequence of the courses we used the data obtained from externship enrollment and number of students graduated to design our spring and fall schedule.

The goal is to offer our courses in such a way so students can graduate in one, one and half or two years depending on the number of units they enroll in.

Also in order to maximize enrollment in our computer courses, Medisoft and Electronic Medical Records, we are scheduling two lab sessions so we don't limit class size to the number of computers available.

IV. Assessment of Previous Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

   1. We have granted an intramuscular injection model.

   2. This has been used to train students in administering injections.

   3. We increased the number of units for Lab Procedures laboratory course by 0.5. This will give students the time needed to practice skills in injections and other lab activities
4. New equipment and extensive practice have motivated students to master their skills and build up their confidence level to work as a Medical Assistant

VI. Other concluding remarks.

MEDA is under extensive revision and improvement. New smart classrooms, new computer labs and new skills labs along with modern equipment and technology bring to the students a certainty they will achieve their academic goals in our program and relieves the anxiety of having to compete with graduates from different schools.

Our goal is to build a strong academic program with effective data to assess students performance and SLOs so they can be used for early interventions and to make the decisions needed to improve the progression of our program.
Point of Improvement
Natural History/Field-2012

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

Evidence of Excellence
Students who participate in the Natural History program are developing preparedness in many areas of science. For example when students spend 2 weeks of intensive studies in Alaska they not only learn biology but many other disciplines including geology, physics, chemistry, ecology, environmental science, political science, anthropology and much more. Britt Henkle, a graduate of University of Virginia, provided us with evidence of this when she wrote Dean Arnold expressing her support of the course:

I was writing a paper for BIO 110L later this summer when I realized just how much my knowledge base has grown. The assignment was to identify solutions for the world’s food shortage and I wrote about the potential that insects might hold. The assignment was made much more manageable given my recently acquired background on the use of synthetic fertilizers to replenish nitrogen and their degradation of the soil. I now know that synthetic fertilizers, which are largely fossil fuels, lead to the depletion of soil humus. Overtime, soil blows away, as humus is the ingredient that gives it cohesion and the ability to retain moisture. Without humus, crops require more water, leaching the soil of necessary nutrients. I now I know any real solutions to our agricultural production shortfall will have to make more with less, given the status of much of the world’s arable land. I wrote about insects, because they are significantly more efficient at converting biomass into food than cattle, chicken or pigs. This is just one example of the way in which my view of the environment has gained depth and color thanks to Joe’s course.

The courses offered in the field are hands-on, interactive and have an optimum student to instructor ration as mentioned by another field trip participant:

I implore you to consider the tremendous value field courses add to your curriculum. It is precisely this type of hands-on, interactive learning with an optimum student/professor ratio that I had anticipated finding at College of Marin.

This is the very quality we strive for when fulfilling the mission of our course SLOs

A significant area that the program strives for excellence in is providing an experiential opportunity to observe the environmental crisis first hand. Another student expresses proof that we provide this urgent opportunity in her letter of support to Dean Arnold:
While it was inspiring to learn about Alaska’s awesome natural phenomena, it was also disturbing to learn about the threats to this special place. In particular, we saw the extent of glacial recession in many areas and learned how global warming is causing the release of extremely dangerous methane gases — the ultimate effects of which are unknown and potentially cataclysmic. As someone who often works with youth, I feel a responsibility to pass on what I’ve learned about both the wonders of, and the threats to, this our only home planet Earth.

These opportunities provided by the courses that make up the Natural History Program simply cannot be provided in a classroom. Without a doubt, this is the most urgent call that educators can provide. Knowledge dispels fear and opens our eyes to the exquisite, intricate life that pulses around us. We don't save what we don't love and we don't love what we don't know.

I cannot speak for others but I know that I do have a good reputation in promoting the Natural History Program. I present lectures on a monthly basis throughout the Bay Areas on subjects including owls, birds, environmental science, mammals and many other subjects. Just this year I have presented lectures to once every two weeks or so for: Sonoma Birding Group, Bouvea Audubon Preserve, Plastics conference in East Bay, Mammal biology in Alaska (National Parks Service), Marin Environmental Forum, Point Reyes Environmental Action Birding fund raiser weekend and many many more. I get a significant number of recruits that enroll in our courses from as far away as Santa Rosa.

2. How can you improve student performance on this outcome? Give specific strategies.

To improve student performance I would have to find ways to allow the students to be more engaged with the laboratory assignment. We are now setting up a 100 gallon cold water tank in the new laboratory with live invertebrates. With this in place we will be able to take a closer look at live specimens. This new opportunity will also allow me to develop more complex lab assignment that will involve animal behavior, osmotic regulation, basic invertebrate physiology and taxonomic exercises. Student performance in understand concepts in the field will be illuminated by studying living organisms in the laboratory setting.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

With budget cuts looming in the not to distance future I find that much work has to be done in developing filed trips that are closer to home yet still allow students the opportunity to study diverse and intact ecosystems. Every year there are fewer and fewer opportunities available.
I will also be spending time developing an strategy in increase awareness and thus enrollment in our program. Additionally my department and Natural History Program colleague Fernando Agudelo-Silva and I are developing an open dialogue to generate new ideas and establishing ways to compliment each others abilities since we have many students that participate in each others courses.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

As a department: None that I’m aware of. I am planning to spend a significant amount of time investigating how to increase enrollment in the Natural History Program. Details are outlined in the mini-review. Access and success has been improving the last 2 years.

IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

We did not receive any resources as a result of our last program review. I don't remember receiving feedback from any of our previous reviews. I welcome any feedback and highly respect the reviewers’ opinions.

VI. Other concluding remarks.

Thank you for reading this. I look forward to any suggestions or comments you have to share.
Point of Improvement  
Nursing-2012

**Instructions:** after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

**I. Program Excellence (Best Practices)**

Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

One area of Program excellence is that of student retention and success. As described in the Student Access and Success section, II. Student Success, the COM Nursing Program has a high retention and success rate as measured by Program completion and passing of the NCLEX-RN exam. For the year 2012, Program completion rate was 85% and the NCLEX Pass Rate - BRN was 91.49%. The more stringent admission requirements (TEAS V and Chancellor's Formula) have resulted in a better academically prepared student. In addition, there is a wide range of student support services provided by grant funds, which improves retention. Faculty identify students at risk early in the Program, either through testing or clinical assessments, and refer them to the Faculty Advisor for students at risk to formulate a plan for success. The ATI Content Mastery Series and ATI proctored and non-proctored assessments are used to promote success, along with both academic and clinical tutoring. There are also numerous campus services that support our students. The Faculty Advisor for NCLEX-RN follows up with students at risk of failing the licensing exam, and suggests strategies for improving the chance of success.

**II. SLOs**

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.
Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes?

In the first semester of the program, students take the ATI Fundamentals proctored exam. This exam is comprehensive and addresses all seven of the Program's SLOs. If students score below level 1, they are referred to the Advisor for High Risk Students to formulate a plan for remediation. ATI resources are used in this remediation. During Fall 2012, five out of 44 students were referred for remediation.

At least three Program SLOs are assessed in the ATI Predictor Test - critical thinking, therapeutic nursing interventions, and management of care/leadership. Faculty review test results from these three SLOs and augment low score areas with emphasis on content in lectures, use of ATI remediation materials, and assessment on course exams. For example, to improve the management/leadership learning outcome faculty stressed that certain actions were management interventions, increased the use of management questions on exams, and emphasized management of care in all courses.

In response to the "evaluation" component of the nursing process (critical thinking SLO) trending down, faculty emphasized the evaluation step of the nursing process in course lectures and exams, in clinical courses and evaluations, and in simulation lab scenarios.

Also, Faculty are focusing more on having their course content and exams reflect the NCLEX test plan. More emphasis will be placed on the NCLEX test plan areas in the new curriculum.

2. How can you improve student performance on this outcome? Give specific strategies.

Some suggestions were given in #1 above how to improve student performance on three of the SLO's currently measured in the Program. However, four of the Programs SLO's are not measured directly by the ATI Predictor test or reflected in the NCLEX-RN test plan results. Faculty need to develop valid tools for direct measurement of these SLOs. However, the ATI Fundamentals exam, given to first semester students, does combine the seven SLOs and is predictive of students needing remediation early in the Program. The Program does use student, graduate, and employer surveys to assess SLOs. Faculty agreed to use 80% as a benchmark for student satisfaction with meeting
The SLO's for the new curriculum are based on QSEN competencies and the NCLEX-RN test plan areas, which will allow for easier measurement of whether or not they are achieved. For example, the outcome of "Caring" in the current curriculum will be changed to "Integrate patient preferences, values, and cultural differences when providing care, acknowledging the worth and dignity of individuals and families (Patient Centered Care)." This can be measured by the NCLEX-RN Program Report and ATI Predictor test, under basic care and comfort.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. **Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.**

Faculty identified that the curriculum was becoming outdated, some program outcomes were unrealistic, and selected outcomes were not measurable. Over the past one and half years the faculty have worked on a major curriculum revision, involving developing a new program philosophy, examining current practices and theories in education and health care, developing new student learning outcomes and course outcomes, and reorganizing and sequencing courses. This major curriculum revision is the primary task for improving the program with a target date for implementation Fall 2015.

The faculty hired a curriculum consultant Fall 2011 and Spring 2012 to facilitate this process. She met directly with the faculty, discussing their concerns/ideas for program improvement and sharing her ideas on current directions in curriculum development in nursing education. She motivated them toward finishing segments of the revisions and moving on, and reviewed and critiqued their work. Currently, she is scheduled for another workshop with faculty on March 22, 2013. Faculty will decide how she can best assist them at this point. Clinical lab SLOs need to be developed for all clinical courses. Course descriptions and student learning outcomes have been developed for ten theory courses. Course content for these ten courses now need to be identified. The consultant has been paid out of Enrollment Growth Grant funds to this point, including the planned workshop in March. Faculty have also been given stipends for the work on this major project. However, no more money has been budgeted for this work in the grant. Should more assistance be needed from the consultant, additional funds will be needed.

**III. Moving Forward Objectives (Planning)**

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

With the securing of several Enrollment Growth Grants from the Chancellor's Office by the previous Program Director during the last several years, enrollment was increased from 36 to 46 students per year. The Interim Director during 2011-2012 secured another two year grant - 2012-2013 & 2013-2014, so that the Program continued to enroll the additional students Fall 2012. With the grant ending in 2014, the enrollment may have to drop back without the college support for these additional students. Currently, there are more qualified applicants than the Program can admit.

The Bay Area has a high concentration of pre-licensure programs compared to other areas of California, creating intense competition for clinical sites. 23 of the 31 Bay Area programs reported being denied access to a requested clinical site in 2010-2011 (BRN, 2010-2011 Annual School Report). The College of Marin Nursing Department has lost vital clinical placements over the past 2 years. Additionally, many clinical agencies are reducing the size of clinical groups to no more than six students. Providing students with quality clinical experiences is becoming increasing challenging. The program relies on the Simulation Laboratory and the Simulation Coordinator to supplement clinical placements. Currently the Coordinator position is funded for 22 hours a week by the grant. If the grant is not renewed in 2014, this cost will need to be absorbed by the college.
The major curriculum revision discussed in #3 above is in progress with an implementation date of Fall 2015 planned. The revised curriculum will be congruent with current national trends in nursing education. Increased focus on measurable SLOs will improve student learning.

Student retention and success have been discussed in Program Excellence above. Many of the student support services such as the Faculty Advisor to High risk Students, the NCLEX Faculty Advisor, and tutors have been paid out of Grant funds. These services are vital to student success. If the grant is not renewed in 2014, these costs should be assumed by the college.

With the securing of several Enrollment Growth Grants from the Chancellor's Office by the previous Program Director during the last several years, enrollment was increased from 36 to 46 students per year. The Interim Director during 2011-2012 secured another two year grant - 2012-2013 & 2013-2014, so that the Program continued to enroll the additional students Fall 2012. With the grant ending in 2014, the enrollment may have to drop back without the college support for these additional students. Currently, there are more qualified applicants than the Program can admit.

The Bay Area has a high concentration of pre-licensure programs compared to other areas of California, creating intense competition for clinical sites. 23 of the 31 Bay Area programs reported being denied access to a requested clinical site in 2010-2011 (BRN, 2010-2011 Annual School Report). The College of Marin Nursing Department has lost vital clinical placements over the past 2 years. Additionally, many clinical agencies are limiting the size of clinical groups to no more than six students. Providing students with quality clinical experiences is becoming increasingly challenging. The program relies on the Simulation Laboratory and the Simulation Coordinator to supplement clinical placements. Currently the Coordinator position is funded for 22 hours a week by the grant. If the grant is not renewed in 2014, this cost will need to be absorbed by the college.

The major curriculum revision discussed in #3 above is in progress with an implementation date of Fall 2015 planned. The revised curriculum will be congruent with current national trends in nursing education. Increased focus on measurable SLOs will improve student learning.

Student retention and success have been discussed in Program Excellence above. Many of the student support services such as the Faculty Advisor to High risk Students, the NCLEX Faculty Advisor, and tutors have been paid out of Grant funds. These services are vital to student success. If the grant is not renewed in 2014, these costs should be assumed by the college.
IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. The ProQuest data base was funded from resources from previous program reviews. We are requesting renewal of this or equivalent subscription to a full-text nursing database on an ongoing basis with the cost assumed in the library budget. Our graduates sit for the same national licensing exam as graduates from BSN programs and they will compete for employment with BSN graduates. Our educational resources should be at least equal to those offered at BSN institutions if our students are to succeed. Evidence-based practice is an essential component of nursing education which can be supported by a system that improves student access to professional journals. First year nursing students have been oriented to the ProQuest data base system. Also, Faculty have discussed the integration of the database into course content. However, we have been informed that as of February 2013, the data base is no longer available due to lack of subscription funding.

2. Funds were added to the nursing budget from previous reviews to cover the cost of membership in accrediting organizations and a computerized clinical placement system.

VI. Other concluding remarks.

The turnover in leadership of the program should be noted. The Program Director retired in June of 2011. An Interim Director provided leadership for the curriculum revision during 2011-2012, but left unexpectedly in July of 2012. The Assistant Director and the Interim Vice President of Student Learning assumed an interim role until the previous director, Roz Hartman, was hired as Interim Dean of Health Sciences and Child Development late September to work until January 2013. A new Interim Dean, Terry Gesulga, has now been hired. The turnover in leadership created a difficult transition period for the program. In spite of these challenges, faculty have continued to maintain program excellence, persisted in completing the Follow-up Report for NLN-AC Reaccreditation, and continued their work on curriculum revision.
Point of Improvement
Puente-2012

Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)
Please address any of the following areas:
Overall Program structure, contextualized learning/learning communities, reputation of faculty, faculty collaboration, staff, retention and success, how you maintain a supportive environment, how you address issues of diversity, any specific student learning outcomes.

The Puente Project at COM is now in its fifth year. The program has grown such that we now have a waitlist in the Fall, with 10 - 15 more students interested in the program than we can accommodate. The success rates of students in our Puente English and counseling classes have been strong -- in the case of English, much higher than the rates of non-Puente students. While Puente students are earning degrees and certificates, and earning 60+ units, at higher rates than non-Puente students, the transfer rates are about the same, as is their overall GPA. However, given that many Puente students started their English and math sequences several levels below transfer, this is saying a lot about how much the program has supported student success so far. Students who have transferred report that they feel well-prepared for their transfer experiences, in part because of the Puente program. Puente has also developed a strong mentoring program over the past five years, with a solid core of mentors for students to work with.

II. SLOs
As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions.
Please address strengths and constraints/ Future Goals & Recommended Actions for each of these questions.

1. What do you do to help student achieve particular outcomes?
NA

2. How can you improve student performance on this outcome? Give specific strategies.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

1) Provide structured support for Puente students once they finish English 150 and move into English 151/155 (possibly through a study hall, peer coaching, tutoring support, etc). (funding, if needed, will need to be sought or provided from existing Puente funds). This can also successfully be supported if Puente had physical space on campus that the students could go to for support/study hall and collaborate more efficiently with each other.

2) Continue the math tutoring/coaching support through the Puente club and track the success of students who participate in this program (funded to date via ASCOM funds)

3) Improve tracking of Puente students who transfer with a complete database and follow up with students.

4) Offer the new Puente counseling course in the Spring semester (would require 2 additional units/year for Puente)

5) Assess the effectiveness of our Puente mentoring program through a student and mentor survey; create more effective structures/assignments to foster mentor-student connections.
While this may seem like an ambitious list, since the program is still being fully implemented, all of these improvements are needed for Puente to fulfill its goal; also, many of these goals do not require any additional resources.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

We have worked with the PRIE department and with the data dashboard to track student success in English 120, 150 and beyond (including GPA, transfer, degrees/certificates, and total units) for all of the first four cohorts/years. This data has helped us see where students are succeeding and where they are struggling.

IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

NA

VI. Other concluding remarks.

The Puente Project has become fully institutionalized at the College of Marin, and has clearly contributed to student success, especially among the growing Latino/a population at the College. As the program has developed a positive reputation among its students, the reputation of the program, and thus of the College, has grown. The mentoring program has become strong and has helped establish stronger connections to the community through participating mentors, though of course it still could improve. Overall, the Puente Project is working well at the College of Marin; a similar model that serves other underachieving populations at the College would be great (some colleges offer a similar program with an African-American focus). If demand for Puente continues to grow over the next few years, the College should consider opening a second Puente program, as some Colleges have done.