### Admissions and Records 2011-2012

#### Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify and commit to educational goals</td>
<td>PLSLO #1: Students will identify their educational goals during the registration process.</td>
<td>Measures: (a) Measure the number of students who previously declared “Undecided” and now have identified an educational goal as a result of policy development and Portal access.</td>
</tr>
</tbody>
</table>

#### Describe/Discuss the result of PLSLO #1

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

Data from fall 2011 show that the unduplicated headcount of students who declared they were “Undecided on their educational goal” was 516 students. After a pop-up window where students could update their educational goal was implemented during the registration process for the fall 2012 semester, the data showed an unduplicated headcount of 47 students who declared “Undecided”. This is a significant difference that demonstrates the impact of the efficacy of the change in policy and Portal technological development.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

Results indicate the SLO was met since a significant number of students updated their educational goal during the registration process. Future strategies will include what do for students who do choose “Undecided” as a goal for 2 or more semesters.

If applicable, discuss program modifications changes and timeline for implementation of changes. While this feature may not be modified, conversations with the Counseling Department in the fall will help the college develop a plan to approach students who are undecided about their education goals.

#### What resources are needed to improve your program?

If A& R and the Counseling Department decide to do targeted outreach to students who are undecided on their ed goals for 2 semesters or more, additional staff or assigned time may be necessary to do outreach to those students.
CalWORKs
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify and use college resources that support student success</td>
<td>PLSLO: CalWORKs students will demonstrate an understanding of the program eligibility requirements.</td>
<td>Measures: (a) Pre/Post Orientation survey</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)
The results of the assessment were shared in department staff meetings, in our meeting with the County, and with the area administrator.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.
We received a total of _ responses for our pre/post survey. Data indicates that students were unaware of the many services they would receive as a CalWORKs student before the orientation, and that students either agreed or strongly agreed (ranging from ?) that they understood what CalWORKs services they would receive after the orientation, and what their responsibilities would be to remain in the program.

This data indicates that we met our SLO. However, the staff agreed that 100% of understanding would be the ultimate goal

If applicable, discuss program modifications changes and timeline for implementation of changes.
Check CW meeting minute

What resources are needed to improve your program?
Permanent staffing.
Child Development Program
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>SLO #2: Identify and commit to educational goals</td>
<td>PLSLO #1: Student parents whose children are enrolled in the Child Development Program will demonstrate academic progress toward their educational goals.</td>
<td>(a) CDE Training Verification with student statement of professional/vocational goals (b) Print out of student schedule to verify enrollment at beginning of term (c) Mid-term grade check (b) Final grade reports</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1

All student parents whose children were enrolled in the Child Development Program in fall semester 2011 completed a CDE Training Verification form at the beginning of fall semester, which included a statement of their professional and vocational goals. They also each submitted a printout from the MyCOM portal or from the ESL Program that verified the courses in which they were enrolled. Mid-term data was collected for each credit student from Admissions and Records via SHACRSE Banner reports, which verified student course enrollment to date, but did not include mid-term grades. At the end of fall semester, A&R provided data regarding the final grades of all credit student parents and most noncredit instructors provided progress reports regarding the academic progress of noncredit student parents.

After a review of student parents’ final grades for fall semester 2011 and the academic reports provided by noncredit instructors, we determined the following:
We were able to collect data regarding the academic progress of 96% of our student parents. We were unable to determine whether 4% of our student parents made academic progress because their noncredit ESL instructors did not respond to our requests for progress reports.
Of the 96% of student parents about whom we have data regarding their academic progress:
82% of student parents made academic progress
18% did not make satisfactory academic progress (did not pass 50% or more of their classes with grades of C or better)

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

33% of the student parents who did not make academic progress during fall semester 2011 did not continue their studies at COM during spring semester 2012, and their child care contracts were terminated. 67% of the student parents who did not make academic progress during fall semester continued their studies at COM during spring
semester. They each met with the Site Supervisors of the Kentfield and IVC Children’s Centers to discuss their plans for improved academic progress this semester. They were all reminded that if they do not make academic progress during spring semester, they will no longer be eligible to use the Child Development Program in the fall.

Preliminary report findings were discussed with Becky Reetz, who provided suggestions for identifying a Banner program (SFARHST) or creating an Argos program that will report mid-term grades. Becky also made helpful suggestions regarding working with Counseling to identify a specific Counselor to whom we can refer student parents who are failing to make academic progress. Becky suggested that I contact Matt Markovich, Director of PE, who created an academic progress report that his student athletes are responsible for having their instructors complete each semester.

Matt Markovich offered suggestions and sample data collection tools that have been effective in monitoring the academic progress of student athletes. We will be piloting a version of the Attendance and Grade Check form that student athletes give to each of their instructors to complete mid-semester. We will initially use a version of this reporting form for our noncredit ESL students, which promises to be very helpful since we have had difficulty establishing communication with several noncredit ESL instructors regarding student progress. I also spoke with Sara McKinnon who suggested the use of a similar progress report for noncredit ESL students to give to their instructors twice each semester.

**Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.**

The SLO was successfully met (82% of student parents made academic progress); however, we believe that we can encourage a greater percentage of student parents to achieve academic success if we can intervene mid-semester to assist students who are failing to make academic progress. We were unable to do this during fall semester 2012 because the Banner program (SHACRSE) that Admissions and Records used to give us mid-semester enrollment and grade report data the student parents did not include their mid-term grades. We identified several areas for program improvement that address the need for this and other data collection and data recording improvements:

1. Improve the Student Progress Report spreadsheet we use to record student academic report data to include the following new columns: child name, Student M00#, educational or vocational goal, # units enrolled, mid-term grade/progress reports, name of educational institution attended by second parent
2. Use different Banner program (SFARHST) to collect mid-term grade reports.
3. Develop a Noncredit Student Academic Progress Report Form for noncredit students to give to their instructors mid-semester and at the end of the semester so that the instructor can verify academic progress.
4. Create an Academic or Vocational Progress Report Form for student parent spouses or kinship caregivers who are enrolled in another educational institution or vocational training program.

**If applicable, discuss program modifications changes and timeline for implementation of changes.**

**Timeline:**

1. Submit a Mini Program Review to apply for resource allocation to support assistance from Instructional Technology to create an Argos report that will generate data at multiple points each semester regarding the academic progress of credit students whose children are enrolled in the Child Development Program.
2. Create an improved Student Progress Report spreadsheet that includes the columns for additional data collection mentioned above during spring semester 2012. We will pilot this new spreadsheet during spring
semester 2012, make any additional corrections or improvements needed, and implement its use in fall semester 2012.

3. Test the suggested Banner program (SFARHST) during spring semester 2012 to see if it gives us the mid-term grade data we need. We expect to permanently implement the use of a new mid-term grade report data collection tool in fall semester 2012.

4. Create a Noncredit Academic Progress Report Form for noncredit students, which we hope to pilot during spring semester 2012 and to permanently implement in fall semester 2012.

5. Create an Academic or Vocational Progress Report Form for student parent spouses or kinship caregivers who are enrolled in another educational institution or vocational training program by the end of spring semester 2012 and implement its use in fall semester 2012.

What resources are needed to improve your program?
I/T support would be very helpful to make sure that we are taking full advantage of Banner and Argos to generate data regarding student academic progress, especially during the mid-semester reporting period. Better data regarding students’ mid-term progress will allow us to encourage students who are not making progress to seek assistance from counselors, the Tutoring Center, and other academic or community resources. Using Argos to create reports where the data regarding our student parents is input automatically from Banner would be more accurate and a tremendous time saver for myself and for my assistant, Linda Fahy, who is currently inputting all of this data into our Student Progress Report by hand.
## Community Education 2011-2012

### Division and Program-Level SLOs and anticipated measures/evidence

<table>
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<tr>
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</tr>
</thead>
</table>
| AY 2011-2012      | Students will demonstrate knowledge of the registration process, and support services and the diversified course offerings by attending a Preview Day event. | PLSLO #1: Students will demonstrate knowledge of the registration process, and support services and the diversified course offerings by attending a Preview Day event. | Measures:  
(a) survey  
(b) headcount  
(c) registrations gathered |

### Describe/Discuss the result of PLSLO #1

An online survey (See Attachment A) was sent to 1,040 Community Education students yielded a 27% return rate (n=281) and gave valuable data regarding concerns and feedback about the program. The main problem area identified from this data was the registration process. (See Attachment A_1 for survey results).

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

Departmental meetings to discuss the student concerns resulted in a plan to hold a “Preview Day” event which would offer students an opportunity to get first-hand knowledge of student services and also courses offered. (See Attachment B for all promotional materials).

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The department offered a “Preview Day” event on January 14, 2012, where students were shown how the registration processes work, were able to register on site, and were able to meet with many of the instructors and learn first-hand about the courses they offer. (See Attachment C for Event Program).

Staff members were onsite to help with registration. Several how-to register video clips were developed to educate the students about the online registration process. Questionnaires were distributed and collected from the attendees at the end of the day. (See Attachment D for a copy of the survey). Based on the data received (See Attachment E for survey results), the event was a...
success. It was well received by both our students and instructors. Over 150 students and 40 community education instructors attended the event. 96% of the attendees rated their overall experience as 4 or 5 on a 5-point scale (5 = very useful, 1= not useful). As a result of the event, approximately 41 registration forms were received onsite (a total enrollment of 60 courses received) within the 3-hour period. ESCOM also received 11 new membership applications through the event. (See Attachment F for a summary of the event).

If applicable, discuss program modifications changes and timeline for implementation of changes.

The department has committed to continue holding “Preview Days” and to increase them to twice a year in order to continue to connect and support the students.

What resources are needed to improve your program?

We need better exposure to the public at large as well as the students to the benefits and resources available in our program. We need to have more methods (such as social media, flyers, posters, and postcards) to advertise the program to the community.
Attachment A

Community Education
Online Survey
Thank you for taking time to share your thoughts about your recent experience with College of Marin's Community Education class.

We encourage you to tell us exactly how you felt about your experience. This survey will take approximately 2 minutes to complete, and we will use your response to improve our services in the future.

Sincerely,

Jason Lau, Ph.D.
Director
Community Education, Lifelong Learning and International Education
College of Marin
1. How did you learn about the Community Education class? Please select all that apply.

- [ ] Friend or colleague
- [ ] Email announcement
- [ ] Community Education Schedule Paper mailing
- [ ] Newspaper
- [ ] Business network
- [ ] College of Marin's website
- [ ] Internet search (google, yahoo, etc.)
- [ ] Social media site (Facebook, LinkedIn, etc.)
- [ ] The class instructor
- [ ] Other

Continue >
College of Marin - Community Education Survey

2. Have you attended College of Marin Community Education class(es) in the past?

- Yes
- No

Continue >
College of Marin - Community Education Survey

3. Please rate your level of satisfaction with each of the following aspects of the Community Education class.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Neutral</th>
<th>Somewhat satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease of parking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duration of your course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convenience of location</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Overall Experience</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment:

500 characters left.

Continue >
## College of Marin - Community Education Survey

### 4. How likely are you to do the following?

<table>
<thead>
<tr>
<th></th>
<th>Very unlikely</th>
<th>Somewhat unlikely</th>
<th>Neutral</th>
<th>Somewhat likely</th>
<th>Very likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommend this class to a friend or colleague</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend this class again</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend other Community Education classes offered by the College of Marin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continue >
5. What topics would you like to see included in future Community Education classes?

350 characters left.

Continue >
College of Marin - Community Education Survey

6. What suggestions do you have for future Community Education classes?

350 characters left.

Continue >
College of Marin - Community Education Survey

7. Are you a current member of ESCOM (Emeritus Students College of Marin)?

Note: ESCOM is the self-governing older adult student organization of the College of Marin.

- Yes
- No
College of Marin - Community Education Survey

8. If we can use your comments to promote future Community Education classes, please include the following information (optional):

By entering my personal information, I consent to receive email communications from the survey author's organization based on the information collected.

First Name:
Last Name:
Home Phone:
Email Address: emailaddress@xyz.com

Finish

http://survey.constantcontact.com/survey/a07e5f14b98gvi3uufs/_tmp/quest...
Thank you again for your participation in our survey. We value and appreciate your input.

If there is anything I can do to assist you in the future, please do not hesitate to contact me. We're here to serve you!

Sincerely,

Jason Lau, Ph.D.
Director
Community Education, Lifelong Learning and International Education
College of Marin
Online Survey Results
### How did you learn about the Community Education class? Please select all that apply.

<table>
<thead>
<tr>
<th>Answer</th>
<th>0%</th>
<th>100%</th>
<th>Number of Response(s)</th>
<th>Response Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend or colleague</td>
<td></td>
<td></td>
<td>73</td>
<td>25.9 %</td>
</tr>
<tr>
<td>Email announcement</td>
<td></td>
<td></td>
<td>3</td>
<td>1.0 %</td>
</tr>
<tr>
<td>Community Education Schedule Paper mailing</td>
<td></td>
<td></td>
<td>200</td>
<td>71.1 %</td>
</tr>
<tr>
<td>Newspaper</td>
<td></td>
<td></td>
<td>3</td>
<td>1.0 %</td>
</tr>
<tr>
<td>Business network</td>
<td></td>
<td></td>
<td>0</td>
<td>0.0 %</td>
</tr>
<tr>
<td>College of Marin’s website</td>
<td></td>
<td></td>
<td>26</td>
<td>9.2 %</td>
</tr>
<tr>
<td>Internet search (google, yahoo, etc.)</td>
<td></td>
<td></td>
<td>7</td>
<td>2.4 %</td>
</tr>
<tr>
<td>Social media site (Facebook, LinkedIn, etc.)</td>
<td></td>
<td></td>
<td>0</td>
<td>0.0 %</td>
</tr>
<tr>
<td>The class instructor</td>
<td></td>
<td></td>
<td>33</td>
<td>11.7 %</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>25</td>
<td>8.8 %</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td><strong>281</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Have you attended College of Marin Community Education class(es) in the past?

<table>
<thead>
<tr>
<th>Answer</th>
<th>0%</th>
<th>100%</th>
<th>Number of Response(s)</th>
<th>Response Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td>241</td>
<td>83.6 %</td>
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<tr>
<td>No</td>
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<td></td>
<td>38</td>
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<tr>
<td>No Response(s)</td>
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<td>9</td>
<td>3.1 %</td>
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<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td><strong>288</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Please rate your level of satisfaction with each of the following aspects of the Community Education class.

1 = Very dissatisfied, 2 = Somewhat dissatisfied, 3 = Neutral, 4 = Somewhat satisfied, 5 = Very satisfied

<table>
<thead>
<tr>
<th>Answer</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Number of Response(s)</th>
<th>Rating Score*</th>
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</thead>
<tbody>
<tr>
<td>Registration process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>271</td>
<td>3.3</td>
</tr>
<tr>
<td>Ease of parking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>264</td>
<td>3.4</td>
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<tr>
<td>Classroom facilities</td>
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<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td>264</td>
<td>3.4</td>
</tr>
<tr>
<td>Duration of your course</td>
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<td></td>
<td>4</td>
<td></td>
<td>2</td>
<td>272</td>
<td>4.3</td>
</tr>
<tr>
<td>Convenience of location</td>
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<td>3</td>
<td></td>
<td>2</td>
<td>270</td>
<td>4.4</td>
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<td>Cost</td>
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<td>2</td>
<td>272</td>
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<tr>
<td>Overall Experience</td>
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<td></td>
<td></td>
<td>3</td>
<td>274</td>
<td>4.4</td>
</tr>
</tbody>
</table>

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

How likely are you to do the following?

1 = Very unlikely, 2 = Somewhat unlikely, 3 = Neutral, 4 = Somewhat likely, 5 = Very likely

<table>
<thead>
<tr>
<th>Answer</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Number of Response(s)</th>
<th>Rating Score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommend this class to a friend or colleague</td>
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<td></td>
<td></td>
<td></td>
<td>4</td>
<td>275</td>
<td>4.6</td>
</tr>
<tr>
<td>Attend this class again</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>274</td>
<td>4.4</td>
</tr>
<tr>
<td>Attend other Community Education classes offered by the College of Marin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>273</td>
<td>4.3</td>
</tr>
</tbody>
</table>

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

What topics would you like to see included in future Community Education classes?

145 Response(s)
What suggestions do you have for future Community Education classes?

100 Response(s)

Are you a current member of ESCOM (Emeritus Students College of Marin)?
Note: ESCOM is the self-governing older adult student organization of the College of Marin.

<table>
<thead>
<tr>
<th>Answer</th>
<th>0%</th>
<th>100%</th>
<th>Number of Response(s)</th>
<th>Response Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td>53</td>
<td>18.4 %</td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td>215</td>
<td>74.6 %</td>
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<tr>
<td>No Response(s)</td>
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<td>20</td>
<td>6.9 %</td>
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<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td><strong>288</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

If we can use your comments to promote future Community Education classes, please include the following information (optional):

<table>
<thead>
<tr>
<th>Answers</th>
<th>Number of Response(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
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</tr>
<tr>
<td>Last Name</td>
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</tr>
<tr>
<td>Home Phone</td>
<td>81</td>
</tr>
<tr>
<td>Email Address</td>
<td>99</td>
</tr>
</tbody>
</table>
Attachment B

Preview Day
Promotional Materials
Join us in celebrating a community of active lifelong learners.

Free blood pressure check.
The first 100 participants will receive a free gift!
Warm up with free coffee, tea, and cookies.
Free parking.

What happens during Preview Day?
• Sign up for COMmunity Education classes
• Get help with registration
• Explore new classes
• Meet COMmunity Education instructors
• Purchase a parking permit
• Learn about Emeritus College and more!

Saturday, January 14, 2012
9 am – noon
Cafeteria, Student Services Building
College of Marin Kentfield Campus

For more information:
415.485.9305

Kentfield Campus
835 College Avenue
Kentfield, CA 94904
United States

Indian Valley Campus
1800 Ignacio Blvd.
Novato, CA 94949
United States

www.marin.edu/CommunityEducation/

This event is cosponsored by College of Marin Community Education Services and Emeritus Students College of Marin (ESCOM).
COM's community ed program hosts
Kentfield open house

Marin Independent Journal

Posted: 12/09/2011 07:00:00 AM PST

KENTFIELD

The College of Marin's "COMmunity" education program will hold a "Preview Day" from 9 a.m. to noon Jan. 14 at the Student Services Building Cafeteria, 835 College Ave. in Kentfield.

Participants will receive free coffee, tea and cookies as they sign up for community education classes, meet instructors, purchase parking permits and learn about the Emeritus College of Marin. The first 100 participants will receive a free gift. Parking for the event is free.

For more information, call 485-9305 or visit www.marin.edu/communityeducation.

Send us your news: We want more news items from Marin's cities and towns. Email them to our City Desk at localnews@marinij.com, mail them to City Desk, Marin Independent Journal, 4000 Civic Center Drive, San Rafael, CA 94903, or fax them to 415-382-7209. For more information about towns in Marin, visit the IJ's website at marinij.com.
Community Education Preview Day at College of Marin, 1/14/2012 - SF...
Community Education Preview Day

Date: 01/14/12
Time: 9:00 AM to Noon
Description: College of Marin’s Community Education Department will be hosting a free preview day on Saturday, Jan. 14, 2012, from 9 a.m. to noon in the Student Services Building at the Kentfield Campus. Attendees will be able to sign up for community education classes and COM employees will be on site to help with registration. You may also purchase your semester parking permit and get a free blood pressure check at the event.

This is a great opportunity to discuss classes with community education instructors and learn about one of our student groups, the Emeritus Students College of Marin (ESCOM). Parking is free and the first 100 participants will receive a free gift.

Come warm up with coffee, tea, and cookies while discovering all that community education has to offer! For more information call (415) 485-9305. This event is co-sponsored by the College of Marin Community Education Department and ESCOM.

Location: College of Marin
835 College Avenue, Kentfield
Cost: Free
Sponsor: College of Marin Community Education Department and Emeritus Students College of Marin

For more information, contact:
Jason Lau  Phone: (415) 485-9305
e-mail: Jason.Lau@marin.edu
Community Education Preview Day

By Marinscope Staff
Published: Wednesday, December 21, 2011 12:02 PM PST

College of Marin’s community education department will be hosting a free preview day on Sat., Jan. 14, 9 a.m. to noon, in the Student Services Building on the Kentfield campus.

COM employees will be on site to help with registration and attendees will be able to sign up for community education classes. Complimentary coffee, tea and cookies will be available and the first 100 participants will receive a gift.

Parking is free for all attendees.

For more information, call 485-9305.
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For more information, call 485-9305.
Pacific Sun Online Calendar

Showing listings from January 14, 2012 to January 14, 2012 in all categories.

Live music

01/14: Mark Hummel & The Blues Survivors with Nick Gravenites & Steve Freund, Tia Carroll
Mark Hummel is a master harmonica sound - a subtle combination of tone, phrasing and attack, combined with a strong sense of swing epitomizes his "the original San Francisco connection for the Chicago crowd" 9 p.m. $15-18 For more information, call Paulino Fernandes at 226-0262 or e-mail paulino@georgesnightclub.com or visit www.georgesnightclub.com. Georgia's Nightclub, 842 Fourth St., San Rafael

A c o U U l t i c café

Dore Coller & Friends @ the Blackbird Café
Come hear some great original music at the best cafe in West Marin! Read an awesome review of Dore's music here: www.marinij.com/entertainment/ci_19603392

01/14: Savannah Blu @ Marin Country Mart
Savannah Blu play Bluegrass at the Marin Country Mart Larkspur Landing. 12-2 PM FREE. For more information, call Dore Coller at 415-215-7196 or e-mail music@dorecoller.com or visit www.dorecoller.com. The Blackbird Cafe, 12781 Sir Francis Drake Blvd, Inverness, CA, 94937

Concerts

01/14: Savannah Blu @ Marin Country Mart
Savannah Blu play Bluegrass at the Marin Country Mart Larkspur Landing. 12-2 p.m. FREE. For more information, call Dore Coller at 415-215-7196 or e-mail music@dorecoller.com or visit www.dorecoller.com. Marin Country Mart, Larkspur Landing, Larkspur,CA, 94939

The Other Stones at Peri's Bar
The Other Stones return with a rocking tribute to The Rolling Stones. 9:30 p.m. $8 For more information, call Craig Marques at 415-250-7910 or e-mail info@theotherstones.com or visit www.theotherstones.com. Peri's Bar, 29 Broadway, Fairfax

Dance

01/14: Dore Coller & Friends @ the Blackbird Café
Dore Coller & Friends perform at the Blackbird Café.

MINT jit y 2012 Best of Marin Votes here

Art

01/08-01/28: 'Where in the World (Here, There, Everywhere, Travel, Visions or Dreams?)'
Unjudged exhibit of MSA member works. A chance to see the artists' own choices. 11am-4pm. No charge. Call 454-9561 or visit www.marinartsocietyofartists.org. 30 Sir Francis Drake Blvd., Ross

01/10-02/11: 75th Anniversary of the Golden Gate Bridge
The Bay Model is pleased to exhibit photographs of the Golden Gate Bridge by Argentine/American photographer Edgar Angellone. An international award winning artist. Free. Call 332-3871 or visit www.sfm.usace.army.mil/bmvc/. Bay Model Visitor Center, 2100 Bridgeway, Sausalito

01/13-03/02: Lightscape/Darkscape
2D, 3D, and book art by artists of KALA Art Institute, curated by Andrea Voinot. RECEPTION: Friday January 13, 5-8pm during 2nd Friday Art Walk | San Rafael 10 a.m.-5 p.m. Free call 415-415-8119 or visit www.artworksdowntown.org. Art Works Downtown, 1337 Fourth St, San Rafael

ART TALK: How to Get Your Art Out of the Studio and Into the Gallery
Join "Art Ambassador" Gwenda Joyce for an informative Art Talk about how to "Get Your Art Out of the Studio and Into the Gallery." Seating is limited, please RSVP for a seat. 11 a.m. $3 suggested donation For more information, call staff at 415-415-8119 or e-mail info@artworksdowntown.org or visit http://artworksdowntown.org/events/calendar/calendarspec.detail/2012/01/14/257/1-. Art Works Downtown, 1337 Fourth St, San Rafael

Dance and Music, Workshops and Workshops worldwide. Join us for a Sound Healing & Golden Harp Concert. 8:15-10:45 p.m. $30 per person / $20 for Seniors & Students (Cash or Check Payable at the Door.) To Reserve Seats & For more information, call Carol Eckels at 415.381.4465 or e-mail ceckels@sbcglobal.net or visit http://www.marinij.com/entertainment/ci_19603392. The Spiritual Healing Center, 260 E. Blithedale Ave, Mill Valley

01/01/2012: 'Romancing the Chair'
Mark Hummel & The Blues Survivors with Nick Gravenites & Steve Freund, Tia Carroll

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Arts and Culture
Visionary Glass Sculpture Show Opening

Fantasticalstic assemblies of blown-glass hanging from above by Michael Biel. Unique, large multi-colored entities that remind of simultaneous galactic and oceanic origins. A new mythopoeic form. 5-8:30 p.m. Free For more information, call Michael Biel at 415-726-0551 or e-mail michael@lightsfromabove.info or visit www.lightsfromabove.info. Sans Grocery+Gallery, 821 B Street, San Rafael

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Join "Art Ambassador" Gwenda Joyce for an informative Art Talk about how to "Get Your Art Out of the Studio and Into the Gallery." Seating is limited, please RSVP for a seat. 11 a.m. $3 suggested donation For more information, call staff at 415-451-8119 or e-mail info@artworksdowntown.org or visit http://artworksdowntown.org/events/calendar/canapeat.detail/2012/01/14/504/-/-. Art Works Downtown, 1337 Fourth St, San Rafael

College Bound 2011-2012

College Bound is a program that helps prepare both high school students and their parents for the college experience. Held on November 6, January 8 and March 4. 1-3 p.m. Free For more information, call Osher Marin JCC at 415-444-8050 or visit www.marinjcc.org/collegebound.

Readings

David Richo at Book Passage, Corte Madera

David Richo talks about Coming Home to Who You Are ($12.95). Popular self-help author Richo offers 52 promises individuals can make to navigate the ups and downs of daily living. 1 p.m. Free For more information, call Book Passage at (415)927-0960 or e-mail webmaster@bookpassage.com or visit www.bookpassage.com. Book Passage, 51 Tamal Vista Blvd., Corte Madera

David Watts at Book Passage, Corte Madera

David Watts discusses At High Altitude, a collection of 31 poems of 31 words, and The Color of Desire, a new poetry collection. Watts won the New York House Press Award for the chapbook, Making. 4 p.m. Free For more information, call Book Passage at (415)927-0960 or e-mail webmaster@bookpassage.com or visit www.bookpassage.com. Book Passage, 51 Tamal Vista Blvd., Corte Madera

Lindy Hough at Book Passage, Corte Madera

Left Coast Writers Launch/Lindy Hough reads from Wild Horses, Wild Dreams. Hough presents a sweeping journey through four decades of writing, following a trajectory from the early 1970s to the present 7 p.m. Free For more information, call Book Passage at (415)927-0960 or e-mail webmaster@bookpassage.com or visit www.bookpassage.com. Book Passage, 51 Tamal Vista Blvd., Corte Madera

Heart of Sonoma Valley Wine Trail

Enjoy a complimentary wine tasting and 10% off select wines at 17 wineries throughout the Heart of Sonoma Valley when you purchase a One-Day Wine Trail Pass = $20/person Two-Day Wine Trail Pass = $35/person For more information, call Josie Gay at 866-794-9463 or e-mail info@heartofsonomavalley.com or visit www.heartofsonomavalley.com. Sonoma Valley, 9077 Sonoma Highway, Kenwood

Mt. Tamalpais Habitat Restoration

Learn about Mt. Tam's unique plant and animal life while contributing to their continued survival. This program focuses on invasive species control and native planting. Come help to pot native grasses and oaks. Meeting location is the dirt parking lot 300 feet past the Sky Oaks pay station. Volunteers receive a free day parking pass. 9am-noon. Call 945-1128 or visit www.marinwater.org/controller?action=menuclick&id=621. MMWD - Sky Oaks Headquarters, 49 Sky Oaks Road, Fairfax

San Rafael: The Next Four Years

City Council & Mayoral candidates debate Economy, Equity & Environment: Why Sustainability Matters. Moderated by Bob Brown, former Community Development Director. Timely topics for informed voters. 7-9 p.m. Free For more information, call Jan Aff Wieg, Environmental Forum of Marin E-mail Communications@MarinEFM.org or visit www.MarinEFM.org. Guzman Hall, Dominican University of California, 50 Acacia Avenue, San Rafael

Santa Rosa Gem Fair

Jan. 13-15, 2012. Fri., 10am-6pm; Sat, 10am-6pm, Sun. 10am-5pm. Admission $7 weekend pass. Take advantage of the lowest prices in the market for top quality gems, beads, rocks, minerals & much more. $7 weekend pass For more information, call Yoyo Nelson at 703-252-8330 or e-mail info@gemfaire.com or visit http://www.gemfaire.com. Sonoma County Fairgrounds, 1350 Bennett Valley Rd, Santa Rosa

Through 01/31: Healing Hands-n-Heart Blanket Drive

Please help by donating even one clean blanket. Help us make a difference. Drop Boxes: Novato... Whole Foods,Aoa Hardware, CSD/Bel Marin Keys. Call 250-3730. Healing Hands-n-Heart BLANKET Drive, 171 Del Oro Lagoon, Novato

Kid Stuff

IMPROV DRAMA FOR KIDS

This exciting and fun improv class is designed for kids 8-12 yrs old. We'll act, sing, dance and play improv games that will increase self-esteem and spontaneity. Kids love this class! Don't miss it 3:30-4:30 p.m. $194.00 For more information, call Sandra Davies at (415) 256-2470 or e-mail boocats19@yahoo.com. Mill Valley Comm Center, Mill Valley

Outdoors (Hikes & Bikes)

12/30-01/01: Creek Walk to see Spawning Coho Salmon

Join a SPAWN naturalist in and learn more about the endangered and wild Coho Salmon and the Laugunitas Creek watershed they inhabit. 10am-1pm. $4-10. Call 663-8590 x114 or visit www.spawnusa.org. San Geronimo Community Center, 6350 Sir Francis Drake Blvd., San Geronimo

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Events in Marin

JANUARY 14, 2012

Community Education Preview Day
9:00 AM to Noon
College of Marin (Kentfield)

Marin Country Mart Farmers Market at Larkspur Landing
9:00 AM to 2:00 PM
Marin Country Mart Farmers Market (Larkspur)

Marinwood Community Farmers Market
9:00 AM to 2:00 PM
Marinwood Plaza (San Rafael)

Tai Chi / Qigong Class
10:00 AM to 11:30 AM
Anubhuti Meditation and Retreat Center (Novato)

ART TALK: How to Get Your Art Out of the Studio and Into the Gallery
11:00 AM
Art Works Downtown (San Rafael)

The Asian Melting Pot: Straits Cuisine with Linda Tay Esposito
1:00 PM to 4:00 PM
The Cooking School at Cavallo Point (Sausalito)

George Winston
8:00 PM
The Dance Palace Community Center (Point Reyes Station)

ONGOING EXHIBITS, PERFORMANCES & EVENTS

75th Anniversary of the Golden Gate Bridge - Art Exhibit
January 11, 2012 through February 11, 2012
9:00 AM to 4:00 PM - Bay Model Visitor Center (Sausalito)

Gallery Route One Exhibitions: Candace Loheed "Romancing the Chair",
Sightlines: sight specific installation and, Diana Marto in the Annex
December 16, 2011 through January 22, 2012
11:00 AM to 5:00 PM - Gallery Route One (Point Reyes Station)

Lightscape/Darkscape
January 13, 2012 through March 2, 2012
10:00 AM to 5:00 PM - Art Works Downtown (San Rafael)

Marin Society of Artists "Where in the World (Here, There, Everywhere,
Travel, Visions or Dreams)"
January 8, 2012 through January 28, 2012
11:00 AM to 4:00 PM - Marin Society of Artists (Ross)

The Artist Within Gallery
December 10, 2011 through February 10, 2012
10:00 AM to 5:00 PM - The Artist Within Gallery (San Anselmo)

What's going on in Marin?
Click on a date below to see ALL local events, or find an event in Search the Calendar by date, type, or location.
Welcome Wing Keung Jason Lau
You are currently logged in.

My Account
Content Layout
E-mail Calendar Logout Help

Home Student Distance Education Library/Learning Resources Tutorials

January 9, 2012

Campus Announcements
Free Tax Preparation at COM
Community Education Preview Day - Jan. 14

Personal Announcements
Tell us what you think!
Spring into Fun & Join...Mariner Women’s Softball (No experience necessary) – Click for Details
SPRING 2012 PREREQUISITE ENFORCEMENT
More...

Spotlight
Need help paying for college? Try our new payment plan!

My Calendar

My Bookmarks

COM Bookmarks

## Campus Announcements

Number of announcements: 2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Delivery Date</th>
<th>Expiration Date</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Tax Preparation at COM</td>
<td>Jan 6, 2012</td>
<td>Apr 17, 2012</td>
<td>Nicole A Cruz</td>
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</tbody>
</table>

### ID: 5591

**Subject:** Community Education Preview Day - Jan. 14  
**Date:** Dec 15, 2011 9:15:18 AM

Community Education Preview Day  
College of Marin’s Community Education Department will be hosting a free preview day on Saturday, Jan. 14, 2012, from 9 a.m. to noon in the Student Services Building at the Kentfield Campus. Attendees will be able to sign up for community education classes and COM employees will be on site to help with registration. You may also purchase your semester parking permit and get a free blood pressure check at the event. This is a great opportunity to discuss classes with community education instructors and learn about one of our student groups, the Emeritus Students College of Marin (ESCOM). Parking is free and the first 100 participants will receive a free gift. Come warm up with coffee, tea, and cookies while discovering all that community education has to offer! For more information call (415) 485-9305. This event is co-sponsored by the College of Marin Community Education Department and ESCOM.
Preview Day
Event Program
Special Thanks!

Dr. Arnulfo Cedillo  Student Affairs & Health Center
June Lee  Health Center
Shannon Timpane  Health Center
Marian Mermel  ESCOM
Dick Park  ESCOM
Bev Munyon  ESCOM
Anna Pilloton  Outreach and School Relations
Annahita Fallah  Student Ambassador
Daniel Sulaiman  Student Ambassador
Maureen Cunnie  California Artisan Cheese Guild
Lynn Stray  Point Reyes Farmstead Cheese Co.
Will Meyer  Opera Singer
Suzy Lee  fresh & natural food service group

Also, Thank You to all the Community Ed Instructors and staff!!

Community Education Services

Dr. Jason Lau  Director
Karen van Kriedt  Program Specialist
Cheryl Carlson  Program Specialist
Jesse Klein  Administrative Assistant (on leave)
Heather Peitz  Interim Administrative Assistant
Sara Oser  IEP Coordinator
Linda Fahy  IEP Secretary
Rebecca Freeland  Office Technician
Valerie Marckwodt  Work Study Student

Reminder: Return your survey to the Registration Help Desk in exchange for a FREE gift today.
Program / Presentations

9:30 am
- Fitness Swim / Tina Marie Rossi
- QiGong / Dove Govrin
- Yoga / Puni Elston
- Guitar / Jonathan Jimmerson

10:30 am
- Best Little Grammar Class! / Arlene Miller
- Figure Painting / Larry Bencich
- French Impressionism / Kerrin Meis
- German for Travelers / Hamid Emami
- Americans in Paris / Dr. Lenore Alford
- Jazz / DARIA
- Belly Dancing / Latifa

11:30 am
- Writing the Young Adult Novel / Annemarie O'Brien
- W-R-I-T-E O-N ! / Robert-Harry Rovin
- Boxing for Fitness / Ed Green
- Balance Training / Thomas Attardi
- Hawi'ian Dance / Lisa Saunders
- Zumba Gold / Diana Scranton

Tables Key

① FREE Blood Pressure Check / Health Services
② Fitness / Betsy Best-Martini
③ Film Appreciation / Suresa Dundes
④ The Poetic Pilgrimage / Catlyn Fendler
⑤ Drawing in Color / Alison Hathaway
⑥ The Flow of Watercolor / Julie Cohn
⑦ Mixed Media / Carol Duchamp
⑧ Watercolor Basics and Beyond / Marty Meade
⑨ Yiddish & Klezmer Music / Julie Egger
⑩ Conversational Italian / Lido Cantarutti
⑪ Write Flash Fiction / Peg Alford Pursell
⑫ African Dance & Hawi'ian Dance / Lisa Saunders
⑬ Pilates/Cardio Pilates / Minjae Laws
⑭ T-shirt Design / Stephanie Jucker
⑮ Rock N' Roll / Richie Unterberger
⑯ Piano Classes for Beginners to Advanced / Dr. Marcia Bauman
⑰ Guitar Class / Jonathan Jimmerson
⑱ New Way to Exercise / Meg Margolis & Dr. Ruth Corwin
⑲ Aqua Exercise for Older Adults / Russell Robles
⑳ Artisan Cheesemaking Cert Program / Maureen Cunnie
Attachment D

Preview Day
Survey
Please tell us what you think...

Instructions: We appreciate hearing your thoughts and comments about your visit today. Please fill out this survey and turn it in to the Registration Help Desk where we have a special gift for you.

1. How did you hear about the Preview Day? (check all that apply)
   - [ ] Friend
   - [ ] Instructor
   - [ ] COM Winter Schedule
   - [ ] Email
   - [ ] Newspaper
   - [ ] Website
   - [ ] Other: ______________________________________

2. Please rate the following activity, program, or demonstration:
   1 (not useful) to 5 (very useful) NA
   - [ ] Free Blood Pressure Test
   - [ ] Course Information Tables
   - [ ] Instructor Demonstrations
   - [ ] Registration Help Desk
   - [ ] ESCOM Help Desk
   - [ ] ESCOM Grants Info Desk
   - [ ] Overall Experience

3. Have you attended a Comm Ed class before?  [ ] Yes  [ ] No

4. Have you already registered a Winter 2012 class(es) before today’s event?  [ ] Yes  [ ] No

5. Did you register for a Winter 2012 class(es) today?  [ ] Yes  [ ] No

6. Are you a current member of ESCOM?  [ ] Yes  [ ] No
   If not, are you interested in becoming a member?  [ ] Yes  [ ] No

7. Would you attend our Preview Days in the future?  [ ] Yes  [ ] No

8. Would you recommend this event to others?  [ ] Yes  [ ] No

9. Any other thoughts or comments:

Tell Us More:
Use the other side of this form to share additional comments.
Contact Information (optional):
Name: ___________________________________________________
Phone: ______________________ Email: ______________________

Return this survey to the Registration Desk in exchange for a free gift. Thank You!
Attachment E

Preview Day Survey Results
1. How did you hear about the Preview Day?
2. Please rate your overall experience. (5 excellent to 1 poor)
3. Have you attended a Comm Ed class before?

- Yes: 72%
- No: 28%
4. Have you already registered a Winter 2012 class(es) before today’s event?
5. Did you register for a Winter 2012 class(es) today?

- Yes: 44%
- No: 56%
6. Are you a current member of ESCOM?

- Yes: 57%
- No: 43%
Follow up for Question 6.
If not, are you interested in becoming a ESCOM member?

- **Yes**: 15%
- **No**: 16%
- **Maybe**: 3%
- **NA**: 66%
7. Would you attend our Preview Days in the future?

- Yes: 93%
- No: 2%
- Undecided: 5%
8. Would you recommend this event to others?

- Yes: 98%
- No: 2%
Attachment F

Preview Day

Summary
Discovering COMMunity Ed
Preview Day

Saturday, January 14, 2012
9 am – noon
Cafeteria, Student Services Building
College of Marin Kentfield Campus

Facts
- 150-200 students attended
- 40 Comm Ed Instructors participated
- 46 registration forms received onsite
- 65 total enrollments
  - 36 students enrolled in 1 course
  - 6 students enrolled in 2 courses
  - 2 students enrolled in 3 courses
  - 1 student enrolled in 5 courses
  - 1 students enrolled in 6 courses
- 11 students joined ESCOM / new memberships

Survey Comments from Participants
- I really like that all the instructors are here!
- I should have come earlier. Maybe start the event a bit later next time-10 would better
- Fantastic community building event- so well organized! Thank you for doing this!
- They went on a bit too long
- Perhaps could use a better mic or better use thereof. Not always audible.
- Super gathering- Long overdue! Thanks! Made me consider classes I'd overlooked.
- Better audio needed
- I was a volunteer today, representing the Flash Fiction course on behalf of Peg Alford Pursell.
  This was a fun and informative Morning!! The presentations were the most effective part of the program.
- Very helpful to have preview day
- Fabulous! Really Informative, helpful & community building
- Great! Very happy I came
- Presentations, specifically the "fitness" classes too long-so Marin--
- Difficult to register online
- Thank you for putting together this wonderful event
- That opera singer Will Meyer is incredible! WOW!
- Good show! 1st class event, well attended
- Great! A new yearly tradition!
- We were very impressed!
- More IVC/COM classes! Writing classes, family history
- Circulate at all libraries, community centers, town halls, retirement centers w/promo material
  for their notice boards.
- We really want Russell and Maxine to teach an aquatics fitness class on Tuesdays and Thursdays
  over Summer 2012, in Kentfield. Thanks so much for that
- I'm interested in bird watching but concerned about the amount of walking-(artificial knee)
- Excellent planning. Kudos to Marian Mermel and Dr. Lau
Counseling
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
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<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify and use college resources that support student success</td>
<td>PLSLO: Students will demonstrate an understanding of why and how students use counseling services</td>
<td>Measures: (a) Counseling survey (b) using SARS appointment scheduling to track student needs</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

Counseling department faculty discussed the Counseling SLO survey results in January and February 2012. Most of the survey items were highly rated by students who received Counseling services. I.e., the appointments were easily made, waiting time for meeting with a counselor was less than 10 minutes, students had a clearer direction after their meeting with a counselor, etc. As indicated on item #21—“Reason for visit”: the majority of students who made appointments to meet with a counselor wanted educational and transfer planning. 17% requested career services and 6% requested personal counseling.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

Reviewing the results of the developed survey assessment tool revealed the following:
• The assessment tool was written as a general all purpose tool and NOT to reflect specifically on the special services the Department offers (Academic, Career and Personal Counseling).
• The assessment tool’s wording used professional terminology students may not be familiar with and consequently may have caused confusion for the student (e.g. “career success”, “personal success”).
• There should have been an indicator check off box for students to identify which counseling services they made their appointment for (academic, career, personal). The results of our special services would have been more exact.
• The results of statement #13 in regards to “finding transfer information and resources at the Transfer Center” indicated a need for follow up in providing a separate assessment for this service and perhaps should not be included with this survey.
• Although the assessment tool was translated in Spanish and given to ESL students who had limited English ability, none of the surveys were returned. A follow up will be necessary to understand why this occurred and how the department can best address this concern.
If applicable, discuss program modifications changes and timeline for implementation of changes.

The Development and implementation of the revised survey for fall 2012:
(a) Revise the survey to reflect the above concerns and give to students beginning Fall Semester 2012.
(b) The revision of the survey will be translated in Spanish and given to ESL students who have limited English ability using information in the information collected in the follow up interviews with students and counselors who work with limited English speaking students.
(c) Revised survey will continue to indicate students at (1) Kentfield campus and (2) IVC campus.
(d) The revised survey will include a “follow-up component “for those students who are identified as “at risk” (basic skills, on probation, disqualified).

What resources are needed to improve your program?

- Upgrade 17 computers with adobe reader software licensing that allows all counselors to print from PDF files for students
- Maintain our subscription to use Eureka Career Information, College Source TES, and SARS scheduling program.
- Have an ongoing office supply budget to replace ink cartridges and pay for copier use.
- Have an annual budget for Transfer Day and services.
- Have funds for 2 student hourly (non-work study) to help with reception and office work.
- Upgrade Transfer Center Technician's job to 12 months instead of presently at 11 months.
- Upgrade Office Clerk to level 16 to reflect actual responsibilities.
- Hire 3 full-time counselors to provide Career and Personal Counseling Services.

Counseling program review is in line with instructional faculty.
Disabled Student Program  
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
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<th>Program Level Student Learning Outcomes</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Demonstrate self-advocacy/self-initiative</td>
<td>PLSLO #1: Students will become better self advocates through their participation in the Disabled Students Program.</td>
<td>Measures: (a) Counted number of new DSPS students who independently requested accommodations</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1  Fifty- three new DSPS students participated in the study. Each student met with a counselor for an intake session where he/she was oriented to the Program requirements and support services. In this orientation the counselor discusses the value of students understanding their rights and offers suggestions on how to advocate for their accommodations with staff and faculty. At the beginning of the spring 2012 semester, 24 of the students in the cohort had requested their approved accommodations in a timely manner before classes began. This was an indication of having learned how to advocate for their needs.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

When the DSPS staff and counseling faculty met in spring semester to review and discuss this outcome, the group renewed their support for the SLO’s focus, but was somewhat surprised at the relatively low numbers of students who demonstrated self-advocacy. It was agreed that more emphasis and training was needed to increase the number of students who updated their accommodations. Support staff determined that they had a role in increasing student independence, especially in the areas of note-taking and testing. A reminder letter has been developed to supplement the counselor’s orientation. Changes are being made to the Student Handbook.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The resulting number of students who did advocate for their needs demonstrated that the Student Learning Outcome was successful and that the counselor training was effective. Yet, staff felt the percentage of students advocating for themselves should be higher.

If applicable, discuss program modifications changes and timeline for implementation of changes.
The following actions have been taken to improve the learning opportunities to meet the Student Learning Outcome:

- DSPS Handbook modifications have been prepared to emphasis the value of self-advocacy.
- Office procedures in the DSPS office have been changed to make it easier for a student to make arrangements for accommodations.
- Copy for a standardized letter has been prepared to remind students of their rights and requirements. This will be implemented in fall of 2012.

What resources are needed to improve your program?
The DSPS Counselor is the essential element in supporting student success. Counseling is teaching on a very personal level. As of July of 2012, DSPS will be down 1.6 counseling positions due to retirements. The number of students we are required to serve has grown. The quality of service will definitely diminish if these positions are not filled.
Disabled Students Programs and Services  
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

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<thead>
<tr>
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</thead>
</table>
| AY 2011-2012       | Access college resources that support student success | PLSLO #2  
As a result of interaction with intake staff, students will be better able to arrange for services and accommodations, and to make appointments. | Measures:  
(a) A satisfaction survey was conducted.  
(b) A focus group was convened. |

Describe/Discuss the result of PLSLO #2

A satisfaction survey was conducted in December, 2011. A primary factor that emerged which was of concern was that a few students had negative experiences with intake staff, citing lack of information, time, effort, and “appropriate solutions.” A focus group further indicated an issue with timely response to telephone messages.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

Meetings of the entire staff evaluated the survey considered the issues at length and in depth, and reached consensus on necessary remediation measures.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The SLO was successful in identifying areas in need of improvement and generating creation of resolution strategies.

If applicable, discuss program modifications changes and timeline for implementation of changes.

Front desk understaffing has been resolved by a new hire and by the training of a new work-study. A front-desk procedures policy is being created and implemented, stressing the strategy of taking extra time with new students for them to clarify and articulate their needs, so that if we do not have the required information, we can refer them to the appropriate source(s). A formal log/checklist of phone messages has been created.

What resources are needed to improve your program?

The severe budget cuts which have impacted our staffing should be rescinded.
## EOPS 2011-2012

### Division and Program-Level SLOs and anticipated measures/evidence

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</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify and use college resources that support student success</td>
<td>PLSLO: New students demonstrate knowledge of the over and above services they are eligible for as EOPS program participants.</td>
<td>Measures: (a) Pre/Post Orientation survey</td>
</tr>
</tbody>
</table>

### Describe/Discuss the result of PLSLO

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

The results of the assessment were shared in department staff meetings.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

We received a total of 67 responses for our pre/post survey. Data indicates that students were unaware of the many services they would receive as EOPS students before the orientation, and that students either agreed or strongly agreed (ranging from 81%-97%) that they understood what EOPS services they would receive after the orientation. This data indicates that we met our SLO. However, the staff agreed that 100% of understanding would be the ultimate goal.

If applicable, discuss program modifications changes and timeline for implementation of changes.

One of the reasons we believe there wasn’t 100% understanding of the services EOPS students receive was because of the way some of the questions were phrased. We plan to modify the questions when we offer the survey in the fall. We also realized that the format in which we deliver our orientation may not be as interactive as it could be. Pending permanent staffing in the department, we will work over the summer to revise the orientation curriculum and delivery.

What resources are needed to improve your program?

Permanent staffing of the Director and Coordinator positions.
Financial Aid Office
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PLSLO #1: Encouraging students to apply by the March 2\textsuperscript{nd} priority deadline.</td>
<td>Measures: (a) tallying January and February applications (b) comparing to prior years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLSLO #2: Provide interventions for students not making Satisfactory Academic Progress</td>
<td>Measures: (a) tallying students with various SAP status (b) comparing to prior years</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1

This is the tally of Free Application for Federal Student Aid (FAFSA) received during January and February:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>865</td>
<td></td>
</tr>
<tr>
<td>2007-08</td>
<td>887</td>
<td>1.3%</td>
</tr>
<tr>
<td>2008-09</td>
<td>832</td>
<td>-6.2%</td>
</tr>
<tr>
<td>2009-10</td>
<td>1,134</td>
<td>36.2%</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,548</td>
<td>36.5%</td>
</tr>
<tr>
<td>2011-12</td>
<td>1,976</td>
<td>27.6%</td>
</tr>
</tbody>
</table>

We recognized that having students apply before the March priority deadline is important in terms of the increased chance of receiving a larger variety financial aid funds and also of receiving financial aid funds prior to the start of classes.

So we posted signs all over both campus sites and had prominent posters at both Financial Aid Offices. We sent several notices to students via the student portal. Each year we increased the number of contacts.

During the three years before our expanded efforts of outreach we average about 800 on-time applications. Following three years of effort we have more than doubled that number.
Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

The results were presented to the Financial Aid Office staff, the College of Marin Administration, and the Student Learning Outcomes steering committee.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The results absolutely confirmed the success of the efforts. The number of on-time financial aid applications more than doubled while the campus enrollment remained virtually constant.

If applicable, discuss program modifications changes and timeline for implementation of changes.

We will continue and perhaps increase these efforts and then turn to working on those students who have applied, on time or not, but have failed to submit missing documents in a timely manner.

What resources are needed to improve your program?

We will continue to use existing Financial Aid Office resources

Describe/Discuss the result of PLSLO #2

This is the tally of students with various SAP status:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Probation*</th>
<th>Professional Judgment**</th>
<th>Denied***</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>80</td>
<td>61</td>
<td>103</td>
<td>244</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>129</td>
<td>73</td>
<td>95</td>
<td>297</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>192</td>
<td>81</td>
<td>173</td>
<td>446</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>315</td>
<td>177</td>
<td>211</td>
<td>703</td>
</tr>
</tbody>
</table>

*one semester of not completing at least 66% of units attempted
**two bad semester, given a third chance following a successful petition
***denied, either no petition or petition denied

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)
The results were presented to the Financial Aid Office staff, the College of Marin Administration, and the Student Learning Outcomes steering committee.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The evident shows the need for more intervention. Current resources have prevented such efforts.

If applicable, discuss program modifications changes and timeline for implementation of changes.

We could send written probation notices to students entering probation. Current student must access this information via the student portal. In addition, we might deny students after a single semester if not a single class was passed. This would force a visit to a counselor and the creation of an Ed. Plan.

What resources are needed to improve your program?

A new staff member could help identify through mid-term grades and final grades students in jeopardy. And Ed. Plans could be compared to actual enrollment to verify adherence to the Ed. Plan. The with-holding of financial aid disbursements is a powerful tool. The cost depends on the level of appointment.

In addition, we would need an increase in our postage budget. Or simply have the college pay for our postage. There is no good reason for the Financial Aid Office to have to use categorical funds to pay for postage.
Health Center
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

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<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Increase usage of community services</td>
<td>PLSLO #1: Awareness of community services for students</td>
<td>Measures: (a) survey (b) head count of first timers</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1

According to the surveys, over 64% of students surveyed were not aware of community low cost health services information at the Health Center.
Over 86% of the students surveyed were unaware of free low cost information dissemination via postering on campus.
Over 71% of the students were aware that they could get free care at the Health Center.
Over 57% of the students surveyed agreed that they were more knowledgeable of the services after taking a survey.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

The survey was on MyCom portal, students coming to HC were asked to complete the survey, and students who happen to be outside the Health office were asked to complete the survey. Surveys answers were entered into a data base created by Chialin Hsieh.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The results will be used to build our advertising direction and funding for future students.

If applicable, discuss program modifications changes and timeline for implementation of changes.

Process for program modifications has been ongoing. Currently information on the MyCom portal has been reviewed and will be added. Until we are able to get additional funding, we will do postering and advertising as new program themes come up on a monthly basis.

What resources are needed to improve your program?

Funding will be need to provide production of brochures, large posters, and development of a short video that can be put onto MyCom portal that describes Health Services and provide a streaming of updated information.
Division and Program-Level SLOs and anticipated measures/evidence

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<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify and use college resources that support student success</td>
<td>PLSLO #1: Students will demonstrate knowledge of the availability of textbooks on reserve in the library.</td>
<td>Measures: (a) Instructor Reserve Circulation Data (pre/post) (b) Amount of material placed on Instructor Reserve (pre-post) (c) College enrollment data (pre/post)</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1 There has been an increase in the percentage of total circulation of Instructor reserve materials (mostly textbooks) by students, in the library. This has happened regardless of the changes in total enrollment at the college.

(a) & (c) Attached document: Reserves added 2010 2011 compares the number of the textbook holdings added to the Instructor Reserves. It also shows the increase availability of holdings for students due to the gifts (funds) received from ASCOM.

(b) Attached document: Table Fall 2009-Spring 2011 shows that in the five consecutive semesters from Fall 2009 to Fall 2011, the percentage of the total circulation which is Instructor Reserve has steadily increased even when the enrollment has decreased.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)
A meeting was held on March 8, 2012 with Susan Andrien, Carl Cox and John Erdman, Becky Reetz, Gaylene Urquhart and Glade Van Loan. Data from measures a,b and c were analyzed and discussed.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.
An increase in funds donated by ASCOM of $10000.00 which allowed the purchase of 100 additional textbooks for instructor reserve, and an increase in the number of instructor reserve textbooks checked out by students, has shown an increase in student knowledge of availability and use of these materials available in the library.
We have turned away fewer students in need of textbooks compared to previous semesters. (anecdotal from Circulation Desk staff members)
If applicable, discuss program modifications changes and timeline for implementation of changes. A permanent source of funding to purchase instructor reserve textbooks and reserve materials is needed to continue this service. We need to post the availability of textbooks on reserve in the library on the MYCom Portal site, MYCom email, Library website, COM website, posters, Echo Times, etc., by this summer 2012.

What resources are needed to improve your program? A permanent source of funding for the purchase of instructor reserve textbooks and reserve materials is needed. Funds for personnel will be needed to support the implementation of the media information campaign mentioned above.
Annual Program-Level Assessment Report

Matriculation
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

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<tbody>
<tr>
<td>FY 2011-2012</td>
<td>Identify and use college resources that support student success</td>
<td>PLSLO #1: Students will demonstrate an increased level of knowledge about the college as a result of participating in the orientation.</td>
<td>Measures: (a) Pre/post survey</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

The SLO survey was developed in February 2012 for an April 28th, 2012 Orientation for new high school graduates who indicated they would be attending College of Marin Fall 2012. The survey was given to local high school students during February, March and April high school visits as a pre assessment (pre-test) where a preliminary introduction to College of Marin was given to groups of interested high school students at their respective high schools. An assessment to determine these students’ English and math placement level was also given at the high schools at this time. Counseling appointments were scheduled for these same students after the assessment to discuss their education plans and to decide which courses were appropriate their first semester at College of Marin based on their assessment results. The final matriculation process occurred on April 28th where an orientation was presented to both students and parents explaining the college experience and what to expect and plan for. At the end of this orientation process, the same high school students were given the same survey as post assessment (post-test) to assess students’ learning in the orientation process.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The pre and post results of the survey were very positive:
The majority of participants stated that the orientation was useful and could answer questions that indicated they were given knowledge of college resources and knew how to locate them and utilize them. The results indicated that students demonstrated critical thinking, problem solving, and ability to navigate college’s resources.

If applicable, discuss program modifications changes and timeline for implementation of changes.

There is room for improvement. The survey results show the process for new students was successful in a narrow scope. Several changes will need to be occurred in order to reach sustainability for the student success activities:
Every member of the college community must be involved (instructional faculty, administration and student services).

Better planning between Enrollment Management and Counseling needs to be established to develop a 3 year plan with registration dates in place, orientation dates established, outreach dates proposed for specific target populations, assessment offerings in the evening and weekends, and faculty establishing an early alert process to notify students of their progress.

Fiscal Services must support the need for extra funding and establish an ongoing sustainable budget for matriculation.

Proposed for Fall 2012, a matriculation advisory committee that will continue to meet to develop processes that lead to student success. SLO's for student success should be developed for each component of the student success plan and surveys should be developed for implementation with each activity. Also, during fall 2012-spring 2013 the counseling department will continue to develop and refine as a pilot each component for full implementation Fall 2013. Modification of the orientation is continuing to take place during July and August 2012 as the presenters offer the orientation for new incoming special populations (Re-entry, Veterans, ESL, Basic skills/ no HS diploma, etc). The Orientation group continues to meet and discuss improvements.

What resources are needed to improve your program?
Extra funds to provide staffing, materials and food for this special student success orientation.
Annual Program-Level Assessment Report

Outreach School Relations
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

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<thead>
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<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify and use college resources that support student success, Develop effective planning skills that support educational goals and lifelong success</td>
<td>PLSLO #1: to measure understanding of key matriculation steps and other important COM resources</td>
<td>Measures: (a) Pre and Post Assessment Survey</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1

The use of our SLO informed our Outreach work, resulting in more deliberate and impactful messaging and support. We found that in many instances, we needed to adjust our use of the SLO since College Fairs and panel presentations do not allow enough time for students to complete an assessment. However, in classroom presentations and workshops, we were able to capture both Pre and Post Assessment information (in most cases only Post). Our experience has shown us that the vast majority of high school students are not aware of the matriculation process or student services/resources, so we assumed a baseline for the Pre-information as limited. The results (attached) of our SLO indicated that when we intentionally presented the specific matriculation steps with an explanation of why they were important as a multi-step process, the students understood and retained the key information. Interestingly enough, the elements that we included in the SLO all related to habits of mind (e.g., preparation, planning, persistence, resilience, etc.) and we in fact built these habits more deliberatively into our own work. So, the benefits of the SLO were two-fold: improved understanding of the process and resources by the students, and more intentional delivery of information/support from the Outreach Staff.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

We shared results with the Student Services units in our meetings, and I shared the process and results with our Outreach Staff (including Student Ambassadors) and then with Dean Bob Balestreri, my supervisor. In our discussions, we reflected what we learned from the process and the modifications we would make in next year’s SLO, which will be more targeted and will include a “conversion” measure to track how many students actually enroll at COM over the course of the year. We plan to measure this conversion rate at those sites where we have multiple direct
contacts with a cohort of students over the course of the year (e.g., California Dream Team class at San Rafael High School vs. students we encounter at large scale College Fairs).

**Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.**

By sharing our narrative and results amongst our team and with other Student Services units, we gained valuable insights, and will incorporate this input into next year's SLO (e.g., moving our delivery strategies from “recalling” to “employing”, “demonstrating”, “planning”, “formulating”, using Bloom's Taxonomy action verbs to hopefully deepen the students' critical thinking process as it relates to our work). Additionally, we will incorporate the conversion measures which will motivate us to sustain systematic contact with students over the course of the year, providing actionable information and support that ultimately results in increased application and registration rates at the various high school sites. We will follow the college admissions calendar and align our presentations and follow-up with the key registration, financial aid, add/drop dates, etc. We are currently working with IT on developing a database with a tickler system with reminders of the key dates and milestones for tracking purposes. Also, we will revise our contact card to improve accuracy, and we are exploring the possibility of developing a smart phone app that would allow students to use their cell phones to sign-up for follow-up emails/texts, etc.

If applicable, discuss program modifications changes and timeline for implementation of changes. Please see paragraph above. No anticipated changes in timeline, just more precise timing of contact and follow-up.

**What resources are needed to improve your program?**

In the past, the Coordinator position has been funded by BFAP funds, but those funds have been reallocated, and thus not available to support the Coordinator position. Our strategy over the past 18 months has been based on deepening relationships among K-12 sites and community agencies, providing on-site as well as campus support, tailored to the specific needs of the school site/district. Working closely with other Student Services Offices (e.g., Counseling, Testing, Financial Aid, etc.) as well as faculty, we are proactive offering identified support services, yet responsive to immediate needs. By partnering with other college access/success providers, we are able to leverage our resources by co-hosting events and workshops which also provide a fortified message of community support to students and their families. Following up and showing up are crucial to sustaining and deepening the trust among school sites and community members and we know that progress is being made by the dramatically increased number of direct referrals and requests for assistance/support that we receive from the community.

Outreach serves often as a first “point of contact”, a pre-orientation delivery system, and navigational support system. We are able to build trust in the community through our consistency, dependability, and responsiveness, and secured funding will ensure that our support is readily available. Our SLO and workplan are aligned with the priorities of the Student Success Initiative and will provide important support services that will contribute to the institutional efforts to improve student completion and success.
In order for Outreach to maximize its efficiency and effectiveness, both in terms of breadth and depth, we will need sustained, dependable institutional funding for Outreach Staff (Coordinator, Assistant and 5-7 Student Ambassadors) as well as funding for strategic campus and community events, promotional materials and supplies.

The Outreach Budget includes the following elements:

Coordinator: 1.0 FTE, $58,715
Assistant: .5 FTE, $20,821
5 Student Ambassadors: assuming 15 hours/week@$15/hour, 40 weeks/year = $36,000 (each additional Ambassador = $7,200)
Events funding: $8,000 (3 community-based/campus events)
Travel/Professional Development: $5,000 (mileage and conferences)
Supplies/materials: $3,000 (printing, promotional materials)

Total Outreach Budget: $131,536

We plan to submit a Mini Program Review with this funding request.
**Student Affairs**

2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify and utilize college resources that support student success</td>
<td>PLSLO #1: Demonstrate knowledge of ASCOM and/or college clubs.</td>
<td>Measures: (a) Pre/Post Survey (b)</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1 At the beginning of the fall semester, department level SLOs were shared with student leaders on the Associated Students board (ASCOM) and student leaders in the different clubs on campus. These students were administered a survey to evaluate their knowledge of college resources. This survey informed us how much student knew about college resources. The results informed us that students were not able to identify and utilized college resources that would support student success because they were not able to demonstrate knowledge of ASCOM and/or college clubs.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

Data from the surveys were analyzed shared with the student leaders in ASCOM and with the dean of enrollment management, as well as with staff in the student affairs office and the office of research planning. After these discussions, the implication that came forth is the need to inform students about ASCOM and college clubs much earlier in the semester so students can take advantage of these resources. Strategies have been discussed to increase the students’ knowledge of college resources. Data collected and analyzed impacted the discussion and the development of strategies on how information is disseminated to students about campus resources.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

The results informed us that students eventually do identify and utilized college resources. But the program has generated strategies for program modification. We need to definitely inform students much earlier about college resources. We need to inform students of college resources.

If applicable, discuss program modifications changes and timeline for implementation of changes.

Changes as to the information available to students will be considered and changes will take during the summer months in time for the beginning of the Fall Semester, 2012. The impact of any changes will be monitored and reported in the Student Affairs SLO annual report. This report will be completed at the end of the spring 2013 semester.

We will inform students of college resources through the student portal, the college’s website, flyers and posters, as well as informing students through the student clubs as an informational item, as well as informing the associated students group (ASCOM) in the same manner.

What resources are needed to improve your program?
Funds need to improve the program will come from the student affairs budget, as well as the associated students’ budget. Staffing to provide this information will come from student work study assistants and the office of student affairs.
Office of Assessment & Testing
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>Develop effective planning skills to support educational goals</td>
<td>PLSLO #1: Students demonstrate readiness to test and know what the next step is</td>
<td>Measures: (a) survey (b)</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1

Students were asked if they studied for the test and if they felt prepared to test that day; also, they were asked if they knew their next step was to see a counselor. 4 out of 5 students responded affirmatively, with an overall average of 85% in the “Strongly Agree” or “Agree” categories for each question in the survey.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)

The survey results were initially reviewed by Testing Office staff, then summarized and discussed over the course of several strategy meetings with the Testing Office supervisor and the Dean of Enrollment Services, who is responsible for oversight of the Testing Office.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.

SLO successfully met. Survey responses generated a number of excellent ideas on ways to enhance both the availability and the variety of test preparation guides. This may actually be an additional lifelong learning benefit: making students instinctively more resourceful by illustrating whatever they need can often be obtained from a number of different, good quality resources.

If applicable, discuss program modifications changes and timeline for implementation of changes.

We plan to make more study resources available, i.e. books with practice questions, cell phone apps, online links, tutoring options, etc. so students can more thoroughly prepare for the test. Some of the preparation options are self-selected by the student. Books with practice tests will be available for 1-hour checkout at the Reference Desk of both campus libraries. If the books prove popular and students want to purchase them, we may make them available for sale in the Testing Office. The books should be available for reference use in the libraries within a month.

What resources are needed to improve your program?

The Testing Office needs its own operational budget with sufficient funds. This will enable us to implement our great ideas to further the mission and long term goals of the Testing Office. We can no longer continue to depend on unreliable categorical funding to operate the Testing Office. Each year I must beg, borrow and steal even just to pay for our most basic of expenses, the purchase of
testing units. This is unacceptable, especially in light of expectations. After a budget has officially
been established and adequate funding secured, then – and only then -- we can turn our inspiration
into reality. We intend to provide a well-prepared student, one better able to face the challenges in
their future, a student who will realize that by studying ahead and proper pre-planning they possess
an almost foolproof method of guaranteed success in any effort worth pursuing.
Transfer Center
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes (PLSLO)</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>Identify and use college resources that support student success</td>
<td>PLSLO #1: Students will demonstrate increased awareness of transfer as a core educational process at COM by participating in activities such as “Transfer Day” which will be employed strategically by the Transfer Center to market its resources and programs.</td>
<td>Measures: (a) Survey given during Transfer Day event</td>
</tr>
</tbody>
</table>

- Describe/Discuss the result of PLSLO #1
- Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)
- Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.
- If applicable, discuss program modifications changes and timeline for implementation of changes.
- What resources are needed to improve your program?

Note: Initial survey questions were at the last moment modified by the Chair of Counseling. Of four survey questions, numbers 3 and 4 were redundant in content sought, i.e., #3. reads “The materials and information given by the representatives was useful,” and #4. reads “The materials and information given by the representatives was NOT useful.”

Analysis of content is drawn from 55 total respondents and reflects an overwhelmingly positive response to an annual Transfer Day event.

College of Marin support staff and the College representatives were determined to be helpful, with 56% in strong agreement and 33% in agreement, with a mean of 3.57. Negative response was minimal at 2%, with 9% indicating do not know/not applicable.

Students noted that they would like to have schools come on time, provide additional hours and days for the event, and have either more public or private schools attend—these particulars are out of the hands of the event coordinator, as the event is coordinated by the Chancellor’s Office and schools determine if they choose to select College of Marin as part of their junket.

As schools undergo budget cuts, fewer schools are choosing to come to smaller feeder schools, such as the College of Marin. Individual student comments reflect particular interests, such as schools or programs, and what specific information respective students wanted at the event. One student example, i.e.,
“transfer to Master’s Program in Mathematics,” is highly specialized as a request, and does not reflect the overall COM student demographic. Students did request that both UCSC and UC Davis be present at the next annual event. It is possible that a representative may come, with this information relayed to the respective schools far in advance of the event schedule by the event coordinator for next year.

Many students responded that they were pleased with the event, and that the Transfer Day event helped them decide to transfer to one of the represented schools, with a mean of 3.18, with 43% in agreement, and 20% in strong agreement. None strongly disagreed and only 7% disagreed. As many students do not have readiness for transfer, 30% of students marked Do not know/Not applicable this area.

Overall, under #3, the mean was 3.47, indicating a positive response regarding the usefulness of materials and information provided by the representatives, with 44% indicated under both agree and strongly agree. In this area, 0% strongly disagreed, with 2% disagreeing. Under #4, when asked if the materials and information given by the representatives was NOT useful, the mean was 1.56, with 47% strongly disagreeing and 38% disagreeing. 2% strongly agreed, with 9% indicating they did not know/not applicable.

For future administration of student surveys, it would be more effective to carefully evaluate the survey questions, as measures of student learning outcomes.
1. I found the College of Marin support staff and the College representatives helpful.

![Bar chart showing responses to the statement about support staff and representatives helping.]

1. Strongly Disagree 1 2%
2. Disagree 0 0%
3. Agree 18 33%
4. Strongly Agree 30 56%
5. Do not know/Not applicable 5 9%
Total Responses: 54
Mean: 3.57 Standard Deviation: 0.61

2. Today's "Transfer Day" event helped me decide to transfer to one of the four year college/universities represented.

![Bar chart showing responses to the statement about Transfer Day event helping to decide to transfer.]

1. Strongly Disagree 0 0%
2. Disagree 4 7%
3. Agree 23 43%
4. Strongly Agree 11 20%
5. Do not know/Not applicable 16 30%
Total Responses: 54
Mean: 3.18 Standard Deviation: 0.61

3. The materials and information given by the representatives was useful.

![Bar chart showing responses to the statement about the usefulness of materials and information.] 

1. Strongly Disagree 0 0%
2. Disagree 1 2%
3. Agree 24 44%
4. Strongly Agree 24 44%
5. Do not know/Not applicable 5 9%
Total Responses: 54
Mean: 3.47 Standard Deviation: 0.54
4. The materials and information given by the representatives was NOT useful.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly Disagree</td>
<td>25</td>
<td>47%</td>
</tr>
<tr>
<td>2. Disagree</td>
<td>20</td>
<td>38%</td>
</tr>
<tr>
<td>3. Agree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>4. Strongly Agree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>5. Do not know/Not applicable</td>
<td>5</td>
<td>9%</td>
</tr>
</tbody>
</table>

Total Responses: 53
Mean: 1.56   Standard Deviation: 0.68
Tutoring and Learning Center
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
<th>Program Level Student Learning Outcomes (PLSLO)</th>
<th>Measures/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify and use college resources that support student success</td>
<td>PLSLO #1: Demonstrate a deeper understanding of course materials</td>
<td>Measures: (a) Tutor reports (b) Tutee end of year survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLSLO #2: Apply new knowledge to improve course grades</td>
<td>Measures: (a) Tutee end of year survey</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)
Assessment results were disseminated in staff meetings.

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.
Data from the surveys showed that 100% of students surveyed indicated that they either agreed or strongly agreed that the tutoring helped them to reach a deeper understanding of the course materials. This was further confirmed by anecdotal evidence from tutors shared in meetings throughout the course of the semester. Tutors shared when their students had “a-ha!” moments.

If applicable, discuss program modifications changes and timeline for implementation of changes.
The program will not be modified, based on the data.

What resources are needed to improve your program?
The support the tutors provide is of high quality and positively supports deeper understanding. In order increase the amount of support the tutors provide, increased financial resources are necessary.

Describe/Discuss the result of PLSLO #2

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?)
Assessment results were disseminated in staff meetings.
Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification.
Data from the surveys showed that 91% of students surveyed indicated that they either agreed or strongly agreed that the tutoring helped them to improve their grades. This was further confirmed by anecdotal evidence from tutors shared in meetings throughout the course of the semester. However, some students commented that they disagreed with this statement because they didn’t yet know what their final course grade would be.

If applicable, discuss program modifications changes and timeline for implementation of changes. This question needs to be rewritten to more clearly state that the grades referred to are mid-semester grades.

What resources are needed to improve your program?
The support the tutors provide is of high quality and positively supports deeper understanding. In order increase the amount of support the tutors provide, increased financial resources are necessary.
Tutoring Center Services SLOs Results

Creation Date: 1/19/2012
Time Interval: 12/21/2011 to 12/21/2011
Total Respondents: 43

1. The hours of the Tutoring Center meet my needs as a student.

   1. Strongly Disagree 0 0%
   2. Disagree 5 12%
   3. Agree 23 55%
   4. Strongly Agree 14 33%
   Total Responses: 42
   Mean: 3.21  Standard Deviation: 0.65

3. The Tutoring Center is in a good location.

   1. Strongly Disagree 0 0%
   2. Disagree 0 0%
   3. Agree 24 56%
   4. Strongly Agree 19 44%
   Total Responses: 43
   Mean: 3.44  Standard Deviation: 0.50

5. The Tutoring Center is adequately staffed to meet my needs.

   1. Strongly Disagree 0 0%
   2. Disagree 3 7%
   3. Agree 25 61%
   4. Strongly Agree 13 32%
   Total Responses: 41
   Mean: 3.24  Standard Deviation: 0.58
7. The tutors I have worked with are knowledgeable about their subject.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>2. Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>3. Agree</td>
<td>48%</td>
</tr>
<tr>
<td>4. Strongly Agree</td>
<td>52%</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>42</td>
</tr>
<tr>
<td>Mean: 3.52</td>
<td>Standard Deviation: 0.51</td>
</tr>
</tbody>
</table>

9. Tutoring helped me to understand the course material better.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>2. Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>3. Agree</td>
<td>44%</td>
</tr>
<tr>
<td>4. Strongly Agree</td>
<td>56%</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>43</td>
</tr>
<tr>
<td>Mean: 3.56</td>
<td>Standard Deviation: 0.50</td>
</tr>
</tbody>
</table>

11. Tutoring helped me to improve my performance on assignments and exams.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>2. Disagree</td>
<td>5%</td>
</tr>
<tr>
<td>3. Agree</td>
<td>42%</td>
</tr>
<tr>
<td>4. Strongly Agree</td>
<td>53%</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>43</td>
</tr>
<tr>
<td>Mean: 3.49</td>
<td>Standard Deviation: 0.59</td>
</tr>
</tbody>
</table>

13. Working with tutors helped me identify weaknesses and strengths in my study skills.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strongly Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>2. Disagree</td>
<td>7%</td>
</tr>
<tr>
<td>3. Agree</td>
<td>53%</td>
</tr>
<tr>
<td>4. Strongly Agree</td>
<td>40%</td>
</tr>
<tr>
<td>Total Responses:</td>
<td>43</td>
</tr>
<tr>
<td>Mean: 3.33</td>
<td>Standard Deviation: 0.61</td>
</tr>
</tbody>
</table>
15. Tutoring has helped me to improve my grades at College of Marin.

1. Strongly Disagree 0 0%
2. Disagree 4 9%
3. Agree 19 44%
4. Strongly Agree 20 47%
Total Responses: 43
Mean: 3.37 Standard Deviation: 0.66

17. I feel comfortable asking for help in the Tutoring Center.

1. Strongly Disagree 0 0%
2. Disagree 2 5%
3. Agree 21 49%
4. Strongly Agree 20 47%
Total Responses: 43
Mean: 3.42 Standard Deviation: 0.59
Annual Program-Level Assessment Report

Veteran Services
2011-2012

Division and Program-Level SLOs and anticipated measures/evidence

<table>
<thead>
<tr>
<th>Academic Year (AY)</th>
<th>Division Wide Student Learning Outcome</th>
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<th>Measures/Evidence</th>
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</thead>
<tbody>
<tr>
<td>AY 2011-2012</td>
<td>Identify COM vets and insure they have knowledge in using college resources that support student success.</td>
<td>PLSLO #1: New students who are Veteran’s will demonstrate knowledge of the steps necessary to become certified for veteran educational benefits.</td>
<td>Measures: (a) Interview veteran students to determine how many feel that the new “Checklist” was beneficial. (b) Assess the results of the “Survey Questionnaire”.</td>
</tr>
</tbody>
</table>

Describe/Discuss the result of PLSLO #1
Spring 2012: Due to administrative changes, the “Vets Checklist” was not completed in time for use in the Fall semester, 2011. The survey was disseminated in the middle of the Spring semester, 2012 and the results have been analyzed.

Describe how the results of the assessment were disseminated and to whom? (What was the program’s process for reviewing the results and discussing the implications of the results?) The information will have been shared with the counselors, the dean, and planning and research team by the end of the spring semester. The program review process results informed us the need to use the point of contact to share all necessary information to vet students and to provide all necessary information with regards to services and referrals.

- Programs Review Document
- Veteran Club
- Veterans services Center
- Student Portal

Discuss how the results were used to either: confirm the SLO was successfully met, and/or how the program generated strategies for program modification. The results showed that we have not successfully met the SLO because of the administrative change. Working on the survey results and making sure we make necessary changes to get the information to the vet students earlier and make the necessary connections for referrals.

If applicable, discuss program modifications changes and timeline for implementation of changes. Changes needed include informing new Vet students of the services available to them, assist them with the necessary paperwork, refer them to county and state resources for vets. Will inform the Vets counselor of the needed changes to better serve our vet students.

Will place vet information on the Student Portal, COM website, flyers and posters around campus.
What resources are needed to improve your program?

We need to identify a location for a veterans' services center. We need to identify staff to be in the center. We need to identify funds to provide furniture, a phone, a copier/printer, and funds to print materials to inform vet students of the services available to them.