## Five Pathways Sections of 2009 Program Review

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Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Administration-of-Justice-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: To a great extent/ a majority of the students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as Nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway: 
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: To a great extent/ a majority of the students

II. What are your program’s goals for each pathway?

Basic Skills: Support and refer students who are identified as candidates who would benefit from basic skills classes and program.
CTE: Provide rigorous, relevant curriculum taught by instructors who are experts in the industry so that students completing the program have the skills ready for the next level, whether that is the goal to directly enter the workforce, earn a certificate or Assoc. Degree or transfer for a baccalaureate degree.

Cultural Enrichment: No goals set

Lifelong Learning: No goals set

Transfer: Based on # of AJ students taking Math and English, many students intend to pursue certificates and degrees. SRJC has a robust AJ program, and many students who begin exploration and pursuit of AJ at CoM choose to transfer to SRJC for program completion.

Cultural Enrichment: No goals set

Lifelong Learning: No goals set

Transfer: Based on # of AJ students taking Math and English, many students intend to pursue certificates and degrees. SRJC has a robust AJ program, and many students who begin exploration and pursuit of AJ at CoM choose to transfer to SRJC for program completion.

III. How does your program/discipline help students meet these goals?

All students are encouraged to seek counseling, and to develop an education and career plan. Students demonstrating difficulty in succeeding are encouraged to seek support services.

IV. How do you measure your success?

Success is measured by course pass rate and program completion.

V. How do you make sure your students are able to get through your program in a timely fashion?

Last year, based on program review request and approval, 3 units per year were added to the AJ program to enable students to complete all AJ course offerings in a two year time frame.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.
American-Sign-Language-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
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Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: Some students

II. What are your program’s goals for each pathway?
ASL primarily addresses the Pathways of TransferGE and Transfer Major.

III. How does your program/discipline help students meet these goals?
All courses articulate with IGETC requirements and transfer major requirements at four year institutions.

IV. How do you measure your success?
quizzes, presentations, midterms and finals, quantitative and qualitative surveys

V. How do you make sure your students are able to get through your program in a timely fashion?

tests, surveys
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

ART-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

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3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: To a great extent/ a majority of the students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: To a great extent/ a majority of the students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:

- Transfer GE: A good proportion of the students, but not a clear majority
- Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

Our Fine Arts program serves Basic Skills development in many ways through a
comprehensive fundamentals introduction curriculum in 2-Dimensional and three Dimensional studio work. The cognitive value of these skill and critical thinking oriented courses deppens not only humanistic perspectives, but measurable performance improvements across disciplines.

In career development, our entire program is designed to serve students seeking future employment in fields of illustration, computer graphics,model building, production ceramics, gallery management and museum studies and photography, and other highly skill oriented jobs by providing basic trainings, both intellectual and physical for these areas, engaging the student in adisciplined work ethic and connection to community . Our goal here is to maintain relevance and important adaptive skills to changing demands in the workplace.

In the area of cultural enrichment, we enjoy one of the richest archives of experience and community appreciation through a wide fine art program in Art History as well as extensive studio hands-on production classes. Our goal is to serve as the basis for an enriched life through the visual arts, from histor, and practice.

As our demographics indicate, our program includes students of all ages, many of whom have continued through many of our disciplines as well as pther college programs. Our programs strive to provide accessible, excellent programs covering a comprehensive range of interests and values.

Transfer issues are ascendent in the current budget-stressed college environment—as the community college system experinces a vast increase in enrollment of students seeking to fulfill higher division requirements in our transferable system. Our goal is to serve as many of these students as possible within our unit load.

III. How does your program/discipline help students meet these goals?

our coursework emphasizes excellence in both production and interpretation of visual culture through intensive practice, critiques, dicussion, and where required, essay and testing, we provide a basis for the outcomes articulated in our student outcome description.

IV. How do you measure your success?

Success is measured by a variety of discipline-specific ways- from group dicussion /critiques in our studio classes , hands on consultation during skilled activity periods in class, though testing of studied materiels in history and history-oriented segments of studio courses, and in overall student motivation observed through semesters. Course syllibi articulate expectations and

V. How do you make sure your students are able to get through your program in a timely fashion?

Curriculum is designed in structured levels with integration between discilpines and within each level, allow assessment, sequential advancement and encouragement toward upper level challenges.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

ACRT-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
   Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

   Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education
   Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

   Our program serves students in this pathway: To a great extent/ a majority of the students

3. Cultural Enrichment
   Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

   Our program serves students in this pathway: To a great extent/ a majority of the students

4. Lifelong Learning
   Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

   Our program serves students in this pathway: To a great extent/ a majority of the students

5. Transfer
   Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

   Our program serves students in this pathway:
   Transfer GE: Some students
   Transfer Major: Some students

II. What are your program’s goals for each pathway?

Students in the ACRT program work in a well supervised environment that promotes skill development and the practical application of theoretical principles they have learned.
III. How does your program/discipline help students meet these goals?

IV. How do you measure your success?

COM Auto Collision Program has shown a steady increase in success rate from 78% to 85% between 2004 to 2007 compared to the state's overall success rate of 66%.

V. How do you make sure your students are able to get through your program in a timely fashion?

We offer classes on a 1 1/2 year rotational basis. This allows for a full time student to complete the program in 1 1/2 years. It allows for part time students to complete the program in 2 to 3 years.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

Auto-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: None
Transfer Major: Some students

II. What are your program’s goals for each pathway?

The Automotive Technology Program addresses workforce development needs, by providing courses that transfer to the CSU System, by providing courses that enable students to gain entry level employment skills and by providing courses that allow the professional in the automotive repair and service industry opportunities to earn certification and licensing. The Automotive Technology Program addresses workforce development needs, by providing courses that transfer to the CSU System, by providing courses that enable students to gain entry level employment skills and by providing courses that allow the professional in the automotive repair and service industry opportunities to earn certification and licensing.
~ The first program level is a fundamentals program. The students in this level explore the automotive repair and service industry to learn the operation of automobiles and light duty trucks and determine if the automotive repair and service industry might be a career choice.
~ The second program level is for students who have chosen the automotive repair and service industry as a career. In this program they learn the skills necessary to obtain entry level employment in any one of or all eight of the specialty areas of the industry. Students also learn skills which enable them earn State Licenses or Certification. Students work toward earning a Career Certificate and/or Associate of Science in Automotive Technology.
~ The third program level is for the working professional. This program provides the students with update training to maintain their State License and the skills required to stay current in the changing and complex technology of the automotive repair and service industry. Students also learn new skills which enable them to advance in their career by earning State Licenses or Certification.
~ All Program Levels stress personal safety, environmental safety, craftsmanship and ethics.

III. How does your program/discipline help students meet these goals?
By incorporating flexibility into scheduling, facilities, curriculum and faculty assignments.

IV. How do you measure your success?
The Office of Organizational Planning and Development needs to work with the faculty to develop a "Student Progress Tracking System". The tool must identify the following;

- Identify the student's goals.
- Develop a personalized plan for the student to achieve their goal including; an education plan, financial plan and a job placement plan.
- It should follow the student for five years to evaluate the effectiveness of their college experience.

V. How do you make sure your students are able to get through your program in a timely fashion?
This is the greatest obstruction in the way of student success.

1. There needs to be a dedicated Vocational Counselor.

2. Open enrollment needs to be addressed. But when minimum class size is the most important reason for keeping a class open or canceling it then we are forced into taking all commer seven if they cannot succeed.

3. The students lack of commitment to register for a full time efficient course sequence.
Five Pathways
A description of how you serve students in the five pathways as described in 
the Educational Master Plan. 
Basic Skills-English-2009

I. Please refer to the table of estimates of how many students are in each 
pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance 
job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in 
order to successfully complete college level courses. The Basic Skills pathway includes 
English as a Second Language courses offered in both credit and non-credit divisions as 
well as courses in developmental mathematics and English as well as basic skills 
courses in computers and Library.

Our program serves students in this pathway: Exclusively/ primarily

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and 
skill training necessary for career placement, career advancement and career changes or 
for creative endeavors that require technical skills. Their educational goals are 
either an associate degree or certificate. For some degrees/ certificates, such as 
Nursing, the course of study is defined by external professional regulations or 
licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic 
abilities. Students broaden their intellectual and artistic skills through 
participation in creative opportunities including exhibitions, performances, or 
publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical 
enrichment. Some Lifelong students may have already completed degrees and/or may be in 
significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to 
four-year institutions, universities, colleges or specialized educational institutions 
by completing courses that fulfill requirements for the baccalaureate degree or 
admission to specialized programs such as nursing. In the process of completing 
transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: None
Transfer Major: None

II. What are your program’s goals for each pathway?
The English Skills program at College of Marin provides English and study skills 
courses to help students develop reading, writing, thinking and social skills so that 
they can enroll in and profit from instruction in college-credit courses and/or 
successfully get a job and advance in that job. Our students come to our classes to 
achieve a variety of goals: some to get better jobs, some to move horizontally into 
workforce programs such as dental assisting or metals technology, and some to succeed 
in transfer-level courses.
III. How does your program/discipline help students meet these goals?
The English Skills program provides the developmental levels of College of Marin's writing sequence. The English Skills Program consists of the developmental English courses, open-entry skills lab classes and a GED preparation program. The majority of the courses are conducted on the Kentfield campus; however, an open-entry lab is offered on the Indian Valley Campus two afternoons a week. The IVC classes mostly accommodate Court Reporting Students.

IV. How do you measure your success?
See attached SLOs

V. How do you make sure your students are able to get through your program in a timely fashion?
We allow students to choose what "timely" means. Our lab's flexible scheduling is meant to accommodate busy adults.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

BIOL-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

Goals
Basic Skills
Our main goal here is to get students to the level they need to be able to complete successfully the entry-level course in our department.

**Career and Technical Education**
Our main goal here is to help students acquire skill sets that will be useful to them and recognized in the community as they seek to work as employees or volunteers in specific capacities.

**Cultural Enrichment**
Our main goal here is to assist students in getting the most out of the natural environment of Marin and our of the world of biology as they strive to become more complete and satisfied human beings.

**Lifelong Learning**
Our main goal here is similar to that for Lifelong Learning, with the exception that students are usually trying complete externally-defined requirements in the form of specific courses as pre-requisites for admission to nursing school, graduate school, and the like.

**Transfer**
Our main goal here is to help students meet requirements for transfer to baccalaureate programs in biology.

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III. How does your program/discipline help students meet these goals?

**Basic Skills**
We have one Basic Skills class, Biology/Geology 99 -- Introduction to Science. We hope to include other science departments and disciplines in this class in the future. It is designed for students not ready for the entry-level science classes (majors' or non-majors'). We have made it a late-starting class to better serve students who only discover that they are not ready for the other classes some time after the semester starts.

**Career and Technical Education**
Our main certificate programs (Natural History and Environmental Science) are described in their own program reviews. However, several basic biology courses (e.g. Biology 110) are fundamental to these programs.

**Cultural Enrichment**
The fundamental way the biology program meets the cultural enrichment goal is by stressing the relevance of multiple topics in the program to human beings in everyday life -- something made possible by the fact that all of our students are alive!

**Lifelong Learning**
Many of our courses, particularly the non-majors' (Biology 110) and majors' (Biology 112ABC) biology courses are prime pre-requisites for a multitude of programs at many institutions.

**Transfer**
Our biology major is available to help guide students seeking to transfer in biology. In addition, we have a wide range of transfer agreements for many of our courses.

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IV. How do you measure your success?

Success is measured in the basic skills area by the number of students successfully completing Bio/Geo 99 and moving on to other courses in our program. Success is measured in the transfer program by the number of students successfully completing the majors' sequence as well as by the number of degrees awarded, by number of students successfully completing transfer, as well as by how well students do after transferring. Success in enrichment and lifelong learning is measured by questionnaires that faculty distribute to students in these courses.

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V. How do you make sure your students are able to get through your program in a timely fashion?

We have been having regular meetings for some time with our colleagues in the...
Departments of Mathematics and Physical Sciences to maintain and adhere to a master matrix that strives to avoid time conflicts among courses required by majors. As much as possible, we also try to offer courses at different times and on different days. We offer morning, afternoon and evening classes, seven days a week.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Business-and-Information-System-2009

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1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: To a great extent/ a majority of the students

II. What are your program’s goals for each pathway?

Transfer - BIS will continue to provide the faculty, course work, software and hardware systems, and laboratory facilities required for students to comprehend and demonstrate proficiency in the subject matter required for acceptance into four-year baccalaureate institutions. In the process of completing transfer requirements, these students may also earn an associate degree.

Career and Technical Education - BIS will continue to provide the faculty, course work, software
and hardware systems, and laboratory facilities required to teach students the basic entry level job skills of a modern business office environment. Students will be able to measure their success in obtaining these skills by obtaining specific certificates and degrees in Business, Office Systems, CIS and Real Estate. Students can also prepare for outside certification by completing courses in MS Office applications software. Many of our students already possess degrees and jobs but are updating their technical skills.

**Lifelong Learning** - BIS will continue to provide the faculty, course work, software and hardware systems, and laboratory facilities required to allow students to focus on their intellectual enrichment.

### III. How does your program/discipline help students meet these goals?

BIS believes the key to student success is primarily in the quality of its instructional staff. In particular, BIS strives maintain a balance of full time and part time instructors so that students perceive a 'wholeness' to each discipline's curriculum that fulltime faculty bring while enjoying the expertise brought to the classroom by part-time instructors working the their fields. BIS works to keep courses and certificate/degree requirements up to the standard transfer requirements of UC and CSU as well as relevant and reflective of the current needs of employers. This attracts students preparing to transfer to state and local colleges and career students serious about learning new or upgrading their current business and computer skills. In addition, BIS continually seeks the funding necessary to maintain well equipped, highly accessible, and well staffed computer labs running the latest software on up-to-date computers. BIS is also committed to offering evening and Saturday classes enabling working professionals the opportunity to attend. BIS also schedules many short (eight week) courses, allowing students to make a smaller time commitment that that required of full semester classes. BIS also offers a few of online sections of classes that work well in that mode, often pairing them with on campus offering of the same class so that students have the opportunity to sit in on lectures on an as needed basis.

### IV. How do you measure your success?

BIS maintains records of certificate completions which can be periodically reviewed by faculty. Because the BIS program is so diverse, includes transfer and career students in six distinct disciplines, tracking student success and discussing the ramifications in scheduling, curriculum content and instruction assignments are done within the disciplines by the instructors involved. The key decisions are made at intervals when class scheduling for a new semester takes place. At that time decisions about textbooks, pacing, homework, tutorials and laboratory assignments are reviewed for effectiveness.

### V. How do you make sure your students are able to get through your program in a timely fashion?

BIS is committed to using the Blueprint to schedule the classes required for transfer, degrees and certificates in all six disciplines. While the official status of this Blueprint has risen and waned in recent years (most recently rising again), BIS has continued to extend and update the original document for the past five years. Because management refused to hire replacement faculty to cover the sabbatical leave of the CIS/Networking instructor, we have had a difficult time providing adequate networking classes to meet the timing needs of that group of students. We effectively were able to offer one year's complement of classes over a two year span. With the return of the faculty this semester we will be able to meet our Blueprint commitments again.
Program Overview—Introduction

CHEM-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The Chemistry Discipline is committed to providing a complete program of Chemistry course offerings to meet the diverse needs of students attending the College of Marin. Our emphasis is on the teaching, learning and discovery of the exciting world of chemistry with the goal of preparing our students for successful transfer to four-year universities as well as schools of pharmacy, medicine, dentistry, nursing and other professions requiring knowledge of chemistry. The Chemistry Discipline also serves non-science majors with a choice of general education/introductory level classes. The Chemistry Department at The College of Marin is staffed by a dynamic group of individuals who have great enthusiasm for teaching, learning and doing chemistry. The discipline maintains high standards and places primary emphasis on quality undergraduate education.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

Most of our students plan on transferring to either four-year universities, medical, dental, pharmacy or nursing schools. Pursuant with our transfer mission, we commit to providing lecture and laboratory courses that have the necessary breadth, depth, and rigor to ensure our students are successful upon transfer. Courses are taught with a strong emphasis on critical thinking, problem solving, and the laboratory portion of the course providing training and experience in the fundamental reaction of inorganic and organic chemistry as well as the theoretical knowledge of and practical use of latest scientific technologies and instrumentation. In addition to the typical college chemistry laboratory equipment the College of Marin Chemistry Discipline features state of the art analytical instrumentation including a Fourier Transform Infrared Spectrometer, 60 MHz Nuclear Magnetic spectrometer, UV-Visible spectrometer, atomic absorption spectrometer, coupled gas chromatograph/mass spectrometer. The Chemistry Discipline also has a strong commitment to assist students having no prior chemistry experience as well as those with a weak chemistry background. We have a variety of introductory courses that may be taken in order to prepare students for the rigor of college level chemistry or may be taken to satisfy general education breadth requirements.

III. Students Served
Briefly outline what students are served in your program.

The majority of our students are planning on transferring to four-year universities as well as schools of pharmacy, medicine, dentistry, nursing and other professions requiring knowledge of chemistry. A smaller number of our students are non-science majors taking introductory level classes to fulfill general education requirements. The chemistry program directly supports the Life and Earth Science department as well as the nursing programs around the state as many classes in those programs have one or more chemistry classes as prerequisites. Our students come from a variety of ethnic backgrounds, and range from young teens to over 75 years of age.

IV. Program History
Briefly outline the recent history of your program.

The Chemistry Discipline has grown significantly in the past few years. Our FTES has undergone a 92.9% change from the fall of 2002 to fall of 2006. From 2006 to 2007 our
numbers appeared to be leveling off. This is to be expected as we are at about maximum capacity given our facilities and lack of full time instructors. However, in the fall and spring of 2009-2010, our numbers jumped once again, increasing by nearly 25% from the year before. Our future goal is to hold steady at between 575-650 student headcount (for fall, spring and summer) and between 3750 and 4200 WSCH for the three terms. Given the current trend our numbers may be well above 700 students for the three terms. It is important to note that for many years we have NOT had adequate budget augmentation nor full time instructor hires for chemistry and are simply, at best, struggling along in these areas. Furthermore, we planned the new building based on fall 2004 enrollment numbers. If we were to move into the new building today we would not be able to accommodate our current student population. It is imperative that either the new building be expanded or that the old science center remains intact for the foreseeable future. Also, our budget, faculty and laboratory staff must be updated to reflect the strong growth trend realized over the past half decade.

For about 30 years there were three full time chemistry faculty who all had retired by the fall of 2004. Three new faculty members were hired over the course of the past 8 years. Erik Dunmire, Ph.D. was hired in 2001 as a 50% chemistry:50% engineering instructor (although most of his teaching load is in chemistry as he works to build the engineering program), Jennifer Loeser, Ph.D. was hired in 2003 and Patrick A. Kelly, Ph.D. was hired in 2004. Each of these instructors has significant research experience as Ph.D students and post-doctoral scholars at major universities and loves teaching, learning and doing chemistry. The departments growth over the past years can be attributed to renewed vigor and dedication on the part of these instructors, our dedicated part time instructor, the hard work of our laboratory technician, Michael Stinson as well as a certain level of monetary support for new equipment from the District. Over the past 8 years we have purchased a FTIR, atomic absorption spectrometer, an NMR and a GC/MS. The addition of these instruments brings the analytical portion of our lab set up to a very high standard. This renewed focus on high standards, rigor, depth, and understanding in the field of chemistry has enhanced the reputation of the chemistry discipline in the College and in the surrounding community which has resulted in not only a new sense of strength and accomplishment in the department but also a flood of new students.

Attachments:
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Chinese-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

1. n/a
2. n/a
3. n/a
4. To provide students with a basic knowledge of Chinese language and culture.
5. To provide students with a basic knowledge of Chinese language and culture by
III. How does your program/discipline help students meet these goals?

1. n/a
2. n/a
3. n/a
4. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn Chinese grammar. Students are introduced to a range of Chinese cultural topics. Chinese courses emphasize all aspects of language - written, oral, aural, and reading.
5. The Chinese language discipline offers Chin 101 and 102 which transfer to UC/CSU. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.

IV. How do you measure your success?

Quizzes, written assignments, oral assignments, final examinations.

V. How do you make sure your students are able to get through your program in a timely fashion?

1. n/a
2. n/a
3. n/a
4. 23% of the students taking Chinese are over 45 years old. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn Chinese grammar. Chinese courses emphasize all aspects of language - written, oral, aural, and reading.
5. The Chinese discipline offers Chinese 101, 102 which transfer to UC/CSU. Chinese 110 and 112 transfer to the CSU. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
COMM-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?
For Transfer GE and Major the main goal is provide a foundation in understanding how mass media function in our society, their importance, and the dangers of the ever shrinking number of outlets.

III. How does your program/discipline help students meet these goals?
Courses provide a venue for students to analyze and criticize popular media forms and content; and to make their own media products.
IV. How do you measure your success?
Rates of successful course completion; enrollment growth; feedback from students in formal and informal surveys; quality/depth of insight of student analysis and projects.

V. How do you make sure your students are able to get through your program in a timely fashion?
The two courses in this program Comm 110/Journ 110 and Comm/Journ 160 are offered every semester.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
COUN-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: To a great extent/ a majority of the students

II. What are your program’s goals for each pathway?
To serve underrepresented and underserved populations by providing appropriate courses and counseling services based on understanding of differences among the populations we serve

III. How does your program/discipline help students meet these goals?
- hire additional counselors needed to provide services to the Colleges growing diverse population.

- provide courses that give students value (college orientation, life skills, study skills, academic skills, and career awareness)

- revise counseling curriculum to increase awareness of how to be successful in college

- provide outreach to HS about the value of taking counseling courses.

- update and develop SEP's for impacted majors and programs

- communicating and instilling "high expectations and standards" in all classes and appointments.

- strategize ways to address "motivation" and incentives for going to college.

- continue to provide inservice training for all counselors, whether adjunct or interns.

IV. How do you measure your success?

1. successful course completion rate

2. grade point average/adherence to student education plan

3. goal completion

4. follow up

V. How do you make sure your students are able to get through your program in a timely fashion?

Ensure all new students are assessed, attend orientation, and attend counseling appointments to update SEPs. Counselors are included in the District's task force to oversee the production of the course masterplan which will keep the line of communication open between instruction and student services.
Five Pathways
A description of how you serve students in the five pathways as described in the
Educational Master Plan.
COUR-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
   Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

   Our program serves students in this pathway: To a great extent/ a majority of the students

2. Career and Technical Education
   Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

   Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
   Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

   Our program serves students in this pathway: None

4. Lifelong Learning
   Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

   Our program serves students in this pathway: None

5. Transfer
   Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

   Our program serves students in this pathway:
   Transfer GE: Some students
   Transfer Major: None

II. What are your program’s goals for each pathway?

   1. Basic Skills
   English grammar, sentence structure, punctuation, spelling and vocabulary development.
   Professional standards and ethics.
   College study skills.
   Time management.

   2. Career and Technical Education
Court Reporting learners' primary goal is attainment of the State license of Certified Shorthand Reporter (CSR). The COM Court Reporting Program meets all Court Reporters Board of California requirements and regulations.

3. Cultural Enrichment
N/A

4. Lifelong Learning
N/A

5. Transfer
COM Court Reporting learners are provided an option of earning two A.S. degrees.

III. How does your program/discipline help students meet these goals?

1. Basic Skills
COM Court Reporting learners are required to take courses in **English grammar, sentence structure, punctuation, spelling and vocabulary development.** Learners are required to produce weekly transcription exercises. Instructors continually review grammar, punctuation, and vocabulary in classes. **Learners are required to take classes in professional practice.**

2. Career and Technical Education
The COM Court Reporting Program meets all Court Reporters Board of California requirements and regulations necessary for learners to achieve licensure.

3. Cultural Enrichment
N/A

4. Lifelong Learning
N/A

5. Transfer
The Court Reporting Program is not considered a transfer major; however, many of our courses are transferable to 4-year colleges.

IV. How do you measure your success?

1. Basic Skills
Student progress throughout the Court Reporting Program.

Skill-based testing on a daily basis. Instructors analyze learners' daily transcription and provide feedback.

2. Career and Technical Education
The first-time pass rate of learners who qualify to take the State licensing exam (CSR).

Overall pass rate of learners who qualify to take the State licensing exam (CSR).

Number of learners who complete A.S. degrees or a Certificates of Completion.

3. Cultural Enrichment
N/A

4. Lifelong Learning
N/A

5. Transfer
It is not a significant consideration for the Court Reporting Program, but earning a passing grade in a transferable course of obvious benefit to the learner.

V. How do you make sure your students are able to get through your program in a timely fashion?

The Court Reporting Program provides frequent assessment opportunities for learners and regular opportunity for self-evaluation. The Program provides academic advising, open labs for practice and tutoring, and is continually updating our collection of resource materials.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Credit-ESL-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Exclusively/ primarily

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: None

II. What are your program’s goals for each pathway?

The credit ESL program offers instruction for non-native English speakers with intermediate to advanced levels of English proficiency. Our students come with a variety of goals, from transferring and earning degrees to improving their skills for the workforce and for everyday life. Our program prepares them with the academic language and student skills they will need to succeed in their other credit-level coursework.

III. How does your program/discipline help students meet these goals?
The core of the Credit ESL program encompasses 4 levels in ESL (50-60-70-80) plus two more parallel sections of English 98SL and 120SL, which prepare students for English 150 (freshman comp). At each level separate classes are offered to cover Grammar/Writing and Reading/Vocabulary. In addition, there are pronunciation classes and listening/speaking classes.
Students' learning is also supported by two on-campus labs, the HC 128 ESL lab, which has a comprehensive set of resources including specialized software, books, audio and video resources, and instructors to assist students as needed. We also use, to a very limited extent, the LC 150 Language and Culture lab, which is designed for whole classes to use, with software designed to assist them in all their language skills but particularly with speaking/listening and pronunciation. This lab is scheduled for classes to use on a regular basis and is not an open lab.

IV. How do you measure your success?
Success is measured at the course level through the course SLOs. As a program, success is tied to student retention and persistence.

V. How do you make sure your students are able to get through your program in a timely fashion?
Every semester, two sections of each of the core classes (Writing and Grammar and Reading and Vocabulary) are offered: one during the day and one in the evening. In addition, ESL 60 and ESL 80, the Speaking and Listening classes, are offered alternately each semester. In the evening, there is at least one pronunciation and one Speaking and Listening class offered each semester.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

DANC-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills

Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education

Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment

Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning

Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer

Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:

Transfer GE: Some students

Transfer Major: Some students

II. What are your program’s goals for each pathway?

1). Transfer and career students, are able, at the end of their period of study with us, to perform/ choreography in modern, jazz and ballet with advanced technical skills and artistic integrity. Each student is usually proficient in one dance style, (modern, for example), strong in a second and has a working knowledge of the third. In addition they are experienced in choreography, have developed performance skills and
the practical knowledge they need to build their careers. Transfer students who pursue a serious course of study in dance move into four-year programs with ease.

2). The vocational/career students who wish to dance professionally leave our program with a solid foundation and almost invariably are accepted to intensive programs of further study at such institutions as the Alvin Alley School and Mark Morris intensives in New York, or are invited to dance or apprentice in high quality small professional companies such as RoCo of Mill Valley, the Printz Dance Project, Don't Quit your Day Job Dancers, and El Teatro De Danza Contemporanea De El Salvador in Sausalito. Other students have successfully started their own dance companies, have choreographed for professional dance companies and have taught and choreographed for local K-12

3). Cultural enrichment students, as a result of their study with us, refine technique they already have, and/or enhance performance skills.

4). Lifelong learning students, can choose from a variety of courses including the modern, ballet and jazz technique courses as well as tap, ballroom, musical theater, dancercise, dance history, popular dance styles and African-Haitian dance.

Lifelong learning students improve their physical strength, stamina and flexibility, mental focus, aesthetic awareness, mental and physical agility, and their psychological ability to meet challenges. Many students want to try to dance but are afraid of looking inept. We try to lead them beyond these fears so they can approach the material with enthusiasm and good humor.

5). Basic skills students are able to learn and communicate through movement.

III. How does your program/discipline help students meet these goals?

1. Transfer students' goals are discussed with the dance coordinator whom counsels then researches the appropriate 4 year institution. When asked, the coordinator and/or dance faculty write letters of recommendation.

2. Vocational/career, life long learning, cultural enrichment and basic skills have many class offerings to choose from. If a student is planning a professional career, the faculty guides the student through their courses at COM as well as prepares them for professional and rigorous auditions.

3. All students have performance opportunities.

IV. How do you measure your success?

1. Number of AA degrees which has been very low in the past 4 years but is on the increase

2. Number of transfer students which has been very low in the past 4 years but is on the increase

3. Retention and success

4. Enrollment

5. Number of prior students working in the field of dance.

V. How do you make sure your students are able to get through your program in a timely fashion?

Most students need more than two years. However, there are sufficient offerings to complete the program in two years.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
DENT-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: To a great extent/ a majority of the students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

Basic Skills: To provide basic skills for the student to function as a dental assistant and to be and to be able to interact with the public, professionals and colleagues in the profession. This includes writtem
reports and class projects on dental topics. The student must research dental topics using professional journals, searching the web, and interviewing dental professionals then report their findings of their research to the class.

**Career and Technical Education:**

The ultimate purpose of the program is to provide state of the art, in-depth knowledge and training to provide the dental assisting skills for an entry level position. It is also the goal of the program that the student successfully complete the program and earn their Certificate of Completion in Dental Assisting. To this end, to help the student succeed in the program, when appropriate, the student is referred to the College resources available such as childcare, financial assistance, tutorial services, career counseling and special needs services to help the student complete the program.

It is also the purpose of the program to assist the students in applying and passing the California Registered Dental Assisting examination. This licensure not only provides a higher salary margin, but also provides an advantage for employment in a highly competitive job market.

**Cultural Enrichment:** Although the program focuses on training for the field of dental assisting, it also announces campus events and courses that would enrich the individual's culture enrichment. College of Marin provides courses in the arts as well as various musical and theatrical productions given throughout the school year. Most of our students are resident of San Rafael and can attend functions at night or on weekends for their enrichment. This cultural enrichment would also enhance the students ability to interact with the dental patients in the workplace.

**Lifelong Learning:** As much as 16% of the current class enrollment already have their bachelors degree in another field of study. These individuals come to our
program seeking a career change, technical skills, or rejoining the workforce after raising a family. Many will return to College of Marin to seek other courses such as learning a foreign language, improving computer skills, taking physical exercise classes, or taking community education short courses.

**Transfer:** Students who are motivated and interested in pursuing advance dental careers in dental hygiene, dentistry, dental assisting instructor credentials, or dental research are referred to the college career counselors to assist in their pre requisites and course work needed to transfer to a four year institution.

**III. How does your program/discipline help students meet these goals?**

Individual instructors and the program coordinator have individual meetings throughout the semester to assess the student's progress or lack thereof. As a result of the these periododical meetings, the student will keep their career goals on track. Depending on the issue, a student may be referred to the class tutor, financial aids office, special needs office or the English department. Sometimes a student who was not realistic about the work load of a full time student may be advised to drop to part time status to take the program at a slower pace.

Those students who seek advance careers in dentistry are referred to the college career counselors for pre requisite work before transferring to a four year institution.

**IV. How do you measure your success?**

The following are markers of student success in the program:

The student must receive a minimum of 75% score to be considered passing work.

1. Class participation
2. Quizzes
3. Class assignments
4. Homework assignments
5. Midterm
6. Final
7. For some, enrollment for pre requisite classes to transfer to a 4 year institution

V. How do you make sure your students are able to get through your program in a timely fashion?

The dental assisting coursework is sequential. A student must successfully complete one semester to be allowed to continue to the next semester. All coursework must be completed with a minimum passing grade of 75% or better. This is grading criteria is set forth by the Commission on Accreditation and universal for all accredited programs. A student who falls below this score is periodically advised with a one to one meeting to discuss the student's progress or lack thereof and referred to the class tutor for remediation or additional instruction. A student who does not pass the first semester courses is allowed an one time repeatability to retake the given course again when the course is offered again.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.
Distance-Education-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: None

II. What are your program’s goals for each pathway?
The goals of basic skills courses in English and math is to move students through the sequence to meet their educational goals of graduation or transfer. Some DE courses are available for Basic Skills math (MATH 95 and MATH 101); the success rates for these courses are relatively high. In recent years (f07, s08, f08) a few sections of English 120 were offered in DE modality, but the student success rates were low and no sections have been offered since that time. However, we recommend that training for both faculty and students be provided and that basic skills students
be offered the chance to take DE sections of both English and math. This could be an access issue. We further recommend that improvements be made to the online writing center (OWC) to improve access for basic skills students.

III. How does your program/discipline help students meet these goals?

IV. How do you measure your success?

V. How do you make sure your students are able to get through your program in a timely fashion?
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
DRAM-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

Transfer:
To prepare students with the curriculum necessary to transfer to a 4-year institution. Specifically the CSU and UC systems. These students are also encouraged to complete the AA degree.

Career and Technical Education:
To prepare students with the technical skills necessary to succeed in the current
marketplace. These students are also encouraged to complete the AA degree.

Basic Skills:
To provide the students with opportunities to build upon basic skills such as elocution and the proper use of language.

Lifelong Learning:
To provide the students with opportunities to continue their creative expression throughout their lives.

Cultural Enrichment:
To provide the students with opportunities for expanding their artistic sensibilities and intellectual concepts.

III. How does your program/discipline help students meet these goals?

Transfer:
By offering courses that meet transfer requirements to 4-year institutions.

Career and Technical Education:
By giving the students up-to-date training in all of the classes that we offer.

Basic Skills:
By giving them assignments that challenge their understanding of language in both oral and written traditions.

Lifelong Learning:
By giving students technical and artistic problems to be solved with an ingenuity that will incorporate new skills with rich personal experience.

Cultural Enrichment:
By exposing the students to a diversity of viewpoints while exploring the subject matter in depth.

IV. How do you measure your success?

Transfer:
We have surveys to track of the numbers of drama majors, transfer students and AA degrees completed.

Career and Technical Ed.:
This group of students is also covered in the survey for job placement.

Basic Skills:
Close evaluation of the students' progress.

Lifelong Learning:
Enrollment figures.

Cultural Enrichment:
Enrollment figures.

V. How do you make sure your students are able to get through your program in a timely fashion?

We have established a 2-year blueprint of courses that will guarantee graduation and/or program completion, if adhered to closely.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

ECE-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills

Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education

Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment

Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning

Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer

Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as Nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:

Transfer GE: Some students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

The largest number of our students are in the Career Pathway. Our goal is to provide quality education to prepare students to meet the current requirements for various teaching roles in early childhood programs.

We also have an unknown number of students who are also Basic Skills pathways students. Our goal
at this point is to promote appropriate assessment of our students so that their Basic Skills and/or ESL needs can be clearly identified. We seek to advice students who wish to pursue ECE coursework beyond the basic 12 unit core to pursue the appropriate basic skills courses necessary for their individual success.

Our goal for students in the transfer pathway is to facilitate program advising and general education counseling so that courses selected by our students fulfill both COM graduation and CSU transfer requirements.

III. How does your program/discipline help students meet these goals?

The ECE discipline offers all courses necessary meet the current requirements outlined by those setting standards for teachers in early childhood programs in California â?? Community Care Licensing and California Commission on Teacher Credentialing.

ECE Supportive Learning Communities are open to all students and we actively promote and recruit for participation each semester. Members of ECE SLC are required to provide evidence of English/ESL college course level by the end of their first semester in SLC. That evidence can be transcripts showing course completion or results of current placement tests. Those students are also required to meet with a COM counselor to develop an educational plan during that first semester. Students who continue in SLC are required to update their educational plans each year. The ECE SLC program provides book support, study group guidance and other SLC supports to eligible applicants who are pursuing basic skills coursework to improve their chances for success in the ECE program.

Through our ECE SLC recruitment efforts, we actively seek out students who are on the transfer pathway and encourage them to join ECE SLC. ECE SLC has identified a selection of GE courses that, if completed, would lead to achievement of a COM AS degree in ECE and CSU transfer eligibility. Each semester we review the COM schedule and identify which of the ECE SLC GE courses are available at times when ECE SLC students are available. We then promote those class sections and provide textbook support, study group guidance and other SLC supports to ECE SLC students who enroll in those classes.

IV. How do you measure your success?

The number of Core Skills Certificates, Career Certificates and Associate degrees awarded annually is one measure of success, although a limited one. The majority of our students on the Career pathway do not apply for certificates as they meet licensing and permit requirements. The number of Child Develop Permits issued by Commission on Teacher Credentialing is another possible measure, though it is not possible to know exactly how many of the permits issued in Marin represent exclusively COM ECE program completion. The COM ECE program would like more institutional assistance from COM to support follow up on job placement and success of our students.

ECE SLC launched in F08 and we are tracking student progress in Basic Skills program coursework and progress toward graduation and transfer of those students. Data is currently tracked using Excel spread sheets but the capability of manipulating and analyzing the data is limited in that format. We are hoping to develop an Access database to better track ECE SLC students but my need additional resources in order to do that.

V. How do you make sure your students are able to get through your program in a timely fashion?

The ECE program primarily offers coursework during evenings and weekends as most of our students work and attend school part time. Our blueprint assures that courses
needed for licensing and permits are offered with sufficient frequency so that students can complete minimum requirements within one or two semesters depending on the number of courses they take at a time. The blueprint also assures that students seeking certificates, degrees and higher levels of permits have access to the required courses and sufficient elective choices so that the program can be completed within 2 years of full time study.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
EMT-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: None

II. What are your program’s goals for each pathway?
The Emergency Medical Training Course certificate meets the requirements for the California Health and Safety Code for Basic EMT-1 training. All didactic and skills follows National EMT guidelines. The approving authority is the Marin County Emergency Medical Service Agency. This course completion is valid for two years from the completion date and shall be recognized statewide.
Students in this program branch out into a several career choices. Choices are but not limited to: Peace officers, Firefighters, Emergency room assistances, and Ambulance attendants. Several other occupations require this course.
III. How does your program/discipline help students meet these goals?

This program provides the student the needed knowledge, manipulative skills, and broad view of pre-hospital care to advance into other medical treatment programs. Other program would include but not limited to; nursing, paramedic, or any other out of hospital treatment programs.

IV. How do you measure your success?

The student must pass ten National Standard skills tests while going through this course. During the 16 weeks each student must maintain a quiz scores of 80% or greater and for the final written examination must pass it with a score of 80%. After this course the student will then register for the National Registry Emergency Medical Technicians test and upon receiving a passing score will then be able to apply for county certification. Overall success for this class is measured by the percentage of students who pass this NREMT test. This class has a 97% success rate. State average has been 78%.

V. How do you make sure your students are able to get through your program in a timely fashion?

Each student receives a course syllabus which outlines the expectations and time required to complete this course. The skills tests are defined and the written tests are set. Instructors monitor student progress and intervene if skill problems are seen. Lab assistances are used to provide a 10 to 1 ratio student / instructor. This allows students to accomplish their skills in a timely fashion.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
ENGG-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.
Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.
Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.
Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.
Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.
Our program serves students in this pathway:
Transfer GE: None
Transfer Major: Exclusively/ primarily

II. What are your program’s goals for each pathway?
Transfer Goal:
Allow students to meet the requirements for transfer into a wide variety of Engineering programs at as many UC and CSU campuses as is feasible, and to help students develop the foundational knowledge, skills, and abilities that they will need in order to succeed after transfer from COM.

III. How does your program/discipline help students meet these goals?
1. We try to offer a complete and well-coordinated set of Math, Chemistry, Physics, and Engineering courses that are required for transfer to a broad array of UC and CSU Engineering programs.

2. We design the curriculum so as to gradually build requisite knowledge and skills through the various course sequences (which typically span multiple disciplines).

3. We incorporate fundamental Engineering concepts and practices into all of the ENGG courses, so that students learn the "Engineering Problem-Solving Method" regardless of the specific discipline of emphasis (i.e., even if they only complete 1 or 2 of the ENGG courses offered), and so that most Engineering majors will successfully address all of the program-level SLO's by completing their transfer requirements.

4. We ensure the highest quality teaching environment by staffing classes with well-qualified instructors, who are knowledgeable practitioners of both engineering and teaching, and who are actively engaged in the engineering education and/or professional community.

IV. How do you measure your success?

1. Ability to maintain the necessary curricular offerings (which depends in turn upon maintaining adequate enrollment, as low-enrolled classes are often cancelled).

2. Avoidance of interdisciplinary scheduling conflicts that would prevent students from completing necessary course requirements (e.g., zero to minimal student complaints).

3. Reasonable success and persistence rates throughout the various course sequences.

4. Evaluation by the instructors of upper-level courses as to whether students are receiving adequate preparation in pre-requisite coursework.

5. Quality of work on final exams and projects in 'terminal' (200-level) ENGG courses.

6. Number of annual engineering transfers.

7. Anecdotal reports from past students regarding their post-transfer success.

V. How do you make sure your students are able to get through your program in a timely fashion?

1. The small size of the program and college, coupled with current budget constraints, places severe limits on the diversity and frequency of offerings. Nevertheless, we attempt to offer a complete set of courses required for transfer to most UC and CSU engineering programs, sequenced such that a full-time student who successfully completes all attempted courses, can transfer in 2 years if 'college ready' (or, in other words, in 3 years for most students).

2. We coordinate extensively with other disciplines and departments to schedule courses in a manner that provides the greatest opportunity for students to complete their objectives in a timely fashion.

3. We try to communicate regularly with counselors and students to inform them of anticipated changes in offerings, and to solicit information that will aid us in planning.

4. We lobby the administration vociferously on behalf of our students to maintain critical offerings, wherever feasible, in the face of budgetary and enrollment pressures.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
English-and-Humanities-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: To a great extent/ a majority of the students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: To a great extent/ a majority of the students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Exclusively/ primarily
Transfer Major: Some students

II. What are your program’s goals for each pathway?

III. How does your program/discipline help students meet these goals?

IV. How do you measure your success?

V. How do you make sure your students are able to get through your program in a timely fashion?
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

ELND-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: To a great extent/ a majority of the students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway: Transfer GE: Some students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

1. Basic Skills
Our program assists students to develop skills that address math, English and library skills in their assignments for various classes. Our classes per se are not basic skill classes but contribute to develop those skills. Based on the Pathway Analysis data in the Resource session

http://programreview.marin.edu/FPReport.jsp

2/21/2010
for this Review, 9% of our students complete Math 101 or higher and 7% complete English 120 or higher.

2. Career and Technical Education

Our program goals provide knowledge, technical and skill training necessary for careers in the gardening, landscaping or farming industries. Our program also offers specialized certificates such as QWEL certification, a certification for students who take an specialized irrigation class. Our students also can use the training acquired in our program to take certification tests in landscaping or Pest Control Advisers (PCA's).

3. Cultural Enrichment

Our program provides our students Cultural Enrichment expanding their knowledge on history folklore and utility of plants. Work with plants in garden and landscapes leads to cultural enrichment

4. Lifelong Learning

Our program goals provides students with Lifelong Learning opportunities that lead to intellectual and physical enrichment. Many of our students have completed various educational degrees and/or may be in significantly advanced positions in their careers and want to enrich their lives by learning more about plants, gardens, landscapes and food production.

5. Transfer

Our program provides students with education opportunities on the Transfer pathway. For example some of our students transfer to four year colleges to pursue degrees in Landscape Architecture, Environmental Sciences and Botany.

III. How does your program/discipline help students meet these goals?

Our curriculum includes classes designed to provide the learning experiences to address the College five Pathways. Our class Outlines include the learning activities to fulfill the traits for those Pathways

IV. How do you measure your success?

In my classes I pay attention to the number of students who pass the class, the grade distribution for the class and how their performance measured in various ways reflect how well they master the Student Learning Outcomes, SLO's, included in the class outlines. My class Assignments address the SLO's in the classes I teach. I would expect that other instructors do the same.

V. How do you make sure your students are able to get through your program in a timely fashion?

I cooperate with the Dean and Chair of the Department to develop class scheduling that allow students to complete their course work in a timely fashion; normally a student
should be able to complete the certificates offered by the program in two years or less. My strong recommendation is that we revise the three current certificates that the program currently offers since our current certificates are outdated. I propose two new certificates. One on Sustainable Farming and the other on Sustainable Design.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Environmental-Science-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: To a great extent/ a majority of the students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: None

II. What are your program’s goals for each pathway?
The program's main goals are to give students the capability to analyze and solve environmental problems.
III. How does your program/discipline help students meet these goals?

The program offers classes that give overviews and theoretical background as well as exposure to local environmental issues and efforts to solve environmental problems.

IV. How do you measure your success?

Success is measured by enrollments in classes and completion of the certificate.

V. How do you make sure your students are able to get through your program in a timely fashion?

We attempt to offer the complete set of classes within a two- or three- year period.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
FILM/VIDEO-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: To a great extent/ a majority of the students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: To a great extent/ a majority of the students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: To a great extent/ a majority of the students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: To a great extent/ a majority of the students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: To a great extent/ a majority of the students

II. What are your program’s goals for each pathway?

Basic Skills
To provide students with an opportunity to use what they learn in basic skill classes in higher level and more challenging learning situations.

To help students realize that media literacy is as important as spoken and written language literacy.

Career and Technical Education

Our film/video production course provide students with basic media skills that:

Prepares them for entry-level positions in the film, television, video and multimedia industries.
Prepares them start careers as independent film or video makers.

Cultural Enrichment

To use media to provide students with information, exposure and knowledge of the myriad cultures that have come and gone throughout human history.

To teach students to use media as a form of expression that allows them to share their views and ideas with their communities and the world.

To help students understand the profound affect media has on culture, society, economics, politics and how it affects one's personal life.

Lifelong Learning

To use film, video and new media to challenge students to think about the world around them and open their minds to new and alternative ways of thinking and appreciating our world.
Transfer

To use media to help students develop the critical thinking, writing and organizational skills that helps them complete their AA degree programs.

To give students the critical-thinking and media literacy skills that helps them succeed at four-year universities.

III. How does your program/discipline help students meet these goals?

Basic Skills

Our film studies, history and writing courses offer basic skills students the opportunity to practice and develop their critical-thinking, basic writing and communication skills. For example, in our film history and studies courses, students must develop and write a critical essay. This work requires students to unify what they learn in their English, computer and library classes into a single effort to complete their assignment. In addition, the area of media provides a content-rich field of study that keeps students interested and engaged in the learning process.

Career and Technical Education

We provide a hands-on, skills developing educational experience that helps students gain a solid theoretical and practical media educational experience. For example, during the spring 2009 semester, the Communication 151, Location Video Production class focused on producing a video project for the San Francisco County Department of Health. This project based learning model gave the students an opportunity to combine traditional classroom learning with real world, professional media producing experience.

Cultural Enrichment & Lifelong Learning

Our media studies and history classes are design to give students insights and understanding of various cultures that have been noteworthy since the emergence of cinema in 1885. In addition, we teach students the skills to express their ideas and views by producing their own media projects. Also, we teach students to use new media technology that allows them to present their work to their communities and the world.
Transfer

We provide transfer students with a learning environment and course work that helps them develop critical thinking, organizational, writing and other related academic skills that are in line with skills needed to be successful at four-year universities.

IV. How do you measure your success?

Evaluation of success and retention rates, enrollment trends, anecdotal feedback and information from students and in depth evaluation of students' in class and out-of-class based on each classes student learning objectives.

V. How do you make sure your students are able to get through your program in a timely fashion?

We offer all courses needed to obtain an AA degree in both Film options at least once every two years, as outlined in the most recent Blueprint.

Transfer courses are offered every semester

We offer morning, afternoon and evening classes

We offer two to four weekend classes every semester
Five Pathways
A description of how you serve students in the five pathways as described in the
Educational Master Plan.
French-2009

I. Please refer to the table of estimates of how many students are in each
pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job
performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order
to successfully complete college level courses. The Basic Skills pathway includes English
as a Second Language courses offered in both credit and non-credit divisions as well as
courses in developmental mathematics and English as well as basic skills courses in
computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and
skill training necessary for career placement, career advancement and career changes or
for creative endeavors that require technical skills. Their educational goals are either
an associate degree or certificate. For some degrees/ certificates, such as Nursing, the
course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic
abilities. Students broaden their intellectual and artistic skills through participation
in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment.
Some Lifelong students may have already completed degrees and/or may be in significantly
advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the
students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to
four-year institutions, universities, colleges or specialized educational institutions by
completing courses that fulfill requirements for the baccalaureate degree or admission to
specialized programs such as nursing. In the process of completing transfer requirements,
these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear
majority
Transfer Major: Some students

II. What are your program’s goals for each pathway?

1. n/a
2. n/a
3. n/a
4. To provide students with a basic knowledge of French language and culture.
5. To provide students with a basic knowledge of French language and culture by
completing appropriate courses that fulfill requirements for transfer.

http://programreview.marin.edu/FPRreport.jsp
2/23/2010
III. How does your program/discipline help students meet these goals?

1. n/a
2. n/a
3. n/a
4. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn French grammar.

Students are introduced to a range of French and Francophone cultural topics. French courses emphasize all aspects of language - written, oral, aural, and reading.

5.

The French discipline offers French 101, 102, 203. and 204 which transfer to UC/CSU and for the French major. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.

IV. How do you measure your success?

Quizzes, written assignments, oral assignments, final examinations.

V. How do you make sure your students are able to get through your program in a timely fashion?

Students are provided with course options in the morning and evening. F101 and F102 courses are offered every semester.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

Italian-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

The Italian discipline's most active Pathway is that of Transfer, particularly for students who are trying to satisfy the IGETC requirement. The discipline has developed specific SLOs, such as learning the appropriate grammar, comprehension and speaking skills at each course level, learning the cultural differences between Italy and their native country, and incorporating technology into their learning of Italian.
Italian serves some students in its Lifelong Learning Pathway. These students are accommodated in the overall Transfer format of the class and often bring a new dimension of experience and excitement to the class, regarding past and future trips to Italy. Often these students have studied other languages. The Italian Discipline works to retain and attract such students because they are helpful in encouraging the participation of the transfer student in the work to be done.

There are a small but significant number of students who transfer to four-year institutions to major in Italian. We have also served students in our program who return to COM to take Italian in order to be in a Master's Program in Italian.

Finally, Italian has a few courses in the Cultural Enrichment Pathway: Italian 108 (Literature and Film), Italian 228 (Conversation Through Film), and the entire Conversation Series (110, 112, 114). We have experienced high enrollments throughout the conversation series in the last two years, and, in particular, during the Summer Session when there are no Italian classes offered through Community Ed. Our short course, Italian 108, was very successful in Spring 2009. Because of the College's current direction to offer only core courses in the near future, it is not clear when Italian 228 will be scheduled.

III. How does your program/discipline help students meet these goals?

Italian, together with the Tutoring Office, has improved the availability and rigor of its academic tutors in Italian. This has helped more students to succeed in Italian between 2008-2009 and retained more students to continue into the advanced classes. The use of many technological materials has helped students to study on their own.

IV. How do you measure your success?

Italian faculty administer frequent quizzes, comprehensive midterms, and comprehensive finals. We also assign on-line work and presentations on assigned topics during the semester. We also administer qualitative and quantitative exams to students regarding their satisfaction with the course, on a per semester basis.

V. How do you make sure your students are able to get through your program in a timely fashion?

Faculty in the Italian discipline adhere to a detailed, precise syllabus in all of their courses. They refer students to academic tutors, early on in the semester. Italian courses are scheduled in time frames that have proven popular with various student markets; continuing, higher level classes, connect with the time frames of previous classes. There is sometimes a lag time for students who might take an evening Italian 101 time in the Fall Semester, and because of a lack of teaching units, may not be able to pick up an evening Italian 102 until the following Fall Semester. Italian 102 is usually scheduled in the daytime in Spring semester. This does not help a student to easily continue in Italian.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Japanese-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: None
Transfer Major: None

II. What are your program’s goals for each pathway?

1. n/a
2. n/a
3. n/a
4. To provide students with a basic knowledge of Japanese language and culture.
5. To provide students with a basic knowledge of Japanese language and culture by completing appropriate courses that fulfill requirements for transfer.
III. How does your program/discipline help students meet these goals?

1. n/a
2. n/a
3. n/a
4. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn Japanese grammar. Students are introduced to a range of Japanese cultural topics. Japanese courses emphasize all aspects of language - written, oral, aural, and reading.
5. The Japanese language discipline offers JPNS101, JPNS102, JPNS203, and JPNS204 which transfer to UC/CSU. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.

IV. How do you measure your success?

Quizzes, written assignments, oral assignments, final examinations.

V. How do you make sure your students are able to get through your program in a timely fashion?

1. n/a
2. n/a
3. n/a
4. 40% of students in Japanese courses are under 17 years old and 36 % are between 18-24 years old. Japanese courses emphasize all aspects of language - written, oral, aural, and reading.
5. The Japanese discipline offers Japanese 101, 102, 203, and 204 which transfer to UC/CSU. Japanese 110 and 112 transfer to the CSU. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Journalism-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?
For transfer students: To establish fundamentals of journalism that will benefit them in their majors, which are frequently journalism or mass communications. For cultural enrichment and lifelong learning students: To give them new skills to apply to their writing processes that will enable them to become better communicators.

III. How does your program/discipline help students meet these goals?
Through extensive, supervised exercises, one-on-one coaching periods, frequent
opportunities to revise homework assignments, arranged encounters with professional journalists and visits to newspaper newsrooms.

**IV. How do you measure your success?**

By the work that students do on their exercises, homework assignments and mid-term and final projects. Students are measured on their ability to write clear, concise, story leads; to write in AP style; to employ elements such as attribution, nut graphs, transitions and narrative insertions in their stories; to take accurate notes; to conduct useful interviews and to explain the principles of journalism ethics.

**V. How do you make sure your students are able to get through your program in a timely fashion?**

The program is sufficiently short that a timely completion is not an issue.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Library-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: To a great extent/ a majority of the students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: None

II. What are your program’s goals for each pathway?

Basic Skills and Vocational: Dramatic increases in the number of Basic Skills, ESL and Vocational students demand more time of the library faculty. Students require more instructional time, support and reassurance. Research instruction techniques must be re-examined frequently in order to insure that students are well served.

Transfer: Basic skills and transfer students are often the same students in different semesters. Since the library is responsible for promoting information literacy for
all students, we are likely to see that student at various stages along the way. Our goals are to help students become familiar with information in as many formats as possible and to assist them in critically evaluating the sources that best suit their needs, and to work with the instructors to help students make effective use of information.

Lifelong Learning: The COM Library could and should be the primary resource for academic books and databases in Marin. Appropriate books from the closed IVC library are being slowly integrated into the Kentfield collection. Outreach efforts to community members and to other libraries are severely restricted because of minimal staffing.

III. How does your program/discipline help students meet these goals?
We help students meet these goals through orientations, through individual instruction, usually tailored to specific assignments or specific disciplines and through the Library 110 course. Orientations often include multiple group sessions and individualized follow-up instruction as the librarians help guide their students through the process of researching the topics assigned in the course.

IV. How do you measure your success?
Students fill out orientation evaluations which we review with the faculty members with whom we are collaborating. Librarians who teach the orientation sessions are also observed periodically and evaluated by a supervisor.

V. How do you make sure your students are able to get through your program in a timely fashion?
This is not really applicable since we provide support to all programs in so doing.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
MACH-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: To a great extent/ a majority of the students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: None

II. What are your program’s goals for each pathway?

1. Basic Skills: NA

2. Career and Technical Education: The course provides the students, through course projects and written and manual skill tests, the technical skills necessary to enter the welding
professions.

3. Cultural Enrichment: NA

4. Lifelong Learning: The course offers those who already have some knowledge and skills in welding to expand upon that knowledge and continue their learning experience.

5. Transfer: NA

III. How does your program/discipline help students meet these goals?

The program helps our students meet these goals by providing hands on experience in the different welding processes.

IV. How do you measure your success?

Success is measured by the advancement of the student's skill sets as they progress through the course.

V. How do you make sure your students are able to get through your program in a timely fashion?

The course is structured to give the students a weekly skill project with each week preparing them for the next level of advancement.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
MATH-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

The program's goals for all pathways indiscriminately are:

1. Teaching students to communicate precisely and logically, to
discover patterns in various areas of mathematics, and to apply this knowledge within and outside mathematics.

2. Providing a foundation for critical thinking by developing skills in logic and problem solving

3. Educating students with diverse backgrounds and goals, and to making our expertise as professional mathematicians and educators available to the larger community by offering a broad selection of classes.

4. Developing in our students the level of mathematical competence appropriate for their educational goals, fostering appreciation of mathematics as part of human culture, providing a climate conducive to intellectual growth of students and faculty, and preparing and inspire students to the service of others.

5. Developing close mentoring relationships with students through classes of various size and format, student-faculty projects, and a Math Lab offering self-paced classes and tutoring.

6. Providing rigorous training for students seeking to transfer to UC/CSU (and other four-year institutions) programs in mathematics and a wide variety of courses meeting the UC/CSU general education requirement in mathematics for other disciplines, particularly in the physical and life sciences, engineering, and business who will transfer as college juniors.

III. How does your program/discipline help students meet these goals?

The program meets the stated goals by providing the students with a comprehensive math curriculum taught by highly-qualified faculty and support staff.

IV. How do you measure your success?

We measure our success by evaluating our students using a variety of tools including exams, homework, class activities and discussions, projects, individual feedback.

V. How do you make sure your students are able to get through your program in a timely fashion?

We encourage the students by providing guidance and teaching proper study skills, as well as by emphasizing the importance of taking math classes in sequence, without substantial time gaps.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Media-Services-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: To a great extent/ a majority of the students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: None

II. What are your program’s goals for each pathway?
Our goals for all pathways are to facilitate student learning through the use of technology in the classroom.

III. How does your program/discipline help students meet these goals?
We provide technology and training for all faculty who request our services.
IV. How do you measure your success?
A college-wide survey has been distributed. We intend to use the results of this survey for continuous improvement.

V. How do you make sure your students are able to get through your program in a timely fashion?
NA
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
MEDA-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: To a great extent/a majority of the students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway: Transfer GE: Some students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

Basic Skills: the percentage of students completing Math 101 or higher during a 4 yr. period was 10.2%. The percentage of students completing English 120 or higher during the same period was 11.9% therefore the goal is to increase enrollment in basic math and English classes. Due to the large percentage of high school students who are unprepared for college, English and Math testing should be a requirement before entering the M.A. Program.
This student population also includes ESL students.

Career and Technical Education: the program offers theory and skill training in the laboratory, externship and administrative and clinical. Our goal is to continually utilize modern supplies and equipment to keep up with community college standards and at the same time the curricula must remain challenging.

Cultural Enrichment: Medical Assisting courses prepares students to enrich cultural experiences through: communication with patients and the public in the medical office environment through the clinical externship program, diversity in the classroom environment, research, public contact, discussions and assignments.

Lifelong Learning: very few students have enrolled in the M.A. or phlebotomy classes. The program has no specific goals for this pathway.

Transfer: the program's goals for these students mirrors the goals for Career and Technical Education. Courses transfer to CSU.

III. How does your program/discipline help students meet these goals?

Our program helps students meet the above goals through:

- tutoring
- lab techs
- open labs
- clinical externship
- career counseling
- providing an effective, student-centered teaching and learning environment
- competent and experienced instructors

IV. How do you measure your success?

Student success is measured through:

- data
- feedback from community
- successful class test results
- successful test results on the state licensure examination for Phlebotomy and Medical Assisting
- employment after graduation
- student evaluations
- student improvement in team projects and reports
- student improvement in oral and written communication skills

V. How do you make sure your students are able to get through your program in a timely fashion?

Informational Sessions are held 3-4 times per school year for interested students. At that time information is given such as:

- cost
• schedule of classes that are offered
• explanation of medical assistant program options

Career Counseling is highly recommended before enrolling in the program and periodically during the course of the program. Frequent meetings are held every spring semester which include pertinent information and updates for graduating students. Students progress is discussed with instructors and Career Counselor, Letta Hlavachek during the semester.

Identifying students who will benefit from ESL programs, Basic Math & English classes and identifying DSP students.

Instructor support.
Five Pathways
A description of how you serve students in the five pathways as described in the
Educational Master Plan.
Modern Languages-2009

I. Please refer to the table of estimates of how many students are in each
pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job
performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order
to successfully complete college level courses. The Basic Skills pathway includes English
as a Second Language courses offered in both credit and non-credit divisions as well as
courses in developmental mathematics and English as well as basic skills courses in
computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and
skill training necessary for career placement, career advancement and career changes or
for creative endeavors that require technical skills. Their educational goals are either
an associate degree or certificate. For some degrees/ certificates, such as Nursing, the
course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic
abilities. Students broaden their intellectual and artistic skills through participation
in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment.
Some Lifelong students may have already completed degrees and/or may be in significantly
advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to
four-year institutions, universities, colleges or specialized educational institutions by
completing courses that fulfill requirements for the baccalaureate degree or admission to
specialized programs such as nursing. In the process of completing transfer requirements,
these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear
majority
Transfer Major: Some students

II. What are your program’s goals for each pathway?

1. Transfer Pathway – All Modern Languages disciplines aim at teaching students how
to converse in and understand the target language. Each discipline teaches about the
culture of the target language. Each discipline aims at making students ready for the
next level of instruction, possibly at a four year institution. At higher levels of
language classes, our language disciplines aim at teaching students to communicate in
abstract and philosophical terms plus exposing students to literature, poetry, and
other artistic and cultural aspects of the target language.

2. Lifelong Learning Pathway – All Modern Language disciplines welcome community
members who may not wish to earn transfer units for their work. All language classes, however, are conducted with the rigor required of transfer classes. Lifelong learners are welcome to fit into this format and are frequently leaders in the class.

3. Career and Technical Education - Spanish offers a Medical series (120, 121) which addresses the career needs of health care personnel.

4. Cultural Enrichment - Spanish, French and Italian offer courses in film, literature and cultural enrichment. These classes are well attended and appreciated by students.

III. How does your program/discipline help students meet these goals?
All Modern Language disciplines choose, monitor and coordinate with tutors to better understand and practice language principles. There is an increasing movement to include new technological and hybrid approaches to language instruction, thus increasing the opportunity for independent practice on the part of the student. Language instructors encourage and sponsor cultural events related to the language taught. The Modern Language Department sponsors a yearly International Film Festival; each language discipline showcases a film, during a six-week Friday night series. This have proven to be a well-attended event, attracting many new students, and celebrating the international presence at College of Marin.

IV. How do you measure your success?
Monitoring retention rates, maintaining good enrollments in the advanced language classes, and successful classes at IVC are among the measurements of success of our disciplines.

V. How do you make sure your students are able to get through your program in a timely fashion?
We adhere to the schedules in our syllabi, refer students who are falling behind to tutors, encourage technology for student independent practice and maintain an excitement level, regarding the language and its culture, by infusing cultural activities and current events in the classes.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

MMST-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway: Transfer GE: Some students Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

Although the large percentage of MMST student already possess a 4-year degree, and many have an advanced degree, there are still about 25-35% that intend to Transfer to a 4-year school. To assist with this goal, MMST has 3 courses that have articulation agreements with CSUEB for the major. In addition, has submitted the MMST 112 course to UCB for the major. The MMST Program at COM was the first in California (in 1997) to offer a 2-year degree in Multimedia. Now 13 years later most CCCs offer a 2-year degree in Multimedia, New Media, or Digital Art.

The largest percentage of student takes courses to earn Skill (local) certificates, and Certificates of Achievement (previously Career certificates). The purpose of
selected courses towards area of focus is to augment an existing degree and/or work experience with current, and related training.

The Skill certificates are more conducive to a resume, that a random sequence of courses and indicate the students' ability to commit and apply themselves to a successful outcome of three related courses (9 SU).

Certificates of Achievement provide a greater range of study for students that have yet to earn a 2-year or 4-year degree, but still indicate a broad range of 1.5 - 2 years of study. These certificates require the student to complete all of the Core courses (18 SU) and all of the courses within one of the three specialty areas (15 SU each): Audio and Video Design; Authoring; and Visual Design. Frequently students with degrees will also opt for the Certificates of Achievement to show they possess a strong set of current training and related skills to augment their existing education and work experience.

III. How does your program/discipline help students meet these goals?

The MMST Program offers current and relevant, project-based learning environments that attempt to mirror real-life work situations and projects. Unlike some colleges, MMST students at COM are not taught to focus heavily on the product they are learning, but rather on the key concepts they are being taught using the $2000 pencil sitting on the desk in front of them.

Each project has a clear objective outlining the needs of the client, the timeframe, the technical requirements and specifications in the form of a handout that resembles a Job Sheet. Most projects require students to first present rough drafts of their ideas in either a written or visual form like a proposal or sketches. From this point, students develop their project using the tools, techniques, and critical thinking steps to successfully complete their project. To assist with the attainment and understanding of the grading process, each job sheet has a grading rubric on the back outlining the grading criteria. There are usually five key criteria to complete for each project, and then five levels of assessment classified as: unskilled, novice, student, advanced level and professional. In each case the highest grade is under professional which requires higher quantity and quality for an A grade. In this way not teaching tools, concepts and examples of real-life projects, but more importantly the expectations outside of the classroom.

Finally, many of our advanced and final projects involve team interaction and development of the project itself. Team development is important for every business, but it is crucial in the Multimedia Industry. There are very few projects that can be fully developed by a single person. It is very common to have individuals or teams handling a single aspect of the project: a programmer, an artist animator, a designer, a sound person/musician, etc. In this way focusing on your strengths and learning to collaborate, communicate, and work on a multi-tiered timeline towards completion. Under the guidance and oversight of an instructor, students are encouraged and taught how to properly interact, and have a successful outcome. As a result, MMST students are repeatedly very successful in team developed projects, providing them with more competitive skills for greater opportunities when they reenter the workforce!

IV. How do you measure your success?

While our district predominately measures success based upon enrollment, MMST measure success by the subsequent success of our students outside of COM. I am hesitant to say "after" because it is common to see an MMST student return after 3-5 years and take 1-2 classes to boost some skills for a current or upcoming employment opportunity. Which I think speaks very highly of our program---we have returning customers!

Our returning customers (students) are not Lifelong learners for Cultural Enrichment purposes. Our students are dedicated to learning the newest technology as required for the type of work they do or seek. The fact they do not want to take the same class over and over also speaks well of the mmST program and faculty, because they were taught the new technology, how to think critically and learn on their own---outside of the classroom environment. So they are able to function and move forward in their careers and objectives with occasional updates to their knowledge base every 3-5 years, and considering that the average technology update for software is every 12-14 months---MMST students are successful critical thinkers that can solve problems to
succeed outside of College of Marin!

V. How do you make sure your students are able to get through your program in a timely fashion?

MMST Students need to complete their goals in 2 years--three years maximum! Early cohorts of MMST students (from 1998 to 2003), sought new and improved employment out of interest and desire, not out of necessity. This was clearly reflected by their ability to take a number of classes at different times, while fully employed, and often with the blessing and encouragement of their employer. Their objective was to uplift their current skills as career improvement.

However our more recent cohorts of students do not have the financial luxury. They are Career students seeking to improve their job skills for gaining employment or maintaining their current employment, they cannot afford to drag out their timeline at the risk of losing a current job, as evidenced by withdrawals by competent, successful students due to changes in schedule or loss of employment by another family member. Their goals are still to improve and add skills as their immediate objective. And now it is primarily or solely an economic objective--with urgency.

The MMST faculty developed a blueprint in 2003 that has been updated and revised EVERY year since that is a one year cycle to expedite the process of students completing their goals WITHOUT additional teaching units for additional classes. Instead faculty redesigned the program from 5 specialties to 3, combining like areas in a cohesive manner: Audio and Video were previously each a separate specialty; 3D and Graphic Design specialties were combined into Visual Design; and Core courses were updated and revised to be only the foundation and capstone classes.

By streamlining the MMST program from 5 to 3 specialties, it afforded 3 key goals:
1. Classes would run on a on a one year cycle providing consistency in scheduling for both students and adjunct faculty alike.
2. It closely aligned courses within the program for clearer SLOs cohorts that were not isolated in esoteric specialties--improving all student work.
3. With less units, we were (initially*) able to schedule every class, every other semester, with key foundation classes running every semester to fill subsequent classes.

Initially is the key word, as since this time, MMST has had its unit allocation severely cut as a direct result of the previous Dean scheduling MMST classes that conflicted and competed for the same cohort of students, and attempted to move the MMST program to the KTD campus without collaboration or advice by the MMST faculty. As a result, MMST classes that were beginning to regain enrollment were frequently cancelled due to low enrollment and classes that did run, were unable to fill subsequent semesters due to varied locations and lack of successful students from the KTD campus classes (KTD enrollment would begin at 20 and finish with only 5 students). MMST is still unable to run ANY of its Audio courses because of the lack of scheduling by the Dean of Art & Humanities for over two years.

MMST Units had dropped from 90 units per year to 76 per year between Fall 2006 and Spring 2008. As a dire result to maintain units for MMST students, MMST faculty requested a meeting with the CTE Dean, the VP of Academic Affairs and the AH Dean via our 2007 Program Review to migrate from ART back to CTE, and begin the process of Program Revitalization.

MMST has since been moved back to CTE, where all of our classes are at IVC. We are currently at about 80 units per year, and have yet to receive the units lost, and therefore still cannot offer any of the Audio courses nor the very popular Game Design class. However, all of our enrollments are up substantially with wait-lists, and the success of students is up (20-24 start, and 18-22 finish). This directly impacts students to meet their Career goals as all of the required classes are offered in a timely manner and frequency. Much of MMST success is a direct result of the diligence and support by the CTE dean at IVC.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Music-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: None

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

All of our music courses are designed specifically to meet the needs of the music major and GE transfer. Our goal is to maintain the quality transfer program for which we are known.
Several of our majors courses are of interest also to members of the Marin Community pursuing lifelong learning; enrollment is augmented in these courses by these
community members, and the course is enhanced by their presence. For example, music majors who are instrumentalists are required at every college or university to play in the orchestra. But since it would be difficult to have enough music majors in our program on every instrument that is required, we are able to fill in the gaps with talented members of the community, allowing the music majors to be able to learn and perform the required repertoire. Our goal is to provide these community musicians an opportunity to learn masterworks of the repertoire and to perform public concerts. Although there may be some students seeking cultural enrichment in our courses, I think many such students prefer to select courses of interest in Community Education offerings where they are not required to do homework, or to perform publicly.

III. How does your program/discipline help students meet these goals?

The courses are constructed in a careful progression from beginning to advanced. Students are given many opportunities to perform, with large and small ensembles, as well as in monthly recital hours. All performances are recorded so that students may review their progress. There are many learning aids (such as music CDs, software, etc.) provided for students in the music library, there is free music tutoring, and there are practice rooms for instrumental practice, all which have pianos.

IV. How do you measure your success?

We measure our success by the quality of our many performances, the amount of progress our students make, and by the success of the students completing our majors program. Many former majors are working in music performance, teaching, and related fields.

V. How do you make sure your students are able to get through your program in a timely fashion?

The program is laid out in a clear two-year sequence, and is offered in a block schedule in order to make it easy for students to get their classes in a compact time frame, while still allowing space for other GE classes as needed. However, many students come in under-prepared and have to spend more time learning to achieve the required level, such as learning to read music, for example. Students who are learning a new instrument typically need to spend more than two years, and not all students progress at the same rate, so quite a few need to repeat courses, such as strings, voice, or piano, to adequately master the skills. One cannot learn to be a pianist in two years, for example.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Natural History/Field-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: None

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: To a great extent/ a majority of the students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

The Natural History Program goal for the lifelong learning pathway is to provide an opportunity for community members, teachers, decision makers and others to become knowledgeable in the natural world on a local, community, regional and global level. Proficiency in academic subjects such as ecology, marine biology, local parks and farmlands, field biology and soil biology gives participants the ability to understand...
how valuable natural systems are to human survival and thus a better understanding on how to reverse the current environmental crisis. The program’s goals for the career education pathway is to provide an organized and broad offering of courses in field biology, ecology and geology so that graduates of the program will understand the natural environment with such proficiency that they will be able to teach environmental and outdoor education to children as well as adults.

III. How does your program/discipline help students meet these goals?
By providing knowledge, hands on laboratory experience and field experience in the subjects mentioned above.

IV. How do you measure your success?
Lifelong Learning Pathway: participants in the program are able to understand some areas of ecology/field biology to an extent that they can understand all the others. The nature of holistic science is interrelationships and when participants learn a particular concept/system in a particular area of study that allows them insight and understanding into others. Examination in concepts, field identification, field analysis and quantitative measurements also gives instructors valid means to measure progress.
Career Pathway: Prospective employers in the outdoors education arena are aware that graduates of the program are well educated and able to succeed in teaching field/natural sciences and ecosystem interrelationships All graduates of the program have attained their career/learning goals.

V. How do you make sure your students are able to get through your program in a timely fashion?
Our department offers more evening and weekend courses than any other area within our institution. This gives day working students the opportunity to complete the certificate in a timely manner. Of course if we had more units available and more teachers we could offer more but we do our best within our means.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.

ESL-Noncredit-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: To a great extent/ a majority of the students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: None
Transfer Major: None

II. What are your program’s goals for each pathway?

Basic Skills:
● improve their connections and interpersonal skills in English.
● effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path.
Noncredit ESL is the first step for immigrant students in the basic skills pathway. Providing basic in intermediate integrated skills classes for students whose first language is not English, noncredit ESL prepares students for better jobs and for eventual movement towards credit ESL (higher level basic skills) and finally to transfer-level mainstream credit courses.

Career and Technical Education:
● improve their connections and interpersonal skills in English.
build a foundation in English with which they can gain new job skills and obtain higher paying jobs.
- effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path.

Some of our students are preparing for classes in career and technical education. In particular, NC ESL provides English instruction to students enrolled in the Spanish Early Childhood Education Courses in order to prepare them for their eventual next steps in higher level English only courses in ECE. NC ESL also provides two special short-term courses for basic vocabulary and communication skills development for students presently employed in childcare or landscaping.

**Lifelong Learning:**
- improve their connections and interpersonal skills in English.
- effectively communicate in all English language skill areas (speaking, listening, reading, writing) in all aspects of their lives in the U.S. at work, in college, in social settings, etc.

Noncredit ESL students come from a wide variety of educational backgrounds - from zero education to doctorate degrees. Learning a new language in order to live, raise children and work in a new society is perhaps the ultimate reason for "lifelong learning".

### III. How does your program/discipline help students meet these goals?

**Basic Skills:** Noncredit ESL is the first step for immigrant students in the basic skills pathway. Providing basic in intermediate integrated skills classes for students whose first language is not English, noncredit ESL prepares students for better jobs and for eventual movement towards credit ESL (higher level basic skills) and finally to transfer-level mainstream credit courses.

**Career and Technical Education:** NC ESL provides English instruction to students enrolled in the Spanish Early Childhood Education Courses in order to prepare them for their eventual next steps in higher level English only courses in ECE. NC ESL also provides two special short-term courses for basic vocabulary and communication skills development for students presently employed in childcare or landscaping.

**Lifelong Learning:** To begin with they want to be able to survive in a new country and culture, to ask for what they need and to answer questions about themselves. As time goes on they need to understand rules, laws, cultural expectations. Noncredit ESL offers instruction not only in the mechanics of the English language, but in the culture and laws of the United States. It offers practice in a safe environment for students trying to develop confidence and skills for work and daily life.

In addition, Noncredit ESL offers several classes at senior centers in Novato and San Rafael geared toward older adults who want to develop their communicative skills in English in order to talk with their children and grandchildren and to be able to navigate in a new world.

### IV. How do you measure your success?

Noncredit ESL measures success by a variety of methods:
- Persistence of students continuing in the program from one semester to another.
- Number of students remaining in class from the beginning of the semester to the end (since it is open entry/open exit, students can leave at any time).
- Number of students moving from one level to another.
- Number of students who successfully pass faculty-written level-wide promotion tests based on course level SLOs at the end of each semester.
- Number of students who successfully pass the credit placement test and/or transition into credit ESL classes.

### V. How do you make sure your students are able to get through your program in a timely fashion?

**Department Goals** -
- Coordinate Noncredit ESL and Credit ESL programs.
- Offer flexible scheduling to meet the needs of our students.
- Maintain institutional recognition of and support for sufficient offerings to maintain a coherent and smooth progression and ultimately transition to credit ESL.
- Fully utilize the Language and Culture Lab ensuring that all noncredit classes have access to it throughout the semester at regularly scheduled times.
- Provide professional development opportunities for faculty to be informed about changes and innovations in the field.
- Eventually as more ESL students have their own computers, develop hybrid and Internet courses that will support ESL instruction.

**Classes scheduled at convenient times for students:** Noncredit ESL offers several options to students to take into account their work schedules. We offer 3 and 4 day/week classes for students who are able to commit to 8 to 11 hours/week in class. For students with less time, we offer 4-6 hr/week classes. We offer classes both in the morning and in the evening and on Saturdays. We offer classes in Kentfield, at IVC, in the canal area of San Rafael and at two senior centers in the afternoons.

**Classroom Practices:** Because NC ESL is open entry-open exit, the content of each course is recycled throughout the semester to accommodate new students and students who may have missed some classes. Teachers give many opportunities for homework which while not mandatory, help students to progress more quickly. End of semester promotion tests give students a goal to work towards.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

Nursing-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Exclusively/ primarily
Transfer Major: Exclusively/ primarily

II. What are your program’s goals for each pathway?

Prepare to meet employers' expectations

Prepare students to pass the National Licensing examination.

Prepare students to obtain employment as a registered nurse.

Prepare students to Transfer by offering collaborative program with Sonoma State

Prepare students to complete BS and MSN degrees.
III. How does your program/discipline help students meet these goals?
We offer an associate degree program that is approved by the Board of Registered Nursing Content as well as the National League for Nursing Accrediting Commission. We offer a nationally accredited curriculum that meets the requirements for transfer to all major four year universities.

In a collaborative partnership funded by two grants with Sonoma State, current students are enrolled in both colleges and will complete the ADN degree as well as courses needed for the MSN pathway. This partnership illustrates that our program is both a transfer and a degree program.

We help students meet their goals through a student success program which is described below.

IV. How do you measure your success?
We measure our success in the following ways:

- graduation rates
- NCLEX pass rates
- job placement rates
- employer and new graduate surveys
- achievement of our seven student learning outcomes

V. How do you make sure your students are able to get through your program in a timely fashion?
Our program is designed to be completed in 4 semesters. The majority of students complete the program in four consecutive semesters. The program does not allow part-time attendance; however, students have dropped for various reasons and have returned following a break in attendance.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.
Physical-Education,-Health-&-Athletics-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: A good proportion of the students, but not a clear majority
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?
We serve each pathway by providing every student an opportunity to focus on all dimensions of well being. In each area, Basic Skills, Career and Technical, Cultural Enrichment, Lifelong Learning, and Transfer, students have an affordable place to focus on their health and wellness.
III. How does your program/discipline help students meet these goals?
-By providing a variety of activities and courses that emphasize all aspects of wellness including the physical, social, environmental, emotional, spiritual and intellectual.

IV. How do you measure your success?
-Success is measured by the number of students who enroll in our courses, by course and instructor evaluations and by success and retention rates provided through program review.

V. How do you make sure your students are able to get through your program in a timely fashion?
-We offer a variety of classes throughout the day, evening and weekend so that all students have an opportunity to take an activity class. Our academic classes have the option to be taken face to face or as distance education.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Social-Sciences-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Exclusively/ primarily
Transfer Major: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

Basic Skills: To provide support for pre-college level English students in note-taking, research, writing, and preparing for essay exams so that they can pass college-level history, ethnic studies, and political science courses.

Cultural Enrichment, Career/Technical, Transfer: To provide a rich compliment of courses in the social sciences that meet degree and transfer requirements.

III. How does your program/discipline help students meet these goals?
Through careful scheduling of courses; offering a variety of courses over the course of two years; providing learning communities courses for pre-college level English students.

IV. How do you measure your success?
Enrollment trends, dropout rates, the number of transfers coming through our program, and the number of students eligible for degrees in our disciplines.

V. How do you make sure your students are able to get through your program in a timely fashion?
We adhere to our blue print and make adjustments to it in order to respond to enrollment trends.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
Spanish-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.
1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Some students

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: Some students

II. What are your program’s goals for each pathway?
1. n/a
2. n/a
3. n/a
4. To provide students with a basic knowledge of Spanish language and culture.
5. To provide students with a basic knowledge of Spanish language and culture by completing appropriate courses that fulfill requirements for transfer.
III. How does your program/discipline help students meet these goals?
1. n/a
2. n/a
3. n/a
4. Since many lifelong learning students already possess degrees, opt to take courses pass/not pass. Some lifelong learners enjoy focusing on conversation skills in the conversation classes. Other lifelong learners prefer learn or relearn Spanish grammar.

Students are introduced to a range of Spanish and Hispanic cultural topics. Spanish courses emphasize all aspects of language - written, oral, aural, and reading.

5. The French discipline offers French 101, 102, 203, and 204 which transfer to UC/CSU and for the French major. High school students take transferable courses for college as well as high school credit. Students meet their goals by using current language teaching materials and methods.

IV. How do you measure your success?
Quizzes, written assignments, oral assignments, final examinations, quantitative and qualitative surveys.

V. How do you make sure your students are able to get through your program in a timely fashion?
Students are provided with course options in the morning, afternoon, evening and Saturdays. Span101, Span 102, Span 203 and Span 204 courses are offered every semester.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

Speech-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills

Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

2. Career and Technical Education

Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

3. Cultural Enrichment

Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: Some students

4. Lifelong Learning

Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

5. Transfer

Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:

Transfer GE: To a great extent/ a majority of the students

Transfer Major: Some students

II. What are your program’s goals for each pathway?

Basic Skills: For the last two years, Speech 128 (Intercultural Communications) has been linked to a Basic Skills English course, Eng 92, in a "learning community," known as "The Transfer Prep Academy." This linkage has been successful and Speech 120 (Interpersonal Communications) will be added to this program beginning fall 2010. The primary goal of this program is to increase retention of basic skills students by introducing them to transfer-level content while giving them extra support to succeed.
Transfer GE: The goal is to introduce students to the fundamentals of Speech Communication, which provides strong skills in critical thinking and analysis.

Transfer Major: Aside from the GE goal, the primary goal for majors is to provide a solid background in the field that is necessary for success in a four-year program.

III. How does your program/discipline help students meet these goals?

Basic Skills: In the learning community section, faculty meet regularly to discuss student progress and adjust curriculum if needed.

Transfer (GE & Major): All courses require assignments that challenge students' critical abilities and introduce students to the salient and topical theories and concepts related to speech communication.

IV. How do you measure your success?

Success is measured by: rates of successful course completion; retention rates; program and individual faculty student course evaluation instruments; and, to the extent possible, following students' success in subsequent courses.

V. How do you make sure your students are able to get through your program in a timely fashion?

We try to provide all courses needed for an AA in Speech at least once every two years. Since we have been unsuccessful in recruiting a critical mass to allow us to run some courses (eg., Radio & TV Announcing, Small Group Comm, Oral Lit I & II), faculty have decided to review and revise the degree during the Spring 2010 semester.
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan. Work-Experience-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: None

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: None

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges or specialized educational institutions by completing courses that fulfill requirements for the baccalaureate degree or admission to specialized programs such as nursing. In the process of completing transfer requirements, these students may also earn an associate degree.

Our program serves students in this pathway:
Transfer GE: Some students
Transfer Major: Some students

II. What are your program’s goals for each pathway?

Basic Skills: Students demonstrating need for basic skills education are referred for support and provided support during classes as advised.

CTE: Certificates in career programs are generally the first step in advancing through the program.

Cultural Enrichment: n/a

Lifelong Learning: n/a
Transfer: Transfer for degrees in public safety careers are pursued. Student with a goal for 4 yr transfer are encouraged to seek counseling to assure requirements are met for efficient ed program while at CoM.

III. How does your program/discipline help students meet these goals?

Students are encouraged to seek counseling to assure requirements are met for efficient use of time to meet career and education career program goals while at CoM.

IV. How do you measure your success?

Student success rates are used to help assess success.

V. How do you make sure your students are able to get through your program in a timely fashion?