## Program Overview Sections of 2009 Program Review

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Program Overview—Introduction
Administration-of-Justice-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.

AJ offers an AS degree and a career certificate. AJ offers nine courses. All nine courses are required for the certificate and degree and are offered on a 3 semester cycle so a student may complete in 3 semesters. One course was deleted (AJ 114) after the past review, leaving the discipline with the current 9 courses.

The AJ degree at CoM is based on the model curriculum proposed by the California Commission on Peace Officer Standards and Training. Changes will only occur in the CoM program if the model curriculum is modified.

II. Program Purpose
Pathway:
Transfer

Briefly describe how your program fits into the pathways you have chosen.

The general outcomes of the discipline are to provide a solid foundation of knowledge that will prepare the student for initial employment within the Criminal Justice Field.

AJ offers coursework for transfer to a 4 year college or university. All courses transfer as electives to CSU. AJ 110, 111 118 and 204 transfer as an elective to UCs.

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

Males represent about half of the students taking Administration courses, which is better than the national comparison of males and females working in AJ. (75% male) About half of the students are white which is also better than the national rate at 68%. AJ ethnicity and gender data do not show a significant change since the last program review. AJ students tend to be younger (50-60% are 18-24) than the CoM average of 31.

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

The enrollment trend in AJ was static for the five years prior to the last review, accounting for loads of 3-400 per semester, with spring attracting more students than fall. Since that time, AJ enrollment has increased dramatically, reaching a load in the high 600s.

Attachments:
List and briefly describe any attachments
I. Program Definition
Outline the unique qualities that define the importance of your program.

Many of our students are taking biology classes with the intention of entering a variety of medical and health-related professions. They enroll in what are commonly considered 'prenursing' classes - in particular Human Anatomy, Human Physiology, and Microbiology, as well as Nutrition and Human Biology - along with all the associated prerequisites.

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

The subset of biology courses we are grouping under 'Allied Health' are designed to give students a strong grounding in the fundamentals of human, as well as pathogen, physiology and anatomy that will serve as a foundation as they continue on in programs in health-related fields, as well as other biologically related subject areas.

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

These students primarily move on to a variety of two-year, four-year, and masters entry programs in Nursing, as well other health-related areas, such as Emergency Medical Technician, Radiology Assisting, Dentistry, Traditional Chinese Medicine, and Medical School Programs. These classes also serve students who are taking these classes for transfer to four-year schools in majors such as biology or psychology. Additionally, some students take classes like Human Anatomy for a better understanding of the human body to further their careers in such areas as Art and Dance.

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

Over the past few years, there has been a dramatic increase in students wanting to take prenursing classes and we have responded by greatly increasing our offerings in Human Physiology, Human Anatomy and Human Physiology to accommodate this demand. In comparing this current academic year (Fall/Spring/Summer 2007-08) to the 2001-2002 academic year, our offerings of prenursing classes has more than doubled - Physiology has increased from 3 to 7 sections/year; Human Anatomy has increase from 5 to 11 sections/year; Microbiology has increased from 3 to 4 sections/year; and Human Biology, which we added to our curriculum in 2002, now fills 2 sections/year. Human Nutrition has remained constant at 5 sections/year. These classes include Summer offerings as well as evening and weekend classes. These classes are typically fully enrolled, usually with waiting lists. This comes out to over 350 additional students and 94 corresponding additional teaching units in Biology per year dedicated to Allied Health! In a time when College of Marin in struggling with declining enrollments, this is one of areas where our college is experiencing strong growth.

Attachments:
List and briefly describe any attachments
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.

American Sign Language was first introduced at College of Marin in Fall 2002. It is a full, natural language and an alternative language choice for students completing language and humanities requirements through the IGETC Program. In the first semester of being offered at COM, ASL 101 doubled and another section of the beginning class had to be immediately created. Subsequently, the second semester class ASL 102 in Spring 2003. Now in 2008, we offer four ASL courses every semester: three ASL 101 classes and one ASL 102 class. During Summers, ASL is offered through the Community Education Program. It does not carry academic credit, but it does allow students to practice their skills in ASL.

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

ASL 101 satisfies the IGETC requirement for "language other than English" for students at the community college level. ASL 102 also satisfies the IGETC humanities requirement in Area 3B. Two semesters of American Sign Language satisfy the high school foreign language graduation requirement for students in high school. It is frequently taken by students, who have demonstrated prior learning problems, to meet that requirement, while in high school. Such students have often previously encountered problems in traditional foreign languages courses. Most importantly, however, American Sign Language is the method of communication which connects the deaf, the deaf community and their families. College of Marin is the only provider of credit ASL in Marin County and therefore serves students who need the academic credit or who need the basic skills of ASL.

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

High school students needing to satisfy their high school graduation requirement in order to apply to four year colleges; community college students desiring IGETC credit in a language other than English in order to transfer to a four year college; deaf students or family members or others involved in the deaf community needing to learn ASL. As yet, COM does not offer the complete lower division curriculum in ASL so that a student may transfer directly into a major at a four year institution.

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

College of Marin founded the ASL Discipline in 2002. It became immediately successful, although an administrative decision has been made not to offer beyond the level of ASL 102. ASL 203 and 204 are already approved courses, however, and have achieved articulation status with the CSU and UC systems. Currently, 16 units of ASL have been offered every semester since Fall 2003. In Fall 2007, the College offered ASL 110, Introduction to Deaf Culture. It was cancelled due to lack of enrollments, possibly because it did not fill any specific requirement. College of Marin is the sole provider of ASL courses in Marin County. Students from Marin County public and private high schools and some out-of-county high schools attend ASL classes which are usually scheduled in late afternoons and evenings. College of Marin should make a decision whether or not to offer ASL 203 and 204 or to begin an ASL Interpreter's Certificate Program. The ASL discipline has maintained the highest "load" or efficiency rate (average of 450+) of all the six modern language disciplines in the Department in the
last five years. In Fall 2005, the load of 445 in ASL surpassed the College load by at least 25 percentage points. The enrollment trend in ASL at COM has continued to increase in the last five years compared to statewide averages in ASL, which have declined slightly.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction

ART-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 Fine Arts Department teaches the history and practice of visual arts in a wide variety of art media and applications. Instruction is given through lecture, demonstration, studio practice, and critique, to guide students through a series of levels from introductory to advanced. Included in the Fine Arts Department are the programs in Architecture, Interior Design, Gallery Management, and Multimedia. Multimedia is filing a separate Program Review. Interior Design and Gallery Management are included in the Art program review. Architecture has a separate Program Review, but is also included as a part of the Art Department, since it is under the same Department Chair, and the Art and Architecture faculty meet and strategize together. Therefore, there will be some overlap of the Program Reviews for Art and Architecture in the areas of Staffing, Facilities, Instructional Equipment, and Other Expenses.

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

Primary Goal: The program fulfills General Education and major requirements for degree and transfer programs. Secondary Goal: The program also teaches students the conceptual, aesthetic, and technical skills they need to continue their studies at upper-division level, including specialized art schools, and to pursue vocations in arts-related fields: such as architecture, interior design, animation, graphic arts, etc..

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

In reference to the Goals menus in II.: According to our poll data (attached), the students served are evenly divided between those planning to transfer to art schools or CSU, UC, or private institutions (44%) and those whose goals are career/work related (45%). In addition, 70% say that they are taking art and art history classes for lifelong learning/personal enrichment, so there is some overlap in the data on this point. Thus, the distinction between Primary and Secondary Goals (and Tertiary: lifelong learning) is difficult to prioritize.

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

The art department maintains a strong enrollment history in a comprehensive range of art disciplines. The recent inclusion of a Multimedia program (which will be filing a separate Program Review) is an example of the way in which the department adapts to changing needs in the visual arts world, including evolving technologies. The Architecture program has added courses in Green Design. The program also responds to changes in health and safety standards, in the choice of materials and procedures. We are in the process of Modernization, which will result in a new Fine Arts Building, scheduled to open in Fall, 2010. This will solve many of the maintenance and innovation needs of our current aging facilities. The art department is large, with 80 or more classes plus an additional eleven or more in Architecture, taught by 7 full-time and 19 or more part-time instructors. For many students, the program is a gateway

http://programreview.marin.edu/POReport.jsp
to career-building and creative development. For lifelong learners, the program greatly enriches their lives, and has earned the Fine Arts Department the enthusiastic respect of the Marin County community. In recent years, the number of full-time faculty has decreased, as a result of retirements. This has complicated the demands on all staff to give students individual attention, to update curriculum, and to supervise the safe use and maintenance of our facilities-intensive program.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
Auto-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 College of Marin Automotive Technology Program is housed at the Indian Valley Campus. The program consists of three program levels of education. * 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.

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

Primary Goal * Associate of Science Degree (4) * Career Certificate (4) * Skills Certificate (7) * California Bureau of Automotive Repair Smog Check Technician License * Federal EPA Refrigerant Handling License * Entry Level Training * Update/In-Service Training * Specialized Training related to the California Smog Check Program * Environmental safety and Green operations in the industry Secondary Goal * Associate of Science Degree (4) * Transfer to the CSU System as a Major * Transfer to the CSU System as an Elective

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

* Today's students entering the program have a lower mechanical aptitude and less knowledge of the automobile. * The students are more visual today this means they need to see it and touch it to learn. * The students must repeat skills multiple times to achieve success and understand the process. * The diverse student population include: * First generation college students * Students with insufficient Basic Skills * ESL (Marin Counties growing Hispanic and Asian population. see attached COM Planning Info doc.) * High School dropouts * Learning disabled * High School graduates * Students with some; * College experience * Associate Degree * Bachelor Degree * Post Baccalaureate Degrees

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

The Automotive Technology Program was at one time fully staffed with two fulltime highly trained instructors, and a dedicated fulltime automotive lab tech. In 1997 when one Automotive Technology instructor retired, and the fulltime only Auto Collision Repair instructor retired the COM Administration decided to save money by making the ACRT position a part-time program and split the full time Automotive Instructor job. At the same time the lab tech position was split between two programs. Automotive Technology and Auto Collision Repair are entirely different industries, require very
different knowledge bases, and the skill sets are unrelated. The COM Administration failed to comprehend the differences between these two different disciplines. The search for an instructor to teach both areas resulted in a very small and weak pool from which to select. The end result is that a part time instructor in the Auto Tech program was hired. The most important driving force for the decision to split the instructor position and the lab tech position was to save money for the District. This salary savings was never redirected back to the Automotive Program, and the Program has suffered the consequences as a result of this decision. At one point the Automotive Technology Program was rated among the top programs in the State of California. Having the full time Automotive Technology instructor position split between AUTO and ACRT; and the lab tech is split between 2 facilities; 2 labs; 2 student populations; and 2 industries, spreading the positions so thin has had a negative impact on the quality of the Automotive Technology Program's ability to deliver the "stellar level" of ATTS certified training standards to our students. We make the best of the situation. The instructor who is split is trying his best to straddle two entirely different technologies; the lab tech tries his best to cover two very different "lab learning environments". It is critical in today's world of Automotive Technology that instructor's are "real time" dedicated to receiving intensive update training in the field due to the emerging technologies (hybrid, electric, fuel cell, hydrogen fuel, and vehicle stability control to name a few); the very serious emerging "safety issues for instruction", and new methods for teaching these new technologies. The instructor who is split between Automotive Collision Repair and Automotive Technology does not have the time to dedicate to the extensive training necessary in one industry or the other. It is hard enough to stay current at "real industry standards" in the Automotive Technology field, much less try to do "real time" industry standards in two different fields. Both programs suffer. Students will ultimately pay the price for watered down curriculum and training standards. The same is true of a lab tech trying to keep tract of all the tools, equipment, supplies, students taking things, etc. College of Marin is investing over 10 million dollars in modernization of the Automotive Technology facility, and the Automotive Collision Repair facility. The new facilities will be a current up to date industry standard teaching environment. College Marin needs to restore the instructional function to it full capacity so that we have don't just a great facility but we can also provide high level of technical instruction. In doing so this will draw our students back who want real training for real jobs. (See GetREA attached.) The hobby student who wants to learn a few skills can still take the Fundamentals Program in the Automotive Technology Program. It is critical that the College of Marin restore the instruction in the Automotive Technology Program back to 2 fulltime faculty who are dedicated to acquiring and maintaining current industry standards and revitalizing the program to the ATTS certification standards. It is also imperative that the Automotive Technology Program has a full-time laboratory tech and the district provide release time to for the lab tech to attend formal training in the automotive field. Students would receive better instruction, better access, better lab maintenance, which will increase student access, student success, student retention and improve workforce preparation. The Automotive Technology Program focuses on preparing students to enter the workforce; it is not a leisure-learning program, although students are not prevented from enrolling to learn about the automotive technology for personal reasons. This implies that the Automotive Collision Repair Program could also benefit from having a dedicated fulltime instructor and a dedicated lab tech-which would stabilize the program and allow it return to its primary goal of preparing students for the workforce. The Automotive Technology Industry Advisory Committee is made up of local; independent technicians, dealership technicians, auto repair shop owners, service managers, a fleet manager, a dealership owner, a tool manufacturers representatives, High School Automotive Instructors and the Northern California State Coordinator for Automotive Apprentices. The Committee meets twice yearly once as a group and once with the Auto Collision Repair Technology Advisory Committee and the Marin County ROP Automotive Advisory Committee in a joint meeting. The Committee is very active in their role as industry advisors in the past, present and the future of the Program. * Automotive Technology Program has seen a decrease in FTE's of 13.68% which is about 3% less than the state average and much lower than the overall decline of College of Marin. * The success rate of our students is steady at between 88% and 95%. * The retention rate is between 88% and 91%. * The only change in demogogic data shows 10.3% decrease in the number of white students all other groups were less than 7%. * The Automotive Technology Degrees and Certificates equals the average all programs of the College. * The Program has a positive reputation in the
business community as reflected by a demand for our graduates in the workforce that is greater than we can meet.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
ACRT-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.
College of Marin offers an Automotive Collision Repair Program at the Indian Valley Campus in Novato, California. The Automotive Collision Repair program provides instruction in the four areas of Auto Collision Repair. The four areas include Painting and Refinishing, Non Structural Repair, Structural Repair and Mechanical & Electrical Repair. The courses are designed to provide opportunity for the development of skills, knowledge and experience for employment in the Automotive Collision Repair industry. Students in other majors may take these courses to enhance their technical skills and overall knowledge of automobiles.

II. Program Purpose
Pathway:
Career Tech. Ed.
Briefly describe how your program fits into the pathways you have chosen.
Study in the field of Automotive Collision Repair Technology prepares students for entry into one or more of the many service branches of the expanding Automotive Collision Repair and Maintenance field. The Automotive Collision Repair and maintenance field is a $30-billion a year industry which translates into job security. All courses can be used towards an Associate of Science Degree and are transferable for baccalaureate degree credit at the California State University. Additionally, all courses in the Auto Collision Repair program address the proper procedure for repairing, replacing or refinishing the exterior and interior of automobiles. Courses are designed to challenge all levels of expertise from the beginner student to the returning technician wishing to advance in the profession. Many collision repair technicians prefer to specialize - some in structural repair, others in painting and refinishing. Some technicians with leadership and business talent will go on to own their own collision repair facility. Some become service managers, shop managers or auto technology instructors, if they have strong communication skills.

III. Students Served
Briefly outline what students are served in your program.
The courses typically attract a wide variety of students. *Those students right out of high school looking for career pathways that involve automobiles and technology. *Mid age students who typically want to upgrade their skills seeking a higher career level. *Members of the community wishing to perfect their skills and knowledge in automotive restoration and repair.

IV. Program History
Briefly outline the recent history of your program.
For the last 29 years the College of Marin Auto Collision Repair program has resided at the Indian Valley Campus in Novato. The building is showing its age and modernization is already in progress. Construction will be completed Spring of 2010. While the construction process is taking place, the program is being taught in a temporary building. Over the last 8 years, there has been a steady increase in enrollment in Auto Collision Repair. The curriculum was recently aligned with Automotive Service Excellence (ASE) and National Automotive Technicians Education Foundation (NATEF) standards and has multiple pathways for student success in the form of Skill Certificates and Career Certificates. ASE /NATEF are nationally recognized certification programs. Instructors in Auto Collision Repair are ASE Certified Master Technicians. The Automotive Collision Repair program is now in the process of a self-
study to insure ASE and NATEF standards are being met. The College will hire an outside team to review the curriculum and facility so that we can proceed through the final steps of becoming an ASE/ NATEF certified Auto Collision Repair Facility. The Auto Collision Repair instructors have worked hard over the past several years preparing for the upcoming review. The Auto Collision Repair Discipline works closely with the other disciplines in Career Ed at the College of Marin Indian Valley Campus. They include Auto Technology, Electronics, Machine Metals Technology and Welding. For example, students in the Auto Collision Repair program may decide to improve their welding techniques by taking intermediate or advanced welding through the Welding program or improve their electrical and mechanical skills by taking courses in Auto Technology. The primary goal of the Career Ed program is to help students gain employment. The Career Ed programs work closely together to help students develop the skills necessary to meet this goal. Currently, the ACRT program is working with the Electronics program and the Environmental Landscaping department to study the feasibility to develop curriculum centered around alternative energy vehicles. The primary role of the ACRT program is to teach students how to alter a conventional internal combustion engine (ICE) vehicle to an electric vehicle (EV). In order for a vehicle to accept EV components, the body of the vehicle must be altered to accept storage of batteries.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
Basic Skills-English-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 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. 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.

II. Program Purpose
Pathway:
Basic Skills/ESL

Briefly describe how your program fits into the pathways you have chosen.

To help students achieve their goals, the English Skills program offers a series of one-unit courses in lecture and lab format, three levels of reading and writing courses and a GED program. About 60% of the students taking English skills reading/writing courses advance into the regular English series. A more interesting fact is that 75% of the students starting English Skills courses finish at least one skills course. Finishing one course is important because national, state and Bay Area studies show that people who complete only a little college - as little as one complete semester - make, on the average, about $10,000 more per year throughout their lives. Whether they go on to higher level classes or not, over 400 students each year have a better chance at a job or further education because they completed these courses.

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

The approximately 200 students taking English Skills classes each semester are extraordinarily diverse with multifaceted needs. These are the at-risk students. English Skills students include: ~ recent high school graduates ~ people who dropped out of high school and are now seeking pre-college skills or a GED ~ people who have been under-employed because of their lack of education ~ people whose economic and social problems have overwhelmed their ability to progress ~ students for whom English is not their first language ~ people with learning and physical disabilities.

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

At various times called developmental education, remedial education, essential skills, core skills, access skills, job skills, basic skills, college skills, math skills and English skills, the discipline has continued to provide students with the ability to succeed in college courses and/or to develop fundamental literacy and language ability for the workplace. For over thirty years, English Skills has been placed organizationally within the Communications Department where its faculty worked well with those in the disciplines of speech, video, film, and journalism. As of July 2009, the English Skills discipline has been merged with credit ESL and Noncredit ESL into
one department named the College Skills Department - one department with two closely linked but separate disciplines. Politically and philosophically the faculty of these disciplines agree on student-centered education and a collaborative workplace. Faculty in these two disciplines share philosophy and teaching methods. The GED program, which had been a part of Community Education since the 1970, was merged into the English Skills program in 1999. Since we realize the non-credit programs are frequently a gateway into the credit program, we have attempted to make both programs seamlessly united. Students practicing to take the GED tests now work in the same lab and with the same teachers as do the credit students.

Attachments:
List and briefly describe any attachments

English Skills Students at College of Marin

The approximately 250 students taking English Skills classes each semester are extraordinarily diverse with multifaceted needs. These are the "at-risk" students. English Skills students include recent high school graduates, people who dropped out of high school and are now seeking pre-college skills or a GED, people who have been under-employed because of their lack of education, people whose economic and social problems have overwhelmed their ability to progress, students for whom English is not their first language, and people with learning and physical disabilities.

They come to the program asking for reading and writing help, but they need much more. These students are at risk not only because they are at a developmental or remedial level of reading, writing and math skills but frequently because they also lack an accompanying cluster of resources that support success. Often the brightest fight undiagnosed and untreated learning disabilities. Whatever the cause, under-prepared students struggle with a variety of social, economic and physical needs. For example, a 1999 Chancellor's office report indicated that students under-prepared academically are twice as likely to need financial aid as those ready for college-level classes. The same report finds that disabled students are twice as likely to enroll in basic skills classes.

Although categories overlap, English Skills classes contain students who are:

Recent high school graduates.

40% of the students enrolled in fall 07 English Skills classes are recent high school graduates. (See English Skills Department Survey. Appendix A)

Many students in English Skills courses are recent high school graduates, many of whom are surprised that although they made good grades in high school and passed the California exit exam, when they enrolled in COM, they tested into remedial English and math classes. This is partly because high school teachers, forced to teach to the state tests, are unable to spend time with the in-depth critical thinking skills needed for college work. A recent report indicated that 85% of California's high school graduates who apply to college test into remedial English and math. (NPR,
Students who did not complete high school

According to the department survey, in fall 2007, only 6% of students taking English Skills classes indicated that they lacked a high school diploma. Students lacking a diploma usually do not take classes, but generally start College of Marin courses by preparing for the GED. For example, this semester we have 20 students in our Non Credit GED preparation lab. This is an open-entry lab. By the end of the semester, there are generally around 30 students using the lab to prepare for the GED test. (Please see GED Program Definition page 9)

For the last decade, the high school graduation rate in California has been hovering around 79%, meaning, of course, that 21% of children who started high school are lost before they finish. A very, very few of these go directly to a community college, and some of these very few who do come to College of Marin take the placement test and start taking remedial courses. In the last decade, about 6% of English skills students are under 17 years old.

More commonly, young people who leave high school without a diploma get stuck for a few years in low skill, minimum wage jobs until their early 20's when they come to the college for help. This group of English Skills students is growing. According to a study at UCLA, since the introduction of the CHSPE, the high school drop out rate in California has grown from 21% to 36% (John Rogers, 2006). In fact, according to Department of Education, the 2007 graduation rate is the lowest in 10 years: San Francisco lost 27% of its youngsters; 54% disappeared from Oakland's schools. (SF Chronicle. May 21, 2007).

Marin County's dropout rate is lower, somewhere between 10% and 20%, but growing. People returning to COM for a GED or to acquire the skills to enter college classes or to advance in the workplace have always been our students. In the next five years, people from all around the Bay Area who dropped out of high school during this crisis and who went to work in service jobs will be looking for a way to advance themselves. College of Marin will be one of the places they look.

Students for whom English is a second language

According to the fall 2007 survey, 49% of the students registered in English Skills classes indicated that English is, for them, a second language. This number has remained consistent for at least 5 years. In our review of 2003, 51% of our students indicated that English was not the language spoken in their homes and was not their first language.

While the college collects very important information on the ethnicity of our student body, it is in the interest of the English Skills department to know the languages of our students. English is the second language for close to 50% of the students taking English Skills classes.

Some of these second language students are immigrants who take ESL classes as well as English Skills classes to improve fluency. Immigrant second language students may or may not be literate in their first language, but they do have a solid base of language to refer to. They move knowledgeably between the two disciplines.

The rest of these second-language students are people who grew up in the United States but in non-English-speaking homes. Labeled generation 1.5, these students are generally fluent in conversational English, but don't read or write proficiently in either language. They have 'fossilized' language problems and usually have had unsatisfactory prior learning experiences. According to the California Department of Education, these students, especially those who speak Spanish, are the least likely of all groups to have taken college prep courses, and the least likely to have seen a counselor in high school. They frequently have moved from school to school throughout their lives and have never
experienced tutoring, mentoring or summer internships. Generation 1.5 students are the students who have fallen through the cracks. While the English Skills Program makes a special attempt to provide them with extra help, with computer assisted material, we don't have any of the special training or programs to genuinely help this group.

**Students with Learning Disabilities**

The only way we could know exactly how many students in our classes have definable learning disabilities would be to test every student with a huge battery of tests. Naturally we can't do that. Decades of practice have taught English Skills teachers to identify clusters of behaviors that point to identifiable learning problems. The teachers in the discipline maintain that half of the students in remedial classes struggle with attention and learning challenges. Students also self identify. In the fall 2007 survey, 20% of the respondents indicated that they had been officially diagnosed with a particular learning disability. Another 23% indicated that, while they had never been tested, they suspected that they did have such a disability. In the survey, we also looked at how the students saw themselves as students and as readers. Over half the students polled indicated that 'School has always been hard for me.' 76% admitted that they do not read for pleasure, ever. These last are significant indicators of learning problems to be overcome by our program.

Students with learning disabilities may have difficulty decoding written language, poor organizational skills, or an inability to process directions. They may be distractible or impulsive or clumsy or exhibit inappropriate classroom behavior. Yes! Even adults! They may exhibit strong preferences for kinesthetic or verbal learning styles. Such a person has already experienced a lifetime of frustrating educational failures. However courageous this student may be, he or she is also anxious and ready to bolt. In order to succeed, students with learning disabilities must have flexible, knowledgeable teachers and a ready support staff.

'Older' Students

In line with national trends, demographic data of College of Marin students indicate an average age well above what is considered the traditional age for college students. Being older presents additional challenges for college students. They have jobs and family responsibilities. Older developmental students have frequently failed in earlier attempts at education, are economically weak, and have little understanding of the pathways to educational success. They have little support for their educational ambition.

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. (Please see Appendix C for a complete listing of offerings.)

The developmental English courses include:
A variety of one-unit, short term, teacher-directed classes in college skills such as test taking, class participation and textbook reading.

Three levels of traditional full-semester, teacher-directed reading and writing courses, English 62, English 92 and English 116. (The open-entry lab supports these classes with individual tutoring, group study sessions and computer-aided drill.)

A variety of one-unit, self-paced skill-building classes such as spelling, vocabulary, reading, and grammar.

Three one-unit, self-paced courses in support of the Court Reporting program (IVC only)

High-level grammar review courses for students unable to schedule ESL classes but still needing practice in English grammar.

The English Skills discipline also offers GED (General Educational Development) preparation.

The GED preparation program provides instruction to help students receive the high school equivalency certificate. The GED is a battery of five tests that, when passed, certifies that the taker has high school-level academic skills. To pass the GED tests and to earn a GED credential, the test takers must score at least at the level of 40% of high school seniors nationwide.

Our program provides ongoing, open-entry pre-testing and individual study plans to help people gain this level of competence in all five areas.
Program Overview—Introduction
BIOL-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 faculty and staff of the Biology Program are dedicated to providing the public with the highest quality education possible. We serve the community as teachers, advisors, and experts in our particular areas of expertise. We are committed to providing a friendly, respectful learning environment and student retention in our courses is high. Broadly defined, we serve six groups of students: biology transfer students, allied health transfer students, students completing their general education requirements, students interested in completing our unique Natural History Certificate Program which focuses on field courses, students interested in completing the Environmental Science certificate, and community members interested in learning something new in the life sciences arena. In practice we emphasize modern scientific theoretical models, processes, practices and environmental stewardship. Finally, our curriculum is well-integrated with as well as dependent on the curricula of the entire college.

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

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

Our overall purpose is to offer a broad range of classes in a timely and predictable way, enabling students to reach their goals in a timely manner. Surveys have shown that in the same class, we often have students whose goals are degree/transfer, career/work training and lifelong learning. Biology Transfer, Allied Health, Environmental Science and Natural History programs offer the classes needed for transfer in a manner in which students can complete their requirements in two years in either a morning/afternoon or evening program. Student progress in our department is interrupted only when classes are cancelled in the biology, chemistry, or mathematics disciplines. As a basic aid district, both our students and faculty feel that these course cancellations cannot be reasonably justified. We have added sections to all of our allied health courses recently to keep up with the demand in career training. The addition of funds to teach these classes has been difficult to get and then only after months of frustration. This makes it impossible to fulfill our secondary goal. In addition, when we are asked to add sections of allied health courses, we are not given an increase in units. This significantly reduces the offerings in our transfer and general education programs affecting students in both of these programs tremendously.

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

The College of Marin Biology Program offers a broad diversity of classes that serve
students with many different goals. More specifically, our curricula include the following: biology transfer, allied health, environmental science, field biology, and natural history. In addition, we serve many students taking classes in our department to fulfill biology units after transferring to four-year institutions, to complete general education requirements, to broaden their areas of expertise, and to learn something they are interested in to improve their lives.

Our Allied Health, Environmental Science and Natural History Programs are outlined specifically under separate program reviews.

**IV. Program History**

Briefly outline the recent history of your program.

In the Twenty-First Century, the role of the sciences in society continues to be a pivotal one. Unfortunately, the College of Marin has gained the reputation of not supporting the sciences, including biology, as much as have neighboring institutions. Thus it has not been able to take full advantage of an important area of growth. However, through extraordinary efforts by faculty and staff, the biology program has managed to maintain or increase enrollments over the last few years, even though college-wide enrollments have tended to decrease. Furthermore, students enrolled in biology classes tend to be those that take the largest number of total units at the college. Demand for classes in the sciences in general and in biology in particular, has been and is predicted to remain strong. We have responded to this demand by adding and modifying courses often to reflect the needs of the students and the community. In order to meet future student needs in the sciences, the college must send a clear message that it wants to be a strong competitor in the regional market. It must emphasize excellence in the sciences by increasing the number of full-time faculty, ensuring adequate support staff, guaranteeing adequate supplies and equipment, maintaining facilities and publicizing its programs.

**Attachments:**

List and briefly describe any attachments
Program Overview—Introduction
Business-and-Information-System-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 five disciplines that make up the Business and Information Systems Department, Business, which includes Accounting and Management (BUS), Business Office Systems (BOS), Computer Information Systems (CIS), Real Estate (REAL) and Statistics (STAT) have been grouped and managed together for more than twenty years. Department members function together under a single budget manager and share laboratories, demonstration machines and rooms, and to some extent instructors. We also schedule courses in a coordinated manner using a combined spreadsheet. BIS curriculum is part of both the College of Marin's Transfer Program and Career Education Program. Our students include transfer oriented, recent high school graduates, career oriented students looking to develop entry level or upgrade current job skills, and professionals with advanced degrees looking for training in the latest computer technologies. We get a few students taking classes for personal growth, particularly in the computer technology courses. As a single budget unit, we have continuously responded to changes in our students' needs by shifting teaching units from one discipline to another as various changes in the job markets effect enrollment (for example the dot com rush and bust, and now the real estate slowdown.) We have been able to maintain this kind of flexibility due to two major factors: (1) College of Marin's support of our unique "front runner" technology needs and (2) the knowledgeable, business savvy faculty's willingness to work together to find solutions and adjust to conditions both academically and economically.

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

The Statistics class is required for Degree/Transfer. Both the Business and Computer Information Systems disciplines curricula focus on both Degree/Transfer and Career/Work Training. Business Office Systems, and Real Estate primarily focus on Career/Work Training.

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

While it varies somewhat by discipline, our students include transfer oriented, recent high school graduates, career oriented students looking to develop entry level or upgrade current job skills, and professionals with advanced degrees looking for training in the latest computer technologies. We get a few students taking classes for personal growth, particularly in the computer technology courses.

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

Update January 2010 - The unplanned retirement of Robert Kennedy last month has left BIS scrambling to cover the Accounting classes he was scheduled for Spring 2010. In addition, we were forced to change the BUS assignments of a PTer who teaches in both disciplines, so she could teach Kennedy's scheduled Econ classes (Econ is part of Social Science, not BIS.) We were able to use our current ETCUM Accounting and Business instructors to meet the scheduled classes, but not without exceeding the current 9 TU load limit imposed on Part Timers. While we received management approval this time, this option will not be available in the Fall and beyond. The major impact to the department is the complete absence of a FT faculty teaching in the Account discipline. Further, it leaves us with just one FT faculty teaching part time in the Business discipline (Pacula). We are in urgent need of acquiring a full time faculty for Accounting; one capable of teaching both Accounting and Business would
be idea. Should the one remaining FT faculty retire before we can hire this replacement, I have no doubt that the success of the Accounting Business transfer program at the College will suffer extreme consequences. This has been a very successful program, but with the two recent retirements (Steiner and Kennedy) and the real possibility of the retirement of the final FT faculty standing, we have reached a critical point. A position must be allotted and recruited immediately.

**Previous history narrative (condensed):**

The history of the five disciplines that make up the Business and Information Systems department over the last twenty years includes: - BUS, BOS, REAL, STAT, CIS and MMST combined into the Business and Information Systems department (BIS) - MMST was later moved to a different department - Accounting and Business classes added computer-based labs (practicum) to their curriculum - Office systems software (word processing, spreadsheets, database, presentations, desktop publishing, etc.) eventually grew into the predominance of Microsoft PC Office products. - Networking as a specialty in CIS was created early this century, requiring specialized hardware and software. It continues to require special and highly technical expertise to function effectively and efficiently in a laboratory environment. - November, 2008 the FT Accounting instructor retired as planned. He was not replaced as we decided to use a FT instructor splitting his load between Business and Econ (Kennedy). - In 2008 the Vice President of Student Learning's decision to not offer Networking classes during the time that the FT instructor was on sabbatical leave seriously damaged the continuity of this CIS specialty.

**Attachments:**

List and briefly describe any attachments
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
Program Overview–Introduction
Chinese-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.

Chinese (Mandarin) currently has two grammar courses, 101 and 102, which articulate to the UC and CSU systems. It also has Chinese 110 and Chinese 112, which are courses in conversation which transfer as electives to the CSU system. Chinese offers between 8-12 units each semester, usually a combination of two grammar classes and one conversation class. There are two part-time instructors who teach Chinese at COM; both are ETCUMs.

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

Chinese 101 and Chinese 102 can be taken by Marin high school students to satisfy their foreign language requirement for entrance to college. In addition, Chinese 101, satisfies the IGETC requirement at COM for community college students wishing to transfer to four-year colleges. Both Chinese 101 and 102 articulate to the CSUs and UCs, and as such, prepare students, for the third semester of Chinese grammar at those schools. They are pathways to a major in Chinese. Many persons are taking Chinese to prepare for the coming commerce and economy with China. Other students, Chinese Americans, are hoping to recapture their early skills in Chinese, by the review offered in these courses.

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

At the introduction of the Chinese discipline in Spring 2004 at COM, 45% of the student population was in the 18-24 age category. Although the headcount numbers in Chinese are still very small in Spring 2008, the percentage of students in that same category decreased by 18% by Spring 2007 while those in the 17 and younger age group rose by 12%. The interesting finding is that the students 50+ increased by 19%, making the student clientele distribution "bimodal" in the Chinese discipline. This can be interpreted by saying that high school students probably came to COM for the study of Chinese in the last couple of years and that older adults are now finding their way into the study of Chinese as well. The Chinese discipline began with a larger proportion of female to male students, 6:3, but more recently, the inverse is the case, with fewer female to male students, 3:6! Chinese began with only 40% white students in 2004 but has now changed to 59% white students in Spring 2007. Related to this statistic, is the decrease in Asian students from 48% in 2004 to 20% in 2007.

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

Chinese 101 was first offered at College of Marin in Spring 2004. It immediately attracted 35 students! It was again offered in Fall 2004 and two more courses, Chinese 102 and Chinese 110 were developed, sent through the Curriculum Committee and offered in Spring 2005. These are popular courses, but it is sometimes difficult to find and retain instructors to teach the courses. Instructors at the community college level are required to have masters degrees and at the moment, there are not many teaching professionals with those credentials. Although the enrollment numbers in Chinese are small, they are growing in relationship to the downward numbers of the College’s WSCH, headcounts and load. More young students are taking Chinese in relationship to older students (50+). There are many non-white students taking Chinese, although the majority of the student population today is white. A growing number of males compared
to females are taking Chinese. This is interesting because in all of the Romance Languages, more women than men study those languages.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
COMP-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 Computer Science program is designed to offer students a series of courses to help them reach their personal and professional goals with a two-year degree in Computer Science, appropriate preparation for transfer to a four-year institution, advancement in an established career, or retraining for moving into a new profession.

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

The primary goal of the Computer Science program is to prepare students for a career in the Computer Science field by offering a program leading to an A.S. in Computer Science. Together with appropriate electives, students can also meet the requirements for transfer to a four-year institution to receive a baccalaureate degree in a science, engineering, or business discipline.

The secondary goal of the Computer Science program is to offer courses which give students skills necessary for advancement in the computer industry or retraining for an entry-level position.

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

Students enrolled in Computer Science courses include:
(a) high school students and graduates seeking a two-year degree in subject areas including computer science,
(b) high school students and graduates taking courses required for transfer to a four-year institution as a Computer Science major,
(c) returning students seeking skills for advancement in their current career or preparing to change professions,
(d) returning students seeking new knowledge in fulfillment of a personal goal.

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

Although some core courses in Computer Science have been part of the program for a number of years, new courses have been added as computer technology and Computer Science education have changed. For example, new courses in Java were designed to reflect changes in Computer Science education, and also to meet the needs of the demand for web-based presence in every profession. Another new course introducing computers for scientists and engineers teaches specific skills and techniques like data analysis and problem solving using examples from other disciplines.

As our college enrollments have declined, so have enrollments in computer courses. This decline is reflected in computer programs at other community college and four-year institutions as well, and seems to be the result of a two major factors: (a) The dot-com bust has had an especially major negative impact in our geographic area on future employment opportunities for graduates in the computer industry. Rather than programmers, the employment market is richer for application specialists. (b) the export of technical positions off-shore, roughly paralleling the dot-com bust, further drives enrollment declines in the computer field.

However, our students are assured that their courses will be accepted in accordance
with the regulations in place in the UC and CSU systems.

COMP SCI has requested a revitalization procedure. A cover letter and program plan summary has been forwarded to PRAC for review.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
COMP-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 Computer Science program is designed to offer students a series of courses to help them reach their personal and professional goals with a two-year degree in Computer Science, appropriate preparation for transfer to a four-year institution, advancement in an established career, or retraining for moving into a new profession.

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

The primary goal of the Computer Science program is to prepare students for a career in the Computer Science field by offering a program leading to an A.S. in Computer Science. Together with appropriate electives, students can also meet the requirements for transfer to a four-year institution to receive a baccalaureate degree in a science, engineering, or business discipline.

The secondary goal of the Computer Science program is to offer courses which give students skills necessary for advancement in the computer industry or retraining for an entry-level position.

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

Students enrolled in Computer Science courses include:
(a) high school students and graduates seeking a two-year degree in subject areas including computer science,
(b) high school students and graduates taking courses required for transfer to a four-year institution as a Computer Science major,
(c) returning students seeking skills for advancement in their current career or preparing to change professions,
(d) returning students seeking new knowledge in fulfillment of a personal goal.

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

Although some core courses in Computer Science have been part of the program for a number of years, new courses have been added as computer technology and Computer Science education have changed. For example, new courses in Java were designed to reflect changes in Computer Science education, and also to meet the needs of the demand for web-based presence in every profession. Another new course introducing computers for scientists and engineers teaches specific skills and techniques like data analysis and problem solving using examples from other disciplines.

As our college enrollments have declined, so have enrollments in computer courses. This decline is reflected in computer programs at other community college and four-year institutions as well, and seems to be the result of a two major factors:
(a) The dot-com bust has had an especially major negative impact in our geographic area on future employment opportunities for graduates in the computer industry. Rather than programmers, the employment market is richer for application specialists.
(b) the export of technical positions off-shore, roughly paralleling the dot-com bust, further drives enrollment declines in the computer field.

However, our students are assured that their courses will be accepted in accordance
with the regulations in place in the UC and CSU systems.

Our present schedule offers courses that enable a student to complete the core courses and additional requirements necessary for an A.S. degree over four consecutive semesters, provided they have the necessary high school background.

**Attachments:**

List and briefly describe any attachments
Program Overview–Introduction
COUN-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 College of Marin recognizes counseling as an important component in the success of its students. Counseling services are part of a large and comprehensive group of student services available to all students. The Counseling Department is under the direction of the Dean of Student Development and Special Services and is open year round to serve day and evening students. The Department consists of fifteen permanent counseling faculty and 2.5 adjunct counseling faculty who are available to help students establish or clarify educational/career goals and/or work out problems of a social or personal nature. In order to respond to the various student needs, the Counseling Department has focused its efforts into three areas of counseling, which include academic, career and personal counseling. These services are provided at both the Kentfield and Indian Valley campuses and extend through special categorical programs (DSPS, EOPS and CalWorks) and to special populations (athletes, ESL/basic skills, veterans, international students, career technical students, concurrently enrolled high school students & transfer students.)

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

COM MISSION STATEMENT: The College of Marin's commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

* Preparation for transfer to four-year schools and universities
* Workforce education
* Basic skills improvement
* Intellectual and physical development and lifelong learning;
* And cultural enrichment. The College is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

COUNSELING DEPARTMENT MISSION STATEMENT: Within the College of Marin community, the Counseling Department promotes and supports a diverse student population in becoming an integral part of our educational community and society. Our services foster student success by providing counseling, instruction, and resources necessary for students to make informed educational, career, and personal decisions.

OUR VISION: The counseling department recognize our students as coming from a broad and diverse background with vast differences in culture, language, socio-economic status and academic preparation whom need to solve problems by becoming self-directed
in making informed educational, career, and personal decisions.

COUNSELING DEPARTMENT GOALS:

1. Academic Counseling The student is assisted in assessing, planning, and implementing his or her immediate and/or long range goals.

2. Career Counseling The student is assisted in assessing his or her attributes, abilities, and interests, and is advised concerning current and future employment trends.

3. Personal Counseling The student is assisted with personal, family or other social concerns, when that assistance is related to the student's education.

4. Crisis Intervention Either directly or through cooperative arrangements with other resources on campus or in the community.

5. Multicultural Counseling The student is counseled with respect for their origin and cultural values.

6. Outreach and Promote Services Reach out to current College of Marin students, high school students and the county community at large to avail themselves of services, focus on maximizing all students potential to benefit from the academic experience.

7. Shared Governance/Consultation To the college governance process and liaison to the college community to make the environment as beneficial to the intellect, emotional, and physical development of students as possible. Counselors also serve as consultants to faculty members on how to best support students related to an academic or personal matter. Also, counselors share their expertise with faculty members regarding career certificate and transfer requirements.

8. Research and Review To review counseling programs and services with the goal of improving their effectiveness.

9. Training and Professional To provide training opportunities for counseling staff, interns, and others in the college community.

III. Students Served

Briefly outline what students are served in your program.

All students at the College of Marin regardless of age, ethnicity, disability, cultural differences or academic aspirations take advantage of counseling services. Counseling services are provided to prospective students, new students, and continuing students. The counseling program addresses the following specific populations:

Athletics: The Counseling Department has assigned a permanent counselor to assist student athletes in planning their academic program and to provide academic support services in order to enable them to achieve their educational goals, persist to graduation, and meet NCAA/NAIA eligibility requirements.

ESL/Basic Skills: The College of Marin has assigned a an adjunct counselor at 50% to work with both credit and non-credit ESL students as well as any student who places in non-degree applicable English and Math courses. Veterans: The Counseling Department has assigned a permanent and an adjunct counselor, both assisting students who qualify for veterans benefits in developing an approved educational plan that meets the student's educational objective.

International: The Counseling Department has assigned a permanent counselor to assist international students to develop an educational plan and ensure that they maintain their F-1 status. Approximately 150 students from a wide variety of countries are
currently enrolled at College of Marin. All international students enrolled at College of Marin receive free student services, including orientation, tutoring, specialized counseling with an individualized educational plan, assistance with preparing to transfer to a four year college or university, and answers to immigration questions.

Career and Professional Training: The Counseling Department has assigned a permanent counselor to work with students who are making career decisions and advises them concerning current and future employment trends. Concurrently Enrolled High School Students: The Counseling Department has assigned a permanent counselor to work with high school students who are concurrently enrolled in COM courses. The high school outreach counselor works closely with high school students, and their parents, as well as maintains constant contact with high school counselors.

Probationary/Dismissed: All counselors provide support to probationary and disqualified students. Counselors provide many of the interventions to this special group of students which may include personal, career and academic/vocational counseling, specialized personal development courses (study skills, life management, time management, career decision making, etc.). The Counselors also make referrals to other campus services such as tutoring, child care, financial aid, job placement, personal, and/or other community services available to help students overcome obstacles that block their academic success. Because of budget constraints for matriculation this year, The counseling department does not have any counselor assigned to follow-up and monitor probationary and disqualified students' academic progress. The Department is working on a strategy to address this area.

CalWorks/ReEntry: In partnership with Marin County, CalWORKs provides educational and support services to students who are participants in the program.

Transfer: Department Counselors work individually assisting with transfer preparation. Counselors also offer regularly scheduled workshops and activities designed to assist the student in the transfer process, as well as the opportunity to schedule an appointment with University Representatives each semester. In addition, the Transfer/Career Center offers resources for information application, preparation, and eligibility for transfer. Career resources are also available in the Center to assist in career exploration and for declaring academic majors.

Extended Opportunity Programs and Services: The EOPS program provides academic support for financially and educationally disadvantaged students. Services include counseling, tutoring, book grants, priority registration, transfer information and assistance, and peer advisement.

Disabled Students Program & Services (DSPS): Disabled students program provides support services and/or special classes to students with learning, communication, physical and psychological disabilities.

Puente: This is the second year The College has administered this special program. There currently is a 50% adjunct assigned to work with this special population. It is hoped that there will be funding in the future to continue the program, but doubts remain strong given the state of the economy and funding from the Chancellor’s office.

IV. Program History
* Collaboration with various programs: financial aid, EOPS, DSPS, CalWork, basic skills initiative * New student orientations and success workshops
* Technology advances: SARs, Eureka, Internet Access, Online advising, Electronic Student Educational Plan (SEP) B. Planned Activities:
* Hire additional counselors to meet the needs of our student population
* Stay abreast of technologies that have a positive impact on counseling
* Continue to refine/develop group orientations and counseling sessions

* Career courses taught each semester and summer/ full semester length and short-late starting courses in evening
* Collaboration with community
* Technology advances; eureka
* Inservice training for new career tools for all counselors B. Planned Activities
* Provide ongoing training to counselors
* Hire additional counselors to meet the needs of our changing population
* Develop workshops/programs to address the changing population
* Hire New Counselor

* Focus services on Iraqi Veterans B. Planned Activities
* Collaboration with other student services areas and instruction
* Technology advances: Online referrals to resources on and /or off-campus

* Staff development for Crisis Intervention B. Planned Activities
* Need for follow-up training on Crisis intervention
* Assign and maintain a consistent Crisis Intervention Staff/Faculty members
* Continue improving delivery within the college community

* Counselors are sensitive to student's individual background with regards to language, age, disability,& culture
* Staff Development on Working with a Multicultural Student Population. B.Planned Activity

* A subcommittee of counseling department to develop and promote cultural sensitivity awareness within our department

* Restablished liaison counseling with Emeritus


* Annual counseling department outreach to county public, private and alternative high schools.

* Annual high school counselor luncheon

* Promotion of high school concurrent enrollment

* Collaboration with other departments on outreach B. Planned Activities

* Hire additional counselors to meet the needs of our changing student population


* Involved with various committees (Curriculum and Academic Standards, Academic Senate, Shared Governance, Matriculation Policies and Procedures, Accreditation, Career Education Advisory Committees)

B. Planned Activities

* Continue to collaborate with other departments and committees throughout the district and within the community.


* Currently reviewing two (new & continuing) student satisfaction surveys

* Action items on curriculum committee B. Planned Activities

* Begin a through research procedure through matriculation and institutional effectiveness showing persistence rates, services, offered appointments and sharing of this information with various departments.

* Develop protocol for requesting data

* Conduct analysis of student outcome per area of student counseling


* UC and CSU conferences * Ensuring Transfer Success

* Various conferences relating to Career/basic skills

* Professional inservice monthly on crises intervention, suicide, returning veterans from Iraqi B. Planned Activities
* Continue to see opportunities for professional development opportunities based on department and individual needs.

**Attachments:**

List and briefly describe any attachments
Program Overview–Introduction
COUR-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.

* College of Marin Court Reporting Program prepares learners to pass the California Certified Shorthand Reporters licensing examination (CSR), and the Registered Professional Reporter's certificate (RPR) from the National Court Reporters Association.

* The Court Reporting Program is recognized and regulated by the Court Reporters Board of California (See attached regulations).

* Learners must "qualify" to take the CSR examination by completing the minimum requirements (see attachment).

* The Court Reporters Board periodically audits our Program for regulatory compliance which includes:

  >Stenotype machine skill development to 200 words a minute
  >English
  >Medical
  >Legal
  >Transcript Preparation
  >Court Reporting Technology
  >Apprenticeship

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

* In order to take testimony under oath in California, a court reporter must be state licensed. Court Reporting Program learners are primarily interested in acquiring the knowledge and skills to pass the State licensing examination (CSR).

* Some Court Reporting Program learners elect to earn the two A.S Degrees and/or the two Certificates of Completion offered by our Program. However, neither degrees nor certificates are required to engage in work as a court reporter. The basic requirement to engage in work as a court reporter is the State license.

* Learners who do not successfully complete the Court Reporting Program acquire marketable knowledge and skills every semester.

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

* Most court reporting students are re-entry women.
* Many of them already have earned an Associate's or Bachelor's degree.
* Many are single parents.
* Due to the downturn in the economy, we are experiencing an influx of learners training for new careers.
IV. Program History
Briefly outline the recent history of your program.

* COM Court Reporting Program was founded in 1975.

* We have maintained a pass rate at least double the State overall average pass rate for the past 5 years.

* Our Court Reporting Program has worked diligently to keep pace with the changing technology.

* The Court Reporting profession is now considered "Information Technology" for the legal community.

Attachments:
List and briefly describe any attachments

California Court Reporting Program Regulations:
*Business and Professions Code
*California Code of Regulations
http://www.leginfo.ca.gov/cgi-bin/waisgate?
WATSdocID=057929565+0+0+WATAction=retrieve
California Business and Professions Code

8027. (a) As used in this section, "school" means a court reporter training program or an institution that provides a course of instruction approved by the board and the Bureau for Private Postsecondary and Vocational Education, is a public school in this state, or is accredited by the Western Association of Schools and Colleges.

(b) A court reporting school shall be primarily organized to train students for the practice of shorthand reporting, as defined in Sections 8016 and 8017. Its educational program shall be on the postsecondary or collegiate level. It shall be legally organized and authorized to conduct its program under all applicable laws of the state, and shall conform to and offer all components of the minimum prescribed course of study established by the board. Its records shall be kept and shall be maintained in a manner to render them safe from theft, fire, or other loss. The records shall indicate positive daily and clock-hour attendance of each student for all classes, apprenticeship and graduation reports, high school transcripts or the equivalent or self-certification of high school graduation or the equivalent, transcripts of other education, and student progress to date, including all progress and counseling reports.

(c) Any school intending to offer a program in court reporting shall notify the board within 30 days of the date on which it provides notice to, or seeks approval from, the California Department of Education, the Bureau for Private Postsecondary and Vocational Education, the Chancellor's Office of the California Community Colleges, or the Western Association of Schools and Colleges, whichever is applicable. The board shall review the proposed curriculum and provide the school tentative approval, or notice of denial, within 60 days of receipt of the notice. The school shall apply for provisional recognition pursuant to subdivision (d) within no more than one year from the date it begins offering court reporting classes.

(d) The board may grant provisional recognition to a new court reporting school upon satisfactory evidence that it has met all of the provisions of subdivision (b) and this subdivision. Recognition may be granted by the board to a provisionally recognized school after it has been in continuous operation for a period of no less than three consecutive years from the date provisional recognition was granted, during which period the school shall provide satisfactory evidence that at least one person has successfully completed the entire course of study established by the board and complied with the provisions of Section 8020, and has been issued a certificate to practice shorthand reporting as defined in Sections 8016 and 8017. The board may, for good cause shown, extend the three-year provisional recognition period for not more than one year.

(e) Application for recognition of a court reporting school shall be made upon a form prescribed by the board and shall be accompanied by all evidence, statements, or
documents requested. Each branch, extension center, or off-campus facility requires separate application.

(f) All recognized and provisionally recognized court reporting schools shall notify the board of any change in school name, address, telephone number, responsible court reporting program manager, owner of private schools, and the effective date thereof, within 30 days of the change. All of these notifications shall be made in writing.

(g) A school shall notify the board in writing immediately of the discontinuance or pending discontinuance of its court reporting program or any of the program's components. Within two years of the date this notice is sent to the board, the school shall discontinue its court reporting program in its entirety. The board may, for good cause shown, grant not more than two one-year extensions of this period to a school. If a student is to be enrolled after this notice is sent to the board, a school shall disclose to the student the fact of the discontinuance or pending discontinuance of its court reporting program or any of its program components.

(h) The board shall maintain a roster of currently recognized and provisionally recognized court reporting schools, including, but not limited to, the name, address, telephone number, and the name of the responsible court reporting program manager of each school.

(i) The board shall maintain statistics that display the number and passing percentage of all first-time examinees, including, but not limited to, those qualified by each recognized or provisionally recognized school and those first-time examinees qualified by other methods as defined in Section 8020.

(j) Inspections and investigations shall be conducted by the board as necessary to carry out this section, including, but not limited to, unannounced site visits.

(k) All recognized and provisionally recognized schools shall print in their school catalog the name, address, and telephone number of the board. At a minimum, the information shall be in 8-point bold type and include the following statement:

"IN ORDER FOR A PERSON TO QUALIFY FROM A SCHOOL TO TAKE THE STATE LICENSING EXAMINATION, THE PERSON SHALL COMPLETE A PROGRAM AT A RECOGNIZED SCHOOL. FOR INFORMATION CONCERNING THE MINIMUM REQUIREMENTS THAT A COURT REPORTING PROGRAM MUST MEET IN ORDER TO BE RECOGNIZED, CONTACT: THE COURT REPORTERS BOARD OF CALIFORNIA; (ADDRESS); (TELEPHONE NUMBER)."

(l) Each court reporting school shall file with the board, not later than June 30 of each year, a current school catalog that shows all course offerings and staff, and for private schools, the owner, except that where there have been no changes to the catalog within the previous year, no catalog need be sent. In addition, each school shall also file with the board a statement certifying whether the school is in compliance with all statutes and the rules and regulations of the board, signed by the responsible court reporting program manager.

(m) A school offering court reporting may not make any written or verbal claims of employment opportunities or potential earnings unless those claims are based on verified data and reflect current employment conditions.

(n) If a school offers a course of instruction that exceeds the board's minimum requirements, the school shall disclose orally and in writing the board's minimum requirements and how the course of instruction differs from those criteria. The school shall make this disclosure before a prospective student executes an agreement obligating that person to pay any money to the school for the course of instruction. The school shall also make this disclosure to all students enrolled on January 1, 2002.

(o) Private schools shall provide each prospective student with all of the following and have the prospective student sign a document that shall become part of that individual's permanent record, acknowledging receipt of each item:

1. A student consumer information brochure published by the board.
2. A list of the school's graduation requirements, including the number of tests, the pass point of each test, the speed of each test, and the type of test, such as jury charge or literary.
3. A list of requirements to qualify for the state certified shorthand reporter licensing examination, including the number of tests, the pass point of each test, the speed of each test, and the type of test, such as jury charge or literary, if different than those requirements listed in paragraph (2).
4. A copy of the school's board-approved benchmarks for satisfactory progress as identified in subdivision (u).
5. A report showing the number of students from the school who qualified for each
of the certified shorthand reporter licensing examinations within the preceding two years, the number of those students that passed each examination, the time, as of the date of qualification, that each student was enrolled in court reporting school, and the placement rate for all students that passed each examination.

(6) On and after January 1, 2005, the school shall also provide to prospective students the number of hours each currently enrolled student who has qualified to take the next licensing test, exclusive of transfer students, has attended court reporting classes.

(p) Public schools shall provide the information in paragraphs (1) to (6) of subdivision (o), inclusive, to each new student the first day he or she attends theory or machine speed class, if it was not provided previously.

(q) Each enrolled student shall be provided written notification of any change in qualification or graduation requirements that is being implemented due to the requirements of any one of the school's oversight agencies. This notice shall be provided to each affected student at least 30 days before the effective date of the change and shall state the new requirement and the name, address, and telephone number of the agency that is requiring it of the school. Each student shall initial and date a document acknowledging receipt of that information and that document, or a copy thereof, shall be made part of the student's permanent file.

(r) Schools shall make available a comprehensive final examination in each academic subject to any student desiring to challenge an academic class in order to obtain credit towards certification for the state licensing examination. The points required to pass a challenge examination shall not be higher than the minimum points required of other students completing the academic class.

(s) An individual serving as a teacher, instructor, or reader shall meet the qualifications specified by regulation for his or her position.

(t) Each school shall provide a substitute teacher or instructor for any class for which the teacher or instructor is absent for two consecutive days or more.

(u) The board has the authority to approve or disapprove benchmarks for satisfactory progress which each school shall develop for its court reporting program. Schools shall use only board-approved benchmarks to comply with the provisions of paragraph (4) of subdivision (o) and subdivision (u).

(v) Each school shall counsel each student a minimum of one time within each 12-month period to identify the level of attendance and progress, and the prognosis for completing the requirements to become eligible to sit for the state licensing examination. If the student has not progressed in accordance with the board-approved benchmarks for that school, the student shall be counseled a minimum of one additional time within that same 12-month period.

(w) The school shall provide to the board, for each student qualifying through the school as eligible to sit for the state licensing examination, the number of hours the student attended court reporting classes, both academic and machine speed classes, including theory.

(x) The pass rate of first-time exam takers for each school offering court reporting shall meet or exceed the average pass rate of all first-time test takers for a majority of examinations given for the preceding three years. Failure to do so shall require the board to conduct a review of the program. In addition, the board may place the school on probation and may withdraw recognition if the school continues to place below the above described standard on the two exams that follow the three-year period.

(y) A school shall not require more than one 10-minute qualifying examination, as defined in the regulations of the board, for a student to be eligible to sit for the state certification examination.

(z) A school shall provide the board the actual number of hours of attendance for each applicant the school qualifies for the state licensing examination.

(aa) The board shall, by December 1, 2001, do the following by regulation as necessary:

(1) Establish the format that shall be used by schools to report tracking of all attendance hours and actual timeframes for completed coursework.

(2) Require schools to provide a minimum of 10 hours of live dictation class each school week for every full-time student.

(3) Require schools to provide students with the opportunity to read back from their stenographic notes a minimum of one time each day to his or her instructor.

(4) Require schools to provide students with the opportunity to practice with a school-approved speed-building tape, or other assigned material, a minimum of one hour per day after school hours as a homework assignment and provide the notes from this
tape to their instructor the following day for review.

(5) Develop standardization of policies on the use and administration of qualifier examinations by schools.

(6) Define qualifier exam as follows: the qualifier exam shall consist of 4-voice testimony of 10-minute duration at 200 wpm, graded at 97.5 percent accuracy, and in accordance with the guidelines followed by the board. Schools shall be required to date and number each qualifier and announce the date and number to the students at the time of administering the qualifier. All qualifiers shall indicate the actual dictation time of the test and the school shall catalog and maintain the qualifier for a period of not less than three years for the purpose of inspection by the board.

(7) Require schools to develop a program to provide students with the opportunity to interact with professional court reporters to provide skill support, mentoring, or counseling which they can document at least quarterly.

(8) Define qualifications and educational requirements required of instructors and readers that read test material and qualifiers.

(bb) The board shall adopt regulations to implement the requirements of this section not later than September 1, 2002.

(cc) The board may recover costs for any additional expenses incurred under the enactment amending this section in the 2001-02 Regular Session of the Legislature pursuant to its fee authority in Section 8031.

8027.5. In addition to the authority to conduct disciplinary proceedings under this chapter, the board, through its duly authorized representatives, shall have authority to issue administrative citations or assess fines for the violation of any rules and regulations adopted by the board under the provisions of this chapter.

COURT REPORTING PROGRAM

Program Overview Introductory Report

Attachment

California Code of Regulations

TITLE 16. Professional And Vocational Regulations
Division 24. Certified Shorthand Reporters Board
Article 2. Court Reporting Schools

2411. Criteria for Recognition of Court Reporting Schools; Continued Validity; Reports.

A recognized court reporting school shall offer at least the following minimum prescribed course of study for not less than the hours specified in order to obtain and maintain board approval:

(a) Machine Shorthand and transcription 2300

(1) The program shall include classroom instruction in the mastery of making verbatim records of depositions, hearings, meetings, conventions and judicial proceedings, by means of shorthand or machine shorthand writing, and the accurate transcription of such proceedings.

(2) All tests used to qualify students to sit for the CSR exam shall be transcribed on campus under supervision. Schools may require all other tests to be transcribed on campus under supervision.

(3) When the student reaches a proficiency of 80 words per minute on unfamiliar material, each week the student shall be required to transcribe dictation of varying difficulty and subject matter of a length equal to five minutes at the student's current speed.
(4) Individual dictation classes, other than theory classes, shall include only students whose tested writing speeds are within the same 20-30 words per minute range on similar dictation material.

(5) Students shall be provided the opportunity to read back from their stenographic notes a minimum of one time each day to his or her instructor.

(6) Schools shall provide students with the opportunity to practice with a school-approved speed-building tape, or other assigned material, a minimum of one hour per day after school hours as a homework assignment and provide the notes from this tape to their instructor the following day for review.

(7) These hours may be reduced if a student is able to pass the qualifier exam defined in section 2412 of this chapter before having completed these hours.

(b) English 215

A minimum of 150 of these hours shall be in classroom lecture or non-lecture instruction. Instruction in the fundamentals of English grammar and usage with emphasis on sentence structure, punctuation, spelling, capitalization, vocabulary development, and reading comprehension.

(c) Medical 125

A minimum of 75 of these hours shall be in classroom lecture or non-lecture instruction. Instruction, dictation, and transcription in human anatomy, including definitions of medical prefixes and suffixes and the terminology used in examination, diagnosis, laboratory investigations, patient case histories, operation reports, medical records, and autopsy reports.

(d) Legal 175

A minimum of 100 of these hours shall be in the classroom lecture or non-lecture instruction. Instruction, dictation, and transcription material shall cover diverse subject areas including, but not limited to the following:

(1) Legal Terminology.

The general concepts of the law of real and personal property, torts, contracts, probate, family, business, criminal, evidence, and civil procedure.

(2) Court and Deposition Procedures.

(A) The role of the reporter in the courtroom, including the reporting of jury impanelment, opening statements, testimony, objections, summations, jury instructions, approaching the bench, in camera proceedings, and reading back to the jury.

(B) The role of the reporter in depositions, including administering oaths, the reporting of testimony and objections, reporting with an interpreter, reading back, directing (citing) the witness, certifying questions, and marking exhibits.

(C) Management of pertinent records, including stenographic notes, work sheets, financial records, daily reporting jobs, and transcript requests.

(3) Ethics of the Court Reporting Profession.

The professional responsibilities of a reporter, including, but not limited to, punctuality, confidentiality, and timely production of transcripts.

(4) The California law and regulations and California Rules of Court affecting Certified Shorthand Reporters.
(e) Keyboarding 45 words per minute net
A course to prepare students to achieve a typing proficiency of 45 words per minute.

(f) Transcript Preparation 55

1. Instruction in the current methods for preparing and producing a complete transcript, including, but not limited to, equipment, formatting standards, and methods of preparation.

2. Instruction in the preparation of transcripts, including covers, appearance pages, index pages, speaker identification, certificates, and exhibits, and the preparation of work sheets setting forth pertinent information.

3. Development of proofreading skills in order to produce an accurate transcript.

(g) Resource Materials 5
Instruction in the use of resource materials to provide the student with the ability to use such materials, including but not limited to, case citations, codes, almanacs, the Parker Directory of Attorneys, street atlases, and world almanacs.

(h) Apprenticeship Training 60

1. Before the student attains a proficiency of 120 words per minute, the student shall have spent no less than five hours observing proceedings in a court of record.

After attaining a proficiency of 120 and before attaining a proficiency of 180 words per minute, the student shall have spent no less than five hours observing proceedings in a court of record.

2. When the reporting student reaches proficiency of 180 words per minute, arrangements shall be made to allow the student to sit in and report, with a certified shorthand reporter, 40 hours of court proceedings or depositions, of which a minimum of 10 hours shall be in depositions, and a minimum of 10 hours shall be in court.

A maximum of 10 hours of this training may be gained in reporting mock proceedings sponsored by a law firm or by a law school accredited by the American Bar Association or the Western Association of Schools and Colleges.

3. A student shall be required, as part of the course, to transcribe, in a format that conforms to the requirements of section 2473 of these regulations, a minimum of 20 consecutive pages from notes taken at a court proceeding and a minimum of 20 consecutive pages from notes taken at a deposition, and to submit these transcripts to the school for approval.

4. After attaining a speed of 160 words per minute, the student shall receive a minimum of 10 hours additional instruction to review the following categories:

A. Court and deposition procedures

B. Ethics and professional practice

C. Legal research and the California Codes

D. Job preparation skills including business etiquette, professional appearance, attitude and demeanor, interviewing skills, and resume writing.

5. Schools shall provide students with the opportunity to interact with professional court reporters to offer skill support, mentoring, or counseling which they can document at least quarterly, including guest speakers, job shadowing, etc.

(i) Technology 25
The student shall demonstrate the ability to manage the computer operating system outside the specialized Computer Aided Transcription (CAT) software, including, but not limited to, functions such as deleting, moving, and renaming files, and creating ASCII disks.

The student shall also demonstrate the ability to set up and connect the hardware components including the writer and at least one additional laptop or personal computer.

(2) The student shall demonstrate knowledge of basic computer terminology and the concepts of litigation support, Computer Integrated Reporting (CIR), and captioning.

(3) The student shall demonstrate the ability to prepare and print a complete final transcript from the student's own notes using a format that conforms to the requirements of section 2473 of these regulations.

(4) After building a personal dictionary of no less than 18,000 words, the student shall spend a minimum of 10 hours in realtime writing.

(5) The student shall demonstrate knowledge of how to prepare an ASCII diskette from the student's own notes.

TOTAL MINIMUM PRESCRIBED ACADEMIC HOURS 660

(j) A recognized court reporting school may grant equivalent proficiency for one or more classes to applicants who have provided proof of prior educational or practical experience which is directly related to classes described in Section 2411 (a) of this chapter.

(k) A recognized court reporting school shall provide access to a library of reference materials. This access shall be provided on campus. On campus access may include online access. These materials shall include at least the following:

(1) Current Reference Materials shall include at a minimum: Business & Professions Code, Sections 8000 through 8047, Title 16, California Code of Regulations, Division 24, Sections 2400 through 2481, Code of Civil Procedures, Sections 2021 and 2025, and Government Code, Chapter 5, Article 9, commencing with section 69941.


In addition, the Board recommends that the school also maintains current professional association publications and current publications including at least one daily newspaper and magazines such as Time, Newsweek, Business Week, Money, Inc., Fortune, etc.

(l) Whenever there has been a change in school status as set forth in Section 8027(f) of the Code the change or changes as specified shall be reported to the board as required by Section 8027(f). Such report shall be in writing on the letterhead of the school or other stationery setting forth the current name, address and telephone number of the school, and shall be signed by the responsible program manager, the school owner, the responsible corporate officer if the school is a corporation, or the responsible partner if the school is a partnership.

(m) All annual statements filed with the board by court reporting schools in compliance with Section 8027(k) of the Code shall be in writing on the letterhead of the school or other stationery setting forth the current name, address and telephone number of the school and shall have enclosed or attached thereto the current school catalog as specified by Section 8027(l).

(n) Each court reporting school shall advise all applicants to its court reporting program of the existence and purpose of the board, including the board's address and
telephone number which shall be prominently printed in any catalogs which include course offerings.

NOTE

HISTORY
1. Amendment of subsections (b), (c), and (d)(1) filed 5-18-79; effective thirtieth day thereafter (Register 79, No. 20). For prior history, see Register 74, No. 34; 70, No. 19; 62, No. 11.

2. Amendment filed 9-22-83; effective thirtieth day thereafter (Register 83, No. 39).
CROSS REFERENCE: Section 2419.

3. Amendment of subsections (a) and (b) and new subsections (c)-(f) filed 5-1-89; operative 5-31-89 (Register 89, No. 18).

4. Amendment of section heading, repealer of first paragraph and subsections (a)(5), (a)(6), (a)(8), and (a)(10), subsection renumbering, and amendment of subsections (a)(1)-(a)(7) and (f) filed 1-8-93; operative 2-8-93 (Register 93, No. 2).


6. Amendment of subsection (a)(1)(A) filed 12-17-2001 as an emergency; operative 1-1-2002 (Register 2001, No. 51). A Certificate of Compliance must be transmitted to OAL by 5-1-2002 or emergency language will be repealed by operation of law on the following day.


§2412. Qualifier Exams.

Schools are prohibited from requiring more than one qualifier examination as defined:

Schools are prohibited from requiring more than one qualifier examination as defined:

The qualifier exam shall consist of unfamiliar material. The material shall be 4-voice testimony of 10-minute duration, dictated at 200 wpm and graded at 97.5% accuracy, and in accordance with the method by which the board grades the licensing examination. The qualifier exam shall consist of unfamiliar material. The material shall be 4-voice testimony of 10-minute duration, dictated at 200 wpm and graded at 97.5% accuracy, and in accordance with the method by which the board grades the licensing examination. Schools shall date and number each qualifier and announce such date and number to the students at the time of administering the qualifier. Schools shall record the following information for each qualifier, for each date on which it was administered, 1) the actual duration of the dictated test, 2) the number of students that took the test, 3) the number of students that transcribed the test, and 4) the number of students that passed the test. The school shall maintain the qualifier and catalogue the required information related to each qualifier test for a period of not less than three years for the purpose of inspection by the Board. Qualifiers shall not be dictated more than once in any twelve-month period.


HISTORY

1. New section filed 12-17-2001 as an emergency; operative 1-1-2002 (Register 2001, No. 51). A Certificate of Compliance must be transmitted to OAL by 5-1-2002 or emergency language will be repealed by operation of law on the following day. For prior history, see Register 83, No. 39.

Program Overview—Introduction
Credit-ESL-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 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.

The core of the Credit ESL program encompasses 4 levels in ESL (50-60-70-80) plus two more parallel sections of the 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 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.

**II. Program Purpose**
Pathway:
Basic Skills/ESL

Briefly describe how your program fits into the pathways you have chosen.

Mission of ESL Program

As part of the ESL Task Force effort in 2002-2003, the ESL program developed a mission statement for the overall program which continues to reflect our purpose: The College of Marin provides excellent academic programs and comprehensive services that inspire and support ESL students to transform themselves linguistically, enabling them to achieve their educational and career goals. To meet this overall mission, we have the following objectives for our students: ESL students will be able to:

- 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.)

- effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path;

- 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.

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

Our ESL programs are designed to respond to the needs of the growing English learner population in Marin. While Marin is less ethnically diverse than the rest of...
California, the populations growing most quickly in the county are Latino and Asian/Pacific Islander, most of whom are English learners. Almost a fifth of Marin residents speak a language other than English at home, according to the 2000 Census. Credit ESL students come from over 30 countries, with the most currently coming from Mexico, Guatemala, and Brazil, though no one nationality dominates the program. The largest ethnic groups are: Hispanic, Asian, and White and about 60% of them are female. As a group, our students are older than the "traditional" college student, with about a third being 35-39 years old and only about 25% falling in the 18-24 year-old age group. While their educational levels vary, 14% of credit ESL students in Spring 2007 already had an Associate or Bachelor's degree, and 46% had completed more than 15 units in college. Most do not come from the U.S. secondary school system, but instead have graduated from a secondary school in their home countries. About 75% of our students work more than 20 hours a week, with a third working 40+ hours/week. According to our 2007 student survey, credit ESL students have several goals in improving their English: -- for their current life and work needs (82%) -- to get a better job (49%) -- to earn an AA/AS (29%) -- to prepare for other credit classes (27%) -- to transfer (26%) -- to earn a certificate (24%) Our program's goals and courses are all designed to help them meet these goals.

IV. Program History

Briefly outline the recent history of your program.

For over twenty-five years, College of Marin has been addressing the needs of English learners through its high quality English as a Second Language (ESL) Programs. The ESL program began in response to the influx of Southeast Asian refugees in the late 1970s and early 1980s. At that time we offered a full 10-15 hour/week noncredit program mornings (survival English), afternoons (pre-vocational English) and evenings (survival English). Noncredit encompassed 6 primary levels plus 3 in-between levels when needed as well as a literacy class. Credit ESL was offered at a very high academic level for college-bound students.

As the 1980s progressed, our student population began to include more and more Mexicans, Central Americans and Haitians. From the fall of 1988 through the spring of 1990, we offered classes specifically for the Amnesty program. Around 1986 as these ESL students completed the noncredit program and moved into college credit classes, it was clear that they would need some extra help. At that point a 62 SL with an attached spelling course and a 92 SL with an attached lab were added to the College's English Skills Department.

In the early 1990s, two full time teachers were hired at the same time state funding changed. So four more levels of credit ESL were developed (30-40-60-80) and the new teachers taught these levels. All but the lowest two levels of noncredit were moved to credit. Over time, more non-credit levels have been added while credit ESL remained with 3 levels. Several years ago, based on a review of credit ESL programs across the state, we increased the number of credit levels to 4 and combined grammar and writing skills, which made our program more in line with other ESL programs and which should better prepare students for their credit coursework. We also added pronunciation classes, based on students' requests. We continue to examine our program structure and number of credit levels to best meet students' needs.

Attachments:

List and briefly describe any attachments
Program Overview—Introduction
DANC-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.

1. Dance provides high quality instruction for dance majors as well as students from other pathways.

2. Dance has an excellent faculty and rich curricular diversity.

3. Approximately 900 community members attend our performances each semester, (1800 a year).

4. Dance maintains healthy community relations with Bay Area dance studios and companies.

II. Program Purpose
Pathway:
Transfer

Briefly describe how your program fits into the pathways you have chosen.

Although dance serves all 5 pathways, it's goal remains excellent and competitive education for dance majors.

Some of our students leave here with just an AA degree but become success stories. Those who transfer are also very successful and often find jobs in dance.

College dance programs structure themselves to support degree seeking students by offering life long learning and cultural enrichment classes. Very few dance programs in the nation are "transfer" only or "degree seeking" only. If the data shows that we have more life long learners than transfer students, it does not necessarily mean that our pathway is lifelong learning. It just means that our program is structured to support degree seeking students and everyone else.

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

1. Transfer 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 Ailey 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 Continuing education students, as a result of their study with us, refine technique they already have, and/or enhance performance skills.

3. Lifelong learning/cultural enrichment 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.

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

1. Within the past 4 years we have steadily increased our AA/transfer students.

2. At this time, we have 16 AA/transfer students who should graduate within the next two to four years.

3. The AA degree was recently updated and revised.

4. Course outlines have been updated and revised.

5. Course outlines have been submitted for major to major articulation.

6. Dance has moved to it's swing space in MS3.

7. Dance has done outstanding publicity and hopes to see an increase in enrollments for 2010.

8. The 40 unit cap on dance units has been removed.

9. Attempting a new class at IVC @ Nanda Schorske's request.

10. The dance faculty is continuing to incorporate the correct SLOs into all dance course syllabi and will continue to make these syllabi available to students.

11. The two year blueprint is complete.

Attachments:
List and briefly describe any attachments
I. Program Definition
Outline the unique qualities that define the importance of your program.

The Dental Assisting Program at College of Marin offers in-depth training and knowledge in didactic, hands-on preclinical training and over 340 hours of clinical instruction.

The program is accredited by the American Dental Association, Commission on Accreditation.

The program offers both 10 month full time instruction and 18 month part time instruction.

Successful completion of the program earns the student a Certificate of Completion in Dental Assisting and eligibility to sit for the California Registered Dental Assisting Examination.

Successful completion of the program also provides the student with Certification in Radiation Safety, Coronal Polish, Ultrasonic Scaler, and Pit and Fissure Sealants approved by the State of California, Department of Consumer Affairs.

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

The ultimate purpose of the program is provide state of the art, in-depth knowledge and training to provide the dental assisting skills needed for an entry level position for all the students enrolled in the program leading to a Certificate of Completion in dental assisting. 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.

Lastly, the program encourages career advancement within the dental profession and refers interested students to the College career counseling offices to pursue careers in dental hygiene, dentistry, dental assisting teaching credentials or dental research.

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

The program accepts the High School graduate or GED students, the re-entry student, the change in career student, the CalWorks applicant, or the workmen's compensation retraining student. Basically, the program serves any person who is interested in a fast-moving career that is never stagnant, the person who likes helping people with their dental care needs, the person who can multi-task, and the person who likes working with their hands.

The gender of student that this program serves over the last five years has been 86.98% female and 13.02% males. We are seeing more and more males enroll during this poor economy. Although the field has been open to both men and women, traditionally the women have been and still is the majority of enrollees.

The age range for these students has been a wide range with 18-24 years at 49.4%, 25-29 years at 18.08%, 34-49 years at 17.16%, 30-34 years at 11.84%, and over 50 years at 1.18%. There is also a small percent (2.26%) that join the program in the fall under the age of 18, but turned 18 by the spring semester when they have contact with live patients.

The demographic ethnical make up is also very wide spread for the last five years with the highest group of Hispanics (40.6%) second highest group of Whites (38.6%), Asians (12.62%), African Americans (4.9%), American Indians (2.9%), other ethnic groups (6.34%) and non categorized (1.74%).

The age requirement for this program is that the student must be a minimum of 18 years by the time they
have contact with patients in the spring semester. This age requirement is under the California Radiation Safety Certificate that indicates any person exposing radiation on live patients must be at least 18 years of age.

There is an English requirement that require the applicant to have a minimum English level of qualifying for English 98 reading and communication skills to be successful not only in the program, but also in the dental assisting field.

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

The dental assisting program was initialed at College of Marin in 1962 under Vocational Education. The program was accredited by the American Dental Association in 1974 and has received full renewal accreditation every 6 years. The program graduated it's first State licensed Registered Dental Assisting students in 1978. This program is widely accepted by Marin County Dentists as providing quality training for dental assistants who are well prepared for the field.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
Distance-Education-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 DE program at COM promotes the adoption of instructional, learning, and technical innovations at the discipline, department and instructional levels and contributes to updating curricula and instructional effectiveness by integrating programs and services among faculty, staff, management and students at COM. A primary objective of the program is to increase retention and success by integrating best practices in DE instruction, policies and procedures, and program structure. The DE program is unique in the college in that it specifically meets the growing demands of a changing student population with high quality programs. The program reaches new populations of students and encourages continuing students to stay at COM to finish their education. The use of technology in reaching to support higher education problem-solving efforts is clearly described by an Annenberg/CPB Project (1992):

Tidal waves of economic, demographic, educational, and technological changes demand that colleges reconsider what they will teach, how they will teach, whom they will teach, and the degree to which the classroom of today will look and feel anything like the classroom of yesterday.

• Some of the compelling reasons that various forms of distance education have been implemented at CoM include (a) the increase in the adult population seeking higher education, many while continuing employment; (b) workforce demands for updating skills and for lifelong learning; (c) the need to serve various types of part-time students who are juggling family and work responsibilities, from welfare recipients and industry workers to "reverse transfer" students with bachelor's degrees; (d) a paradigm shift within CoM regarding the educational mission; and (e) the increasing high costs of constructing brick and mortar buildings needed to absorb the influx of college students.

• Distance education in California community colleges has undergone rapid changes over the last decade primarily influenced by technological innovations that broaden how content and learning are delivered, accessed, and managed. The Distance Education Report for Fiscal Years 1995-1996 through 2001 - 2002, published by the California Community Colleges Chancellor's Office (CCCCO), documents this growth:

There was a 180% increase in the number of distance education students from 54,524 (1995 - 1996) to 152,690 (2001 - 2002). The percentage of distance education students among all students rose from 2.52% to 5.48% in the seven-year period of the study, representing a 117% increase. The study also reports that the number of distance education course sessions grew from 2,710 to 10,511 during this same period.

• The total number of distance learning courses delivered entirely or predominately (i.e., more than 50%) through the Internet rose from nine on-line courses in 1995-1996 academic year to 2,902 courses in 2001-2002, according to the study. This growth in online and Web-based instruction parallels a nationwide growth in the number of people with access to the Internet via dial-up modem and broadband at work, school and home. (America's Online Pursuits, Pew Institute, 2003).

• Today distance education and especially e-learning are pervasive in higher education. More than 87% of educational institutions surveyed responded that they currently have or are developing a strategic plan for distance education (Zastrocky & Harris, 2003).

In light of the data identifying the challenges facing community colleges, and in light of the increased demands of the state it is imperative that CoM work to meet these demands with the highest standards in mind, with faculty, staff and students working together to build a strong Distance Education Program and to create a
strategic plan for Distance Education. Strengthening DE programs and services at CoM furthers the college's goals and addresses CoM's mission to provide educational excellence and innovative learning environments. A strong DE Program promotes the adoption of instructional, learning, and technical innovations at the discipline, department and instructional levels in addition to encouraging updating of curricula and instructional effectiveness by integrating programs and services among faculty, staff, management and students.

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

The DE program at CoM serves students in all disciplines with varied educational goals; therefore, the DE program has, as its primary purpose, to increase access to students in achieving their goals whether they are housed in Transfer/Degree, Career/Work Training, Basic Skills or ESL, CES or Non-Credit, or Lifelong Learning.

However, the historically low enrollments of many of CoM's DE courses suggests that insufficient attention has been paid to student needs in allocating this resource. The purpose of DE as a program should be to serve the program majors in enabling students to achieve their goals without unnecessary commuting and scheduling requirements. There is no evidence that student need has driven the development of this program, and this should be remedied as soon as possible. Considerations of the pathways and of specific majors should employ data-driven means of learning which courses should be offered in DE mode to improve student access. Further, CoM's student success rate for DE courses is around 48%, while statewide rates have stabilized at 57%. Attention must be paid to means used at other colleges to improve student success in DE courses.

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

These courses are in different departments so no demographics are available. This is something we will request in advance for future program reviews.

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

Although in the past we have offered a wide variety of DE courses--televised, videocassette, videoteleconferenced, and online-- the sections are few, and until recently, there was little oversight or leadership of the program. We have never had a centralized DE office or a DE Coordinator (unlike many other institutions) charged with the growth and monitoring of the program. In 2007-08 the Academic Senate created a task force on Distance Education and Teaching-Assisted Learning (DETAL) to help with the planning and implementation of the DE Program. Made possible by the establishment of DETAL, this program review is the first serious consideration of DE as a program within the structure of the college. The task force's main goals were to make recommendations to improve the coordination of DE campus-wide, ensure consistency in the DE course environment experienced by students and thus improve student success, and maintain a consistent high quality educational experience in DE instructional materials.

DETAL recommended that, in order to increase DE offerings while improving student success, a four-pronged approach is necessary.

First, implement faculty training and improve faculty support. This professional development initiative should promote collaboration between instructors, enable faculty to focus on both technology and curricular development and, above all, support
student learning. Faculty technical support should include upgrade of the course management system (cms), a 24-hour help desk, and access to emerging technologies.

Second, the college must increase student preparation and support regarding online courses. Title 5 and best practices require that we offer the same student support services in the online environment as we do for face-to-face (f2f) courses. While there is an online orientation available, currently we do not offer embedded counseling, tutoring, or reference library services. In fall 09 the college held a number of trainings regarding embedded librarian services and we hope to pilot such a service in fall10. I believe that CoM also needs to develop and offer an introductory-level course for students to learn how to navigate a CMS and be effective online learners.

Third, the assignment, evaluation, review, and quality check of DE courses is insufficient. As stated above, although no formal process exists to evaluate the DE course at CoM, instructors teaching DE courses worked with the administrator in the area to pilot an evaluation tool for online classes in an effort to assess and document the rigor and academic integrity of these courses at CoM. In fall 09 the piloted process was implemented for some online courses and plans are underway to implement evaluation for all online courses in keeping with contractual guidelines. Title 5 does not distinguish between DE and regular courses beyond the need for a separate approval process and the need to ensure regular effective student-faculty contact. WASC expects College of Marin to improve its standards for approving DE courses. One way to achieve this would be to have a locally-developed policy for Effective Student-Faculty Contact. At the present time, DETAL and the Curriculum Committee are reviewing a policy created by Mount San Jacinto Community College, a policy which has been widely adopted by California Community Colleges. Another necessary way to tackle the same issue of quality is to create some system for online course assignments, a system that requires instructors to demonstrate minimum training and design competencies or prior relevant experience before teaching online.

Fourth and most important, provide an infrastructure for continuous growth and improvement of the DE program. Without the organizational infrastructure necessary to guide DE at CoM, it is unlikely that it can achieve its potential as a robust program offering comprehensive services and choices to students who require more flexibility of schedule, course format, and assessment if they are to achieve their academic goals. At the present time, the seat license for Blackboard 8 is limited to 3,000 users, and the college has approximately 2,700 users. If College of Marin is seriously committed to growing the DE program, pursuing a seat license for unlimited enrollment should be a high priority. The Enterprise Level system would allow for all courses at the college to be utilizing Blackboard with an unlimited enrollment. Further, it would eliminate some of the resolve some of the conflicts between Banner and the current Blackboard version 8 system.  I'm not sure where my next point goes, but it definitely belongs in this list of four, and I would argue for it being the most important: all instructors developing new online courses must use the licensed CMS: Blackboard. Online courses using other CMSs should be phased out as soon as possible. The reasons are twofold:

1. CoM can only support one CMS when it comes to training, tech support, and evaluation.

2. The navigational/technology skills honed in one CoM DE course must be transferrable to the next CoM DE course to encourage student success.

Program Enrollment

I. Program Enrollment

Briefly characterize enrollment factors and trends in your program for all courses using the questions below. Please include number of classes, enrollment, and total Faculty Units as an attachment in Part VI. Select on or more of the following enrollment measures: classes (total), Headcount, and/or FTES (based on which measures best indicate trends in your program.)

The chart below depicts the number of courses offered and the number of students who enrolled, withdrew, were retained and successfully completed Distance Education (DE) courses from the Fall 2005 to Spring 2009 semesters. The following patterns/trends can be seen in this display.
a) The total number of courses offered across the semesters was fairly constant from the Fall 2005 (27) to the Spring 2009 (28).

b) However, the number of DE courses fluctuated across the semesters. Fewer courses (21) were offered Fall 2008 whereas the most courses (30) were offered in Spring 2007.

c) The number of students who enrolled in CoM's DE classes increased from 696 (F05) to a high enrollment of 963 students in F07. Interestingly, the highest number of students enrolled when only 26 courses were offered as compared with smaller enrollments of 925 when 30 courses were offered.

d) Over the semesters F05 to S09 fewer students withdrew or dropped their course (277 to 219 students). But, from Spr06 to Spr08 large numbers of students withdrew. The rise in number was from 299 to 350.

e) Correlated with fewer students dropping or withdrawing from their courses was a rise in the overall student retention rate (60% to 74% from F05 to Spr09).

f) The mean student success rate also rose from 33% to 52% across the semesters. Except for 2 semesters (S06 to F06) the success rate rose steadily.

g) Correlated to the rising average rate of student success was a rise in the upper ranges of student success rates. The upper limit steadily rose from a 63% student success rate to 94%. In one semester only did the upper limit regress (S06).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total # Courses</th>
<th>Total # Students Enrolled</th>
<th>Total # Students Dropped/W withdrew</th>
<th>Retention Rate across all courses</th>
<th>Mean Student Success Rate</th>
<th>Range Student Success Rate</th>
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<tr>
<td>F05</td>
<td>27</td>
<td>696</td>
<td>277</td>
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<td>29</td>
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<td>63%</td>
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<td>30</td>
<td>925</td>
<td>371</td>
<td>60%</td>
<td>35%</td>
<td>0%-58%</td>
</tr>
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<td>26</td>
<td>963</td>
<td>350</td>
<td>64%</td>
<td>40%</td>
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</tr>
<tr>
<td>S08</td>
<td>25</td>
<td>941</td>
<td>342</td>
<td>64%</td>
<td>42%</td>
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</tr>
<tr>
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<td>21</td>
<td>716</td>
<td>232</td>
<td>68%</td>
<td>46%</td>
<td>19%-71%</td>
</tr>
<tr>
<td>S09</td>
<td>28</td>
<td>837</td>
<td>219</td>
<td>74%</td>
<td>52%</td>
<td>22%-94%</td>
</tr>
</tbody>
</table>

Why has this occurred?
There were 763 students enrolled in 25 sections of DE courses in S06, which increased to 941 students enrolled in 26 classes in S08, an increase of 23%. The rate of increase was slightly greater than that for community colleges statewide. However, in fall 08, student enrollment decreased to 450. This sharp decline is worth analysis because decisive action is necessary if we are to reverse the trend.

The reasons for DE's growth are not mysterious. There is a great demand for DE courses in this area because of our location on the busy 101 corridor. Additionally, since course offerings have been cut in traditional courses, students are receptive to taking DE courses which allow flexibility of scheduling. Anecdotally, DE students also tend to be older students with work responsibilities or other family responsibilities which limit the time students are able to enroll in courses during the day or in the evening, so DE courses better suit their needs. Enrollment data show that online classes generally have initial high enrollments. Students often add online sections when they cannot find other classes to fit their schedules. In fact, these online sections meet a specific need for our students who often cannot fit...
another class into their schedule. For example, a comparison of English online classes to traditional on-campus night classes in fall 2008 will show that online sections have higher enrollment than the traditional sections. Further discussion of these trends and their implications will be found in the Student Success section. The demand is growing, too, as CSUs and UCs limit their course offerings, particularly of courses offered at the community college level. The cancelation of summer school at numerous colleges, including CCSF, will undoubtedly contribute to the demand for courses at CoM. Additionally, increased unemployment and greater numbers of people looking for work brings with it greater demands for education and the flexibility that DE offers. Job seekers, in particular, want DE courses so they can still attend interviews and take a job if one is offered to them without interrupting their studies. While DE enrollments grew until S08, enrollments declined by 53% in F08 compared with F07. Several reasons may account for this drastic and sudden reduction, including a reduction in DE courses offered, insufficient organizational support for the program, lack of planning linked to EMP goals (the current EMP does not mention DE, but the draft revision in process has highlighted DE as a major initiative), poor scheduling, weak marketing of the program, weak faculty support services and inconsistent training opportunities. Student tech support was greatly reduced in F08 based on staffing changes, and this lack of continuity of knowledge probably affected enrollments. The college eliminated several large videocassette courses because they did not meet standards of recency or academic rigor. When such necessary steps are taken to preserve the quality of instruction, the college must also consider how such eliminations affect students who have been expecting to enroll in these courses. Steps should be taken to provide alternate DE course options that do meet our academic standards. A needs assessment should be conducted to determine the preferred course modalities and exact course needs that will attract the student populations who are likely to enroll in DE courses. Enrollment data will show that online classes, with a few exceptions, have high enrollments. Students often add online sections when they cannot find other classes to fit their schedules. In fact, these online sections meet a specific need for our students who often cannot fit another class into their schedule. For example, a comparison of English online classes to traditional on-campus night classes in fall 2008 will show that online sections have higher enrollment than the traditional sections.

Significant growth of DE enrollments took place in spring 09 (15%) accompanied by a significant rise in student success rates over time, from a low of 35% in S07 to 51% in S09, nearing the statewide average of 57%.

In response to the 08 DE program review, the college began a number of initiatives:

Offering training in Blackboard to faculty. One trainer Donna Eyestone gave a day-long workshop attended by 27 faculty and staff. A faculty part-time (3 units) position was approved to start in spring 10 for an experienced DE educator to work with COM faculty on an ongoing basis and several training workshops were held by in-house faculty. It is worth noting here that student success has also improved significantly over time, from a low of 35% in S07 to 51% in S09, nearing the statewide average of 57%.

Forming a group of administrators and technical staff to meet weekly and consider impediments to growth and student success in DE.

Hiring a permanent staff member to staff the Distance Education Success Center (DESC).

Upgrading the obsolete CMS from version 6.2 to version 8 and providing faculty training in the new version.

Adding 7 additional courses with thought as to their suitability for online teaching modality.

These steps are a good start, but a comprehensive DE program at COM will require ongoing investment of resources as the program grows. The program needs more infrastructure, better communication, ongoing upgrades in technological and pedagogical support, a single supported CMS, embedded student support in the online learning environment, increased student and faculty training in use of CoM's CMS, greater attention to students' needs when scheduling classes, and some system for assigning and evaluating online courses.

One final point: online courses need to be compliant with the Americans with Disabilities Act (ADA). At most colleges, DSFS is required to sign off on a course before it goes online. CoM needs to identify a staff member to review existing online courses.
courses and all new online courses. This is crucial for accreditation purposes as well.
The following charts represent student use of the DESC office to take on-site tests for their online courses. DE testing increased from 277 in 2007 to 498 in 2009. Since DESC requires students to show a government-issued ID to authenticate their identity before testing, this resource contributes to a culture of academic integrity in our online courses. (NOTE: Make-up tests for traditional courses are also booked in DESC.)

### Total Number of Tests Proctored in the DESC Office, 2007 to 2009

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<td>69</td>
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Total per year 277 254 381 354 498 435
Attachments:
List and briefly describe any attachments

We embedded a chart of sections, enrollments, and student success over the past five years and charts showing student use of DESC under Program History
Program Overview—Introduction
DRAM-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.

Drama offers a selection of courses and performance opportunities for the drama major as well as for the general student. In addition, the drama department produces numerous plays and improvisational performances each semester that are open to the public.

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

The Drama program addresses all five pathways, but is primarily structured to provide a comprehensive program of courses for the Transfer student and the drama major. In addition, the program also offers skill-based theatrical and technical training to Career Tech Ed. students interested in pursuing the current job market as well as language and public speaking skills to Basic Skills students. The aesthetic and performance aspects of the program also attracts Lifelong Learning and Cultural Enrichment students with opportunities for ongoing creative expression.

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

Types of students served include drama majors in the degree program, students interested in developing theatrical skills for potential job/career placement, students fulfilling transfer requirements, students developing basic skills for personal growth, lifelong learners and students interested in cultural enrichment.

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

THE COLLEGE OF MARIN DEPARTMENT OF DRAMA
A Brief History

Before the fall of 1964, the College of Marin did not have a drama curriculum. Over the years, members of the English Department had been drafted to present a few plays. Every once in a while an outside director would be brought in to stage a play, but there was no official drama program.

In the fall of 1964, James Dunn was hired to begin constructing a drama curriculum and a permanent Theatre Arts program. He wrote the basic curriculum for Drama majors and began the slow process of building a viable educational theatre program. At the same time, he worked on helping to build the present Fine Arts Theatre that opened in 1967.

Since 1964 the College of Marin Department of Drama has produced some of the most exciting and provocative theatre seen in Marin County. Literally thousands of students have taken our classes and our Drama majors have been successful in all fields of the theatre and allied arts.

The Department has received many honors. In 1970, a grant from the San Francisco Foundation enabled us to do an extensive study of ancient Greek theatre,
culminating in a production Aeschylus' THE ORESTEIA. In 1971, our Wild West production of Shakespeare's THE TAMING OF THE SHREW was invited to perform at the Edinburgh Festival in Scotland. The production won the award for Best Production at the Edinburgh Festival Fringe and was given a command performance before Princess Margaret and her family. In the Spring of 1983, the "Bard-A-Thon", an around the clock reading of all of Shakespeare's plays, was staged as a fundraiser and helped to refurbish the theatre's equipment. In 1984, THE LIFE AND ADVENTURES OF NICHOLAS NICHELBY, the famous Royal Shakespeare production, was staged. Two directors, 13 musicians and over 100 technicians worked on this eight and one half hour play. This production was the first college production to win awards from the Bay Area Critic's Circle. In 1987, a production of Peter Shaffer's AMADEUS was presented, using Mozart's music played live by College of Marin musicians. Over 300 actors, singers, dancers and technicians participated. The 1997 production of the musical HAIR played to sold out houses with many disappointed people turned away. In the spring of 2004 the Department sponsored FEBRUARY FANTASTIQUE, a month long series of world class comedy, music, theatre and guest speakers that featured such well known artists as Geoff Hoyle, Josh Kornbluth and Word for Word, among others. In all, since 1964, the Department has presented a total of 240 productions to audiences numbering in the thousands. In recent years, several COM productions have been cited by the Marin County press for honors in the "Best Plays of the Year" category.

Throughout all the years we have been most proud of our students who have gone on to work in the world of theatre. Robin Williams, David Dukes, Kathleen Quinlan and David Ogden Stiers are probably the most well known, but we have hundreds of former students working in the repertory system throughout the United States and in film and television.

Our students have not only been accepted at Universities and State Colleges, but many of our best acting students are taken into theatre arts conservatory programs at the Juilliard School, Carnegie-Mellon, North Carolina School of the Arts, New York University and Harvard's American Repertory Theatre. We have former students teaching in secondary schools and colleges. The Chairman of the Drama Department at Sonoma State University is a COM Drama alumnus.

Over the years we have received grants from the San Francisco Foundation, the Marin County Foundation Buck Trust, Fireman's Fund and the Rockefeller Foundation.

During the 1970's, the Drama staff grew to four full-time instructors, a full time Technical Director and a full time Production Technician. By 1985, however, the College began to feel financial pressures and the staff was reduced. Currently, the Department has two full time instructors, Carla Zilbersmith, and W. Allen Taylor. Additionally we currently have nine part time instructors or directors, Jeffrey Bihr, James Dunn, William Hall, Lisa Klein, Paul Killam, Ronald Krempetz, Molly Noble, Patricia Polen, and Andrea Weber as well as two classified staff, Robin Jackson and David White. William Hall and Lisa Klein join with Paul Killam to teach the Summer Improv Intensive. All faculty members are working theatre professionals who perform, design or direct professionally in other venues, which keeps their skills honed and offers students a unique opportunity to study under an instructional team that has first hand, current experience in show business. The Department also hires outside consultants from time to time for such things as direction, costume design, sound design, lighting design and stage combat instruction, etc., when needed. Under the guidance of Zilbersmith and Taylor, the program has begun to grow anew.

Despite financial constraints and limited staffing, the Theatre Arts Department at the College of Marin has remained an ideal place for students to receive the kind of theatrical training that will give them the background necessary to attain an A.A. Degree in Theatre, transfer to a four year college to pursue a B.A. in Theatre or to a conservatory program that will lead directly to a career in the professional theatre.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
ECE-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 Early Childhood Education Program provides education and training to prepare students to become teachers or directors in children's centers, preschools, prekindergartens, infant/toddler programs, employer-supported children's centers, extended daycare or family day-care programs.

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

Program purpose: Primary goal is to prepare individuals for careers as teachers in the field of early childhood education. That includes careers teaching and caring for children between birth and the start of kindergarten in either child care centers or family child care homes as well as careers teaching and caring for children up to age 8 in before/after school programs. Students can complete requirements for outside licensing and credentialing requirements through the ECE program at COM. The secondary goal of the program is to prepare students for transfer to BA degree awarding institutions.

Transfer pathway:
Current educational requirements for teachers in early childhood settings are low and can be fully completed at the community college level, without achievement of a degree. Several initiatives at the state and federal levels (Head Start reauthorization act; California Early Learning Quality Improvement System) are developing recommendations for raising the educational standards for teachers in early childhood settings. Recommendations include achievement of Associate degrees for a portion of the workforce and Bachelor's degrees for fully qualified teachers. COM ECE program is working through its Supportive Learning Communities and in partnership with COM counseling and relevant community agencies to assist students in course selection, basic skills improvement when needed and general education preparation so that students can complete the COM AS degree in ECE and be ready for transfer to the CSU system upon graduation.

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

Students in the ECE program are a widely diverse group with a variety of specific hopes for outcomes. Students range from those who just finished high school to mid- and late-adulthood. Many students in the ECE program already have a BA degree, usually in another discipline. One group of students initially come to the ECE program to complete minimum requirements from community care licensing for work as a teacher in an early education and care setting (12 ECE units). Another group initially come in pursuit of a credential in ECE (24 ECE + 16 GE units). Some enter the program with the intent of completing a COM certificate or degree in ECE and/or transferring to a BA awarding institution. The ECE program includes a large number of students for whom English is a second language. We currently offer one section per semester in Spanish of courses required by Community Care Licensing for preschool teachers. Those courses also meet requirement for a COM skills certificate in ECE. Those students are primarily mono-lingual Spanish speakers who must also take ESL courses.

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

Collaborative relationships with local entities (child care resource and referral, county office of...
education, etc) have grown and the ECE program is engaged in several projects in partnership with one or more of those local entities.

- Articulation agreement between COM ECE and Marin County Office of Education (MCOE), Regional Occupation Program (ROP) Child Development program completed in Spring 2008, effective Fall 2008
  - ROP students concurrently enroll in ECE114 in Fall semesters, ECE115 in Spring semester. Upon completion of ROP class with grade of B or better and evaluation of portfolio submitted to COM ECE Coordinator, ROP students will be awarded "P" grades for ECE114 and ECE115
  - 23 ROP students enrolled in ECE114 in Fall 2008 and 18 of them successfully completed the program, earning credit for ECE114 and ECE115
  - 43 ROP students enrolled in ECE114 for Fall 2009. They have been given IP grades and will be registering for ECE115. At the conclusion of Spring semester, successful students will be awarded P grades for both ECE114 and ECE115.

- COM ECE program successfully completed course development and revision to align our core 8 class, 24 unit course of study with the Lower Division 8 - a lower-division program of study supporting early care and education teacher preparation being adopted by community college programs throughout the state and forming the basis for a transfer package to CSU under consideration with leadership from CSU partners in the Baccalaureate Pathways in Early Childhood Education project.

- The ECE program launched Supportive Learning Communities in Fall 2008 with support from MarinCARES, the SFSU CAD program and an EEIF grant.
  - 45 students signed commitment forms to participate in SLC and enrolled in 5 ECE classes and one GE class (Speech 120) for Fall 2008
  - 47 students competed ECE SLC requirements in Spring 2009, 19 of whom successfully completed ECE SLC requirements in Fall 2008
  - For Fall 2009, 55 students turned in initial commitment forms and 42 completed the enrollment process in SLC approved classes
  - 84 students, 39 of whom are new, have submitted initial commitment forms for Spring 2010. Actual enrollment data is not yet available.

- ECE program faculty and COM Children's Center faculty and administration have strengthened their relationship.
  - ECE faculty participate in workshops with Children's Center faculty during flex week and have also attended staff meetings and work sessions with them to continue working to assure that principles and practices taught to developing teachers in the ECE program will be demonstrated in the Children's Centers.
  - Student teachers in the ECE program are primarily placed in the COM Children's Centers effective Fall 2008 and the ECE faculty member teaching the student teaching/practicum course is in the centers approximately 6 hours per week observing student teachers and assisting Children's Center faculty in demonstrating practices and providing feedback to student teachers

Attachments:
List and briefly describe any attachments

Articles and proposal to support instructional technology request:

http://programreview.marin.edu/POReport.jsp 2/21/2010
"Using Clickers to Assess and Engage Student Learning"
"Clickers in the Classroom: An Active Learning Approach"
"Proposal for Turning Point Student Response System for Higher Education"

ECE Supportive Learning community documents to support non-instructional staff request:

S10-F10 flow chart 1-30; SLC info 1-30; s10 courses FORMAT 2; renewal commitment form 9-1; SLCacceptance11-09; SLC Application 9-22-09
Program Overview–Introduction
EMT-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 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 guildlines. 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 recongnized statewide.

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

This course provides instruction in the skills and knowledge required for the Emergency Medical Technician (EMT) scope of practice. Supervised clinical experience with emergency ambulance providers and or hospital emergency room is included. It also allows for continued education which is required for certification. The recertification class is taught along side the initial course as to allow flexibility in its offering.

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

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.
This course also serves to full fill the continuance of education for EMT who wish to re-certify.

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

This program has been at this college for over 20 years. Up until 4 years ago it was taught under community education; a non-credit class. It is now taught as a 6 unit class providing students all the education, skills & didatic, to earn a EMT certificate with transferable units to be used for their Public Safety certification.
Also, students now interface with computers for their quizzes and class information.
This program also has the ability to satisfy on-going CE requirements. We added two re-certification class; one which is for 24 hours of CE worth 1.5 units and the other which is 48 hours of CE worth 3.0 units.

Attachments:
List and briefly describe any attachments

None.
**Program Overview—Introduction**

**ENGG-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 Engineering Transfer Program is a sub-program within the Physical Sciences Transfer Program, and comprises all of the courses needed by other Physical Science majors (MATH, CHEM, PHYS, ENGL, and various GE courses), plus COMP and ENGG courses (see Figure ENGG PO1).
* Note that courses within the Engineering (ENGG) Discipline represent a small fraction of the Engineering Program. In fact, some engineering students are able to successfully transfer without taking any ENGG courses.

**II. Program Purpose**

Pathway:
Transfer

Briefly describe how your program fits into the pathways you have chosen.

* The program predominantly serves students who intend to transfer to a university to complete a Bachelor's degree, but occasionally includes students with other objectives (e.g., professional development).
* As with most CC Engineering programs, few students obtain an A.S. degree, since it often requires some additional coursework beyond what is needed for transfer, and since it is of little value professionally for most students.

**III. Students Served**

Briefly outline what students are served in your program.

Number: Current student data collection at COM makes it impossible to determine with certainty the total number of Engineering Majors. However, surveys conducted by the department in Spring 2005 and Spring 2008 provide an estimate of the number and distribution, as follows (see Figures ENGG PO2a-c for details):

* 95 and 69 total Engineering majors (census unduplicated headcounts) during S05 and S08, respectively.
* 11 and 9 unduplicated students, respectively, in ENGG courses (ENGG 220 & 245).
* 6 and 9 non-ENGG classes, respectively, with more than 25% enrollment from ENGG majors.
* 8 and 5 non-ENGG classes, respectively, that would appear to have single-digit enrollments without ENGG majors.

Demographics: Students enrolled in ENGG courses, when compared to the general COM population, are:

* younger
* similar in ethnic diversity
* more often Asian
* less often African-American
* less often female
IV. Program History

Briefly outline the recent history of your program.

The program was well respected and highly enrolled until the late 1980's or early 1990's, at which point, due to unclear reasons, the program was essentially (though not officially) discontinued via the retirement of all full-time ENGG faculty. Although some attempt was made to offer ENGG courses with part-time faculty, these courses were frequently cancelled due to "low" enrollment (~15-20), creating a reputation among the community that the college was no longer committed to offering an Engineering Program. In 2000, a new full-time faculty member was hired, split between engineering and chemistry, in an attempt to resurrect the program. However, due to numerous retirements among Physical Science faculty (85% of dept. faculty retired from 2000-2004, with delayed and only partial replacement), changes in transfer requirements at the state level, and a persistent belief among the community that the program has been discontinued, enrollment in the program (especially in ENGG courses) has never fully recovered.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
English-and-Humanities-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.

1. Description

The allocation of teaching units for the Department has remained relatively constant for the past several years: 186.650 total, 3 of which are for Humanities and 15 for Philosophy. Class sizes range from 25 to 35 in Composition courses, with class maximums set slightly higher in electives, as well as in Philosophy and Humanities.

As of Fall Semester 2010, the full time faculty and their specialties will be as follows:

Win Cottle: Developmental Writing, Reading, and Composition

John Marmysz: Philosophy, Humanities

Ingrid Schreck: Composition, Developmental Writing, Post Secondary Reading, Critical Thinking

John Sutherland: Composition, Critical Thinking, American Literature, Children’s Literature

The specialties within the discipline are as follows:

Composition

Creative Writing

Critical Thinking

Literary Studies

Philosophical Studies

General Humanities

Reading

All courses above the level of English 120 are university-level transfer courses with articulation agreements in place with CSU, UC, and many private institutions, such as Dominican University. Put another way, only two of our offerings, English 98 and English 120 are pre-college, developmental courses. All Humanities and Philosophy courses are university-level transfer courses. A.A. degrees
are offered in English and Humanities.

As core courses for students, whether vocational or transfer, English offerings have maintained their scope and diversity even in the general atmosphere of decline that has befallen our college. Because of their appeal to life long learners and to essential issues that retain their appeal to all students, Philosophy and Humanities offerings, likewise, are healthy and diverse. Literature elective offerings are the exception to these facts, to some extent in keeping with a general cultural decline in literate skills and in the mass appeal of literature. Even so, our literature elective program when looked at as a whole is respectable for a school of our size. One factor that has helped preserve the elective offerings is the fact that we have been proactive in offering Distance Learning alternative deliveries for many of the Lit. courses: American Short Story, The Popular Novel, Detective Fiction, and Survey of English Literature. These DL offerings attract a new population of students and help us keep our enrollments up.

English offers a mode of delivery from basic Composition courses from 98 through 151 unique to the College of Marin: BC101, the Computer Writing Center. This facility enables us to modernize our delivery of Composition teaching by employing computers, word processing, web research and supplementary materials from the Internet. As many publisher’s reps have told us, our facility is unique in that, rather than a computer lab where Composition lessons are supplemented, it is an actual classroom where student writers can write, edit, revise, research, collaborate, and more.

We offer classes throughout the day and evening hours and, on the Internet, extended into cyber time in English and Philosophy both.

We have formal partnerships with Dominican University and Mills College for mentoring graduate students in English as apprentices in the English classroom. We have formal and informal connections with UC Berkeley, San Francisco State University, and other institutions where our faculty has received fellowships, conducted research, guest lectured, taught courses, presented papers, and engaged in collegial exchange.

We have relationships with local writers organizations, the San Francisco Maritime Museum, and even the Wordsworth Trust in Grasmere, U.K. Additionally we have ties with national and state organizations such as NCTE, CCCC, NRA, NCCRA.

**Philosophy Program**

Currently the Philosophy Department consists of one full-time faculty member, John Marmysz. The department also keeps a list of qualified candidates for adjunct employment opportunities. In the Fall 2005 semester, the Philosophy Department offered only two classes. Currently the Philosophy Department offers at least four courses per semester on a regularly rotating schedule. All philosophy courses at COM transfer to four year institutions in fulfillment of the humanities requirement.

Since 2005, John Marmysz, has reorganized the philosophy courses at COM and has introduced an internet based Introduction to Philosophy course. During the Spring 2008 semester, two sections of this internet course will be offered in addition to the regular rotation of traditional courses.

**Humanities**

**Current Analysis**

The Humanities Department at COM is interdisciplinary in nature, with classes...
cross listed between a broad spectrum of departments, including: History, Art, Ethnic Studies and Film. Most of these course offerings are scheduled at the discretion of the individual departments that cross listing is shared with. Four courses, Introduction to Humanities A, Introduction to Humanities B, Introduction to World Religions and Myth, Symbol and the Arts, are scheduled on a regular rotation by the Humanities Department itself. Currently I, John Marmysz, am the only full-time faculty member charged with coordinating this department. The Humanities Department does, however, maintain a list of qualified candidates for adjunct employment. All Humanities courses at COM transfer to four year institutions in fulfillment of the humanities requirement. COM also offers an AA degree in Humanities that requires students to sample a broad range of courses in such diverse areas as: Architecture, Art, Ethnic Studies, Dance, Communications, English, Music and Philosophy.

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

English department course offerings are designed to guide our students toward a number of closely-related goals: we want our students to develop critical thinking abilities, to be aware and appreciative of their own and other cultures, and to pay disciplined, informed, and critical attention to language in print and visual media as well as in their own writing. Our faculty serves an increasingly multiracial and multiethnic student population, as well as the wider community. The faculty is committed to helping students learn to understand, interpret, and analyze a variety of texts from different ages and social contexts, and in different genres. The faculty encourages students to develop as writers and thinkers, learning to express their own opinions and to incorporate information and critical opinions of others. Guiding students to consider multiple perspectives, which both challenge and confirm their own developing points-of-view, accomplishes these goals.

The focus of English studies at its inception was on close readings of literature from Great Britain, Germany, France, and later the United States. Such curricula have failed to take into account changes in population patterns, developing technologies, and intellectual thought. Recognizing the shortcomings of traditional models, and in order to respond to the new developments in Literary and Composition theory as well as to meet the needs of our students in the new century, the English Department revised many of its courses during the Discipline Review process of 1998, requiring that specific attention be paid to issues of gender, race, class, sexuality, and multinational studies. A revision of the program and the major has provided students and faculty with new perspectives, which we expect to be the foundation of our work in the next decade. All of our current course offerings immerse students in approaches to writing and reading that are firmly grounded in contemporary theory. This is a practice that requires ongoing professional development and constant adjusting and refining. Above all, our goal is to enable our students to join us as careful discerning readers, incisive writers, critical scholars, scholarly critics, and innovative thinkers. We expect that these critical thinking abilities will allow students to draw connections between the intellectual activities of the classroom and the world.

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

Demographics (Students in English Humanities courses)

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**Gender**

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*Additional data re: grades, success rates, etc. in research attachment.*

### IV. Program History

**Briefly outline the recent history of your program.**

The English Department at College of Marin has a long tradition of high standards and an impressive success rate for transfer students. As we now serve an increasingly multiracial and multiethnic population, we have tried to adapt our approach to accommodate our student demographic. The English sequence offers broad opportunities for transfer students in addition to providing a solid foundation for our many
students who are seeking an A.A. degree.

Our course offerings, though diminished, are still as varied as circumstances allow: a sequence of composition courses designed to prepare our students for English 150/151 or 155, the English 1A/1B equivalent, which transfers to the UC or CSU system. In addition, we offer electives and are continually trying to rebuild the elective program.

The English department's writing program is sound. Typically, students from College of Marin do well in English and other classes that require writing after they transfer. In fact, College of Marin students who transfer to San Francisco State consistently outperform San Francisco State's students on the Junior English Proficiency Essay Test.

As enrollment at College of Marin has declined, the composition of the department has changed dramatically. We used to have more than a dozen full time English faculty, in addition to the instructors in Philosophy/Humanities. Continuity and consistency were easy to maintain. By the end of this semester, however, we will have just five full-time English faculty and one full-time instructor in Philosophy/Humanities. Our part-time faculty are skilled and dedicated, but it is understandably difficult to coordinate course expectations and grading standards when many of our instructors must rush to other colleges to fulfill the rest of their teaching obligations.

To some extent, declining enrollment college-wide has also affected the English Department's course offerings. The elective program, formerly very diversified and a major draw for the larger community, shrank dramatically when the college began charging substantially higher fees to students who already had a B.A. degree -- a significant proportion of Marin County residents. Despite eventual adjustments in fees, we have never fully recovered from that setback. When electives are not offered at College of Marin, students often look elsewhere for the classes that interest them. At the least, we should promote more cross discipline classes, for example, The Renaissance in the Humanities (including writing, art, and history), or Native American writing, paired with history.

The Instructional Specialist program has been an integral part of the English Department for forty years. These dedicated professional have provided invaluable service to the program under a succession of various titles -- initially Readers, then Instructional Assistants, Instructional Aides, and finally their current title, Instructional Specialists. Without them, we could not possibly provide the accessible tutoring, specific conferencing, and detailed feedback on student writing that is essential to good composition pedagogy. They are patient and knowledgeable tutors as well as valuable adjuncts in course planning, pacing, and presentation.

This program has flourished for longer than most of us have been associated with College of Marin. In the late 1960s, the cap in developmental composition classes was raised from approximately 20 students to as high as 45 per class; in exchange for this cost-saving measure, English faculty were assigned Readers to assist with the overwhelming paper load. Readers evaluated student essays, graded grammar and mechanics tests, and eventually tutored students and assisted in classrooms if requested by the instructor. In the 1980s, their title changed to Instructional Assistants as their job description expanded to include more tutoring and staffing the Writing Lab. In the 1990s, the enrollment cap for developmental writing courses was finally lowered to 35, where it remains. Their current title, Instructional Specialist, accurately captures the level of expertise required for the complexity of their job: anything from tutoring students on the fine points of punctuation, or helping them to organize ideas to accommodate different rhetorical modes, or explaining logical fallacies, to helping students to analyze poems, plays, or novels.

Instructional Specialists are particularly valuable to the overall consistency of the program because they see at close range the various skills that are required for each course in the English sequence and thus can help students most effectively. They can anticipate which reading selections are likely to confuse students, and can assess which approach will be most effective. For several decades, a typical pattern has prevailed: After several years, an I.S. may compete for a part-time teaching position; and after several more years, may ultimately compete for a full-time
teaching position, should one eventually arise. Although this pattern is certainly no guarantee of employment, it does promote and maintain essential continuity, consistency, and norming of course standards at various levels.

The Instructional Specialist program should remain essentially as it is, under the direction of faculty who are most familiar with the particular needs of students in a given course each semester. Many students in English 151/155 still need guidance in addressing more challenging topics as well as thorough feedback on their papers. These specific concerns cannot be adequately met by extending lab hours. The administration claims that the program has been abused, but in that case the logical approach would be to address specific cases instead of dismantling a program that has worked for forty years.

The proposed merger of the English Department with Basic Skills may appear to be a logical next step, if only because we now have fewer faculty. However, having seen both departments from the inside, I am convinced that this proposal deserves much more thorough and informed evaluation. Prior to teaching in Basic Skills (the block sequence, then numbered English 60, 61, etc.) I was a Reader -- back when Instructional Specialists were called Readers -- for three Basic Skills instructors, and I am convinced that there are fundamental differences between the two departments: In the Basic Skills Department, an important part of the focus is on building confidence, whereas in the English department, much of the focus is on preparing students for the rigors of transfer. Basic Skills classes are typically small, whereas English classes can have 35 students. The grading standards in Basic Skills are more relaxed (as Carol Adair often said to her class, “We’re just babies.”) while the grading standards in English are typically more stringent. In Basic Skills classes the level of support is often generous -- understandably, as students need and deserve help at that level -- but in English classes that support is spread thin, so students are expected to work independently. Finally, the approach to the material is different: in Basic Skills, lots of drill; in English, critical thinking, more nuanced analysis. None of this is intended as a judgment, but only to point out the many differences that will not be resolved by summarily joining us at the hip.

Attachments:
List and briefly describe any attachments

11. Philosophy Program

Philosophy

Currently the Philosophy Department consists of one full-time faculty member, John Marmysz. The department also keeps a list of qualified candidates for adjunct employment opportunities. In the Fall 2005 semester, the Philosophy Department offered only two classes. Currently the Philosophy Department offers at least six courses per semester on a regularly rotating schedule. All philosophy courses at COM transfer to four year institutions in fulfillment of the humanities requirement.

Since 2005, I, John Marmysz, have reorganized the philosophy courses at COM and have introduced an internet based Introduction to Philosophy course. Each semester, two sections of this internet course will be offered in addition to the regular rotation of traditional courses.

Student enrolment in philosophy courses has dramatically increased at COM since 2005. During the Fall 2005 semester, there were a total of 75 students who completed philosophy courses. During the Spring 2006 semester, a total of 101 students completed philosophy courses. During the Fall 2006 semester, 93 students completed philosophy courses. During the Spring 2007 semester, 103 students completed philosophy
courses. During the Fall 2007 semester, there were 185 students enrolled in philosophy classes. During the Fall 2008 semester there were over 187 students who completed philosophy courses. During Spring 2009 semester over 189 students completed philosophy courses. During the Fall 2009 semester over 175 students completed philosophy courses. During the current, Spring 2010 semester there are over 200 students enrolled in philosophy classes.

Student satisfaction with the quality of philosophy courses at COM is consistently high. In addition to routine yearly administrative evaluations, I administer student satisfaction surveys each semester. The aspects of philosophy courses that students commonly highlight as strengths are the following: good organization, instructor enthusiasm, productive and intense class discussions, interesting material.

Future of the Department and Projected Needs

Given the documented increases in student enrollment and documented student satisfaction, I would recommend an expansion of the philosophy program at COM. Future plans should include the introduction of more diverse course offerings, more web based classes, more evening classes and the development of an AA degree program in philosophy. Expansion of this sort will require the hiring of new faculty, both adjunct and full time.

It has been suggested by the administration that the Philosophy Department be moved from its present home in the English Division in order to be housed in the Communications Division. After a great deal of consideration and research, I have come to the conclusion that the future of this department would best be served by retaining its current place in the English Division. The reasons supporting this conclusion are as follows:

1. Our committee's survey of California Community Colleges shows that there is no unanimity among colleges concerning where to house a philosophy department. It appears that philosophy departments are sometimes housed in departments of Communication, but just as often they are housed in departments of English, Social Science and even departments of Art.

2. The Philosophy Department has a tradition of being housed together with the English Department here at COM. Unless there is a very compelling reason to disrupt this tradition, this partnership should be respected.

While points #1 and #2 do not establish that Philosophy and English should necessarily remain together in the same division, they do suggest that there is no categorical reason why they should not stay in the same division. The following reasons lead me to conclude that in our particular circumstance, it would be best to retain the Philosophy Department within the English Division:

3. The missions of the English Department and the Philosophy Department at COM compliment one another. Both emphasize the development of critical thinking skills through reading, writing and the analysis of texts. Much of the literature studied in English classes is also studied in philosophy classes, and most philosophy classes are predominately focused on the reading and discussion of classic texts.

4. While there is some overlap in the sorts of material treated by the Philosophy and the Communications Division, the overlap is nowhere near as pronounced as that between Philosophy and English. Certainly the Communications Division is concerned with fostering skills in critical thinking, persuasion and communication. Nonetheless, the emphasis of the COM Communications Division, as stated in the college catalogue, is on mass media, television and film. It is true that philosophy has
something to contribute to all of these fields, but the philosophical approach of our department, as mentioned above in #3, is on classic texts rather than contemporary media.

5. There is a friendly working relationship that has developed between myself and other members of the English Division and this relationship is conducive to cooperative projects within the Division, which contributes to an enriching and lively environment for students. Since joining the faculty at COM, I have developed a team taught a course with a member of the English Department and conferred with other members of the English Department on the development of internet based classes. In addition, I have been mentored by members of this Department. Such familiarity fosters a creative and productive atmosphere that is good for everyone involved.

For all of these reasons, I suggest that the Philosophy Department remain housed within the English Division.

12. Humanities Program

Humanities

Current Analysis

The Humanities Department at COM is interdisciplinary in nature, with classes cross listed between a broad spectrum of departments, including: History, Art, Ethnic Studies and Film. Most of these course offerings are scheduled at the discretion of the individual departments that cross listing is shared with. Four courses, Introduction to Humanities A, Introduction to Humanities B, Introduction to World Religions and Myth, Symbol and the Arts, are scheduled on a regular rotation by the Humanities Department itself. Currently I, John Marmysz, am the only full-time faculty member charged with coordinating this department. The Humanities Department does, however, maintain a list of qualified candidates for adjunct employment.

All Humanities courses at COM transfer to four year institutions in fulfillment of the humanities requirement. COM also offers an AA degree in Humanities that requires students to sample a broad range of courses in such diverse areas as: Architecture, Art, Ethnic Studies, Dance, Communications, English, Music and Philosophy.

In 2005, I undertook a discipline review of the Humanities program at COM. In the process of conducting this review I came to understand the difficulty involved in overseeing such a broad and interdisciplinary program. Because of the fact that classes from so many different departments are cross listed as Humanities classes, it is quite difficult to monitor the content, scheduling and quality of the courses offered.

In Fall 2005, I taught two courses with a total enrollment of 63. In Spring 2006, I taught two courses with a total enrollment of 81. In Fall 2006, I taught one course with an enrollment of 26, and in Spring 2007 I taught one course with an enrollment of 38. In the Fall 2007 semester I taught one Humanities course with an enrollment of 31. During the current semester, Spring 2010, I am teaching one Humanities course with an enrollment of 51.

Student satisfaction with the Humanities courses, as measured by the
surveys I administer each semester, tends to be very high, although there are some courses that appear to be better received than others. In particular, the courses in World Religions and Mythology appear to be particularly popular. This course consistently has very long waiting lists and many students are turned away each semester that it is offered. I cannot vouch for the popularity or quality of the courses I have not taught as there is no standard survey that is applied consistently and campus wide in order to make this measure.

Future of the Department and Projected Needs

Given the diverse nature of the courses offered by the Humanities Department, the difficult complications that are involved in overseeing this program and given that the college offers an AA degree in this field, I would suggest that in the future, a full time faculty member, with a degree in Humanities, be hired whose exclusive duties are to teach Humanities courses and coordinate and review this program.

It has been suggested by the administration that the Humanities Department be moved from its present home in the English Division in order to be housed in the Communications Division. After a great deal of consideration and research, I must remain neutral on this issue. What follows are relevant facts that should be taken into consideration before any final decision is made on this issue:

1. Our committee's survey of California Community Colleges shows that there is no unanimity among colleges concerning where to house a humanities department. It appears that humanities departments are sometimes housed in divisions of Communication, but just as often they are housed in divisions of English, and even departments of Art. Humanities divisions also sometimes appear as autonomous divisions.

2. Unlike the Philosophy Department, which clearly has more affinities with the English Department than with the Communications Department, the Humanities Department does share crossover with courses offered in the Communications Department. For instance, film history courses such as HUM 109A and 109B are cross listed as Communications courses.

3. However, many of the courses offered in the Humanities Department do focus on classic literature and texts that cross over with the content of courses in both Philosophy and English. Introductory Humanities courses such as HUM 100A and 100B, for instance, deal with themes from the history of literature and philosophy. Additionally, the courses in World Religions and Mythology are often, and in my opinion best, taught from a philosophical perspective.

By its very nature, the Humanities Department is interdisciplinary. Taking this into account, there may be justification for housing it within any number of divisions. However, since there is a tradition at COM of the Humanities Department being housed along with the Philosophy Department in the English Division, any changes to this structure should be treated carefully and with due consideration.
Program Overview—Introduction
ELND-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.

Program Definition

Unique traits of the program

Access to two beautiful college campuses, in a very scenic environment in environmentally conscious Marin County with a population that is constantly looking for education opportunities.

The population that the program serves is diverse and includes highly educated and motivated people.

The College is committed to regularly update the curriculum to reflect current economic and social environments in Marin County.

The current Dean of Career Education and the President of College of Marin have infused significant funding to the program to revitalize it. This Spring our classes have full enrolment.

The faculty in the program is highly trained and motivated and focused on student learning. Because of its location in an area that values landscapes, gardens and farming, the program has access to a wide variety of instructors who practice their careers in those areas.

The program has facilities that includes greenhouses and farm at the Indian Valley campus dedicated to support the learning activities of the students.

The program has strong institutional partners, such as the Master Gardeners Program of the University of California and the Conservation Corps North Bay, Marin water districts and many other cooperating institutions such as the Salmon Protection and Watershed Network, Spawn, and the California Native Plant Society.

The Mission and Goals of the program align with the College Mission and Goals and we recognize that the program like any dynamic organization that responds to community needs constant improvement to adjust to community needs.
The program is committed to integrate sustainability concepts in its curriculum. The program strives to maintain and updated curriculum that reflects the discipline and economic conditions and cooperate with other College of Marin Departments for the following: a) to prepare for transfer to four-year schools and universities b) for workforce education c) basic skills improvements; d) intellectual and physical development for lifelong learning; and cultural enrichment.

The College has created a center for Water Management and Technology Education Center, WaMTEC. Partners include Marin Municipal Water District, the College of Marin, the County of Marin, North Marin Water District, Joint Venture Marin and the California Landscape Contractors Association. This center was created as a result of a faculty driven initiative. F. Agudelo-Silva and strongly supported by the Dean Nanda Schorske, Chairman Ronald Palmer and President Frances White. This Center if properly funded and with defined policies and plans can be used as a core to further develop the program. Water management is a crucial issue in Marin County.

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

PRIMARY GOAL: Career/Work Training: To train people to work in a wide scope of plant-related activities for aesthetic, environmental and economic benefits. For example: to design, establish and maintain gardens, landscapes and farms for pleasure, for food, economic or environmental benefits.

OTHER ROLES OF THE PROGRAM- Other goals of the program address the other Pathways of College of Marin: Basic skills, Cultural Enrichment, Life-long learning and transfer. For the transfer pathway the program provides classes for students who want to pursue a more advanced degree in a plant-related field in a four year school. For example, Landscape Architecture, Environmental Sciences, wildlife management, botany, environmental resource management, natural history, agronomy, viticulture.

The primary and Other Goals of the program provide opportunities to a wide diverse range of students who are interested in a wide variety of aspects related to plants. For example taking care of indoor or outdoor plants, having access to plants for cut flowers, growing herbs for cooking or herbal remedies, plant history and folklore.
Briefly outline what students are served in your program.

III. Students Served

Because the special demographics of Marin County, we serve an extremely wide variety of students divided in these categories:

a) English speaking people with good basic skills in languages and mathematics with high school education, undergraduate and or graduate degrees. For example a lawyer who wants to take care of plants for relaxation or as a new career, a business person who wants to switch to a career related to plants and the outdoors, people who have been displaced from their jobs because of the current economic crisis and want to find an alternative source of employment in careers that are perceived to benefit from the current interest in the is considered green economy.

b) English speaking people with poor basic skills in languages and mathematics. These people want to learn more about plants for relaxation, or to find a job in plant related industries.

c) Non-English speaking people with inadequate basic skills in languages and mathematics. This is a potential good source of students because culturally many of them have cultural roots in plant related industries and want to get a job in a plant related occupation. This is a particularly challenging group to serve because of their inadequate English and mathematical skills.

I believe that this group can be a significant source of new students for the college if we provide the mechanisms to retain them in the program and remedy the language and mathematics limitations. Perhaps the program could participate in the Basic Skill initiatives at the college to attract non-English speaking students to the program.

d) Non-English speaking with good basic skills in languages and mathematics with undergraduate and or graduate degrees. These students want to take classes for relaxation or to find new careers in plant related industries.

Most of our students, according to the Resources for Program Review, are classified, in percentages, as follows: white: 66.7, Hispanic 14.8, African American and Asian 5.6 respectively, American Indian 1.9 and other or non-reported 5.6.

Females outnumber males; 64.8 % compared to 35.2 %.

I believe that we could increase enrolment if we had systems to provide remedial classes in English and math for all the students enrolled in the Program and provide internship opportunities for the students to become familiar with the green industry.

IV. Program History

Briefly outline the recent history of your program.

IV. Program History

The program is small but energetically and positively emerging from a period of decline that
should be considered within its historical context.

The full time faculty fully assigned to the program for many years retired in May 25, 2001. By this time the facilities of the program were very deficient and needed improvement. The greenhouse, shade-house and orchards needed maintenance. The irrigation systems and the greenhouse control system were defective. The equipment available for teaching needed improvement: there were not enough power drills, power saws, drill presses, power circular saws, scales, equipment such as pH meters, sieves for soil studies, incubators to teach soil sciences and plant propagation classes, no microscopes or prepared slides to teach insect or plant pathology classes, growth chambers for plant growth studies.

Many factors contributed to the shortcoming in the facilities: Most of the maintenance was done by the faculty assigned to the program and his students; this was not appropriate because of lack of time; it is not possible for faculty to teach and do facilities maintenance. The main job of the faculty is to teach and support students. Facility maintenance requires dedicated professionals whose main job is maintenance; faculty and students should not do maintenance also because liability issues related to conducting repairs such as water lines, electricity to run irrigation valves.

When the full time faculty assigned to the program retired in 2001, the Dean of Career Education at the time had a thorough consultation with a wide variety of people in Marin County related to the gardening and landscape industry to determine the future of the program. Groups consulted were the Department's Advisory Board, and other Departments at the college: Biology and Physical Education. The conclusion was that the Department should be kept and revitalized to reflect current state of the art in the field and to develop joint curriculum with the Biology and Physical Education Departments.

During the time that the Dean went through the process to determine the future of the program, I was part of the Advisory Board of the Department and part time instructor in the program and supported the idea to keep the Department open at least on a temporary basis until it could be properly reviewed and funded. On August 8, 2001, the Dean hired me as coordinator of the program, and on August 13 she hired another instructor Quin Ellis to start teaching part time in the program to keep the Department in operation and keep offering classes. To provide some maintenance for the facilities, she hired an hourly worker dedicated to perform minimum maintenance of the greenhouse, orchard and shade house and the extensive, although neglected, teaching plant collection.

The remedial measures taken by the Dean were successful because the program was not eliminated which would have been very negative for the College in light of the strong interest in Marin county for gardening, landscaping, urban agriculture, food systems and conservation. The program continued to function in a limited way because of the limited resources allocated to the program. In 2004 there was an important development for the Program: The College made a long term commitment to strengthen the program based on recommendations from the Career Education Dean, a market study contracted to assess the need of the program in the College and recommendations from the Department's Advisory Board, in which I participated, and consultations with other Departments in the College. The consensus was that the Department
should continue because it played an important role providing educational services in the County and clearly contributed to fulfill the college Mission and Goals. It was determined that to start the process to restructure the program it was necessary to have a full time faculty member partially assigned to the program and develop a pool of part time qualified instructors. It was also determined that the College would address the following matters that are crucial for the success of the program: coordination of the program by full time faculty specialized in a plant-related discipline, increase the pool of part time faculty, renew the curriculum, increase inter-departmental cooperation, promote the creation of remedial programs to address the English and mathematics limitations of Spanish speaking people who could enroll in the program and improvement and better maintenance of facilities such as greenhouse, shade-house, construction and irrigation shop, landscape design laboratory, land for open field demonstrations, laboratories with microscopes, equipment and slide collections to teach classes related to insects and plant diseases, more outreach and marketing.

To implement the above recommendations, the College created a joint faculty position in Biology and Environmental Landscaping in 2004 and in January 2005 I was hired full time and jointly assigned to the Biology and Environmental Landscaping Programs. Because of the importance of direct coordination of the program by faculty with knowledge in the Environmental Landscaping and horticulture fields, I was assigned two units to coordinate the program but after one year of my hiring the coordination units were removed. This affected the improvement of the program because I did not have enough time to promote the program, coordinate maintenance and in some cases do small maintenance activities in irrigation, in addition to fulfilling my teaching assignments.

The program was based at the Kentfield Campus until 2007. That year in response to community requests and with the intent to serve the northern part of the county, the program was moved to the Indian Valley Campus, IVC. This move was gradual and we started to offer irrigation classes, Introductory Landscaping and construction classes there. In addition we kept offering some classes at the Kentfield campus. This was done to serve student population in the southern part of the state who would not attend classes at IVC because of logistic reasons and also because of lack of facilities at IVC. This is understandable considering that we were are in a transition phase. We continued to expand our activities to the Indian Valley Campus, IVC and keep some presence offering one class at the Kentfield campus. Since the program moved to IVC we have offered one class at Kentfield every semester and I recommend that we keep some presence at the Kentfield campus to serve people in the Southern part of the county.

There have been important developments for the program and they offer a good opportunity to revitalize the program. In July 2007, The College created a center for Water Management and Technology Education Center, WaMTEC. Partners include Marin Municipal Water District, the College of Marin, the County of Marin, North Marin Water District, Joint Venture Marin and the California Landscape Contractors Association. This center was created as a result of a faculty driven initiative. F. Agudelo-Silva and strongly supported by the Dean Nanda Schorske, Chairman Ronald Palmer and President Frances White.
The Indian Valley Organic Farm & Garden was created in 2007 to train students in careers related to the green industry and fostering countywide agricultural literacy and environmental sustainability.

As part of the revitalization program we have a construction shop, new equipment such as power saws, equipment and dissecting microscopes.

An additional proof of the quality of our program is the award that we won at the San Francisco Flower and Garden Show in March 2007. This award was for a Sustainable Landscape that we designed and built. We were the only community College from the California that exhibited a landscape. The project was an inter-departmental cooperation between the Environmental Landscaping and Biology Departments and community organizations such as Salmon Protection and Watershed Networks, SPAWNUSA, the Marin Water District and The Marin Conservation Corps. The success in this project is evidence of the quality of our current program and the potential for excellence.

A fundamental part of the strategy for the renewal of the program has been the support from Dean Nanda Schorske, Chairman Ron Palmer, President Fran White and cooperation between the Department and other College Departments. Cooperation with the Biology Department has been crucial because of the overlap of some disciplines taught in both departments. For example, plant related classes such as plant identification and plant diversity, soils, food and agriculture, environmental and ecology classes.

Our current Dean Ms. Nanda Schorske in cooperation with faculty continues to revitalize the program. She has obtained four grants for approximately $450,000 dollars to support the program re-orienting it to fit landscaping and gardening in the context of urban sustainable and organic farming. The program also is oriented to fit into the strategy of 2, plus 2, plus 2. That is to serve students who participate in academic activities that fit two years of high school, two years of community college and two years of a four year university.

As we emerge from times when the program was in decline, it is important to consider the enrolment statistics for the period Fall 2004 to Fall 2009. The lowest total number of students enrolled per semester was 87 in Spring 2007, it was high as 162 in Spring 2008 and was 169 in the Fall 2009. Clearly the program is recovering.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
Environmental-Science-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.
Environmental Science is an interdisciplinary program that teaches students how to solve environmental problems. It includes general grounding in the theory and practice of environmental science as well as first-hand experience with local environmental problems in Marin County. It is the response of the College of Marin to the increasing interest of students in the field and to the predictions that the greatest increase in jobs in the future will be in the area of environmental science.

Completion of the program at present leads to a certificate that can enhance a degree in another discipline to help students gain entry to environmental science programs in other institutions as well as find employment in the field of environmental science.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.
Completion of the program at present leads to a certificate that can enhance a degree in another discipline to help students gain entry to environmental science programs in other institutions as well as find employment in the field of environmental science.

III. Students Served
Briefly outline what students are served in your program.
Three main groups of students are served in this program. One is a group of transfer and general education students interested in environmental science. Another is a group of returning or re-entry students interested in changing careers. A third is a group of lifelong learners just wanting to know more about the environment.

IV. Program History
Briefly outline the recent history of your program.
In the period 1996-1998, the first environmental science classes were cross-listed in the Biology and Geology disciplines. In 1999, documentation was prepared for the A.S. degree in environmental science, but for various reasons, this was never submitted to the state Chancellor’s Office. In the 2004-2005 academic year, a community advisory committee was convened to decide whether an A.S. degree in environmental science was still a good idea. In its report, approved in June, 2006, the consensus of the committee was that while demand for experience in environmental science was increasing in transfer institutions and in the job market, the strongest candidates for acceptance and hiring showed general experience in environmental science as well as experience in another recognized discipline. Thus the recommendation was that the best immediate action to take was to establish at least one certificate in environmental science using as a base the existing courses. It was also strongly suggested that an internship course be added as a keystone course, since almost all people working in environmental science gain essential experience and make important contacts through internships. It was agreed that the college could then later adapt to changing conditions by additional courses and certificates as necessary. Thus the Basic Certificate in Environmental Science, a skills certificate, was designed in 2006 and approved in 2007. Interest in the certificate has grown, despite the near-impossibility of finding it in the college catalog.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
FILM/VIDEO-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 Film/Video program at the College of Marin teaches students the fundamentals of film and video aesthetics, production, screenwriting, history and studies. Our production courses provide students with a basic understanding in the aesthetics, theory, form and style of film, video and new media production. Under the direction of faculty, students apply this knowledge in the actual process of creating visual images for film, video and multimedia projects. Our film history and studies and writing courses develop students' critical thinking skills and helps them understand how media is used to influence and shape the world in which we live.

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.

The programs current goals are to: ~ prepare student to for entry-level positions in the film, television, video and multimedia industries. ~ start careers as independent film or video makers. ~ transfer to an upper division university film/video, communications and multimedia programs. ~ teach the students the importance of media literacy.

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

We serve the following types of students: ~ transfer and degree students: We often have transfer and degree students from other programs taking our courses to fulfill their general education and transfer requirements. ~ students with bachelors and advanced degrees who are changing careers or need to add modern-media skills to their existing skills sets. ~ life-long learners who take our courses for personal enrichment and pleasure.

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

The Film/Video discipline was started in the early 1970's. From the 1970's to mid 1990's, the discipline used a one-room school approach to offer a few basic film and video courses that prepared students to transfer to four-year-university-film/video programs or be independent film/video makers. To stay current with industry trends, in the mid 1990's, we moved away from the one-room school approach to offering a set of courses that helped students build skills in specific industry craft areas. For example, instead of offering a generic film or video production, we offered courses in directing, cinematography, editing and sound. In addition, as media and media technology became part of the foundation of students' basic education, we added the teaching of media literacy to some of our classes. A BRIEF HISTORY Since its inception in 1968, the College of Marin Film Program has been a hub of activity and community for students passionate about media. 1970s The film program, under Judy Gartman for 30 years, emphasized the personal and the independent film. The student film festival was instituted; a women's film festival, comprised of student films traveled California. Media Studies instituted by Wendy Blair Slick. Television/broadcasting classes instituted by David Newby for 20 years. 1980s Screenwriting classes added to offerings, taught by Sandy Handsher for 25 years. Film appreciation and film history classes become part of the film program, jointly with Humanities. 1990s Inception of Cinema Studies classes and animation classes. Frank Crosby hired full time to
coordinate film program. Crosby gets grants and commercial projects for students to participate in. 2000s Kodak grants Frank Crosby funds for College of Marin student filmmakers. Academy of Television Arts and Sciences chooses Sandy Handsher for Faculty Seminar. Television and animation classes discontinued. Frank Crosby is a board member for the Community Media Center of Marin.  FILM STUDENT HIGHLIGHTS AND DISTINCTIONS

College of Marin film students have gone on to work at Lucasfilm, ILM, PIXAR, have become sound editors and picture editors, and teachers of film in the Bay area and in Los Angeles, and many have continued making their own films. We have had students who transferred and completed their degrees at USC, UCLA, Cal State Northridge, NYU film schools, San Francisco State and Sonoma State Universities. Our students have had their films in festivals, on television and in theaters. Norm Hunter recently completed his feature film Her Best Move, currently at the Tiburon Film Festival. Mitch Gallanes's feature screenplay Parents was produced and plays on the IFC channel. John Harden's short films have been on National Public Television's POV series twice and his most recent La Vie D'un Chien, a parody of Chris Marker's French film La Jetee, has won competitions at over 30 festivals. Don Lewis writes for Film Threat, an online film journal, and has won at several festivals for his doc short. Lisa Summers has a radio show and a news column about film. More than a dozen screenwriting students have been finalists or won in screenwriting contests, including the Nicholl, sponsored by the Academy of Motion Picture Arts and Sciences, in which Rita Mehler, Peter Frasier, Elizabeth Apell, Sam Fisk were finalists or semifinalists.

Attachments:
List and briefly describe any attachments
None
Program Overview—Introduction
French-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 French discipline currently offers between 16 to 20 units per semester and one four unit grammar course (French 101) every summer session. Its current courses are French 101, offered both in daytime and evening time frames, French 102, frequently offered in both daytime and evening time frames, French 203 offered in the Fall, and French 204 offered in the Spring along with simultaneous Advanced sections of French 225 and 226. A new course, French 108, French Classic Literature Goes to the Cinema, was developed in 2006, and has been offered occasionally with great enrollment success. A conversation series in French, 110, 112, and 114, has been offered as recently as 2005. French 110 usually has strong enrollments of 20+ students, when offered. The Administration prefers, however, that the discipline dedicate its resources to the UC transferable grammar classes and to the transfer students who tend to take those classes.

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

The French Discipline at COM offers the first two years of lower division education to obtain an A.A. degree in French from College of Marin. This complete lower division program in French allows students to transfer to a four year institution to declare a major in French. In addition, French 101 fulfills the IGETC requirement for transfer. High school students may take two years of French while in high school and have it count towards graduation. This is significant because not all Marin high schools offer French. There are many Marinites who have the learning of modern languages (seemingly the romance languages) as goals, either for travel or business purposes. For this reason, French, as well as Italian and Spanish also serve many retired persons, older adults and travel and culture aficionados who wish to keep their language skills sharp.

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

In the past five years, French has moved away from serving an older clientele (50+) age group. Today, fifty percent of its clientele is from the 24 and below age group. This is perhaps because some of Marin's high schools have cut French from their curriculum and College of Marin is the only place to study French and receive a full, four semester lower division curriculum in French. White females are the main gender/ethnicity type in French.

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

French (and Spanish) was initiated at the outset of College of Marin in 1926. It has an A.A. Degree associated with it; seven students graduated with an A.A. degree in the last five years. In Sp 05, Fall 05 and Spring 06 the headcount enrollment in French began dropping from a remarkably even trend line in the last five years. It dropped about 28% during those semesters. In Spring 2004, a full-time faculty member (of 30+ years) in French retired. She returned for four semesters on RETCUM status. Another faculty member, who had been previously teaching in Spanish, began teaching many French courses in her absence. It is not clear if the retirement of this full-time faculty person had something to do with the downturn of the headcount enrollments in French, but it is clear that the College's refusal to hire another faculty member in French has robbed the discipline and department of the same voice it had when there
was a full-time faculty member in that position. There are no full-time faculty to staff committees, do course development, and planning.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction

Geology-and-Geography-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.

Introduction:

The Geology and Geography programs at the College of Marin can demonstrate a long and distinguished history of providing the denizens of Marin and adjacent counties a stimulating variety of courses of the highest educational standards and academic quality possibly. Our curriculum evolved and grew over time with the college. The Geology and Geography faculty have taken great care to insure that our course offerings and the content delivered in these classes reflect the primary educational objectives inherent to all earth science education. Our departmental goals strike a congruent course with the greater scoped educational goals of our College of Marin.

Historically our curriculum provided a strong transfer program and was rich in opportunities for life-long learners. It is our intention to instill the basic knowledge required and the industrial contacts for our students to secure entry level part time employment with local geotechnical engineering and mining firms. Lastly our faculty research program provides the means for our students to actually do science and for the faculty to stay current in their field of interest.

Our Transfer Program:

As defined in the goals of the college, we are responsible for providing the fundamental geography, geology and environmental science courses requisite for our students to transfer as juniors to a four year university or state college of their choosing. To insure the equivalence of our course content and prepare our transferring majors for academic challenges inherent to universities level study, we maintain a collegial working relationship, an open dialogue, with our colleagues teaching at these four year schools. The feedback that we receive from our university colleagues teaching at the primary schools our majors transfer to, Sonoma State University, San Francisco State University, U.C. Berkeley, and U.C. Davis to name but a few, indicates that we are accomplishing this primary goal. These professors tell us our students are ready for their level of study. We have tried to track the progress of our students after they leave the college of Marin by asking them to keep in touch after their graduation. This effort defines a crude type of longitudinal tracking. We lose track of many but the information that we glean from those that choose to correspond supports the consensus of the professors at from four year colleges and universities. Our students are very successful in their Earth Science fields of employment and in their efforts to obtain graduate degrees. The latest tenure track professor at Sonoma State University is one of our former geography students and the chair of the Geology Department at Stanford did her initial geology course work at COM. We must be doing something right.

We base the success of our students on our very strong geological field studies programs and our ability to place students with summer internships and part time work during the school year. Our extensive offerings of field studies that range from day trips to full two week field trips to all seven western states prepares our majors in a fashion that cannot be duplicated in the class room. In short Geology and Geography are outdoor sports and thus we need to teach them how to live and work out doors. We do a good job at this.

Life Long Learning:

The great diversity of our course offerings provides an excellent opportunity for enhancing the educational background of our communities general interest adult learners and for those individuals that find they are in need of specific training in Earth science. In example we have designed courses specifically targeted for elementary and secondary teachers seeking continuing education courses mandated by the state department of education. It is our pleasure to provide any assistance these
teachers may need in helping their students understand their lessons in the Earth Sciences. With aging we have come to realize that it is but matter of time, geologically a very short time, before their students are our students.

We facilitate our goal of service to Life Long Learners through our scheduling practices. We rotate our entire schedule through the evening time periods and in a two year period an evening student can complete all of our core offerings. We boast of having the highest number of field studies courses offered by any community college in the State of California. Every semester we schedule local Saturday and weekend field trips. We also offer 10 day trips over the Spring Break and at least one 14 day field study in the summer session. Our strong evening, weekend, and field studies program ensures that the citizen tax payers supporting this community college have the opportunity to benefit from their greatly appreciated contribution.

Entry Level employment opportunities:
By using our contacts within the industrial sector we have developed the ability to match a few of our more outstanding majors with enter level employment opportunities with local geotechnical engineering firms. We have also placed a few of our majors in the aggregate resource sector where they are employed at local quarries. Our students find the on the job training not only economically beneficial but extremely enlightening as to daily routine of their proposed field of study. By no means do we see ourselves as an employment agency and the number of students we manage to place in the industrial sector is minor relative to the number of students we serve. The benefits however to our department that derives from campus chatter generated by a gainfully employed student is immeasurable. To this end we are most proud to announce that for the summer of 2008 we have garnered employment for six of our majors. Four will be working in gold exploration in the states of Alaska and Nevada and one will be working in the Northwest Territories of Canada. Two of our students will be working monitoring groundwater well contaminants in Sonoma and Marin Counties for the summer.

Faculty Research:
Geology, Geography and the new comer Environmental Science are very dynamic fields of study. We benefit from an eponetically growing knowledge base aided by an explosion in geotechnical technology. It is absolutely imperative that we stay current in our fields of interest. To insure currency we routinely conduct mapping problems of the local geological nightmare we call the California Coast Ranges. Our mapping projects usually funded through grants. Invariable include the assistance of our majors. Students that are interested in the opportunity to assist in the publication of research paper. Our results culminate as a publication in a professional trade journal. Our student assistants are involved from the initial concept of the mapping project, through the grant application processes to the final presentation. In the past 20 years, 25 of our Geology majors have been able to justly note a professional publication of a scientific paper to their resume. Three of these publications have been at the Geological Society of America. This is not the easiest work we have ever done, but to provide our students with the opportunity to do science and to follow through with the final publication of their data is a lesson above all the other

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

The primary goal of the Geology and Geography programs is to provide College of Marin students with the highest quality Earth Science program possible and to prepare these students for transfer to a four year institution of their choosing. It is our goal to stay current in our fields. We insure our ability to do so through continual professional development and program renewal. We endeavor to provide our students with content definitive of current theory and practice. We make a conscious effort to employ teaching techniques and strategies that agree and complement the multiple and greatly variable learning styles exhibited in our diverse student population. It is goal to provide a schedule that permits students from all sectors of the work force the opportunity to enroll in our courses. We recognize the demographic
peculiarities of the citizens of Marin county and labor to provide the highest quality and variety of courses possible for this population of highly educated and motivated adult life-long learners.
When possible we provide geotechnical firms seeking student assistants with the names of students that have completed the type of training that is required for the tasks they have in mind.

III. Students Served
Briefly outline what students are served in your program.
Our student population is as diverse as the broad spectrum of citizens residing in this demographically dynamic county. We serve 15 and 16 year old homeschooled high school students and octogenerians. The standard Monday through Friday day offerings are scheduled for what was once the standard college aged student body. To support the less customary college student we routinely generate a strong evening schedule. Geology and Geography courses are offered every night of the week including an occasional Friday night course. We also offer multiple weekend and longer field geology courses. The Saturday field course is designed to provide our learners with the basic geology of the ground on which they live. Fortunately or unfortunately as the viewer may choose Marin county uneasily rests upon the biggest strike slip fault on Earth, the very plate tectonic boundary separating the Great Valley-Sierran microplate from the Pacific plate. In fact evidence of three types of Plate Tectonic boundaries are exposed within a 15 minute drive from our main Kentfield campus. We take advantage of this spectacular outdoor class room at every possible juncture.

IV. Program History
Briefly outline the recent history of your program.
The history of the Geology and Geography program is a history of the dedicated faculty that have served this community over the past 80 years and an overriding effort of neglect. In order to establish the validity of my perspective on the history of the Geology and Geography disciplines at College of Marin and prevent the reader from thinking that the author of this program review is completely consumed with the negative side of this district I feel it important to provide a brief history of my past experience as a teacher and a professional geologist. Please bear with me. I am 58 years old as of this effort. I have been teaching for over 31 years. At one time or another I have taught at every community college in the North Bay. I have taught at Boise State University and for a short period of time I taught applied geophysics at the Colorado School of Mines. I have taught every age learner on Earth from Kindergartners to post graduate students. I prefer the Kindergartners for they are invariably better scientists. I have had many opportunities to work as a professional geologist primarily on the exploration side but I have labored in the environmental and mining fields as well. I have worked as a house painter, mechanic, carpenter, roofer, gas station attendant, apartment building manager, cow-hand, logger, sailor, miner, fence builder, plumber apprentice, welder, and a host of other jobs that I can hardly remember. I offer this employment background in the hope that the reader will apply some weight to my assertion, offered without the slightest hesitation, that the best job I have had in my life and the best school I have every worked for is without hesitation, the College of Marin. It has been the greatest honor of my life to work alongside my truly professional colleagues and to have taught the fine deserving folks of Marin County. This job has been far more than this farm boy from Idaho could have ever hoped to achieve in this life.
However it is difficult to discuss the history of Geology and Geography disciplines of the Marin Community College District without sounding negative and bitter for from my perspective it is a history rife with neglect and at times pointed denial of what is good for the geography and geology disciplines.
When the author of this program review was hired in the fall of 1980, seven full time teachers were employed in the Geology and Geography disciplines at the MCCD. At present 1.4 FTE are assigned to teach in the ever-increasing complex and diverging disciplines of Geology and Geography. The one full time permanent instructor in the Earth Sciences, a federally recognized disabled person well over the minimum retirement age is assigned a split load between Geology and Geography. To provide a schedule that meets the bare minimum of courses necessary for a student majoring in
geology or geography, a schedule that permits our majors to transfer in two years, or
four semesters of study, this last full time instructor is forced to teach as many as
six preparations per semester. It is common for this instructor, the author of this
program review, to teach as many as eight units of overload in a standard semester.
The Geology program is the only science discipline taught at MCCD that does not have a
full time Laboratory Technician. The Geology-Geography lab technician position was
eliminated in 1986. Therefore the last full time instructor is also the lab tech and
as the Science Center has but one part time custodian, I also double as the janitor.
These appalling academic conditions have prevailed for over 10 years.

Over the last fifteen years approximately 115 annual teaching units, nearly four FTE,
have been cut from the Geology and Geography disciplines. Our students have suffered
greatly from this neglect.
The avalanche of decline in our ability to meet the educational needs of our students
began in the mid 1990's with the retirement of both district Geographers, Mr. James
O'Keefe and Mr. Harry Bartlett. Rather than hiring new geographers MCCD simply
shifted their Geography load to the existing geology teachers. Professor David Baver
taught a split load between geology and biology. His death in 1993, a great loss to
staff and students, was the first strain on the programs ability to offer a schedule
that provided the means for a student to complete all the course work offered in the
first two years of study for a geology major. Mr. Kenneth Miller retired 1997
followed by Mr. James Locke in 2005. To date we have endured a reduction in force of
approximately 82%. The following table is a numerical illustration of the argument
above.

<table>
<thead>
<tr>
<th>Name</th>
<th>Load</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. O'Keefe</td>
<td>1.0</td>
<td>FTE Geography</td>
</tr>
<tr>
<td>Mr. Bartlett</td>
<td>0.5</td>
<td>FTE Geography</td>
</tr>
<tr>
<td>Mr. Miller</td>
<td>1.0</td>
<td>FTE Geology</td>
</tr>
<tr>
<td>Mr. Baver</td>
<td>0.5</td>
<td>FTE Geology</td>
</tr>
<tr>
<td>Mr. Locke</td>
<td>1.0</td>
<td>FTE Geology-Geography</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>0.75</td>
<td>FTE Geology and Geography</td>
</tr>
</tbody>
</table>

Total Geography-Geology FTE as of 1989  
5.75 FTE

Total Geography-Geology FTE as of spring 2008  
1.3+ FTE *

Reduction of FTE from 1989 to 2005  
4.75 FTE

Reduction of FTE from 1989 to 2005 expressed as a %  
= 4.75/5.75 = 82%

Course Offerings in Geology and Geography:

The following list details the courses within the separate disciplines of Geology and
Geography defined by the 2001-2003 College of Marin Diamond Jubilee edition of our
Catalog. Through a diligent routine of alternating offerings over a three-year
schedule the two remaining faculty members managed to maintain a basic structure of
our potential offerings. Now there is one full timer and a handful of very busy part
time instructors. Our schedule is a meat and potatoes affair, a skeleton of our once
robust diversity. The rotation of course offerings was designed to prepare our
transfer students and provide courses designed to meet the demands and interests of
lifelong learners. In order to meet this demand extensive overload and summer course
offerings have become the normal workload.

Geology Discipline

<table>
<thead>
<tr>
<th>Section Number</th>
<th>Course Name</th>
<th>Teaching Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geology 99</td>
<td>General Science</td>
<td>3</td>
</tr>
<tr>
<td>Geology 101</td>
<td>Geologic Field Excursions to National Parks</td>
<td>1</td>
</tr>
<tr>
<td>Geology 102</td>
<td>Geologic Setting of the National Parks</td>
<td>2</td>
</tr>
<tr>
<td>Geology 103</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td>Geology 105</td>
<td>Cosmic Evolution</td>
<td>3</td>
</tr>
<tr>
<td>Geology 107</td>
<td>Introduction to Rocks and Minerals</td>
<td>1</td>
</tr>
<tr>
<td>Geology 109</td>
<td>General Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>Geology 110</td>
<td>Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>Geology 114</td>
<td>California Geology</td>
<td>3</td>
</tr>
</tbody>
</table>
The Environmental Forum of Marin is a non-profit organization dedicated to educating the denizens of Marin County on current environmental issues evolving within and effecting the quality of life of the citizens of this county. This highly respected and influential political organization has since its' inception depended upon the Geology and Geography faculty to offer day seminars to their students on the Geology and Soils of Marin County. In addition the Biology faculty is tapped for lectures on the native floral and faunal assemblages and problems stemming from invasive species of our county.

The Lack of Availability of Part Time Geology and Geography Instructors:
The continuing employment conditions for qualified geologists and the basic nature of the work itself create untenable problems for employing part time instructors. In short there are few geologists to choose from and those that are available are employed in the various sectors of industry and government and thus are required to be on site, usually out of the continental United States. It is difficult to teach a Tuesday 11:10-12:30 section of Geography 101 when you're drilling a hole on the North Slope of Alaska or mapping limestone units in Afghanistan.

Conclusions or consider the new Mission Statement of the College of Marin
The College of MarinÂ?’s mission is to provide opportunities for all students and community members: preparation for transfer to four year schools and universities, workforce training, intellectual development, cultural enrichment, and basic skills improvement. The College is committed to offering extensive programs and services in a supportive, innovative learning environment. Through its widespread offerings, the College of Marin pledges educational excellence to all members of our community. The district desires at least one full time instructor for every discipline. It's good business. At present the two FTE in Geology and Geography are spread over three disciplines. With the retirement of the senior member of the department one instructor, the last one standing will be responsible for offering course work in three very diverse areas of study, Geology, Geography, and Environmental Science. This is obviously an impossible task. To stay current in Geology alone is a full time job. Currency in Geography? Without a full time replacement the district will not be able to offer a transfer program in Geology or Geography. The district is within the bounds of the Collective Bargaining Agreement to hire a full time replacement in Geography or Geology.

The availability of part time staff to fill in teaching units is a most difficult problem. There is a multitude of Biologist out there willing and capable to take on...
the task of teaching part time but this is not the case in the Earth Sciences. With the retirement of the senior member of the Geology department the district will lose its capability of offering current technology courses such as Geographical Information Systems, GIS-GPS. Any professional working in a cartographic endeavor must sooner or later put it on the map. In the modern world that requires GIS GPS literacy

Geography discipline, Don Foss will be retiring from this most wonderful profession. The district must recognize that his physical disability is a physiological response to an accelerating health problem which may require him to retire sooner than projected. It takes a new faculty member at least five years to acclimate to the methodologies and responsibilities of the excellent shared governance system of this district. Without a mentor this break in period would be even longer and more difficult. It would be a sour note indeed not to bring a new face on board now while we still have in place faculty members that can help a new hire learn the ropes. To finalize we would like to dispel the myth of low enrollments in the Geology Geography disciplines. To justify this statement the district most often compares the introductory courses in Geology and Geography with Biology 110. It is not a fair comparison. Biology 110 for all intents and purposes is a UC and CSU graduation requirement. Physical Geology and Geography are not. In addition Geology and Geography courses compete for enrollment with similar courses offered in Chemistry, and Physics. The greatest challenge is the continuous offering of four sections Astronomy at least one of which is a Television Course with a class maximum of 125.

Enrollment Comparisons:
If enrollment comparison must be made of Geology and Geography courses with those of the Biological sciences then at least compare our introductory courses to those in the life sciences of equivalent academic rigor, as designated by the course number and offered for prospective Biology majors. The far more accurate enrollment barometer would be to compare Geology 120 and Geography 101 enrollments with those of Biology 115 and 116, the major’s sequence. These courses have approximately the same academic rigor and are designed to serve students majoring in the three specific disciplines. This far more accurate process reveals that enrollment in the Geology and Geography introductory courses is consistently higher than these more comparable courses. It is also important to remember that Life Science is a requirement for graduation. The question then is why haven't we hired in geology and geography?

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
Italian-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 Italian discipline currently offers 20 units in Fall semesters, 24 units in Springs semesters and 4 units in Summer sessions. It concentrates mainly on the grammar series (Italian 101, 102, 203 in Fall and 204 in Spring) with an occasional offering of Italian 108, the Film/Culture course. There is a conversation series Italian 110, 112, 114 but because of a lack of units, the Administration has decided to concentrate on grammar classes. There is one full-time faculty member in Italian, who is currently on phased-in early retirement. There are two other ETCUMS in Italian who teach courses when units are available. There is also full-time faculty member in Spanish who can teach Italian.

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

Italian is one of the Romance language options for students at COM. One semester, or Italian 101, fulfills the IGETC requirement, or "a language other than english" degree transfer requirement, at a four year college. Italian 102,108, 203,204, 225, 226, 249 also satisfy humanities requirements at transfer institutions. Since many Marinites travel to Italy or are of Italian descent, the study of Italian also appeals to them. Since Italian is only offered in a few private high schools in Marin, there are many public (and some private) high school students who take Italian to satisfy their high school foreign language requirement.

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

Since 2002, the percentage of young students (age 24 and below) has increased compared to the percentage of older students (50+). In the early days of its existence, the Italian discipline attracted a much older student clientele, but the trend in the last five years has been for a younger student clientele in Italian. Perhaps this is because there are now more high school students who take Italian in our late afternoon, Saturday and evening classes. (Italian is offered by only a few private high schools in Marin County.) There are more females than males who study Italian and the ethnicity of the students is predominantly white.

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

The Italian discipline was born at College of Marin in 1987 with the reassignment of an administrator into the faculty who was credentialed to teach the language. It has gone through many enrollment cycles in this twenty-two year time period, reaching an all time enrollment high in 2000-2001, perhaps correlating with the high of the stock market, the ability of many persons to travel to Italy, and the fact that Italy had not yet converted to the euro dollar. In the last six years, 2001-2007, the headcount in Italian has dropped by about 30% in both Fall and Spring semesters, despite some upward movement in Spring 03 and Fall 03. This overall trend has been similar in the other Romance Languages, French and Spanish and is parallel to the overall percentage drop in headcount of 28% at COM in the same time period. One of the unique characteristics of Italian is the strength of its afternoon, evening and Saturday student enrollments (high school students). Also, there is a strong Italian cultural interest in Marin County which is evidenced by long-standing events such as the Italian Film Festival. These kinds of events parallel and support the interest in the
A study of the Italian language and culture. SRJC has also recently added a full-time faculty member in Italian to its Modern Languages Department. Since City College of San Francisco also has one full-time FTE in Italian, it is interesting that there are now three colleges in a near geographical region that have full-time FTE in a "minor" language. Statewide enrollment trends in Italian have moved up in the last five-year period and more institutions, especially in Southern California, are planning on adding full-time faculty in Italian.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
Japanese-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 Japanese discipline today is comprised of the four basic grammar classes which transfer to the CSU and UC systems. Those courses are Japanese 101 (5 units), Japanese 102 (5 units), Japanese 203 (5 units), and Japanese 204 (4 units). In addition, there are two conversation courses in Japanese, 110 (4 units) and 112 (4 units). Japanese occasionally offers a 108 Film/Culture class and has recently developed Japanese 105A, Kanji, (1 unit). In recent semesters, Japanese offers 17 units.

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

Japanese is one of the Asian modern language options at COM. One of its grammar classes (usually Japanese 101) fulfills the IGETC requirement for "language other than English" at the CSU and UC systems. In addition, Japanese 102, 203 and 204 fulfill the humanities requirement, in Area 3B of the IGETC Program. If a student takes all four levels of Japanese grammar at COM, he/she is prepared to do upper division work in Japanese at a four year school. If a student takes two years of Japanese at COM while in high school, he/she will have completed the foreign language high school requirement. Japanese is no longer offered in Marin high schools, either public or private. COM therefore is filling a gap in credit language education by offering Japanese in this county. As students prepare for eventual baccalaureate degrees in International Relations or Asian Studies at four year schools, the importance of Japanese is large for the future.

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

Japanese serves a predominately large proportion of younger students (18-24.) The trend of serving more students in this category has increased 16% from S03 to S07, so that the total percentage of students (18-24) is 61.4%. Japanese also serves more males than females, at a proportion of 6:4. While more white students than non-whites study Japanese, the margin between them is negligible. Japanese had more non-white students (42%) who studied it than Chinese (27%) in S 2007.

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

Japanese was the first Asian language to be developed at College of Marin, in 1993. It began modestly, with the offering of Japanese 101 only for a number of years. The conversation courses Japanese 110 and 112 were developed, along with the culture film course Japanese 108, and were offered on Saturdays. In Fall 2000, Japanese 102 was developed and offered, plus a second section of Japanese 101 was added. Enrollments really began to grow and the load in Japanese spiked in Fall 2003 in relationship to that of the College. In 2004 and 2005 when Japanese 203 and 204 were added to the discipline, enrollments continued to grow in Japanese, but the load returned to the norm of the College, around 370. As the decision was made to complete and offer the entire lower division grammar sequence of Japanese, it was understood that the advanced courses 203 (offered in the Fall) and 204 (offered in the Spring) would not have the same high enrollments as the beginning levels. A point of interest is that Santa Rosa Junior College is now gearing up to add courses to its Japanese program, or strengthen its upper levels, to include the 203 and 204 course levels, which it did not previously have.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
Journalism-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.

Journalism is a hybrid academic and vocational program that provides lower division requirements and hands-on experience in producing a student publication. Most participants intend to earn four-year journalism or mass communications degrees. Others take the courses for general education requirements or to gain writing skills that they can use in their work and private lives.

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

The program serves three missions: to provide undergraduate instruction for majors, to train other students in a skill with many valuable applications, and to provide the College of Marin with reliable, unbiased information through the publication of the award-winning student newspaper, the Echo Times. The journalism program includes two large classes in Mass Communication (an introductory course, and a course on images of women and minorities in the media), as well as three writing-track classes: news writing and reporting and two sections on newspaper production (this is the lab that publishes the Echo Times). Our program review will address, specifically, the strengths, deficits and requirements of the writing-track courses. The classes are based on a journalism philosophy that emphasizes First Amendment rights and responsibilities, craftsmanship, basic news values, a rigid code of ethics and collegial team-building.

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

Most are transfer students, although a significant number of continuing education students also enroll in Journalism 115 and Journalism 122/123. These latter students seek to polish their writing skills for application in their professional lives.

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

The history of COM's journalism program has been shaped and marred by the lingering illness and untimely death of the previous instructor. For several years she battled the cancer that finally took her. During this time, she would teach when the tumors were in remission, and take extended sick leaves when it was necessary to devote her time to medical treatment. As a result, the classes were taught by a succession of substitutes. These instructors were competent and dedicated, but the program and the student newspaper suffered from inconsistency and inattention. The current instructor was hired in Spring 2002 as a temporary fulltime replacement for the teacher who was sick. The student newspaper was understaffed, and the staff that did show up exhibited less interest in the process of journalism than in the final product (seeing their name in print). They had great difficulty working as a team to produce a newspaper, so issues were infrequent and erratic. Staff and faculty looked upon the Echo Times with disdain. Many would not speak with a student newspaper reporter, for fear of being misquoted. The quality of the printed product was poor. Headlines were sometimes illegible. Campus-wide, COM students took no interest in the paper. They didn't read it, or pick it from the news racks. The school was not active in the Journalism Association of Community Colleges, a
statewide organization that provides valuable training and encouragement for students
through a succession of conferences and competitions. The newsroom walls of the Echo
Times were bare of trophies.
Now came a period of rebuilding. Motivated staff members were actively recruited from
the news writing class, as well as the two mass communications courses. Lectures on
principals and techniques of journalistic practice, as well as photography and page
layout, were added to the curriculum. Guest professionals were invited to visit the
newsroom and to critique the Echo Times in meetings with the staff. Membership in the
JACC was reinstated, and students began to attend at least two conferences a year. The
newspaper was placed on a reliable production schedule (every three weeks, or five
issues a semester). The printing contract was moved to a new, more professional
backshop. An office manager position was created to bring order to our operation. An
active effort was made to identify possible student leaders (editors) at least a year
in advance, and to groom them for the day they took the helm.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
Library-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 primary mission of the COM library is to teach research skills to students (Lib 110, class-related instruction and reference) and to support the teaching efforts of the classroom instructors through close collaboration.

The library provides books and electronic databases, wireless access, quiet study spaces, group study rooms and resources to the students, faculty and community at College of Marin (Kentfield and Indian Valley Campuses). The library faculty provide information literacy instruction to individual students and faculty and to classes through orientations, one-on-one research and credit class instruction (Library 110).

II. Program Purpose
Pathway:
Basic Skills/ESL

Briefly describe how your program fits into the pathways you have chosen.

The library supports instruction and provides services primarily for degree transfer and basic skills students. The library also provides books and electronic resources for the benefit of the academic programs' credit and noncredit classes. The library also assists lifelong learners and the community with their library and research needs.

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

The library serves all the students at College of Marin (approx. 9000 students), with special emphasis on basic skills, ESL and non-native students, as well as students in English, humanities, social sciences sciences and career education. Lifelong learners are assisted in their study of the arts by having access to our large and comprehensive collection.

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

COM's library budget has been cut by 50% since 2007. Since the library is classified as a noninstructional program and as such was subject to across-the-board cuts, we received a 10% cut in 2008. This year, the $32,000 to $38,000 that the library received from the T-Tip grant was eliminated from the statewide budget. In addition to these reductions in resources, one full-time librarian who retired in 2008 has not been replaced and less than 50% of his hourshave been filled by adjunct librarians. Adequate staffing and budget are crucial to the success of the library's instructional mission and for the survival of the library as a vital part of the academic community.

The library has recently consolidated its collections, eliminating many worn or redundant volumes, and, based on data from last year's program review, is focusing more of its resources on databases. To offset the growing costs of and demand for electronic information sources, last summer the library explored the possibility of

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http://programreview.marin.edu/POReport.jsp
joining a purchasing consortium, MariNET. However, this consortium costs $50,000 to join and about the same amount to migrate existing files, a prohibitive cost especially with our dwindling resources. The library is the backbone of the academic community and it must be funded.

Attachments:
List and briefly describe any attachments

C:\Documents and Settings\susanandrien\My Documents\program review 09\library January 10\2007 library budget.xls 2007 Library budget

2010 library budget: C:\Documents and Settings\susanandrien\My Documents\program review 09\library January 10\Library 2010.xls
Program Overview—Introduction
MACH-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.

Study in the field of machine and metals technology is designed as preparation for entrance into metalworking occupations. Graduates may enter the fields dealing with industrial production, prototype construction, special die work, or research and development. The courses in welding are designed to provide opportunity for the development of skills, knowledge, and experience for employment in the occupation and as auxiliary experience for persons in other majors.

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

The program provides instruction in the theory and practical operation of lathes, milling machines, welding and related industrial machine tools. All credits may be applied toward the Associate of Science Degree and are transferable for baccalaureate degree credit at the California State University. Additionally, the program provides state-of-the-industry training in a modern, well equipped facility. The program content and equipment insures a training program that is relevant to professionals upgrading their skills as well as the student entering the profession.

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

Students wishing to develop skills and knowledge in the occupations as welders, lathe operators, machinists, mechanics, technicians, tool and die makers and tool company representatives.

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

The welding course has been offered by the college for the last 26 years. During that time it has enjoyed the support of the college and the local business communities. We continue to provide the bay area industries with highly skilled welding professionals. The welding building at Indian Valley campus, Pomo Cluster, received a new roof which was part of the rebuilding program.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
MATH-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 Mathematics program at the College of Marin has a demonstrated long and distinguished history of providing the citizens of Marin county and adjacent counties with a variety of high quality courses designed to accomplish the four primary goals set by our department and reflective of the mission and educational goals of the College of Marin. In recognition of the increasing need for mathematics and technology as tools in a societal context, we give emphasis to applied and contextual based problem solving in our courses. This program seeks to develop in our students the level of mathematical competence appropriate for their educational goals, to foster appreciation of mathematics as part of human culture, to provide a climate conducive to intellectual growth of students and faculty, and to prepare and inspire students to the service of others. Our curriculum provides a strong transfer program, as well as life- long learning courses.

II. Program Purpose
Pathway:
Transfer

Briefly describe how your program fits into the pathways you have chosen.

The Mathematics program fits the transfer pathway since its goal is to maintain educational excellence and provide

a) rigorous training for students seeking to transfer to UC/CSU (and other four-year institutions) programs in mathematics,

b) 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.

Additionally, the Mathematics program fits into the other pathways (Basic Skills, Career Education, and Life-long Learning ) because it provides

c) a variety of courses in a positive and supportive learning environment for a diverse student population seeking opportunities, through general education mathematics courses, to investigate the complexity and diversity of human experience while learning to communicate clearly and to think independently, critically, and creatively, with the goal of participating as informed and ethical citizens of the world, and achieving their individual educational and professional goals and expectations.
d) remedial education for students, both for general education needs and specific vocational requirements, e.g., nursing, business and economics.

The Mathematics program is committed to develop in every one of our students (1) the level of mathematical competence appropriate for their educational goals, (2) an ability to think critically, reason logically, communicate precisely, and apply their knowledge/skills within and outside mathematics, and (3) an appreciation of mathematics as part of human culture.

To advance the mission of its program the Mathematics Department sets the goals of

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. Organizing its teaching activities to reflect its commitment to 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. Seeking to develop in our students the level of mathematical competence appropriate for their educational goals, to foster appreciation of mathematics as part of human culture, to provide a climate conducive to intellectual growth of students and faculty, and to prepare and inspire students to the service of others.

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

6. Working continuously to improve our teaching and effectiveness of the program on the whole; keeping our pedagogy effective and well-suited to our students; exploring innovations in the field of mathematics and mathematical education; implementing improved methods in the classroom.

7. Maintaining a collegial working relationship with colleagues at the schools our majors transfer to (Sonoma State University, San Francisco State University, U.C. Berkley, and U.C. Davis to name but a few) to insure the equivalence of our course content and to prepare our transferring majors for academic challenges inherent to universities.
level study.

8. Maintaining diverse course offerings to provide an opportunity for enhancing the educational background of our adult learners and for those individuals that find they are in need of specific training or information that we can teach them. Two distinct populations (1. highly motivated students with specific goals, e.g., nursing programs, transfer, job requirements, and 2. students lacking such motivation, typically fresh from high school, often with a history of failure in math) are accommodated by two safety nets: the semester-long versions of basic mathematics, introductory algebra and intermediate algebra, and their stretch versions: two-semester Basic and Intermediate Mathematics (95AB), Introductory algebra (101AB), Intermediate Algebra (103AB), and the self-paced courses of basic mathematics (95XY), introductory algebra (101XY), and Intermediate algebra (103XY) taught in the Math lab. Additionally, to accommodate the changing population we are instituting an Arithmetic courses Math 85 starting Fall 2010.

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

The Mathematics program serves all students interested in mathematics and its applications. These include: a) students majoring in mathematics in order to pursue advanced study, obtain a career in teaching or in the private sector, or achieve intellectual enrichment; b) students from majors outside of mathematics who need to acquire mathematical skills in order to be successful in their majors; c) students seeking opportunities, through general education mathematics courses, to investigate the complexity and diversity of human experience while learning to communicate clearly and to think independently, critically, and creatively, with the goal of participating as informed and ethical citizens of the world; and d) students requiring remediation in mathematics. Age distribution: 60% are younger than 24; 32% are in 25-49 age group, 4% are over 50. There are 54% females and 46% males. There are 61% white and 39% non-white. From a sample of 379 students, 94% take mathematics for transfer; 49% for transfer major; 45% for General Ed. Transfer; 6% for personal enrichment.

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

In 1975 the Indian Valley campus, then called Indian Valley College (a completely independent academic institution in the same District as the College of Marin) officially opened and offered a full program of Mathematics courses ranging from basic skills (Math 95) through first-year Calculus (math 124). The discipline also included classes in programming languages, such as Basic and Pascal. Over the next two years an Individualized Mathematics Program was developed and offered self-paced courses in all of the pre-calculus Mathematics (Math 95, 101, 103, 104). The department flourished with approximately 4 FTE faculty and about 3000 students in the college as a whole. Concurrent with this period the College of Marin in Kentfield had about 10,000 students and 12 FTE faculty in Mathematics. The course offerings included all of the above plus third and fourth semester Calculus and Linear Algebra, but no programming classes or a math lab. In the mid-1980's a self-paced Mathematics program was established at this campus as well. In 1985 some of the buildings on the IVC campus were determined to have structural damage. The entire campus was closed and the Mathematics faculty from there came to the Kentfield campus. When the IVC campus reopened within the next couple of years, the full-time faculty from there remained primarily on the Kentfield campus. The mathematics faculty at IVC consisted of part-time faculty and one full-time person, the latter of whom taught classes on both of the campuses. Over the next two decades the program at Kentfield ebbed and flowed with the enrollment of the District, while IVC withered to two or three classroom offerings and a Mathematics lab. The program has remained basically the same since, except the

http://programreview.marin.edu/POReport.jsp
The Mathematics program serves all students interested in mathematics and its applications. These include:

a) students majoring in mathematics in order to pursue advanced study, obtain a career in teaching or in the private sector, or achieve intellectual enrichment;

b) students from majors outside of mathematics who need to acquire mathematical skills in order to be successful in their majors;

c) students seeking opportunities, through general education mathematics courses, to investigate the complexity and diversity of human experience while learning to communicate clearly and to think independently, critically, and creatively, with the goal of participating as informed and ethical citizens of the world; and

d) students requiring remediation in mathematics.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
Media-Services-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 mission of the college's Instructional Media Services department is to provide instructional support with media equipment, resources, training and services in the classroom and to support student learning as well as college and community functions.

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

The primary goal of IMS is to support student learning in the classroom by providing equipment and services including: acquisition, maintenance, and installation of technology in the classroom; training/orientation of faculty, students, staff and the community in effective use of emerging media and instructional technology; and support for faculty by creating and reproducing media for instructional use. Our secondary goal is to support noninstructional college functions including Board of Trustees meetings, college governance meetings, HR candidates' interviews, student events, graduation, community events, etc.

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

Approximately 70% of all COM classes use Media Services. The average use per class is twice weekly. In addition, we serve community events, governance meetings, Human Resources interviews, Board of Trustee meetings. We are open to provide services for 60 hours each week on both Kentfield and IVC campuses.

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

Media and technology use in COM classrooms has doubled in the last three years and continues to grow. In addition, emerging technologies are phasing out old ones, and have made it necessary for Media Services staff to upgrade skills and field compatibility problems to a greater extent each year. Due to lack of stable funding, the department must also deal with an increasing percentage of outdated equipment such as computers and LCD projectors. Media Services has also absorbed a 40% reduction in staff during this period. The need to provide computer/media capability in a growing number of classrooms has been a budget challenge to many institutions of higher education over the past decade. Specific challenges faced by this college include oddly-shaped rooms that require very specific kinds of installation and the fact that screens, projectors, and other built-in equipment have not been maintained or replaced. As a result, many rooms currently are equipped with jury-rigged used equipment pieced together from other rooms to create a working system. These solutions, intended to be temporary, have since become permanent. Because of the patchwork approach, the technology is not user-friendly or reliable, and in some cases pose a health and safety threat with cables strewn across the floor. Media Services has created individual sets of instructions for each application, but the fact that directions vary from room to room can confuse the faculty who use these facilities and require Media Services staff to spend a lot of time troubleshooting. Even worse, since not every room has the same capability, faculty often have to prepare different...
versions of the same class presentation depending on the room they are teaching in. As a result, we have resorted to portable equipment in most cases (on carts). This creates additional problems, since the wear and tear on equipment being dragged over cracked pavement and being constantly connected and disconnected, shortens its life. It is also more vulnerable to theft. The overall effect is not only hard on equipment; it places a burden on staff who must break down carts and reconstruct them again many times each day.

Spring 2010 has had many challenges. Given that fall classes usually have a higher enrollment, this spring of 2010 has been as busy or more than fall. Contributing factors are: increased enrollment, use of swing space, starting the semester with classrooms containing no technology or equipment, and a huge increase of equipment to the most distant edge of the campus.

There have been greater instances of teachers needing classrooms opened, keys for ACT cabinets and orientations for their classrooms.

We have a growing number of faculty using media in the classroom, and their needs are becoming more sophisticated. We continue to train faculty and students with emerging compatibility issues with various versions of PowerPoint, some on Mac, some on PC. We have had to become familiar with Keynote. We have to solve problems dealing with home-made DVDs, versions of PowerPoint newer than the college owns, have had to provide retro instruction on how to save presentations backwards so they are viewable.

We have been asked more than ever to download software for classes. There is an increased surge in requests for the internet. Teachers are expecting ATC or Smart classrooms as a foundational teaching tool. They want every classroom internet ready with an LCD and computer. Only a fraction of our classrooms are outfitted this way, leaving us to deliver more than ever.

Increased use of I Phones, I pods; increased need for docking stations for portable media to be viewed. These tools are needed to teach their class.

We have encountered problems downloading CD ROMs that are part of the text for the class. This is a reasonable expectation on the part of the faculty to have these tools.

Not having ease of use of these materials for each and every one of their classes impacts their ability to convey information, test students, and develop outcomes for student success.

Since our expertise is sometimes critical in the success of a class, we routinely drop everything and go to a classroom to troubleshoot. We run the dept, field phone calls, deliver media, and try to solve problems immediately when they affect the classroom. We do not have a techstream procedure and do not have the luxury of placing requests in a queue. Lack of support immediately can affect a classes' success.

There is a lack of equipment, and that which we have is rapidly aging. Ripped up walkways, rain, dust and construction detours have made this work harder.

A recent article cites that enrollment at COM is up by 20% over the previous year. Because students can continue to enroll till Feb 15th, the actual totals have not come in.

This has had a big impact on the department. Our health has suffered. We are in constantly varying temperatures- sometimes without leaving the LRC building! Very hot, no
air, particulate matter falling from the vents.

The fact that we need to borrow employees from other departments (Film, Media Center) speaks to our staffing challenge. Andy is more involved with the bond, which takes away from the time when he can keep the department open and assist with his more traditional duties.

We need many many new wall screens to replace torn, dangerous and missing ones.

Every boom box we own is checked out for the semester.

An LCD lamp was just replaced in HC 165. It is a used lamp that has over 900 hours on it, and did not project well at all.

Last semester, we kept perhaps 4 LCD/LTP combinations in Science Center closet per classroom requests. This semester on Tuesday and Thursday nights 8 setups are required. This is an indicator of the doubling of the orders in this area alone.

We need our own Skype camera. We need to borrow one from HR!

Board meetings now use 2 laptops, one for live video streaming.

Attachments:
List and briefly describe any attachments
In the first two weeks of February 2009, a time when our staff and inventory were already stretched thin, we made 511 deliveries. During the same time period this year we made 620, an increase of 18% in one year. Furthermore, the swing locations of classrooms have greatly increased the distances we must push equipment many times each day. This situation is reaching the breaking point when we may need to change the level of services we provide.
Program Overview—Introduction
MEDA-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 Medical Assisting and Phlebotomy Programs provides:

- the opportunity for the development of basic entry-level skills necessary for employment in a clinical, medical or laboratory environment.
- the Medical Assisting and Phlebotomy programs combines the technological skill and theory necessary for Medical Assistants to work directly with physicians and other health care personnel as team members in providing patient and laboratory services.
- the Phlebotomists work directly with laboratory personnel and perform capillary and venipunctures in a clinical setting, hospital labs or outpatient laboratory.
- upon graduation students will be awarded a Skills Certificate

II. Program Purpose
Pathway:
Career Tech. Ed.
Briefly describe how your program fits into the pathways you have chosen.
Career/Work Training:

- Successful externship and experience in a clinical/laboratory setting for administrative and clinical medical assistants and CPT 1 phlebotomists.
- Degree/Transfer: Medical Assisting classes fulfill the requirements for completion of general education and degree requirements.
- May transfer to CSU.
- The goal of the phlebotomy program is to prepare students to pass the State licensure exam as a Licensed Phlebotomist.

III. Students Served
Briefly outline what students are served in your program.
The majority of students served in the Medical Assisting Program are:

- high school graduates, GED prepared, re-entry students and mid-life career changes
- the majority of phlebotomy students consist of medical assisting students,
medical assistants, nursing students and re-entry students.

- one of the requirements of entry into the Phlebotomy course is that students are required to have a High School Diploma or GED.

**IV. Program History**

Briefly outline the recent history of your program.

The College of Marin has offered the Medical Assisting Courses over the past twenty-five years. State Certified Phlebotomy courses has been offered since Spring 2007.

**Attachments:**

List and briefly describe any attachments
Program Overview—Introduction

Modern Languages-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 College of Marin Modern Languages Department is comprised of six disciplines: Spanish, French, Italian, Japanese, Chinese, and American Sign Language (ASL). Four of the six disciplines (Spanish, French, Italian, Japanese) offer the complete lower division curriculum in the language in preparation for the undergraduate major available at four year colleges and universities. Our Department is therefore a "feeder" institution to these majors in four year colleges. All Modern Language courses transfer to either the UC or CSU schools. Many of the transfer students in all of our language disciplines take the 101 courses to fulfill the IGETC requirement for "language other than English". Courses numbered 102, 203, 204, 225, 226, 228, and 230 also fulfill the IGETC Humanities 3B requirements. The faculty in our disciplines are dedicated, participate in conferences and workshops in their areas, and are up-to-date in technological approaches to language teaching. There is currently only one full-time member (Spanish) in a department which offers 140+ units per semester. This is in sharp contrast to the seven full time members that existed in our Department as recently as fifteen years ago. The Modern Language Program is not adequately staffed to do all of the work that it is required of a Department of its size. Part-time faculty members often teach only one to two classes at College of Marin and must teach elsewhere to earn a living. Representation on committees throughout the College, updating of existing courses and new work in course development and renovation is being done in our Department by a small number of full time and part time faculty.

II. Program Purpose

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

1. All six language disciplines contain the grammar and conversation course sequences which enable students to complete requirements to transfer to four year colleges. 2. Two language disciplines, French and Spanish, confer an A.A. degree. 3. Using the basic skills component of all of our six language disciplines, a student can enter a vocational field to perform some level of work. 4. At the professional course level of the Spanish discipline (Spanish 120, 121, 122), students can perfect their vocabularies, hone their cultural sensitivities and become informed of the issues that will arise in their fields of real estate, teaching, and health care with Hispanic clients. 5. Through our Study Abroad Immersion option, students may take transfer courses, explore global issues and internationalization of the economy and prepare for the basic skills of language on the job or refresh language skills for lifelong learning.

III. Students Served

Briefly outline what students are served in your program.

1. Students in the Modern Language Department take courses in order to transfer to four year institutions, to complete IGETC requirements, to address vocational needs, to meet high school requirements and to enjoy a language as lifelong learners. 2. Student characteristics vary according to the language discipline that is studied. In the Romance languages (Spanish, French, Italian), the students tend to be white and female. 3. Until recently, the students in Italian and French were also older, or in the 50 and above age group. 4. The Spanish discipline, however, has historically commanded about 25% of its students in the 25-49 age category. 5. The demographics of all of the languages show trends towards younger students. (17 and younger, and 25-49 age categories) 6. Japanese and ASL have the highest percentage of 17 and younger students. 7. Japanese has the highest percentage of male students (75% Fall 05) of all
of the language disciplines, and more male students study Chinese today than at the inception of the program in Fall 2004. 8. An equal number of males and females take Chinese and ASL. 9. Still, a majority (50%+) of white students take all language disciplines.

IV. Program History
Briefly outline the recent history of your program.
1. In the last five years, the Department has encountered a demand for classes in the late afternoon time frame, 4-6 p.m., and is scheduling more aggressively in this time slot. 2. In the last five years, there has been a 25% drop in enrollments in the Romance Languages (Spanish, French, Italian) at College of Marin. 3. Although there has been a drop in Spanish and French enrollments at the State level in community colleges in the last five years, enrollments in Italian have gone up by 9% in this same time period at the State level. 4. The drop of 201 enrollments in the Romance Languages (25% of total Modern Languages enrollments of 838) was softened by the addition of 170 new enrollments from Japanese, Chinese and ASL in this same time period. 5. These new enrollments in Japanese, Chinese and ASL offset the enrollment drop of the Romance Languages, so that the Modern Languages Department only lost 5% of its enrollments in this five year time period. 6. While College of Marin lost 25% of its total enrollments between 2002 to 2006, the Modern Languages Department only lost 5% of its total enrollments - due in part to the mitigating forces of Chinese, Japanese, and American Sign Language classes.

Attachments:
List and briefly describe any attachments
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 current definition for multimedia arose when journalists coined the phrase in the mid-eighties to describe the advent of personal computer hardware and software that could generate other media formats besides the traditional print media that was limited to dot matrix print-outs of word processing and spread sheets. The ability to create color images, graphics, animation, and video titles was just the beginning of media democratization, the likes of which had not been seen nor experienced since the advent of the Guttenberg press. However, multimedia is still a relatively unknown and misused description for combined media—despite the current definitions as listed below:

Mul-ti-me-di-a (n)
1. the use in art, especially the plastic arts, of different kinds of materials and media such as images, sound, text and motion images (often used before a noun)

2. the use of film, video, and music in addition to more traditional teaching materials and methods (often used before a noun)

3. the use in advertising of a combination of media such as television, radio, and the press (often used before a noun)

4. programs, software, and hardware capable of using a wide variety of media such as film, video, and music as well as text and numbers

The broad use of the term over time and the limitations assigned to the contemporary technology-based definition (4), often results in an interpretation of "multimedia" that is intimidating, or worse yet—outmoded. To combat these discrepancies, the Multimedia Studies (MMST) program at College of Marin has strove to have courses and a program that provide outcomes for creative students that are professional, cutting-edge, and relevant for their career objectives.

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.

The Multimedia Studies (MMST) program at College of Marin was the first multimedia program developed in the California Community College system. Its inception in 1997 provided College of Marin students with the first multimedia associate degrees and career certificates available in California.

The Multimedia Program was created within the Career Technical Education department. Under CTE, MMST has participated and contributed to numerous California Economic Workforce Development (EWD) events, including Advisory membership for other community colleges, CSUs, and development of MEI

The Multimedia Studies program at College of Marin has three distinct areas of focus in which students can earn Associate (A.S.) degrees or Career certificates (33 units) in the following:

- **Authoring:** web design and development
- **Audio and Video Design:** audio and video development, effects, and post-production
- **Visual Design:** 2D and 3D animation, graphics and illustrations for print and design

In addition, students may earn any of the six
Skill certificates (9 units each) that provide a concentrated focus in any of the following specialty areas:

- Multimedia Animation Skills Certificate
- Multimedia Audio Production Skills Certificate
- Multimedia Production Skills Certificate
- Multimedia Video Design Skills Certificate
- Multimedia Visualization Design Skills Certificate
- Multimedia Web Authoring Skills Certificate

Recently the program has expanded to four new areas and courses that include:

The Multimedia Studies program at College of Marin continues to provide top quality course topics and instruction that serve the transfer, workforce and life-long learning students within Marin County and the North Bay.

Career Training
The Multimedia Studies program primary goal for Marin County students is to provide career training, uplift skills, and retraining for workers that have sustained work injuries requiring a career shift. The majority of MMST students are educated with 4 year or advanced degrees, and do not seek an AS degree. However, because the MMST program at COM offers a Career Certificate,* a high percentage of students complete the necessary 33 units to improve their job skills in a highly competitive market.

Degree and Transfer
There are a high number of MMST students that never completed a college degree from a 4-year or 2-year institution. As a result of economic changes in Marin County--the downsizing or exodus of major multimedia companies like Lucas Arts, I.L.M., Broderbund, AutoDesk, and Fireman's Fund--these former employees realize the importance of an Associate Degree* to further their career.

In addition, students interested in a 4-year in digital arts or multimedia complete the A.S. degree requirements to transfer into a 4-year multimedia program as with the B.A and B.F.A. programs at CSUEB.

*Note: the MMST program at COM is the only program in San Francisco and the North Bay that offers a Career Certificate and/or an Associate Degree in Multimedia.

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

The Multimedia Studies program at College of Marin serves a wide-range of students.

Career/Workforce Training for working professionals that are seeking to:
- Begin a creative career in design and the digital arts
- Switch to a creative career in design and the digital arts
- Expand their current artistic or design skills and techniques
- Update existing skills to meet the employment demands for creative professionals

High School Matriculation for Marin County high school students, with:
- Articulation agreements with every high school in Marin County
- Block schedules for articulated courses (4-7 pm Monday -Thursday, and Saturday)
- Appropriate project based courses and content in Game Design, 3D Art, Video and Web Design
- Coordinated courses schedules since Spring 2008 for Marin high school students

Transfer Courses for students planning to continue their education in design or digital arts, MMST has:
- Transfer courses as the major to a number of CSUs
- Educational skills using multimedia and the digital arts for advanced degree students
- Recently developed MMST courses for additional CSU/IGETC /UC transfer
- Career Certificates with the same rigor as the AS degree
Briefly outline the recent history of your program.

OVERVIEW
In past 5 years, the MMST have suffered in enrollments as a result of many factors including:

- The erosion and elimination of Student Services at IVC (Library, Food Service, Bookstore, and Security)
- The exclusion of relevant information pertaining to the IVC Campus (addresses, phone numbers, and marketing)
- FT instructor, James Gonzalez on sabbatical for 2 successive spring terms.
- Reassigned time by FT instructor Derek Wilson for various non-instructional units such as Curriculum Chair, MMST Grant Director, and other reassigned duties.
- Reduction in total, allocated teaching units directly affecting students ability to complete courses for degree, skill, and career certificate requirements, from 116 TU in 2002-03 to 72 TU for 2008-09
- Early cancellation of MMST classes prior to last Add date and in some cases prior to first class session.
- Refusal by the area dean and department chair to use the current MMST Blueprint for planning and scheduling for the last 5 semesters

All of this has continued to occur even while the Multimedia and Entertainment industry has been experiencing its second wave of growth for the past three and half years.

PROGRAM REVITALIZATION
MMST faculty have repeatedly developed clear solutions, all of which are backed by data to justify the requirements. When followed, increase student enrollment, success, retention, and continuation within the MMST program at the College of Marin as carefully outlined and revised EVERY year in the MMST Program Blueprint.

As a result of the area dean and department chair's disregard for the MMST Blueprint for scheduling classes, enrollment, retention and success have been declining. And in Fall 2008 the dean and chair scheduled classes that created multiple scheduling conflicts for Mr. Wilson's participation in shared governance. In addition, MMST instructor's classes were scheduled at the same times, resulting in limitations of enrollment by the same cohort of students; students had choose one class or the other. The classes were all scheduled on Tuesday and Thursday, providing NO access to MMST labs at IVC on Mondays and Wednesdays in Fall 2008.

To correct these and other problems, the Multimedia Studies faculty members outlined in their previous program review (2007-08) the desire and interest for Program Revitalization for MMST, and the possibility to move back into the Workforce Education Department, which is housed primarily at IVC.

On Friday, September 5, 2008 MMST Faculty James Gonzalez and Derek Wilson met with the dean of Arts and Humanities, the dean of Workforce Education, and the V.P. of Academic Affairs to discuss prospects of Program Revitalization and the potential relocation of MMST back under Workforce Education. Both faculty members outlined the importance of points stated above, and that under Workforce Education, which is primarily at IVC with greater access to the area dean for planning and promoting the MMST program. In addition, that the $370,000 grant received in 2004-06 for multimedia was from Economic Workforce Development, and therefore seemed most appropriate for MMST to reside in the Workforce Education Department once again. The V.P. agreed and stated she would need to consult with both area deans prior to making a decision, and requested the MMST faculty schedule a follow-up meeting on the subject.

On Friday, September 19, 2008 MMST faculty James Gonzalez and Derek Wilson met with the dean of Arts and Humanities and the V.P. of Academic Affairs to further discuss the potential relocation of MMST back under Workforce Education. The V.P. reminded the MMST faculty that Workforce programs were required to complete Program Reviews every two years instead of every 4-5 years, which the MMST faculty acknowledged. The V.P. stated she had consulted with both area deans and both were in agreement that it would be in the best interest of students to relocate MMST back into the Workforce Education Department. It was requested that the faculty draft a memo to be sent to IPC for moving forward with the relocation of the Multimedia Studies program. A memo was drafted and sent on November 20, 2008 after the approval of the Program Revitalization and Discontinuance Policy and Procedures by the Board of Trustees at the meeting on November 11, 2008.

BLUEPRINT HISTORY
The initial MMST Discipline was placed under Computer Information Systems (CIS) for technology support requirements. All MMST courses were transferable as CSU electives, but not qualified as transfer credit for GE, IGETC, or UC. The MMST Program consisted of a total of 96 Student Units comprised of 78.5 MMST course student units, and 17.5
units from ART, BIS, COMM, and MUSIC. These units represented the core program of 17.5 units, and the five specialties consisting of 12.5 to 17.5 student units each. In 2002, when enrollments were at a high of 439 (58.9 FTES), MMST students were experiencing difficulty completing their certificates and AS degrees courses required for certain specialties and even the core requirements had not been scheduled in 7 semesters as a result of inconsistent scheduling and course offerings. A two-year blueprint was in place, but seldom followed. When necessary courses were offered, they were either overenrolled or cancelled due to lack of enrollment. Courses that were already on a two-year cycle, required students to wait up to 2 more years to complete their two-year degree (or a 1-1/2 year certificate). As a result students frequently petitioned for waivers of courses that had not been offered in a timely manner, and even though the expected breadth had been truncated, faculty reluctantly honored these requests to be responsive to students academic needs and objectives.

In 2003, MMST underwent a major revision just prior to its inaugural Discipline Review. During an inventory audit of certificates and degree programs in the state by the Chancellors Office, it was determined a number of degrees and certificates at College of Marin had been formally declined and removed from the state inventory as a result of improper submittal and lack of final approval. This included the five MMST Specialties (Options). To reinstate the MMST Specialties required the same lengthy process as obtaining approval for a new certificate and/or associate degree approval by all regional/area deans, submitting new program application(s) to the Chancellors Office along with a list of all applicable courses, including prerequisites, co-requisites, advisories, and other limitations of enrollment all of which had to meet current Title V. regulations to ensure approval longevity.

In Fall 2004, the Multimedia Studies program was awarded a short-term Industry Driven Regional Collaborative (IDRC) grant of $370,000 from the Economic Workforce Development (EWD) program of the Chancellors Office. The purpose of the grant was to stimulate and provide workforce training for the multimedia/digital arts sector of Marin County. At this same time, the Multimedia Studies program was moved from the BIS department to the Fine Arts department. This provide the ability to convert the SLOs of all MMST courses to creative and design objectives and opened the door for CSU articulation agreements for the major which were not possible under BIS. While articulation may not seem important or even relevant for a Workforce Development Program, a total of 23 AS Degrees and 34 Career Certificates have been awarded in the past six years! This is a high percentage for an area without GE and IGETC applicable courses, and an even higher percentage when compared with high enrolled, very popular programs in the Physical Education, Performing and Fine Arts departments, each of which has courses that do fulfill GE and IGETC requirements.

CONCLUSION
Therefore, to revitalize the MMST program and capture the interest and need for constantly emerging Technology, MMST expects to be back under Workforce Education for the next cycle (2009-10) of resource allocation, scheduling and planning.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
Music-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 music department provides a solid foundation for music major's further study at four-year colleges, universities, and conservatories, and a complete program leading to the A.A. Degree in Music at the College of Marin. The music department also provides courses to introduce the general education student to the history and practices of music.

Secondarily, the department provides an opportunity for teachers and music professionals to maintain and develop their musical skills and knowledge. In addition, the department provides opportunities for Marin and SF Bay Area musicians to maintain and develop their skills and knowledge about music, and their ability to interpret and perform music of various historical periods and styles in a wide variety of musical ensembles, large and small. The music department is proud to provide opportunities for Marin musicians to perform in musical ensembles, large and small, and to present quality music performances for the cultural education and development of the Marin community.

II. Program Purpose
Pathway:
Transfer

Briefly describe how your program fits into the pathways you have chosen.

To provide a solid foundation for music majors further study: develop students' skills in and knowledge about music, and their ability to interpret and perform music of various historical periods and styles. To introduce the general education student to the history and practices of music.

A comprehensive two-year music major program is offered, including music theory, ear training, piano, music history, and required large and small performance ensembles, as well as several suggested electives. This program leads to the A.A. Degree in music as well as fulfilling lower-division music requirements for transfer to a four-year institution. In addition, courses are offered in both day and evening which fulfill the general education requirement in humanities.

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

Music Majors: complete transfer and A.A. degree program.
General Education Students: Courses to fulfill humanities requirement.
Career Training: courses for music professionals and teachers to upgrade and develop knowledge and skills.
Lifelong Learning: opportunities for members of the community to learn about and participate in music.

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

The music department was established three years after the college opened, when faculty member Clinton Lewis was hired in 1929. A rather small department existed under his direction until his retirement in 1959. When former music department chair John Myers was hired in 1960, the program underwent a great expansion.

At that time, the name of the college, "Marin Junior College," was changed to Marin
Community College, along with a change of educational mandate that had a greater focus on providing numerous courses to more greatly serve the needs of the Marin community. Myers immediately created three new nighttime community ensembles that are still thriving today: the Symphony Orchestra (Music 167), Symphonic Band (Music 168), and the Community Chorus (Music 169).

Next, a new building for the budding music and drama departments was commenced, which opened in the Fall of 1967. Several more full-time music faculty were brought on board during these years, bringing the total to six. During this period, the department was overflowing with talented students and had many courses offered over a wide spectrum of times during day and evening.

But after the passage of proposition 13 in 1978, a reduction in tax revenues began to negatively impact the Colleges finances. Since that time, music classes have been slowly eliminated so that now we find our department having barely half as many teaching units as before. In addition, all but one of the former full-timers have retired. Only two faculty have been replaced, more than 15 years ago.

The reduction in the number of classes has meant that there are no duplicate sections of classes any more. Aside from reducing the options available for students, it is especially troubling for our music major degree/transfer program. Cuts in the multiple sections of entry-level courses have adversely affected the enrollment in all of the subsequent classes of the sequential two-year music major curriculum.

For many years, the COM Music Department has been highly regarded, as our transfer students have been successful in transferring to four-year institutions as well as establishing careers in the musical world. However, as numbers of students diminish, this reputation is becoming more difficult to sustain. It is harder and harder to attract good students to the program for several reasons: there are fewer young people, as Marin is an aging community; wealthier Marin families often send their children to more prestigious schools rather than the local community college; fewer college age students are majoring in music, and thus they are successfully recruited by four-year schools offering desirable reputations and financial scholarships; the image of the College of Marin as the "little Berkeley" has been tarnished, perhaps irrevocably, by many years of poor planning and lack of involvement by the college administration.

The above concerns are also augmented by other strains such as reductions in equipment and supply budgets, deterioration of our facility and deferred maintenance of our assets, including grand and upright pianos, other musical instruments, library collections, and recording facilities. The music department, through the College of Marin Foundation, has had to undertake fundraising to provide many necessities, including paying for music for our bands and orchestras, the refurbishing of our small concert space/choral rehearsal hall, repairing and maintaining our concert grand pianos, using donated audio equipment to replace necessary but broken classroom items, and securing donated music for our small ensembles.

The department has done a heroic job of trying to maintain the core of our quality program throughout this onslaught of negative factors. In addition, new students tend to be much less prepared musically (they often cannot read standard written music notation, for instance), and the job of bringing these students up to the advanced level we expect for transfer is extremely difficult.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
Natural History/Field-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 Natural History Certificate is designed to prepare students broadly in the area of field and organismal biology, with balanced exposure to plant and animal classification, ecology/field biology and earth science. This training will solidly prepare students for teaching outdoor science to elementary school students and the public. The program was developed with the express purpose of providing the skills and knowledge to prepare students to become competent field biologists working at the organismal level of community or ecosystem ecology. The emphasis on reductionist approaches in biological education throughout the world is rapidly eliminating the study of taxonomic relationships and ecological interactions in favor of a greater focus on molecular and cellular processes. Such a focus works well for those studying physiological or molecular mechanisms, but for students who plan on careers in more holistic fields, such training provides inadequate knowledge to recognize species or to understand the complexity of biotic interactions. Additionally, emerging problems, such as the spread of exotic diseases, the damage and costs of invasive species, extinction, and general environmental degradation (and a general declining quality of life) indicate an acute need for biologists who can view issues from a broad perspective. This is not to suggest that reductionist science has no role in the training of students in this program. Students have both opportunities and expectations to become competent in the fundamental understanding of molecular biology and genetics. The combination of earth sciences with organismal biology enables students to embrace the exponential increase in knowledge and understanding of biological systems required to address contemporary problems. This program provides a solid foundation and framework onto which students can build. The Natural History Program also provides students with skills that form an essential foundation for their chosen careers and the background needed to continue their learning once they leave the college. It also directly addresses the supposed conflicts between religion and science and trains students to be objective decision makers, using their knowledge and a scientific approach when critical issues must be resolved. The program exposes students to the rapid growth in science and the fact that one must continue to learn if one is to utilize that knowledge to best benefit themselves, humankind, and the environment on which we all depend.

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.

Today's children spend half as much time outside as they did just 20 years ago and on average, spend seven and on half hours every day plugged into electronic media. Hands on environmental education is a solution to this growing trend of "nature deficit disorder." The Natural History Program goals are mostly directed towards life long learners with significant amount of career/work training. Some students working towards a degree in biology use these courses to supplement their work towards a degree. This program addresses the need to educate educators in outdoor education. The No Child Left Inside Act of 2008, H.R. 3036, created a new federal environmental grant program for states to develop environmental literacy programs and support teacher training in environmental/outdoor education. Our program is well positioned to serve the growing need for outdoor education.

III. Students Served
Briefly outline what students are served in your program.
photographers; nature journalists; elementary school teachers; parents who home school their children; national, state and county park naturalist/rangers/staff.

IV. Program History

Briefly outline the recent history of your program.

The Natural History Program was designed in 1995 to give students the unique opportunity to take a diverse array of courses that concentrate on the nonhuman aspect of biology. Most courses concentrate on a holistic approach to science rather than a reductionist view commonly encountered in most science courses. As the program developed three unexpected outcomes emerged. It was found that a broad education in natural history and field studies is useful in giving biology majors the edge in competing for graduate and employment positions. Also it has been observed that the field courses spark the interests in young students to such a degree that they decide to continue on as biology majors and transfer to institutions of higher learning. Lastly, it was found that a significant number of life long learners decided to change their careers because of their experience in the program. In summery: this program changes lives.

The No Child Left Inside Act of 2008, H.R. 3036, created a new federal environmental grant program for states to develop environmental literacy programs and support teacher training in environmental/outdoor education. Our program is well positioned to serve the growing need for outdoor education.

Attachments:

List and briefly describe any attachments
Program Overview–Introduction

ESL-Noncredit-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 English as a Second Language program at College of Marin serves primarily the burgeoning immigrant population of Marin County. We have been the primary resource for adult second language learners in Marin for over 30 years. Through free noncredit ESL classes, credit ESL classes and a fee-based Intensive English Program, College of Marin has helped countless Marin residents and international students from over 75 countries fulfill their educational, career and personal goals to become productive members of our community. Our ESL programs are designed to respond to the needs of the growing English learner population in Marin. While Marin is less ethnically diverse than the rest of California, the populations growing most quickly in the county are Latino and Asian/Pacific Islander, most of whom are English learners. Almost a fifth of Marin residents speak a language other than English at home, according to the 2000 Census.

Noncredit ESL Program Classes at Kentfield Campus
The College offers over 35 classes on campus which range from 4-hour Saturday classes to 6 hours classes (2 nights a week) to 4 night/week 11-hour classes. Classes are open entry and open exit. There are no fees. We have over 1400 students enrolled and another 3-400 on waiting lists. We have a very careful system of first-come first-served for registration and taking from the wait lists. For any one semester, we have 30-35 teachers - all but one of whom are part time. Noncredit Vocational ESL
In noncredit, we have developed two areas for Vocational ESL so far - for landscapers and childcare providers. These are 6-week classes, and we have two levels for each. Both classes have been offered at College of Marin and at the Marin Conservation Corps (MCC) in San Rafael.

Community-based Noncredit ESL Offerings
Off campus we offer a T/W/TH afternoon class at the Margaret Todd Senior Center, three Monday/Wednesday afternoon classes at Whistlestop in San Rafael (also a senior center), and finally, two two-night/wk classes and a drop-in computer lab at the Marin Conservation Corps in the Canal in San Rafael. In the summer of 2007, NC ESL returned to Indian Valley College after a 20-year absence! At present, we are offering one 4-night/wk section of Level 10 and a 2 night/wk level 20 and a 2 night/wk level 30.

II. Program Purpose
Pathway:
Basic Skills/ESL

Briefly describe how your program fits into the pathways you have chosen.

As part of the ESL Task Force effort in 2002-2003, the ESL program developed a mission statement for the overall program which continues to reflect our purpose: The College of Marin provides excellent academic programs and comprehensive services that inspire and support ESL students to transform themselves linguistically, enabling them to achieve their educational and career goals.

To meet this overall mission, we have the following objectives for our students: ESL students will be able to:

-- 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.)

-- effectively navigate the U.S. college system and develop the skills and knowledge needed to bridge successfully to an academic or workforce path

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

These classes serve a wide cross-section of the local population. Ages range from 16 to 85. Education levels range from no formal education at all to doctors and lawyers. Most students have jobs or are looking for work. Many have families with children in the local schools. Their primary focus is on survival English related to their everyday lives and work and eventually on career-related training either in vocational classes or by transferring to a four-year college.

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

Kentfield Campus For over twenty-five years, College of Marin has been addressing the needs of English learners through its high quality English as a Second Language (ESL) Programs. The ESL program began in response to the influx of Southeast Asian refugees in the late 1970s and early 1980s. At that time we offered a full 10-15 hour/week noncredit program mornings (survival English), afternoons (pre-vocational English) and evenings (survival English). Noncredit encompassed 6 primary levels plus 3 in-between levels when needed as well as a literacy class. Credit ESL was offered at a very high academic level for college-bound students. As the 1980s progressed, our student population began to include more and more Mexicans, Central Americans and Haitians. From the fall of 1988 through the spring of 1990 we offered classes specifically for the Amnesty program.

Around 1986 as these ESL students completed the noncredit program and moved into college credit classes, it was clear that they would need some extra help. At that point a 62 SL with an attached spelling course and a 92 SL with an attached lab were added to the College's English Skills Department. In the early 1990s two full time teachers were hired at the same time state funding changed. So four more levels of credit ESL were developed (30-40-60-80) and the new teachers taught these levels. All but the lowest two levels of noncredit were moved to credit. Noncredit was cut significantly not only in terms of levels offered (2 instead of 6+) but in number of hours (4 hours/week instead of 15 hours/week).

In the late 1990s realizing that it was taking a long time for students to move from noncredit to credit, weekly class hours were increased from 4 to 6 or 12 hours/week. This increase coupled with an increase in the number of levels in 2004, has given rise to an extremely vibrant and growing noncredit base. Through the noncredit offerings students are able to progress successfully to the credit level. By using a common placement test and making a clear sequence from noncredit to credit, students are able to transition seamlessly from one program to the other.

Indian Valley College Campus: In the 1980s we offered a full morning and partial evening noncredit program at Indian Valley College until the college was shut down for repairs in 1985. We moved to San Jose Middle School for the summer in 1985 and then to a church in Novato for 1985-6. Noncredit ESL never really returned to IVC (until recently) but instead was incorporated into the Kentfield campus offerings. However, the Intensive English Program relocated to IVC from the Kentfield campus in 1989.

As of Fall 2009, Noncredit ESL, Credit ESL and English Skills have been incorporated into a new department, College Skills.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
Nursing-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 Registered Nursing Education Program is a two year Associate Degree Program which prepares students to pass the Registered Nursing Licensing examination and to obtain a job as a Registered Nurse. For the school year 2009 - 2010, program enrollment is 91 full time students. The Program is unable to accept all qualified applicants. For the class of 2011, from the 134 applications, 44 were not qualified, 9 went elsewhere, 46 were accepted and 35 we were unable to accept. There are seven full time faculty, one temporary faculty a with full time assignment for fall 2009 and two part time Faculty. A Program Director and Administrative Assistant are shared between Registered Nursing, Early Childhood Education, Medical Assisting, Dental Assisting and the Emergency Medical Technician Program. Additional staff members include one part time Skills Laboratory Technician, one grant funded part time Simulation Coordinator and one part time grant funded Administrative Assistant. Training facilities include a Nursing Skills Laboratory which is designed to simulate a hospital environment. It has five hospital beds, five patient mannequins and medical and nursing equipment found in local hospitals. We also have a grant funded Human Patient Simulation Laboratory with two high fidelity mannequins. These mannequins mimic human physiology and are used to run patient care scenarios. Simulation is a teaching modality new to the nursing profession, but used extensively by other industries to train students to perform competently in real life high stress/ high stake situations. Students are trained at over eight acute care facilities and approximately twenty community agencies. The RN Program support other disciplines at the college as statistics indicate that the majority of pre requisite courses and courses required for graduation are taken at the College of Marin.

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.

The RN Program is both a career degree program and a transfer program! Program graduates complete all of the coursework required by the California Board of Registered Nursing to qualify them to take the Registered Nursing Licensure Exam. Program graduates satisfy the COM requirements to earn an Associate Degree in Science. Our graduates are prepared to join the workforce as an entry level Registered Nurse and many are employed in local hospitals and other healthcare facilities. Program graduates are qualified to transfer to a four year institution to obtain a Baccalaureate Degree in Nursing. Students are encouraged to pursue advanced education in nursing as there is a shortage of advanced practice nurses. Currently the program has collaborative grants with Sonoma State University which is promoting ADN to MSN completion. This is the second year of this grant. Students in this program are concurrently enrolled in the RN Program and the Sonoma State Extended Ed program.

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

The program serves pre-nursing students, generic, returning, advanced placement, transfer, LVN to RN students, as well as graduates of the program. The demographics of the 46 students in the entering class of 2011:

Gender: 87% female:

Ages:
A. <25 years of age (11)  F. 46 - 50 years of age (3)
B. 26 - 30 years of age (10)  G. 51 -55 years of age (1)
C. 31 - 35 years of age (7)  H. 56 -59 years of age (2)
D. 36 - 40 years of age (6)  I. 60 and above years of age

Ethnicity:
A. White, Non Hispanic (37)
B. Asian, Pacific Islander (2)
C. Hispanic (2)
D. African-American/Black, Non Hispanic (2)
E. American Indian, Alaskan, Native, Indian
F. Filipino (3) (+Caucasian)

37% with dependents, 76% working, 72% with Associate Degrees, bachelor's or higher degrees.

85% have taken the prerequisite courses at the College of Marin.

Comparing our demographics to those in the BRN annual 2007-2008 survey we find that the 2007-2008 BRN annual report found that ADN programs admitted 40% Caucasians while we admitted 80% in 2009 and 78% in 2008. So COM RN enrollment for nonwhites is below the average of other ADN programs.

Males was reported at 19.4% while ours was 13.6% in 2009 and 15% in 2008. Again we were below other ADN programs statewide.

The RN demographics statewide of the RN workforce are 58.6% Caucasian and 14.4% male.

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

The Program was reviewed by the Board of Registered Nursing in November 2009 as part of the regular approval process. The last five years of the program have seen an expansion of the program to meet the national nursing shortage. The base enrollment of the program is 36 students admitted each fall. As a result of The Chancellor's Office Enrollment Growth and Expansion funds, the program admits 46 students each fall. This is a growth of 27%. This has resulted in additional demands on faculty, administration and support services for these additional students. To address attrition in the state, nursing programs have revised selection processes. The COM program in collaboration with the research office studied past classes to validate use of the Chancellor's formula effective Fall 2007. Fall 2008 the program began implementation of an assessment test (TEAS) for admission into the program. These enrollment procedures require the use of additional college resources- counseling, admission, and research. An additional technician was hired to assist the administrative assistant to handle the additional students. The faculty composition has changed with the retirement of 3 full time faculty of 30 years. There are 5 tenured faculty and 2 faculty on the tenure track. The program has embarked on incorporating simulation as a teaching modality. A simulation lab was established in Harlan Center Fall of 2007. Faculty received education in this new teaching modality and are now incorporating simulation as part
of clinical teaching. Capacity funds provided the for the hiring of a clinical simulation coordinator and additional lab tech hours for the simulation lab tech.

Chancellor's office grant requirements require tracking data on students who were admitted using assessment testing. This requires additional staff time to complete this activity.

Beginning January 2009, Education Code changes require the admission of all students regardless of residency. Screening additional students increases the work of the program. Hospital agencies are enacting additional quality control measures which require additional requirements on the program to complete background checks, OSHA training and health screening. Implementation of the electronic medical record has required new IT requirements.

Attachments:
List and briefly describe any attachments


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

-Our department plays a pivotal role in educating the COM student population and greater community about reducing their risks of lifestyle diseases including obesity, diabetes, cancer, osteoporosis, injuries, and cardiovascular disease.

-Additionally, through our Wellness and Fitness Skills Certificate Program we offer training and continuing education opportunities to wellness and fitness professionals, including personal fitness trainers and athletic coaches. Noteworthy, the lecture courses we offer provide students the opportunity to transfer to four year institutions with a strong foundation in their chosen area of interest. We have high-quality instructors who are passionate about promoting life-long learning regarding wellness, fitness, health, and athletic lifestyles.

-Athletics- Our department provides student-athletes in our recruiting areas the opportunity to participate and experience intercollegiate athletics. We expect each participant to develop their skills academically, athletically and socially. Our recruiting area includes Marin, Sonoma, San Francisco, and Contra Costa counties. Each student-athlete must be enrolled in 12 or more units while in-season. Also, they are required to have completed 24 units throughout one school year 18 of which must be applicable to a degree, transfer, remedial, and or a certificate. A GPA of 2.0 to be eligible for their second season of competition is also required.

-Retention is one of primary objective within our department. Our student-athlete relationship begins with the recruiting process by assessing the needs of each individual student-athlete. Our coaches support the individual student-athletes on and off the playing fields. Our coaches push our student-athletes and guide them to meet the academic standards we establish. With our coaches and administration supporting our student-athletes academically we expect our retention numbers to go up. Our other primary goal is getting our student-athletes transfer to four-year colleges to continue their academic and/or athletic careers is facilitated. Around 90% of our student-athletes when asked if they wanted to transfer to a four year school would say absolutely yes. We have around 140 student-athletes every year; our goal is to transfer around 70 student-athletes every year.

II. Program Purpose
Pathway:
Transfer

Briefly describe how your program fits into the pathways you have chosen.

-One of our department goals is to serve as a vehicle for students to matriculate to four-year institutions in wellness and fitness related fields as well as fulfill the physical activity graduation requirement.
Another goal is to be utilized as a resource center for the promotion of wellness and fitness on this college campus as well as the greater surrounding community.

Our third goal is to provide proper training preparation for national certifications in personal fitness training.

Additionally, our goal is to offer continuing education and professional development opportunities for wellness and fitness professionals.

An overriding continuing theme in our department is to increase academic support services for all students enrolled in physical and health education classes. Due to our physical distance from the main campus students feel isolated from the support services that currently exist at the college. Therefore, our goal has been to create a study area/computer lab in the physical education complex. I am happy to say that we now have a study area. We only have 1 computer in the room and over the next year will be looking to add at least 4 more. The P.E. and Athletic department has a part-time hourly student-athlete study hall coordinator funded through the EEIF. Our department will continue to work on improving the academic support services for all students enrolled in physical and health education classes. We are now providing around 25% of what we could provide them.

Our goal is to update program review on a yearly basis. We want to maintain the high quality of instruction by establishing institutional financial support for continuing education and ongoing certifications for our instructors. These are necessary to teach our classes, for example CPR/AED certification. Increase our visibility in the community by implementing a sound marketing strategy. For example, having a recruiting booth at sporting events hosted at COM. To enhance our curricular diversity we believe that we require an increase in our unit load. Thus allowing us to meet the always evolving needs of the health, wellness and fitness industries.

Our goal is to further pursue these opportunities. We intend to collect, analyze and interpret data as suitable to improve and support professional development, curriculum, scheduling, and instructional equipment. To maintain the integrity of our department one of our major goals is to support the annual unit allocation for our department coordinator.

We are working on and implementing a plan to maintain unit allocation from semester to semester when classes are dropped due to low enrollment.

Our department wants to and are offer more web-based classes.

We want to maintain the quality and integrity of our athletic fields, pools, and track for classes, COM athletic teams, and community rentals. To help us maintain them we want to garner some of the income that these fields generate.

Improve communication between Community Education's Open College Program and credit class instructors to enhance safety by issuing open college rosters in a timely
fashion. Enhance communication within the PE & Athletic department. For example having more formal and informal department meetings.

-To continue to develop a sound website to promote physical education, health education and athletics. Athletics Our goal is to create an environment that is conducive to the academic, athletic, and personal development of the student-athlete.

-Another goal is to guide our participants in intercollegiate athletics to further their academic and athletic careers at four-year institutions. We hope to provide student-athletes with a positive educational experience that affords immediate and long-term personal growth. Our goal is that student-athletes transfer the skills that they have learned through sport to all other aspects of their lives.

-To provide high quality sports medicine services to our student-athlete population. Enhance our recruiting capabilities. For example, by sponsoring high school athletic championships via field and pool rental waivers.

-To increase the retention, AA completion, transfer, and success rates of our student-athletes.

*** Students Served ***

Briefly outline what students are served in your program.

- Degree/transfer - Lifelong learners - Vocational - Web-based - Student-athletes - Re-entry - Career Changers - Retirees According to the DQB, almost 42% of our PE and 64% of our HED student populations are in the 18-24 age groups. Approximately 42% of our PE and 20% of our HED student populations are 35 + in age.

-Our gender trends are parallel to the trends of COM as a whole, populated by more females on average (53) than males (47) enrolled in our classes. Nearly 35% of our population is non-white.

-Athletics- Every year we typically serve 140 full time student-athletes between the ages of 17 to 24 years old. Yet, we have had student-athletes as mature as 50 years old. This group is ethnically, socially, and economically diverse. This population tends to vary greatly in skill level and academic propensity.

*** Program History ***

Briefly outline the recent history of your program.

-Based upon the results of surveys conducted in 2000 and 2001 with COM students, faculty, staff and the greater Marin community, the possibilities for the breadth of offerings we can have are multitudinous. However realistically we are unable to staff and equip all of those possibilities due to the limited number of units we can offer and financial constraints.

-We had a COM Wellness and Fitness interdisciplinary task force which was instrumental in getting the Wellness and Fitness Skills Certificate Program curriculum established. We currently have a Wellness and Fitness Advisory Board that consists of faculty and members of the community.
The Personal Fitness Trainer Skills Certificate was approved in Fall 2005. This certificate constitutes a skill and knowledge set that enables students to either begin as an entry-level Personal Fitness Trainer (PFT) or advance in their already existing PFT careers.

Enrollment tripled in many of our wellness and fitness lecture classes when we decided to offer them via the internet. Based upon student feedback this mode of delivery has proven to meet their needs of accessing educational opportunities. We have created an opportunity to partner with California University of Pennsylvania (CUP) and the National Academy of Sports Medicine on an exciting new academic venture. Those two institutions have developed highly visible 100% online Bachelor's Degree and Master's Degree Programs in the area of exercise science.

We discussed, if COM creates an entirely online associate's degree in wellness and fitness, becoming a bi-directional feeder system between our College and their University. Physical activity classes have always been the enduring staple of our Physical Education curriculum. The enrollment in these classes have always been consistently high, especially in our weight training, swimming, and yoga sections.

Athletics - The athletic department has historically been extremely under funded and under supported which has hamstrung the recruiting and retention process. Given these conditions we still have been able to persevere and create success with some of our athletic teams. Please see attached team sport highlight summaries for more detailed information.

- Our baseball program is one of the top programs in the Bay Valley Conference. We participated in the baseball state play-offs in 2001, 05, 06,07,08, and 09 capturing the Bay Valley Conference Championship in 2006 and 2009. Not only have they done well on the scoreboard this team also excels academically. - The Women's Basketball Team has been revitalized in 2007-2008 after not being able to field a team last year.

- During the last four years the Men's Basketball Program has had 15 sophomores transfer to four year colleges. - In the 2002 Football Season, College of Marin quarterback Geary Davenport passed for 781 yards and nine touchdowns breaking the NCAA passing record of all-time. Marin receiver Nick Royer broke the national JC record for career receptions when he made 16 catches for 265 yards and two touchdowns in the same game.

- The Men's and Women's Swimming and Diving Team has had great individual success, producing numerous California State Champions, Bay Valley Conference Swimmers of the Year and All-Americans. - The Men's Water Polo Team produced 2 All-Americans and numerous All-Conference players. The Water Polo Team was switched to a Women's team in 2006. This first year team recorded a strong record and 2 All-Conference players.
-Our Track and Field program has produced numerous state level meet qualifiers and All-Americans.

-Our Men's soccer team finished the 2008 season with 26 roster players and went to the Northern California Soccer Playoffs for the first time ever. Returning standout defender was named first team all-conference, most valuable Defender for the BVC for two years in a row, and earned an invitation to play in the state championship sophomore bowl.

-Our department currently offers the following intercollegiate athletic programs: Baseball (M) Basketball (M/W) Soccer (M/W) Swim and Dive (M/W) Track and Field (M/W) Volleyball(W) Softball(W)

-In the last two year we have gone from having 6 Female student-athletes in 2007-2008, to 39 Female student-athletes in 2008-2009, to hopefully 70 female student-athletes in 2009-2010.

Attachments:
List and briefly describe any attachments
Program Overview—Introduction
Physics-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.

Science can be divided into three main categories, Chemistry, Physics and Biology. We have strong chemistry and biology at CoM. We need help in physics as outlined in this program review.

Physics attempts to understand and analyze the natural world and is part of the Physical Sciences Program. It is an essential part of transfer majors in both Physical, Life and Earth Sciences as well as Engineering.

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

Physics primarily serves students preparing for transfer to four year universities in the Physical Sciences and Engineering as well as some Life Sciences and Architecture. Physics also serves General Education needs in Physical Science. Many students already holding degrees also have to take physics in order to attend medical or dental school. Most of the students taking chemistry and many of those taking life science classes also need to take physics, and yet the enrollment are not commensurate with these other programs. This can mostly be attributed to the lack of a full time instructor who can take the lead and rebuild the program as well as the lack of any real funding for modern equipment. In short, CoM physics has a BAD reputation and it will take investment on the part of both faculty and the district to turn that around!

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

One group is those students planning to transfer to four year universities in the physical sciences, engineering, life sciences and architecture. The other group is students seeking GE science credit for liberal arts transfers and A.S. or A.A. degrees.

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

Physics has suffered from long years of neglect and under funding. This has been a major contributor to decreasing enrollment in Physics over the last two decades. A full time PHYS/ASTRO lab technician has been hired and there was a one-time grant from the Instruction Equipment Committee. Four full time faculty have retired from COM and only one was hired. He subsequently resigned after three years. For the fall 2004 year there were no full time faculty in Physics or Astronomy and enrollments began to go down, as did the cohesiveness of the discipline. Now in fall 2008 we are again faced with NO FULL TIME INSTRUCTOR. Recently we have begun changing the format of our labs from ‘Open Lab’ to ‘Traditional Lab’. Open Lab had the students doing labs on a drop-in basis with purposely vague objects to maximize student creativity. This works well for the best and brightest students but leaves many students feeling overwhelmed and under served. Traditional Lab affords a better learning environment for most students due to the defined structure and availability of expert help. Continued survival of the discipline however requires immediate investment in laboratory equipment and supplies to continue offering a quality experience in the new traditional lab format. For years the physics discipline did not have any equipment budget, and a VERY SMALL supply budget. It goes without saying that much of the equipment involved in the physics laboratory is fairly expensive and the lack of funding over the years has
really taken a toll. By the fall of 2004 many of the classes offered only performed 4 lab experiments per semester (standard at most schools is anywhere from 12 to 15!!!) Working with some of the part timers and with the great help of J (the lab tech) we have developed a plan to bring all physics classes up to a minimum of 12 labs experiments with a maximum of 5 students per lab station.

Last year an accounting of current and needed equipment to achieve the above stated goal. We put together a list of equipment that would bring the physics labs into the modern era, afford a full compliment of labs for each class with an adequate number of lab stations for current enrollments. The total cost was....HUGE. So instead of asking for the total amount, we have developed a long range plan to rebuild the discipline. This plan includes one time equipment purchases (as shown in the IE portion of this PR) as well as requesting a new roll over budget of maintenance and repairs. If anyone were to walk into the physics store room you would see literally thousands of dollars worth of equipment that has fallen into disrepair. This, for the simple reason that there has never been any budget allocation to keep the equipment in good working order. This must change if the program is to survive, let alone grow.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
Social-Sciences-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.

For the purpose of this program review, we have defined our program as follows: All courses and related activities in the teaching of political science, history, ethnic studies, economics, cultural geography and social sciences.

II. Program Purpose
Pathway: Transfer

Briefly describe how your program fits into the pathways you have chosen.

The primary goal of our program is to provide credit transfer courses in the disciplines of political science, history, ethnic studies, economics, cultural geography and social sciences as well as courses that lead to AA degrees in these disciplines. Our secondary goal is to meet the needs of the community in offering courses in current, international, and environmental issues that affect our community, nation and world. The vast majority of our students take our courses to fulfill requirements for AA degrees and for transfer.

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

Primarily, students who have identified transfer and/or the AA degree as their reason for attending College of Marin. Secondarily, members of the community – many of whom have college degrees – who are interested in specific global issues, or the study of specific ethnic groups or nations in time. About 20 to 25 students can be identified each year as having taken sufficient courses in the social sciences to receive an AA degree with an emphasis in a field within the social sciences.

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

Following a decline in enrollment, our program is experiencing a gradual, semester-by-semester increase in specific curricular areas. Our program has increased the number of courses offered and is changing its emphasis toward higher-demand courses. Over the past two years, we have refined our Blueprint and are striving to offer courses that meet transfer needs so that our students can complete their Social Science requirements within a two year time frame. We are also increasing our offerings at IVC in order to make it possible for students in career-related fields to complete an AA degree at IVC. We have created a night program via our blueprint that provides a compliment of social science courses aimed at getting night students through an AA or transfer program within four years.

We have had no new full time faculty hires in the past nine years and therefore, we are increasingly reliant upon part time faculty.

Attachments:
List and briefly describe any attachments
Program Overview–Introduction
Spanish-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 Spanish discipline offers lower division transfer courses which articulate to four year colleges and universities. This includes Spanish 101, 102, 203, 204, 225, and 226. It also includes a Spanish conversation series, 110, 112, 114 which prepares students for conversational readiness in Spanish (which transfers as an elective to the CSU system), and a series of courses which target the needs of professionals (health care providers, teachers, social workers). As of the time of this program review, all of these professional courses exist in the College Catalogue, but only the courses Spanish for Health Care Professionals I and II have been offered. Spanish for Teachers was offered in Fall 08, but it was cancelled due to low enrollment. There are also courses for heritage speakers of Spanish. Most recently, there have been a series of culture and civilization courses which have been developed both for the transfer student market and for the lifelong student market. In Fall 05 and Spring 06, Spanish served 315 and 358 students respectively, in Fall 06 and Spring 07, Spanish served 341 and 304 students - the largest headcount of the Modern Languages disciplines.

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

For the IGETC Program, students may satisfy the requirement by taking one of the grammar series courses, or by taking a minimum of Spanish 101. Spanish 102, 203, 204, 225 and 226 are available for those students who wish to transfer to a baccalaureate major in Spanish at a four year institution or for those students with different academic needs or interests; these same courses also satisfy the IGETC Group B Humanities Requirement in Spanish. There is an A.A. degree in Spanish at College of Marin; 23 students have graduated with this degree in the last five years from COM. Spanish was one of the original foreign languages introduced at College of Marin at the opening of the school in 1926. There are certain professional courses in Spanish which address specific professional needs, such as those of teachers and of health care professionals. In addition, there are courses in Spanish for heritage and bi-lingual Spanish speakers, and culture and civilization classes and film courses to compare and contrast the cultures of all the Spanish-speaking countries.

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

Transfer students, students seeking A.A. degrees in Spanish; students seeking specific training in Spanish for their professional needs (i.e., health care, real estate, financial); students wishing to travel in a Spanish speaking countries or those wishing to learn more about the growing Latino population and culture in California itself. Almost 40% of the students who study Spanish are in the 18-24 age group. Unlike the other language disciplines, Spanish does not attract the 17 and younger age group, to the same degree, as other language disciplines, at the College. Most likely this is because of the Spanish instruction provided by both public and private Marin County high schools. The majority of students (67%) who study Spanish are white, although the percentage of Hispanic students who study Spanish has increased from 8.6 percent to 15.5% in the last five years. This most likely is a result of the heritage and bi/lingual classes that have been introduced in this same time period. In terms of gender, more females than males study Spanish at a ratio of 7:3; this has not changed in the same five year period.

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

The Spanish discipline draws the largest percentage of the total enrollments of the six language disciplines and therefore is responsible for the largest number of students in the Department. The Spanish and the French disciplines, were created with the founding of COM, in 1926. As recently as 1995, there were five full-time faculty members in the Spanish discipline alone at COM. Today, in 2008, there is only one full-time faculty member. After five full-time faculty members retired, the necessary work needed to be done for the department and individual disciplines is not fully met, as part time faculty is not available or willing to take upon these serious tasks without compensation. Course offerings in Spanish have fallen from 23 in Fall 2001 to 18 in Fall 2005, although this has not resulted in a strengthening of the load in Spanish. The load in Spanish dropped from 516 to 389 (or a drop of 32%) in that same time period. This drop in the Spanish load parallels the drop in the College’s load in the same time period 466 to 389 (or 17%), although it falls more sharply. The Department feels that Spanish is too important a discipline to not replace but one of the five full-time faculty who have retired. It is critical that the College address how the historically large enrollment contribution of the Spanish discipline be successfully continued.

Attachments:
List and briefly describe any attachments
I. Program Definition
Outline the unique qualities that define the importance of your program.

Provides introductory level offerings in those areas of communication that focus on the development of skills and theoretical knowledge in the areas of public speaking, oral interpretation, argumentation-persuasion, interpersonal and intercultural communication competence.

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

All courses offered in this area fulfill UC and CSU general education requirements for transferring to a four-year university. In addition, lower-division courses for students majoring in Communication are available. Speech 128 fulfills the UC American Cultures requirement; and Speech 132 fulfills the transfer-level critical thinking requirement. All courses fulfill COM general education requirements. Speech 110, 120 and 128 also fulfill prerequisites for the Nursing Program.

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

Students interested in pursuing either a two-year or four-year degree in speech/communication; students interested in being admitted to the Nursing Program; life-long learners interested in enhancing their public speaking and/or interpersonal/intercultural communication skills; and students needing to fulfill general education requirements either for transfer or an AA degree.

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

Since 2004, two new full-time faculty have been hired in the Department: one who teaches 100 per cent load in Speech; and one who teaches 75 per cent load in Speech. The program has developed a full set of SLOs for all courses and is in its sixth year of collecting data. In Fall 2009, the Communications Department was assigned a new full time, tenure-track faculty member who "retreated" from management. The Department was not asked prior to the retreat if we had workload for a new full time hire, consequently this new faculty member has not been assigned more than one course for each semester of the 2009/2010 academic year; and will not be assigned more in the foreseeable future. In the past five years, Speech courses have continued to increase in enrollment. Starting in spring 2008, Speech has participated in the Transfer Prep Academy, which links a section of Speech 128 (Intercultural Communications) with a section of English 92. Beginning fall 2010, Speech 120 (Interpersonal Communications) will be added to the TPA.

Attachments:
List and briefly describe any attachments

Sample Syllabi
Sample student writing
Program Overview—Introduction

Work-Experience-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.

Work Experience Education offers the student the opportunity to earn college credit for planned learning activities related to employment. Working students, with the assistance of an instructor-coordinator and the on-job supervisor (employer), set up goals to be accomplished during the school term. This usually includes, but is not limited to, completing projects, attending group and individual meetings with coordinator, participating in career workshops, learning new job skills, and reading material related to the field of employment, human relations on the job, and other related topics. The instructor-coordinator visits each employer during the school term and the cooperating employers are required to provide written evaluation of students’ performance on the job.

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

The primary goal of the program is to allow students credit for what they are learning on the job while tying their college learning with the gaining of skills and expertise in their intended occupation or general workplace skills. Goals for the future are to increase outreach to local employers, expand WE to other college disciplines and potentially to extend requirements within WE courses to better meet new workplace skills. Other possible goals include assessing the possibilities for distance learning and coordinating with neighboring colleges to provide more frequent rotations of courses for students to meet requirements.

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

Gender has remained nearly the same from 2002 to 2007 - 43% male and 57% female. The percent of Black students has increased from 7.9 to 22.4%. The percent of Hispanic students has been vacillating, shifting from as low as 7.1% (2007) to as high as 19.5% (in 2003). The percent of Asian students has also vacillated, from 5.7 to 28.6%. The number of White students has ranged from 34% to 60%. The largest age group is 18-24, averaging 50%. The next highest is age 35-49 averaging 25%. The rest of enrollment is split fairly evenly between 30-34 and over 50.

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

Since 2003, a previous college dean has taken over all instruction for the program, lending coherence and injecting new energy into the program. Prior to 2003, it was taught by a former manager, then with decreased units, courses were taught by 2 counselors. In Fall 2005, one counselor and a full time instructor taught the 2 sections and coordination units were cut. But as of Spring 2007, sections were increased and one person has taught all sections since Fall 2007. This new persistence and coherence is giving WE more hold in the community, allowing it not only to serve students but to become as well a reliable resource for local employers.

Attachments:
List and briefly describe any attachments