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Program Summary
Administration-of-Justice-2009

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

I. Program Excellence (Best Practices)

Please address any of the following areas:

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

The greatest strengths of the discipline are the very dedicated and professional faculty. One very strong benefit of our faculty is that they teach part-time and also work in the field, which lends credibility and currency to what they bring to the students. We have a high and growing success rate and growing enrollment.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

As we have stated in other sections, there is no need for further resources at this time; the program has grown and is maintaining its strength.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

In the course of this program review, we have come to ascertain new possibilities for providing local in-service training in this discipline for Marin county Law Enforcement that is now being provided by SRJC and NVC.

IV. Assessment of 2008 Program Reviews:

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

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.
Program Summary
ART-2009

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

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

Since in general, our program is doing consistently well in terms of enrollment, retention, and success, we should continue as we are. We do need to give ongoing and attention to updating and adding to curriculum for changing demographic needs, for integrating new technologies into a variety of classes, and for more interaction among disciplines to facilitate future career preparation. Our facilities needs should be filled by the new building, and we need to keep pushing for full-time replacements, since this would facilitate program function and creative growth. Our poll data show the serious intentions of our students toward pursuing careers in the arts. Our current curriculum is effective in introducing them to the fundamentals they will need, and advancing them through a series of skill levels. Our courses are currently responsive to changing workplace skill needs, such as Green Building Design and Animation and Game Design (in Multimedia). We need to continue to innovate as necessary.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Additional funding, Teaching Units, and marketing support are needed for the following: -add full-timers in Architecture, Painting, Sculpture (pending retirement), Art History (pending retirement), Ceramics (pending retirement), Jewelry, Printmaking, and Photography -add additional Teaching Units to expand programs in Architecture, Printmaking, and Photography; and to open additional Drawing and Design sections as necessary to make fundamentals easily available to students -reduce class size in Drawing, Painting, and Printmaking classes -add one Lab Tech position to serve Photography, Printmaking, Jewelry, Fiber Sculpture -subscribe to digital image database, such as ARTstor -hire part-time Visual Resources Librarian who could work for other departments too, organize legal digital sources, and train faculty. Note that additional staff hours to support this transition are urgently needed in Media Services, which is already under-staffed. -greatly increase marketing, coordinating with the campus marketing department. We need to advertise the professional expertise of the exhibiting artists who are our instructor. We also need to get the word out about our exceptional facilities, such as the induction furnace in the sculpture foundry, and our capacities in ceramics, printmaking, jewelry, fiber sculpture, and photography. We should also promote the aspects of our program which include training in digital imaging, and the entire Multimedia Program (which is submitting a separate Program Review). -after Modernization, more comprehensive janitorial services to maintain a new, clean, facility

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

-Identify specific curriculum addition or revision needs (especially in Architecture, Printmaking, Photography, Design); strategize to achieve these changes -strategize about marketing needs: work with College marketing department -Architecture: continue transition into expanded program, integration of new technologies, response to demographics, building toward complete lower-division program

IV. Assessment of 2008 Program Reviews:

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

2/20/2010
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Strengths:

- The majority of our students are seriously committed to their work, which includes the goals of transfer (44%) and career/work (45%), overlapping with those who are taking art classes for lifelong learning (70%).

- We have a faculty of highly regarded exhibiting artists and architects, and strong programs in history of art and architecture.

- Our Architecture program includes courses on the most current developments in Green Technology.

- We will soon be moving into a new facility, which, we hope, will take care of our pressing needs for repair and maintenance (move-in schedule for Fall 2010).

- We have a diversified and flexible schedule which accommodates a broad constituency of students; this includes classes in the evening, and on Fridays and Saturdays.

- We have a consistently good Retention and Success rate, and we continue to review our classes to respond to demographic trends (though these trends, for our department, are relatively slight) and new technologies.

Needs:

- Replacement of full-time faculty positions in three subject areas, filling losses from planned or anticipated sabbaticals. The subject areas, in priority order, are: Sculpture, Art History, and Painting.

- Restoration of Coordinator Units, to help us oversee planning, health, and safety in a very large with a wide variety of subject areas and facilities.
• Assistance in making the transition from using slides to digital image sources. This assistance includes: training for faculty (all of use projected images in our classes); subscription to the image database: ARTstor; scanning equipment, and projector good enough to give us the image quality we need. We have prioritized this equipment in our Instructional Equipment Request section.

• The Photography program, which will not be housed in the new building, urgently needs modernization too. There is a current backlog of maintenance and repair (plumbing, electrical). We need to go beyond this to improve the facilities so that the program can keep pace with current workplace expectations.

• Additional Lab Tech hours to support instructional functions, health, and safety, in facilities-intensive disciplines which now have no Lab Tech help: Photography, Printmaking, Jewelry, and occasional help in Fiber Sculpture.

• We believe that the department would benefit from marketing featuring the Art and Architecture programs, and publicizing our strong faculty, facilities and classes of special current interest (such as Green Design, Digital Photography, etc.)

• We are very concerned about the loss of parking contiguous to the building, because of Modernization. We believe this may have a negative impact on our enrollment and retention, since our students already complain about lack of parking as a major issue. In addition, one third of our students are over 50, and all of them carry cumbersome materials to classes. Mitigation by re-planning the parking and providing drop-off storage may slightly ease, but will not solve, this problem. We are disappointed that this major factor was not sufficiently considered when the placement of the new Science Center was chosen as part of the over-all campus plan.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.
Program Summary
Auto-2009

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

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

~ The Automotive Technology Program uses the Automotive Technician Training Standards (ATTS) Certification process is a very detailed evaluation of the Program. The process leaves no stone unturned. The process requires input from industry, members of the local business community, current employers and former students. ~ The Automotive Faculty is dedicated to providing high quality instruction. At the same time, they pride themselves at being aware of each student's needs and career goals.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

~ All budget accounts need to be maintained at the current level with an increase to cover inflation. ~ The automotive manufactures are not donating vehicles as they had done in the past. To be able to teach new technology we will need to purchase the new technology by buying vehicles or training simulators. ~ 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. ~ The Faculty must continue to attend update education to stay current with technology.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

~ Instruction can be improved by staffing two full time instructors which would allow each instructor the time to stay current in a specialty area rather than trying to stay current is several specialty areas. ~ Access can be improved by staffing two full time instructors which would allow for increased recruitment and outreach efforts to under representative populations. ~ The Office of Organizational Planning and Development needs to develop a student progress tracking system. ~ The tracking system must identify the student's goal: preparation for transfer; workforce education; basic skills improvement; intellectual and physical development and lifelong learning; or cultural enrichment. ~ The tracking system must develop a personalized plan for the student to achieve success in reaching their goal and track their progress. ~ The tracking system needs to follow the graduate for five years to evaluate the effectiveness of their college experience. This will provide the data necessary to maintain, expand and improve the Program. ~ The image of the Automotive Repair Service Industry needs a make-over the College can help by marketing this career choice as a highly skilled, well paying, challenging and rewarding profession.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?
~ The Program Review process should identify the strengths and shortcomings of the Program. ~ For whatever reason the time allocated to complete this review was too short.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. The Automotive Technology Programs must be funded from the "General Fund". Categorical Funds should be supplemental to enhance the program and not be the source of primary funding.

2. Class size should be a maximum of 24 students per class. The modernized facility was built with eight bays. Each training bay can safely accommodate three students. Forcing more students into the workspace creates both an unsafe workspace and limits students access to success.

3. Transmission/Transaxle Tester. This piece of equipment was approved by the College Board as part of the modernization project. Dean Nanda Schorske choose to not purchase this piece of needed equipment. The tester we are using was purchased in 1977 and can only test hydraulically operated transmissions. Eighty eight percent of the automobiles manufactured today use electronically controlled transaxles. We will not be able to earn either the Automotive Technicians Training Standards (ATTS) or the National Automotive Technician Educational Foundation (NATEF) Certification because of this decision.

4. The Office of Organizational Planning and Development needs to work with the faculty to develop a STUDENT PROGRESS TRACKING SYSTEM. The tool must; identify student goals, develop a personalized plan for the student to reach their goal that should include a financial plan, an educational plan and a job placement plan and if needed a transfer plan and it should follow the student for five years to evaluate the effectiveness of their college experience.

VI. Other concluding remarks.
For the past three years we have been rushed into a Program Review. The first two years have resulted in no change in the funding process or planning process. Each year a new template has appeared requesting the same answers to new questions. Program Review is required on a four or five year cycle not a yearly cycle. If improvements to the template are necessary then overhaul them one section at a time. Most importantly if you expect a quality effort made to perform a Program Review the you must provide ample time and compensation for the work that must be completed.
Program Summary
ACRT-2009

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

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

The Automotive Collision Repair Technology program provides a well rounded and comprehensive curriculum to prepare students to enter the automotive industry. Instructors stay current in their certifications to keep pace with the rapidly changing auto repair industry. Students are taught critical thinking and problem solving skills necessary for today's highly technical automotive industry. The Automotive Collision Repair Technology program has an Advisory Committee to review aspects of the program and assure industry standards are met. The Automotive Collision Repair Technology program has aligned its curriculum to meet Automotive Service Excellence (ASE) and the National Automotive Technicians Education Foundation (NATEF) standards. The faculty, administration, Advisory Committee and local shop owners recognize the ASE standards as the leading industry indicator for quality and reputation. The faculty members work together to find better ways to present material to our diverse student population and their various learning styles. Instructors use powerpoints, lab demonstrations, guided practice, project based learning, discovery and inquiry approach. Students are also taught the scientic method and problem solving approach for working on collision repair projects.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

We look forward to the completion of the new Transportation Technology Center. As the automotive industry continuously evolves and changes, the ACRT program needs to keep pace with the industry by continuously updating its curriculum and equipment. The ACRT budget needs to reflect appropriate funds necessary to maintain the present equipment and provide for continuous updating or replacement of worn or out dated equipment. Currently, the ACRT program is working with the Electronics program and the Enviromental Landscaping department to study the feasibility to develop curricula centered around alternative energy vehicles. The primary role of the ACRT program is to teach students critical thinking and problem solving. They can use these skills for a variety of automotive repair situations such as how to repair cars involved in minor to severe collision damage and customize classic and antique car restoration. Today's technicians also have to be knowledgeable about alternative fuel vehicles. Our student are learning 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.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

With the completion of the new Transportation Technology Center, the ACRT program will attract greater numbers of high school graduates, technicians currently working in the industry and members of the community, wanting to learn more about the modern automobile and the collision repair industry. More students will complete skill certificates, career certificates and AS degrees. A greater number of students will succeed in ASE certification and gain employment in the industry. College of Marin's
Transportation Technology Center will be recognized as a state of the art facility providing quality education in all aspects of the modern automobile. College of Marin is making every effort to add general education classes to the Indian Valley Campus so that students can complete requirements to obtain an AS degree without having to travel to the Kentfield campus.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Previous program reviews and discipline reviews looked at the aging Transportation Technology facility and recognized it as old and worn out. The College of Marin administrators, faculty, Advisory Committees, and board of Trustees recommended modernizing the facility to become state of the art and ADA compliant which will accommodate a diverse population from the community. The modernization project for the Transportation Technology complex at the Indian Valley campus at College of Marin will allow students to become familiar with the ever changing automotive industry. The automotive future may be electric power, hybrid, fuel cell, compressed natural gas, synthetic fuel, bio fuels or some unknown technology at this time. If we look at the history of the automobile, the repair side of the industry reacts slower than the design industry. If the design of the vehicle is too radical, the industry cannot supply technicians fast enough to repair them. All students need a broad base of education including chemistry, physics, mathematics, English and other subject matter. Faculty and Administration at College of Marin need to keep their minds open and encourage cross curricular education. Today's cars are designed by people with master's degrees and doctorates in electronics and mechanical engineering. It is unrealistic to think that a technician should only have a high school education in order to repair today's vehicles. College of Marin needs to provide the community with the necessary courses to prepare technicians for the highly technical transportation industry. The Transportation Technology Center will attract students and community members where they can participate in the ever changing evolution of the automobile. The ACRT program has been working with the Electronics program to develop curriculum and lab activities to teach construction processes to build and maintain electric and alternative fuel vehicles. Recently, the ACRT program has receive two grants from the college and one grant from the state to explore and develop curriculum dealing with electric vehicles and alternative fuels.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Although the college has done an excellent job of modernizing the Transportation Technology complex and ACRT program, they have run short on funding to fully outfit the ACRT lab with all the necessary tools and equipment to meet the ASE standards. At this point, it will be up to the district to continually fund and find resources to complete the modernization project so that we are able to meet or exceed ASE standards. Once the facility has met the standards for NATEF and ASE, it will be possible to apply for ASE certification. At this time, all of the faculty members meet and exceed ASE standards for education. The curriculum has been aligned to meet ASE/NATEF certification.

VI. Other concluding remarks.
Program Summary
Basic Skills-English-2009

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

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

"Best Practices" from Basic Skills as a Foundation for Student Success in California Community Colleges by the Center for Student Success (2007).

The English Skills Program used the following "Best Practices" in guiding this review and in the planning of our goals and outcomes:
~ The developmental education program is centralized or highly coordinated.
~ Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.
~ A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.
~ Faculty who are both knowledgeable and enthusiastic about the developmental education are recruited and hired to teach in the program.
~ Orientation, assessment, and placement are mandatory for all new students.
~ Counseling support provided is substantial, accessible and integrated with academic courses/program.
~ Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.
~ The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

To maintain and expand our program, we recommend that the college:

~Provide a better teaching environment for the English Skills Lab.
~Enhance and support the college's GED program, testing and preparation
~Hire a full-time reading specialist with experience and training in developmental education and learning lab supervision/development
~Hire one full-time faculty able to teach all basic skills, including math for GED
~Offer staff development activities for developmental teachers
~Reassign a personal/crisis counselor (or hire a personal/crisis counselor) with training in developmental and ESL education.
~Create some way students who need financial aid can have their textbooks during the first week of classes.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?
The English Skills program investigates its performance by gathering and analyzing both qualitative and quantitative data about our students with its integrated Student Learning Outcomes, its course evaluations written by students, anecdotal and other information shared during discipline meetings. We have been gathering SLO data and meeting to adjust goals and methods each semester. We have implemented changes in the English Skills lab, specifically with its reading curricula, in response to our data. Student-written course evaluations have helped us make changes in some of our lab assignments that the students indicate were particularly helpful or not so useful.

**ENGLISH SKILLS DISCIPLINE**

**Critical Thinking - Student Learning Outcomes (SLO'S)**

In our discipline, students approach problem solving

in reading by

* using context clues to find meanings of unfamiliar words
* identifying and explaining key ideas
* identifying and listing appropriate supporting ideas
* recognizing implied main ideas
* understanding relationships that involve addition, time comparison, contrast, cause and effect, and examples
* distinguishing between facts and opinions

and in writing by

* employing the writing process: prewriting/brainstorming, outlining, drafting, editing, and finalizing
* choosing appropriate writing strategies to support ideas
* supporting a main idea with concrete and logical support
* using a variety of sentence types to accomplish tasks
* using interesting and descriptive words

**ENGLISH SKILLS LAB COURSES**
English 70, Phonics

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 70, Phonics, students will increase their post-test score by 20 points on the El Paso Phonics Survey which will indicate that they have developed the problem solving skills of

* distinguishing the relevant phonemes in a given target sound group.

* associating the correct set of phonemes with correct letter group.

English 71/72, Spelling I and II

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 71/72, Spelling I and II, students will increase their post-test score by 15 percentile points which will indicate that they have developed the problem solving skills of

* recognizing patterns of letters

* contrasting and comparing letter patterns

* identifying key spelling rules in context

English 73/74, Vocabulary I and II

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 73/74, Vocabulary I and II, students will increase their post-test score by 30 percentage points which will indicate that they have developed the problem solving skills of

* using context clues to find the meanings of unfamiliar words

* identifying and explaining word meanings by composing sentences

* recognizing implied ideas by forming word analogies

* comparing meanings by finding and using synonyms

English 75, Reading Improvement

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.
In English 75, Reading Improvement, students will increase their post-test score by 10 percentage points which will indicate that they have developed the problem solving skills of:

- identifying main ideas and subordinate ideas in paragraphs
- indicating stated as well as unstated main ideas
- identifying paragraph patterns of addition, time comparison, contrast, cause and effect, and example

English 76, Reading Comprehension

Each student is tested at the beginning and the end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 76, students will increase their post-test score by 12 percentage points, which will indicate that they have developed the problem solving skills of:

- predicting the meaning of complex words from context
- identifying and distinguishing between main and subordinate points in paragraphs
- inferring main ideas from stated ideas
- identifying and distinguishing among three paragraph patterns: cause & effect; sequence; and compare/contrast

English 79 Grammar Review

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 79, Grammar, students will increase their post-test score by 10 percentile points which will indicate that they have developed the problem solving skills of:

- recognizing the basic subject/verb structure of clauses
- recognizing and creating simple, compound and complex sentences
- applying the concept of modification to simple words, phrases and clauses
- analyzing sentence structure in order to use punctuation to enhance meaning
- evaluating work for sentence structure or punctuation error

English 95, Advanced Spelling

Each student is tested at the beginning and end of his/her course. A committee of English Skills
discipline teachers will interpret the results to improve curriculum.

In English 95, Advanced Spelling, students will increase their post-test score to the 90th percentile which will indicate that they have developed the problem solving skills of

* recognizing patterns of letters
* contrasting and comparing letter patterns
* identifying key spelling rules in context

English 96, Advanced Vocabulary

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 96, Advanced Vocabulary, students will increase their post-test score to the 90th percentile which will indicate that they have developed the problem solving skills of

* using context clues to find the meanings of unfamiliar words
* identifying and explaining word meanings by composing sentences
* recognizing implied ideas by forming word analogies
* comparing meanings by finding and using synonyms

English 97, Critical Reading

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 97, Critical Reading, students will increase their post-test score to the 90th percentile which will indicate that they have developed the problem solving skills of

* identifying main ideas and subordinate ideas in paragraphs
* indicating stated as well as unstated main ideas
* predicting the meaning of complex words from context
* identifying and distinguishing between main and subordinate points in paragraphs and short essays
* inferring main ideas from stated ideas
* identifying and distinguishing among three academic thought patterns: cause & effect; sequence; and compare/contrast
* identifying paragraph and essay patterns of addition, time comparison, contrast, cause
and effect, and examples

ENGLISH SKILLS LECTURE CLASSES

English 12, College Skills: Reading and Thinking in Math.

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 12, Reading and Thinking in Math, students will increase their posttest score by 20 percentage points in math thinking which will indicate that they have developed the problem solving skills of

* using context clues to find key words that indicate numerical operations
* using context clues to choose from the available tools of problem solving
* distinguishing the relationship between the calculated answer and reasonable estimate

English 62, Developmental Reading and Writing.

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 62, Developmental Reading and Writing, students will increase their posttest score by 10 percentage points in reading which will indicate that they have developed the problem-solving skills of

* identifying main ideas, both stated and implied
* identifying details which support the main idea
* identifying the relationships of examples, addition, time, comparison, contrast, cause, and effect

In English 62, Developmental Reading and Writing, student will increase their posttest score by 8 points on the rubric in writing which will indicate that they have developed the problem-solving skills of

* planning a paragraph
* using a variety of sentence types appropriately to accomplish communicative tasks
* supporting a main idea with appropriate and specific detail
* understanding the relationships between ideas by developing paragraphs using different strategies

English 92, Reading and Writing Skills.

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 92, Reading and Writing Skills, students will increase their posttest score by 12 percentage points in reading which will indicate that they have developed the problem-solving skills of

* identifying main ideas, both stated and implied
* identifying details which support the main idea
* identifying the relationships of examples, addition, time, comparison, contrast, cause, and effect

In English 92, Developmental Reading and Writing, students will increase their posttest score by 8 points on the rubric in writing which will indicate that they have developed the problem-solving skills of

* planning a paragraph
* using a variety of sentence types appropriately to accomplish communicative tasks
* using the appropriate writing strategy to write a short paragraph
* supporting a main idea with appropriate and specific support
* understanding the relationships between ideas by developing paragraphs using different strategies.

English 116 College Reading Skills

Each student is tested at the beginning and end of his/her course. A committee of English Skills discipline teachers will interpret the results to improve curriculum.

In English 116, College Reading Skills, students will increase their posttest score by 10 percentile points in reading, which will indicate that they have developed the problem-solving skills of

* independently varying the use of critical reading techniques according to the type of material and the purpose for reading.
*adapting reading strategies in order to use written materials at each level of academic thinking: knowledge, comprehension, application, analysis, synthesis, and evaluation.

*analyzing written materials for the following elements: writer's purpose, main idea, organizational patterns, tone, audience, bias, and point of view.

*determining, understanding, and recalling meanings of new vocabulary words through context clues

*evaluating the logic and accuracy of evidence in support of the writer's main idea

*independently applying critical reading skills to support acceptance or rejection of written materials

Learning Behaviors - Student Learning Outcomes (SLO'S)

In our discipline, students are academically at risk, so we incorporate strategies to help them take personal responsibility for their learning by

· Attending classes promptly and as scheduled.
· Demonstrating appropriate classroom behavior.
· Bringing textbooks and study materials to class.
· Keeping records of their progress.
· Turning in presentable academic assignments on time.
· Scheduling time so that they are prepared for each class.
· Using the lab services.
· Seeking the instructor in the lab and during office hours.
· Using academic support services appropriately.

ENGLISH SKILLS LECTURE CLASSES

English 12, College Skills: Reading and Thinking in Math.

At three specific times during the semester, usually during the first two weeks of class, near midterm, and again during the last two weeks of class, a ?Learning Behaviors? survey will be given. The results of these surveys will be shared at discipline meetings to improve curriculum and teaching methods.
In English 12, Reading and Thinking in Math, students will take personal responsibility for their learning by:

- acquiring their materials within one week of enrollment
- attending classes
- arriving on time
- listening attentively
- participating in class discussions
- turning in assignments on time and in the proper format
- seeking help from class instructor, lab instructor or other students
- taking notes during class lectures
- annotating reading assignments
- following the correct learning process to improve skills
- keeping a record sheet for their completed work
- evaluating their progress

English 62, Developmental Reading and Writing

At three specific times during the semester, usually during the first two weeks of class, near midterm, and again during the last two weeks of class, a "Learning Behaviors" survey will be given. The results of these surveys will be shared at discipline meetings to improve curriculum and teaching methods.

In English 62, Developmental Reading and Writing, students will take personal responsibility for their learning by:

- acquiring their materials within one week of enrollment
- attending classes
- arriving on time
- listening attentively
- participating in class discussions
- turning in assignments on time and in the proper format
· seeking help from class instructor, lab instructor or other students
· taking notes during class lectures
· annotating reading assignments
· following the correct learning process to improve skills
· keeping a record sheet for their completed work
· evaluating their progress

English 92, Reading and Writing Skills

At three specific times during the semester, usually during the first two weeks of class, near midterm, and again during the last two weeks of class, a "Learning Behaviors" survey will be given. The results of these surveys will be shared at discipline meetings to improve curriculum and teaching methods.

In English 92, Reading and Writing Skills, students will take personal responsibility for their learning by:
· acquiring their materials within one week of enrollment
· attending classes
· arriving on time
· listening attentively
· participating in class discussions
· turning in assignments on time and in the proper format
· seeking help from class instructor, lab instructor or other students
· taking notes during class lectures
· annotating reading assignments
· following the correct learning process to improve skills
· keeping a record sheet for their completed work
· evaluating their progress

English 116, College Reading Skills

At three specific times during the semester, usually during the first two weeks of class, near midterm, and again during the last two weeks of class, a "Learning Behaviors" survey will be given.
given. The results of these surveys will be shared at discipline meetings to improve curriculum and teaching methods.

In English 116, College Reading Skills, students will take personal responsibility for their learning by:

- acquiring their materials within one week of enrollment
- attending classes
- arriving on time
- listening attentively
- participating in class discussions
- turning in assignments on time and in the proper format
- seeking help from class instructor, lab instructor or other students
- taking notes during class lectures
- annotating reading assignments
- following the correct learning process to improve skills
- keeping a record sheet for their completed work
- evaluating their progress

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

English Skills is now a part of the new College Skills department. These changes have just occurred so there are no results to report.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Faculty and staff needs:
- a full-time reading specialist
- a full-time developmental education faculty able to teach all basic skills, including math
- reassigned personal/crisis/ mental health counselor with background in working with under-prepared students (to be shared with ESL)
- staff development activities for developmental teachers
- Manager or coordinator to facilitate liaisons with transfer programs, workforce programs and community programs such as union training facilities.

Facility Needs:
The English Skills Lab needs a large, dedicated space and 10 more computers to serve all the students that will be using the lab next fall.
VI. Other concluding remarks.

The English Skills Discipline wants to be able to offer flexible, academic services to our students in a place that is dedicated to the learning tasks our students have. Our classes are highly organized and our lab courses offer the students a choice of time frames for course completion. Our lab is open on a drop-in basis, provides learning resources, and offers one-to-one help.

As a part of the new College Skills department, we want to establish a hiring pool for English Skills. The English Skills ETCUM list does not always provide enough names to fill the available units. Our old pool list is no longer active. Full-time faculty hires might help with this issue.
Program Summary
BIOL-2009

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

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

1. Approach to Teaching Science.
   Our students do rather than read about science. Our students succeed because we have high standards and do everything we can to help students attain them. In addition, we believe that the only way to truly understand science is through an interdisciplinary approach. We collaborate with professors and community members both within and outside of our department.

2. Community Involvement.
   All of our faculty members are active members of our community. Our participation includes the following types of organizations: high schools, colleges and universities, non-profit community organizations, and state and federal parks to name a few.

3. Transfer Program.
   The vast majority of our transfer students are accepted into the schools of their choice. Department faculty informally track our student's progress and career accomplishments and we are proud of our department graduates.

4. Natural History/Field Program.
   Our Natural History Certificate/field program is unique, popular, and extremely successful. Our students truly understand the basic tenants which govern the natural world. Many are retired life long learners that are working on a second career and using their Natural History Certificate to teach sustainability and other environmentally important concepts to K-12 student throughout the Bay Area.

5. Faculty Research.
   All of our full time faculty members are conducting research in their areas of specialty. Our preparation/laboratory spaces are invaluable in allowing us to investigate the natural world and to involve and share this knowledge with interested students.

6. Facilities
   Our greenhouse and garden, Bolinas marine laboratory, soils laboratory and museum are great assets to our students and to our community. Their attributes are detailed in other sections of this document.

7. Job Training.
   Students who choose offered vocations are ready to start working as docents, biotechnology technicians, or environmental science technicians when they graduate from College of Marin.

8. Interdisciplinary Approach to Curriculum and Resources.
   Biology, the study of life, is inextricably interconnected with sister fields such as chemistry and physics, as well as with the environment in which life is found. Our curriculum reflects this intertwining by having intimate connections with other disciplines such as Geology, Geography, and Environmental Landscaping - offering classes that cross disciplines in our department and in other departments. Our resource use also reflects this connection, with overlaps ranging from field gear to the greenhouse and museum. As we continue to develop curriculum, in particular relating to Environmental Science, Sustainability, and Restoration, it will become more and more vital that we sustain and nurture these connections.

9. Attitude.
   All members of our department are respectful and considerate of each other and of our students. It is a pleasure for us to come to work and, judging from their reactions, a pleasure for students to take classes in our department.
II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Staffing.
   Key classified and certificated staff needs are outlined in "Staffing" section above.

2. Faculty Preparation and Laboratory Space.
   We need this space to work out new experiments and to maintain our research program for majors. Many of our field courses are instrument/tool intensive and preparatory rooms provided allow us to organize our tools/study skins/specimens and other field project materials.

3. Vans.
   Our department needs vans to transport students on field trips. We are the only community college with a Natural History Program and that runs field trips that continuously rents vans. Having College of Marin Biology/Geology Department transportation would make our trips safer, significantly more convenient for instructors, administrative assistants and administrators and much less expensive for students taking our courses. This would allow faculty who must teach and organize, field trips to spend more time teaching and less time on transportation logistics.

4. Student Study Area.
   Our students are often on campus late into the night because we offer classes in the evening to accommodate students that work or have other obligations during the day. They need a place where they can study and get something to eat.

5. Counselor.
   Our students need a counselor dedicated to science and math students. As counselors are not trained in the sciences, many of our counselors find this (understandably) daunting.

6. Funds.
   We need equipment, equipment maintenance, supply, and field trip transportation funds we can count on. Without a known budget it is impossible for us to plan and offer a coherent curriculum.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

In the biology program, we have undertaken data-driven planning with respect to courses, curriculum and facilities. Departmental surveys have allowed us to improve educational experiences within courses and to restructure curriculum. Attention paid to waiting lists and student concerns has allowed us to add sections of popular classes and to optimize scheduling. A building-wide survey has allowed us to reach some conclusions about our overall facilities. Constant informal communication with our students has helped us improve the atmosphere of our program and department.

1. Changes to Courses and Curriculum. We must maintain, expand and restructure our offerings to keep our department curriculum broad, current, and meaningful; and so that students can move through our curriculum as a cohort. This includes supporting a diverse set of field course offerings and to include a field component in as many of our courses as possible. We also have begun the design of new courses and course components, including microbial ecology and wildlife conservation courses and adding soil components to many other classes. The revamping of our majors' biology sequence is another major achievement. There is consensus that addition of courses in the pre-nursing area should not force out courses in other areas.

1. Location. A survey revealed that the majority of the current occupants of the Austin Science Center do not want to see any net loss of space as part of the District Modernization program. They realize that the program was not data-driven and was not part of a democratic planning process. After spending the last few years working closely, in good faith, with the District Modernization process, dealing with many phases of the plan with project managers, architects, and meeting with a variety of other science faculty who have gone through a similar process at other colleges, many faculty have concluded that the process has ultimately been disappointing, frustrating and costly, and we have strong doubts that the planned new Science Center will actually serve our programs as well as, let alone better, than the building we
IV. Assessment of 2008 Program Reviews:

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

We expect this Program Review to result in a better understanding of our curriculum both within and outside of our department and among administrators, and to be used to provide us the resources we require to maintain our extremely successful programs.

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Biology/Geology Laboratory Technician. Lack of filling of vacancy has led to serious effects on students and threats to health and safety.

(Total permanent technician staff in the department has been reduced from four to one in the face of enrollment increases, greater use of modern equipment and increased operating hours. One technician cannot have three different skill sets and work 100 hours per week.)

2. Supplies and Equipment. Supplies and equipment are essential to run laboratory classes. Budgets must be in place by July, 2010 in order to have supplies arrive by beginning of Fall, 2010, semester. Equipment requested is to replace defective and/or outmoded equipment.

VI. Other concluding remarks.

The College of Marin needs to maintain a vibrant and diverse science program to fulfill its role as a good place for students to study. Biology is key to many diverse programs, including those in human and environmental health. The biology program also plays an important role in the transfer and general education needs of one of the largest groups of COM students. Past efforts by many people have laid an excellent foundation, but lack of support in the last few years has led to serious risks. Investment in the key areas mentioned in this review will yield impressive dividends now and in the years to come.
Program Summary
Business-and-Information-System-2009

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

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

1. Adherence to course and department level student learning outcomes
2. Well documented and up-to-date requirements for degrees and certificates for the five disciplines within BIS.
3. Continued response to changes in our students' needs by shifting teaching units from one discipline to another as various changes in the job markets effect enrollment.
4. College financial support of our unique "front runner" technology needs.
5. The knowledgeable, business savvy faculty's willingness to work together to find solutions and adjust to conditions both academically and economically.
6. Continued commitment toward updating and reassessing the Course Outline of Record for all our classes and active participation in Program Reviews and equipment planning activities.
7. Continued use of Advisory Committees for curriculum and equipment planning purposed.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Adequate Faculty Units for both Full Time and Part Time Faculty: The flexibility of moving Teaching Units from discipline to discipline has helped us address change curriculum needs without suffering long term loss of class offering. The use of PT faculty for REAL and STAT classes as well as some CIS classes has proven to be a good strategy. However, with the retirement of Robert Kennedy in December, we have no FT instructor assigned to the Accounting program, a program that has grown strong with the leadership of a FT instructor. We can make up for this loss during the Spring 2010 semester with existing Part Time Accounting instructors, but only by temporarily exceeding the 9 TU limit, and having the remaining FT faculty teach over 21 units. The potential for losing ground on this very health discipline is great.

2. Continuing the historical commitment to maintaining the high level of technology and support is paramount to our continued success in preparing students for the changing workplace environment. In the next two years, additional software and hardware products will be introduced which will require us to once again upgrade our equipment in both laboratories and classrooms.
3. Support from the ESL discipline, by once again offering the ESL 78 English as a Second Language for CIS will allow us to emphasize entry level training to those students looking to improve their skills in business offices and computer sales and repair companies.-Update (December 2009): ESL 78 was not offered Fall 2009 and is not scheduled for Spring 2010.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. Periodic re-evaluation of our Blueprint and adherence to it for continued day and night course offerings.
2. Recruitment of part time faculty in response to the retirement of the Full Time Accounting instructor.
3. Monitor the workplace environment and anticipate the changing needs for curriculum and equipment.
4. Meet
with BOS and CIS Advisory Committees on a biannual and annual basis, respectively. 5. Meet with the ESL discipline to encourage their commitment to offering ESL 78.

**IV. Assessment of 2008 Program Reviews:**
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

In spite of the five different disciplines, their different goals and the different student populations they serve, the BIS Department has worked hard to set a high standard of flexibly, shared resources, course offering strategies and College Level vision in the day to day operations. We are student focused, innovative, hardworking, well-prepared and extremely competent group of Full and Part Time faculty and classified staff with the common goal of providing our students and all students of the College of Marin the means to meet their educational goals. We have been fortunate to receive the kind of funding and facilities support that has made us successful in the past. We hope to garner that same level of support for the future.

**V. Fall 2009 Requests Summary:**
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Fulltime faculty replacement for the Accounting discipline is top priority. With Robert Kennedy’s retirement in December 2009 on top of Larry Steiner's retirement June 2008, we have no FT faculty teaching in Accounting, and only one FT faculty teaching a partial load in the Business transfer program. With his potential retirement in three or so years, we will have no one hold in the Business transfer program together.

We are facing new operating and application software requirements in the next year. We will need funding to support our migration to Widows 7 and Office 2010. This will require additional upgrades to the current hardware configurations of three labs on two campuses.

**VI. Other concluding remarks.**

BIS serves a large and diverse group of students at the College of Marin. The five disciplines serve transfer and career students in a highly effective, technologically advance environment. We are successful in what we do and can continue to be so with the required support form the College.
Program Summary  
CHEM-2009

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

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

Faculty: The Chemistry discipline has and will maintain faculty members of the highest caliber. Each of our full time faculty have Ph.D.s as well as significant post-doctoral research experience. Most of our part time faculty also have Ph.D.s and overall, between research and academic experience we have nearly 300 years of combined experience. Our faculty stays current in the field and discusses compares and contrasts teaching methodology and new ideas. As a group we work in a collegial, friendly environment and have strong, positive relationships both professionally and personally. Courses: We maintain a high level of rigor that focuses both on the fundamentals of the science as well as state of the art in the field. We seek to maintain updated articulation agreements with the numerous institutions our students transfer to. Scheduling: In consultation with Life and Earth as well as Math departments we schedule classes according to our departmental blue print with numerous offerings to meet the needs of our diverse student population. Collegiality and Connections: We maintain strong relationships with neighboring institutions. Our students have good transfer rates and due to their quality of preparations as well as strong collegial connections many of them partake in undergraduate projects in major research laboratories.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The accounts listed in the equipment supply section summarize our needs. We have asked for a moderate increase in supply money to make up for enrollment growth and increased chemical costs. We also ask that supply money regardless of the source (general fund or prop 20) be placed into our accounts at the earliest possible time. We get up to 20% discounts for buying in bulk so when we are allocated small hunks of money at a time it really decreases our overall buying power. (I tried to explain this last year to.....and it seemed to fall on deaf ears, so hopefully this statement will help move things along).

ALSO, WE MUST HIRE A NEW LAB TECH IMMEDIATELY.
Also, our fulltime teachers are maxed out. There is no other way to say it. We need a new full time teacher!
Full time part time teaching units must be brought up to appropriate levels. Currently less that 40% of our units are taught by full time faculty. This is an unfortunate statistic for an essential transfer program that has enjoyed the substantial growth that chemistry has over the past few years. -Flexibility with future unit allocations to allow for growth and/or changing needs of our student populations. We would also like to begin teaching the chemistry field course as part of the field course series in the natural sciences. We will be moving into a new building in approximately three years which should have state of the art classrooms and laboratories. We will need adequate funding for supplies and equipment to keep pace with advances in the field as well as our strong enrollment trends. Also, the old Science Center must be maintained for our overflow lab/classroom space. We will not be able to offer our full program in the new building. IT IS ALREADY TOO SMALL, FOUR YEARS BEFORE IT IS BUILT.
III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Staff: The most important thing we are facing at this point is that our lab tech is retiring. He is the only one who knows all you need to know about the stockroom, ordering, etc. etc. We must hire a new lab tech to train with him for a few months (i.e. we need to hire someone now!!)

Faculty: It is essential that the chemistry discipline gets at least one if not two full time faculty hires. For the department we should also get one astronomy/physics instructor as there is only one FT instructor in that area. Budget: We would like an increase in supply budget and an equipment budget. Adequate funding for our labs is essential for the program. Bolinas: Informing the public about the incredible resource that is the Bolinas Marin Laboratory and getting the BoT and the Superintendent/President to begin a series of education/fund raising activities for the lab is essential for its survival. Degrees: We would like to begin early education and intervention for our students so that they will be able to complete AS degrees in chemistry in 2 to 3 years at CoM. Courses: We hope to finish updating all of our courses by the end of spring. We also will strive to further incorporate environmental issues and concepts surrounding sustainability from a chemical perspective in all of our courses.

IV. Assessment of 2008 Program Reviews:

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

I was strongly in favor of program review. I pushed for it! Now after these past few years it is hard to sit here and right it again.

I understand that in these economic times increasing budgets is difficult. We can limp along with our current accounts if need be. However, I found myself quite disheartened when after last year WASC told us that we can no longer have "roll over" accounts, only to hear from the president that we are going to have "status quo" accounts. She and Al Harrison changed the name.

What I would like is for someone to actually read and respond. So we may not get more money, so be it. But if someone is actually reading this, I am not sure how to emphasize my anxiety over the fact that our lab tech is retiring. He told me just last week and I am very nervous about our prospects. Now in an ideal situation, someone would read this document, realize not only is it imperative to the department that we get a new tech to come in and train with Mike, but in the long run will be a cost savings because they will probably come in at a lower pay grade. It is totally logical, it would be good for the new person to train with him, and it is essential given our massive enrollment increases and the workload that Mike has taken on. But my prediction is no one will read this, or if they do, will ignore the staffing need section. Or, will acknowledge it, but say we can't hire anyone until Mike leaves because of money. What they will be missing is that summer school start three weeks after he retires. How will someone be able to do that??? It is impossible.

So I sit here, doing my third PR for chemistry, and I have little hope for the outcome.

What "results" this section asks? We got some new equipment which was nice, but looking at the big picture, to date PR is a farce.
V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

A new laboratory technician must be hired immediately. Mike Stinson is retiring at the end of May. Someone needs to be here for a few months to train with him so that they can be ready for summer school. That means we need to hire someone now.

Our supply budgets must be funded in a timely manner. Each year I have to beg for prop 20 money in June so Mike can start the ordering in July.

The Science Center office needs a new copy machine. Ours crapped out 12 times last year. It is more than a decade old and has run over 1 million 500 thousand copies. Time to put it out to pasture.

VI. Other concluding remarks.
Please someone read this. If you do, send me an email saying "shibboleth". It will be nice to know you are out there.
Program Summary
Chinese-2009

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

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

The Chinese discipline offers four courses, Chinese 101, 102, 110, ad 112 that are taught by two part-time instructors. The instructors work with students to provide a strong base in this language.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Resources required to exceed the college goals include improved technology in the classrooms (i.e., more smart classrooms.)

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.
Program Summary
COMM-2009

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

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

Excellent retention and success rates
Faculty who are involved in the college governance
Current course content

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Full time faculty at current levels or increased levels. 2. Smart classrooms. 3. Adequate support for professional development 4. Adequate support for guest speakers and/or class trips 5. Adequate support for independent student research, i.e., computer and/or video-film support

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Maintain current level of faculty involvement in curricular and college matters. Develop discussions with video program on how to integrate curriculum with probable MTA partnership.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

none

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

none

VI. Other concluding remarks.
Program Summary
COMP-2009

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

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

Students will have the necessary background for entry into upper-division study at a four-year institution as Computer Science majors or minors. Students will have a reasonable understanding at a lower-division level of each of the subject areas that define the discipline at that level—algorithms, architecture, data structures, programming languages, software engineering, and discrete mathematics. Students will be able to apply their knowledge of Computer Science to science, technology, or society in order to advance the goals of a business, research, academic, or governmental enterprise. Students will be able to work collaboratively as a member of a group to advance the goals of the group.

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

**II. Program Resources (Responsiveness)**
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

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

**III. Moving Forward Objectives (Planning)**
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

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

**IV. Assessment of 2008 Program Reviews:**
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

**V. Fall 2009 Requests Summary:**
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

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

**VI. Other concluding remarks.**
COMP SCI has requested a revitalization procedure. A cover letter and program plan summary has been forwarded to PRAC for review.
Program Summary
COUN-2009

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

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

The Counseling Department has a number of exceptional programs designed and provided to target specific student populations. These are some of them: a. Athletic counseling and teaching services designed to support the at-risk students involved in sports programs. b. Counseling 114, College Success Investigations, provides a model for extended orientation to students. c. High School outreach services, incorporating Matriculation services, on-site testing, collaboration with high school staff and individual student educational planning and presentations and consultation with parents. d. Exceptional Transfer support services. [See text of Program Review under students served part 3.] e. Innovative career development classes provided on both campuses incorporating community resources.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The Counseling Department is significantly under staffed. The changing needs of the diverse student body, coupled with the increasing complexity of articulation, students under-preparedness for college and the expectation of the Marin community, has created a tremendous demand for counseling services in new and challenging ways. Non-credit counseling services for ESL students are currently inadequate. For students to succeed they must have access to services and that starts with counseling.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

In addition to increasing the counseling faculty, the department needs the following resources as identified in this Program Review process: 1. An enhanced Career Development program incorporating additional staff and counselors as well as collaboration with County programs. 2. A Degree Audit system including software and staffing to efficiently serve students with important aspect of counseling. 3. More extensive resources to support four-year partner institutions in serving our students in selecting a transfer school. 4. Provide enhance outreach, orientation and counseling support for credit and non-credit English as a Second Language programs. 5. The Basic Skills Initiative will require significant counseling resources and classes. 6. Development of a Transcript Evaluator to support counselors and students who have transcripts from outside colleges and universities.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

The Counseling Department at the College of Marin has a long and distinguished history of supporting students in achieving their academic goals, while developing important
life skills in critical thinking, self reflection, goal setting and decision making. We seek to be the premier counseling department in the Bay Area, providing exceptional transfer counseling, basic-skill program support, ESL counseling, innovative student development programs to enhance self knowledge, and by providing critical career-technical counseling to support California's workforce needs. We are committed to our current students and those to come in the future as we work to create a plan for succession leadership development to train the next generation of counselors. Note: Attached are hard copies of the IE Instructional Equipment and Materials Report which INCLUDES the Justification portion of the report. A Hard copy was delivered to Bernie Blackman on 3/27/08. Attached are hard copies of the OE Other Expenses Report for COUN Spring 2008 which INCLUDES the Justification portion of the report. There was a technical error with the Program Review Template and our Justification was lost in the initial report thus we have printed it out and submitted a hard copy as of 3/27/08.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

The most important priority is for two permanent FTE counseling positions to do general counseling, career counseling and mental health counseling. They should be able to teach in our counseling courses as well. As stated previously, there has been a severe budget cut in counseling (51%) which greatly affects scheduling availability, course offerings, follow-up with at risk students and general support. There has also been an increase in special populations at CoM (Veterans, ESL, basic skills, DSP, vocational, unemployed, high school drop outs) who require more time and support which the department cannot offer. There will probably be at least three retirements in the next year which will greatly affect the required Title V services counselors must perform.

VI. Other concluding remarks.
Program Summary
COUR-2009

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

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

COM Court Reporting Program is recognized and regulated by the Court Reporters Board of California. (See regulations attached to Program Overview) The regulations are derived from best practices of court reporting programs. COM Court Reporting Program has remained in compliance with these regulations since 1975. It will be extremely difficult to remain in compliance with these State program regulations without a full-time instructor/coordinator in the Court Reporting Program. These regulations ensure that court reporting learners will be provided the most appropriate curriculum. The Court Reporters Board of California periodically audits our Program to make sure that we remain in compliance with all of the regulations and that our attendance and progress records are correctly maintained and current.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).
Court reporting, like many professions, relies heavily on computer technology. The profession of court reporting is currently considered "IT" (Information Technology), specializing in providing legal information essential to the judicial process. As a consequence, the IVC computer laboratories used by Court Reporting Program learners must be maintained with current hardware, software, and support services including the Lab Tech and Lab Assistant in the Internet Cafe computer lab. The most important access for Court Reporting learners is auditory. Access to the spoken word is critical to the learning process. PA systems in each classroom will allow learners to clearly hear every word spoken in the daily court and deposition simulations, as well as during testing. Court Reporting Program instructors rely on an Instructional Specialist in the classrooms to assist in the delivery of court and deposition simulations, as well as oral testing. Hands-on access to the latest in stenotype machine technology is critical to the employability of our graduates.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

During their monthly meetings, the Court Reporting Program faculty will use the goals and outcomes identified in this Program Review for future planning and improvement. There is a current shortage of court reporters in California, as well as nationally. This shortage is expected to remain for at least the next 10 years. Within the last several months, US News and World Report published a list of "America's Best Careers, 2010." Court reporting was included in the list of top 50 careers.

The Court Reporting Program serves the legal community and the workforce demand for court reporters in eight North Bay Counties: Marin, San Francisco, Sonoma, Napa, Solano, Contra Costa, Alameda, and San Mateo. In order to grow the Program and meet the demand for court reporters, the COM Public Relations and Outreach Offices must combine resources to develop a marketing and advertising strategy to reach potential learners in the above listed counties. The Court Reporting Program has a culturally rich student population. The Court Reporting Program instructors are committed to
IV. Assessment of 2008 Program Reviews:

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

We were granted our top priority for a new PA system and it has been in place in Miwok Building 13, Room 226. We would be able to deliver instruction in this specialized classroom without this PA system. Students would not be able to distinguish every word dictated and be able to transcribe the dictation with accuracy. Without this equipment it would be impossible for court reporting learners to meet SLOs.

The Court Reporting Program was granted $5,000 to purchase a new stenotype machine. The funds were just released and we will be ordering the machine this semester. Without this new stenotype machine, our students have no access to current court reporting hardware and are not adequately prepared for the workplace.

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Three Protege stenotype machines.

2. 80 practice DVDs.

New textbooks and reference materials.

Office and instructional supplies and equipment.

2. We want the Protege stenotype machines to make sure our economically disadvantaged students have access to current technology.

We want the practice DVDs to facilitate learner attainment of SLOs.

New texts and reference materials are necessary for curriculum development.

3. Our overall rationale is to provide up-to-date equipment, supplies, and materials in order to meet program SLOs and meet Court Reporters Board regulations.

VI. Other concluding remarks.

If the District does not replace the full-time court reporting instructor/coordinator position, the integrity of the Court Reporting Program will be compromised. The Court Reporting Program has a core of extremely proficient and dedicated part-time instructors who will do their utmost to maintain the Program; however, there is a limit to what part-timers can do outside of their limited contractual hours.

COM Court Reporting Program was founded and recognized by the Court Reporters Board of California in 1975. Since then, the Court Reporting Program has served the legal community and the workforce demand for court reporters in eight North Bay Counties: Marin, San Francisco, Sonoma, Napa, Solano, Contra Costa, Alameda, and San Mateo. Learners who complete the Court Reporting Program may have the highest income potential of any other program offered at COM. In Marin County, court reporters begin with a base salary of $92,000. In San Francisco county court reporters begin with a base salary of $104,000. This base salary is merely the salary to take testimony in court from 8:00 to 5:00, Monday through Friday. In addition, court reporters are paid an average of $3.50+ for every page of transcript that is ordered. These transcript fees generally earn the court reporter an additional $10,000 to $50,000 or more per year. College of Marin Court Reporting Programs maintains a pass-rate average that is
at least twice as high as the overall State average on the State licensing examination (CSR).
Program Summary
Credit-ESL-2009

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

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

1. Faculty who are both knowledgeable and enthusiastic about ESL are recruited and hired to teach in the program.
2. Counseling support provided is substantial, accessible and integrated with academic courses/program.
3. ESL department offers programs to support ESL students in other disciplines such as CIS, ECE, and Landscape.
4. ESL services are centralized: ESL classes, instructors' offices, the ESL lab, and the ESL office are all located in the same building. This centralization serves to give students a sense of "home".
5. ESL faculty are encouraged to attend professional conferences.
6. For professional development, speakers are brought on campus for the ESL faculty.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Coordinator units are needed to oversee two on-campus labs.
2. In addition, the two full-time faculty positions that we have lost to retirement should be filled.
3. The College should expand marketing and outreach for credit ESL, including a better and updated website presence.
4. ESL needs better access to office space for part-time instructors.
5. As modernization occurs, the College must ensure that ESL continues to have sufficient, centralized classroom space for ESL classes.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. To increase connections with English Skills to better meet the needs of "generation 1.5" students.
2. To create promotion criteria tied to SLOs for each level.
3. To create more partnerships with other disciplines to support ESL students in those disciplines.
4. To implement new placement testing procedures.

IV. Assessment of 2008 Program Reviews:

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

Credit ESL is now part of a new department, College Skills. This department is huge. It consists of three programs (English Skills, Credit ESL, Noncredit ESL), offers over 300 units, and has over 50 faculty, 4 of which are FT in the department.

Since the last program review, a FT Noncredit ESL position has been filled, and there is now a FT administrative assistant in the College Skills office.

Credit ESL looks forward to growing and continuing to help our students in their transition from Noncredit to Credit ESL to the rest of the College. It is also looking forward to working closely with the English Skills faculty, particularly in the area of serving our bilingual students in that program.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Credit ESL needs to add more full-time faculty. Through retirements, two positions have been lost and not filled. There is enormous work to do in this program, yet we do not have the personnel to do it.

There are two labs: ESL and the Language lab, but no one coordinates these labs.

VI. Other concluding remarks.
Program Summary
DANC-2009

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

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

Dance provides high quality instruction, has an excellent faculty, rich curricular diversity, and for the most part has well scheduled offerings. Approximately 900 community members attend our three performances each semester, (1800 a year). The students who come to COM just to dance, often end up attending classes in other areas. Our faculty members are very involved in outside community activities as several faculty perform, teach and choreograph in the bay area. Dance often collaborates with Drama and Music to produce high end productions.

Our discipline is structured around a solid transfer program, but allows students from all pathways to be involved.

Transfer and career students, are able, at the end of their period of study with us, to perform/ choreography in modern, jazz and ballet with advanced technical skills and artistic integrity. Each student is usually proficient in one dance style, (modern, for example), strong in a second and has a working knowledge of the third. In addition they are experienced in choreography, have developed performance skills and the practical knowledge they need to build their careers. Transfer students who pursue a serious course of study in dance move into four-year programs with ease. Their acceptance rate is high at institutions such as NYU, UC Irvine, Mills College, VCU, SF State, UC Berkeley and Sonoma State. 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. Lifelong learning students, can choose from a variety of courses including the modern, ballet and jazz technique courses as well as tap, ballroom, musical theater, dancercise, dance history, popular dance styles and African-Haitian dance. Lifelong learning students improve their physical strength, stamina and flexibility, mental focus, aesthetic awareness, mental and physical agility, and their psychological ability to meet challenges. Many students want to try to dance but are afraid of looking inept. We try to lead them beyond these fears so they can approach the material with enthusiasm and good humor.

Student success stories
• Mahalath Alsworth transferred to NYU and is now a faculty member of dance at Sonoma State.
• Annie Rosenthal transferred to NYU, then came back to Marin and founded RoCo dance studio and company in Mill Valley. She is also the recent new owner of Dance Theatre 7 in Fairfax.
• Ashley Smith joined the Erick Hawkins Dance CO., New York, NY.
• Christie Batanides and Allisa Fenton went on to dance with the Printz Dance Project.
• Deanna Sadzek joined Neva Russian Dance Ensemble.
• Tatiana DePillo went on to study at the Alvin Ailey School, New York.
• Kim Murphy went to New York and became a model/dancer/arielist and landed the gig of stunt double for Uma Thurman and many other actresses. Kim has a very long list of movies in which she has appeared.
• Haley Morgan was accepted into a Mark Morris summer intensive dance program, New York, NY.
• Vanessa Cerrito moved to Hawaii, danced with a modern dance company. She has sold her choreography to a professional dance company.
• Gina Gerrins danced on Broadway and formed her own dance company in New York. She is now pursuing a degree in dance and is teaching abroad.
• Jamaica Stevens created owns and run the up and coming "Jamborree" which is a dance program for children
  • Brett Womack went to Las Vegas to pursue his career in dance/ariel work.
  • June Cooperman choreographs musicals for local middle schools. Brennan Figari works as an arielist/dancer for the cruise ship industry. He is in and out of his college degree work so he can perform while young.
• Faye Gault transferred to UC Berkeley.
• Rachael Ward transferred to VCU.
• Tom Mayock performs, teaches and choreographs in Marin County.
• Tedra Matthews transferred to UC Berkeley.
• Jessica Hall went to LA and worked in MTV and also ran a dance studio. She came back to Marin where she now teaches in two local dance studios.
• Cecily Stewart is now working with a ballet company in Virginia.
• Deanna Masgay is the owner, director, and primary teacher at JustDance Studio.
• Stephanie Lando is now a member of the faculty at Marin Ballet.
• Maher Misif is a break dance instructor at Love2Dance Studio.
• Sabrina Nioche has been teaching dance in Mammoth, CA. She is currently building a new dance studio.
• Cordelia Daniels went back to her native Thailand to teach dance.
• Devon Bestor transferred to Goucher College.
• Julian Lightle transferred to Cornish School of the Arts.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1). No further cuts in teaching units.

2). The continuation of hourly staff, concert budget and accompanist budget.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1). Increase the number of AA/transfer students. At the beginning of this semester, we had 16. We recently added three more transfer students to our list and now it is 19 dance majors.
2). Increase success by giving students more options to succeed.

3). Continue to adjust offerings, curriculum and scheduling to assure student access and success.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

We have not received any resources but have implemented changes from our last program review. We have updated all curriculum, revised the AA degree, increased the number of AA/transfer students and increased the number of students in all but a few classes.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

A computer for our 3 part timers so that they are not sharing a full timer's computer

VI. Other concluding remarks.

We are headed in many positive directions regarding enrollments, advertising and relations with high schools, dance studios and dance companies. We used to have to pay for guests artists to perform in our dance concerts, now they are waiting in line to perform for free. SFB trainees have performed in two separate concerts and Dominican's BFA program students are interested in performing this semester. Artists from local studios and companies have also performed in our recent concerts. These wonderful additions to our concerts help educate our students and our audience members.

Our advertising/publicity efforts are paying off in interesting ways. The economic problems have not hurt us either. Out of the blue we now have dance majors. From a few a year to 16 and growing. These students are not only serious, they are also each quite unique in their desires. Our goal is to see these students succeed. Each transfer student gets personal attention and counseling by our coordinator Kristi Kuhn. She tracks their progress and works one on one with each student to make sure they are choosing the appropriate 4 year institution and are taking the correct course work.

Unfortunately for us, we moved into a smaller swing space just as our enrollment increased. Now, we have to turn students away and adjust our teaching methods to manage in less space.
Program Summary  
DENT-2009  

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

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

The Dental Assisting Program is successful in providing the student with basic skills for entry level dental assisting employment. It has a 5.5% of students completing their AS degree at College of Marin. There is 1% of the student population that transfers to four year institutions.

We have a 92.9 to 100% pass rate on the State Licensure Examination.

The program has a 91-98% job placement rate for all graduates from the program.

The program also provides community education classes on the weekend which have been very successfully. 79% of the overall student population comes from these skills certificate weekend courses. Initially the program only offered coronal polish and x-ray certification classes 4 times a year. Because of the demand, the program now offers 6 classes of each a year.

We have a 100% pass rate on the coronal polish certificate course, ultrasonic scaling certificate course, and pit and fissure sealant certificate course. We also have a 98% passing rate on the x-ray certification class.

II. Program Resources (Responsiveness)  
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The key resources that make our program successful is the dedication of the instructors.

The program must have clerical support to maintain student records and phone inquiries about the program or skills certificates. The program needs a Allied Health Division Secretary available at IVC to serve the Medical Assisting, Dental Assisting, EMT and Phlebotomy programs. The program also
needs a separate Allied Health Division Manager separate from the nursing department. One person cannot effectively serve all the allied health programs AND nursing. The program will need additional clerical staff to help complete the 2011 American Dental Association accreditation site visit's self study reports.

The program was awarded a state WIA grant that required a 10% increase in student enrollment. This grant also funded the salaries for extra lab classes, a classroom tutor, a grant monitor and coordinator.

The grant also allows for the purchase of a state of the art CAD/CAM digital scanning unit and an intraoral camera to provide hands on instruction for the newly added intraoral functions of assembly bill #2637.

The program annually applies for VTEA funding for additional equipment, tutoring, conference travel and independent contractors to augment the college funding.

Private donations could help with funding, however, we have had very little response during this low economical times and cannot depend on this as a means of funding.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. The program continues to recruit for increased enrollment through contact high school career days, special interest groups such as CalWorks and single parents.

2. The program is waiting for state approval for infection control certification for the day program

When this approval is obtained, current students will be issued this certificate which would ensure future employers that the student has been trained for infection control measures, engineering procedures to preventing cross contamination, proper waste management and general health and safety for the employee, co-workers and patients.

3. The program is also waiting for state approval for an infection control certificate for an 8 hour weekend course that would training on the job dental assisting students on infection control measures listed in item #2

4. The program has recently received state approval for a weekend pit and fissure sealant course to be offered under community education for the on the job dental assistants or College of Marin graduates prior to 2007 who need this certification to sit for or renew their Registered Dental Assisting State Board.

We are in the process of working with the community education department for our first offering of this sealant course this summer of 2010.

5. The program has receive approval for state WIA grant monies to purchase the last two items of equipment needed to comply with the state senate bill #2637, an intraoral camera and a CAD/CAM digital impression scanner. We are finalizing these purchases
with various vendors to receive the best price for the program.

6. In planning for the relocation to IVC campus, it is imperative to have a part time administration assistant to coordinate the different departments at IVC, namely, court reporting, medical assisting, medical records, EMT, nursing, early childcare, dental assisting, auto and collision repair, and phlebotomy.

7. In planning for the spring 2011 American Dental Association accreditation site visit, the program needs extra clerical assistance in preparing the self study reports.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

VTEA funding has provided for a classroom tutor, independent contractor supervising dentist, travel for California Dental Assisting Teachers conferences, small equipment and supplies to keep the program functional. This funding augments the College allowed operational funding.

The workforce dean has worked very hard at promoting all allied vocational programs at the college. We have seen promotions of these programs in the Independent Journal newspaper, on radio and television stations. The dental assisting program coordinator also recruited heavily this past year to meet the required 10% increase in enrollment under the state WIA grant. Her recruitment focused on word of mouth of past graduates and dentists who participate in the programs internship, special interest groups such as single parents and CalWorks agency.

College funding for equipment, supplies, contracts, repairs and travel have made it possible to continue the program and to be compliant with accreditation standards.

90% of the graduates from 2009 have jobs in the dental profession. This is a good percent, especially in a poor economic period that the state is experiencing.

The results from state Registered Dental Assisting Board examination have yet to be sent to the program. These results would help the program assess student prepareness for passing this license examination.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1 Accreditation fees are necessary to maintain the American Dental Association accreditation status.

2. X-ray registration renewal fee is a fee necessary to operate x-ray units in the state of California

3. Infection Control budget. This is an on going department expense that is necessary to maintain infection control, provide sterilization or disinfection and prevent cross contamination between patients/students.

4. X-ray solution and materials budget. This is an on going expense to operate the radiology courses. Exposed films must be developed, mounted and labelled and archived for storage as required for x-ray certification by the state.

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

2/21/2010
5. Repair x-ray extension arm. This is a safety issue. Presently it has a quick fix so that it can be used by the students, but could present an accident should this unit fall on the student, patient or faculty.

6. Repair budget - This ongoing expense item is needed to maintain equipment in working order. Through both age and excessive student use, equipment does break down. Many times the item can be repaired at a lesser costs than replacing it.

7. Travel/Conference budget - This budget is to provide traveling compensation for internship supervision which is required by the accreditation commission. This budget also allows for the faculty to attend the annual California Dental Assisting Teachers conference in either northern or southern California. This 3 day conference provides invaluable legislative information for dental assisting programs and provides innovated teaching methodologies.

8. Additional 2.6 teaching units for an extra clinical supervisor at UCSF internship. Accreditation student/instructor ratio is 15 students for one supervising instructor. This past year we had only one instructor for 24-29 students. This could present a violation issue with the commission on accreditation.

9. Office supplies are needed to maintain the day to day functions of the program with printer ink cartridges, tape, envelopes, paper clips, post notes and scantron answer sheets and test analysis sheets.

10. Additional part time administrative assistant to be shared with IVC programs. The current administrative assistant cannot serve both campuses efficiently. This additional part time administrative assistant would serve court reporting, auto shop, EMT, medical records, medical assisting, nursing, early child care, and dental assisting at the IVC campus.

11. 2 staff computer replacement. These two computers are over 8 years old and are running very slowly and has limited storage for student records, progress reports, grades, documents, and grades. Other items that need computer storage are accreditation reports, on-line surveys, internship contracts, budget reports and examinations.

12. Classroom computer will reduce the down time waiting around for a class computer that has special dental software in order that the student can complete their assignments and receive a grade.

13. Handpiece conversion will increase the access for students to have working handpieces so that they may practice and complete lab assignments.

14. Self contained ultrasonic scaler will reduce the need for students to wait around for a working ultrasonic unit. This unit is portable and therefore can be moved and used at remote sights other than at the dental unit.

Items 1-9 are essential to run the dental assisting program. Items 10-12 would enhance the program and provide a smoother operation. Items 13 and 14 would improve the program by provide student access to equipment.

VI. Other concluding remarks.

The dental assisting program serves interested students in providing training for entry level position as a chairside assisting, infection control person or the dental office manager or receptionist. The program also prepares the student to pass the state Registered Dental Assisting Board examination after graduation.

Students who successfully complete the program earn the following state approved...
certificates: Radiation Safety, Coronal Polishing, Ultrasonic Scaling and Pit and Fissure Sealants. Upon approval the Infection Control Certificate will be added to this list.

Through COM community education department, the dental assisting program offers certification courses for on the job trained dental assisting students for Radiation Safety, Coronal Polishing and beginning June 2010, Pit and Fissure sealant. We also will be offering an Infection Control Certificate to on the job trained dental assistants upon approval from the state Board of Dental Examiners. This course is mandated for all dental assistants working in a dental setting and for those registered dental assistants renewing their license.

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

We have experience many re entry students who have lost their jobs or are return to workforce after raising a family and find the 10 month dental assisting program attractive because of the low costs and short training period. Cal Works recipients require that a person be retrained for a career within a one year period which makes dental assisting a viable choice.

With the suffering economy, we have seen less monetary donations to the program and therefore cannot rely on this funding for purchasing new supplies or equipment.
Program Summary  
Distance-Education-2009

Instructions: After reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your conclusion (summarize) for your entire program review.

I. Program Excellence (Best Practices)

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

- Faculty are taking the initiative in creating and implementing assessment tools for DE courses to showcase the academic integrity of courses and of the DE program.
- Student evaluations are collected to gather data about the effectiveness of the DE program. These evaluations prove that DE courses provide access to populations of students who would otherwise not be able to continue their education.
- The institution is supportive of innovative ideas surrounding DE by awarding grants, such as a mentorship program and the development of DE courses to strengthen the DE Program.
- Faculty who teach online courses were immediately responsive to the concern about the low level of student success and worked to improve student success from 35% to 52% in just two years.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review). Key resources include:

- Increased seat licenses for Blackboard course management system (CMS) for online delivery of instruction
- License for Edustream (enables streaming media content)
- A faculty trainer (at least .20 FTE)
- Money for faculty training (local travel, fees)
- Buy-in at the department and divisional levels

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Fall 09:

a) Hold Kickoff session for building online learning at COM
b) Memo to DE faculty previewing change to version 8.0 of Blackboard over winter break.
c) Send out call and hire faculty member as online resource facilitator.
d) Evaluate and if necessary enhance student assessment.

December 09: Send a letter out to all users with a link to the test platform, an invitation to start the 30-day trial. Special attention, spring DE instructors: we will be using version 8 as a test platform


a) Provide faculty training through @one. Faculty resource facilitator supports course development and provides support for training
b) Start conversations at the department and division level about best choices for DE or hybrid course offerings. Consult Blueprint task force.
c) Implement college policy that all new online courses must use Blackboard as a CMS.
d) Create clear path from idea to implementation for faculty interested in developing an online course.
e) Continue discussions of embedding librarians and counseling services.
f) Evaluate and if necessary enhance student assessment.
g) Pilot student readiness assessment.
h) Pilot embedded librarian

Outcome: Increase DE offerings by 2 courses (about 10% more courses and enrollment to 750). Increase DE student success rate by 5% to 39%.

Fall 10
j) Carry on with all activities.

k) Evaluate and enhance academic support.

l) Create embedded counseling support.

Outcome: Increase DE offerings by 2 courses (about 10% more courses and enrollment to 750). Increase DE student success rate by 5% to 39%.

Spring 11:

a) Carry on all activities.

b) Send out another call and hire faculty support.

c) Evaluate and if necessary enhance academic support.

d) Evaluate and if necessary enhance student readiness assessment.

e) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% (787). Increase DE student success rate by another 10% to 43%.

Fall 11:

a) Carry on all activities.

b) Evaluate and if necessary enhance academic support.

c) Institutionalize or revise student readiness assessment.

d) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% (826). Increase DE student success rate by another 10% to 47%.

Spring 12:

a) Carry on all activities.

b) Evaluate and if necessary enhance academic support.

c) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% to 867. Increase DE student success rate by another 5% to 51%.

Fall 12:

a) Carry on all activities.

b) Investigate whether it is time to purchase the Enterprise version in F12, since we will have a DE student success rate at least as high as the statewide average and almost 1,000 student enrollments.

c) Evaluate and if necessary enhance academic support.

d) Evaluate and if necessary enhance counseling support.

Outcome: Increase DE enrollments by at least another 5% to 954. Increase student success rate to 57%.

IV. Assessment of 2008 Program Reviews:

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

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

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

4. What results have you found?

Based on our 2008 program review, the following resources were granted:

- Several training sessions for faculty were held.
- A .20 FTE faculty member was selected to provide support for faculty development of online courses in s10.
- Support for five faculty and staff members to travel as a team to a training in Sacramento.
- The college upgraded from Blackboard 6.2 to version 8.0.
- Edustream license was procured.

As a result of these and also in part as a result of dissemination of the data generated by program review, online faculty improved the student success rate from its low of 35% to 52%, only five points less than the statewide
V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Recommendations for Online Program & Distance Education Planning
Spring 2010

According to the most recent Program Review data, student success rates in DE have risen from 37% in Spring 2007 to 52% in Spring 2009. Further, roughly 30 or more courses have been offered online each semester since fall 2005, increasing enrollment by 33%, which is consistent with the increasing nationwide demand for online courses; however, unless the college invests in an upgrade to an unlimited site license, no further online courses can be scheduled and student support services like the Online Writing Center may be shut down since we are currently at our site license limit. In order for the online program to continue and to grow, the following short-term plan has been recommended, which coincides with the long term planning efforts developed by the Office of Learning Resources, ’a three-year plan to develop Distance Education (DE) at the College of Marin. The plan has two intended outcomes: to increase our online course offerings and to improve our rate of student success in DE courses.

The main objectives of this short-term plan are to further improve student success in online and web-enhanced courses, to provide training for faculty teaching new DE courses and web-enhanced courses, to provide support for faculty teaching existing DE courses in the area of student success, and to encourage faculty from a variety of disciplines to develop alternative student-success-oriented modalities for teaching new DE courses or for adding a web-enhanced course site to existing courses. In order to accomplish these goals, we recommend the following four short term goals be completed by fall 2010:

1. Upgrade to an unlimited site license with the Blackboard Course Management System
2. Automate and streamline the procedures in managing the online program
3. Further Integrate Blackboard with the Banner system
4. Continue training that is frequent and consistent for management, faculty, staff and students.
5. Increase buy-in at the departmental and divisional levels.

Background:

More and more faculty are using Blackboard sites. We currently have approximately 50 instructors developing Blackboard sites for online courses, as supplements to traditional courses, and for the Online Writing Center. Approximately 2500 students use these sites each term. The College is at the limit with the course license that we currently have. In at the start of the spring 2010 term we had 2662 users in the Blackboard system and we have a seat license for only 8800 users.

Since we have a limited site license, we are deleting student accounts each semester in order to maintain our license terms, which works against our college mission and discourages student use/access to learning materials and support rather than encouraging student success. Current research indicates that both traditional and basic skills students benefit from access to online course materials, which aids in their overall success.

An upgrade to the Blackboard Enterprise level product would provide an unlimited site license and would provide new tools that faculty and students can use to improve learning and success. The upgrade to the Enterprise level product would also allow captioning tools to meet DSPS requirements, blogging tools and integration with smart phones for enhanced communication between instructor and student (a title 5 requirement for ‘regular effective contact’).

Each semester the request for Blackboard sites and waitlists for online sections increase. Student demand for online sections is high, especially in light of the recent cut backs in sections and night classes. Investing in the upgrade to the Blackboard Enterprise System with an unlimited site license would allow for an automatic Blackboard Course to be created for each section at the College, thereby encouraging instructors to develop online course materials which students may access 24x7 which would aid in their overall success.

Additionally, this upgrade would save in training cost in the long term. Training and support for older versions of Blackboard are no longer supported by the company. If the College invests in a product, making a commitment to online learning tools, the training can be integrated with the existing technology tools used by the college like Edustream (which allows for video streaming of course materials), Argos and MyCOM. Faculty and Staff training during FLEX and through the year could be better coordinated as well.

Other recommendations for improving the Distance Education Program at COM include streamlining and automating semester tasks so that each task is completed at the same time each term, providing organization and expected processes each term. Each of the following tasks should be included on a semester timeline which is overseen by the Administrator of DE to insure a well-structured program:

Example:

- After schedules are signed: Instructors fill out a Blackboard site request online form, including a description
of their course to be included on the Distance Education page on the public COM web site, and choice to request students to have Online Writing Center Access.

- Marketing of online courses and of OWC begins: Ads in new schedule, MyCOM announcements to students, Ads on public site, training workshops for faculty scheduled.

- After midterms and after last day of finals: Instructors are sent an e-mail reminder to backup their Blackboard sites.

- One week after the last day of finals: Courses are reset and new sections are created.

We also recommend that IT work in conjunction with the Director of Learning Resources (Susan Andrien) and the Director of Enrollment Services (Bob Balestreri) to develop an integration tool between Blackboard and Banner, especially with cross-listing procedures.

Our last recommendation advises more frequent and consistent training opportunities for faculty and staff.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Recommendations &amp; Goals</th>
<th>Deadline</th>
<th>Administrator in Charge</th>
<th>Resources Required</th>
<th>Feedback/Updates to:</th>
<th>Date Feedback was reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Upgrade to Blackboard Unlimited Site License (via consortium or the Blackboard Enterprise Upgrade)</td>
<td>Fall 2010</td>
<td>Director of Learning Resources: Susan Andrien</td>
<td>$48,000 for Enterprise Blackboard</td>
<td>DE Committee</td>
<td>Academic Senate Blackboard Faculty Steve Dodson, Blackboard Administrator Alisa Klinger, Online Learning Faculty Resource Person Nancy Kutcher, Media Center Specialist Media Services Program Review</td>
</tr>
<tr>
<td>2.</td>
<td>Integration between Blackboard and Banner: cross-listing procedures, etc.</td>
<td>Fall 2010</td>
<td>IT Director: Marshall Northcott Director of Enrollment Services: Bob Balestreri</td>
<td>Programming time</td>
<td>Susan Andrien</td>
<td>DE Committee</td>
</tr>
</tbody>
</table>
### Automation of tasks to streamline the Online program: course request forms, backups, resetting courses, etc.

<table>
<thead>
<tr>
<th>3</th>
<th>Automation of tasks to streamline the Online program: course request forms, backups, resetting courses, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2010</strong></td>
<td><strong>Director of Learning Resources:</strong> Susan Andrien</td>
</tr>
<tr>
<td><strong>Feedback from DE Task Force:</strong></td>
<td><strong>DE Committee:</strong></td>
</tr>
<tr>
<td></td>
<td>Academic Senate Blackboard Faculty Steve Dodson, Blackboard Administrator Alisa Klinger, Online Learning Faculty Resource Person Nancy Katcher, Media Control Specialist Media Services Program Review</td>
</tr>
</tbody>
</table>

### Training:

- Workshops for faculty, Media Services Department, and staff each semester and in the summer for Blackboard, Argos, Edustream, establish faculty orientations for new full-time and part-time faculty in using Blackboard and appoint a point person for Distance Learning in each department.

<table>
<thead>
<tr>
<th>4</th>
<th>Training: Workshops for faculty, Media Services Department, and staff each semester and in the summer for Blackboard, Argos, Edustream, establish faculty orientations for new full-time and part-time faculty in using Blackboard and appoint a point person for Distance Learning in each department.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2010</strong></td>
<td><strong>Director of Learning Resources:</strong> Susan Andrien</td>
</tr>
<tr>
<td><strong>Online Learning Faculty Resource Person:</strong> Alisa Klinger</td>
<td><strong>Susan Andrien DE Committee:</strong></td>
</tr>
<tr>
<td></td>
<td>Academic Senate Blackboard Faculty Steve Dodson, Blackboard Administrator Alisa Klinger, Online Learning Faculty Resource Person Nancy Katcher, Media Control Specialist Media Services Program Review</td>
</tr>
<tr>
<td></td>
<td>$10,000 in professional development funds for faculty travel, etc.</td>
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<tr>
<td></td>
<td>One unit each to compensate a DE point person in each department</td>
</tr>
<tr>
<td></td>
<td>Continuation of .20 FTE faculty resource person</td>
</tr>
</tbody>
</table>

### VII. Other concluding remarks.

The 3-year plan developed in F09 will be updated since some outcomes have been exceeded and others have not been met. For example, it was our plan to pilot an embedded librarian in an online course in S10 but because of staffing concerns this will not be achieved this year. However, Title 5 does require the college to reach this goal.
**Program Summary**  
**DRAM-2009**

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

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

The department is proud of its track record in providing high quality instruction, producing critically-acclaimed mainstage and studio productions, transferring students to 4-year institutions, and the long list of former students that have gone on to work in the profession.

**II. Program Resources (Responsiveness)**
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The main resources needed are:
- The replacement of a full-time faculty member, leaving on disability as of the Fall of 2008.
- Budgetary increase consideration for our department productions.
- Top three instructional equipment items needed: 1) Source 4 Ellipsoidal stage lighting fixtures, 2) Replacement of old inefficient PAR lighting fixtures, 3) Video Projector, 4000 lumens.

**III. Moving Forward Objectives (Planning)**
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

The Drama Department intended actions include:
- Continued expansion of recruitment and outreach to increase enrollment and diversity.
- Continued revision of several course offerings and development of a two-year plan for drama schedule of classes.
- Continued expansion of students in the A.A. degree program track.
- Continued expansion of relationships with four-year institutions and the theatre community.

**IV. Assessment of 2008 Program Reviews:**
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

We received a miter saw that was requested for instructional equipment.

We just received it, but anticipate that it will greatly enhance the learning outcomes and success of the students. Also it will be a safety improvement.

We achieved significant progress with each of the moving forward objectives from last year's review.

Increase in majors and enrollment.
V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one. 
2. Summarize briefly why you want each one. 
3. Summarize your overall rationale. 

1A. Additional teaching units are needed to offer all the classes that are apart of our 2-year blueprint and will insure that our transfer/major students succeed. 

1B. Our instructional equipment needs, that begin with: a) Source 4 Ellipsoidal stage lighting fixtures, b) Replacement of old inefficient PAR lighting fixtures, c) Video Projector, 4000 lumens. 

1C. A additional FT faculty. 

2A. It is important to have these units restored to the program, since they were lost due to reasons caused by a health crisis and not by a reduction of students. 

2B. The first two are replacement requests of outdated/worn-out equipment. The third is a critical piece of equipment that's been needed for many years. 

2C. It is very difficult to run the drama discipline with only one full-time faculty member in place. There are about 40 units in the discipline each semester, only 15 of which are full-time. this means that there is in excess of 62% part time faculty in the discipline. It is important that this replacement be considered immediately to maintain the health of the program. 

3. To offer the students the most comprehensive program that we can. To keep up to date and provide the students with the latest technology for their learning progress. To serve the students and the program with as much continuity as possible. 

VI. Other concluding remarks. 
The Drama Department has been a shining example of what a community college can mean to its surrounding community. For more than forty years, the department has consistently been regarded as one of the top community college theatre programs in the Bay Area and in the state. The quality of its students who transfer and enter the workforce as well as the quality of its productions have gone far in cementing this reputation. The department intends to carry on this tradition of serving its community by keeping its production standards high and providing the best possible training available to its students. Thank you for your support in maintaining and expanding this important endeavor.
Program Summary

I. Program Excellence (Best Practices)

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

Spring 2010

New developments this past year include:

- Participation in training collaborative with representatives from Marin County Office of Education, California Preschool Instructional Network and Marin Association for the Education of Young Children has resulted in two Early Learning Summits planned and implemented. Participants can register in COM class for .5 ECE units if desired. The summits are bringing together ECE teachers and early elementary teachers co-training on topics important to the teaching of children from birth through 8 years old. The summits support larger community goals to improve articulation between preschool and elementary schools.

- ECE program coordinator was elected to Chair the Marin Child Care Commission for a term that began November 2009. That position allows direct access to the County Superintendent of Schools through monthly meetings she convenes of the Early Learning Partnership that includes the Commission. The position also greatly increases the visibility of the COM ECE program in the Marin community.

- ECE program coordinator was asked to participate on a statewide advisory committee to the California Dept. of Education, Child Development Division, Faculty Initiative Project. From that vantage point, COM ECE program will be kept abreast first hand of development affecting curriculum and instruction for young children and will have input into the development of materials to support college faculty to integrate that information into college classes.

FALL 2008

- Full and part time ECE faculty members are members of major professional organizations and specific topic work groups, often taking leadership positions in those groups

- ECE program coordinator served as key member of the Marin Child Care Commission Master Plan Committee 9/2007 through 9/2008 to develop the Marin County Child Care Master Plan for 2008-2013.

- COM ECE program co-hosted California Department of Education Faculty Initiative Project seminar for ECE faculty in Spring 2008

- An articulation agreement with the Marin County Office of Education Regional Occupation Program completed in Spring 2008 and effective Fall 2008 enables students in the ROP Child Development Program to earn up to 6 units of ECE credit for the successful completion of the ROP Program. Twenty-three students registered for the first 3 units (ECE114) through ROP in Fall 2008. All are anticipated to continue and register for the second 3 units (ECE115) for the Spring semester. Three additional students have requested approval to register for the second class.
SPRING 2008

The ECE program has strong partnerships within the Marin child care community. We are able to obtain information about workforce needs and perceptions of COM ECE program strengths and weaknesses in timely and constructive fashion from those partnerships. We have been able to leverage resources to support the ECE program and our students through those partnerships. ECE faculty participate in professional organizations, often in leadership positions. We have been able to keep the COM ECE program in the forefront of changes as they are promulgated from the various entities (Community Care Licensing, California Department of Education, California Community College Curriculum Alignment Project) to ensure that our students are prepared with the most up to date curriculum.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Key resources are included in instructional and personnel requests in the program review and summarized below. Other resources mentioned in previous reviews remain relevant.

In order for us to continue to meet and exceed college goals, we need more bilingual assistance available for students, particularly in the admissions and records and counseling areas.

FALL 2008

- Resources discussed in Spring 2008 program review remain relevant. Progress has been made on the needed program advising. EEIF grant for Fall 2008 enabled COM Counselor Karen Robinson to participate with ECE faculty and community partners. Karen is creating a specific packet of advising materials and revised educational planning forms for COM counselors to better serve ECE students with accurate counseling.
- Local community partner MarinCARES has hired outreach workers to go into child care centers to recruit students for the ECE program generally and the ECE Supportive Learning Communities specifically. One outreach worker also has time allocated to collaborate with ECE program coordinator and COM counselor and to provide specific program advising for the Supportive Learning Communities.
- Funding from MarinCARES has been used to purchase textbooks available for semester long loan through the COM library
- Funding from the Child Development Training Consortium and local donor Sausalito Salvage has been deposited with the College of Marin Foundation to support a textbook loan program for ECE students.
- Continued support from COM in the form of unit allocation for project development of the ECE Supportive Learning Communities will be key to the growth and success of this project. The community has responded favorably to the project and enrollment is growing. Without intentional allocation of resources to support the project we will be unable to meet the communities expectations.
- Resources and support to follow ECE students as they leave COM and are in the workforce continue to be urgently needed to adequately evaluate the success of our program. Typical success measures such as certificates and degrees awarded do not capture the outcomes that most of our students have heretofore sought.

SPRING 2008

http://programreview.marin.edu/PSReport.jsp 2/21/2010
Resources to improve and expand Program Advising are critical to the success of ECE students. The entities that regulate teaching in ECE (Community Care Licensing, California Dept. of Education) have related but inconsistent requirements. Those requirements have not aligned completely with COM certificates and degrees in the past but that situation is being rectified. However, student advising in light of the variety requires expertise specific to ECE program and has not been consistently available at COM in the past. Resources and support to follow ECE students as they leave COM and are in the workforce are urgently needed to adequately evaluate the success of our program. Typical success measures such as certificates and degrees awarded do not capture the outcomes that most of our students have heretofore sought. Demonstration classrooms where quality practices in ECE that show what it looks like when the ECE Program learning outcomes are achieved are needed to serve as sites for observation and fieldwork placement. The College of Marin has two such classrooms, Children's Centers on the Indian Valley and Kentfield campuses. Strengthened partnerships between ECE faculty and Children's Center faculty and Director and fieldwork requirement revisions placing almost all fieldwork students in one of the two campus centers make these resources that must be maintained to support the ECE program.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Since the last review, ECE program faculty have collaborated extensively with ESL and Basic Skills faculty and are working to collect and synthesize data to determine the most appropriate levels for us to develop coordinated classes.

We continue to work with community partners from agencies such as Marin Child Care Council, MarinCARES, Marin County Office of Education and others to conduct community outreach for the ECE program.

FALL2008:

ECE Supportive Learning Communities launched in Fall 2008 enrolled 54 students across 6 classes:

- ECE101 (Spanish) - 10 students
- ECE101 (English) - 7
- ECE114 - 7
- ECE116 - 6
- ECE217 - 16
- Speech120 - 8

About 35 more people indicated an interest in joining SLC for Spring 2009 and approximately 25 people who had not been previously identified attended a SLC breakfast on November 15 and indicated their plan to join SLC in Spring 2009.

Extension of the time period to spend the EEIF grant for Fall 2008 through Spring 2009 has been requested. That extension, along with allocation of project support units will enable the following coordination activities in Spring 2009:
• development and dissemination of program advising materials

• continued collaboration with General Education faculty in supporting the inclusion of ECE SLC students in their classes

• presentation of SLC information to COM academic departments

• continued collaboration and development of support mechanisms with ESL program and the Basis Skills initiative

• strengthened partnership and coordination with MarinCARES staff and program advisors

SPRING 2008:

Processes for intentional, systematic collection and organization of relevant data to measure program success and plan improvements will need further development. Tasks for the 2008-09 academic year include faculty development of evaluation tools and student surveys to assess newly adopted course level SLO; review of course level SLO assessment data to evaluate Program learning outcomes; revision of older courses to reflect clearly articulated SLO that align with Program learning outcomes.

IV. Assessment of 2008 Program Reviews:

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

Budgets in the years since program review has been instituted have been rollover budgets so no new resources have been allocated have been granted from previous program reviews.

Rollover budget allocations have allowed the ECE program to continue with the active learning strategies employed using chart paper and markers, to visit fieldwork students in the field, to have one guest speaker per year in ECE classes and to maintain adequate office supplies.

Part and full time faculty are working more closely together on course and program development than previously was the case. ECE has several old courses that need updating, including the development of appropriate SLO. Faculty has met and all are familiarized with program and college level SLO. Courses needed revision have been divided among faculty and all are working on revisions to submit to curriculum committee this Spring.

The program review process of closely examining student demographic, success and retention data as well as the ease of access to that data has resulted in greater attention to it. Faculty are using the data to review and revise their syllabi and instructional practices.

FALL 2008:

The ECE program is a strong program serving a student body that is more diverse than the college in general in terms of ethnic backgrounds and student age. Our retention and success rates exceed both overall COM retention and success as well as statewide rates reported for the TOP code containing most of our courses.

Our program exists in a changing context both statewide and nationally in regard to attention being directed to programs serving young children and debates about the necessary qualifications of teachers. COM ECE faculty have positioned the program favorably through their involvements in professional organizations and local
partnerships to respond to this shifting landscape.

Innovative programs and services for students are developed, leveraging funds available from community partners to strengthen access and success for COM ECE students.

Sufficient resources for program coordination and project implementation by ECE expert faculty are required in order to maintain our ability to respond to policy and regulatory changes and assure the COM ECE students get the education and training they need to be prepared for today's requirements and positioned well for higher qualifications that are likely to be adopted in the near future. Our cornerstone student access and success partnership project, the Early Childhood Education Supportive Learning Communities, is threatened by the lack of commitment of COM resources in the form of units to compensate faculty to lead implementation efforts beyond Fall 2008. It is uncertain how this project will continue without sufficient leadership, oversight, collaboration and hands-on activities to implement the various elements of the project.

SPRING 2008:

The ECE program is a strong program serving a student body that is more diverse than the college in general in terms of ethnic backgrounds and student age. Our retention and success rates exceed both overall COM retention and success as well as statewide rates reported for the TOP code containing most of our courses. Our program exists in a changing context both statewide and nationally in regard to attention being directed to programs serving young children and debates about the necessary qualifications of teachers. COM ECE faculty have positioned the program favorably through their involvements in professional organizations and local partnerships to respond to this shifting landscape. Sufficient resources for program coordination by ECE expert faculty must continue to be provided in order to maintain our ability to respond to policy and regulatory changes and assure the COM ECE students get the education and training they need to be prepared for today's requirements and positioned well for higher qualifications that are likely to be adopted in the near future.

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

- An important instructional technology that research shows is effective in increasing engagement of students in class and student perception of achievement of course SLO is the student response system (clicker) requested. Seeing how colleagues have used the clickers and the results they report of increased class participation have generated excitement in our faculty about the improvements we could make using them. The rapid inclusion of clicker strategies in instructional practices at 4 year colleges also prompts us to want our students to have early and frequent access to this technology.

- A work study student 10 hours per week to provide clerical support for the ECE Supportive Learning Communities is the second priority. The ECE supportive learning communities launched in Fall 2008 are continuing to expand and increased enrollment in the SFSU classes at IVC indicates that students are benefitting from the program and beginning to matriculate. The original excel spreadsheet method of tracking students is rapidly becoming unwieldy and makes access to the data for analysis difficult. An interactive database needs to be developed and maintained as well as the other communication needs noted in depth in the request section. Dedicated clerical support is required.

- Program coordinator computer replacement is overdue. Office computers are essential to
faculty function, particularly for the coordinator who program advising, accesses Banner student data to verify course completion for ECE SLC and CDTC grants, uses Banner data to determine appropriate placement levels for ECE SLC students and manages the program budget. IT advised me two years ago that the maintenance agreement was expiring and that I should request replacement. Replacement has been requested in both previous program reviews but not awarded.

All other instructional and non-instructional budget items are conservatively estimated and frugally managed. Most represent a simple rollover of previous allocations or modest increases. All are needed to support the ongoing excellence of the ECE program.

VI. Other concluding remarks.
Program Summary
EMT-2009

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

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

The overall program structure has been excellent. The National EMT registry has a pass rate for this program as 95%, far greater than the National average of 70%. We continue to have support from this county’s EMS office, fire departments, hospitals, and volunteer groups. Over the last 5 years we have had a tremendous positive impact on our reputation by instilling in our students the value of good first impressions and the need for providing care that they would want for their family. All of our program students wear class shirts which identifies them and show the program from which they are from. Over the years our diversity has changed. What was once an all young male class has become a very mixed group of students. These students are not only a mix of ethnic cultures but also a diverse range of age.
Staff is not from just one sector of pre-hospital care rather we have a mix from volunteer groups, fire, ambulance, and hospital. This allows the student a far greater diverse direction after this program but get there answers meet first hand by speaking to one of these lab assistances.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

This program needs some key resources to remain at or exceeding this college’s goals. Classroom that has the area space for lecture and lab. In this classroom there needs to be sufficient AV equipment, supplies, and lab assistances to be able to deliver quality instruction.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Attempts have been made to attract students in high school and those just graduating high school. No data showing an increase has been noted. This program instituted required pre-reqs which has led to a better retention rate and improved overall enrollment. The addition of the all day Sunday class 2 years ago has captured students that we would not be seeing otherwise. We have better coordinated the PE215 class with the needs of Fire Tech 112. This has allowed the student interested in this line of work to flow from one class to the other.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. None.
2. n/a
3. We have changed textbooks, improved equipment with VETA money and tried to better the retention rate for all program classes.

http://programreview.marin.edu/PSReport.jsp
4. We have increased success rates for actual EMT certifications. We have seen a greater success in diversity for students going into related occupations.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1,2,3. It is difficult to put the needs in a priority list; they are all important.
New DVD's - to deliver the most up to date material for this subject matter.
A part-time clerical assistant - to process the needs and requirements for the students.
LCD projector - this is the rubber meets road belief. Can not get it to the student if there is no way to project it.

By gaining these items above it is my belief that the program can continue to expand and improve. The need for excellent EMTs is on the rise in many sectors of pre-hospital and in-hospital care. As health care problem continue so doesn't the growth to this profession. EMT's are needed more now than ever and the growth potential is great.

VI. Other concluding remarks.
none.
Program Summary
ENGG-2009

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

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

The current Engineering Transfer Program successfully:
*maintains an appropriate (albeit minimum), well scheduled, and completely articulated set of course offerings that allows students to complete engineering transfer requirements.
*achieves high levels of retention and success within the ENGG discipline courses.
*appears to achieve relatively high transfer rates and post-transfer student success.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Despite apparent success in preparing students academically for transfer, the Engineering Program, especially the upper level ENGG courses, have been plagued by low enrollments for some time. While these enrollments are low in absolute terms, they are actually about average for CCC’s in relation to overall college size, reflecting statewide systemic problems associated with engineering transfer education in CA. Nevertheless, any success in increasing these enrollments would bring considerable benefits to the ENGG program, to other math and science programs, and to the college as a whole (and, in a more indirect sense, to the county, state, and nation by increasing the number of domestically trained engineers).

OUTREACH--One obvious strategy, which is being pursued by colleges and universities around the U.S., is to enhance our K-12 outreach activities in order to promote both the engineering profession generally, and COM's Engineering Program specifically. An effective outreach program will require planning and a sustained commitment to provide adequate institutional support.

MATRICULATION--Additionally, since there appears to already be a substantial number of self-declared Engineering majors at COM, better identification, advising, tracking, and support of students could help to increase the percentage of those students who appear in ENGG courses, as well as help to clarify the academic pathways and existing barriers that may explain this apparent discrepancy.

INSTRUCTIONAL EQUIPMENT--As professions and as academic fields of study, the physical sciences and engineering are equipment intensive; consequently, adequate and predictable funding is essential to maintaining modern equipment inventories for both laboratory and "lecture" purposes. Modernizing equipment in all of the physical science disciplines will not only improve our ability to achieve learning outcomes, but will also likely lead to higher enrollments as a result of the improved student perception of our programs.

FACULTY--Any future expansion of ENGG offerings would necessitate additional full-time faculty hiring, at least within the department (to shift loads) if not the discipline. There is currently only one FT faculty member (Erik Dunmire) who is assigned less than half his teaching load to engineering, and who is often called upon to serve in other non-instructional capacities (e.g., Interim Dean, Department Chair, etc.). Because of the complexity of curricular requirements, instructional equipment, course scheduling, etc., maintaining a functional Engineering program requires considerable non-instructional work that can only be carried out by a FT faculty member. While it is not uncommon in CC's to share Engineering faculty with other Physical Science disciplines (e.g., Physics, Computer Science, Chemistry), the current dearth of faculty in the Physical Science Dept (less than 40% of units taught by FT instructors)
tends to pull faculty away from, rather than toward, service to the Engineering program.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Strategy 1: Increase "self-awareness" via improved data gathering, in order to support decision making.
   a) Improve student data collection, management, and documentation practices within ENGG courses so as to enhance and streamline assessment of course-level and program-level SLOs.
   b) Work with the college to improve student data collection practices and matriculation processes to enhance the identification and tracking of prospective engineering students.
   c) Seek access to post-transfer performance data in order to evaluate overall success of entire Engineering Transfer Program.

Strategy 2: Continually re-evaluate and update curriculum in response to a dynamic educational and occupational environment.
   a) Update course outlines to ensure ongoing articulation.
   b) Update A.S. degrees to reflect current course offerings.
   c) Continue to attend annual ELC meetings in order to anticipate upcoming changes in transfer requirements and share best practices with other Engineering faculty.
   d) Consider opportunities to incorporate current societal trends (e.g., sustainability, energy issues, etc.) into curriculum.

Strategy 3: Improve student access to Engineering transfer
   a) Plan and seek institutional support for a K-12 Engineering outreach program to promote interest in, and preparation for, Engineering study.
   b) Contingent upon availability of data, attempt to analyze streams of prospective Engineering students to identify potential barriers to persistence in the program or other reasons for low appearance of students in ENGG courses.
   c) Investigate the establishment of a MESA program at COM to provide support to students from under-represented groups in Science and Engineering.

IV. Assessment of 2008 Program Reviews:

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

A. Increased TU to allow offering of new lab course for Electric Circuits. Unfortunately, due to low enrollment, this course (both lab and lecture) were cancelled.

B. Approval of IE funds to purchase a laptop computer to be used by students as a digital interface with equipment for data collection and analysis in some of Engineering lab courses. This computer has been ordered, and should be put to use sometime this semester in the Engineering Materials course.

C. Revised (or deleted) course outlines for all of the ENGG courses, with the exception of one course (ENGG 125) that is still in the process of revision. The AS degrees for Engineering and for Engineering Technology are also in the process of revision or deletion (draft proposals were submitted to Curriculum Committee in November 2009).

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Maintenance of historical unit offerings and supply/equipment budgets will allow us to continue to offer the 'bare-bones' Engineering transfer program that we have historically offered. In light of the current economic/budget environment, we have
not requested any additional funds or units for 2010-11.

VI. Other concluding remarks.
Program Summary
English-and-Humanities-2009

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

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

The English Department offers tutoring to all CoM students in any discipline supporting student success at the college. In fact, WASC recognized the important role the Department plays in student access and success by indicating that one of the strengths of the college was the development and implementation of the Online Writing Center which offers students access to tutors 24/7.

Our English Writing Lab facility, LC110 is poised to become a College Wide Writing Center where any COM student can receive help with writing projects. Currently, the Online Writing Center offers 24/7 assistance with writing projects to COM students. We have begun to explore reviving tutoring connections with Behavioral and Social Sciences, helping their students with term papers and reports. We have begun discussions with Library faculty on ways to incorporate fully developed research components into Composition courses and have begun exploring ways to partner English and Library on the information competency requirement that looms on the horizon.

Partnerships
Following the model of our agreements with Dominican University and Mills College, we wish to pursue the same kind of mentoring agreement with SFSU as well as maintain and strengthen the ties described at left. We will encourage a revival of the Josephine Miles Fellowship with U.C. Berkeley in which community college English faculty were reassigned to a semester's teaching undergrads at Berkeley.

Student satisfaction with the quality of philosophy courses at COM is consistently high. In addition to routine yearly administrative evaluations, student satisfaction surveys are administered 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.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The English Department could better improve access and success of students if the following key resources were provided:

1. Hiring of at least 4 full-time instructors

The English Department has had 7 retirements with no replacements in 7 years. The department will only have three full-time instructors in English by fall 2010, so hiring at least 4 tenure-track instructors is a vital goal.

2. Upgrades to the Writing Center (LC 110)

The English Department has been a leader in providing all COM students in any discipline with a Writing Center, a student service that provides writing support to all students at COM. More and more students use this service each term; as a result, the equipment is in much need of upgrade and repair. The Writing Center houses computers and monitors that are over 7 years old. Due to the increased traffic over the past few semesters many students are not able to work on the computers or must wait in line to use the equipment. Upgrading and purchasing more computers to serve the students would benefit their access and success.

3. Increased staffing the Writing Center.
The Department coordinates a traditional Writing Center and an online (virtual) Writing Center to meet the varied needs of students and to offer access to students who may be unable to visit a tutor in person. Both of these services require the staffing of Instructional Specialists to tutor students. Increased hours for the staff would enable the department to expand tutoring hours for night classes and early morning classes.

Current arrangement is unfair to transfer students who need as much if not more help than basic skills students.

4. More course offerings in diverse modalities.

Offering courses in a variety of formats, traditional with web enhanced tools, hybrid, and online would allow students to choose the format that they are most comfortable with and that works best with their schedule. The ultimate goal of offering English 98, 120, 150 & 151 in these varied formats would provide students with improve access to these courses. Many students have difficulty completing their educational goals, especially if they cannot kind a traditional course to meet their schedule needs. Offering hybrid and online formats each semester would provide students with these alternative courses to meet these scheduling demands.

5. Upgrades to the computer classroom (BC 101).

Since the birth of the Computer Classroom students have had the opportunity to learn using modern writing and research tools. This classroom equipment is in need of repair and upgrades so we can continue to prepare students to write using tools that are now considered common to a writer in any workplace. Students who take writing courses in a computer classroom are better equipped to meet the challenges of a technical work place.

6. Improved faculty training opportunities and Coordination with the Distance Education Program in using online tools for courses.

Instructors should be encouraged to develop online tools such as Blackboard web sites to use in conjunction with their existing courses. Offering instructors and students access to online course management systems like a Blackboard site would also encourage the development of more hybrid and online courses in the department. These tools would also allow students access to instructional materials such as handouts and syllabi throughout the semester.

Data/Background/Explanation of key resource needs:

Need for Full-Time Instructors:

English Courses alone serve approximately 1,000 students per semester, and recent retirements have depleted our full-time instructional staff. In the fall 2010 semester the English Department will have only 3 full-time English instructors. The majority of the teaching units in the English department are earmarked for part time staffing. This is in excess of three full time positions. Clearly the College needs to hire new full-time English instructors. Four full-time positions are needed due to recent retirements and program growth.

Furthermore, enrollments in Philosophy and Humanities course have surged with hiring of John Marmysz, calling for another full-time instructor to serve student demands in these fields. Along with the need for additional full-time instructors is both English and Philosophy/Humanities, we request office space-holders for the new members of our Department. Once hired, English/Humanities instructors will need offices in Harlan Center where they can most effectively communicate with their colleagues in the Department. Proximity to other Department members is crucial in networking among instructors as well as being essential for student access.

The Philosophy and Humanities programs are quite healthy as well and a part time pool should be developed immediately. It's conceivable that with careful enrollment management, an additional full time Philosophy/Humanities instructor could be hired within the next year. In order to continue to offer students access to quality education and to insure
success services like the Online Writing Center, online class offerings and offerings in different modalities must be supported, specifically by making sure these services and the DE program has strong leadership and administrative support. Currently there is no such position at the college. Other colleges have a separate staff member whose job it is to run the Distance Education program. Hiring such a staff person, like a Coordination for DE Courses, would insure that these online services and courses would be supported.

The English Department students and students in other departments would benefit from a strong Distance Education program. The DE program could offer training and support for students and faculty in the development and maintenance of online tools for teaching and learning.

**Professional Development**

Ongoing technology training is needed in order to encourage the use and development in existing courses. Additionally, professional development workshops on issues such as plagiarism, copyright laws, ESL and DSPS tutoring and initiating a professional lecture series such as Bay Area Writer would improve the program.

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 150, 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.

**Need for Additional Instructional Units:**

Due to budget cuts on the state level in California, the CSU system alone has announced that it will turn back approximately 10,000 students next year. This number warrants that we brace for the projected influx of students. In fall, 2008, VP Martinez directed Dean Snyder to open additional sections based on projected fallout form the UC and CSU systems, and we opened three new sections in the English composition sequence.

Additionally, because of Janet Mackintosh’s retirement, one course that she developed, taught and brought to popularity, English 237, The Literature of American Cultures, was canceled due to low enrollment as it was listed in the schedule as being taught by a junior member of the Department. We have always maintained that a diverse curriculum is crucial to the well-being of the Department’s offerings and to the general health of the overall offerings of the college. Transfer students, in particular, need a rounded curriculum from which to acquire necessary transfer requirements, and lifelong learners have been a mainstay of the Department’s elective offerings. Though English 237 was canceled in the fall 2008 semester, the projected influx of UC and CSU students, as well as the need for a well-rounded list of offerings, speaks to the need to continue the units for this and other electives. English 237 fulfills transfer requirements in several areas including cross-cultural.

**Need for Additional Instructional Specialist Hours:**

Recent reduction and redistribution of Instructional Specialist hours has made student access inequitable; the Department fall 2007 advocated for the Instructional Specialist program, yet the redistribution was conducted against Department wishes. Currently, a study group is being formed to study the IS configuration. At least three Department members are taking part in the study.

In question is the reduction and/or elimination of Instructional Specialist hours from upper level, transfer courses. These courses (E 150, 151 and 155) put greater demands on student writing, so the impact of the reduction of hours in the IS program on students in these upper level transfer courses must be studied thoroughly in order to
ensure that our students receive equitable support. Additionally, the recent implementation of Accuplacer has impacted students in upper level courses, and we are still in the beginning stages of determining the accuracy of placement. In spring 2007, we made adjustments to placement scores; however, consensus in the Department is that further adjustments must be made to ensure student success. Many students have been inappropriately placed in English 150, and the reduction of IS support has proven detrimental to overall student success in this class level. A rigorous study in the interest of student success must be undertaken, and we have determined to continue such study. Furthermore, the inaccurate placement endangering student success entails, by Department consensus, that we reinstitute a writing component to the existing placement test. For this writing test, we will need additional Instructional Specialist support hours to monitor placement results, the exact number of which must be determined by further investigation.

Need for Study of Proposed Merger of English, Basic Skills Labs:

Original Program Review findings point away from merger of Basic Skills and English. In issuing the call for our fall 2007 Program Review, President White guaranteed the Departments that she would honor the results of the program review as to the department structure, whatever it is determined to be through program review. The Review concluded that in the interest of student success, the departments should not be combined. However, a new proposal out of the Basic Skills Initiative is to combine the English writing Lab with the Basic Skills Writing Lab. As this is a new development, one not suggested in either the Basic Skills Program Review or the English Review, it will need thorough study. A call for participants has gone out through the Academic Senate, and three volunteers from the English Department have already committed to take part. Perhaps thorough study is needed. However, the English Program Review includes thirty years of research compiled and prepared by Hunter R. Boylan and D. Patrick Saxon through the National Center for Developmental Education, which shows that the key to successful remediation are remedial courses that have coordination and communication afforded by a centralized structure. The research also shows that successful remediation includes coordination between instruction and the labs. Thus, the English Review suggests that improved coordination among remedial courses including coordination in the labs is a means of better supporting our students. It is reasonable to conclude that our students could be more successful if teachers who work in the labs across the composition sequence had coordinated curriculum and opportunity share their strategies in a centralized location.

Distance Learning Offerings:

Offering more sections of online courses in the English program at CoM would serve student needs at CoM by offering courses that are more accessible. Online and hybrid sections of developmental English classes (English 120 and English 98), online and hybrid sections of English 150 and online and hybrid sections of English 151 should be offered every semester to promote growth of the online offerings.

Additionally, supporting online student services by staffing and running the Online Writing Center will help with student retention. The OWC offers online tutoring for students in the area of writing. Student surveys indicate that the tutoring support offered by the Online Writing Center in addition to the on-campus tutoring service has helped to improve writing and success in classes.

Recent research shows that in states of economic decline (like the one the nation is currently facing) students turn to community colleges for retraining or for continuing to pursue educational goals. Research also confirms an increase demand for Distance Education classes. According to Ken Nathar, a Specialist in the Academic Planning & Development System Office for California Community Colleges, the Distance Education Report for the period of FY 1995/96 though 2005/06 that was presented to the Board of Governors at their July 9th, 2007 meeting indicates that:

During the downturn in the state economy beginning in FY 2002/03, system-wide the student enrollments in traditionally delivered courses (i.e., classroom-based, face-to-face) declined. Beginning in 2003/04, traditional student headcount declined 10.1%; in FY 2004/05, another 9.7%; and, most recently, in FY 2005/06, 6.2%. Since FY 2002/03, the colleges have lost over 463,000 student headcount, a drop of 17% in the traditional student headcount.

In contrast, since FY 2002/03, DE student headcount grew by nearly 55%, adding 106,823 students to the DE student headcount. The current DE student headcount of 301,073 in FY 2005/06 represents an opportunity for those students to continue their education at a distance. A look at the types of courses students are taking at a distance reveals that these students enroll in transferable courses used to help accelerate their completion of a degree or program. The top five courses taken by DE students based on FTES generation includes Mathematics, History, Psychology, English, Sociology--all
degree applicable and transferable subjects. The FTES generated by DE courses during the last five fiscal years (FY 2001/02 through 2005/06) has grown by over 38,000 FTES, starting at 20,088.15 in FY 2001/02 to last year's 58,135.26 FTES. This represents a significant source of revenue to the colleges. Other projections show that 50 percent of high school courses will be taught online by 2019, according to the Executive Director of Education at Innosight Institute, a nonprofit research group. An increase of online offerings in COM's English department would meet this rising student need. Increasing student support services, especially in online formats, to combat attrition, rather than adding restrictions on instructor loads and/or canceling sections would increase student retention and success.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access & success?

Coordinated Department Planning to improve enrollment, student learning, access & success:

- The Department has been involved in continued and frequent curriculum planning and alignment workshops move students through the English series of core composition courses. The curriculum planning includes frequent and continual analysis of the Five College Learning Outcomes: Written, Oral and Visual Communication, Scientific and Quantitative Reasoning, Critical Thinking, Problem Solving, and Information Literacy. The Department also reviews of the course outline of records on a continual basis, to insure the inclusion of Student Learning Outcomes.

- In coordination with the Distance Education program at COM, the department has been working to offer more sections of online and hybrid courses in the Department.

- The Department has also coordinated student success services such as the campus-wide Writing Center and the Online Writing Center to improve enrollment, student learning, access and success.

Further, the Department has used enrollment figures, student feedback and classroom assessments to establish the following short and long term goals in order to improve enrollment, student learning, access and success.

Short-Term Goals to be implemented in fall 2010 and spring 2011:

1. Hiring of tenure-track instructors. Due to several recent retirements, the department will only have three full-time instructors in English by fall 2010, so hiring at least 4 new tenure-track instructors is also a goal. For a department that serves as a foundation to the transfer program and that also serves provides the pre-requisite classes to many other disciplines and programs, it is imperative to have more full-time instructors responsible for developing the program, revising curriculum, and for participating in college-wide committees to strengthen the teaching and learning at COM.
2. More course offerings in diverse modalities. Offering courses in a variety of formats, traditional with web enhanced tools, hybrid, and online would allow students to choose the format that they are most comfortable with and that works best with their schedule. The ultimate goal of offering English 98, 120, 150 & 151 in these varied formats would provide students with improved access to these courses. Many students have difficulty completing their educational goals, especially if they cannot kind a traditional course to meet their schedule needs. Offering hybrid and online formats each semester would provide students with these alternative courses to meet these scheduling demands.

3. Improved faculty training opportunities in using online tools for courses. Instructors should be encouraged to develop online tools such as Blackboard web sites to use in conjunction with their existing courses. Offering instructors and students access to online course management systems like a Blackboard site would also encourage the development of more hybrid and online courses in the department. These tools would also allow students access to instructional materials such as handouts and syllabi throughout the semester.

4. Upgrades to the computer classroom (BC 101). Since the birth of the Computer Classroom students have had the opportunity to learn using modern writing and research tools. This classroom equipment is in need of repair and upgrades so we can continue to prepare students to write using tools that are now considered common to a writer in any workplace. Students who take writing courses in a computer classroom are better equipped to meet the challenges of a technical workplace.

5. Upgrades to the Writing Center (LC 110). The English Department has been a leader in providing all COM students in any discipline with a Writing Center, a student service that provides writing support to all students at COM. More and more students use this service each term; as a result, the equipment is in much need of upgrade and repair. The Writing Center houses computers
and monitors that are over 7 years old. Due to the increased traffic over
the past few semesters many students are not able to work on the computers
or must wait in line to use the equipment. Upgrading and purchasing more
computers to serve the students would benefit their access and success.

Increased funding for staffing the Writing Center
would also improve student access and success. The Department coordinates a
traditional Writing Center and an online (virtual) Writing Center to meet the
varied needs of students and to offer access to students who may be unable to
visit a tutor in person. Both of these services require the staffing of
Instructional Specialists to tutor students. Increased hours for the staff
would enable the department to expand tutoring hours for night classes and
early morning classes.

Long Term Goals Developed by the Department and included in the Official English
Department Plan

GOAL 1: DIVERSITY AND ACCESS.
To provide our students a supportive and cohesive environment for transfer needs and
lifelong learning
Objective 1.1: Attract larger number of students representing diverse language and
cultural groups.
Strategies:
? Review, revise and advertise to the community the courses that reflect diversity.
? Initiate communication with COM Alumni Association so it can be used as a
recruiting resource.
? Apply for outside funding from agencies such as ETF to facilitate effective
articulation with the County?s high school English teachers.
? Contact Community-based organizations and other community resources to recruit a
more diverse student population.
? Investigate developing a high school outreach program
Assessments:
? Increased contacts with local highs and community resources.
? Increase retention rates annually.
? Develop intersession and/or summer programs.

Objective 1.2: Attract and retain historically under-represented students into
the English Department.
Strategies:
? Establish baseline of historically under-represented students.
? Form Department connections with COM?s ESL Program.
? Do outreach into the community to recruit non-native speakers into the College.
? Offer at least one literary event a semester through the College?s Community
Education program. These events would focus literature that reflects the diversity of
Marin?s population.
Assessments:
? Document number of students of diversity; increase this number annually.
? Document the attendance at the events, noting those that attract the most
participants.
Objective 1.3 Increase the number of students enrolled in courses that focus on
diversity.
Strategies:
? Increase the number of courses reflecting diversity taught each semester.
? Insure that issues of diversity are considered in all courses;
? Provide resources for faculty who wish to develop new courses.
Assessments:
? Measure number of students taking courses that have a diversity component.
Increase this number annually.
? Measure number of student taking courses that focus on diversity.
Increase this number annually.
Objective 1.4 Maintain and increase awareness of diversity in the Department.
Strategies:
? Offer Flex Time activities and other opportunities to discuss learning styles and
pedagogy.
? Insure compliance with ADA and EEOC issues in the Department.
? Emphasize diversity in the hiring of new faculty.
Assessments:
? Number of opportunities to meet with focus on diversity.
? Compliance with regulations.
GOAL 2: CURRICULUM DEVELOPMENT
To develop curriculum that promotes academic success and lifelong learning
Philosophy: The English Department writing program covers a range of courses from
Basic Skills to (transfer level) College Composition. Students are placed into
courses on the basis of their performance on placement tests. As they move from one
level to the next, students strengthen their skills in sentence construction,
paragraph development, essay construction, research techniques, critical reading,
critical thinking, and appreciation of a variety of texts. The Literature electives
are essential to our overall program.
Objective 2.1: To provide richness, variety, thematic and historical curriculum, and
opportunities to investigate theory by providing Literature electives that serve
both majors and non-majors.
Strategies:
? Clarify course requirements and strategies for all instructors
? Coordinate writing requirements, reading assignments, and grading policies for all
sections of the same course.
? Provide readers or tutors for all composition courses to ensure that students write
frequently, get expert tutorial advice, and receive in-depth evaluations of their
papers.
? Continue to develop the Writing Lab.
? Maintain clear coordination between levels & between faculty members.
? Offer workshops in basic skills for advanced students that are widely publicized.
? Increase the number of literature or creative writing courses offered in traditional
and online formats.
? Develop curriculum that builds upon previous experiences, either at this institution
or from transfer institutions
? Conduct assessment and placement by faculty familiar with the range of the program.
? Offer a wider range of literature classes each semester.
? Revive courses that are listed in the catalogue and have not been taught for several
years, e.g. Introduction to Poetry, Advanced Composition, Introduction to the Novel.
? Introduce cross discipline classes, e.g. The Renaissance in the Humanities, covering
writing, art, and history.
Objective 2.2: Develop beginning writing courses that include explicit reading
instruction reflective of current reading pedagogy to more effectively promote student
academic success.
Strategies:
? Investigate approaches to integrate reading instruction.
? Introduce courses that are directed at contemporary needs, e.g. Post-colonial World
Writing, Film and Literature, The Holocaust in Writing and Film.
? Implement faculty discussions/panels/seminars on program development and current
practices.
? Integrate critical thinking, reading, writing, and other modes of communications
such as speaking, and listening.
? Address directly students? reading practices. Reading is critical to academic
success, and we strive to include a greater range and depth of reading in our program
since students who improve their reading tend to improve their writing and vice-versa.
? Encourage readers to read for ideas and to process units of meaning rather than
focus on word-by-word reading since an active reading style is vital to improving
reading comprehension
? Approach the teaching of writing by inviting students to write prose pieces of
variable length and complexity. Writing is not exclusively taught in a progression
from the sentence to the paragraph to the essay but also, like reading, addressed on
levels of increasing complexity and depth (the whole language approach, involving
reading, writing, speaking and listening).
? Emphasize critical thinking not limited to concepts of formal logic nor to entirely
personal problem-solution paradigms. Rather, critical thinking in academic settings
is textually-based; thus, student writings should largely be based upon a response to a
reading, a chapter, a book, a movie, a television show, and so on. Consequently,
academic critical thinking includes grouping items and seeing patterns; drawing
inferences; evaluating for purpose, synthesis and argumentation; differentiating fact
from opinion; asking questions; evaluating for standards of fairness and accuracy; and
making judgments. In other words, students in developmental composition classes
should practice response, summary, analysis, evaluation, and argument.
Employ a process-oriented rather than a product-oriented approach to writing. Students should be encouraged to write and revise preliminary drafts of substantial written work, to improve their writing through focused peer discussions, and to provide self-evaluation of their written works. Additionally, students should receive prompt feedback throughout the process from their instructors, from their peers, from Instructional Specialists, and, as appropriate to the individual needs of the student, from the Writing Center.

Include full-length works, defined as any work that sustains themes, including a book of short essays by a single author. We suggest that the work(s) be integrated into the course thematically. On the developmental level, we recommend that non-fiction be used; that if fiction or autobiographical works are assigned, they be analyzed for issues, themes, and aspects of composition pedagogy connected to other readings in the course rather than for literary aspects; that a combination of book-length works and short essays be used to provide a variety of models; and that students be asked for both personal and analytical responses.

Increase students' familiarity with and knowledge of academic culture, themselves as learners, and the relationship of the two.

Objective 2.3: Support new teaching techniques introduced by educational technology, integrating these techniques in existent courses and providing new sections to meet the new technology.

Strategies:

- Encouragement to participate in professional training, workshops and conferences.
- Sponsorship of faculty discussions/panels/seminars on current research and work, together with members of other Department.
- Offer Flex Time activities each semester to familiarize faculty with current practices and potential opportunities.

Objective 2.4: Continue to successfully prepare transfer students for further education, as well as in satisfying demands for an A.A. at graduation.

Strategies:

- Development of new curriculum
- Working with counseling to substantiate new requirements
- Attempt to reach students who have passed through the program for their responses to levels of preparedness.

Objective 2.5: Develop new courses in literature or creative writing online.

Strategies

- Conduct feasibility studies
- Identify likely courses and faculty
- Advertise course offerings locally and on Departmental web site

Objective 2.6: Develop, establish, and market non-credit courses aimed specifically at senior citizens and retirees.

Strategies

- Participate in campus-wide elder-hostel courses.
- Determine appropriate courses.
- Select faculty interested in participating.
- Promote courses through local media and through the Department's web site.

Curriculum Development Assessments

- Transfer rates to state colleges and universities, in comparison to programs at similar institutions statewide.
- Success rates of transfer students in passing competency exams at transfer institutions.
- Number of students going on to graduate work, in comparison to programs at similar institutions statewide.
- Number of repeat students.
- Number of students participating in various programs.
- Number of faculty participating in various programs.
- Number of courses offered, particularly online literature or creative writing courses.
- Data analysis of feasibility studies.
- Course evaluations of online courses.
- Number of hits on promotional web site.

GOAL 3: TECHNOLOGY

To maximize effective use of technology in all facets of the English Department's mission.

Objective 3.1: Develop a strategic plan for the English Department technology needs.

Strategies:
Create an English Department Technology Committee? and expand its mission to all aspects of computer-assisted instruction and web use in the Department. This committee will oversee the following goals:

1. To provide technology resources suited to the professional teaching, research, and service missions of all faculty (full-time, part-time, and all full-time staff in the Department).
2. To consider expectations of future needs, and to use imaginative speculation about how the digital distribution of knowledge will affect English studies.
3. To offer a climate and philosophy of technology support that recognizes the role of faculty leadership in determining both classroom and lab technology needs, improving how we serve students.
4. To create productive dialogues and working relationships with technical support staff.
5. To establish adequate technological training and support of faculty.
6. To profile a systematic, documented, and continually reviewed overview of all English Department technology needs, strategies, implementations, and goals.
7. To search out, categorize, and apply for technology-related grants and Awards applicable to English Department administration, instruction, and research.
8. To develop budgeting strategies, in cooperation with appropriate College and University programs and officials, that will allow the Department to provide its faculty and students with access to reasonably up-to-date, well-maintained workstations and current versions of necessary software;
9. To actively promote the use of computer-based resources for administration, instruction, and research within the English Department.
10. To provide increased technical support within the Department, for faculty acquiring new information-technology skills.
11. To provide equipment that will allow the Department to begin producing multimedia instructional materials.
12. To formally address the use of computers in the classrooms by instituting a mentoring program for faculty and who wish to explore the use of computers in the classroom.
13. To continue development of the Department? s World-Wide Web site with the aim of eventually transferring the Department? s public information, and (as appropriate) its internal communications and record keeping, to the Web.
14. To streamline administrative operations within the Department by taking advantage of the World-Wide Web.

Assessment:

? Consult the International Society for Technology in Education to promote appropriate uses of information technology to support and improve learning, teaching, and administration education and teacher education.

? Consult Technology Committees, labs and computer classrooms at other Bay Area Community Colleges.

Objective 3.2: Maintain Administrative Support.

Strategies:

? Hire support staff who understand both the emerging technologies and the discipline of English.

? Support faculty development in technology to require:
1. release time
2. other forms of support or compensation
3. adequate training opportunities

? Support that individual advances in classroom technology implementation and related Web and media materials deserve:
1. appropriate Tenure & Review recognition, and
2. corresponding incentives for non-tenured faculty members.

? Support policies that provide for the following computing and media equipment needs:
1. Office and classroom computer workstation resources that meet the needs of all English Department teachers (full-time and part-time faculty, adjuncts, and teaching assistants). (Basics include up-to-date processor speed, memory capacity and display hardware; convenient large-file storage features; multimedia and other peripheral support to suit the academic needs of the individual user.)
2. Appropriately parallel software access and upgrades in classrooms and faculty offices, and among English faculty, administrative, and support staff offices.
3. Regular office and classroom hardware and software upgrades, in line with satisfactory academic computing standards.
4. Adequate (full-time) staff computing resources
5. Ceiling-mount classroom computer projection units
6. Adequate classroom shared-drive storage with read/write/modify access for students
7. Faculty office access to: adequate networked back-up storage; Department shared-drive storage; student shared-drive space
8. Office desktop access from faculty?s off-campus personal or home computing desktop

http://programreview.marin.edu/PSReport.jsp
9. High-resolution flatbed scanner in the main office
10. Expanded support for early adopters learning non-standard software
11. A classroom outfitted for training in popular, non-standard software such as Macromedia (Dreamweaver) and Adobe (Photoshop) products as needed for instruction

Support of Media and Telecommunication Needs
1. Convenient CD burner station with adequate storage
2. Well-maintained classroom overhead projectors
3. Sufficient VCR/DVD playback units (or other appropriate media)
4. Sufficient office telephones, with message service, for full-time faculty and adjunct faculty
5. Well-maintained main office fax, and copy machines.
6. Department-owned up-to-date digital camera with such features as preview option, in-camera jpeg formatting
7. Study and development of improved methods of disseminating course materials, such as faculty-authored CD-ROM (or other media-based) course materials
8. CD-ROM/DVD (or other appropriate media) bookstore agreements involving faculty-authored materials
9. High-resolution flatbed scanner in the main office.

Assessments
? Inventory equipment available to English Department staff to ensure a the staff?s needs are met..
? Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
? Interview staff to determine an increase in their access to and use of English Department technology resources
? Interview English Department faculty regarding their understanding and use of Department Technology resources for their teaching and research.

Objective 3.3: Encourage online communication within the Department and ensure greater access to technology for English Department faculty.

Strategies
? Utilize e-mail for Department communication.
? Develop the English Department Web page for increased communication among students and staff.
? Ensure that faculty has access within the English Department to a ratio of up-to-date desktop computers to be determined by the Technology Committee and to fit within practical limits of the purchase and maintenance of equipment.
? Provide regularly scheduled workshops on use of the various kinds of technology actively used in the English Department.
? Ensure that clear documentation, both online and in print, is readily available describing in detail what English Department technology capabilities are available and how to use them.

Assessments
? Inventory computers in the CWC and labs regularly available to English Department students to ensure a proper ratio of capable machines.
? Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
? Interview students to determine an increase in their access to and use of English Department technology resources.

Objective 3.4: Continue the English Department?s development of and support for innovative on-site computer-based instruction, including the growth and extension of Computer Writing Classroom.

Strategies
? Continue funding of English Department?s Computer Writing Classroom, computer-support staff, software upgrading, and equipment upgrading.
? Continue and increase administrative encouragement of teaching through the English Department that uses theory-support, computer-based interactive processes.
? Create more computer writing classrooms like the classroom in Bc 101 to support and encourage computer integrated instruction.
? Continue funding of the Writing Center (LC110) including upgrading of equipment and adding additional computers for student use.

Assessments
? Assess funding levels for supporting computer-related instructional levels.

Objective 3.5: Increase distance learning courses offered.

Strategies
? Publish on the English Department?s web page information and narratives from faculty and students promoting the development of distance learning courses.
? Provide an English Department faculty workshop presenting the characteristics,
possibilities, and implementation of web-based distance learning and other web-based instructional support as well as other delivery modes of Distance Learning courses such as streaming video, DVD, radio, and television.

? Establish a Distance Learning Committee in support of online instruction

Assessments
? Mark the existence and use of relevant web pages
? Mark the existence of a faculty workshop promoting student distance learning and evaluate through workshop participant surveys

Objective 3.6: Obtain significant technology-related grants and financial support for English Department technology initiatives.

Strategies
? Collect information regarding Department capabilities, national grant opportunities, and how the two intersect in order to generate grant proposals.

Assessments
? Review grant opportunities within the English Department.

? Objective 3.7: Strengthen the Department web site

Strategies
? Encourage all administrative and instructional documents be placed on the English Department?s web site.

Assessments
? Review by the Technology Committee of all administrative materials placed on the English Department?s web Internet to document both the increase in such material and the effectiveness of its presentation.

Objective 3.8: Increase advocacy for access through the library of online journals and documents for research and instruction.

Strategies
? Create a Technology Committee liaison with relevant personnel in the library to gain continually upgraded knowledge of library online resources and publish such information on the English Department web page.

Assessments
? Interview English Department faculty and students regarding their understanding and use of online journals and documents in their teaching and research.
? Review English Department Technology Committee reports of liaison activity with library personnel to ascertain an increasing Departmental understanding and use of such resources.

GOAL 4: COLLEGE OF MARIN WRITING CENTER PLAN:
A partial restructuring of the Instructional Specialist Program

Philosophy
The English Department at COM recognizes the need for further development of an Interdisciplinary writing center to promote writing across the curriculum and to provide students with help on writing assignments in a variety of disciplines. The goal of the Writing Center (WC) will be to encourage students to examine their own writing process to further refine these processes in light of the response they receive from the instructor, Instructional Specialists, fellow students, and tutors. The WC will also encourage instructors across disciplines to include more writing assignments in their courses by providing the necessary tutoring support for their students. Although attention to matters of correctness will be discussed during tutoring, the emphasis during the tutoring sessions will focus on getting students to write in an engaged manner with a clear sense of purpose and audience.

Adapt aspects of the existing Instructional Specialist Program to help staff and administer the Writing Center. The English Department must maintain flexibility in employing I.S.?s in a variety of ways to meet student needs, including as tutor/readers assigned to specific classes and in staffing the Online Writing Center. The philosophy of the WC will incorporate research in recent composition theory to help students improve their writing with an increased attention to the whole process of writing, including the thinking that goes on before words are put to paper (or to screen); increased awareness of writing as communication; increased attention to the social context within which writing occurs (audience and purpose); increased awareness of the extent to which all writing is collaborative.

The WC facility should be a place where new epistemological weaves can be realized. As technology shifts, so does writing instruction. Preparing students for technological literacy in a variety of disciplines requires recognition of electronic texts. New definitions of literacy, influenced by the changes in technology, remind educators that traditional textual rhetoric should be augmented by the rhetoric of new text forms, rhetoric that will continue to evolve as technology shifts. The WC should support instructional goals and operational goals to meet these changing needs.
Objective 4.1: Develop Instructional Goals.
Strategies:
? Encourage students to practice writing as often as possible and to improve their skill as writers.
? Support the concept of writing for a variety of purposes, using a variety of writing strategies, aiming for a variety of audiences.
? Promote a socially situated, process-based approach to writing.
? Help students recognize that all writing takes place within ? and is shaped by ? social and political contexts.
? Encourage collaborative exchanges among writers and teachers of writing: peer feedback, student-teacher conferences, and student-tutor conferences.
? Support effective process-based writing instruction for students and teachers who request it: writing intensive classes, conferences, and individual practice with writing.
? Help writers learn to be critical readers of their own and others? writing.
? Encourage writers to learn and share successful writing strategies.

Objective 4.2: Develop Operational Goals.
Strategies:
? Purchase and maintain software and hardware that will support a socially situated, process-based approach to writing and the teaching of writing.
? Provide access to any student in need of writing instruction and to any instructor who includes writing in the curriculum.
? Incorporate flexibility to support writing communities of all sizes: individuals, small groups, whole classes, etc.
? Administrate the WC on a policy level with writing faculty members and staff on a daily basis by consultants who have expertise in both writing and the teaching of writing.
? Provide hours that are flexible enough to accommodate individuals? writing habits and needs as well as groups? writing habits and needs.
? Provide adequate technical support for maintaining, repairing, and modifying computer hardware and software so that writing faculty does not have to assume this role.
? Ensure that the WC policies encourage process-based writing, writing as thinking, and writing as social action.

Objective 4.3: Adapt aspects of the existing Instructional Specialist Program to help staff and administrate the Writing Center and the Online Writing Center. The English Department must maintain flexibility in employing I.S.?s in a variety of ways to meet student needs. This adaptation may require more than one kind of approach to I.S. assignments, depending on the instructor and the class.

Strategies:
? Hire a director for the WC with training in composition theory to oversee administration of the WC. Knowledge of computers is only one skill that a director needs. The more difficult aspect of directing a writing center is knowing how to introduce the value of the computers to students.
? Hire tutors come from a variety of disciplines to add to the already experienced, proficient and knowledgeable staff.
? Involvement of tutors in monthly training sessions to model effective tutoring strategies.
? Staff faculty members, tutors, and students to provide for a wide range of instruction-- personal tutoring, group tutoring and workshops.

Objective 4.4: Implement Training.
Strategies:
? Develop training sessions pertaining to WC technology use.
? Establish monthly training sessions pertaining to WC technology use and effective tutoring strategies.
? Implement Student (or peer) tutoring which is supported by composition research and theory identifying writing as a form of communication that improves in a collaborative setting ? with increased audience awareness.
? Offer a peer-tutoring program involving participation of English instructors as well as an English Teaching Assistance course. The peer-tutor should be sponsored by an English instructor and scheduled to tutor in the WC under the direct supervision of this instructor for one to two hours per week. The peer-tutor should be enrolled in the course proposed below:

English 10 -- Undergraduate English Teaching Assistant 1.0 ? 2.0 units
Provides the opportunity for students interested in a teaching career to assist students in the WC. Course entails practice in presenting lessons,
responding to students' written work, and facilitating discussions. Recommendation of English instructor and consent of Office of Academic Services required. Prerequisite: English 150 (with a grade of B or higher)

Objective 4.5: Establish integrated Infrastructure & Equipment.

Strategies:
- Connection of the WC to the college's main computer system, allowing for tracking of students.
- Provide writing software and hardware that recognizes the changing needs of student writers.
- Include access to scanners, image editing software, web page development programs, and high-end multimedia programs that support the generation, revision and publication of graphic and auditory images as well as text.
- Establish a network system that allows for the formation and operation of a variety of student-based writing communities and that depends on a team of student consultants to keep it going. The model also allows for a fuller vision of how computer-supported writing facilities are designed and redesigned.

Writing Center Assessments
- Interview Writing Center staff and students regarding their understanding and use of WC resources.
- Document the presentation of workshops and the effectiveness of workshops through participant evaluation.
- Interview students and staff to determine an increase in their access to and use of Writing Center resources.
- Inventory computers in the WC regularly available to students and staff to ensure a proper ratio of capable machines.

GOAL 5: TRADITION AND PRIDE

To maintain and establish a sense of connection among the students, graduates, and the English Department that increase interest and promote pride.

Objective 5.1: Make the accomplishments of the English Department available to campus and local news.

Strategies
- Establish more regular communication with the Echo Times, the Pacific Sun, and the Marin Journal, resulting in at least two items about the Department annually, with the Department Chair (or rotating committee) assuming responsibility for fostering relationships.

Assessments
- Number of items about the Department appearing in the local press.

Objective 5.2: Establish a Departmental Archive.

Strategies
- Write a history of the Department, of accomplishments, of graduates, of faculty.

Assessments
- Web publication of the Department archive.
- Objective 5.3 Increase majors' sense of identification with the Department and increase intellectual and social cohesion among English majors.

Strategies
- Publicize the list of professional options for English majors.
- Establish annual events that will bring together majors with faculty members. Possibilities include picnics, reading, sonnets on Shakespeare's birthday, open mike readings from major authors, etc.

Assessments
- Publication of professional options.
- Number and success of events involving majors and faculty.

Objective 2.4 Establish a speakers' series of least two speakers each year, attracting majors, faculty, and community.

Strategies:
- Establish at least one 'intellectual tradition?' within the Department. (Example: Speakers? Series ? like Bill Kester's Hopkins scholar, or the Wordsworth scholar David brought in.) Invite more speakers like the Hopkins scholar, or the Wordsworth scholar.
- Invite local writers to read and to speak to the Department, English majors, and interested community members.
- Solicit funding to maintain the series.

Assessments
- Number of speakers on campus; number of attendees; evaluation forms from audience.

GOAL 6: COMMUNITY OUTREACH

To build quality community connections between the English Department and entities internally, locally, and regionally.
Objective 6.1: Improve awareness of what we do throughout the COM community as well as beyond the College’s boundaries.

Strategies
- Put all ongoing research or published research citations on the web.
- Put on at least one or two events per year advertised to and directed towards the COM community at large.
- Investigate the possibility of developing an inter-session and/or summer program for juniors and seniors at local high schools to prepare them for entrance into college.

Assessments
- Number of posts that appear on the web.
- Completeness and timeliness of web-based information.
- Number of visitors to the site over time.
- Number of community events, attendance at those events, and feedback from audience members.

Objective 6.2: Develop and promote service-learning courses.

Definition: Service learning involves tying a class pedagogy and student grades to working for community groups or individuals in the area emphasized by the course.

Strategies
- Pool the faculty to determine courses that are well suited to add a service component.
- Advertise service opportunities to local organizations by word of mouth and on the Department website.
- Include a comprehensive list of professional options for English majors and community contacts.

Assessments
- Number of courses with a service-learning component
- Number of organizations assisted by Department students
- Number of students participating in community service

Objective 6.3: Initiate a for-credit internship program suited to English majors with particular interests in publishing, journalism, creative writing, public relations, and (especially) technical writing fields.

Strategies
- Determine existing internships, formal or informal, that students have held.
- Develop technical writing program
- Establish contact with journalism
- Contact groups in the above-mentioned areas about sponsoring an intern.
- Promote the caliber of our students to potential host organizations in e-mail, PR, and on a dedicated website.
- List available internships and student experiences of completed internships on a dedicated Department website.
- Follow up student experiences with a survey instrument that we can use to track effectiveness, assign internship grades, and improve the program.
- Survey students after graduation to determine effectiveness of the program.

Assessments
- Number of internships held.
- Number of organizations contacted, served.
- Number of college-related offices participating.
- Number of hits on promotional internship web page.
- Survey data of organizations and students.

Objective 6.4: Increase connections between the Department’s first-year writing classes other discipline areas.

Strategies
- Expand existing writing support services (English Writing Lab) to students in all disciplines: Open-lab on campus; cyber-lab
- Implement writing exam on our campus (entrance and exit) for first-year writing classes
- Develop special curriculum for linked courses
- Place students who demonstrate strong writing skills (as evidenced by our new exam) in special sections that are linked to first-year courses in biology, engineering, history, and so on.

Assessments
- Implementation of a writing placement exam
- Implementation of linked-course syllabi
- Number of disciplines participating in linked courses
Objective 6.5: Develop an on-line book club discussion group.

Strategies

- Establish joint project with Friends of the Library?
- Contact local book retailers: Barnes & Nobel, Borders, and Copperfield’s to determine interest.

Assessments

- Number of participants in online discussions
- Number of connections made with literacy organizations
- Number of participating faculty.

IV. Assessment of 2008 Program Reviews:

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

We have not been granted the resources requested from any previous program review, so we cannot assess how these resources have improved access & success.

The administration has made the following unilateral decisions in spite of the recommendations offered in program review:

- to move English 98 to College Skills
- to reduce IS support to English students
- to proceed with its plan to "co-locate" the English writing Lab and the Basic Skills Writing Lab and to relocate the Media Center.

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

The English Department could better improve access and success of students if the following goals were implemented:

1. Hiring of at least 4 full-time instructors

The English Department has had 7 retirements with no replacements in 7 years. The department will only have three full-time instructors in English by fall 2010, so hiring at least 4 new tenure-track instructors is a vital goal.

2. Upgrades to the Writing Center (LC 110)

The English Department has been a leader in providing all COM students in any discipline with a Writing Center, a student service that provides writing support to all students at COM. More and more students use this service each term; as a result, the equipment is in much need of upgrade and repair. The
Writing Center houses computers and monitors that are over 7 years old. Due to the increased traffic over the past few semesters many students are not able to work on the computers or must wait in line to use the equipment. Upgrading and purchasing more computers to serve the students would benefit their access and success.

3. Increased staffing the Writing Center.

The Department coordinates a traditional Writing Center and an online (virtual) Writing Center to meet the varied needs of students and to offer access to students who may be unable to visit a tutor in person. Both of these services require the staffing of Instructional Specialists to tutor students. Increased hours for the staff would enable the department to expand tutoring hours for night classes and early morning classes.

Current arrangement is unfair to transfer students who need as much if not more help than basic skills students.

4. More course offerings in diverse modalities.

Offering courses in a variety of formats, traditional with web enhanced tools, hybrid, and online would allow students to choose the format that they are most comfortable with and that works best with their schedule. The ultimate goal of offering English 98, 120, 150 & 151 in these varied formats would provide students with improve access to these courses. Many students have difficulty completing their educational goals, especially if they cannot kind a traditional course to meet their schedule needs. Offering hybrid and online formats each semester would provide students with these alternative courses to meet these scheduling demands.

5. Upgrades to the computer classroom (BC 101).

Since the birth of the Computer Classroom students have had the opportunity to learn using modern writing and research tools. This classroom equipment is in need of repair and upgrades so we can continue to prepare students to write using tools that are now considered common to a writer in any workplace. Students who take writing courses in a computer classroom are better equipped to meet the challenges of a technical work place.

6. Improved faculty training opportunities and Coordination with the Distance Education Program in using online tools for courses.

Instructors should be encouraged to develop online tools such as Blackboard web sites to use in conjunction with their existing courses. Offering instructors and students access to online course management systems like a Blackboard site would also encourage the development of more hybrid and online courses in the department. These tools would also allow students access to instructional materials such as handouts and syllabi throughout the semester.

VI. Other concluding remarks.

Ignoring our previous Program Review and acting unilaterally, the
administration has killed any desire or incentive to participate in Program Review.

This year, against the VERY clear finding of the previous English Program Review, the administration chose to move English 98 to College Skills based on a proposal driven faulty research.

The administration has backed plans by Director of Learning Resources to redistribute inequitably and reduce IS support to English students. This redistribution was also based in faulty data.

The administration has announced that it will proceed with its plan to "co-locate" the English writing Lab and the Basic Skills Writing Lab and to relocate the Media Center.

ALL parties involved have argued against these moves but administrative leaders have closed their eyes and ears to our arguments and pleas. Requests for sample schedules have been promised but never produced.

In early presentations regarding these propositions, the administration announced that its intention was to cut costs. Currently, they hide behind the guise of pedagogy.

The administration's blatant disregard for program review has made it a farce.
Program Summary  
ELND-2009

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

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

Our program goals and mission are aligned with the College of Marin Mission and Goals and we strive to learn from experience and update our program, expressing our opinions and providing them to the College Management. Proof of that is this updated program review. February 10, 2010.

Overall program structure: Administratively, the program is run by the Dean and Chairman assisted by input from a partially assigned full time instructor shared with the Biology Department. The full time instructor provides significant guidance in curriculum development. The program is being revitalized; proof of that are new classes that have been created. ELND100 Introductory Design Principles for Sustainable Gardening and Landscaping and ELND139 Principles and Practices in Organic Farming and Gardening. The program has made a major commitment to a curriculum that focuses on organic and sustainability principles and water management.

Reputation of faculty: Our instructors are highly regarded in the gardening/landscaping/farming community.

How we maintain a supportive environment: We encourage group work between the students and participation of students in public discussion during class time. This allows for immediate feedback and reinforcement of their learning.

How I address issues regarding student learning outcomes: I include student learning outcomes, SLO's, in all my Class Outlines and my syllabi deliver content that fits those SLO's. My SLO's also fit the **Five College Learning Outcomes:**

1. Written, Oral and Visual Communication,  2. Scientific and Quantitative Reasoning,  

We keep upgrading our facilities for excellence in teaching. We have a farm dedicated to organic farming at IVC and plan to purchase new microscopes.

We schedule our classes considering the needs of all the Marin County Community.
Although the program is based at the IVC campus, we still offer classes at the Kentfield campus. I recommend that we maintain this practice to serve the various areas of the county.

Our curriculum integrates concepts of ecologically sustainability.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Overall, that the college makes a long term commitment to support the Environmental landscaping program by assign time to faculty to proceed to an intensive effort to upgrade the curriculum and the certificates that the program offers. This is very urgent.

- Assign time for full time faculty trained in horticulture to coordinate the program. This coordination would include supervision of part time instructors and coordination of the support they need to successfully teach their classes.

It is crucial to expand the pool of qualified part time instructors, specially for Design and Construction. Once qualified instructors are hired is important to offer them stability in their teaching. This will lead to recognition in the community of the excellence of the program and its stability.

It is high recommended that the college make data on student performance rapidly available to instructors for them to assess the quality of their teaching and make the necessary adjustments.

We need to acquire more equipment to support classes offered. See section on Instructional equipment and Technology/software

We need to keep upgrading our teaching facilities. I recommend that we develop a laboratory to teach soils. This laboratory may be jointly used with the biology and geology departments.

I recommend that the college funds a permanent position for an assistant this is essential to deliver the instruction outlined in the class outlines and serve our students well.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?
Based on statics for class enrolment in the program in the period Fall 2007 to Spring 2009, we have readjusted the class offering to offer those classes that attracted most students in that period. Those classes are: ELND110A and B, 100, 154A and B, 254 A and B, 210 A, B and C. Enrolment in those classes varied between 19 to 29 which are high numbers for our program. For comparison, classes as ELND 202 had five students, ELND158 had 6 students. Based on current economic trends we created an organic farming class. That class was offered for the first time on Spring 2009 and the 29 students enroled.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

We received funds to purchase dissecting microscopes, tools for the construction laboratory and supplies for irrigation classes.

The microscopes are used to support teaching of ELND210 A, B and C and will be used to support teaching of ELND120A and B in Spring 2009. The construction and irrigation supplies have been used to support the teaching of construction, irrigation and organic gardening and farming classes.

I have made emphasis in including SLO's in all the class outlines of classes I teach. I have recommended to the Dean and Chair of the program that they encourage other instructors in the program to do the same.

I make sure that my SLO's are aligned with college of Marin five learning outcomes.

I have developed student learning assessments that reflect the SLO's for each of the classes I teach. I am recommended to the Dean and Chair of the Program that they recommend to other instructors in the program to do the same.

The majority of the students who took my classes were greatly satisfied with the instruction that they received and the great majority succeeded in my classes.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

A. That College of Marin makes a long time commitment to maintain the Environmental Landscaping program. This is important because Marin County has a population very interested in aspects related to gardening, landscaping and gardening. The College must address these matters through a strong Environmental Landscaping Program.

B. That I have teaching units, 5.0, allocated to work with the Dean, Chair, and other relevant parties on the review of skills certificates and class outlines. This is crucial to the revitalization of the program.
C. Assignment of a full time assistant to support instructors. This person could be shared with the biology Department. There are too many non-instructional tasks to be performed to teach the currently scheduled classes that instructors must divert too much energy to perform those non-instructional tasks and that reduces their teaching effectiveness.

D. Expand pool of part time instructors, specially for Design, construction and plant identification. If we have good instructors for those subjects we can increase enrolment and strengthen the Program.

E. Compound microscopes to equip lab to teach plant diseases.

VI. Other concluding remarks.
Receive specific feedback about all the matters raised in this Program Review.
Program Summary
Environmental-Science-2009

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

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

Our environmental science program makes the best use of our informed, involved and concerned faculty and our privileged location in Marin to unite the theory and practice of environmental science by using real local examples of environmental problem-solving.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The major needs of the program are continued commitment of the college to offer the classes and renewed dedication to publicizing the program.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Recommendations of community advisory committee have been followed to improve the program.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Environmental science is recognized as a major growth area for the California Community Colleges, and the College of Marin is poised to become a leader in this field.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.
Program Summary
French-2009

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

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

The part-time instructors in the French discipline try to provide students with a high level of instruction with special attention to the transferable courses so that the curriculum and instruction are comparable to what students would find at a four-year university. Conversation courses are taught with the goal giving students a strong basis in conversing in French so that they would be able to travel to a French speaking country and actually interact with people in the target language.

The French discipline faculty communicate and collaborate primarily through email and phone contact because it is rare that all faculty members of the French discipline are on campus at the same time. This is unfortunate since it does make decisions regarding general matters such as course scheduling and material adoption more difficult.

The part-time members of the French discipline have various strengths since two members have extensive high school teaching experience and one member has a doctoral degree in language education at the university level as well as high school experience.

The French discipline faculty maintain a supportive environment by communicating with one another regarding students who do continue in the program through the sequence of courses.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Resources required to exceed the college goals include improved technology in the classrooms (i.e., more smart classrooms.)
2. Greater emphasis on outreach to local high school through brochures.
3. Up-to-date reference materials in the tutoring center and/or library.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

An informal study was undertaken by one of the French instructors in order to better understand student needs regarding French courses. Every semester, instructors of the French discipline try to poll students in order to improve scheduling and future enrollment.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. none

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Full time French position
2. A full-time position in French would allow the French discipline to have a stronger presence within the COM community. This would give students a greater chance at success because a full-time instructor would be able to focus solely on the French program and students to help it grow. Students would have more opportunity to talk with the instructor during campus hours and would have the chance to develop a faculty sponsored club. Also, students would be able to enroll in independent study hours with a full-time French instructor. Currently, since there is not possible. A full-time instructor in French would bring overall unity to the French program at COM.

VI. Other concluding remarks.
Program Summary
FILM/VIDEO-2009

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

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

The Film/Video program’s best practices are:

- the use of media and media technology in everyday learning to help our students achieve and be successful.
- helping students understand that the development of media and visual literacy skills is as important as obtaining good language skills.
- the teaching of team building and networking skills that enable students to function in small work groups and learning communities; in addition, it helps prepare them for real-world work environments.
- offering classes on days and times that is most convenient to students.

The lack of educational diversity is a district-wide problem. In particular, the number of African-American students attending COM seems low when compared to the percentage of African-Americans living in Marin County and the overall bay area. In an effort to encourage more African-Americans to enroll at COM, one of our faculty will participate in the College of Marin Night in Marin City.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

To achieve our media literacy objects, we will need to purchase media and visual literacy programs and classroom aids.

District wide we still need an instructional technology strategic plan, and the resources to ensure
that the use of media and media technology is used in the everyday learning environment.

From a program standpoint, during the next three to five years to stay up-to-date, meet our objectives and to attract students, we need to upgrade our equipment. The first step in this upgrading process is to update the equipment in the TV studio (see instructional equipment request).

III. Moving Forward Objectives (Planning)
*Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

As stated in Student Learning Outcomes, our end-of-the-semester review and grading of students written work in our general education courses indicates that student critical-thinking and writing skills need improvement. To improve students' critical-thinking and writing skills, we developed weekly on-line discussion forms. In this activity the students learn to use new media technology to complete writing assignments that enhance their critical-thinking and writing skills.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Due to the district's lack of a coordinated, cohesive review and evaluation policy and procedure that involves faculty, staff, administration, students and the board in the decision-making process, the film/video program was never given an opportunity to present the media center project to the district stake holders. As a result, many of the vested parties were never given the opportunity to make an informed decision as to whether or not it was a good idea to bring the media center to the college. The window of opportunity has closed and the media center will not be on the Kentfield campus. This is an unfortunate loss to the district. This situation places the Film/Video program in a position in which our plans to create a workforce development program and to work Marin County high schools must be placed on hold: Without the media center on campus, we do not have necessary media equipment to create these programs. Currently, Film/Video faculty and students from the Cinema League Club are raising money to help purchase equipment for our TV studio. If we can get this equipment, it places us in a position to reconsider our plans.

In the 2008 Program Review, we requested money to buy a small video camera to use in classroom instruction and for student location shooting. At the end of the Fall 2009, we received approval to purchase the camera. Since we have yet to purchase the equipment, it has not had an impact.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.
We are requesting money that we will combine with money we have already raised to purchase video production equipment.

As stated, we need this equipment to:

to stay up-to-date, meet our objectives and to attract students.

develop a media studies program.

maintain a learning environment that helps students meet SLO’s and educational objectives.

to establish learning communities with the Journalism program and with other educational institutions.

to give students from underserved and disadvantaged communities the opportunity to learn.

**VI. Other concluding remarks.**
Program Summary
Geology-and-Geography-2009

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

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

The best practice employed by the surviving members of the Geology and Geography discipline is defined below:

? The ultimate, the very best aspect of the Geology and Geography discipline is the exemplary teaching and research efforts exhibited by our dedicated part time staff. Their efforts to provide the highest quality educational program possible under circumstances far less than the average ideal is a noble effort indeed. Every student they have offers positive comments concerning their abilities and skills without the slightest hesitation and generally without inquiry. It is an honor and privilege to serve with these fine teachers and excellent scientist.

? Our transfer program hangs on a worn string. Our students move on to four year Universities and academically compete with their fellow students without problems. They are prepared. Without doubt our field studies program is the key to their success. Geology and Geography are outdoor sciences and that is where we take them. Nothing can equal a real world geology problem resting in the layers of rock below your feet. The unraveling of the unique geologic history of an area is the pure foundation of this wonderful science. If the climax vegetative community of a given terrain defines the climatic controls of the area then what better means to study such conditions than to observe them first hand. The loss of our field program will surely be the end of the excellent Earth Science program we now enjoy. Our majors and other students that take extended and weekend field studies courses are more than willing to pay for the rental of vans and the cost of fuel. Unfortunately the instructor cannot always define the exact cost of fuel, oil and tire repair. As there are no other expenses incurred by the district in this type of class is too much to ask that the district foot the bill for student drivers? These student drivers are by definition and contract employees of the district while behind the wheel. Surely it is illegal to ask the students to pay their own salaries while driving for the district. Many community colleges without one half the field courses we offer at COM have provide student transportation. We had van for this use until 1986. The purchase of three eight passenger vans would greatly reduce the cost to our students that benefit from this type of hands on education. The Indian Valley Automotive Technology program has offered to maintain any and all vehicles we may have in our motor pool. The reason for not moving ahead on school vehicles continues to pass my ability to reason.

? Faculty research shared with our students grants the opportunity for our students to do science rather than read about it. Our research may be small in comparison to our four year University colleagues, but it is the means whereby this faculty remains current in our fields and fresh of mind.

? The five discipline reviews I have participated in over the past 28 years have received wonderful reviews from past administrations. Once the accolades died down these documents, painstakingly prepared and reviewed were filed in district cabinets never to see the light of day again. It is our hope that on this go around the requests for funding and additional staff will be reviewed and addressed. Without help soon this program is in real trouble.

? Last it is not yet too late to stop the madness of building a new yet not improved Science center. There must be someone out there that can recognize the folly of destroying a 33 year old building and constructing a new structure that in no fashion meet the needs of the science faculty currently teaching a COM, let alone those that we hope will come to teach in our disciplines in the future.
II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The resources required to maintaining the Geology and Geography program are as follows:

? The district must hire replacements for the retired geologist and geographers. At a minimum the district needs to hire two full time geologists and one geographer. My pending retirement will occur within the next four years or possibly earlier depending on the rate of my declining health. To insure that the next generation of Earth Science educators are up to speed at the time of my retirement, meaning that they are well versed in the working of our shared governance system and have a full knowledge of where the few thousand specimens and samples are housed, the hiring of these new full time tenure track members of our faculty must occur within the next year. To wait is to invite disaster.

? The district must stop the continual process of cutting classes from our schedule. If we schedule a course we are obligated to teach that course. When we cut a course we lose the students to another local community college and worse, we have generated very unsatisfied customers. When one student enrolls in a lower level introductory course taught at different times and days I can understand the need for financial frugality, but when the district cuts a Saturday field course with seven students enrolled, that is pure folly.

? The district must provide a budget for the geology and geography disciplines that provides funds for the purchase of new equipment as well as the necessary funds for maintaining the aging instruments and equipment we are currently troubled with.

? The district must hire at least one new janitor to help maintain the rat ridden science center. My fellow teachers and our students are forced to work in a filthy rat infested pig sty and there is no good reason for it.

? The district should provide at least a part time laboratory technician, ¾ time would be acceptable to assist in the preparation of lab and lecture materials for the geology and geography faculty. The discrimination in work load is staggering. Physics, a discipline with fewer overall classes offered each semester that the total count in geology and geography has two lab techs. Biology has two lab techs. Chemistry has one highly productive full time laboratory technician that is assisted by at least two student assistants. Geology and Geography have no one.

? Last but not least, the new dean, a fine fellow I am sure is the 17th dean I have worked with in 28 years. Stability in the administrative ranks would be greatly appreciated. Every time a new dean comes aboard we have to educate them about our program, especially the field program. It would be nice to have the same dean advocating for the sciences for at least a two year period.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

We intend to get the counseling staff behind our program. We still feel it more important to know a bit about Earth before one delves into the eccentricities of the orbit of Pluto.

We intend to get the district administration to promote our Earth Science program for we can demonstrate that our majors find great success at the four year Universities they transfer to and that profession could possibly be needed more than one that treats the processes of Earth. We either mine it or grow it on this planet and to mine it properly, with the least amount of environmental degradation possible, requires highly trained geologist and geographers. We are the environmental field regardless of the suggestions of the Environmental Scientist, whatever that field may be as it is still being debated.

We intend to continue to provide the best Earth Science Education possible with the means provided. With or without a Lab Tech Geology and Geography will continue to offer the deserving citizens of this county the highest quality courses possible and when the district decides to cancel our field courses we will, as Professor Locke did this very semester, teach those deserving students on our own dime.

We will continue to keep our office and class room doors open for any and all students that wish to discuss their course work or any other problem they may be facing. I will continue to keep a set of tools at the school to help repair the minor vehicle problems that seem to haunt the Junkers some of my less financially affluent students drive.
We intend to convince the district to hire at least one full time instructor in Geology and one full time instructor in Geography at least one semester before I retire. A full year would be a much better time line but as the district has had over a decade to hire a geography teacher and nine years to date to hire another geology teacher, I would settle of a semester with great joy.

Now that I have stated what we will continue to do, we being myself and the three emergency hires teaching in our discipline, let me state that it would be greatly appreciated if the district would provide the equivalent financial assistance and technical support to my disciplines that they provided to every other science offered in this district. I would appreciate it if the district would remember that Geology and Geography are electives and when it is necessary to compare enrollment with that of Biology, make the comparison between courses of equivalent level. In example Geology 120 is comparable to Biology 115, not Biology 110.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

With all truth and honesty let me apologize for the lack of brevity in the construction of this review. With more time it could and certainly should have been much more concise. Thank you for the opportunity to review what I think is working and that which is not. With time and effort this can and will be a better program and in turn a better place to work and teach. It is time for both.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.
Program Summary
Italian-2009

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

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

The Italian discipline has made new inroads this year to meet the demands of its younger student clientele and also to address unmet needs for Italian conversation classes. Enrollments in the conversation and literature classes have been good, although we are now told that the College cannot offer such courses, given the demand for core courses in other areas.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Key resources include maintaining the TU allocations in Italian, including a possible permanent increase in TU in summer sessions.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

The Italian discipline will continue to pursue linkages with the Museo Italoamericano in San Francisco and with the Italian Consulate. This will ensure cultural opportunities for students and also possible new resources for the discipline.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Between 2008-2009, the Italian discipline offered more conversation and short, literature courses. These attracted a a wide variety of students and better addressed our SLOs which were more culturally related. Since these are topics which are not always covered in the grammar classes, due to time constraints, they contributed to student access, retention and success in Italian.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

Italian is asking for teaching units to guarantee course levels 101 and 102 at IVC on a permanent basis. The overall rationale is to draw transfer students from the North Marin and Sonoma areas, who might have been tempted to take these classes elsewhere.

VI. Other concluding remarks.
When the Italian Credit Program was founded twenty-three years ago at COM, it was not clear if it would survive, or if it were ever to offer the 203 and 204 advanced levels of the language. Today, we still see strength in the Italian discipline, with many students transferring into transfer majors of Italian at four year institutions. There are many students who choose to complete their IGETC requirements with Italian as the language of choice; many local high school students take our Italian courses because they are not able to take Italian at their schools. The COM Italian Program is one of the few, full-service programs of Italian in the State of California at the community college level.
Program Summary
Japanese-2009

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

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

The Japanese discipline offers the following courses: Japanese 101, 102, 105, 108, 110, 112, 203, and 204 that are taught by two part-time instructors. The instructors work with students to provide a strong base in this language.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Resources required to exceed the college goals include improved technology in the classrooms (i.e., more smart classrooms.)

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.
Program Summary
Journalism-2009

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

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

The Journalism program includes three courses: Journalism 115 (News Writing and Reporting), Journalism 122 and Journalism 123 (Newspaper Writing and Production). The single faculty member is a former professional journalist with a background in both newspapers, broadcast journalism and documentary production. Students are encouraged to seek out individual coaching sessions from the faculty, and to spend as much time as possible interacting with faculty and with each other in the office of the Echo Times, the student newspaper. In addition, they are encouraged (and given financial assistance when needed) to attend one or two intercollegiate journalism training conferences a year. Diversity is not a problematic issue, other than the matter of English proficiency, which is addressed in the newspaper production classes by training students not yet proficient in English to perform important non-writing tasks, such as layout design, Web management and photography.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

VI. Other concluding remarks.
Program Summary
Library-2009

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

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

Teaching students research skills by: 1. Teaching credit class: Library 110 (introduction to research skills) 2. Instructing discipline classes. 3. Teaching student one-on-one 4. Promoting student use of databases and the internet.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Library needs have to be considered as an ongoing part budgetary process within the District so as to maintain an adequate budget for books, periodicals and databases on an annual basis. These essential services should not be dependent on outside sources for funding as we have for many years.

In addition, the new library at IVC will require resources to meet the needs of students in classes there. The librarians cannot assist the college in meeting the strategic goal of increasing Distance Education because we are understaffed.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

From previous program reviews, we have not been granted the resources to make the improvements we planned. In fact, our budget has been cut nearly in half by the state's elimination of T-Tip funds this year.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Stable funding replacing the state T-tip funds
2. Replace the vacant full-time librarian position to provide reference library services to the IVC campus and to enable the library to return to its rightful place supporting instruction in all disciplines.
3. Hire 1.5 FTE classified positions to staff the Library/Learning Center at IVC.
4. Fund the databases identified by faculty as necessary for effective instruction at IVC.

VI. Other concluding remarks.
A number of changes, both internal to COM and in the environment of higher education in general, have greatly impacted the demands on librarians.

College librarians must balance the dual demands for electronic and print sources of information and the different research techniques they require. At the same time, higher levels of information literacy have increasingly become a prerequisite for future educational and professional success for our students.

Dramatic increases in the number of Basic Skills, ESL and vocational students at COM demand more time of
the library faculty. Underprepared students require more instructional time, support and reassurance.
Research instruction techniques must be re-examined frequently in order to insure that students are well
served and that their emerging skills in research form a reliable foundation for ongoing development.

Unlike classroom instructional programs, there is no ready means of increasing library staffing when the
number of students we serve increases. Therefore, the 20% or more increase in student enrollments over the
past five years have had a disproportionate impact on the library, especially since during the same period
of time we lost one-third of our faculty.

Collaboration with faculty colleagues should be ongoing and extensive. Substantial increase of part-time
faculty and numerous faculty changes from semester to semester require increased efforts by library faculty
to inform and instruct classroom faculty about the extensive support services offered by the library for
them and their students.

Additional full-time library faculty is crucial to survival of the library as a viable part of the
academic program. Current staffing allows only day-to-day instruction of students and minimal involvement
with other faculty and community the community. Planning, outreach and innovation suffer.

A new library at IVC opens in fall 2010. Because library faculty have the education, experience and
responsibility for making appropriate recommendations about library resources and services, plans for
library services at IVC must involve library faculty (working in collaboration with classroom colleagues) at
every stage. The time to do this has been minimal. Clearly, the need to provide library services to that
campus will require that the vacant position be filled as soon as possible.
Program Summary
MACH-2009

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

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

Students in the Machine Metals program are being provided with a well rounded theoretical background in the operation of 21st Century conventional and digitally controlled machine tools. They are also being taught to apply this knowledge to hands-on operation of lathes, milling machines, grinding machines, related industrial machine tools, welding equipment and welding processes. They are being trained on the use of precision hand tools, measuring instruments and the techniques of precision machining. The instructors in the Program are industry trained and the curriculum is monitored by an industry advisory council to assure adherence to current industry standards. This ensures that the program is relevant to today's manufacturing marketplace. The Program maintains an extensive database of local and regional employment opportunities and graduates are currently employed throughout the Bay Area.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

We need to continually upgrade and/or retrofit our manual machines with digital measuring devices. We need to continually upgrade our digitally controlled machine tools. We need to continually upgrade our welding equipment. All modern machine and welding shops use this type of equipment and it is important for our students to be conversant with current state-of-art mode of measurement and machines.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

This program provides a vocational career path for many rewarding careers. It also meets the needs of the current professional who wishes skills updating. Through the use of the advisory council, we intend to continually upgrade and revise the program to meet the needs of the next century. With the addition of a recently donated state-of-the-art machining center, this program will be able to attract additional students who need this upgrade training. This training will assist many in the current workforce with employment and technical upgrading. This program also intends to continue to encourage women to enter this field of study.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

The Machine Metals Program is a "hidden gem" at College of Marin. While statewide data shows a steady decline of enrollment in Machine Metals (approx 25% since Fall 2002), COM Machine Metals has remained constant over this same time period. Both retention and success rate are higher than both State-wide data and COM during this time period. COM Machine Metals Retention Rate has seen a steady increase from 84% in Fall 2002 to

http://programreview.marin.edu/PSReport.jsp
high of 91% in Spring of 2007. The Machine Metals Program has shown a steady increase in success rate from 80% to 85%. The overall State success rate in Machine Metals is 80% during that time period. COM success rate has been at 73-74% during that time period. The quality of the instruction and the upgrading of the equipment has met the challenges during the years and will continue to do so in the future.

**V. Fall 2009 Requests Summary:**

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

None

**VI. Other concluding remarks.**

None
Program Summary
MATH-2009

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

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

The Mathematics program at the College of Marin is providing a variety of high quality courses designed to accomplish the goals set by our department and reflective of the mission and educational goals of the College of Marin. The 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.

Our best practices in guiding this review and in the planning of our goals and outcomes include

a) faculty who are highly-qualified, knowledgeable and enthusiastic in the discipline;

b) curriculum designed for a diverse student population seeking opportunities, through general education mathematics courses, to participate as informed and ethical citizens of the world, and achieve their individual educational and professional goals and expectations;

c) a strong two-year transfer program with top-quality university level instruction;
d) continuous efforts in improving 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;

e) continuous effort to increase retention and success through improved placement with the help of a web-based and dynamically generated test, which excludes memorization of the test questions; pre- and post-tests in developmental classes; focusing on basic skills that the students are expected to bring into each class and carry to the next one at the exit;

f) flexibility in course offerings and delivery formats to address the needs of developmental and remedial instruction; introducing stretch versions of developmental classes (Math 95-103) to target at-risk student populations; a system of support services characterized by a high degree of integration among academic and student support services;

g) developing assessment criteria based on the collectively designed departmental finals and comparison of the students' success in particular areas of each course. We administered at least five departmental finals with common questions embedded in them and collected on students' success in meeting the set outcomes;

h) developing close mentoring relationships among faculty and students through classes of various size and format, student-faculty projects, directed study, and a Math Lab offering self-paced classes and tutoring;

i) 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.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Math program should be given a top priority in terms of COM resource allocation. This is essential to maintain and expand a healthy math program that provides rich curricular diversity and well-scheduled
offerings; maintains educational excellence in general education and transfer offerings; maintains high quality instruction; keeps and attracts excellent faculty and support staff.

Our program is providing

a) rigorous training for students seeking to transfer to UC/CSU and other institutions,

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.

We need resources to address the following areas

a) Curriculum should be expanded to add a new prerequisite arithmetic course (Math 85) for students not ready for Math 95; to offer two part courses Math 95AB, Math 103 AB to under-prepared students.

c) To work on better utilization of Accuplacer to place students into math classes where they can be realistically successful. This is especially true for Math 95.

d) Having Math Advisor(s) who will direct students into appropriate levels of basic skills classes and the rest of the math curriculum will have a positive impact on enrollment.

e) Low enrolled core courses need to be supported and low enrollment ought not to be a deciding factor for class cancellation. This is essential for keeping the program healthy and serving our students.

f) Increased diversity and redundancy in scheduling practices with a possibility of adding weekend sections of basic skills classes to accommodate working adults will have a positive impact on enrollment.

g) Increasing the summer school offerings and improving scheduling will improve access to COM for four-year college students and COM?s own students interested in meeting their transfer requirements faster.

h) Restructuring the Math Lab and enhancing it with technology (this will require the purchase of new computers and replacement of outdated ones every three years) and giving it reliable budget to provide high-quality tutoring services.

i) Incorporating MyMathLab resource into some lecture sections of math program to support students in developmental classes.

j) Developing hybrid courses to teach developmental classes in various formats and settings.
Modernization of the College of Marin mathematics lab is the highest priority need for new funding. The mathematics lab at the College of Marin needs restructuring to offer better services for math students of all levels. The mathematics department plans to experiment with "hybrid" mathematics courses in which a required lab hour or lab component is added to a traditional lecture based mathematics course. The lab component of these hybrid courses would use the same facility and equipment as used by the present math lab, which is inadequate even for our current needs.

With the goal of modernizing the College of Marin Math Lab, program review for the next two to five years will include requests for funding the following items (these items appear in the expenses/budget portion of this document as well):

1. Computer workstations and learning software capable of supporting 12 students at one time.
2. Software for test generation and software that will maintain homework and grade records that is "secure" (so that students can access their own records, but not access the records of other students).

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

The Math program believes that, based on the analysis of the collected data and coordinated planning aimed at improving student enrollment, learning and success, the following actions are needed:

a) Curriculum should be expanded to add a new prerequisite arithmetic course (Math 85) for students not ready for Math 95; to offer two part courses Math 95AB, Math 103 AB to under-prepared students which we would like to run every semester.

b) Work should continue on better utilization of Accuplacer to place students into math classes where they can be realistically successful. This is especially true for Math 95.

c) Introducing a Math Advisor(s) who will direct students into appropriate levels of basic skills classes and the rest of the math curriculum will have a positive impact on enrollment.
d) Low enrolled core courses need to be supported and low enrollment ought not to be a deciding factor for class cancellation. This is essential for keeping the program healthy and serving our students.

e) Increased diversity and redundancy in scheduling practices with a possibility of adding weekend sections of basic skills classes to accommodate working adults will have a positive impact on enrollment.

f) Increasing the summer school offerings and improving scheduling will improve access to COM for four-year college students and COM's own students interested in meeting their transfer requirements faster.

g) Math Lab should undergo restructuring. Self-paced classes will be phased out and replaced with hybrid courses to teach developmental classes in various formats and settings. They will have a lab component which will require the purchase of new computers and replacement of outdated ones every three years and giving the Lab a reliable budget, especially for high-quality tutoring services.

h) Incorporating MyMathLab resource into some lecture sections of math program to support students in developmental classes. For this purpose we need to install computer workstations and learning software capable of supporting at least 12 students at one time. We also need to acquire software for test generation and software that will maintain homework and grade records that is "secure" (so that students can access their own records, but not access the records of other students).

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?
   1. Our tutor budget is still zero. We got the budget for supplies. We did not get computers and a record-keeping computer.
   2. Whatever we got we have used to the full capacity.
   3. We refined our SLOs.
   4. Based on the refined SLOs it has become easier to analyze the students' success in the program.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of
your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Our priority is tutoring budget for the Math Lab.

We need a new computer for IS in the IVC Lab. We need a new record-keeping computer.

2. We need the tutoring budget for the Math lab to support all the students in the Math program. We need a new computer in the IVC lab because it is outdated and is unreliable in performing important functions. We need a new record-keeping computer because the present system is outdated and in danger of crashing.

VI. Other concluding remarks.

Future Needs

Modernization and restructuring of the College of Marin mathematics lab and a reliable budget for its operation are our highest priorities. The mathematics lab at the College of Marin has offered self paced courses for students who either (1) cannot fit a traditional lecture based mathematics course into their work schedule or (2) cannot (or need not) adhere to the standard (very regimented) pace of a traditional lecture based mathematics course. We believe time has come to phase out self paced courses and replace them with hybrid courses enhanced with a lab component. The lab component of these hybrid courses will have to use the same facility and equipment as used by the present math lab which are inadequate.

With the goal of modernizing the College of Marin Math Lab, program review for the next two to five years will include requests for funding the following items (these items appear in the expenses/budget portion of this document as well):

1. Computer workstations and learning software capable of supporting 12 students at one time.

2. Software for test generation and software that will maintain homework and grade records that is "secure" (so that students can access their own records, but not access the records of other students).

3. Computer workstations and support devices (printers, etc) for the mathematics specialists at the Kentfield and Indian Valley math lab facilities.

4. Reassigned time and grant funding for full time and part time faculty as well as mathematics specialists to (1) research, (2) develop, and (3) train themselves and other math lab personnel in the new self-paced course curriculum and technology that will be designed and implemented over the next five years.

5. Upgrading the Administrative Assistant in the Science Center to full-time.

6. Expanding the Computer Lab in the Science Center and ??????
The College of Marin mathematics faculty is prepared to address the students in need of intensive basic skill mathematics on (at least) three separate fronts. Each of these proposals is under consideration, and each would take several pages to describe.

First, Math 95 is being reorganized for those students who need more time to re-learn or master these important skills. There will be experimentation with adding one or two hours of problem solving/lab to the present lecture based course. Availability of paid tutors and counselors is a likely constituent of any such plan. Also, a two-semester version of the basic arithmetic course is being seriously discussed at this time.

Second, a ten-hour per week elementary algebra course (Math 101) has been proposed. This course is intended as a prototype course for future AA candidates who have successfully completed basic arithmetic, but will likely have difficulty completing the AA degree mathematics requirement (presently elementary algebra is the requirement, but intermediate algebra will be the requirement starting in fall 2009).

Third, a pre arithmetic course that would focus on addition and multiplication skills, could be developed if research indicates this would help a significant number of students to complete the basic arithmetic (Math 95) course. This new course would likely require a very close study of existing research in the teaching of basic primary grade arithmetic skills to adults. Specialists in the psychology of learning disorders might be required as consultants. It is clear that the existing College of Marin faculty is not trained to handle this type of student; therefore, staff development funding and training would be absolutely necessary.
Program Summary
MEDA-2009

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

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

The Medical Assisting program has been part of the College of Marin's curriculum for over twenty years, and is a very successful and growing program. The Phlebotomy program has been state licensed for 4 years and is also very successful and in high demand. From 2003-2008 eleven students received their AA/AS degrees and sixty-five received their M.A. Career Certificates. There is no data as of this review for passing rates for the state phlebotomy examination. We admit students into our program in either spring or fall. Each semester there is a waiting list for students who wish to enroll in the Phlebotomy program and Medisoft course due to only one section being offered due to lack of computers in the computer lab. Administrative issues pertain to lack of another full-time instructor, a clerical support person on the IVC campus and currently there is one administrative assistant that continues to assist in serving five programs. The laboratory assistant only works 12 hours per week and the phlebotomy instructor is without an assistant. The Director of Health Sciences oversees 5 programs, she is housed in Kentfield. We need an active program manager dedicated to our programs. Overall the greatest strength of our program is our dedicated faculty who are committed to the students and teaching profession.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The M.A. program along with the EMT, Phlebotomy, Dental Assisting and ECE programs is in need of a clerical person to assist with phone calls, setting up Informational Sessions, Career Fairs and perform clerical duties as needed. A separate Allied Health Manager to assist with administrative and management duties and write grants. The M.A. program also needs a full-time instructor. Currently the one-full time instructor is the coordinator and has the added responsibility of running the programs. Another full time instructor would be able to substitute for the coordinator if needed. Currently the coordinator is unable to attend conferences or seminars due to lack of a substitute. Increased resources is needed to grow the program. Currently the Phlebotomy program is draining monies from the M.A. program with no increase in monetary funds in the near future or since the program was started in Spring 2007.

The above concerns continues to be problematic.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Program Review has brought to light the areas that the program must focus on in order to increase enrollment, although enrollment is continuing to grow, retention and success rates and improve skills and training in preparation for employment. However in order to achieve these intended actions and strategies more support help is needed so that the full-time instructor/coordinator can spend less time doing clerical duties and more time with providing student support, preparing effective lesson plans and
running an efficient program. Workload categories need revision. The skills laboratories are only given 2.1 teaching units for a 3 hour lab. These labs are teaching labs and not practicums. The instructor needs to demonstrate, instruct and supervise students at all times while in the lab. The students work with body fluids ex: drawing blood, urinalysis, skin punctures, sputum cultures, and stool and safety is always the number one concern. Teaching units need to be increased so that they are in alignment with what the instructor is actually doing in the lab.

Recommendations: Immediately increase faculty salaries to reflect the inordinate amount of work performed.

Create a Director of Allied Health Position

Institute Program Review recommendations to decrease workload and improve working conditions.

Institute Program Review recommendations to improve student retention and success and to prepare students for jobs/career.

There is a need for an increase in sections offered due to the increase in enrollment. Students are being turned away and instructors are allowing students to enroll that is significantly over their maximum class size.

**IV. Assessment of 2008 Program Reviews:**

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

Resources granted:

Two laboratory examination tables. The exam tables serve students in MEDA 135 and MEDA 136. The exam tables are used for various purposes such as: patient positioning, skills and procedures. The tables are a necessity in the Medical Assisting Program.

Changes included:

Increase in tutoring and lab.tech hours.

Ongoing updating for course outline

Increase in enrollment in the Medical Assisting Program

**V. Fall 2009 Requests Summary:**

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

The District should supply monies from the surplus budget to run on-going MEDA & Phlebotomy expenses, and should not be the responsibility of vocational programs.

**VI. Other concluding remarks.**
Program Summary
Modern Languages-2009

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

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

1. The Modern Languages Department has reached out to new kinds of students in the past five years, while still serving its transfer, vocational and lifelong learning functions. 2. The Modern Languages Department founded the Study Abroad Program at COM in 2006, thereby introducing immersion opportunities for students in its own disciplines. 3. Four of the six modern languages disciplines (French, Spanish, Italian, Japanese) offer the complete lower division course sequence. This serves as a recruitment device for transfer students interested in the major and for those interested in lifelong learning. 4. The Modern Languages Department has recently developed an International Film Festival which draws in language specific crowds every Friday night in Spring semesters.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Since younger students are becoming more common in all of the credit language disciplines, they must be taught using methodologies which have played a role in their prior education. These methodologies involve varying degrees of technology. 2. The Modern Languages Department therefore needs to constantly improve and update the technological features of its offerings, including the Language and Culture Lab currently located in LC 150. 3. The existing Sanako System in the Lab is a Level #1. It needs to be replaced with a Level #2 System, which would allow for interactivity about student stations and with the instructor at the console. (The Modern Languages Department needs to be competitive with other language labs in the County, particularly with ones that exist at the local high schools.) 4. All Modern Languages instructors need to receive training in the new range of language-teaching methodologies. 5. The Study Abroad Program must continue at COM. It will offer more study abroad opportunities for students, in a cost-effective format. 5. New teaching units are being requested to offer a credit course in Arabic, a language of strategic national importance. It will be scheduled in a time frame to appeal to high school students, in keeping with the scheduling strategy of the overall Department.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. Continue outreach to attract high school students as students in Modern Languages classes, in late afternoon, early evening and Saturday time frames 2. Link scheduling of the classes, in those time frames, to related classes in other departments 3. Refer high school students, 18+ years, in our Modern Languages classes, to Study Abroad offerings 4. International Ed should be developed at COM to increase presence of international students at COM. These students can be welcomed through activities in the Modern Languages Department. (5) Choose texts which have technological, hybrid characteristics. (6) Implement assessment testing in Chinese, French, Spanish and Italian.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Our Department is disappointed that our continuing requests for a new full-time position have not been granted through previous program reviews. Our mission is to serve transfer students and there must be more full-time members of the Department in order to address this mission. Therefore, no resources have been granted to us from previous program reviews.

The work of the Department is an ongoing challenge and too much is being asked of our part-time faculty members.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Increase full-time members in the Modern Languages Department in order to accomplish the work of the Department
2. Maintain advanced level courses in all disciplines, in order to appeal to local high school students. These students would choose COM over other community colleges and four year institutions.
3. Maintain Spring International Film Festival which is a recruitment tool for the Department
4. Schedule more grammar classes at IVC in order to provide a full-year experience (101,102) in a given language
5. Implement language assessment testing in as many languages as possible. This will produce more class homogeneity at the outset and better student retention at the end.
6. Construct Modern Languages Web Page to be used for additional visibility and recruitment
7. Introduce new hybrid texts in all languages in the future
8. Write A.A. Degree applications for Italian, Japanese, Chinese and ASL

VI. Other concluding remarks.
Program Summary
MMST-2009

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

I. Program Excellence (Best Practices)

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

The 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

Transfer Courses for students planning to continue their education in design or digital arts, MMST has:
- Transfer courses as the major to CSU
- Educational skills using multimedia and the digital arts for advanced degree students
- Recently developed MMST courses for additional CSU/IGETC /UC transfer
- Career Certificates for students with existing 4-year or advanced degrees Certificates with the same rigor as the AS degree

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

A Realistic Budget for Annual Instructional Expenses for Supplies (every 1-3 years) and new equipment (every 3 years).
The last four years the Multimedia Studies program has been allocated zero dollars ($0) for on-going instructional expenses such as software and hardware, including updates, repairs and maintenance:
1. Technology should be purchased at the district level (not the departmental or discipline level)
2. District level can determine college-wide use to yield best pricing within fiscal budget cycles
3. Most of the software required for our students, is also a necessity for staff to perform their jobs
4. More and more of what is required for MMST classes is requested by faculty, college-wide
5. The Foundation for Community Colleges for reduced pricing

The greater the quantity purchased at a single time exponentially decreases cost
Hardware for classrooms and student labs should be cascaded by need (e.g. high technology for career and science courses for first cycle, reused by library and humanities for second cycle, testing and open labs for third cycle, etc.)
Distribution of hardware and software purchases by the Technology Committee and the Equipment Committee

Soft expenses such as printing supplies are (and should be) covered via Student Materials Fees associated with the appropriate course.

Commitment of units for required courses:
1. Necessary units to run all MMST courses as outlined in the Blueprint to meet students needs for certificates and degrees
2. To offer the MMST Internship (capstone) course once a year to complete degree requirement and maintain a working relationship within the Marin business
3. Additional units to offer courses that would continue to support student interest in important, emerging career areas of study such as additional courses in Game Design.
4. Necessary units for both FT instructors to meet required loads without reassigned units.

PROGRAM REVIEW HURDLES:
1. Lack of Additional Data other than the limited College of Marin DQD data
2. Same ineffective, limited data we have used for Discipline Reviews FOR OVER 10 YEARS!
3. Still NO survey data provided! Should be twice a semester!
4. There is not adequate data for well-informed decisions:
   - Student objectives at College of Marin at time of entry and more importantly at time of exit
   - Tracking Student Alumni, not just graduates, but all students
   - The District needs current, reflective data that is a snapshot at any point of time about enrollments prior to, during, and at the end of each semester!
5. Lack of direction by MCCD for college priorities (i.e Distance Ed, etc.)
6. Clear district/college intent and objectives for successful assessment of COM programs in review
7. Planned budget allocations for success of programs and courses already in current inventory
8. Allocation of funds for on-going technology
9. Resources to meet WASC standards for IT support and Research!

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

PLANNING AND OBJECTIVES
Questions During the last three years, the most important concerns have been initiated by student questions that have prompted broad surveys of students within the Multimedia Studies program. Questions surveyed:
1. What courses should be offered?
2. When should MMST courses be offered?
3. Where should courses be offered?
4. Which courses need additional levels?
5. How can complex MMST courses be repeated?
6. Will these courses be expanded into a full certificate or degree?

Answers and outcomes of surveyed questions:
1. Additional levels of Game Design, Graphic Design, Web Design and Video courses
2. Schedule blocks that serve full time students, working students, and high school students.
3. IVC (60-75%) and KTD (20-28%), don’t know (2-8%)
4. More Game Courses, 3D beginning to advanced, Flash, Photoshop, and Web related courses.
5. Additional levels are being added as concurrent classes and any MMST course may be repeated after 2 years by submitting a petition.
6. For the past 6 years students have repeatedly requested a Graphic Design program.
7. Students have been requesting a complete Game Design program for career and transfer, for the last 2 years.

Mr. Wilson completed a research grant in 2002 that determined a very high interest in a Graphic Design Program at COM which would include certificates and a degree. Research included a survey of nearly 200 MMST/Desktop Publishing students, and comparative study of graphic design course and programs at community colleges in the East Bay, North Bay, and San Francisco Bay regions. No additional Game courses have been added due to the lack of units and the hiring freeze. Graphic Design would be a strong, viable program for the creative community of Marin County.

MOVING FORWARD
The following plans and strategies for MMST are outlined as follows:
1. To move forward with the relocation to the Workforce Education department
2. To work with the Workforce/Technical Training dean to build partnerships with local businesses in Marin

http://programreview.marin.edu/PSReport.jsp 2/22/2010
3. To align the Multimedia Studies Program as a Design Program under Workforce Development (reflecting Multimedia and Entertainment Initiative grants)
4. To work closely with Art department programs to collaborate on additional courses, certificates, and add course offerings at IVC
5. To develop further articulation agreements with 4-year schools
6. Create multiple levels of concurrent courses
7. Continue to update course and program offerings and structure to meet the needs of both Career/Technical Training students and Degree/Transfer students (including 2+2+2 track high school students)
8. To continue to assess and refine the schedule to meet the needs of full-time, working and high school students
9. Work with the Instructional Equipment and Technology committees to develop college wide software and hardware plans that drive stronger and smarter technology purchases.
10. Continue to formally and informally survey students, industry, and other colleges for curriculum and program planning direction
11. Each MMST faculty member will continue to remain involved in professional activities to maintain relevance, currency, and enthusiasm of their respective MMST related subjects

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?
   1. A high percentage of MMST students are degree track (both four-year and advanced degrees)
   2. Until the last two years, MMST has a very high percentage of its FTES obtaining degrees and certificates vs. the COM average
   3. MMST has an excellent "Rate of Return" with a strong enrollment to Teaching Unit ratio at COM
   4. MMST has been the most proactive program in maintaining Title V. compliance including: frequent update of courses and program options, updated TOP Codes, development of a program blueprint and elimination of course repetition
   5. With the exception of this semester (Fall 2008), MMST enrollment continues to be higher with better retention and success rates at IVC than MMST classes at KTD

The Multimedia Studies Program has managed to survive and actually flourish despite the fact that it has had 6 changes in area deans in the last 7 years--including a period of nearly two months without any area dean! Students have continued to seek out MMST classes in spite of the bad planning, limited services, and severe reduction in units and course offerings, including:
   ● Directives to close IVC by decimating Student Services between 2003 and 2006 (Food Service, Bookstore, and Library) without planning or consultation.
   ● Limited to no marketing during this same period (2003-2006) including the elimination of a COM class schedule for Fall 2005!
   ● A 41% increase in CA mandated student fees ($11 to $18 to $26 per unit) before the current fee of $20 per unit.
   ● Severe delays in financial aid from California during the fee hikes (allocations not disbursed until mid and late September) impacting students ability to enroll in the Fall semesters at COM, particularly students from Cal Works or other job related re-training programs.

IVC is a campus coming back to life with students that are driven, engaged, and very enthusiastic. Enrollments at IVC have exceeded that of KTD during the last two and half years as a direct result of placing IVC back on the map. Until this semester (Fall 2008) the Multimedia Studies was an integral part of this growth.
With continued leadership, shared governance, and data-driven resource decisions the Multimedia Studies program will continue to grow and support the grow and learning objectives of all Career, Transfer and matriculated high school students at the Indian Valley Campus of College of Marin.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.
VI. Other concluding remarks.
Program Summary
Music-2009

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

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

The Music Department provides high quality instruction in academic, instrumental, and performance music classes. The faculty is made up of well-qualified, professional musicians who have a wide array of musical expertise, and a supportive and nurturing teaching style. Music puts on over 30 public performances each year, both classical and jazz, which are attended by over 3000 audience members per year. The department also collaborates with the other performing arts disciplines (Drama and Dance) to present spectacular productions, such as the Midsummer Night's Dream by William Shakespeare, which reaches an even wider audience from the Marin community. The department provides a diverse curriculum each semester with choices of performance and academic courses both for the day and evening student, for the music major, general ed. student, and lifelong learner. Care is taken to schedule first and second year music major courses in a compact block schedule to facilitate students' ability to take all required components of the program and to take other required college courses.

Students come to study in the music department for multiple reasons: to major in music, to fulfill a humanities requirement, to learn an instrument, to improve their music making abilities by playing/singing music with a large or small ensemble, or to improve their job skills. Many of our music majors have transferred to four-year colleges, universities and conservatories, or gone on to prominent careers in the music field as professional musicians, composers, and music teachers.

Music faculty members are all experts in their musical areas and are active in the community as performing artists and collaborators with other music education and performance groups. The Music Department often works with other non-profit music and music education groups in the county to further our mutual goals.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The Music Department has been functioning reasonably well despite lack of funds, but now previous cuts and deferred purchases/repairs/maintenance have created urgent needs. These resources are now necessary to maintain the program at a normal functional level:

1. The **supplies and postage** budgets need substantial increases (cuts need to be undone) in order to keep the program functioning at a basic level.

2. A permanent classified staff member needs to be hired to fill the **theater manager** position. The Music Department puts on many concerts on the Fine Arts stage each year. Proper support for these activities means having a stage manager to help move heavy equipment, set up and run lights, manage theater rentals, etc. This work should not be done by faculty and students, since it is inappropriate for them to do so during a formal concert, and also since there are potential safety and security issues which must be considered.

3. Add **one teaching unit in fall and three in spring** to be able to meet student needs.
4. The existing computers, both in the labs and faculty and staff offices, and the concert recording equipment need to be functioning properly and kept up to modern standards. Software upgrades need to be obtained for the equipment to be viable for our existing classes, so that hardware and software is compatible.
5. Additional funding will be needed to make it possible to operate during the building modernization.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Obtain funding and/or support to develop better marketing tools, such as a brochure about the music program, a comprehensive web site, and funds for newspaper/radio advertising for our performances. Begin to develop materials for a department web site and brochure this semester.
Continue publicity efforts towards the donation of a new grand piano.
Add one or two extra teaching units to develop new short courses as indicated by the results of the music department survey.
Courses requested are music software notation, composition, and basic conducting.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

We have not seen any results from the requests made in previous programs reviews. It appears that the College has had little interest in actually correcting the problems outlined in these reviews. This is more than just a problem of lack of funds and support - it damages the heart of the organization, creates low faculty and staff morale, and shows a lack of respect for the faculty and all the hard work they do.
In general, the music department has survived in the face of damaging cuts to the teaching units, an outdated, unhealthy, and deteriorating facility, and massive reductions in the supply, postage and support budgets. Although the music enrollment has maintained at quite a good level, it is imperative that care be taken to keep the equipment working (pianos, computers, software), strengthen the entry-level program which feeds into the music major, as well as increase student recruitment to the department. If the major is allowed to dwindle, it will negatively impact all the other components of the program. The music department fills a much-needed role serving our students, promoting the arts and arts education in Marin, and representing a positive image of the College of Marin to the Marin community.
Seeing that no support is forthcoming after so many efforts expressing our needs, music has decided to take our own actions to correct things where we can, through fundraising and creating partnerships with other arts organizations to keep our program going. The music department has been creative to find sources, both through donations and outside partnerships, to remedy the lack of necessary budget. This includes repairing facilities, replacing equipment with donated equipment (patched together), finding better off-campus facilities when ours are inadequate, and providing necessary instructional materials for our students by whatever means possible.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

See the department chairs and above comments for more details. In short:
1. Increase our supplies and postage budgets
2. Reinstate the Theater Manager position
3. Add necessary teaching units
4. Provide software upgrades, and replacement computers
5. Fix the Fine Arts Theater
6. Provide funding and support for items required when we must move out of the building during modernization

VI. Other concluding remarks.
Program Summary
Natural History/Field-2009

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

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

1. Approach to Teaching Science Our students do rather than read about science. Our students succeed because we have high standards and do everything we can to help students attain them. In addition, we believe that the only way to truly understand science is through an interdisciplinary approach. We collaborate with professors and community members both within and outside of our department.

2. Community Involvement All of our faculty members are active members of our community. Our participation includes the following types of organizations: high schools, colleges and universities, non-profit community organizations, and state and federal parks to name a few.

3. Natural History/Field Program Our Natural History Certificate/field program is unique, popular, and extremely successful. Our students truly understand the basic tenants which govern the natural world. Many are retired life long learners that are working on a second career and using their Natural History Certificate to teach sustainability and other environmentally important concepts to K-12 student throughout the Bay Area.

5. Faculty Research All of our full time faculty members are conducting research in their area of specialty. Our preparation/laboratory spaces are invaluable in allowing us to investigate the natural world and to involve and share this knowledge with interested students.

6. Facilities Our green house, Bolinas marine laboratory, soils laboratory and museum are great assets to our students and to our community. Their attributes are detailed in other sections of this document.

7. Job Training Students who choose offered vocations are ready to start working as docents, biotechnology technicians, or environmental science technicians when they graduate from College of Marin.

8. Interdisciplinary Approach to Curriculum and Resources Biology, the study of life, is inextricably interconnected with sister fields such as chemistry and physics, as well as with the environment in which life is found. Our curriculum reflects this intertwining by having intimate connections with other disciplines such as Geology, Geography, and Environmental Landscaping – offering classes that cross disciplines in our department and in other departments. Our resource use also reflects this connection, with overlaps ranging from field gear to the greenhouse and museum. As we continue to develop curriculum, in particular relating to Environmental Science, Sustainability, and Restoration, it will become more and more vital that we sustain and nurture these connections.

9. Attitude All members of our department are respectful and considerate of each other and of our students. It is a pleasure for us to come to work and, judging from their reactions, a pleasure for students to take classes in our department.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Faculty Preparation and Laboratory Space We need this space to work out new experiments and to maintain our research program for majors. Many of our field courses are instrument/tool intensive and preparatory rooms provided allow us to organize our tools/study skins/specimens and other field project materials.

2. Vans Our department needs vans to transport students on field trips. We are the only community college with a Natural History Program and that runs field trips that continuously rents vans.

Having College of Marin Biology/Geology Department tranportation would make our trips safer, significantly more convenient for instructors, administrative assistants and administrators and much less expensive for students taking our courses.
allow faculty who must teach and organize, field trips to spend more time teaching and less time on transportation logistics. 3. Student Study Area Our students are often on campus late into the night because we offer classes in the evening to accommodate students that work or have other obligations during the day. They need a place where they can study and get something to eat. 4. Counselor Our students need a counselor dedicated to science and math students. As counselors are not trained in the sciences, many of our counselors find this (understandably) daunting. 5. Funds We need equipment, equipment maintenance, supply, and field trip transportation funds we can count on. Without a known budget it is impossible for us to plan and offer a coherent curriculum.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. Approach Keep doing what we do best and what sets us apart from other departments and institutions (see I above). 2. Curriculum Expand our offerings to keep our department curriculum broad, current, and meaningful; and so that students can move through our curriculum as a cohort. 3. Field Program Expand our field course offerings and include a field component in as many of our courses as possible. 4. Courses Design and implement a Microbial Ecology Course and expand the soil component of many other classes. Our faculty agrees that the study of soils is critical to maintaining our success as a department. 5. Wildlife conservation is a popular and increasingly important career choice so it would be prudent to develop a wildlife conservation course. 6. Attitude Keep meeting regularly as a faculty preferably over food, coffee. Completing this program review reinforced our dedication to our students, to the department and to each other.

IV. Assessment of 2008 Program Reviews:

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

We expect this Program Review to result in a better understanding of our curriculum both within and outside of our department and among administrators, and to be used to provide us the resources we require to maintain our extremely successful programs.

V. Fall 2009 Requests Summary:

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one. 2. Summarize briefly why you want each one. 3. Summarize your overall rationale.

See transportation to field trip costs under non-instructional other.

VI. Other concluding remarks.
Program Summary
ESL-Noncredit-2009

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

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

Best Practices:
Overall Program Structure:
Noncredit ESL offers a full continuum of levels to bring students from beginning to intermediate and ready to move on to credit. We have articulated our classes with credit ESL so that there is a minimum of overlap and students can move seamlessly through the entire sequence. The noncredit ESL sequence provides a highly defined structure for teachers to follow so that students successfully complete each level and pass promotion tests.

Noncredit ESL classes have more contact hours which allows students the opportunity for more time on task, more time to use what they have learned in a variety of ways. These classes are multi-skill so that content is practiced using various learning modalities including aural, oral, visual and kinesthetic.

All of the ESL classes include individual, pair and small group learning experiences. Active participation is a requirement. In addition, students have access to a computer language lab and an ESL lab with an ESL teacher present to help.

ESL students with learning disabilities receive services through the Disabled Students Program.

Faculty:
While noncredit ESL is staffed entirely by part-timers, faculty makes good use of flex time to develop various aspects of the program as well as to develop and improve their own teaching skills. Noncredit ESL hires well-qualified teachers with 95% having Masters Degrees in TESL or related fields. Faculty Collaboration:
~Sharing of information is done routinely at department meetings. It is also done in an informal manner between individual faculty members. Non-credit faculty members attend routine meetings as this is considered a part of their load.
~Same level classes taught at different times of the day often share materials and develop materials together.
~Level 40 teachers work together to develop curriculum to be used in all five sections.
~New teachers are mentored by long-time teachers. (We have new teachers almost every semester...)
~TESOL and CATESOL information is shared in department meetings.

Staff:
The staff members in the ESL office are often the first place where students come for information. The staff is well-trained and bilingual in some languages. They go out of their way
to patiently direct students to the appropriate college or community service.

Students:

Self-Direction:
Noncredit ESL is, by its nature, self-directed. Nothing forces a student to enroll or stay in class. Progress is dependent on students achieving a certain level of competency. Students learn that their progress and success rests on their own shoulders. Students who enter our program are motivated by family and work-related necessities. Their initial goals revolve around language acquisition, but as time goes on, these goals increasingly evolve to include vocational training or college as ultimate destinations.

Metacognition:
As students acquire skills, teachers frequently ask students to explain why they have used a particular word or grammatical structure in order to make students conscious of the new language's rules and to be aware of its differences from their native languages. Everything in ESL is taught in context, with realia, through text or audio/video...from the very first word taught in Level 10 to a paper in 120.

Retention and Success:
Noncredit ESL: 60% of students, on average, remain in class from the beginning to the end of the semester. 65% of students, on average, move up after completing one semester in a particular level. Both: Student evaluations report an overall positive response to ESL instructional practices.

Lifeskills:
Noncredit instruction includes lifeskills components so that everything students learn is related to daily life. Most classes end with an opportunity for students to apply what they have learned to their own personal life and to freely share experiences orally or in writing. In order to foster communicative language acquisition, collaborative pair-work or small group work and cooperative learning exercises are the norm in ESL classes.

Study Skills:
Many ESL students have limited educational backgrounds, so learning how to organize themselves is vital to their success. Noncredit students and credit level 50 students are systematically taught about paper size, where to put their names, date, class info, how to use margins and skip lines, how to organize their class work and handouts in a binder, how to complete homework assignments on time and the beginnings of note-taking.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Resources
Staff:
1.5 administrative assistants + resources to hire hourly assistance at three peak periods each year before the beginning of each session.
All of this has already been approved. We have been having trouble getting consistent help in the 1.5 administrative assistant area.

Faculty:
Teaching units to continue present offerings.
At least three two more full-time teachers would be nice.

**Facilities:**
Classroom space to continue to provide current offerings
Continued use of LC150 Language and Culture Lab.

**Instructional Equipment - technology/hardware:**
New computers for LC 150 to replace aging and breaking ones.

**Instructional Materials:**
An annual budget of $1000 for books, software, audio and visual materials for teachers to use in the classroom and students to use in the language labs.

Previously this has been in accounts labeled "instructional supplies" or the lottery account.

**Office Supply Budget:**
A budget of $1500 to cover the costs of day to day operations as well as mailings to enrolled and waitlisted students in the fall, spring and summer sessions.

**VESL Classes:**
Submitting an external grant request to fund VESL classes for 2010-2011.

**III. Moving Forward Objectives (Planning)**
*Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?*

Noncredit ESL hopes to be able to continue providing excellent opportunities for Marin County's growing immigrant community. We will continue to find ways to create a seamless transition from noncredit to credit ESL and to support our students in finding ways to achieve their goals. We are applying for a large grant to fund 12 VESL classes in the coming year.

**IV. Assessment of 2008 Program Reviews:**
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

- We have not gotten any instructional equipment requests funded.
- We have had a nebulous amount for our instructional supply budget. The move to banner made this money much less transparent and in fact it has taken awhile to find the accounts at all and some are missing. We have gone with whatever we've found available thus far.
- We were awarded one FT hire for the first time ever in noncredit ESL.
- The major change that has happened is that we have become part of a department - College Skills - together with credit ESL and English Skills. We now have a chair. The last two items became a reality in Fall 2009, so it is hard to assess major impact yet. However, there is a sense of greater cohesiveness among the three basic skills areas and a sense that together we can make sure that students have a seamless movement through our programs and into credit or vocational studies.

We are applying for a grant to possibly fund the vocational ESL classes we mentioned in our first
program review. We will know later this spring it this will be possible. If funding becomes available, we will be able to offer 12 classes in 4 vocational areas as well as civics.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.

2. Summarize briefly why you want each one.

3. Summarize your overall rationale.

**Instructional supplies/equipment:**
1. New computers for the LC 150 lab - the ones we have are falling apart and are about 5 years old. The lab is used by 35 NC ESL classes, 9 credit classes and numerous modern languages classes.
2. Two computers for the Part time (35+) NC ESL faculty who now have a space in which to work and meet but no computers to use.
3. Continued instructional materials budget.

**Staff Supplies:**
1) 2 new computers for our office staff. Their job now includes three large disciplines - and combined comprises the larges department on campus. They coordinate the applications of over 1800 noncredit students each semester (as well as at least 1500 in the summer). They are the go to people for all ESL students as well as all college skills faculty who have questions, want to register for classes, placement tests etc. It is a huge job and they deserve computers powerful enough to handle it.
2) The office supply budget is vital since we print and mail letters to all of the NC students several times each year which requires toner/ink for the printer. In addition we provide white board markers and other supplies for faculty to use. (All the PV portables have white boards.)

**Staff:**
While we are very grateful for our first full-time hire ever, we still teach the equivalent of 9 FTE. One teacher is a drop in the bucket considering the overall need. We are still requesting at least two more FT teachers. While part-time faculty are often excellent classroom teachers, promoting long-term student success means providing faculty who are available to students outside of the classroom and for program assessment and development. Full-time faculty identify with, commit to, and serve their colleges, their programs, and their students in a way that part-time faculty cannot be expected to do: our contract does not even commit to hiring them back the subsequent term.

We have a harder time during the summer session when our pay scale reverts from being based on the salary schedule to being hourly at the community education rates. For many of us, our pay is reduced $10-$15/hour because of this. Therefore, many regular teachers do not teach in the summer.

VI. Other concluding remarks.

Noncredit ESL has grown by leaps and bounds over the past 7 years. The immigrant population of Marin is growing both in central Marin and in North Marin. San Rafael School District reports 34% of its K-8 grade students and 49% of San Rafael High School Students are Latino. The
Novato Unified School District reported in May 2007 that over 20% of its students come from non-English speaking homes. Increased ESL offerings at IVC would be an excellent strategy for building eventual credit student population at IVC. By offering educational opportunities to the parents and other adults, one effects a change not only in their lives but also in the lives of their children and future generations. It opens a door for parents to better their lives, to model to their children the value of continued education and the value of College of Marin in their lives now and in their children’s future.

Program Review for both credit and noncredit ESL has shown that our students progress through the noncredit and credit ESL program sequence and on to credit and vocational programs. Over the last 3-4 years ESL has revised and fine-tuned its course offerings creating a vibrant bridge from noncredit level 40 to credit level 50. Between 1999 and 2002, 24% of noncredit students moved into the credit ESL program. This has increased to 66% between 2004 and 2007.

With more support in terms of counseling, advising and program coordination for both credit and noncredit, we will be able to do even better. Noncredit ESL adds between 1500 and 1800 students to College of Marin unduplicated headcount each semester. This shows a 100% growth since 2001. We have seen a 25% growth in our offerings over the last year and yet Noncredit ESL has only one full-time faculty. While part-timers across the board at the college are waiting less and less patiently for full time positions to open up, ESL has not had a FT hire since 1992 and there has never been one assigned to noncredit. Part-time ESL instructors teach the equivalent of 9 full-timers.
Program Summary
Nursing-2009

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

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

The COM Associate Degree Registered Nursing Program has a leveled and integrated curriculum which is designed for students to complete in four semesters. Students who complete all course work are eligible to sit for the NCLEX-RN licensing exam and apply for entry level RN positions. Our program sequence is clearly outlined on the RN website. http://www.marin.edu/departments/HealthSciences/Nursing/suggested_sequence.htm

Student learning outcomes are integrated into our curriculum and every course. These can be found in our Student Handbook, Total Program Evaluation Plan and individual course syllabi.

The curriculum has three types of courses; theory, clinical and skills lab. Theory courses are in the classroom setting. Syllabi are updated every year. Nursing textbooks usually publish new editions every two years to reflect changes in nursing practice and medical knowledge. This new content is incorporated into our courses.

Clinical courses are taught at Bay Area Hospitals and healthcare facilities. Our major clinical sites are: 1. Marin County: Marin General Hospital and Kaiser San Rafael; 2. Alameda County: Herrick Hospital, Alta Bates Medical Center, Summit Medical Center and Children’s Hospital of Oakland. 3. San Francisco County: University of California Medical Center and California Pacific Medical Center, St. Francis Hospital, Kaiser San Francisco. During clinical courses, the students are assigned patients and provide nursing care. The scope of care reflects course objectives and skill level. On student and alumni evaluations, the clinical rotations and preceptorship are consistently cited as best preparing students for practice in the workplace setting. (Student Survey at Program Completion 2009).

The COM skills labs are leveled and focus on clinical nursing skills. Each semester skills increase in complexity and build on earlier knowledge. Skills are always taught in a context emphasizing concepts of problem solving, critical thinking, patient safety, patient teaching, communication, teamwork and evidence based practice. Case studies are a teaching methodologies used in skills lab.

Simulation is a newer teaching modality that has been used at COM since 2005. Hi fidelity mannequins and patient care scenarios are utilized in this experiential teaching modality. Students must apply the nursing process and perform therapeutic nursing interventions during a dynamic care scenario. Again instructors emphasize problem solving, critical thinking, patient safety, patient teaching, communication, teamwork and evidence based practice.

The COM RN Program is a highly successful program based on course and program retention, NCLEX pass rates (59% 2008/2009) (http://www.rn.ca.gov/schools/passrates.shtml) and employment of students in entry level registered nursing positions in Bay Area hospitals and other health care facilities. Pre nursing students contribute to college enrollment by taking many prerequisite and co requisite courses on campus. In Fall 09 the BRN evaluated our nursing program, gave us high marks in all areas and granted us continuing approval.

Success in our program can be attributed to dedicated, hard working faculty, assistant director, director and administrative support persons and resources provided from grant funding. On course evaluations, program completion surveys and post graduation surveys Students report: “The teachers want you to succeed”, “Dedicated, knowledgeable and enthusiastic staff.”

Our high course and program retention is attributed to our dedicated faculty and our student success plan. Faculty continually assess student progress and implement early remediation strategies to facilitate student success. Faculty members are assisted by the grant funded HI Risk Student Mentor. The HI Risk Student Mentor assists in articulating the remediation plan and coordinates the grant funded tutors. Depending on need tutors work with students on theory, test taking skills, study skills, clinical and clinical nursing skills. Our Simulation Coordinator and simulation scenarios are an integral part of the remediation plans. The 2007-2008 BRN Annual School Report states that 96.6% of schools report student success strategies as a documented and effective method used to increase student retention.
We start to prepare students for the NCLEX examination in the 1st semester. The NCLEX exam plan changes every 3 years. Faculty keep apprised of the changes. The program utilizes the Assessment Technology Institute Content Mastery Series. It reflects content tested on national exams. This product has review books, and proctored and non proctored computer assessments. The web based portion of the program helps students review content, identify weak areas and define a focused content reviews. Faculty analyze ATI statistics of class wide assessments. This helps nursing faculty identify program content areas that need to be strengthened. In previous years, money from the Hamilton Endowment was used to purchase this product for the students. This year students had to pay out of pocket. We administer the ATI NCLEX RN Predictor Assessment in the 4th semester. Results are analyzed and a grant funded NCLEX Mentor identifies at risk students and develops individualized remediation plans for them. Additionally grant money is used for faculty to teach NCLEX review sessions.

Our monthly faculty meetings, extensive Total Program Evaluation Plan, Advisory Committee, and student surveys provide an organized framework for evaluating program strengths and weaknesses. Our program is updated yearly based on findings from all the stated sources.

In Fall 2008 and Spring 2009, we did an extensive self study for our BRN Approval visit. In Fall 2009 and Spring 2010, we are doing another extensive self study for our upcoming NLNAC Accreditation visit fall 2010.

Nursing faculty completed an extensive curriculum revision between 2004 to 2006. The new curriculum was implemented in Fall 2006. The new curriculum reflected a change in the program's philosophy and organizing framework. Courses were consolidated and unit allocations were changed. Since the new curriculum has been implemented NCLEX pass rate and student retention has risen. Lower scoring areas in the curriculum include critical thinking and physical assessment. Once faculty has completed the in progress NLNAC self-study, we will turn our attention to revising the "new curriculum". Faculty has not reached a consensus of program changes at this time. Pediatrics, mental health and physical assessment are content areas that will be considered for revision.

A major problem continues to be faculty dissatisfaction over high workload and low reimbursement rates for the amount of time that all faculty members spend keeping knowledge and certifications up to date; teaching; planning and implementing the clinical portion of our program; and doing the extensive and continual program review and curriculum modifications.

A number one issue is the lower rates of reimbursement for clinical and skills lab. All nursing courses are directed towards meeting our Leveled Student Learning Outcomes. Extensive preparation, knowledge and expertise are required to teach all nursing courses. Delivering content in a way that emphasizes problem solving, critical thinking, patient safety, patient teaching, communication, teamwork and evidence based practice occurs in all of our courses. We urge the college to support us in achieving 1:1 reimbursement for all our courses.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. In order to meet COM Goal #3 Faculty and Staff Excellence, faculty request to revise clinical and skills lab course descriptions to emphasize theory component in an effort to raise the reimbursement rates to 1:1 seminar rates. Rationale: The College reimbursement rates for practicum courses and skills lab are at a lower rate than theory courses. Practicum and skills lab teaching require significant planning, expertise, currency, and instructor time. Low reimbursement rates make these courses difficult to staff. The highest rates of staff turnover and part time faculty are in skills lab and practicum courses. This faculty request is supported by the most recent BRN recommendation and vetted thus discussion with Dean Nanda Schorske, "to explore, modifying course descriptions to raise college reimbursement rates for simulation and clinical lab courses to the level of reimbursement rates for theory courses.

2. In order to meet COM Goal #2 Academic Excellence, and in order to identify and address workforce development needs, faculty request continued funding and support for simulation, i.e., the retention of Simulation RN Coordinator(now grant funded), funding for KTD & IVC simulation facility and continued funding for faculty development in the use of simulation as a valued alternative clinical experience (e.g. make up assignment, pediatric rotation). Rationale: Integrating clinical simulation into nursing curriculum increases critical thinking & prepares student for workplace. According to the 2007-2008 BRN Annual School Report, 70% of schools report that simulation training is one of the
3. In order to meet COM Goal #3 Faculty and Staff Excellence, faculty request continued funding of current NE positions; Administrative assistant, Hi Risk Student Advisor, Faculty Mentor, Simulation RN Coordinator (these are all presently grant funded.) Rationale: High-risk nursing students in the program are identified, counseled and directed to appropriate resources. In the 2007-2008 BRN Annual School Report, 96.6% of schools report student success strategies (e.g. mentoring, remediation, tutoring) is a documented and effective method used to increase student retention. High Risk Faculty Mentor identifies students who do not meet the ATI 65% benchmark and provide remediation to assure student success in passing NCLEX-RN. Simulation RN Coordinator provides simulation scenarios in a high tech simulation environment. Administrative assistance provides much needed assistance to transcribe monthly departmental meeting minutes. http://www.rn.ca.gov/pdfs/schools/prelicensure.pdf

4. In order to meet COM Goal #3 Faculty and Staff Excellence, faculty request continued funding of current NE course offerings, the elective Open Skills Lab. Rationale: Many students need extra instruction to master nursing skills and develop confidence and proficiency. In 2008-2009 an elective course offering, Open skills labs were added and have been well attended.

5. In order to meet COM Goal #3 Faculty and Staff Excellence, faculty request continued support of 5 Coordination units. Rationale: Past Program Reviews and Program Eval both consistently reports nursing workload as the number one faculty issue. Inherent demands of a nursing program include duties outlined in CBA. For example, participate in curriculum development, written reports for BRN and NLNAC. Participate in the development and the implementation of the Program Evaluation Plan. Participate in clinical and preceptorship assignments, and coordinate the Nursing Skills Lab.

6. In order to meet COM Goal #3 Faculty and Staff Excellence, faculty request a dedicated Administrative Assistant for the Nursing Department and one for ECE, EMT, Phlebotomy, Medical Assisting and Dental. These programs will be moving to Indian Valley Campus as part of the campus modernization. All health science disciplines report the need for more secretarial assistance. Nursing Administrative Assistant duties would include the day to day assistance needed to run the program. Joan’s duties to the nursing department are extensive and listing them here is prohibitive. They include preparing ongoing materials for each clinical agency experience. This includes sending agreements, collecting student forms, and sending rosters and letters to agencies; taking minutes for monthly meetings, assisting with admission of the incoming class, sending paperwork to the BRN for our graduating class, formatting syllabi student handbook, and reports, updating the nursing website and answering numerous phone calls related to the nursing program.

The IVC Administrative Assistant would serve four coordinators and 4 state approved programs. State reports are required by 3 programs. Grants in ECE and Dental Assistance require administrative assistance with reporting data. Ongoing materials are prepared for each clinical agency experience. This includes sending agreements, collecting student forms, and sending rosters and letters to agencies. Each program is required to hold Advisory committees and keep minutes of these meeting. In addition in fall 2010 the Dental Assisting program will be compiling the accreditation report for the Association of Dental Examiners. This will require additional administrative assistance to compile this report.

7. In order to meet COM Goal #3 Faculty and Staff Excellence, faculty request a dedicated Director of Nursing, BRN regulations require a Director of Nursing for program approval. Currently, the Health Sciences director administrates ECE, EMT, Phlebotomy, Medical Assisting and Dental. When the health sciences with the exception of Nursing move to the IVC campus. It is a natural time to split the director duties. The Nursing Director administrated grants, is familiar with BRN Regulations and State Education Code, and is responsible for the day to day running of the program.

8. In order to meet COM Goal #2 Academic Excellence, faculty, hospital agencies and student evaluations consistently report the need for smaller clinical group size. Rationale: Hospital contracts limit student assignment on units and limit preceptorship placement. There are documented downward trends in the bay area contributing to insufficient number of clinical sites, as a result of competition with other programs, low patient/pediatric census. This year we temporarily lost patient units, lost 2 weeks of placements due to new computerized systems and Sutter plans for turnover.

9. In order to meet COM Goal #3 Faculty and Staff Excellence, faculty request reimbursement in the form of reassigned time/stipend/overload for maintaining clinical expertise. Rationale: BRN requires faculty members to be academically and experientially qualified to teach. (1424 h BRN). Nursing faculty must maintain clinical certifications, i.e. BCLS, ACLS, and PALS. In this rapidly changing field, nursing faculty must attend educational institutes/academic conferences and must attend mandatory hospital training, i.e. computerized training.

10. In order to meet COM Goal #5 Diversity, District to continue with entrance requirement, such as the Community College Chancellor’s Formula and entrance exam, specifically “Test of Essential Academic Skills” TEAS® to promote educational preparedness and maintain low student attrition rates. Rationale: Class of 2009, Chancellor’s Formula was added as an admission requirement. The formula requires that students complete all course prerequisites with a score
III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. After major curriculum revision from fall 2006, faculty plans to make minor data driven revisions to the curriculum reflecting current data. Data that correlates NCLEX pass rates to ATI practice tests will form the basis for this revision. Faculty to address the low ATI assessment scores in assessment, since assessment course was integrated into present course offerings. This identified goal addresses student success.

2. Faculty plans to consider the expansion of simulation to meet pediatric clinical objectives and revisiting past and present pediatric placements. This identified goal addresses student success. There are a number of internal and external issues with the pediatric clinical rotation. Student course evaluations report "not enough to do in pediatric clinical rotation." Pediatric scores from ATI in 2008 scored at 67% versus 80% the previous year. Faculty chronically notes an established low census in the pediatric units and there is a competition to securing pediatrics in the acute care settings.

Rationale: The score is determined by a formula which takes into account: (a) overall college GPA in the last five years, (b) the grade received in English 120 or 150, (c) the GPA in core biology courses (Anatomy, Physiology, and Microbiology prerequisites), and (d) course repetition in core biology courses. Class of 2010. Test of Essential Academic Skills (TEAS) with passing score of 67 was added as an admission requirement. Students who do not meet the 67% benchmark are offered remediation.


12. In order to meet COM Goal #3 Faculty and Staff Excellence. District to offer competitive faculty salary, since offering non competitive salaries is the number one barrier to recruiting and retaining nursing faculty.

Rationale: 82.6% of nursing schools report non competitive salary as the number one barrier to recruiting faculty. The BRN consultant reports the greatest asset to a successful nursing program is seasoned faculty. The BRN Approval Visit Report quotes, "Hiring qualified faculty remains a problem, especially for OB and Peds." The 2007-2008 BRN Annual School Report reports a 9% vacancy rate for full time nursing faculty. To further aggravate the chronic nursing faculty shortage, consider the well-documented aging of nursing faculty, 66.9% are between 40-59 years of age as compared to 3.4% are less than 30 years.

13. In order to meet COM Goal #2 Academic Excellence, faculty request continued purchase & utilization of ATI Comprehensive NCLEX-RN® Predictor proctored and proctored assessment exams for students. Rationale: The ATI Comprehensive NCLEX-RN® Predictor assessment results provides benchmark for our student learning outcomes. These benchmarks are integrated into our Program Evaluation Plan and in 2009; Critical thinking results did not meet the program benchmark. The results of the ATI Comprehensive NCLEX-RN® Predictor results also provide a sensitive indicator of NCLEX-RN pass rate. Our four-year average, from 2006-2009 is an 86.5% NCLEX pass rate, higher than 85.8% state of California average but lower than 88% national average in 2009.

(http://www.rn.ca.gov/schools/passrates.html)
3. Faculty needs to consider the integration and the standardization of simulation activities leveled across the nursing curriculum. Student evaluations report simulation as a highly effective learning tool. During BRN approval visit, consultants recommended standardizing simulation. This identified goal addresses student access to simulation.

4. According to departmental curriculum meeting minutes, there is a documented reduction in preceptorship placements, caused by competition and hospital mandates. As well, there are well-documented problems with CCPS preceptorship placements. Based on the discussion during Advisory committees and recent trends, faculty must consider alternative clinical placements. This identified goal addresses student access to preceptorship placement.

5. As per department's December curriculum committee meeting minutes, faculty discussed pros and cons of reducing student enrollment, based on bay area trends responding to insufficient number of clinical sites, competition with programs, increasing hospital limitations, i.e. size constraints, low census and/or threatened loss of placements due to competition with other nursing schools and internal healthcare facility changes such as Marin General Hospital changing owners. This is a topic for future departmental meetings and addresses student enrollment. Not all faculty agree on decreasing enrollments.

6. As per the results of faculty discussion, (12/10/09 faculty meeting minutes) clinical class size needs to be reduced to reflect the bay area average clinical size, accommodate recent clinical agency requirements; and low census. This is a topic for future departmental meetings and addresses student access & success.

7. As per the 2009 BRN report, consultants recommended faculty to "review and modify curriculum" for clear inclusion of the Nursing Practice Act with regulations and related statutes into the curriculum with specific reference to Section 2725- Scope of Regulation, and Section 1443.5- Standards of Competent Performance. As well, BRN consultants recommended faculty to standardize nursing care plans. These identified goals addresses student success.

8. As per the 2009 BRN report, consultants recommended faculty to "explore the usefulness of modifying course descriptions to reflect that clinical and simulation courses promote synthesis and integration of complex theoretical concepts". This identified goal addresses student success.

9. As per the Program Evaluation calendar, faculty to discuss items
scheduled for 2010 and faculty to generate a Self Study document for the upcoming 2010 NLNAC accreditation visit.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. Last year we requested 7 computers to replace outdated computers in faculty offices and the skills lab. These were approved.

2. Outdated computers do not work efficiently or run current programs. Computers are an integral part of the nursing program.

3. Program Review helps the Nursing Department analyze our program in regard to College Learning Outcomes. The first four outcomes are articulated in our learning evaluation plan. Numerous examples of changes implemented because of our review process are documented in our Annual Report. In 2008 we reviewed our curriculum to ensure that students achieve the highest standards of care and that our educational programs are consistent with the requirements of BRN and NLNAC. We have implemented current student success strategies and course revisions based on our evaluation plan. Numerous examples of changes implemented because of our review process can be found in our BRN Continuing Approval Visit Report Fall 2009.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

In order to meet COM Goal #3 Faculty and Staff Excellence, faculty request to revise clinical and skills lab courses in an effort to raise the reimbursement rates to 1:1 seminar rates. Rationale - The College reimbursement rates for practicum courses and skills lab are at a lower rate than theory courses. Practicum and skills lab teaching require significant planning, expertise, currency, and instructor time. Low reimbursement rates make these courses difficult to staff. The highest rates of staff turnover and part time faculty are in skills lab and practicum courses. This faculty request is supported by the most recent BRN recommendation and vetted discussion with Dean Nanda Schorske, ?to explore?modifying course descriptions?to raise college reimbursement rates for simulation and clinical lab courses?to the level of reimbursement rates for theory courses?

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10. In order to meet COM Goal #5 Diversity, District to continue with entrance requirement, such as ?Community College Chancellor?s Formula? and entrance exam, specifically ?Test of Essential Academic Skills??TEAS? to promote educational preparedness and maintain low student attrition rates. **Rationale:** Class of 2009, Chancellor?s Formula was added as an admission requirement. The formula requires that students complete all course prerequisites with a score of at least 72%. The score is determined by a formula which takes into account: (a) overall college GPA in the last five years, (b) the grade received in English 120 or 150, (c) the GPA in core biology courses (Anatomy, Physiology, and Microbiology prerequisites), and (d) course repetition in core biology courses. Class of 2010. Test of Essential Academic Skills (TEAS) with passing score of 67 was added as an admission requirement. Students who do not meet the 67% benchmark are offered remediation.

11. In order to meet COM Goal #5 Diversity, District to continue to collect data on demographics, attrition, enrollment & graduation and NCLEX-RN rates, course & alumni evaluations. **Rationale:** Statistics needed to make evidence based decisions/act on in future Program Review, Program Evaluation Plan and professional accreditation reports. Grants from the Chancellor?s office & our Program Evaluation Plan require tracking data on students.

12. In order to meet COM Goal #3 Faculty and Staff Excellence, District to offer competitive faculty salary, since offering non competitive salaries is the number one barrier to recruiting and retaining nursing faculty. **Rationale:** 82.6% of nursing schools report non competitive salary as the number one barrier to recruiting faculty. The BRN consultant reports the greatest asset to a successful nursing program is seasoned faculty. The BRN Approval Visit
VI. Other concluding remarks.

Summary Success: The College of Marin Department of Nursing Education is a highly successful program.

- Once in the program, our classes consistently have 96% or greater retention rates and 96% or greater successful completion of all courses taken. Greater than 90% of our students complete the nursing program.
- and over the last five years nursing students represent 10.7% of all students receiving AA degrees at the college.
- Our students do well on the nursing licensure exam NCLEX RN with an average of 85% passing rate on the first attempt.
- Many of our students are employed as Registered Nurses in medical centers and health care facilities in Marin county, San Francisco county and Alameda County.
- Enrollment: We admit students once a year in the Fall. Through the Chancellor's Office Capacity Grant and other grants, we have increased our total program size from a base of 72 students to 92 students, an increase of 22%. While enrollments in the college have fallen over the years, nursing turns away many qualified applicants due to lack of seats.
- Our program size is limited by faculty shortages and funding shortages and clinical placements.
- Enrollment: Nursing Education is an anchor program at COM. Greater than 50% of our students report taking Nursing Education prerequisites including math, science, English and communication courses at the College of Marin. Improving Retention and Student Success: Through grants from the Chancellor's office, we have instituted a student Retention and Success program. This includes identifying at risk students and providing tutoring for students in clinical, skills lab and theory classes. Through scholarships we are able to help students financially. For Fall 08 we can boast 96% retention rate and 96% successful completion of courses.
- Improving NCLEX Pass Rates: Using grant funds, we have purchased the Assessment Technology Institute Content Mastery Series for all students in the class of 2009. We are utilizing these review modules and on line proctored and non proctored tests to prepare students for the NCLEX exam. In 2009, we are hoping to improve our NCLEX passing rate was 94 %.
- Clinical Simulation: Through grant funds, we have purchased 3 human patient simulators and hired a simulation coordinator. Faculty members have received training in this new teaching modality and we are in process of incorporating simulation in all of our clinical courses.
Workload Issues: Clinical faculty coordinate clinical rotations, maintain currency in a rapidly changing field, maintain clinical expertise, travel to clinical sites, and participate in annual program review and accreditation self studies for BRN and NLNAC. Workload is further increased by the archaic system of assigning lower units to clinical and skills lab classes requiring nurse educators to have a large number of student contact hours to make a full load.

Administrative Issues: The program student body has increased 22% and we are now heavily dependent on grants to run our program. The Director of Health Sciences and the Health Sciences Administrative Assistant covers Nursing Education, Dental Assisting, Early Childhood Education, Medical Assisting and Emergency Medical Technician Program. Nursing needs a director and secretary dedicated to our program.

Conclusion: We have a highly successful Registered Nursing program. Many of our other operating expenses, open skills labs, noncredit Review of Nursing Care course, equipment and supplies are funded from VETA, Chancellor's Capacity Grant Funds and other grants.

Our most serious problem is workload issues. We need the college's support and resources to solve these problems. Nurse Educators teach a combination of theory classes, clinical and skills lab. The student contact hours for a theory class are 1:1 or 16 hours = 1 unit. Clinical is calculated at 1:0.83 so that it takes 19.2 hours of the instructor's time to make 1 unit. When a nursing instructor teaches skills lab the rate is 1:0.73 so that it takes 21.9 hours of the instructor's time to make 1 unit. In order to make a full load of 15 units per semester; nursing instructors must work excessive hours. Nursing faculty members concur with the studies that, "time is our most precious commodity." This system is archaic and negates the amount of training, expertise and liability it takes to supervise a group of nursing students in an acute care hospital. In skills lab, students practice starting intravenous catheters on each other, again teaching this requires intensive supervision, expertise and liability.

Recommendation: Immediately Increase Reimbursement for clinical and skills lab to 1:1.

Workload and Reassigned Time: Nursing Education prepares students to work in a rapidly changing healthcare industry. New additions of nursing textbooks are printed every two years. Nurse Educators must constantly update our curriculum, syllabi and lesson plans to stay current. This adds to nursing faculty workload. Nursing faculty must maintain their clinical expertise. This includes practicing clinical skills, maintaining clinical certifications and mastering new technologies.

Recommendations: Offer reassigned time or stipends for nursing instructors to maintain clinical expertise and update curriculum and syllabi.

Workload and clinical supervision: Nursing faculty must coordinate their clinical groups. This includes orienting to a health care facility and becoming updated on new policies and procedures, meeting with hospital educators and managers, and arranging external placements in community health care facilities. The process of clinical advisement for struggling students is very time consuming.

Recommendations: Offer reassigned time to each clinical instructor for orienting to the clinical facility and coordinating clinical groups.

Institute Program review recommendations to decrease workload. Administrative Support: The College of Marin Nursing Program has a Health Science Director. Her duties include administering the following departments: Nursing Education, Dental Assisting, Early Childhood Education, Medical Assisting and Emergency Medical Technicians. The Health Science Director's work has increased over the last 5 years. The following has added to the workload: 1) The Chancellor's office and the state legislature had mandated new admission requirements (TEAS test, Chancellor's formula). 2) Program size has increased 22%. 3) Open full time faculty positions require the director to hire, orient, mentor and evaluate many new part time faculty members. 4) The incorporation of clinical simulation into our curriculum. 5) Continued grant writing and grant administration is now integral to the
success of our program.
Recommendation: Create a Director of Registered Nursing Position Administrative Assistant Support:

- Recommendation: Create a Director of Registered Nursing Position Administrative Assistant Support: The Administrative Assistant duties include secretarial support for the following departments: Nursing Education, Dental Assisting, Early Childhood Education, Medical Assisting and Emergency Medical Technicians.
- Recommendation: Assign an administrative assistant dedicated to Registered Nursing.
- Funding: ongoing expenses are not accounted for in the nursing budget. New expenses include fee for CCPS clinical placements (995), hazardous waste disposal (300 per year).
- A onetime cost for the site visit coming up on 2010 by the NLNAC will require additional budget of 6010 for the cost of the visit to the college. The program will be requesting addition funds for this in the 09-10 budget year.
- As mentioned above the program needs a full time program director and a full time administrative assistant- these will require funding.
Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)

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

-Our department educates the COM student population and greater community about reducing their risks of lifestyle diseases including obesity, diabetes, cancer, osteoporosis, injuries, and cardiovascular disease by emphasizing the behavior modification process.

-Highly passionate instructors and coaches in our department attend conferences and workshops to stay updated with the current trends in their area of expertise.

-Our department offers web-based classes which have improved overall enrollment and accessibility for student sub-populations such as, single mothers/fathers, full-time workers, ESL, geographically challenged, and physically challenged individuals. Use of a wellness and fitness advisory committee and task force.

-Provide professional development opportunities.

-Create an environment conducive for students to transfer the skills they are learning in the classroom or on the field to other aspects of their lives. Utilizing our coping and teamwork skills during adverse situations.

-Community service efforts: volunteer personal fitness training at Marin Services for Women, Career Day at Drake High School, departmental booth at Marin County Fair, pool access to the community over the summer, volunteer coaches, etc.

-Our department has started a Student-Athlete Academic Services Program. funded with EEIF money. We have started a study hall, and grade and attendance check system.

-We have also started a partnership with the tutoring center and the Math and English Labs.

-With the new building we have created a study center for our student-athletes.

-This system is only a skeleton of where we would like to go. We will need some funding but we already have shown some success with feedback from the coaches and from faculty.

-See student Athlete Handbook for outline of Student-Athlete Academic Services Program.

II. Program Resources (Responsiveness)

Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Please refer to the student and access equipment justification section for explanation and evidence of the following required resources:

-Web-based class orientation meeting

-Hire a new full-time faculty member
- Develop effective support services for COM student-athletes
- More sections of web-based classes
- Increase teaching units to offer a wider variety of courses
- Please refer to the other expenses justification section for explanation and evidence of the following required resources: Support to attend meetings, workshops, and conferences
- Awards banquet for academic and athletic excellence
- Student-athlete meal compensation
- Fully stock our athletic training room with medical supplies
- Support our coaches to actively recruit capable student-athletes
- Please refer to the facilities justification section for explanation, Repaired football field and track

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

- Update program review on a yearly basis
- Establish institutional financial support for continuing education and ongoing certifications for our instructors Attend meetings, workshops, and conferences
- Implement a sound marketing strategy- to increase our fundraised dollars
- Established a on-site student-athlete study hall
- We have increased the number of on-line courses we offer and we have increased the number of on-line courses we could offer
- We have sent through curriculum hybrid courses
- Support the needed annual unit allocation for our department coordinator.
- Maintain the quality and integrity of our athletic fields, pools, and track for classes, COM athletic teams, and community rentals.
- Continue to develop a sound website to promote physical education, health education and athletics.
- Repair football field and track in order to provide a safe playing field for students and the community.
- We are working on a fundraising program for each team
- We have added two new women's teams
- Host an awards banquet for academic and athletic excellence at the end of every semester
- Provide meals during and transportation to and from all away contests for every student-athlete
- Actively recruit capable student-athletes
- Hire a new full-time faculty member
- Develop effective support services for our student-athletes

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

Based on program review,
- The Bond has produced close to $35,000 of new weight equipment
- College of Marin started a women's volleyball team and a women's softball team
- The Bond has created equal facilities for both our men's and women's teams
- Our student-athlete academic service program has grown since last year. We still have a long way to go but the progress is good
- We have created 3 new courses that are filling every semester
- We have put more courses online for next semester
- We have come together to form a marketing and fundraising strategy
- We are holding monthly coaches meetings

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

- #1 Request is for a full time student-athlete academic coordinator / Sports information director
  - We need this position to help with our retention rates and our transfer rates. This position will also help free up time from the athletic director which will allow him to fundraise, promote, and market our program at a higher level.
- #2 Request is for a full time instructor.
  - We are looking to add a full time instructor to better serve our students
  - We currently have around 60% of our units being taught by part-time instructors
  - We currently only have 2 full-time coach/instructors for our 9 teams
  - Student-athletes demand a lot of attention and they are a big cohort for College of Marin

http://programreview.marin.edu/PSReport.jsp
- Full time coaches are around to recruit more athletes to the campus and to guide them better when they are on the campus

- With full time coaches our retention rates and transfer rates will go up as a department

- Full time coaches will bring more full time students to campus

- #3 Request is for Treadmills in the weight room

- This is vital to attracting new students; we compete on a daily basis with local health clubs getting new treadmills would help us out tremendously.

- With the addition of the treadmills students will be able to calculated heart rate percentages for weight loss, cardiovascular conditioning while on the treadmills.

- Students will have an understanding of being more fit.

#4 Request for an increase of $4500.00 in student-athlete meal money.

- We are asking for an increase in our meal money due to the increase in teams and due to the amount that we typically spend per kid, per trip. Right now we have $4500.00 which does not cover meals for every trip and for every team. It has been a good addition to the program but doubling the amount allocated to these student-athletes is the right thing to do. Many days these kids are on the road for 8 hrs representing the school, we should be able to buy them something to eat.

**VI. Other concluding remarks.**
Program Summary
Physics-2009

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

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

Through much of this PR there was a strong mixture of begging and complaining. The reality is physics at CoM is good. The part-time instructors work very hard to provide quality education. That being said, physics and CoM could be GREAT. So far:
Student success and retention meet or exceed state and COM-wide averages and transfer alumni who return for visits report being well prepared and successful at four universities. Enrollment in Physics is generally on a very small upward trend over a couple years, but is mostly holding steady.

We have a caring, motivated and competent faculty composed completely of part time instructors that have extensive industry experience to complement their teaching experience.

We have a new full time lab technician and some new lab equipment and we have changed to a three hour lab format as of Spring 2008. Together, these have boosted student interest and retention in Physics and allowed the development of better, more challenging labs. We would like to move all of our lab classes to the three hour lab format but will need additional equipment to do so.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

Laboratory Equipment needs: Physics has suffered from being grossly underfunded for equipment and supplies over the last 20 years. A list of urgently needed equipment has been compiled as part of program review. We need this equipment and supplies to provide a safe, productive learning environment for our students.

Smart Class room needs: We need more smart class rooms to provide a better learning environment.

Staffing: We need to hire a second full time Physics and Astronomy instructor. Full time instructors are more available for students and can do more outreach to local schools, more data collection for documenting student success, etc. Enrollment increased dramatically as more full time faculty were hired in Chemistry.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Hire a full time member in Physics and Astronomy.

Purchase sufficient equipment and supplies so there will be two to three students per station in Physics labs.

Transfer success: We need to begin tracking both the successful transfer rate as well as achievement of a BS degree by our former students.
We need to develop a more reliable and objective way of measuring student success in advanced Engineering classes at COM.

**IV. Assessment of 2008 Program Reviews:**
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

This program review has been an excellent vehicle for taking stock of where our physics program is and where we would like it to be in the future. Our needs and goals are well defined. It will become a living document to be improved as it helps to improve the Physics and Astronomy program at this college. It would not have been possible to complete this document without the tremendous efforts of the Program Review leaders Blaze, Dong, Derek, Sara and Yolanda.

**V. Fall 2009 Requests Summary:**
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

**VI. Other concluding remarks.**
Program Summary
Social-Sciences-2009

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

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

We strive toward excellence in our program by:

1. Adherence to course and department level student learning outcomes
2. Clear goals for the completion of AA and transfer programs
3. Use of state of the art technology and library resources for supplementing and enhancing courses
4. Working within the department to develop our blueprint, revise and update courses, publicize our program, attract students to our degree and transfer classes, promote courses that satisfy a community need
5. By reviewing data regarding retention and success, altering course times and content to improve retention and success, and working one on one with students to help them meet their educational goals
6. Maintaining a faculty that stays current and is involved in campus committees and in a wide variety of college life, and participates in national and international conferences and organizations related to our field
7. By continually updating and reassessing the Course Outline of Record for all our classes
8. Carefully constructing and adhering to our blueprint

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Adequate Faculty Units: Currently, approximately 76% of our units are full time, 24% part time. However, of the Social Science full time faculty, three have passed the early retirement stage. Within 2 to 4 years we are likely to see at least two of the four full time faculty retire. To replace these positions with part time staff or not replace them at all, will have long term, profoundly harmful consequences for the Social Science program. This will be especially critical in the European History field as our full time instructor in this area will be retiring in the coming year.
2. Library Resources: We are heavily dependent upon library resources for our classes. We have the librarians conduct informational sessions geared to specific assignments and librarians provide training for our students on the use of databases, searches, and the use of reference materials necessary for social science research. We are also heavily dependent upon journals, magazines, databases and we need to insure that these are regularly funded, in a timely manner.
3. Unit Allocation: We have as a main goal, the expansion of our courses related to global and international issues and this fits into the college goals to increase
visibility as a respected educational institution and reflects the board's concern for environmental responsibility. Further, we are working to increase our offerings at IVC and to rebuild our evening program so that we guarantee students can complete AA and transfer requirements within three to four years in a strictly night program. We are coordinating our IVC offerings with the IVC blueprint to insure career/technical students can complete AA degree requirements on site in a reasonable amount of time.

4. Marketing/Publicity: In order to promote our global and international issues emphasis - which is and should be a college-wide emphasis. We have received a full back page advertisement on the Spring 09 schedule for college courses related to international issues.

5. Transcript Evaluator in Admissions and Records: We advocate for counseling of students at entry into COM and promoting completion of AA and AS degrees even for students who plan to transfer to four year schools. Our preparation of students should begin at entry with periodic and regular review of student transcripts to insure that students are staying on a degree and transfer track. We should have a counseling function for alerting students that they are close to receiving a degree and provide students with a graduation contract, whereby they are told in writing the courses they need to complete in order to receive a degree two semesters before expected graduation.

6. Increased units for English and Basic Skills English Learning Communities courses: We have found our Learning Communities courses to lower drop out rates, improve student research and writing, and encourage students to take more Social Science courses. We are seeing a dramatic rise in the number of faculty requesting pairing with pre-college level English classes. This needs to be addressed and this program needs to be expanded.

7. Improved math courses for non-math majors: The failure rates for math courses has an adverse effect on students in the Social Sciences. Math teaching strategies, alternative courses, including learning communities need to be developed making it more likely that our prospective AA and transfer students will be successful.

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

1. Yearly re-evaluation of our blueprint and adherence to it for day and night courses and the expansion of our night course offerings

2. Recruitment of part time faculty to enhance our history, ethnic studies and political science course offerings

3. Promotion of the college-wide courses on international and global issues as electives

4. Continued access to data about the number of students who transfer to four year schools in any of the social sciences. With these data we can track the affects or success of our programs.

5. Continued tracking of drop out rates comparing learning communities courses with history and political science courses not paired with English.

IV. Assessment of 2008 Program Reviews:

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

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

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

4. What results have you found?

1. none

2.
3. We focused on keeping courses updated, developing and improving our blueprint, and creating learning communities for ESL and Basic Skills students.

4. Enrollment has increased, more students are able to fit social science courses into their schedules, more students are passing our classes with improved writing skills.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

1. Social Sciences laptop computer to help facilitate our moving about campus for classes.

2. DVDs for new courses after five years of not updating visual materials and in anticipation of new courses.

3. We are trying to maintain our high teaching standards without classrooms equipped for our courses. The access to a laptop with all our PowerPoint presentations and other classroom materials would provide some level of continuity and efficiency regardless of room assignment. We also need improved and updated AV materials to maintain currency in our supplementary materials.

VI. Other concluding remarks.
We are proud of the level of professionalism, commitment to students and to the college demonstrated by the faculty of our department. The quality of our work can be seen in the level of course work expected of our students and the rates of retention and success in these programs.
Program Summary
Speech-2009

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

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

1. SPCH courses offer opportunities for students to understand, practice, and work toward mastering skills sets in communicating with others. All SPCH courses contain critical thinking skills.
2. All SPCH courses are transferable to four-year institutions to meet one or more general education requirement. These courses transfer as either an Oral Communication, Critical Thinking, or Humanities requirement.
3. Highly qualified faculty with satisfactory levels of full time hires.
4. Community Responsiveness - The diverse communication courses offered through the SPCH discipline meet the needs of the community by enriching interpersonal, intercultural, small group, and public communication skills.
5. Diversity - The content of our courses allow multiple opportunities for students to grow and shape each others' perceptions in a safe environment.
6. Fiscal Responsibility - As a discipline, SPCH courses maintain high numbers of FTES from start to finish of each semester of every year. We maintain high standards and are available to our students during and after class instruction as faculty advisors, mentors, and communication consultants.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

1. Full time faculty at current levels
2. More smart classrooms
3. Adequate support for professional development
4. Adequate support for guest speakers and/or class trips
5. Adequate support for independent student research, i.e., computer and/or video-film support

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

The Speech program will be revising its AA degree.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

None

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

DVDs: Needed to assist in concretizing abstract concepts; and to help students with
learning styles that are audio-visual

Tape Recorders: Needed for intercultural interviews, which are required for the course and help fulfill SLO for Speech 128

Paper: To facilitate classroom management

Communications Encyclopedia: Important for staying current in the field and as a resource for students and faculty.

VI. Other concluding remarks.
Program Summary
Work-Experience-2009

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

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

The WE program is most effective in meeting two specific parts of the College mission. Students who are currently employed in the occupation of their choice take advantage of course opportunities as part of the career preparation clause of the mission. Students also take Work Experience courses to fulfill General Education and Transfer requirements if they are employed, but not necessarily in the occupation in which they will remain. The major trend for college students is to gain as much creditable work site experience as possible prior to entering the job market. Work Experience is one way for students to gain this experience.

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

The general outcomes of the Work Experience discipline are to provide a solid foundation of work place experience balanced with academic subject matter. In order to enhance the Work Experience offerings, we would like to expand by increasing the number of sections. Also the Work Experience curriculum needs to be revised to reflect the amount of teaching and student support provided by faculty and to bring it into compliance with Education Code.

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

Work Experience coursework is being offered online by other California community colleges with great success. In the future, it needs to be considered as an additional delivery method. Also we would like to consider expanding the requirement of WE for all Career Education disciplines.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

We might increase outreach to businesses to allow workers to attend CoM and utilize work experience and other coursework.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

n/a

VI. Other concluding remarks.