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Student Access and Success

ART-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Due to the wide range of student needs and lifestyles, we must offer significant guarantees in scheduling for the most important GE units for student transfer, and at a variety of timeslots (including weekends and internet). The greatest barrier to this success is staff limitation and unit load.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage of students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

There are retention challenges for students unprepared for the rigors of college coursework—these are often exacerbated by large class size, disallowing the attention time necessary to helping students in need. Our retention rate in most courses, however, is in the 80th percentile and up category.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The only perceived barrier to student success at more advanced courses is in ability to develop skills within the time allowed, and in certain heavily physical skill training, the option to repeat advanced sections.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
V. Please explain and provide additional details regarding your choices above:

Access to student support services, with detailed analysis of transfer data, although available to motivated seekers, might be enhanced by the provision of a "Student Transfer Guideline Handbook" for specific disciplines.

Recruitment/Outreach: providing release time for faculty to give talks to local highschool groups can significantly attract students to the program. This is currently available through flex-time option.

Student/job market demand change: This is an area in which every department can benefit by providing release time to attend conferences such as the College Art Association annual convention, in which lectures and workshops provide updates to members on current field conditions.

Facilities & Technologies: This is an obvious part of updating to needs, and is one of the most significant costs of education at all levels.
Student Access and Success
Auto-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Students entering the program have a lower mechanical aptitude and less knowledge of the automobile. The students are more visual today this means they need to see and touch it to learn. The students must repeat skills multiple times to achieve and understand the process.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Students are not aware of how hard a career as an automotive technician is and choose another direction. Some students get a job and quit school to work full time.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The students must repeat skills multiple times to achieve and understand the process.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

☑ Access to student support services (counseling, tutoring, etc.)
☐ Curriculum change
☐ Course scheduling for students needs
☐ New offerings/additional sections
☐ Articulation for transfer or COM GE
☑ Recruitment/outreach
☑ Student/job market demand change
☑ Faculty availability
☐ Facilities & technology
☐ Professional development
Other:

V. Please explain and provide additional details regarding your choices above:

http://programreview.marin.edu/ASReport.jsp 2/20/2010
Student Access and Success
ACRT-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

We offer classes in the afternoons, evenings and Saturdays to accommodate the needs of working students. We also rotate class times so that they accommodate the needs of students. Classes do not have prerequisites and are open to general enrollment. The only limiting factor is class size. Some of our classes have exceeded the maximum capacity.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Over the last 6 years, we have an overall average success rate of 82%. This demonstrates that we are providing students with the necessary instruction and lab opportunities so they can successfully complete the courses in ACRT.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Although none of our courses have prerequisites, nor are our classes a prerequisite for other classes, students who continue on to a four year college can use our units for electives or part of technical education degrees.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
Other:

**V. Please explain and provide additional details regarding your choices above:**

As students enter our program, they need to meet with a counselor to develop an educational master plan.

We are continually updating and revising the curriculum to stay current with the ever changing automotive industry.

We have recently introduced a new course in Alternative Fuels. This course teaches students how to convert an internal combustion vehicle to run on electricity.

We are in the process of setting up an articulation agreement with local high schools so that students can receive college credit while attending their high school classes. We also need to consider working with other four year institutions to insure that our units are accepted for transfer to CSU. We need to continually encourage our students to further their education at four year colleges. The collision repair industry is always looking for people who have experience and four year degrees for upper level management positions.

In recent years we have held career fairs and career days at the Indian Valley campus. We have participated in local car shows and advertised the program at informational booths. We need to continue and strengthen these efforts.

We meet biannually with our Advisory committees to go over curriculum and discuss job market trends and needs of employers in the auto collision repair industry.

The ACRT facility is going through the modernization process. The facility will be ADA compliant and better meet the needs of students.

Our faculty members attend annual conferences and training in the area of collision repair.
Student Access and Success
Basic Skills-English-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

No significant access barriers.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Success relies on numerous variables:
- proper placement
- workable life schedule (job, day-care, transportation, other classes, etc.)
- financial support
- health
- necessary learning behaviors
- outside of class support for learning
- learning disabilities
- ability to concentrate
- ability to persevere
- connection students make with teacher and classmates
These variables together create conditions for success or failure for each student. The more assistance we can offer students to manage these variables, the greater success the students will have.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

See above.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
V. Please explain and provide additional details regarding your choices above:

Access to support services:

A counselor with dedicated time for developmental students would help with retention to the extent that students get a clearer understanding of how to schedule for school success. Targeted financial help for developmental students could possibly slow early withdraws from classes--many students waiting for financial aid do not yet have books 3-4 weeks into the semester. One-on-one tutoring for developmental students might provide a connection and the help necessary to stay in classes.

Faculty availability:

We need two full-time, developmental education faculty to replace two recent faculty losses.

Facilities and technology:

The English Skills Lab shares space with the College's Media Center, ASCOM's Computer Lab, various faculty offices and the DESC testing area, all in the Learning Resources Center, Room 120. Room 120 has approximately 1500 sq ft. The English Skills Lab has been allocated less than half of this space. The English Skills lab accommodates students enrolled in all the self-paced, one-unit English courses, students in English 62 and in five English 92 sections, and students taking non-credit GED preparation courses. The space is barely adequate for our needs. Most importantly, this is not a proper instruction and/or study atmosphere. The total use of the room by all constituents can create a very noisy, distracting environment for our students. The English Skills program needs a dedicated space that we can treat as a "real" classroom. Asking students who are working in the ASCOM computer lab to turn their music down (a daily occurrence), listening to the needed conversations by staff and students of the Media Center, and just the natural comings and goings of so many, creates an environment not conducive to getting work done.
**Student Access and Success**

**BIOL-2009**

**I. Access**
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Enrollment numbers have been steadily increasing, and we have all major demographic groups represented in the program as a whole. The main barriers to continued growth and access are 1) lack of more lecture and laboratory space, 2) lack of laboratory technicians, 3) lack of permanent certificated staff and 4) lack of funds for equipment and supplies. Given these constraints, increase in enrollment is resulting in less care and attention per student, which is addressed in the next section.

Additional publicity could further increase enrollment, but given our current constraints, this may not be wise.

**II. Student Success**
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

*Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.*

*Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.*

Student success rates are near the average for the college, but we can always try to do better! The four major barriers to student success are 1) lack of placement guidance 2) lack of preparation 3) diminishing care and attention per student and 4) lack of updating of some curriculum.

Most faculty agree that there should be a placement test for biology, as there is for English and Chemistry. Tests do exist at other institutions, and we could modify these for use at COM.

Lack of preparation involves basic reading skills, basic math skills, and some lack of basic life skills. We support all of the basic skills initiatives at this at other institutions for this reason.

Diminishing care and attention per student, as mentioned above, is the result of increasing enrollment without concomitant improvement in staff, space, supplies and equipment.

Lack of updating of curriculum was most noticeable in our majors' biology curriculum, which had not been updated in over 40 years. Fortunately, many faculty are engaged in a thorough revision of this curriculum to reflect best practices and student input.

**III. Student Retention**
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

For the most part, student retention in more advanced courses is excellent. To a large extent, this reflects a different demographic in these courses. The only exception is the majors' sequence, which as mentioned above, is being changed.
IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

Classified staff in the form of laboratory technicians is key to any science program. We have dropped from four permanent laboratory technicians to one. We are now in a danger zone. Obviously, student access to materials, equipment and other learning resources has greatly diminished. Furthermore, there are increasing hazards to students in the form of fires, equipment malfunctions, toxic gas exposure and the like.

V. Please explain and provide additional details regarding your choices above:

All of these would improve student success and retention, with the possible exception of recruitment and outreach, since attracting more students in our current situation of low resources would mean less attention for each one.
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

There are two areas of concern to student access. The first is the lack of a fulltime faculty teaching in Accounting. We reached a crisis last semester when an ill PT instructor had to be replaced for over a month in the middle of the semester. While we managed to get another PT instructor to cover most of the day classes until the instructor was able to return to work in the last month, students were left confused and demoralized to some extent. Having a full time instructor handling most of the day time classes would have allow us more options. With Kennedy's resignation the situation has become more volatile. We need to hire a fulltime Accounting instructor.

The second area is the continuation of Networking classes. While Hinds has returned from sabbatical leave, the damage caused by not hiring a replacement for him will resonate for at least two more semesters.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

There has been a noticeable increase in the number of students who are not succeeding in many of the BIS classes. Some of these results are due to the incomplete preparation of students and or their ineffectiveness in applying themselves to the tasks of learning. There is concern that some students are being directed to the CIS 110 transfer level class by counselors based on the student’s general knowledge of computer usage, when in fact the material is much more wide ranging and challenging. Better communications with Counseling can help.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Advanced classes with prerequisites (required or recommended) appear to have a better success and retention rate than the first level classes.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- [x] Access to student support services (counseling, tutoring, etc.)
- [ ] Curriculum change
- [ ] Course scheduling for students needs
- [ ] New offerings/additional sections
- [ ] Articulation for transfer or COM GE
- [ ] Recruitment/outreach
- [ ] Student/job market demand change
- [x] Faculty availability
- [x] Facilities & technology
- [ ] Professional development

Other:

V. Please explain and provide additional details regarding your choices above:

Improving Counselors' knowledge of the class offerings will help get entry level students in the correct classes. Hiring a full time Accounting instructor will stabilize the discipline and lessen the impact of the next BUS retirement. Keeping laboratory facilities and equipment up to date will allow BIS to complete with other career education choices students have.
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

V. Please explain and provide additional details regarding your choices above:
Student Access and Success
Chinese-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Chin 101  88% of the students are passing in the 20-24 age group. In all other age groups, at least 70% of the students are passing.
Chin 102  100% of the students are passing in all age groups.
Chin 110  100% of the students are passing in the under 20 and 20 to 24 age groups.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

☐ Access to student support services (counseling, tutoring, etc.)
☐ Curriculum change
☐ Course scheduling for students needs
☐ New offerings/additional sections
☐ Articulation for transfer or COM GE
☐ Recruitment/outreach
☐ Student/job market demand change
☐ Faculty availability
☐ Facilities & technology
☐ Professional development
Other:

Since there may not always be enough students who continue from Chin 101 to Chin 102, it is difficult to guarantee that this course will be offered. It would be useful to provide ongoing recruitment and outreach regarding the benefits of all Modern
V. Please explain and provide additional details regarding your choices above:
Student Access and Success
COMM-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The data for "Communications" is both inconsistent (the enrollment numbers for the demographic breakout are completely different than the enrollment numbers in WSCHGrades); and inconclusive since film courses are not separated out from the media courses.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

V. Please explain and provide additional details regarding your choices above:
Student Access and Success
COUN-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

- lack of preparedness of entering freshman and re-turning adults
- lack of collaboration between community and college community on importance of counseling courses in preparing students for success.
- inadequate staffing resources.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

N/A

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Counseling courses have a high rate of retention and student success. There is no data under the "resource/data/success demographics". counseling student success rates are high. We need access to reliable data. Counseling is not a "basic skills curriculum". Counseling courses meet the CSU BA/BS General Education graduation requirements and transfers to UC.

Students do not succeed due to access issues listed below:

1) lack of Basic Skills in English leads students not being able to complete assignments.

2) Schedule conflictys with work and childcare.

3) Difficulty with transportation.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

http://programreview.marin.edu/ASReport.jsp
Access to student support services (counseling, tutoring, etc.)

Curriculum change

Course scheduling for students needs

New offerings/additional sections

Articulation for transfer or COM GE

Recruitment/outreach

Student/job market demand change

Faculty availability

Facilities & technology

Professional development

Other:

Critical Issue: Setting clear guidelines and upholding educational standards in addressing "ability to benefit" for the growing diverse needs of the student population.

V. Please explain and provide additional details regarding your choices above:

optimizing course scheduling and utilizing every day of the week, morning through evening should be utilized as best practices. collaboration of Faculty availability and new student orientation must be practiced. Integration of community education with college credit for students who are not college ready.
Student Access and Success
COUR-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

We don't have any hard data to back this up, but common sense would lead one to the conclusion that access is limited for learners in the 25-29 year old age group because they are likely working during the day. Our Court Reporting Program offers no evening or online classes.
College wide the 25-29 age group is 12%, whereas the Court Reporting Program has 6.8%.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Time-on-task is the single most important predictor of success in the Court Reporting Program. Any barrier to time-on-task affects both success and retention. Most of these barriers are outside the control of the Court Reporting Program.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Time-on-task is the single most important predictor of success in the Court Reporting Program. Any barrier to time-on-task affects both success and retention. Most of these barriers are outside the control of the Court Reporting Program.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
Facilities & technology

Professional development

Other:

V. Please explain and provide additional details regarding your choices above:

Time on task is the single most important predictor of success in the Court Reporting Program. Our Court Reporting Program serves a disproportionate proportion of students in the 35-49 age group. These students typically have a great deal of outside responsibility that can interfere with their ability to attend classes and complete assignments. Ability to offer additional practicum and/or makeup classes in the evenings or online could help some students stay current when life events intervene.
Student Access and Success  
Credit-ESL-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

This year the Credit ESL program instituted new placement test guidelines. Prospective students are required to fill out an application form prior to testing. This procedure is the same one that other students must follow when they take the math and English placement tests. However, a number of our ESL students have encountered problems with the process. Sometimes there are questions concerning their residency, and the process stops. We are not sure how many prospective students did not complete their application because of this issue. At this point, all of our information is anecdotal, but it is clear that the number of students taking the ESL placement test was lower than in previous semesters. Credit ESL is working with all those involved to seek ways to support these potential students.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage of students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

The success and retention rates increased from Fall 07 to Fall 08. In Fall 08 the success rate was 78.5%, which is a 9.5% increase from the year before.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

In comparing Fall 07 to Fall 08, the retention rate climbed by 5.2% in Fall 08 to 93.2%. Based on this information, it would appear that Credit ESL is really excelling at meeting the needs of our students and ensuring their success.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
At this time, the faculty does not have access to the students' placement test results or academic histories as it once did prior to the advent of Banner. As a result, the faculty is, in the beginning of the semester, "teaching blind". By the time an instructor realizes that the student is in the wrong class, it is too late for the student to change. We understand that the IT department is working on this problem and trying to solve it.

V. Please explain and provide additional details regarding your choices above:
I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

1. Our data has no significant race, gender or age fluctuations except for a drop in black students and an increase in students ages 18 to 35. This is not an access or success barrier. The increase in young students is probably due to the increase in enrollment at the college.

2. Our enrollment fluctuates but is down slightly from 04. Some of the data where sections are counted is incorrect.

3. Our load has gone up from 04 by 52, wsch has gone down from 04 by 97 and fte down from 04 by .869. Because of the mild and on going fluctuations, none of this data reflects serious changes.

4. Dance offers classes and rehearsals in the morning, mid day, afternoon, evenings and weekends. We have made great use of a 3:40 time slot by offering a ballet I class. In the 3 semesters that we have offered this class we have had 36, 26 and over 40 students wanting to take this class. We will be conducting a survey to see why the students like this time and why ballet I.

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Our success and retention rates are in the 80 to 85% range. Except for our online dance history course, one barrier in influencing student success is the actual attendance/participation requirements for dance courses. Some dance students withdraw from dance classes with a "W" due to injury, illnesses or too many absences. Sometimes they stop attending class and never drop which creates a failing grade. It is a fact that one must dance in order to learn to dance, so we must continue with our current requirements but allow more options for success. We have been working together as a faculty to address this issue and are adding more extra credit options in our course syllabi.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Our courses are not prerequisites for any other courses.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.
Access to student support services (counseling, tutoring, etc.)
Curriculum change
Course scheduling for students needs
New offerings/additional sections
Articulation for transfer or COM GE
Recruitment/outreach
Student/job market demand change
Faculty availability
Facilities & technology
Professional development
Other:
Giving students more opportunities to succeed within any given class. For example: extra credit choices.

V. Please explain and provide additional details regarding your choices above:
See II above
I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The main impediment towards full enrollment has been lack of enough exposure. In pre enrollment interviews, many students claim that they did not know such a program existed in their area. They know about Santa Rosa dental Assisting Program, but hardly know College of Marin exists.

The two main modes of recruitment have been word of mouth from pass graduates, dental professionals or the college catalogue and web site. Although much efforts has been made to create a stronger visibility through multi media, KGO web sites and the Independent Journal, somehow it has not brought about an considerable number of students into the program. However, for the 2009-2010 school year, we have had a 25% increase due to a state WIA grant where increased enrollment is mandated. The program coordinator spend summer months contacting local agencies via letters and phone contacts informing their participants of the available enrollment opportunities. Pass graduates were contacted to inform them of the enrollment openings for their friends and family.

In looking over the demographics, the major age group for enrollment comes from the 18-24 year old group with an average of 49.4% over the last 5 years. Traditionally a profession that draws more females (86.98%), we are seeing an increase of male students (13.02%) over the last 5 years. With regard to ethnicity the highest group are the Hispanic population (40.5%) while the white population is the second highest group with 38.6%. The remaining mix of students comprise of Asians,
African Americans, America Indians and non recorded groups (32.5%)

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

The biggest factor in lack of success has been in the top two ethnic groups, the hispanic and the white students. The Hispanic student has difficulty with the reading/comprehension to successfully pass any written examination such as quizzes, essays, midterms, or finals.

Most of this group have good clinical hands on skills, unfortunately, these individuals while motivated, lack the academic prepareness for college work. These student struggle to pass classes.

The white population that do not pass with the 75% required success rate, usually have an attendance issue rather than academic deficiency. Many of these students come to class ill prepared, do not read the textbook or complete homework assignments. Many times these individuals have conflicting working schedules or personal issues that prevent enough time for homework or studying.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The biggest factor to student retention is the individuals committment toward their studies.

Often times students have unrealistic ideas about dental assisting. Some think it is an easy program and
are not prepared for the intense field of study especially in the full time program. Since our program is accredited by the American Dental association, there are standards on curriculum, number of clinic hours, instructional hours and evaluations that must be maintained.

There is a 10% no show rate at the beginning of the semester, although, it is strongly suggested that the potential student meet face to face with the program coordinator, there are always a few who sign up, not knowing what the program entails and do not show up for the first class meeting.

There is only one English pre requisites for eligibility for English 98. This pre requisites was implemented to ensure that the students have minimum reading levels of at least the 11th grade level for which the textbook is written. The program has considered raising this level of English but foresee this to be a determent for the English as a second language student. In addition enrollment numbers is an issue to keep the classroom at capacity. Increasing the English requirement may prevent potential students from enrolling in the program. Until the enrollment rates are maximize each semester, this higher level of English cannot be implemented.

There have been a few students who drop out because of personal issues, such as needing to work in this strained economical times. Some students spouse have been laid off and they need to work to support the family. Single parents have also dropped out because they cannot find anyone to care for their small children or cannot afford child care so they can attend classes.

**IV. Improving Student Success and Retention**

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- [ ] Access to student support services (counseling, tutoring, etc.)
- [ ] Curriculum change
- [ ] Course scheduling for students needs
New offerings/additional sections
Articulation for transfer or COM GE
Recruitment/outreach
Student/job market demand change
Faculty availability
Facilities & technology
Professional development

Other:
Low income child care availability, low income housing, Vocational Education English classes that help the student read and comprehend technical information, instructor professional development instruction on dealing with the special needs of the student such as English as a second language learner, autistic or bi-polar learner, and slow learner.

V. Please explain and provide additional details regarding your choices above:

Networking with local agencies to provide low income child care and housing especially for the single parent. These services may help the potential student complete their education which would provide them with a marketable skill.

Although students have taken English 92 or English 98, their reading/comprehension skills for technical subjects...
such as anatomy, nutrition, basic sciences, or office management fall short. These student struggle to keep up with the reading, class assignments and have difficulty passing written examinations. The program would like to see these students complete the program and are at lost how to help them succeed.

Professional development for instructors would provide direction to improving class instruction to help with the slower learner, the ESL student and the autisic or bi-polar student who have a different learning style than the general student. This background knowledge would help these types of students succeed in
the program
Student Access and Success
Distance-Education-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Data for DE courses is available through specific departments in which they are located.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

As noted in the Program Overview, COM's student success rate for DE courses were very low until recently. We embarked on a program of faculty training and have improved the student success rate for DE; this improvement must be continued if we are to increase DE sections.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

COM needs to develop a student readiness model for DE--whether a required prerequisite one-unit course or a less formal learning module linked to a student self-assessment of readiness for online courses.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:
V. Please explain and provide additional details regarding your choices above:

We are planning to add online student access to support services (counseling, tutoring) but need resources in order to achieve this. Attempts to grow DE at COM proceeded slowly so that we could address issues of student success; now that our success rates are in the acceptable range, we need to add new offerings and additional sections through more recruitment and outreach and through professional development to help faculty develop the skills to teach in an online environment, All of these factors are included in our 3-year plan.
Student Access and Success  
DRAM-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Our enrollment has remained fairly steady, however the demographic breakdown has become more diverse. This can be attributed to recruitment and improved scheduling and production programming.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Student success rates have improved slightly. We have been working to give our program more continuity by offering classes in a more logical sequence, which has helped the comprehension level of the students.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Student retention rates have improved slightly. This can be attributed to pro-active student counseling from within the department, encouraging students towards completing particular classes for transfer and graduation. Also, we have made a special effort to cultivate majors within the department.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
- Other:
V. Please explain and provide additional details regarding your choices above:

Course scheduling is something the Drama department is always striving to improve upon. We are in the process of upgrading our schedule to correspond more closely with the established master blueprint.

Drama would certainly benefit from being able to offer more variety and more advanced classes in our curriculum. We frequently hear from students their desire to take certain classes advertised in the catalog, but not offered in the schedule. We are currently limited from offering more of what's represented in the COM catalog by our current unit allocation.

Recruitment/outreach is an important factor, especially in bringing in more students from under-served populations. Students tend to feel more comfortable and therefore end up having more perseverance in classes, when there is more of a critical mass from their culture represented. We are limited in our efforts to recruit (small faculty/time constraints), but we are working to improve our outreach endeavors. More full-time faculty would be a tremendous asset towards this goal.

More full-time faculty would increase the possibilities for more continuity in our program. Students could advance down specific paths of the curriculum with a steady mentorship towards reaching their goals.

In this age of increasing technological dependence, it is crucial that we can maintain up-to-date facilities and technology for attracting quality students to the program.
Student Access and Success
ECE-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Scheduling of classes is an important factor influencing student access. Evening and weekend classes meet the needs of the majority of our students. However, recently we have seen an increase in the number of our students who are full time students and/or students who are otherwise available and desire to take classes during the day. We will need to gather more data on how well our schedule is meeting the needs of students and consider appropriate revisions to our current blueprint.

47% of the ECE transfer cohort students and 60% of the ECE other cohort students attempted between 0-6 units during the F08-S09 year. Only 23% of the ECE transfer cohort and 15% of the ECE other cohort students attempted more than 12 units during that same year. The very part time nature of enrollment of these students can create financial aid barriers as they do not meet minimum eligibility requirements for conventional financial aid.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Student success data provided for program review indicates a very low percent of students under 20 passing (32%). However, a deeper look at the data by class indicates that a potential explanation for that figure lies in the way the data was gathered. ECE114 and ECE115 enroll large numbers of students through the articulation agreement with ROP. Those students were awarded Incompletes at the end of the semesters until the high school year ended and we were able to assess their portfolios. Grades were then entered to replace the incompletes. Program review provided data indicates that 0% of students under 20 passed ECE115 in Spring 2009, however the actual grade report indicates that 21 of 23 ROP students (under 20 years old) passed the class. My hunch is that the program review data was collected prior to the final grades being entered for the ROP students, thus contaminating the under 20 year old success data.

Success data provided for program review for students 20-24 indicates ECE students in that age group pass at a 75% rate. Average rate for that age group in the career programs is 72%. For students over 24, program review data indicates ECE students pass at an 82% rate and the average in the career programs is 82%.

ECE students identified as Hispanic in those age groups pass at slightly lower percentages, 70% aged 20-24 and 80% over 24. The cohort size for Hispanics 20-24 was only 30 so generalizations may be difficult. However, the cohort size for Hispanics over 24 was 231, a significant data group. Improved advising for Hispanic students whose first language is Spanish, communication with ESL program and development of linked courses could improve the success rates.

ECE students identified as black non-Hispanic also pass at lower percentages than the overall group, 50% of those 20-24 and 65% of those over 24. Again, the group sizes make generalizations from the data problematic with only 10 students between 20-24 and 17 over 24.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

ECE program retention and success rates are consistently above the College overall total retention and success rates.
Child Development is the science on which all ECE practices are based. Concern about success rates of students in the Child Development classes offered prior to Fall 2006 led to the revision of the ECE Child Development classes. Success rates for ECE110 (Human Development 1) were 68.2% in Fall 2005 and success rates for ECE111 (Human Development II) were 56% in Spring 2006. ECE110 was revised to include development from prenatal to adolescence in Fall 2006 (from prenatal through age 5 in previous years). ECE111, covering development age 6 through death was deleted effective Fall 2006. ECE101, Introduction to Child Development was launched in Fall 2006. ECE101 covered the same ages (prenatal to adolescence) as ECE110 but at a lower level. ECE101 satisfies prerequisite requirements for ECE classes but does not fulfill Associate degree requirements and is not articulated with UC and CSU as is ECE110. The intention of launching ECE101 was to create a course that would meet licensing and permit requirements as well as COM prerequisite knowledge for other ECE courses, but at a level less rigorous than that required for articulation. We also believed that student success rates in ECE110 would increase if less ready students first took ECE 101. Both ECE101 and ECE110 were revised again effective Fall 2009 to cover the periods prenatal through adolescence as required by Community Care Licensing and Commission on Teacher Credentialing.

Retention and success data for 2004-2009 yields mixed results for ECE101 and ECE110. While retention rates for ECE110 have bounced around, success rates have increasingly improved, from 62.9% in Spring 2007 to 79.4% in Spring 2009. ECE101 launched in Fall 2006 with 83.9% retention and 64.3% success rates for the two sections offered. In Spring 2009, the retention rate for ECE101 was 100% and the success rate was 81.1%. It appears that retention and success for these core prerequisite classes is increasing. Careful examination of the data in future semesters will be needed to verify the trend.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:
ESL and basic skills classes either linked to ECE courses or including specific ECE content would be meaningful for our Basic Skills students and likely increase their success in both the ESL/basic skills classes and ECE classes

V. Please explain and provide additional details regarding your choices above:

Many ECE students require student support services available in Spanish. One bilingual counselor, Karen Robinson, has developed expertise in ECE and has helped a tremendous number of our students. However, one counselor with the skills and knowledge to assist these students is not enough. We are working with the tutoring center to identify appropriate bi-lingual tutors also. Students report numerous difficulties communicating with Admissions and Records personnel due to the lack of Spanish speaking staff. Another limitation that ECE students encounter in regard to student services is the lack of services available on Saturdays during the semester. Many of our students cannot get to campus during traditional day time hours.

As we successfully move ECE students onto the transfer pathway, they encounter
scheduling problems due to the shortage of evening sections of the GE classes they need. It appears that COM is offering more evening sections now than in the past so that may help. However, the evening GE courses are schedule to begin at 6:00. Many ECE students work until 6:00 and are not able to get to a class that begins at 6:00. ECE classes meet 6:40-9:30 for that reason.
I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

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| BLACK    | 0    | 0    | 0    | 0    | 3    | 8.1  | 1    | 2    |
| HISPANIC | 0    | 0    | 0    | 5    | 13.5 | 6    | 12.2 | 4    |
| WHITE    | 0    | 0    | 0    | 25   | 67.6 | 38   | 77.6 | 28   |
| OTHER    | 0    | 0    | 0    | 3    | 8.1  | 1    | 2    | 1    |
| NOT REPORTED | 0    | 0    | 0    | 1    | 2.7  | 0    | 0    | 1.2  |

| 17 & YOUNGER | 0    | 0    | 0    | 1    | 2.7  | 1    | 2    | 1.2  |
| 18-24        | 0    | 0    | 0    | 21   | 56.8 | 16   | 32.7 | 16   |
| 25-29        | 0    | 0    | 0    | 7    | 18.9 | 10   | 20.4 | 8    |
| 30-34        | 0    | 0    | 0    | 2    | 5.4  | 6    | 12.2 | 6    |
| 35-49        | 0    | 0    | 0    | 5    | 13.5 | 11   | 22.4 | 6    |
| 50+          | 0    | 0    | 0    | 1    | 2.7  | 5    | 10.2 | 2    |

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In
Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

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III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

This class has an above average final success rate for NREMT passing record. 95% of students who complete this class go on to accomplish their goals in several different medical disciplines. Other disciplines would include nursing, paramedic, law enforcement, mountain medicine, ski patrol, and fire science (firefighter).

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- [x] Access to student support services (counseling, tutoring, etc.)
- [ ] Curriculum change
- [ ] Course scheduling for students needs
- [ ] New offerings/additional sections
- [ ] Articulation for transfer or COM GE
- [ ] Recruitment/outreach
- [ ] Student/job market demand change
- [ ] Faculty availability
- [x] Facilities & technology
- [ ] Professional development

Other:

Counseling at both the high school level and at the college would improve important career information that young students need.

The classroom for this class has changed almost every new semester. This class needs to establish a set classroom with technology which allows proper PPT lectures, visual displays that can be seen in a large room and a sound system which gives sufficient audible contact.

V. Please explain and provide additional details regarding your choices above:
none.
Student Access and Success
ENGG-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Insufficient sample size to draw any reasonable conclusions for ENGG alone.

A detailed description of the general issues regarding access and success for engineering students was provided in the Access section of the 07-08 Program Review.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Insufficient sample size to draw any reasonable conclusions for ENGG alone.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

N/A (terminal courses)

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
Other:

V. Please explain and provide additional details regarding your choices above:
I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Student access could be improved by offering courses in different modalities. Creating hybrid and online courses at all levels, including basic skills would improve access. Our at-risk students need classes that offer more flexibility. Offering online sections and hybrid sections would likely increase student success since students are challenged with finding a class that fits into their work schedule. Recent research for basic skills students also indicates that this at-risk population would also benefit from online, or hybrid instruction which offers more flexibility with work schedules.

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

The success numbers in English 98 and 120 courses indicate low rates in moving to the next level of English. Informal student surveys indicated these low success rates are related to weak time management and study skills. Many students in these classes work full time or part time, have children and school is not the first priority in light of these other demands. Learning strategies to help balance these demands would likely help this population.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Retention in English 98 and 120 would likely be improved if we offer a variety of modalities for each course in the sequence. Offering students traditional, hybrid, and online sections for each level would likely help in student retention and success as life demands often get in the way of these at risk students. If these students had the opportunity to check the class work online, to attend class once a week instead of twice, to find a course that they can fit into their lives which often includes children or work responsibilities, then the likelihood of finishing the course is more likely.

Students in English 98 and 120 who struggle with the academic course material would benefit from reading instruction, smaller class sizes, as well as linked courses to bolster their connection and skills to reading and composition. The department has incorporated some of these ideas but emphasis on teaching reading strategies and aligning course objectives throughout the composition sequence should continue in order to increase success and retention from one class to the next in the composition series.
IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

Student success and retention would be greatly improved by access to different classes in different modalities which also include training and support for using these different modalities. If we offer online or hybrid sections, we also need to offer student orientations, online support services and recruitment/outreach services to insure the success of these new modalities.

V. Please explain and provide additional details regarding your choices above:
Student Access and Success
ELND-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Time at which classes are offered; low pay of jobs in traditional landscaping, gardening and farming jobs, lack of internships for students, financial aid.

We should consider a good blend of class offerings between IVC and the Kentfield campuses. There is no conflict having the program based at IVC but also offering classes at Kentfield.

Comparative low pay for jobs for people who work in the traditional environmental landscaping field specially maintenance. We should create more specialized classes that lead to better paying jobs. For example rock and tile work, electricity skills applied to gardens, landscapes and farms, sustainable and organic skills applied to gardens, landscapes and farms.

Low literacy in math and English skills of students

Smaller enrolment of males, compared to females, maybe because many males already have full time jobs and do not have time to attend classes. In many cases the females that take landscaping classes are not employed full time or do not have employment outside the home. Also, females appear more interested in gardening and landscaping than males.

Except in Fall 2007, In the period Fall 2004 to Fall 2008 female enrolment has been higher than male enrolment. The exception was during the Fall of 2007; that year 40% of students were female and 60% were male. There is a increasing trend in female enrolment of females in the program. In Fall 2004, 53 of the students were female and 47 were male. In the Fall of 2008, 65% of the enrolled students were female and 35% were male.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.
The percent students passing classes is 73% which is not very different from the percent of students who pass in other career education specialites. This percentage of passing students reflect in part the good quality of the instructors that teach our classes.

These are some barriers for student success:

a. Students have full time jobs and they can not attend all the classes.

b. Students lack basic math, English and study skills

c. Some students may be discouraged because of the program limitations on equipment and supplies to adequately deliver instruction. This situation is being gradually remedied.

Most of our students are not in what is considered a transfer track to four year universities; however some of our students go that direction and some transfer to Landscape Architecture and Environmental Sciences.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The Environmental Landscaping program does not have any classes that are prerequisites for more more advanced classes. However, some of our classes such as ELND253 Irrigation, ELND157 Design and ELND201 Special Topics in Landscape Design, ELND158 Landscape Materials and Construction, ELND202 Specialized Landscape Construction, ELND 260 Landscape Estimating and Management require math and or drawing skills. Many of the students who take those classes do not perform well in them because of weakness in math, English and drawing skills. I recommend that we consider remedial classes to address those shortcomings.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
Our curriculum is outdated and needs review to reflect changes in the environmental landscaping field and economy. The three certificates that we currently offer are outdated. I propose the creation of two new certificates. One in Sustainable farming and the other on Sustainable Design.

Student success and retention can be greatly improved if we review our curriculum. In fact thanks to the effort of the Program Dean a process to review the curriculum started in December, 2009 and will be completed June 2010. The following information was provided to me by my Dean " Through a grant funded by the TechPrep collaborative (Bay Area Careers Pathway Alliance) the College of Marin is leading the project that is anticipated not only to update the courses, but create a clearer pathway toward education and career goals. One of the outcomes of this curriculum project will be a published master calendar for the program with a revolving two year plan. In addition to assuring none of the CoM ELND classes conflicts with each other, the pattern (M, T, Th eve and Wed/Friday days) will remain consistent in the two year rotation enabling working adults to plan well in advance".

Access to student Support services (counseling, tutoring): It is important that there are counselors knowledgeable about the field of environmental landscaping and course work required to complete the certificates that the program offers. If these counselors are available, they can assist students to plan their program of study and this probably would lead to better student retention and performance.

Course scheduling for students needs: We need to have a good balance between day, evening and weekend offering of classes to service a wide range of students. In addition I recommend the development of hybrid classes that combine on-campus and online instruction.

New offerings/additional sections: We should consider adding courses in computer aided design and specialized construction such as water features, rock walls, tile and brick.

Articulation for transfer or COM GE: We need to review the articulation situation of our current courses.

Recruitment/outreach: It is necessary to increase our outreach and recruitment. An idea is to contact counselors at high schools to organize field days at the college to demonstrate career paths in environmental landscaping.

Student/job market demand change: With the current economic recession and shift to an economy that is geared to conservation of natural resources, our class offering must match those demands. Thus, the need for curriculum development.
Faculty availability: The environmental landscaping field is very diverse and addresses practical situations such as design and installation of landscapes, design and installation of hardscape and irrigation systems. Thus it is advisable to have instructors that have practical experience. It is difficult to hire those instructors because many times the better instructors are already busy with their practice. We should consider creative ways to have access to those instructors. For example we could offer internships for our students to work with established landscape professionals.

Facilities & technology: We need to acquire more equipment and supplies to teach irrigation, design, plant diseases and soils.

Professional development: It is important to provide funding and release time for faculty to update their skills and learn more about other programs to improve our program.

V. Please explain and provide additional details regarding your choices above:
Student Access and Success
Environmental-Science-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The main barrier to access is lack of visibility of the program, since it is not listed prominently anywhere. This has been verified by a survey of students carried out last year.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Students tend to be very successful in these courses.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- [ ] Access to student support services (counseling, tutoring, etc.)
- [x] Curriculum change
- [ ] Course scheduling for students needs
- [ ] New offerings/additional sections
- [ ] Articulation for transfer or COM GE
- [x] Recruitment/outreach
- [ ] Student/job market demand change
- [ ] Faculty availability
- [ ] Facilities & technology
- [ ] Professional development

Other:

V. Please explain and provide additional details regarding your choices above:

A main recommendation is to cross list all the courses (now listed as Biology or Geology) as Environmental Science. This has been done at other institutions with success. Another recommendation is to seek state approval for the certificate.
Student Access and Success
FILM/VIDEO-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Since 2005, our program's retention rate has risen from 90 to 94 percent. In our view the factors that account for this are:

We offer a selection of morning, mid-morning, afternoon and evening classes.

We are one of the few programs that offer at least four weekend classes each semester.

Our classes offer an informative and engaging alternative way to learn about history, culture, politics and society.

Our classes offer an informative and engaging alternative way to develop college level critical-thinking and writing skills.

The use of the internet and media technology gives students easier access to class assignments, content and information. Providing students access to class content twenty-four hours a day, seven days a week is more desirable that the traditional classroom set-up.

See Number Five for Barriers

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Since 2005, our program’s success rate hovers around 80%. In our view the factors that account for this are:
Our classes offer an informative and engaging alternative way to learn about history, culture, politics and society.

Also, the factors in the Access section apply here.

See Number Five for Barriers

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

All of the factors listed in I and II also contribute to retention.

See Number Five for Barriers

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

V. Please explain and provide additional details regarding your choices above:
See: See Curriculum Sec. Nos.: four and five
Student Access and Success

French-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

F101 80% of the traditional college age students 20-24 years old are passing. In the over 24 years old group, 69% of the students are passing. The most significant percentage is in the group of students under 20. In this group, 59% of students are passing. This suggests that these students are less familiar with the structure of college language courses and or these students do not have as much time to take advantage of student support services on campus because they are concurrently enrolled in high school.
F102 85% of all students are passing this course.
F110 This course has a majority of students over 24 enrolled. Of these students, 75% are passing.
F203 There were no students in the 20-24 age group enrolled. In the under 20 age group 75% are passing. In the over 24 age group, 100% are passing.
F204 This is a very small group of students because this course is combined with F225 and F226. 50% of the total students in F204 are passing.
F225 See above. 83% of the students are passing.
F226 See above. 100% of the students are passing.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

The most significant factor influencing student success is that the curriculum of transferable credit courses requires considerable work, and French is not a particularly easy language to learn. Learners over 24 who have expectations of taking a easy French class in order to learn "travel French" find it difficult to re-enter a college environment with tests and graded assignments.
Students under 20 sometimes also find French courses difficult since they move twice as fast as high school classes. In general, high school juniors and seniors are far more successful than high school freshman or sophomores.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

There has been a decline in French in the total number of students who take courses in the Fall. In F 04 126 students took French. In F 08 63 students took French. This means it is difficult to project to the spring semester in order to offer multiple sections of F102. Also, F204 is only offered in the spring.
Given this scheduling system, if a student cannot enroll in the only F102 class offered in the spring, or if s/he took F102 in the fall and there is no F203 class to continue in, s/he must wait until the following fall to try to enroll in the appropriate course. Since it is very difficult to maintain a language without a course, these students are at a disadvantage and often do not continue because they
feel they have forgotten too much of the grammar.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:
It would help to be able to offer F102 in the morning as well as in the evening time slot.
Also, it would be useful to offer F110 conversation Fall and Spring semester so that students who are not able to enroll in either F102 or the second year sequence could still maintain their French until they are able to do so.
Finally, it would be useful to be able to offer F101 and F102 at IVC in order to meet the needs of students in north Marin. F101 was offered at IVC in Spring of 2009, and many students said they would not have taken it had it been on the Kentfield campus.

V. Please explain and provide additional details regarding your choices above:
Since F203 is offered in the Fall semester only and F204 is offered in the Spring semester only, students continuing in the French program after F102 do not always have a course option available to them.
Also, because there is only one section of F102 offered (usually in the evening), it is difficult to meet the needs of students who can only attend classes in the morning. There should be F101 and F102 classes offered on the IVC campus to fill the needs of the north Marin community.
Student Access and Success
Italian-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

In 2008-2009, the Italian discipline has put increased emphasis on connecting students with academic tutors. The number of students using the College's tutors has grown fifty percent in this year. This new emphasis has taken place in order to increase student success in Italian and it has proven valid, as seen by student grades and retention. We appreciate the cooperation of the Tutoring Center staff in accomplishing this.

Many Italian classes are now offered in late afternoons and evenings. This time frame draws not just adult learners but high school students who do not have access to Italian in local high schools. Particularly, the 4-6 p.m. time frame, is very popular for both 101 and 102 levels.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Since Italian seems to be serving a younger clientele now as opposed to ten years ago, there is evidence that many younger students do not anticipate the rigors of a five unit course. If they have studied a language in high school, they may not realize that college language courses move twice as fast as high school courses. Also, there is evidence that a growing percentage of Hispanic students enroll in Italian, thinking that it may be an easy language, similar to Spanish, to study. Unfortunately, this assumption does not always prove to be true. Also, lifelong learners may choose to study Italian for purposes of travel. A certain percentage of them have forgotten the rigors of test taking, etc. Therefore, student success in these three groups needs to be better addressed.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Increased academic tutoring in Italian has increased student retention and is also ensuring on-going students in the advanced levels of Italian 203 and 204. Also, a more detailed syllabus plus a comprehensive midterm help keep the students on track.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.
V. Please explain and provide additional details regarding your choices above:

Italian grammar classes are regularly scheduled at IVC, and we would like to offer the 101 and 102 classes in the evening at IVC once per year. This is a scheduling which draws students from North Marin and Sonoma counties. The discipline will explore a hybrid Italian text in the future in order to appeal to the learning styles of younger students.
Student Access and Success
Japanese-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

On the whole 73% to 100% of students are passing all Japanese courses. The lowest passing group in Japanese classes for students in the 18-24 age groups is 45% of students in the 18-24 age group pass Japanese 102. This suggests that the 18-24 age group student may need additional academic support such as tutoring in order to pass the course.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage of students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

It is possible the 18-24 year old students who take Japanese are not familiar with learning skills to help them succeed in a non-European modern language.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Students who continue in the second year courses in Japanese do well. 100% of the students in Japanese 204 are passing. The greatest challenge is to maintain a group of students who wish to continue to the second year sequence.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

☐ Access to student support services (counseling, tutoring, etc.)
☐ Curriculum change
☐ Course scheduling for students needs
☐ New offerings/additional sections
☐ Articulation for transfer or COM GE
☐ Recruitment/outreach
☐ Student/job market demand change
☐ Faculty availability
☐ Facilities & technology
☐ Professional development

Other:
Students should be polled on a semester basis to help inform course scheduling.

V. Please explain and provide additional details regarding your choices above:
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

No evident barriers influence student access, other than language. It is necessary to have a fair degree of English proficiency in order to write news stories in these classes. That same proficiency, however, is not necessary to perform a number of key functions on the Echo Times (Journalism 122/123), including layout design, Web management and photography.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

A high percentage of students perform well in these classes. No barriers are evident.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

NA

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

Access to student support services (counseling, tutoring, etc.)
Curriculum change
Course scheduling for students needs
New offerings/additional sections
Articulation for transfer or COM GE
Recruitment/outreach
Student/job market demand change
Faculty availability
Facilities & technology
Professional development
Other:
V. Please explain and provide additional details regarding your choices above:

In order to accommodate proposed changes listed under Curriculum, Question 3, the acquisition of basic video news gathering and electronic processing equipment will be required in the next few years.
I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

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Fall-to-Fall Analysis

Students enrolled in Library 110 declined by 32% from fall 04 to fall 08 (NOTE: The course was suspended in fall06 when the librarian who teaches it was on sabbatical.) This decline corresponds with the extensive absence and retirement of one of the three fulltime librarians. Since the course is mostly taught in a self-paced modality, it has not been possible to have it taught by adjunct librarians, who are on campus for limited hours and thus are not able to offer the consistent follow-through that informs the course.

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Spring-to Spring Analysis

Student enrollment in Library 110 declined by 26% between spring 2005 and spring 2008 but slightly rose in spring 2009.

Fall to fall

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http://programreview.marin.edu/ASReport.jsp  2/22/2010
Spring to spring

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<th>6</th>
<th>17.6</th>
<th>5</th>
<th>13.9</th>
<th>6</th>
<th>16.2</th>
<th>7</th>
<th>17.1</th>
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<tbody>
<tr>
<td>ASIAN</td>
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<td>BLACK</td>
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<td>3</td>
<td>8.3</td>
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<td>5.4</td>
<td>7</td>
<td>17.1</td>
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<tr>
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<td>4</td>
<td>11.8</td>
<td>1</td>
<td>2.8</td>
<td>5</td>
<td>13.5</td>
<td>4</td>
<td>9.8</td>
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<td>WHITE</td>
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<td>19</td>
<td>55.9</td>
<td>19</td>
<td>52.8</td>
<td>18</td>
<td>48.6</td>
<td>16</td>
<td>39</td>
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</table>

As the chart indicates, students enrolled in Library 110 have gradually become more diverse over the past five years. Partly this reflects changes in the college population. An

other factor may be library collaboration with basic skills English and ESL faculty.

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Student success data was not available because Library 110 is not in any one of the pathways, but open to all pathways.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Student retention data was not available because Library 110 is not in any one of the pathways, but open to all pathways.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
The library’s primary means of fostering student learning of information literacy is through orientation sessions that teach basic research techniques within the context of class assignments. The following chart tracks an important trend in these learning opportunities for our students.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Library orientations and lectures</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>F05</td>
<td>56</td>
<td>+38%</td>
</tr>
<tr>
<td>S06</td>
<td>77</td>
<td>+38%</td>
</tr>
<tr>
<td>F06</td>
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<tr>
<td>F08</td>
<td>33</td>
<td>-20%</td>
</tr>
<tr>
<td>S09</td>
<td>28</td>
<td>-15%</td>
</tr>
<tr>
<td>F09</td>
<td>29</td>
<td>-4%</td>
</tr>
</tbody>
</table>

The number of orientations scheduled by the librarians has fluctuated from semester to semester, with a downward trend from a high of 77 in spring 06 to a low of 28 in spring 09, a decline of 62% during a period when the number of classes and students at the college has greatly increased. Two factors that have contributed to this trend are the loss of a full-time librarian, an open position that was not filled when the faculty member retired in s08, and the temporary loss of the library classroom from spring 08 until spring 10. Now that the new library classroom has been built, we anticipate that more orientations can be scheduled. This underlines the importance of filling the vacant librarian position.

V. Please explain and provide additional details regarding your choices above:
Student Access and Success
MACH-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

There are no significant barriers influencing students.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

There are no significant barriers influencing students.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The one significant factor affecting student success is the limited number of welding machines available to the advanced students.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

☐ Access to student support services (counseling, tutoring, etc.)
☐ Curriculum change
☐ Course scheduling for students needs
☐ New offerings/additional sections
☐ Articulation for transfer or COM GE
☐ Recruitment/outreach
☐ Student/job market demand change
☐ Faculty availability
☐ Facilities & technology
☐ Professional development
Other:

V. Please explain and provide additional details regarding your choices above:

The need to upgrade equipment to reflect real world working conditions.
Student Access and Success  
MATH-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

We believe that significant factors influencing student access are language barriers, financial difficulties, scheduling. The absence of a stable tutoring budget (our current need being $15,000 yearly) limits access significantly.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage of students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

We believe that significant factors influencing student success are language barriers, family obligations, job obligations, lack of study skills, lack of self-motivation, poor preparation for the class. The absence of a stable tutoring budget (we currently need $15,000 yearly) limits success significantly.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

We have an inability to enforce a standard level of preparation.

We can't retain students if we can't provide the most basic need - the need for tutoring. We can't provide it without a stable tutoring budget of $15,000 yearly.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
Facilities & technology

Professional development

Other:

Tutoring

The Math Lab is routinely under-funded or unfunded for tutoring (we need $15,000 yearly). The space is inadequate and poorly equipped. We need a stable budget and more tutors to eliminate lines and to shorten the time students spend waiting for help.

Scheduling

Many sections routinely have waiting lists long enough to fill additional classes. Sections need to be added to accommodate these students.

Facilities/technology

We need larger classrooms, more and more up-to-date computers in the Labs.

V. Please explain and provide additional details regarding your choices above:

We need a budget of $15,000 yearly to operate the Math Lab to benefit all students in the math program. Without mathematics the students can't complete their college goals. They need support to do it in a timely manner.
Student Access and Success  
MEDA-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Currently enrollment has increased dramatically in the Medical Assisting Program. Factors influencing increased enrollment can be attributed to the economy and the high percentage rate of unemployment.

Barriers to student access can be attributed to: rigid class scheduling and a need for non-traditional scheduling options, lack of online instruction and a need to expand outreach that targets unrepresented high schools. Lack of full-time instructors which have a greater degree of involvement in the institution's success. Student records and evaluations can be monitored and kept up to date and easily retrieved if the student needs the record.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

According to the data below student success rates increase with age.

Data collected from the period Fall '08-Spring '09:

**Percent passing by age group:** All Races

40% of students under the age of 20

65% of students between the age of 20-24

83% of students over the age of 24.

Students with different learning styles will be identified and accommodated.

Students will benefit from full-time instructors who are interested in building our programs and strengthening our weaknesses and curriculum.

Students will have greater exposure to qualified instructors

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Lack of accurate information given to students by career counselors has a direct impact on student retention and success. The district must increase knowledgeable career counselors regarding vocational programs that can meet the needs of students. Currently we have one Career Counselor with limited time and availability for this growing population. For student retention and success they must have access to services that begins with competent Career Counselors.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
- Other:

V. Please explain and provide additional details regarding your choices above:

Increase student support services through: an increase in hours for Career Counseling which is an integral part of the educational process. As previously reported in the Spring 2008 Program Review a clerical assistant is needed in order to assist faculty with administrative and clerical duties. Faculty is using valuable instructional time to perform clerical duties. Increase tutoring hours in order to provide students with more convenient times for tutoring and to accommodate an increase in enrollment.

Make curriculum changes to require that students be required to enroll in MEDA 210L Clinical Externship during their last semester in the program. It is highly recommended that mandatory proficiency testing in Math and English be performed before a student can enroll in the medical assisting program. Students who do not receive passing grades will be required to enroll in either or both basic math and English classes before enrollment into the medical assisting program. Students are entering the Medical Assisting program without basic math and English skills.

The program lacks course scheduling to meet student needs. Currently there are no evening or Saturday courses being offered. Calls from interested students regarding the program include questions such as times and days of courses being offered with an increased need for Saturday and evening classes.

New offerings/additional sections: A need for additional sections such as MEDA 126L Medical Office Laboratory Computers, MEDA 135L Clinical Laboratory Procedures, and MEDA 136L Medical Laboratory Procedures and MEDA 141L Phlebotomy Laboratory are needed because of increased student enrollment, waitlists, students being turned away and lack of room in the clinical laboratories, safety issues.
and lack of computers (only 20) in the computer lab. Currently there are no open clinical labs being offered as a separate class. Open labs are conducted during the instructors office hours.

Facilities & technology: Our facilities at the Indian Valley Campus are lacking basic accommodations to serve students. Modern technology is also lacking, computers are old and the computer in the Smart Class Room (POMO 255) is constantly having problems. The screen turns yellow and the sound does not resonate throughout the classroom adequately and therefore cannot be heard by the students. It is not reasonable for the Medical Assisting Program to buy a new computer for POMO 255 when other disciplines utilize the smart class room as well. It is the districts responsibility to purchase a new computer.
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

All of our language disciplines schedule classes in the late afternoons and evenings. This is a popular time frame for working adults and high school students. Many language disciplines are switching to texts which feature a hybrid approach to language learning, thereby offering more opportunities for students to practice and to learn independently. Several language disciplines offer beginning level grammar courses at IVC and expect to offer second semester courses during the coming year. This is having the effect of drawing students from locations which previously have been dominated by other schools.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Our Modern Languages faculty believe that assessment testing would be extremely helpful in improving student success and retention rates. It would refer students to the correct class level at the outset. Perpetual Technology Group of Ogden, Utah has been determined to offer the kind of service that would improve the success rates of students of Spanish, French and Mandarin. Italian would design its own interactive testing system. Our Department is asking for one more semester of IRD funding to get this program implemented. The concept was initially agreed to in Spring 2008 through IRD funding. More faculty work is required to implement the program.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Assessment placement testing would also improve student retention. Our Department will re-introduce this concept in the next IRD cycle.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
Curriculum change in all of the languages could be accomplished through greater use of technology in the texts chosen. Although most classes in our area are currently scheduled according to student demand, more open-mindedness is needed about placing more courses at IVC, a newly attractive place because of problems at SRJC.

V. Please explain and provide additional details regarding your choices above:
I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The biggest barrier to success our students face is the lack of Program units to offer the more advanced levels of instruction that students must acquire to be employable in this field.

Currently, because of a lack of program units, we are offering multiple levels of instruction in the same class, decreasing the effectiveness of the instruction and making it harder for new students to find room in the course as students before them fill up available spots. The result has been an increase in sections, as concurrent courses have increased in both 2009-10 and 2010-11, WITHOUT increased WSCH (TU).

Enrollment changes since 2004 are as follows:

- **2004-05**: 28 classes/sections (14 each semester); 353 Students (184/169 Fa/Sp); 441 WSCH Average (504/378 Fa/Sp)
- **2008-09**: 23 classes/sections (11/12 Fa/Sp); 332 Students (152/180 Fa/Sp); 456 WSCH Average (427/485 Fa/Sp)

The increase of concurrent sections has occurred simultaneously with a recent increase in student demand particularly for online sections. For example, in the fall of 2009, 25 students enrolled in our online section of Web Design MMST131a, 5 in MMST131b, and 3 in MMST131c. More than 25 students on the wait list were denied entry into the class and another 20 students emailed requesting a spot in the MMST131a course. In total, more than 45 students were denied entry into the course.

In the Spring of 2010, 28 students enrolled in the online section of MMST131a, 7 in MMST131b and 2 in MMST131c. 20 more students were on the wait list and more than 20 requested a spot after the course started. For the Spring 2010 semester, another 40 or so students were turned away from the course.

We need an immediate 4.02 additional teacher units to offer a second section of MMST131 so we can split off the growing list of MMST131b and MMST131c students into their own more advanced class. This will also make room for some of our wait-listed students who have been unable to get into this class for several years now.
Later, we will need additional units for the other multi-level courses that will become so full with returning students, that many new students will also be turned away. Many of these classes already have 30 students in a lab with only 24 computers.

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

A lack of Program units require us to offer multiple levels of instruction in the same class so we can still teach the more advanced levels. Beginner students in particular would fare better if each level was taught in a separate class.

For the online classes the Blackboard Course system is hard to use for both instructors and students, inflexible, and confusing for students. Some students drop out directly because of the many weaknesses of Blackboard as a teaching and learning platform. The College needs to upgrade to the Angel system, which a better in all these areas, as even Blackboard acknowledges as they acquired Angel in 2008.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
Faculty availability
Facilities & technology
Professional development

Other:

V. Please explain and provide additional details regarding your choices above:
Student Access and Success
Music-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Other than the fact that our program is too small to have majors courses on both campuses, or both at day and at night, I do not see any particular areas that appear to have a problem. We offer GE courses in both day and evening. We schedule our majors classes in block scheduling for their convenience, and we schedule courses which need the extra enrollment from lifelong learners in the evenings. We just began scheduling a few offer ings in later afternoon where we hope to attract more music professionals looking to maintain their skills, as well as talented high school students into these offerings, feeding into our majors courses. The data in the report is inaccurate, since it only counts majors who are also enrolled in English or math courses. Most music students need to spend all of their time in the majors courses to get to an acceptable level of ability for transfer. They usually take an additional year to complete the g.e. requirements.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

In general, music has a good retention rate, since several of our courses are performance courses which require auditions. This means that a student who registers has already come in and passed an audition or placement test so that they are directed into the correct section for their level, or accepted for a part in an ensemble or opera, so they are likely to continue through the entire semester. Our majors courses are mostly sequential, and faculty work very hard to bring the students up to be ready for the next level.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The only courses in music which are pre-requisites, are the sequential ones mentioned above. Music does not have any courses which are pre-requisites for courses in other disciplines. In our most advanced and difficult courses, such as levels III and IV, students already know what sort of material to expect since they have taken the other courses in the sequence.

Since COM is a community college, any student, even one with no or little previous musical experience, can walk in and decide to be a music major. However, it is very difficult for students who have no prior training to succeed, since it is extremely unlikely for them to be able to develop the required skills over the short time of the two year program. This problem is not typical in most other disciplines - in pretty much any other discipline, a student can decide to study something new and begin from scratch at the college level.
IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
- Other:

V. Please explain and provide additional details regarding your choices above:

Music would like to have a comprehensive and attractive web site to promote our music program and the many concerts and operas that we present. It is essential in these times for any arts organization to have a strong web presence, and currently ours is almost non-existent, except for the page about our orchestra that I created and published on my own personal web site. We have made some beginning steps toward this goal, and hope to have something up online later in 2010.

Music would also like to be able offer more courses to better serve the ongoing workforce training needs of budding and professional musicians in our community. We are currently designing several one unit courses designed to be offered in an 8-week format, scheduled in the later afternoon. This will increase student access for those who feel unable to make a full-semester commitment, and who cannot attend classes during the day because of their work schedules.
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

There doesn't appear to be significant access issues for students interested in enrolling in Natural History Program courses. If there are issues they are not apparent in the data available. I have never heard of any student not being able to take a course in this field of study because every effort is made to offer courses at night or weekends. Day students usually can take evening courses, night students of often not able to take courses offered during the day due to conflicts with work schedules.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

From what I can gather the reasons why students do not get the grades they expect is almost always one of two reasons. 1) they do not allot enough time for their studies i.e. at least two hours of study out of class time for every hour in class. or 2) their studies take two to three times as long because English is their second language. Many ESL students (mostly Hispanic or Asian) do not realize that science courses are significantly more rigorous than non science courses and do not plan their schedules accordingly. Many are not advised to enroll in remedial science (Bio/Geo 99).

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The reason why most students drop the courses I (I can only speak for my own observations) teach is because they are failing the course, so the same reasons stated above apply. Every time a student drops a course, whether I'm teaching it or not, I ask them why they dropped. The answers are almost always one of two reasons for any course. 1) poor instruction i.e. lousy teachers or 2) they are failing the course. Or a combination of the two.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
It appears to me that a significant number of ESL students are not aware that they need better English skills to be able to succeed in most science courses. So either counselors are not advising them or they are not taking their advice. When asked if these students are aware that their English skills are not developed well enough to succeed in the biology courses taught in our department they appear to not have been advised.

V. Please explain and provide additional details regarding your choices above:
**Student Access and Success**

**ESL-Noncredit-2009**

**I. Access**

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

There are no particular barriers influencing student access to our courses except wait lists for some levels and time periods.

**II. Student Success**

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

*Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.*

*Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.*

N/A

**III. Student Retention**

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

ESL is not a prerequisite until ESL 83 at the end of the credit sequence.

In noncredit ESL the only factors that influence students' ability to succeed are the student's own ability to attend classes regularly and complete homework assignments. These factors are related to their family obligations and work obligations.

As far as moving on to credit ESL, the major factor is cost and time commitment - being sure of a specific work schedule for a 4 month semester.

**IV. Improving Student Success and Retention**

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development
Other:

**V. Please explain and provide additional details regarding your choices above:**

Additional sections of impacted times and levels would be helpful to alleviate wait lists.

Counseling for noncredit students - available on Saturdays or in the evenings.
Student Access and Success
Nursing-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Enrollment procedures for the Nursing Program are outlined on the webpage http://www.marin.edu/departments/HealthSciences/Nursing/enrollment1.htm

Enrollment is based on:

1. Completing prerequisite courses.

2. A cut score of 72% based on a calculation of grades in core biology classes, grade in college level English, repeated core biology classes and overall GPA. (Based on Chancellor’s formula)

3. Passing the TEAS test with a cut score of 67%.

4. Criminal background checks must meet industry standards.

5. Drug screening will be implemented due to clinical agency requirements with a target date of Fall 2010.

6. Once the above requirements are met and if there are more students than space, students are selected by lottery.

7. In Fall 2009, the Education Code changed and ended the Marin County residency requirements for enrollment.

The nursing program admits once per year in the Fall. To date, we have had sufficient eligible applicants to meet our enrollment goal of 46 students. Numbers 1-4 affect enrollment and demographics in our program. However, these standards result in a student body that is academically prepared to meet the rigors of the program. Criminal background checks and the upcoming drug screening are requirements imposed by the major clinical facilities that our program uses.

Demographics Data from College of Marin Demographics Enrollment Unduplicated Count of Credit Students By Discipline, Fall 2004 - Fall 2008. Fall 08 showed 221 students enrolled in Nursing Education 3.4% of College student Population.

Data for Fall 08 students; - 84% female, 16% male; 64% white, 13% Hispanic, 10% Asian, 7% Other, 4% Black, 2% Undeclared. Our student body is overwhelmingly female and mostly white.

Data from College of Marin Success Demographics Career Fall 08-Spring 09 Students overall there was a 97% pass rate. By age, the largest group of failures was in the <20 age group. Statistics further broke down by ethnicity showed a 94% pass rate for Hispanics of all ages and black non Hispanic also had a 94% pass rate.

Summary data for nursing is not reflective of the major as the Introductory course is included in the data and many of these students do not enter the program.

We admit 46 students once per year in the Fall semester. In the last 5 years, we have had more qualified applicants then seats. Enrollment has increased by 10 students in each year with funding from the Chancellor's grant. Our program has more Caucasian students and less male students than the state wide average. Recruitment efforts to attract more minority and male students who increase access to the program.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or
barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage of students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

The COM Nursing Program has a high retention and success rate as measured by program completion and passing of the NCLEX test. Attrition and graduation rates and NCLEX pass rates for 2005-2009 can be found in the California BRN Continuing Approval Report Fall 2009 pages 87 -92. The class of 2011 has a 100% retention rate. The class of 2010 has a 96% retention rate. High retention rates are a result of faculty dedication, identification of at risk students, and implementation of remediation plans. Grant funding for simulation coordinator, hi risk student mentor and funding for clinical, theory and skills lab tutors are crucial for remediating at risk students. ATI NCLEX Predictor Assessment, grant funding for NCLEX Mentor and grant funded NCLEX review sessions are crucial for remediating students at risk for failing NCLEX.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

The Registered Nursing Program has a retention rate of greater than 90%. Analysis of our program since curriculum revision in 2006 shows no one demographic with an outstanding failure rate. This can be attributed to our admissions requirements (TEAS and Chancellor's Formula) which give us an academically prepared student. Additionally, we have Success strategy including the Grant Funded Simulation Coordinator, Hi Risk Student Mentor, NCLEX Mentor, Open Skills Lab, use of ATI Content Mastery Series and ATI proctored and non proctored assessments. All faculty are invested in student success. Nursing faculty are highly dedicated and recognize and remediate the at-risk student in a timely manner. Counseling, childcare, financial aid and scholarships are campus services that support our students.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

Simulation: The COM RN Program has an on campus simulation center in Harlan Center

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

2/22/2010
with three high-fidelity patient simulators. The IVC Simulation Center is part of a consortium and is used by COM and other Marin County Nursing Schools and Hospitals.

V. Please explain and provide additional details regarding your choices above:

Access to Student Support Services: Student support services are vital to our program. Counseling works with the prenursing students and guides them through the prerequisites. Counseling reviews admissions applications and determines coursework eligibility and applies the Chancellor’s Formula to identify candidate eligibility. During the program we frequently refer students to counseling for stress management. Counselors meet with students to ensure that their corequisites are completed and that they have the course work needed for the AA degree. The Testing Center administers the TEAS test in late May or early June. On computer labs and lab support persons are needed to administer the TEAS, ATI program entry critical thinking assessment, ATI NCLEX predictor assessment, and other computerized assessments. The Childcare Center is used by many of our students. The clinical portion of our program is time intensive for the students, 15 hours/week in semesters II, III and IV plus a trip to the clinical facility to prelab (additional 2 hours plus travel time). To succeed in our program many students must cut back on their work schedule resulting in reduced income during our 2 year intensive program; Financial Aide, and Scholarships are integral to student success. Library Services is important to student success. Books, journals, audiovisual materials and assistance with computer based research are all vital to our student success. Blackboard/Webct is an integral part of many nursing courses. All nursing courses utilize PowerPoint and internet in their teaching modalities. Media Services does an outstanding job providing us with computers, CD players and assisting us in working the equipment. DSPS identifies students with learning disabilities, nursing faculty often refer students for this service. DSPS administers assessments to students who have accommodations. We currently have 5 students enrolled who require this service. Nursing faculty are very grateful for all the campus services that support our students and program. I hope I have not left anyone out!

Curriculum Change: COM Nursing did a major curriculum revision which was implemented in 2006. This new curriculum needs to be reassessed; known problem areas include physical assessment, pediatrics and critical thinking. We will continue to develop a comprehensive plan to further integrate and standardize simulation experiences into all of our courses. The BRN is requiring all nursing schools to include more content on The Nurse Practice Act and Evidence Based Practice. Faculty members will be learning and implementing QSEN (Quality and Safety Education for Nurses). The overall goal of QSEN is to address the challenge of preparing future nurses with the knowledge, skills and attitudes (KSA) necessary to continuously improve the quality and safety of the healthcare systems in which they work. Information literacy, COM standard needs to be better articulated in SLOs and course content. Curriculum change will be deferred till Fall 2009, as faculty are currently working on the NLNAC Report.

New Offerings/Additional Sections: Spring 2009 we have two Open Skills Labs. Student enrollment may require the opening of an additional Open Skills Section. We would like to add a simulation course for students in the IV semester. Other new offerings will be pending our new curriculum analysis.

Articulation/transfer: All COM RN courses are transferable to the CSUS. A partnership with Sonoma State University allows eligible students to pursue their BSN and MSN while enrolled at COM. A statistics course is required for both degrees.

Student/Job Market Demand: The goal of COM is to prepare nursing students for entry level RN positions in healthcare facilities. The Advisory Committee provides input from the Service sector. We have more qualified students apply than seats. Limitations to program enrollment include nationwide faculty shortages and difficulty securing clinical placements because of competition from other RN programs. We have no plans to increase enrollment. There is a nationwide nursing shortage, however due to the economic downturn new graduate registered nurses are having difficulty getting jobs. We are encouraging students to pursue the BSN and MSN degrees with our partnership with Sonoma State University. Advanced degrees will make students more competitive in the job market.

Faculty Availability: There is a national wide nursing faculty shortage especially in the specialty areas. COM is very proud to presently have 7 Full Time Faculty members. Five are tenured and 2 are tenure track. Part time faculty continues to be difficult to recruit. Barriers are low pay for clinical and high workload. Clinical workload includes traveling to the clinical facility, unpaid orientations, unpaid required in-services, traveling to the clinical facility the previous day to make a clinical assignment, grading care plans and informal and formal clinical evaluations and clinical remediation. Recruiting full time faculty is difficult because salaries for Nursing Instructors are not competitive with service sector salaries. Faculty workload is high. Student success depends on our ability to recruit and retain qualified nursing faculty.

Facilities and Technology: Computer smart rooms with access to the internet, Blackboard, facilities for computerized testing, computers in the skills lab for student use are all integral to student success. It is difficult to schedule classrooms for our large classes. Our skills lab and simulation lab are cramped and do not have the square footage to
accommodate program needs. We hope to solve our space shortage with the move to our new building as part of the campus redesign.

**Professional Development**: Professional development and lifelong learning is a strong value in the nursing department. Every year nursing faculty attend multiple conferences to keep their knowledge and skills current and to bring new ideas to the nursing department. An example is that several nursing faculty will attend the QSEN conference this summer. QSEN assists faculty to develop curriculum and teaching modalities to enhance nursing quality and patient safety. Many faculty members have been attending conferences on simulation to bring this teaching modality to the students. Professional development ensures current and quality nursing instruction. We appreciate the college's funding for nursing conferences.
Student Access and Success
Physical-Education,-Health-&-Athletics-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

- The only significant barriers influencing student access to our courses continues to be the denial of high school students to sign up for any Physical Education course. Our numbers dropped about 100 from F04 to F08. We believe that number correlates with exclusion of high school students.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

- The student success rate for PE in the F08 was 87.5% and increase of 8.4% from F04.

- The student success rate in the HED courses, specifically the online HED courses has been below the campus average. However improvements have been seen in HED 130. There was an increase of 27.8% from F04 to F08. There is a campus wide concern regarding the success rates of the online courses. We believe the improvements are due to clarification of student expectations in the online courses.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

- The student retention rates for PE courses is well above the college average, showing a slight increase in F04 to F08, 89.9% to 93% respectively.

- The student retention rate for HED courses has steadily climbed from 83.1% in F04 to 89.1% in F08. Since a number of our HED courses are online we have made an effort to make course expectations know to the students early so that they are aware of the unique requirements to complete the courses.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details.explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change

http://programreview.marin.edu/ASReport.jsp
Course scheduling for students needs

- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

V. Please explain and provide additional details regarding your choices above:

- The success rate in the HED courses may be improved with updating the Blackboard system.

- The system is extremely dated and not an intuitive format. Students often complain about the dated technology.

- The online courses tend to be very large, over 50, at the beginning of the semester. If another section could be offered, thereby keeping the student numbers more manageable, the instructors could give students a better sense of community and possibly increase success and retention.

- All of our activity courses are very popular. We need to continue to create new course that meet the fitness trends in our area. However, we are limited by the number of units allocated to our department. Recent cutbacks have affected our ability to offer more popular courses.
Student Access and Success
Social-Sciences-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Language proficiency is a major barrier for students who need (or wish to take) social science courses. Our courses are highly dependent upon language skills for note taking, text book reading and research, and writing essay exams and research papers. Drop out rates generally reflect difficulty with English-related skills.

Of the 1,234 students who attempted Social Science courses from fall 2005 to spring 2009, about 70 to 75% were also attempting an English course. Somewhere between 62% to 63% were attempting Math. From fall 2005 to spring 2009 the percent of Social Science students completing Math 103 or higher was 32.9% for those taking core Social Science courses and 38% for those taking non-core Social Science courses. English was somewhat better. 53.2% of students taking Social Science core courses passed English 120 or higher while 56% of those taking non-core courses passed English 120 or higher.

We are obviously concerned about how failure to pass math and English affects transfer students - those who focus on the Social Sciences and those who are taking Social Science courses to fulfill UC and CSU undergraduate requirements.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Most of our students are 25 years or younger (71%) with an ethnic/racial split that is reflective of the college as a whole: 58% white non-Hispanic; 15% Hispanic; 27% other. Our students are predominately transfer and/or degree oriented with about 196 potential majors in Social Sciences and the remainder are students who are fulfilling transfer requirements.

Our success rates are high at about 70% for all age and ethnic groups.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

We do not have prerequisite courses in our program. Students who take social science courses generally take several courses in our program. As an example, of the 925 students taking Social Science core courses from fall '08 through spring '09, 893 were enrolled in 3 to 12 units. If they can pass the introductory courses, they can almost always pass the more specialized courses. Reading and writing skills necessary for the upper level courses apply in the same way to the introductory courses.
IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- [ ] Access to student support services (counseling, tutoring, etc.)
- [ ] Curriculum change
- [ ] Course scheduling for students needs
- [ ] New offerings/additional sections
- [ ] Articulation for transfer or COM GE
- [x] Recruitment/outreach
- [ ] Student/job market demand change
- [ ] Faculty availability
- [ ] Facilities & technology
- [ ] Professional development

Other:

More learning communities classes paired with English/College Skills courses

Relationships with Umoja and Puente programs

Improvement in the lower level and transfer level math courses for non-math majors

V. Please explain and provide additional details regarding your choices above:

The History 117 courses and the American Government 101 courses we have paired with English 98 and English 120 have changed our drop out rates from around 40 to 60% down to 10% or lower.
Student Access and Success
Spanish-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The most significant factor influencing student success is that the curriculum of transferable credit courses requires considerable work, and Spanish is not a particularly easy language to learn. Learners over 24 who have expectations of taking a easy Spanish class in order to learn "travel spanish" find it difficult to re-enter a college environment with tests and graded assignments. Students under 20 sometimes also find Spanish courses difficult since they move twice as fast as high school classes. In general, high school juniors and seniors are far more successful than high school freshman or sophomores.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

V. Please explain and provide additional details regarding your choices above:

Student Access and Success
Speech-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Based on the given data, enrollments during the fall semesters appear to have fallen by almost 25% over four years (from 5.3% of all students in Fall 04 to 4.6% in Fall 08.) However, our enrollments for spring have continued to increase since spring 05, with a slight dip in spring 09, leading to an overall increase of almost 9% over four years. The spring enrollments appear historically to be larger than fall. The large drop in fall enrollments, however, is cause for concern, although it should be noted that load has either remained steady or increased during fall and spring. Enrollments for fall 09, have increased substantially, but we will need to watch this and figure out if there is a problem in our scheduling that might be related to the enrollment decrease; or if there is some other reason to account for it, other than serendipity.

Age and gender appear have remained about the same, with significantly more females than males taking speech courses, and with the largest percentages between the ages of 18 and 24. Since fall 04, the white population has continued to decrease to an all time low of 50% in fall 08 from 61.6%; while there has been an increase in students identifying as Asian, Black and Hispanic.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate us the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Success rates have remained relatively stable over the years for which data is given, at approximately 80% in both fall and spring semesters. A cursory glance at other disciplines indicates that this rate is similar to or better than other disciplines at the College.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Our retention rates for all speech courses remains high, at approximately 90%. Again, this rate is similar to or better than a majority of other disciplines at the College.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
V. Please explain and provide additional details regarding your choices above:

The only non-selfexplanatory "choice" might be "facilities & technology." The physical environment of a class plays a significant role in student learning. When the room is too hot, too cold, too cramped, too dirty, (as many of our classrooms are) students do not do as well as in clean, nicely appointed rooms. When the room is uncomfortable, students fidget and even leave. When teachers are shifted around each semester to rooms of variable size with unfamiliar technology, they get thrown off and that also affects student learning. Ideally, Speech faculty need a well-ventilated space with up-to-date technology, which is used by both instructors and students, and be able to keep their same classrooms semester after semester.
I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

Generally speaking student success rates are in line with district pass rates. One course, "Introduction to Evidence" poses a greater challenge to students. The level of writing, research and documentation required for success in the class is difficult for students who are less prepared academically.

Additionally, students requiring assistance in research do not have access to research assistance at the IVC campus. It is anticipated that with the addition of a research librarian (resource specialist) at IVC this barrier will be successfully addressed.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage of students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

Students who demonstrate difficulty in writing are referred for tutoring services and given additional support by faculty. Expanding tutoring services at IVC should significantly improve student success in the classes where the writing appears to challenge lower performing students.

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability of the student to succeed at more advanced courses for which your course is a prerequisite.

Students who demonstrate difficulty in writing are referred for tutoring services and given additional support by faculty. Expanding tutoring services at IVC should significantly improve student success in the classes where the writing appears to challenge lower performing students.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- [ ] Access to student support services (counseling, tutoring, etc.)
- [ ] Curriculum change
- [ ] Course scheduling for students needs
- [ ] New offerings/additional sections
- [ ] Articulation for transfer or COM GE
V. Please explain and provide additional details regarding your choices above:

Generally speaking student success rates are in line with district pass rates. One course, "Introduction to Evidence" poses a greater challenge to students. The level of writing, research and documentation required for success in the class is difficult for students who are less prepared academically.

Additionally, students requiring assistance in research do not have access to research assistance at the IVC campus. It is anticipated that with the addition of a research librarian (resource specialist) at IVC this barrier will be successfully addressed.