Comments on Student Access and Success, Facilities, Curriculum and SLO sections
Data shows good access, progress and success for students.

Please comment on the Point of Improvement Section
Improved completion of certificates is a key objective set by the department.
As the Gainful Employment rules have gone into effect, renewed attention has been placed on the importance of certificate completion. Up until now, employment has been the goal for program students. Although employment is certainly the ultimate measure of the success of career programs, examination of our certificate award rate, it was determined that:
1. The design of the certificates did not meet the needs of the students
2. Students do not see the certificate as significant objective, because it is the NATEF (ASE) Industry certification that employers value most
3. The certificates have been redesigned to align to the ASE tests.
4. The program has been acquiring the equipment and tools required for NATEF certification-The application process for NATEF is planned to begin in the 2012-2013 program year

Faculty, staff administrators and the Advisory committee have been very focused on how to best serve underprepared and underachieving students. Recommendations for actions to improve student support include:
1. Revise certificates to align with ASE testing. STATUS: Underway
2. Apply for NATEF certification: STATUS: Underway
3. Expand the current “Auto Careers and Customer Relations” course to include special math and reading for comprehension course that will required for all certificates.-STATUS: Underway
4. All students have been provided their individual career certificate pathway progress report so that each student has a clear sense of how to complete certificates.-STATUS: Implemented in 2011-2012 program year
5. Certificates awarded to students as certificates are earned rather than requiring students to apply for certificates. STATUS: Implemented in the 2011-2012 PY
6. Expand use of teaching strategies that are proven effective for applied learning, such as use of teams and workgroups to work on assignments.-STATUS: In practice
Other Comments
I concur with comments by Chair that continually updated equipment, supplies and software are critical to the success of this program. Our Advisory Committee members (who hire our students, almost exclusively) are clear that the hard and soft technology of the industry make or break this program. We are working to create a workable system to track and support technology throughout the district. Of particular concern is the requirement for updated software. This must continue to be a priority, along with the hardware requirements in the industry, such as the need to educate students in electric and hybrid technology.

The modernized facility has given and good boost to the ACRT program. Enrollments have been very healthy, and we are very fortunate that our faculty in the ACRT program take all students on waiting lists into class. This is especially important for the entry level courses in order to keep enrollment in intermediate and advanced courses healthy. I am committed in providing all possible support in the ACRT program.
DEAN’S COMMENTS

Administration of Justice (AJ)

Comments on Student Access and Success, Facilities, Curriculum and SLO sections
This is a “highly efficient” program in terms of equipment & supply demand and high program enrollment.

Enrollment and success rates in AJ continue to be healthy. We are especially pleased that our gender and ethnicity numbers demonstrate good progress on assuring that students entering this sector better represent the population as a whole.

Informal surveys of students in the classes that I have conducted indicate that most students plan to transfer to a four-year program. I am supporting further research of this student population to determine if the expanded general education evening program now available at IVC (where most AJ courses are offered) is providing greater access for students to the needed transfer classes.

Please comment on the Point of Improvement Section
No comments were on the Point of Improvement Section. I offer my own comment that greater research (focus groups?) will help determine what unmet needs may exist that we may not be aware of.

Other Comments
**Auto Technology (AutoTech)**

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**Comments on Student Access and Success, Facilities, Curriculum and SLO sections**

**Student Access and Success:**
As result of the 2009 program review, the AutoTech Program was recommended by the Academic Senate to go under Program revitalization. Data in 2009 revealed many course with enrollment under 10 and several courses with a success under 50%.

The program revitalization recommendation was met with significant resistance by the discipline coordinator. The Academic Senate granted the program coordinator an additional year to respond to the program revitalization mandate to assure that the revitalization effort was faculty-led. The report on revitalization is due to the academic senate at the end of this program year. To help support the revitalization, the President’s office awarded the program a significant grant to support activities to achieve the revitalization. The resources allocated to support the revitalization are still available. As this program review is written, the content of the research, analysis of data has not been shared with faculty, staff or administrators.

I will note that of the with courses highlighted in the 2009 program review with extremely low enrollment or student success, only 2 of the courses were taught during the last spring semester. Of the two courses that were taught, the enrollment numbers improved greatly. The new facilities have yielded general higher enrollment across both the Auto Tech and the ACRT programs. The two courses that have comparison data are the Auto 229 Troubleshooting course and the Auto 114 Basic Fuels course. Auto 229 doubled in enrollment (7 to 14 students enrolled) with the pass rate staying consistent at 86%. For the Basic Fuels class, the enrollment increased 50% from 13 to 21 students. The pass rate improved from 31% to 71%. The reason for this dramatic improvement in success needs to be thoroughly researched. Additional research regarding the other six courses needs to be conducted.

The Advisory Committee met several times during the last two years to provide recommendations for program revitalization. Advisors were adamant about the need for NATEF certification to gain credibility to employers and students. The coordinator of the program continues to resist that recommendation. The re-design of certificates is underway to address access issues, such as the agreement to reduce the former 500-2,000 hour requirement for certificates.
Those recommendations include:

1. Revise certificates to align with ASE testing. **STATUS: Underway**

2. Apply for NATEF certification: **STATUS: Not currently planned.**

3. Expand the current “Auto Careers and Customer Relations” course to include special math and reading for comprehension course that will required for all certificates. **STATUS: The course under revision for ACRT will also serve the AutoTech students. Underway**

4. All students have been provided their individual career certificate pathway progress report so that each student has a clear sense of how to complete certificates. **STATUS: Implemented in 2011-2012 program year**

5. Certificates awarded to students as certificates are earned rather than requiring students to apply for certificates. **STATUS: Implemented in the 2011-2012 PY**

6. Expand use of teaching strategies that are proven effective for applied learning, such as use of teams and workgroups to work on assignments. **STATUS: Unknown**

**Facilities and Equipment:**

The Small Components lab was not designed or approved as a classroom—that’s why it’s call a “Small Components Lab”. After design, and during the building, the enrollment at IVC continued to expand and created greater demand on classroom space. Because the AutoTech classes were relatively small, and the instructor preferred also lecturing in the lab, accommodations have been made to shift the flexibility of that space to also serve a lecture function. Career Program budgets and the WFD budget were revised over the 2011 FY to purchase a Smart Whiteboard for the Small Components lab. The whiteboard has been purchased and is expected to be available for use by Fall 2012.

All equipment ordered for the TransTech program underwent an exhaustive prioritization process that was vetted multiple times (over several months) to assure that equipment was purchase within budget and with a prioritization that reflected industry expectations and student need.

I concur with comments by Chair that continually updated equipment, supplies and software are critical to the success of this program. Our Advisory Committee members (who hire our
students, almost exclusively) are clear that the hard and soft technology of the industry make or break this program. We are working to create a workable system to track and support technology throughout the district. Of particular concern is the requirement for updated software. This must continue to be a priority, along with the hardware requirements in the industry, such as the need to educate students in electric and hybrid technology.

Please comment on the Point of Improvement Section
Although no comments were made under the “Point of Improvement Section”, I offer this observation:

Many challenges faced by the AutoTech program are similar to the challenges faced in the ACRT program. Although the ACRT program does not suffer at the same level in terms of poor enrollment and disappointing student success, the students in both programs share many of the same obstacles as under-preparation academically, and need for tutoring and counseling. I believe that many of the solutions underway in the ACRT program would serve the AutoTech program well, such as exploring more innovative instructional practices and responding to the recommendation of the Advisory Committee to begin the application for NATEF certification.

Other Comments

I look to the revitalization report for more solutions.
**Dean’s Comments**

Business Information Systems (BIS)

**Comments on Student Access and Success, Facilities, Curriculum and SLO sections**

The five disciplines that make up the Business and Information Systems Department include Accounting, Business, Computer Information Systems, Real Estate and Statistics. This department includes a combination of career and transfer focused students.

Generally speaking the enrollment is strong and success rates acceptable. After the Student Learning Outcomes Assessment practices are implemented, it will possible to do more research to determine opportunities to improve student success in different areas.

The Business and Business Office Systems faculty met with an expanded industry Advisory Committee to explore how the College of Marin may able to serve Marin County (the County offices, in particular) for anticipated demand for entry-level administrative staff to enter the workforce as entry-level and mid-managers are promoted to replace retirees. A new certificate program is under development to respond to this community demand. It is anticipated that this program will be designed to serve the working adult with expanded weekend and evening classes. That expanded access for working adults should favorably impact enrollment and success rates.

**Please comment on the Point of Improvement Section**

One of our concerns over the last few has been the Computer Information Systems classes. Although labor market statistics continue to project favorable numbers, because of the downturn in the industry over the last 10-15 years, many CIS professionals continue to serve the industry in the capacity of contract labor and/or consultants. The result has been that the demand for career programs has diminished. This is true for the College of Marin and the north bay. Enrollment numbers have improved somewhat, but the expense of the program in terms of equipment, space and software needs further evaluation.

**Other Comments**

These programs are very lab-intensive. The current organizational structure with faculty and dean managing the labs and technicians is problematic. The department chair is faculty, and not authorized to “supervise”. The dean is split between two campuses, and does not possess the technical background appropriate to manage computer labs. The department chair, dean and director of IT have all discussed the advantage of transitioning the supervision of labs to the IT department. This shift in management would also enable greater leveraging of lab resources, including software, hardware and staff.
Dean’s Comments

Court Reporting
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Comments on Student Access and Success, Facilities, Curriculum and SLO sections
Under the leadership of a highly committed leader who is an adjunct faculty member, the Court Reporting program is undergoing a transformation. The curriculum has been revised to offer a more efficient combination of sections for speed building. Analysis of student success revealed certain benchmarks that serve as “indicators” of probability to student success in reaching the level of a certified court reporter. Several curriculum revisions have been submitted to curriculum committee. The plan is to re-design the certificate to provide more milestones for court reporters that will assist in earning a certificate prior to entering the job market.

One issue related to the success numbers in CoM’s Court Reporting program has been based solely on the success in passing the California State Exam for Court Reporters. In fact, most students of the program opt into very high-paying careers from real-time captioning to only about 27% of court reporters are employed by the court system. The vast majority of court reporters serve in the capacity of free-lance reporters. Other very lucrative occupations include scopists, proofreaders, executive level administrative assistants and CART (real-time captioning) providers. The opportunities for employment for CART is expanding rapidly to keep pace with ADA mandates.

In response to the gap in recording all the successful outcomes of Court Reporting students, the certificates are being revised to capture all of these milestones our students reach that lead to excellent career opportunities.

Please comment on the Point of Improvement Section
Contrary to popular belief, Court Reporting is a growth industry. As stated in the Program Review,” US news and World Report and the Bureau of Labor Statistics continue to identify court reporting as a growth industry. US News includes court reporting on its list of the 50 best careers for 2012. “

The new certificate pathways and curricula that requires more “time-on’task” to help students advance more quickly has been the key focus of program improvement over the last two years.
**Other Comments:**
Further program research may reveal additional opportunities for the program including expanding this program to include Business Office Systems. As new success criteria and the certificates earned improves, I recommend evaluating the option of converting part-time units into a full-time position. This program demands very intensive commitment. The responsibilities of the program coordinator are detailed in the program review. By converting this position to full-time, it could be a cost-neutral improvement that more appropriately compensates the required commitment by faculty.
Comments on Student Access and Success, Facilities, Curriculum and SLO sections
This “niche” discipline serves a very significant role in the career programs. This discipline houses both the Electric Vehicle course and the Solar Integration Installation Technology. It has become a very unique program at the College of Marin because it is now exclusively focused on two career pathways that can be considered truly “green tech”.

We have been very successful in earning grants to establish and support both the Electric Vehicle conversion and the Solar Tech Classes. Those grants have provided more than $100,000 in equipment and staff support. The students who participate in these programs trend to be mature working adults interested in adding more “clean and green tech” skills to their toolkit.

One challenge for students has been the need to “brush up” on math skills. More research needs to be done to determine what on-line programs that can be supported in open labs can be offered for these brush-up needs as expressed by the students enrolled in the program.

Success numbers are good.

Please comment on the Point of Improvement Section

Other Comments
DEAN’S COMMENTS

Environmental Landscape and Design

Comments on Student Access and Success, Facilities, Curriculum and SLO sections
The ELND program has undergone a transformation since the Indian Valley Organic Farm and Garden was established. The semester following the launch of the farm, the enrollment nearly doubled from 59 to 109 students. Since that time, the program has sustained the increased numbers. One class has continued to be under-enrolled. The under-enrolled class, ELND Design tends to attract only students who intend to enter the field of landscape design. It is the only class that the students attracted to the CoM program because of their interest in Organic farming do not elect to take. In an attempt to attract more students, a computer-based design component was added to the curriculum. Unfortunately, this did not have the hoped-for results. The design class needs to be re-evaluated for demand and relevancy.

Other data that suggests need for further evaluation is the surprising low success of generally popular course ELND 110B. This was one course that was not revised in the ELND curriculum because it was already approved for CSU/UC transfer. The high success in the first half of the course suggests that a revision to combine with course offered in two 1 ½ unit parts of one course should be revised as one 3 unit course as was done for others in the ELND program. Also showing lower-than-expected enrollment (as the design course) was the IPM course also suggesting need for further research.

Please comment on the Point of Improvement Section It is important to note that because of the partnership with the Conservation Corps Northbay, the number of students who fall within “high risk” for low success has increased significantly. In spite of those demographics the student success rate is good. The Conservation Corps was successful in their application for a $200,000 grant to support this very underprepared population. This grant provided wrap-around support services provided in a case-management model. The program has become a model to the career programs in strategies to attract harder-to-serve populations in a way that supports much better-than expected success.

Other Comments
A commitment has been made to expand course offerings to include a native-plant class. This is a course that has been repeatedly requested over the last three years. Based on community interest and student demand, the ELND faculty has engaged in preliminary discussion to develop this new course. This course, along with other courses suggested by faculty will be vetted by the Advisory Committee.
Machine Metals

Comments on Student Access and Success, Facilities, Curriculum and SLO sections
The Machine Metals and Welding program serves to train entry-level machinists and welders as well as teaching a critical skill set to the AutoTech and ACRT program students.

As a result of innovative course scheduling to teach a range of skill levels in combined labs, enrollment is healthy and success is good.

Please comment on the Point of Improvement Section

Other Comments
It is important to note that employers are hiring less “welders” and “machinist”. Instead the skills of a machinist and welder are very significant in improving the employability and wage potential of our students—especially those entering the AutoTech and ACRT careers. For this reason, there should be a comprehensive analysis done to determine if options for re-designed certificates are advisable.
**Dean’s Comments**

Multimedia

**Comments On Student Access and Success, Facilities, Curriculum and SLO sections**

I concur with comments by Chair and faculty that continually updated equipment, supplies and software are critical to the success of this program. It is clear that the hard and soft technology of the industry make or break this program. The commitment by the district to uphold industry standards bodes well for this program. We are working to create a workable system to track and support technology throughout the district. Of particular concern is the requirement for updated software. This must continue to be a priority, along with the hardware requirements in the industry, such as the need to educate students in the newest technology available.

Innovative instructional technology that includes expanded use of integrating levels of student skills in classes along with innovative curriculum design as demonstrated in the “continuous improvement” model practiced by the faculty of this program sets a standard for all district faculty. Course content is continuously updated and the faculty are extremely active in professional development that provides the foundation necessary for a cutting-edge program like multimedia.

**Please comment on the Point of Improvement Section**

**Other Comments**
Dean’s Comments

Work Experience

Comments on Student Access and Success, Facilities, Curriculum and SLO sections
The Work Experience program offer both an on-site and an on-line option for students. The enrollment and success numbers for the program are healthy.

Please comment on the Point of Improvement Section
Enrollment and success numbers in this program are healthy.

Other Comments
This summer we will be piloting a sector-specific pilot to support students interested in farming and ranching to explore work experience options in farming and ranching under the supervision of a well-respected leader in the farming and ranching community. This pilot is being sponsored and fully funded by the Marin County Board of Supervisors. This pilot is in response to the farmers, ranchers and students who are eager to expand learning into the fields.