## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy Boyd</td>
<td>Primary Team Member</td>
<td><a href="mailto:sandy.boyd@marin.edu">sandy.boyd@marin.edu</a></td>
<td>x7628</td>
<td>all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandy Boyd</td>
<td>Team Member</td>
<td><a href="mailto:sandy.boyd@marin.edu">sandy.boyd@marin.edu</a></td>
<td>883-2211</td>
<td>review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nanda Schoarske</td>
<td>Team Member</td>
<td><a href="mailto:nanda.schorske@marin.edu">nanda.schorske@marin.edu</a></td>
<td>x8506 or 2333-1759</td>
<td>all parts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
</tr>
<tr>
<td>Sara McKinnen and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
</tr>
</tbody>
</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview—Introduction
Work-Experience-2009

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

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

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

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

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

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

Gender has remained nearly the same from 2002 to 2007 - 43% male and 57% female. The percent of Black students has increased from 7.9 to 22.4%. The percent of Hispanic students has been vacillating, shifting from as low as 7.1% (2007) to as high as 19.5% (in 2003). The percent of Asian students has also vacillated, from 5.7 to 28.6%. The number of White students has ranged from 34% to 60%. The largest age group is 18-24, averaging 50%. The next highest is age 35-49 averaging 25%. The rest of enrollment is split fairly evenly between 30-34 and over 50.

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

Since 2003, a previous college dean has taken over all instruction for the program, lending coherence and injecting new energy into the program. Prior to 2003, it was taught by a former manager, then with decreased units, courses were taught by 2 counselors. In Fall 2005, one counselor and a full time instructor taught the 2 sections and coordination units were cut. But as of Spring 2007, sections were increased and one person has taught all sections since Fall 2007. This new persistence and coherence is giving WE more hold in the community, allowing it not only to serve students but to become as well a reliable resource for local employers.

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

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

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

Our program serves students in this pathway: Some students

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

Our program serves students in this pathway: Exclusively/ primarily

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

Our program serves students in this pathway: None

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

Our program serves students in this pathway: None

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

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

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

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

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

Cultural Enrichment: n/a

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

III. How does your program/discipline help students meet these goals?
Students are encouraged to seek counseling to assure requirements are met for efficient use of time to meet career and education career program goals while at CoM.

IV. How do you measure your success?
Student success rates are used to help assess success.

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

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.
Student Learning Outcomes
Work-Experience-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?
   n/a

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?
   n/a

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
   i. Written, Oral and Visual Communication
      class pass rates
   ii. Scientific and Quantitative Reasoning
      n/a
   iii. Critical Thinking

   iv. Problem Solving
   v. Information Literacy

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
v. Information Literacy

**III. Course Level Outcomes:**

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

3. Assessment:
   i. How often do you assess these SLOs?

   3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

   3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?

   3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
Faculty Members
Work-Experience-2009

I. Program Faculty
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Boyd</td>
<td>Sandy</td>
<td></td>
<td></td>
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Status: Shared W/other program(s):
Full-time, tenured No

<table>
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<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td>8.3</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
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Years of Service: 13
Specialty: Work Experience

Leadership: List involvement in committees or other service
Past membership on Curriculum Committee and Academic Standards.

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.
8. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

9. **Program Review Findings:** Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

10. **Other considerations:** Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

11. **Shared Resources:** If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Non-Instructional Support Staff
Work-Experience-2009

I. Current Support Staff

List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose :</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Oyle</td>
<td>Clerical</td>
<td>37</td>
<td>37</td>
<td>Classes</td>
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</table>

Leadership: List involvement in committees or other service

List of Support Staff

<table>
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<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose :</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurie Loeffler</td>
<td>Full-Time</td>
<td>Clerical</td>
<td>37</td>
<td>37 Classes</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
Work-Experience-2009

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

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

The WE program is most effective in meeting two specific parts of the College mission. Students who are currently employed in the occupation of their choice take advantage of course opportunities as part of the career preparation clause of the mission. Students also take Work Experience courses to fulfill General Education and Transfer requirements if they are employed, but not necessarily in the occupation in which they will remain. The major trend for college students is to gain as much creditable work site experience as possible prior to entering the job market. Work Experience is one way for students to gain this experience.

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

The general outcomes of the Work Experience discipline are to provide a solid foundation of work place experience balanced with academic subject matter. In order to enhance the Work Experience offerings, we would like to expand by increasing the number of sections. Also the Work Experience curriculum needs to be revised to reflect the amount of teaching and student support provided by faculty and to bring it into compliance with Education Code.

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

Work Experience coursework is being offered online by other California community colleges with great success. In the future, it needs to be considered as an additional delivery method. Also we would like to consider expanding the requirement of WE for all Career Education disciplines.

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

We might increase outreach to businesses to allow workers to attend CoM and utilize work experience and other coursework.

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

n/a

VI. Other concluding remarks.
Department Chair Comments  
Work-Experience-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

   All five pathways are addressed in the Work Experience program. Students have the option of taking courses either on campus or on line. Work Experience helps students improve their basic skills by providing them with job training exercises. There are no barriers influencing student access and success. The Work Experience program continually updates their curriculum to meet state and college standards for work experience programs. The Work Experience program will be moving to newer facilities as modernization takes place over the next several years.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

   The Work Experience program will be moving into new facilities as the modernization project continues. They will not need any specific equipment for their curriculum that is not addressed in the modernization program.

3. Please comment on the faculty and staff sections.

   The Work Experience program has one full time instructor shared with Administrative Justice and Political Science. The Work Experience program is running smoothly because the faculty member keeps the courses up to date and in line with state and college standards.

4. Other comments
Area Directors and Deans Comments
Work-Experience-2009

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

The Work Experience continues to enjoy a positive trend in enrollment.

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

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

Cultural Enrichment?: n/a

Lifelong Learning: n/a

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

No instructional equipment requests have been made for this program, and I concur. The facilities improvement underway will handle the needs for this program.

3. Please comment on the faculty and staff sections.

We are very fortunate to have instructors who are working in career fields and stay on top of trends for methodology for offering relevant work experience courses.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

No external funds have been used to support this program.

5. Other comments