EXECUTIVE SUMMARY

Program Review
Spring 2008

COLLEGE OF MARIN
Executive Summary
2008 Program Review

Table of Contents

Introduction ......................................................... 1
Program Overviews ................................................ 2
Facilities .............................................................. 6
Curriculum ........................................................... 8
Student Access & Success. ....................................... 9
Instructional Equipment & Supplies. ......................... 10
Staffing ............................................................... 12
Leadership ........................................................... 44
Learning Outcomes ............................................... 55
Goals ................................................................. 57
Summary .............................................................. 59
Executive Summary
2008 Program Review

Introduction

In March, 2008 the Academic Senate and Governance committees met to review sections of the program reviews and to prepare summaries. Sections of the reviews were read and reviewed by the following committees:

<table>
<thead>
<tr>
<th>Review Section</th>
<th>Committee</th>
<th>Governance/Academic Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>Program Review</td>
<td>Academic Senate Committee</td>
</tr>
<tr>
<td>Facilities</td>
<td>Facilities Planning</td>
<td>Governance Committee</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Curriculum</td>
<td>Academic Senate Committee</td>
</tr>
<tr>
<td>Access &amp; Success</td>
<td>Access &amp; Success</td>
<td>Governance Committee</td>
</tr>
<tr>
<td>Equipment &amp; Supplies</td>
<td>Instructional Equipment</td>
<td>Governance Committee</td>
</tr>
<tr>
<td>Staffing</td>
<td>Institutional Planning</td>
<td>Governance Committee</td>
</tr>
<tr>
<td>Leadership</td>
<td>Program Review</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>SLO Facilitator</td>
<td>Governance Committee</td>
</tr>
<tr>
<td>Goals</td>
<td>Educational Planning</td>
<td>Governance Committee</td>
</tr>
<tr>
<td>Summary</td>
<td>Institutional Planning</td>
<td>Governance Committee</td>
</tr>
</tbody>
</table>

Each committee submitted a summary analysis and these were compiled into the following executive summary.
Forty-nine Program Review Overview sections were examined by the Program Review Committee. The Committee broke up into teams to examine each section of the overviews.

I. Program Definition
Reviewers used this portion of the template to define their programs and the scope of disciplines and services that were under review. However, many program definitions ranged beyond defining the scope, purpose or services of the program and included goals, difficulties and challenges, and specific or random information about the program. This section should be shown on the resource section of the template with examples of exemplary definitions.

II. Program Purpose
The Program Purpose sections of the reviews were examined by Program Review Committee members, Peggy Dodge and Fernando Agudelo Silva.

Primary, secondary and other goals were listed as follows:

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree/transfer</td>
<td>33</td>
<td>Degree/transfer</td>
</tr>
<tr>
<td>Career/Work training</td>
<td>10</td>
<td>Career/Work training</td>
</tr>
<tr>
<td>Basic Skills/ESL</td>
<td>3</td>
<td>Basic Skills/ESL</td>
</tr>
<tr>
<td>Life long learning</td>
<td>2</td>
<td>Life long learning</td>
</tr>
<tr>
<td>CES/ Non credit</td>
<td>1</td>
<td>CES/ Non credit</td>
</tr>
</tbody>
</table>

Comments in the description of goals section did not follow a uniform response pattern. That said, some descriptions beyond the tally above are worth noting.

- 20 programs mentioned awarding an Associate degree as a goal
  - 16 of the 33 programs whose primary goal listed above was degree/transfer emphasized degree in the description
  - 4 of the 10 programs whose primary goal listed above was career/work training mentioned awarding degrees in the description of their goals

- 14 other programs emphasized preparing students for transfer
  - 10 of the 33 programs whose primary goal listed above was degree/transfer emphasized transfer in the description
  - 3 of the 10 programs whose primary goal listed above was career/work training emphasized transfer in the description
  - 1 of the 2 programs whose primary goal listed above was life long learning emphasized transfer in the description

- 5 mentioned high school equivalency and/or advanced placement
- 6 mentioned training for professional credentials or licenses in this section
- 12 mentioned career training, with 7 of them mentioning upgrading professional skills or retraining
- 12 mentioned personal improvement/enrichment as goals in this section
- 2 emphasized the provision of clinical experiences as program goals

Future template improvements can give clearer direction for completion of the goals description section and/or increase available choices in drop down menu. One

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1 Support transfer classes; basic skills for Chinese Americans; experience athletics; faculty resource; transfer to COM RN program; matriculate from high school
interesting data point that is not clearly captured in current template is which programs have a primary goal that is listed as degree/transfer but actually do not award a degree, making their true primary goal transfer preparation. That is an important and meaningful distinction.

III. Students Served

The Students Served sections were examined by Program Review Committee member, Derek Wilson.

The following were reported as students served by College of Marin programs:

- 49% serve Career and Technical Training students (24 of 49)
- of which 3 programs served 3 or more career tracks for students
- 51% serve GE and Transfer students (25 of 49)
- 53% serve COM and 4-year majors (26 of 49)
- 35% list Lifelong learners as students served (17 of 49)
- 20% list white as the prominent ethnic group served (10 of 49)
- 35% list 18-24 year-olds as the prominent age group served (17 of 49)
- 20% list female as the prominent gender served (10 of 49) and...
- 8% list male as the prominent gender served (4 of 49)
- 10% serve students with existing 4-year and advanced degrees (5 of 49)
- 10% serve ESL students (5 of 49)
- 4% list low income as a major student demographic (2 of 49) and...
- 4% list students that work full-time as a major student demographic (2 of 49)

Students Served Quotes:

"...1st generation college students...and high percentage of visual learners."
"...2nd language learners, high school GEDs, high school drop-outs, under-employed."
"More high school students, because local high schools have cut their foreign language programs."
"Counseling guides all decisions and supports of students special needs like Cal Works, DSPS, ESL, and Veterans..."
"Many students are single parents..."
"Student goals include better jobs, AA/AS degrees, transfer, and professional certificates."
"...students attend to complete programs from other schools."
"...offers classes every evening and Saturdays...perfect location for Plate Tectonic study.
"Library at IVC closed in 2005 without consultation...lack of library leadership since 1996."
"...379 students: 94% for transfer; 49% for Major; 45% GE, and 6% personal goals."
"...provides students with career ladders, career change, skill building/maintenance, high school matriculation, and transfer options."
"...creative retirement, non-credit."

IV. Program History

The Program History sections were examined by Program Review Committee members, Yolanda Bellisimo and Patricia O’Keefe.

Overview:

The History of College of Marin is strongly tethered to the history of our enrollment trends. The one consistent theme in Program Review (2008) is how enrollment impacts resources and resources impact enrollment. The following paragraphs summarize observations made by the faculty about College of Marin’s enrollment trends. The faculty consistently point to four reasons for enrollment growth. These reasons are: 1) curricular development, 2) community population shifts, 3) hiring of full-time faculty, and 4) infusing resources into current programs. Conversely, the same four reasons are observed to impact lower enrollment trends: 1) attracting qualified faculty to teach new curriculum, 2) decreasing community interest for programs, 3) decreasing full-time faculty hires, and 4) struggling to accomplish learning objectives with fewer and fewer resources.

Discussion:
Many programs noted increasing enrollment. These observations are supported by our College-wide data. Observations such as “marked rise in enrollment and interest,” “steady increase in enrollment,” and “dramatic increase in enrollment” are found throughout CoM’s Program Reviews. The increases are attributed to factors both within and outside of the college. Internal factors include proper naming or branding of a programs, support for the program though marketing, stability (and/or hiring) of full-time faculty to coordinating the program, and counseling through student services to gateway courses. External factors include capturing shifts in ethnic populations, life-long learners enrolling in general education courses, and degree holders returning to school to complete prerequisite classes for new careers in fields like nursing.

The Program Reviews reveal four major reasons for increases in enrollment. Successful programs are infused with (or stable with) full-time faculty designing and implementing curriculum changes, offering courses during non-traditional times to capture non-traditional students such as Modern Languages offering courses after high school hours, and diversifying offerings to meet the community needs in the following areas: English as a Second Language, Basic Skills, Wellness and Fitness, and Language courses like Chinese, American Sign Language, Japanese, and ideally Arabic. In addition, programs with flowing resources to support curricular innovations and/or new certification celebrated their recent student success.

Unfortunately, not all programs are experiencing revitalization. Some programs report “a heavy reliance of part-time faculty with no new hires in many years,” “the ratio of part-time instructors to full-time instructions is high,” “cuts have affected program offerings,” and “the neglect of full-time faculty for the discipline has adversely affected course offerings.” There are also signs of altered hiring practices by splitting one hire between two departments creating less technical oversight. Some programs report suffering from long years of neglect and under-funding contributing to enrollment difficulties. Some popular courses in our recent past have noted decreased enrollment due to shifts in the workforce needs, decreased interest due to socio-political climate, and/or the need to learn more in less time stressing faculty and student body in the process.

Forty-four Program Reviews summarized their histories with specific references to enrollment trends. Some validated a return of students to the college, some have found methods for drawing students to the campus, and other programs noted fewer resources and a loss of full-time faculty necessary to reinvigorate their programs.

V. Program Review Questions
The Program Review Questions sections were examined by Program Review Committee members, Windee Cottle and Sara McKinnon.

Overall Issues addressed in Program Review Questions:
- Adequate resources or upgrades
- Adequate space
- Barriers to enrollment and reasons for downward trend in enrollment
- Comparative Data-Statewide Trends
- Coordination between support services like counseling, job placement, and the workforce
- Course discontinuance
- Course scheduling coordination
- Curriculum revision to keep up with trends
- Curriculum sequence issues
- Desire to improve retention and success
- Full-time Faculty hire or additional part time needs
- Marketing/Outreach
- Issues related to Modernization
- Online Offerings
- Professional Development to keep up with trends
- Shifting student population--diverse learning styles, special needs
- Student tracking/demographic/trend data
• Support/student services
• Support/student services for ESL students and critical literacy/basic skills support
• Technology support
Facilities Committee
2008 Executive Summary

Summary for Facilities

The Facilities Planning Committee reviewed the Facilities sections of the program reviews and prepared a summary analysis of current classroom and lab use.

Scheduling Problems:
- Non-credit ESL classes should be scheduled in lecture rooms that can hold 35 students. Non-credit ESL classes should not be scheduled in computer labs, closets, conference rooms or auditoriums.
- Science Center Computer Center (SC0144) has severe scheduling problems. Biology, Chemistry, Geology and Math all need to use the computer lab – FPC will contact the departments for further advice as whether or not they need additional lab space.
- The sciences are having great trouble scheduling the labs (SC0120) – FPC will contact the departments for further advice as whether or not they need additional lab space.
- Early Childhood Education classes should be scheduled in rooms with tables.
- Music has scheduling problems with the classrooms containing pianos.

Room Size Limitation
- Dental has no rooms appropriate for its lectures.

Need for Smart Classrooms
- All Modern Languages need smart classrooms. This means that all the rooms in OH should be made into smart classrooms since that’s where most of the language courses are held – FPC requests authorization to proceed and funds to design.
- There should be at least one smart classroom in the Dickson Hall/ Dance Landscape building to be shared by ELAN, ECE and EDUC – FPC to confirm with the Modernization Team that these concerns are being addressed in the new spaces provided once these buildings are torn down.
- HC 129 should be made into a smart classroom to be shared with ASL and ESL – FPC requests authorization to proceed and funds to design.
- At IVC the POMO cluster, Miwok Cluster and Ohlone Cluster are all in need of smart classrooms for various programs – FPC requests authorization to proceed and funds to design.

Safety/Health Problems
- All should be investigated.

ADA non-compliant
- FA0225 is not accessible (ADA non-compliant) – FPC requests authorization a HC station to be placed in this room. Other ADA issues in the Fine Arts building are being addressed by the Bond.
Curriculum Committee
2008 Executive Summary

Curriculum

Outdated Course Outlines of Record

A procedure to address these and other courses for which the current Outline of Record date exceeds six years was drafted by the Curriculum Committee and presented to the Academic Senate on March 27, 2008.

On April 3, 2008 the Curriculum Committee analyzed the 37 courses listed as not updated within the last 15 years. According to the Program Review Curriculum Report, many of the courses are listed in Projected Course Actions are slated to be deleted by the faculty of the respective Programs (approximately 84%).

This information was presented to the Academic Senate as part of the discussion of the Course Update and Revision (draft) on the same date.

During the Academic Senate discussion, it was noted that the draft procedure had a punitive tone and should be revised. A motion was made for the Academic Senate President to rewrite the Procedure as a memo in an informative format and tone. The revised memo was accepted and passed by the Academic Senate on April 17, 2008.

Summary of Curriculum Reports

On April 17, 2008 the Curriculum Committee reviewed the Curriculum Reports for the College of Marin Program Review for Spring 2008. Curriculum Reports for fifty-three disciplines were read and had the responses summarized for a report for the Institutional Planning Committee. The findings of this review are listed below.

Overall, the Curriculum Reports were inconsistent in both their responses and comprehensiveness. Many of the Curriculum sections were not completed and simply left blank. Based upon the information provided in the reports:

- Only a small percentage of Course Actions (Section II) are planned (13% of total current courses)
- A small number of Degree/Certificate Actions (Section III) are planned (39 total)
- Approximately 12 courses planned for Deletion without replacements or Additions
- The Updated Date for courses listed are inconsistent with the last reviewed date on the Current Course Outlines of Record on file in the Office of Instructional Management
- Many of the Course Outlines of Record have approval dates more recent than the last reviewed date as evidenced by the following:
  1. Approval signatures and dates on the current Course Outlines of Record (5-8 years ago)
  2. The Review date listed on the current Course Outlines of Record (10-15 years ago)
  3. Outdated Recommended Textbooks listed with old copyright dates (10-15 years old)
  4. Incomplete course information due to excessively old forms (missing SLOs, etc.)
  5. Courses not on the 2002 or 1998 version of the Course Form

Each of the Programs provided the following in their Curriculum Reports:

- Section I listed a total of 1,173 Current Courses
- Section II listed a total of 152 planned Course Actions
- Section III listed a total of 39 planned Degree and Certificate Actions
Section IV Justifications were only completed in 5 of the 53 Program (Discipline) Reports.

Minimal budget impact due to the lack of projected or proposed additional courses provided by Programs in the Curriculum Reports. Budget Implications listed in the reports include the following:

- Additional faculty required for specific class/course requirements (BIO, MEDA, MMST)
- Additional sections required for degree and licensing requirements (BIO)
- Class sizes must be reflected by capacity of respective facilities (health, safety, fire code, ADA)
Summary for Student Access and Success

College Wide Trends

Enrollment:
More Vocational programs increased in enrollment than declined or stayed the same, while more transfer programs experienced a decrease in enrollment. There has also been a decline in enrollment in Basic Skills courses. One reason listed by faculty was that fewer developmental students were coming to campus. Credit ESL also had a decline in enrollment, while non-credit ESL had a significant increase.

Key factors identified by the departments contributing to the increase in enrollment included:
- an increase in the student or community demand (7 programs)
- a change in curriculum (7 programs)
- new course offerings or additional sections (7 programs)
- increased outreach or recruitment (6 programs)
- increased faculty (5 programs)

The primary factors noted for the decrease in enrollment included:
- student or community demand decreased (10 programs)
- more outreach and recruitment needed (8 programs)
- increase in full time faculty or filling open positions (7 programs)
- the need to increase course offerings or change schedules (8 programs)

Retention:
In the Vocational programs the number of programs reporting an increase was more than double those reporting a decrease or remaining the same. For the Transfer programs no major trends were indicated, with the numbers evenly distributed between increased, decreased, and remained the same.

Student Success:
In the Vocational programs 7 programs remained the same, while 4 experienced growth and 3 decline. Similarly in the transfer programs 11 remained the same, 10 increased and 7 declined. No apparent trend was evident.
Instructional Equipment Committee
2008 Executive Summary

Instructional Equipment Summaries

We reviewed all program review requests for instructional equipment from the instructional equipment program review materials provided us for instructional and student services programs as well as from information in requests submitted in response to our call in Spring 2007 for 2007/2008.

We developed and used both a rubric and rating sheets to consider all requests, asking for clarification as needed. We have attached our rating sheets showing our ratings for the items listed as the first priority for all programs; in many cases, the same justification is used for all requests, so the same rating we ascribe to first priority items would likely apply to all other requests from the same program.

If you need further clarification, members of the Instructional Equipment Committee would be available to attend the IPC meeting.

We recommend that

1. requests should be funded from any and all possible sources because we found that requests were for equipment deemed essential to the health of the programs submitting the request
   a. Some items, such as for equipment for ACRT and AUTO Programs, could be funded from Modernization. However, if there is a gap between what equipment can be purchased through modernization funds and what is still needed, Instructional Equipment should fund those items as warranted.
   b. There may be other requests that should be coordinated with the Director of Modernization.

2. funding be provided in priority ranking, as on the attached sheets, first for requests rated 18, then for requests rated 17, and so on. We understand that funding for both 2007/2008 and 2008/2009 may be used to approve these requests.

3. IPC evaluate the merit of our recommendations considering information contained in the entire program review submission. Funding should not be dependent on the skill with which a particular requestor was able or unable to write the program review. Had all requestors had more time and experience as well as a more consistent understanding of the rating criteria, the ratings could have been more reliable based on evidence rather than the requester's writing skill.

4. funding for library books and media services, both campus-wide services, be provided through the general fund in response to the annual Library Program Review and Media Services Program Review. Funding for library subscriptions, unless they serve a broad campus wide purpose, should be funded in response to program reviews of the relevant programs requesting the subscriptions, and could be funded through Instructional Equipment; however, this year, we recommended that $17,500 be funded off the top of Instructional Equipment funds in order to prevent costly expenditures that would have resulted from the lapse in subscription and a new subscription being activated.

5. funding for computer labs, both for new or replacement equipment for an entire lab and for maintenance, should not come from Instructional Equipment, but instead be considered and approved, based on program reviews, on a different district funding source. Several of the current requests are in this category. They include:
   a. BOS/CIS lab (BC 104) = $30,000
b. Modern Languages/ESL lab = $50,000 or $65,000 (two amounts submitted)
c. MMST lab = $20,316
d. English lab = $19,800

6. funding for both for new or replacement faculty office equipment, such as desktop computers, can come from Instructional Equipment funds but should follow the attached guidelines from the State Chancellor’s Office.

7. funding for presentation equipment in classes, that is laptop computers and digital projectors, are included and rated, but in time and as smart classrooms come online, such requests may be more appropriately handled as part of a smart classroom request.
   a. As faculty computers are replaced, some thought might be given to issuing laptops rather than desktop computers so they may be used for classroom presentations.
   b. There may be some need for presentation equipment for counseling classes and outreach, but we are not sure that Instructional Equipment funds can be used to purchase such equipment exclusively for outreach.

8. IPC consider the request from IEC for 15 smart classrooms ($82,500) alongside recommendations that may come from the Facilities Planning Committee. The Student Services Program Reviews also contained some facilities requests.

9. IPC consider recommending that a modest reserve from Instructional Equipment funds, perhaps $10,000, be set aside for emergency purchases until April 2009 at which time remaining funds could be expended on the next unfunded priority(ies) or, if feasible, carried over to the following year’s Instructional Equipment allocation.

10. IPC consider as separate items, the following requests from Student Services Program Reviews; they may not be eligible for instructional equipment funding, but the reviews provide justification to warrant further consideration.
   a. Tutoring Center: Accutrack Software, $2995
   b. Outreach Office: 2 PCs, a printer, a laptop, portable LCD projector and Projector screen
   c. Student Affairs: desktop computer for the director, laptop and printer for student activities, such as Welcome Week
   d. Testing: improved web presence, including translations in the languages of the students

If IPC and the Budget Committee concur with our recommendations, we will inform the requestors who requested instructional equipment, as applicable this year. We ask that future instructional equipment program review templates be modified to specify what can and what cannot be funded through Instructional Equipment.

Finally, we recommend that
- clearer guidelines be posted in the resource section of the Program Review template, including such information as a comment noting that stated costs may vary based on pricing changes. We can develop and recommend such guidelines;
- programs submitting Program Reviews in a format or a mode different from the template be required to also complete the template;
- the template be modified to create a spreadsheet for use by the IEC, including program name, priority listing of requests, college goals addressed in the justification, district data data (such as enrollment and prior allocation amounts), and so forth;
- workshops be provided to faculty and staff on how to complete the template and what will be used to rate and recommend requests.
Institutional Planning Committee
2008 Executive Summary

STAFFING:
Full Time Hire Requests

Architecture ................................................................. 2
Fine Arts ........................................................................ 3
Basic/English Skills ........................................................... 6
Credit ESL ......................................................................... 7
Noncredit ESL ................................................................. 8
Behavioral Sciences .......................................................... 9
Anthropology ................................................................. 10
Modern Languages ............................................................ 12
French .............................................................................. 12
Italian .............................................................................. 13
Spanish ............................................................................ 15
Biology ............................................................................ 16
Geology/Geography .......................................................... 17
Chemistry .......................................................................... 21
Music ............................................................................... 24
Medical Assisting .............................................................. 25
Nursing ........................................................................... 26
Dental ............................................................................... 28
Auto ............................................................................... 30
Counseling ....................................................................... 31
Architecture:
The Architecture program has not had any full-time faculty for many years. Addition of at least one full-timer would allow the program to expand to a full range of lower-division classes in order to become equivalent to the first two years at UC or Cal Poly.

To accomplish this goal, which would contribute greatly to student success, this full-time position is needed in addition to (not instead of) the current faculty complement.

For many years, the Architecture program has been sustained by the dedicated work of part-timers who are also working architects. The addition of a full-timer would facilitate program stability, and its potential for responding to the frequent technological and conceptual changes in the field.

Application: Please indicate when the projected requirements will be applied.
A full-time position is needed in Architecture (the program currently has no full-timers), to develop and expand the program to make it fully equivalent to the first two years at UC or Cal Poly. Additional classes would be needed in such subjects as structures, mechanical equipment, theory of architecture, etc. These will need to be planned, coordinated, and supervised. The Architecture program is currently run by dedicated part-timers, but the addition of at least one full-time position would greatly facilitate the enhancement of the program.

The projected requirements would be applied as soon as Teaching Units and funding for instructors become available, and course proposals can be approved by the Curriculum Committee.

Instruction: How will instruction be improved for Student Learning and Success?
Students would be able to complete their entire lower-division Architecture program at College of Marin, before transfer.

Access: How will access be improved for Student Learning and Success?
Students would have access to all lower-division courses within our program.

Outcomes: What Student Learning or other outcomes are expected?
Learning outcomes for transfer students would include successful completion of the courses necessary to complete lower-division work.

Assessment: How will the outcomes be measured for future planning?
Measures will include retention and success data, and evidence of transfer to UC or Cal Poly.

Evidence: What data or evidence supports your projected requirements?
Fine Arts
(Program Overview)
The art department is large, with 80 or more classes plus an additional eleven or more in Architecture, taught by 7 full-time and 19 or more part-time instructors. For many students, the program is a gateway to career-building and creative development.

For lifelong learners, the program greatly enriches their lives, and has earned the Fine Arts Department the enthusiastic respect of the Marin County community.

In recent years, the number of full-time faculty has decreased, as a result of retirements. This has complicated the demands on all staff to give students individual attention, to update curriculum, and to supervise the safe use and maintenance of our facilities-intensive program.

ART Student Access and Success Section

Faculty Units
FTEF Sp03--Sp07 Decreased by .464

Why has this occurred?
FTEF were close to the same level for Sp03 to Sp07. There was a reduction of approximately 2 FTEF between those two dates. Since this reduction coincides with a drop in FTES for the same period, there may be a cause-and-effect relationship.

It should be noted that long-term, our full-time faculty have been reduced from 14 to 7. This does not reflect a decline in our program, but rather, the administrative choice not to replace all full-timers who have left or retired. Those lost FT units are made up by our enlarged part-time staff of 19, but this is not an "equivalent" to the lost full-timers. In our facilities-intensive department, with health and safety concerns, it puts a great burden on both full-timers and part-timers to maintain standards in instruction. Our part-timers have been generous in working beyond their requirements, including serving on campus committees. But this is a challenge for them, since they have commitments on other campuses.

Replacing full-timers with part-timers requires splitting some art studio classes between two instructors, so that the part-timers do not exceed their state-mandated unit limit. Students find this confusing, and less desirable than having one instructor for the whole course.
The other consequence of having so many part-timers is that staffing and scheduling take an enormous amount of time and coordination (especially because of the need to double-staff some classes, as explained above), resulting in a challenge to efficiency for both the Department Chair, Department Secretary, and the Dean of Arts and Sciences. We need to remedy this imbalance between full-time and part-time. At approximately 25% FT to 75%PT, the numbers are the reverse of what they should be.

Staffing Section
Teaching Units: 30
Specialty: Art history
Replace current FT art history instructor after impending retirement
Teaching Units: 30
Specialty: Ceramics
Replace full-timers in Ceramics, lost through attrition (formerly, 3 full-time instructors; now, one)

Teaching Units: 30
Specialty: Painting
Replacement of Painting faculty lost through attrition

Teaching Units: 30
Specialty: Printmaking
Expand printmaking program

Teaching Units: 30
Specialty: Sculpture
Replace current FT Sculpture instructor after impending retirement

Application: Please indicate when the projected requirements will be applied.
2) -Full-time replacement faculty. While our Teaching Unit load remains more or less the same, our FT to PT ratio has reversed over the years, so that we are now at a ratio or approximately 25% full-time to 75% part-time. (7:19 or more).
-Priorities are: Painting, Sculpture (pending retirement of current fill-timer), Art History (pending retirement of current full-timer), Printmaking (expand printmaking program, which currently has no full-timers), Ceramics (a very active program which formerly had 3 full-timers, and now has only one).
-In addition, adding one or two full-time instructors in Architecture (in a program which currently has no full-timers) would facilitate building the program into a complete lower-division transfer equivalent.

- How will instruction be improved for Student Learning and Success?
2) -Improved planning within the specific disciplines, and improved morale, will result.
-Classroom facilities can be more readily updated and maintained.
-Fewer classes will have to be divided between two part-time faculty (because of unit limits). Students dislike this arrangement, and find it confusing.
-The demands of our facilities-driven program can be more equitably managed when the responsibilities are spread among more full-timers.

Access: How will access be improved for Student Learning and Success?

Outcomes: What Student Learning or other outcomes are expected?
2) While it should be emphasized that the Fine Arts faculty is doing an excellent job under the stress of the current distorted FT/PT ratio, anticipated outcomes if this ratio is improved would include: Higher student morale, retention, success, and productivity.

Assessment: How will the outcomes be measured for future planning?
2) Measures for improvements with additional FT faculty may include: reports from faculty on discipline planning and facilities use, data on student retention and success, evaluation and comparison of student portfolios.

Evidence: What data or evidence supports your projected requirements?
2) The evidence for the imbalance in FT/PT includes the history of the decline in FT positions in Art over the years, and the statewide principle that the preferred ratio is 75% FT to 25% PT: the reverse of the figures for our Department.

**Summary**

**Resources:**
Additional funding, Teaching Units, and marketing support are needed for the following:
- add full-timers in Architecture, Painting, Sculpture (pending retirement), Art History (pending retirement), Ceramics (pending retirement), Jewelry, Printmaking, and Photography
- add additional Teaching Units to expand programs in Architecture, Printmaking, and Photography; and to open additional Drawing and Design sections as necessary to make fundamentals easily available to students
- reduce class size in Drawing, Painting, and Printmaking classes

**Concluding Remarks:**
We feel most strongly that if our program is to thrive and evolve, we need restoration of lost full-time positions in a number of our widely varied disciplines which currently have no full-timers at all. (Our current ratio of full-time to part-time is 25% to 75% by personnel; 50% to 50% by teaching units), reflecting a loss of half of our original 14 full-time positions over the years.) This need will be exacerbated by impending retirements in Sculpture, Art History, and Ceramics. Our program is greatly indebted to our dedicated part-timers, some of whom have worked here for twenty years or more. We are all stretched thin. Staff, students, and the program would benefit greatly from a fair and realistic ratio of full-time to part-time.
Basic Skills/English Skills

Teaching Units: 15 (per semester)
Specialty: Reading Specialist with experience in Developmental Education

The college has NO reading specialist. Each Semester between 80 and 90% of students at COM who take the placement test are recommended into remedial reading. This means that these students are reading at below college level. A recent examination of COM's text books indicated that college text books require a 14th grade ability.

Program Goals:
The English Skills Program supports educational excellent by providing students with the skills to enter General Education and Transfer courses. (Please see the full list of Department Goals in Section 7, Student Learning Outcomes.) At the student level, these goals will allow students to read and write at a college-entry level as articulated by State standards.

To achieve these goals, the English Skills Program has recommended the following:
- Hire one full-time GED teacher with the ability to teach the range of GED subjects.
- Hire a full-time reading specialist with experience and training in developmental education and learning lab supervision/development

Student Access and Success Section:
- The demographics of Marin are such that fewer developmental students are entering the system.
- College of Marin is not taking advantage of the huge numbers of students who drop out of high school and could be taking our GED program and, from there, moving into skills courses.

An enhanced GED program will provide access to many students who lack the skills to enter the transfer or credit program. Since the introduction of the high school exit exam, more and more young people are leaving high school without diplomas. According to The Department of Education, the graduation rate in California is the lowest in 10 years. In 2006, Marin County somewhere between 10% and 20% of students did not finish high school. In San Francisco, the drop out rate was nearly 27% and in Oakland, it was 54%. Few of these people know that they can prepare for a high school equivalency at the College of Marin.

Concluding Remarks:
- Faculty and staff needs: We have recommended to the Institutional Planning Committee that our needs are mostly a reorganization of the department, more time for curriculum development, training in the teaching of reading to adults. In our 2009, review, we will request
  - a full-time reading specialist (COM has had no reading specialist since 2005)
  - a full-time faculty with a background in developmental education and with open lab supervision and development (There is only one full-time faculty member assigned to developmental education who is shared with the non-credit GED program.)
  - reassigned personal/crisis/mental health counselor with background in working with under-prepared students (to be shared with ESL)
**Credit ESL**

V. Justification for Teaching Unit & Staff Requirements  
Basic Skills or ESL     Degree/Transfer     work preparation

Application: Please indicate when the projected requirements will be applied.  
D. Full-time ESL instructors. In the last two years, two full-time instructors have retired. There have been no full-time hires. Next year, there will be only two full-time ESL instructors in the department.

Instruction: How will instruction be improved for Student Learning and Success?  
D. There will be continuity in the program.

Access: How will access be improved for Student Learning and Success?  
D. Full-time instructors should take the lead in improving student learning and success.

Outcomes: What Student Learning or other outcomes are expected?  
D. By increasing the number of full-timers, continuity and consistency will be achieved.

Assessment: How will the outcomes be measured for future planning?

Evidence: What data or evidence supports your projected requirements?  
D. While the size of the program and number of units offered has not changed very much, the number of full-time faculty has. Previously, there were four full-time ESL faculty. In 2008-2009, there will be two.

Summary:  
In addition, the two full-time faculty positions that we have lost to retirement should be filled.
Noncredit ESL

Program Overview:
Another area of great concern is the question of full-time faculty. The Noncredit Program schedules from a pool of about 40 teachers - all of whom are part-time. These part-timers teach over 10 FTEF. In order for there to be continuity, innovation, curriculum development etc., we need a core of full-time instructors whose energies are devoted to the college and its students rather than the highway between various part-time jobs.

II. Faculty Units
Sp02 Sp07 Increased by 105%
(an increase of 77.80 units)
The program sequence was changed to add 3 new levels. At various points classes were added to meet demand. Another reason for the increase in FTEF is that the classes were changed to lecture rate in Fall of 2004.

Faculty Units
Fa01 Fa06 Increased by 110%
(an increase of 79.20 units)
The program sequence was changed to add 3 new levels. At various points classes were added to meet demand. Another reason for the increase in FTEF is that the classes were changed to lecture rate in Fall of 2004.

Note: These units are paid at the part time noncredit ESL rate.

Summary Section:
II. Program Resources
Briefly describe key resources required to maintain or expand your program (as cited in this review).
Faculty: At least three full time teachers.

With more support in terms of counseling, advising and program coordination for both credit and noncredit, we will be able to do even better. Noncredit ESL adds between 1500 and 1800 students to College of Marin’s unduplicated headcount each semester. This shows a 100% growth since 2001. We’ve seen a 25% growth in our offerings over the last year and yet Noncredit ESL has NO full-time faculty. While part-timers across the board at the college are waiting less and less patiently for full time positions to open up, ESL has not had a FT hire since 1992 and there has never been one assigned to noncredit. Part-time ESL instructors teach the equivalent of 10 full-timers.
Behavioral Sciences

Student Access and Success re: Behavioral Science, Psychology and Sociology:

FTEF Fa02 Sp07 Remained at 1.5

**BEHAVIORAL SCIENCE:**
Despite the retirement of several full-time instructors and the loss of units, FTEF in behavioral science remains at 1.5. Current courses are taught by full-time and part-time faculty from psychology as there is no full-time position in behavioral science, which is interdisciplinary.

How does this compare with the following?

**How can the positive results be maintained or the negative results be improved?**
The FTEF, load, and enrollment in behavioral science, which is inter-disciplinary, justify one new faculty hire. The position could be split between psychology, sociology, and behavioral science. The FTEF in psychology and sociology justify and reinforce the proposal. Currently there is no full-time faculty member in behavioral science.

FTEF Fa02 Sp07 Remained at 3.5-4

**PSYCHOLOGY:**
From 2002-2007, the psychology FTEF has fluctuated from 3.4-4.3 depending on enrollment and the number of sections. Recent retirements have left only 2 full-time faculty members in the program.

**How can the positive results be maintained or the negative results be improved?**
Despite declining (though recently stabilized) enrollment, the FTEF, number of sections, and load, justify hiring one full-time instructor to fill 3 full-time faculty positions in psychology. Currently there are 2 full-time faculty members, with several part-timer instructors and one recently retired faculty member teaching additional sections.

If there are courses you wish to highlight, please describe changes and trends.

FTEF Fa02 Sp07 Remained at 1.2

**SOCIOLOGY:**
The slight decline in FTEF for sociology reflects the reduction in the number of sections offered. The number of sections has diminished by 30% from 10 to 7. The FTEF decreased from 1.500 to 1.200 between 2002 and 2007.

**How can the positive results be maintained or the negative results be improved?**
The sociology FTEF remains at 1.2 and can justify a shared position for a new hire in behavioral science. Currently there is 1 full-time faculty position in sociology.

If there are courses you wish to highlight, please describe changes and trends.
Anthropology:
Program History
In recent years the number and scope of anthropology courses has diminished as 3 full time faculty have retired and their positions have remained unfilled. Currently the program is staffed entirely by part-time instructors. The full range of courses in the catalog is no longer offered. Certain courses recommended for transfer in the anthropology major (e.g. Anthro 110) have not been taught in recent years. The fieldwork and training courses (Anthro 205 & 206) are not offered currently. The program is shrinking rather than expanding to meet student needs. Currently 9 sections are offered whereas in Fall 2002, 11 sections were offered.

Student Access and Success
Classes (Total) Fa02 Sp08 Decreased by 2 sec
In the last 6 years, there have been three full-time retirements in anthropology, leaving the discipline with no full-time faculty. Consequently, from 2002 to 2008, the number of sections offered decreased from 11 to 9. In Fall 2007 and Spring 2008, 9 sections were offered in each term. In addition, certain courses necessary for transfer in the major have not been offered recently due to faculty retirement. As a result of the limited number of courses offered, recent enrollments are lower than the 2003-2004 peaks when there were more sections. It should be noted, however, that load has remained relatively strong. FTES fluctuated from Fall 2002 to Spring 2007, depending upon enrollments and the number and variety of sections offered. Enrollment tends to be higher in spring semester than fall. In Spring 2007 256 students were enrolled in 10 sections. Enrollment for Spring 2008 is stable (258 in only 9 sections), which indicates that enrollment per section has increased over the past year.

How can the positive results be maintained or the negative results be improved?
The negative results, namely fewer sections and lower enrollment, can be improved by hiring full-time faculty instead of staffing the program entirely with adjunct faculty. Units should be returned to anthropology. A wider range of courses meeting transfer student needs and community/lifelong learning interests should be offered. Statewide demand for anthropology and FTES have risen 11-13% since 2002. FTES at COM declined by 2.3% over that period after increasing in 2003-2004, before the retirement of 2 remaining full-time faculty members. Anthropology enrollment remained stable in comparison with declining enrollment at COM from 2001-2006.

If there are courses you wish to highlight, please describe changes and trends.
Several courses have ceased to be taught as full-time anthropology faculty retired: ANTH 110 (Archaeology), which is recommended for transfer in the anthropology major, ANTH 205, and ANTH 215. Enrollment in the introductory anthropology sections (ANTH 101, 101L, and 103) have increased in recent years because they meet general education requirements. These courses attract students who wish to avoid other life science courses and nursing students who must fulfill the social and behavioral science requirement in their program.

FTES Fa02 Sp07 Remained at >1.5
FTES has increased slightly as anthropology enrollment has increased relative to the reduced number of teaching units and sections offered. In 2002-2003, FTEF was 1.55. In 2006-2007, FTEF was 1.932 (Fall) and 1.766 (Spring).

How can the positive results be maintained or the negative results be improved?
The FTEF (over 1.55), load, and solid enrollments justify the hiring of at least one full-time anthropology faculty member to replace recent retirements. Currently there are no full-time anthropology faculty, and the program is staffed by 4 part-time instructors.
V. Justification for Teaching Unit & Staff Requirements

Application: Please indicate when the projected requirements will be applied.

The anthropology program requires:
-- a full-time faculty hire immediately.

Instruction: How will instruction be improved for Student Learning and Success?

Hiring a full-time faculty member will improve instruction, stabilize the program, and allow for future course development and planning within the program. Simply put, a full-time faculty hire is necessary to prevent any potential loss of units, courses, and enrollment. Adjunct faculty, however dedicated to their profession and students, cannot effectively administer a program, plan its future or advocate for a program and its students' needs. A full-time faculty hire is necessary to maintain and build the program.

Access: How will access be improved for Student Learning and Success?

Full-time faculty have a greater degree of investment in an institution and student learning and success than part-timers. Full-time faculty spend more time on campus, have more office hours, and have more opportunities to interact with students, colleagues, staff, and administration. Quite simply, full-time faculty are more involved in an institution's success. A vibrant program, such as anthropology, cannot be supported entirely by part-time faculty as has been the case since Fall 2007.

Outcomes: What Student Learning or other outcomes are expected?

Student access, learning outcomes, and success depend upon the presence of full-time faculty in the program. Full-time faculty can coordinate goals and learning outcomes for anthropology by working with adjuncts.

Assessment: How will the outcomes be measured for future planning?

Outcomes can be measured through institutional data, such as transfers, retention and success rates.

Evidence: What data or evidence supports your projected requirements?

The evidence consists of the loss of teaching units and the reduction of the number of anthropology courses offered since 2002 due to the retirement of 3 full-time faculty members. Staffing the program entirely with part-time faculty, who cycle through the program, promotes instability and bypasses the planning and development crucial to the program's success.
Modern Languages: French

IV. Program Review Questions
1. When can the Department count on hiring a full-time instructor of French to strengthen enrollments, renew the curriculum in French, serve on committees and help in the work of the Department?

II. Faculty Units
Faculty Units  F02  F06  Decreased by 25%
Retirement of full-time faculty member and unwillingness of administration to hire full-time replacement and replace units

How can the positive results be maintained or the negative results be improved?
a new full-time hire in French is essential; French faculty have suggested creating an office for the exclusive use of French faculty, to share resources and engage in pedagogical discourse. This would strengthen the dynamics of the program.

III. Projected Teaching Unit Requirements
Teaching Units: 15
Specialty: French grammar, literature and film

V. Justification for Teaching Unit & Staff Requirements
Degree/Transfer  Lifelong Learning
Application: Please indicate when the projected requirements will be applied.
1. A full-time position in French is needed, as per the terms of the existing UPM Contract
2. The French discipline will be better represented on Campus committees
3. The French discipline will be able to refresh its curriculum

Instruction: How will instruction be improved for Student Learning and Success?
1. Update of French curriculum
2. More inclusion of technology in French teaching methodologies

Access: How will access be improved for Student Learning and Success?
1. Scheduling of French in late afternoon and early evening time periods

Outcomes: What Student Learning or other outcomes are expected?
1. Increase in French enrollments
2. Maintain intermediate levels 203 and 204 of French instruction
3. Students of French to join Study Abroad opportunities to France through Consortium, Spring semesters

Assessment: How will the outcomes be measured for future planning?
1. Data collection
2. Anecdotal evidence provided by students

Evidence: What data or evidence supports your projected requirements?
Italian:

IV. Program Review Questions

1. Should a full-time hire in Italian/Spanish take place upon the retirement of the FTE in Italian? Or what other language combination?

Student Access and Success Section

I. Program Enrollment

<table>
<thead>
<tr>
<th>FTES</th>
<th>F02</th>
<th>F06</th>
<th>Decreased by 25%</th>
</tr>
</thead>
</table>

Teaching units were cut from Italian and given to other language disciplines in the last five years. Also, the change from the lira to the euro made travel less attractive to Marin travelers. The second semesters (102 level) of grammar courses were not consistently offered in the time frames in which they were begun, because of inadequate funds.

How can the positive results be maintained or the negative results be improved?
The enrollment downturn in Italian mirrored the overall enrollment downturn at COM. New enrollments in Italian can be stimulated by adding new high-enrollment conversation classes and using late afternoon and Saturday time frames.

II. Faculty Units

Faculty Units:  F02  F06  Decreased by 30%

Teaching units in Italian were decreased to create space for new languages in the Department.

How can the positive results be maintained or the negative results be improved?
New scheduling priority should be given to Italian as part of the K-12/COM modern language partnership to attract younger students who do not have access to Italian at their high schools.

III. Projected Teaching Unit Requirements

Teaching Units:  15  (per/semester)

Specialty:  Italian grammar

V. Justification for Teaching Unit & Staff Requirements

Degree/Transfer  Lifelong Learning

Application: Please indicate when the projected requirements will be applied.

1. The current full-time faculty in Italian is on the phased-in early retirement program. At some point in the next several years, the College should hire a full-time replacement for the anticipated retirement in that discipline.

Instruction: How will instruction be improved for Student Learning and Success?

1. The momentum established by a full-time position in Italian will continue at COM
2. COM will continue to be competitive in Italian.  SRJC and CCSF have full-time positions in Italian.

Access: How will access be improved for Student Learning and Success?

1. New scheduling in Italian is underway to include more classes in the late afternoon and early evening and Saturday time frames.
2. Link with Consortium Study Abroad Programs to Italy, every semester, starting in Fall 09; students will have that opportunity to study in Florence every semester

Outcomes: What Student Learning or other outcomes are expected?

1. Enrollments in Italian will increase
2. More younger students will take credit Italian classes and study abroad programs

Assessment: How will the outcomes be measured for future planning?
1. Data collection
2. Anecdotal comments by students, to be included in marketing materials

Evidence: What data or evidence supports your projected requirements?
Spanish:

IV. Program Review Questions

2. Is the COM enrollment downturn in Spanish related to the inadequacy of full-time positions in that discipline?

II. Faculty Units

Faculty Units: F02  F06  Decreased by 25%

During this time period, one full-time FTE in Spanish retired and there were no full-time replacements. One longstanding part-time ETCUM in Spanish retired. Not all faculty units in Spanish were replaced and when they were, they were replaced by part-time instructors of Spanish.

How can the positive results be maintained or the negative results be improved?

Another new full-time hire in Spanish is needed to regain units and core strength in the discipline. Spanish desperately needs a full-time position to improve its internal organizational and representational status on campus. Currently, it lacks the full-time staff to attend important campus committees, update curricula, and design new curricula.

III. Projected Teaching Unit Requirements

Teaching Units: 15
Specialty: Spanish grammar, literature and film

V. Justification for Teaching Unit & Staff Requirements

Degree/Transfer  Career/Work Training  Lifelong learning

Application: Please indicate when the projected requirements will be applied.
1. The Spanish discipline needs to hire a full-time faculty member in Spanish, as per the provisions of the current UPM Contract
2. The Spanish discipline needs to regain its prior strength, in terms of having representation on internal campus committees
3. Spanish must have enough faculty to constantly renew its curriculum

Instruction: How will instruction be improved for Student Learning and Success?
1. Instruction will be updated through more attention to technology and the Language Lab
2. Students with different learning styles will be identified and better accommodated
3. New course development in vocational Spanish modules

Access: How will access be improved for Student Learning and Success?
1. Spanish classes will be subject to different scheduling strategies
2. More beginning level classes will be offered, possibly some by on-line means

Outcomes: What Student Learning or other outcomes are expected?
1. Increase in Spanish enrollment numbers
2. Increase in strength of intermediate course levels, 203 and 204

Assessment: How will the outcomes be measured for future planning?
1. Data collection
2. Data collection of students who transfer to academic majors in Spanish or related fields

Evidence: What data or evidence supports your projected requirements?
Biology

Student Access and Success Section - I. Program Enrollment

FTES Sp03 Sp07 Increased by 18%

Our department has earned the reputation of being a top biology department for serious students.

How can the positive results be maintained or the negative results be improved?

This positive result can only be maintained if we receive the funds necessary to teach our classes properly and if we hire two full-time faculty members.

III. Projected Teaching Unit Requirements

Teaching Units: 30.000

Specialty: Biogeography, Bioinformatics, Ichthyology, Mycology, Nutrition, Paleontology/Micropaleontology, Permaculture, Plant Physiology, Quantitative Biology

This is not a request for additional units, rather for shifting of units from part-time to full-time by hiring new faculty. We currently would need to add two full-time faculty to be in compliance with the rule specifying 75% of our classes be taught by full-time faculty. At the moment, we have over four full-time loads (>60 units) taught by part-timers every semester in our department.

V. Justification for Teaching Unit & Staff Requirements

Applicaiton: Please indicate when the projected requirements will be applied.

Biology instructors will teach classes and engage in other faculty duties.

Instruction: How will instruction be improved for Student Learning and Success?

We have a huge number of part-timers teaching our classes who are split between three or more colleges. Students will benefit from consistent instructors who are on campus and invested in building our classes and programs.

Access: How will access be improved for Student Learning and Success?

Outcomes: What Student Learning or other outcomes are expected?

Students will have instructors committed to and present at COM. Scheduling will not be such a huge undertaking (over 65 part time units last semester).

Assessment: How will the outcomes be measured for future planning?

Classes run smoothly, in a coordinated manner, curriculum is up to date.

Evidence: What data or evidence supports your projected requirements?

In biology, we currently have over four full-time loads worth of classes taught by part-timers. We would need to add nearly 2 full-time faculty in order just to bring us in line with the rule specifying that 75% of our classes are taught by full-time faculty. This causes inconsistencies in classes from semester to semester, as well as causing a huge burden in terms of staffing classes for each semester.
Geology/Geography

III. Projected Teaching Unit Requirements

Teaching Units: 30.0

The district must hire a full time geographer with GIS GPS credentials in order to bolster the geography program. All disciplines must have at least one full time teacher to advocate for that discipline. Geography has not had a full time faculty member since 1986. It is time to fill this position.

From Program overview:

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

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

Total Geography-Geology FTE as of 1989: 5.75 FTE
Total Geography-Geology FTE as of spring 2008: 1.3+ FTE *
Reduction of FTE from 1989 to 2005: 4.75 FTE
Reduction of FTE from 1989 to 2005 expressed as a % = 4.75/5.75 = 82%

The Lack of Availability of Part Time Geology and Geography Instructors:

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

Conclusions or consider the new Mission Statement of the College of Marin

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

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

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

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

Student Access and Success Section:
It is important to remember that geology and geography are electives and compete for enrollment with Astronomy, Chemistry, and Physics. Recently certain courses in the Environmental Science area were being transferred as physical science courses. This has to stop. The enrollment in geology and geography has declined as a result of three easily remedied problems. First the drop in enrollment parallels the loss of faculty on both the Novato and Kentfield campuses. Our enrollment is rather stagnant when it is properly compared to the drop in full time and part time instructional staff. Fresh horses, full time instructors would breathe new life into our discipline. Second, for some unknown reason our counseling staff recommends Astronomy over all other physical sciences. Even our geology majors are
encouraged to take Astronomy over Geology and Geography courses they have recognized as required for their Earth Science major. The district has had as many as five sections of Astronomy offered in any give semester. These courses are offered in a very different scenario from one another and in a fashion that was defined as outside of the collective bargaining agreement. The variations in scheduling of Astronomy were to end over eight years ago but continue today. It is well known throughout the student body, especially within the physical education department that all students enrolled in Astronomy will pass the course with at least an average grade. The entire Astronomy staff is composed of part time personnel and part time teachers cannot afford student complaints. One can follow the argument without much difficulty. Third and lastly, the county of Marin strives without much success to be the greenest most environmentally proactive county in the United States. Geologist drill oil wells and dig up the Earth and are of course the cause of all environmental degradation. It is difficult to erase this fallacy. If it isn’t grown it’s mined on this planet. We continue in our efforts to inform our student population of the academic worth of knowing your Earth. It is a shame that we have to convince our colleagues and administration as well.

In the fall of 03 we offered two sections of geography 101, one section of geography 101 lab and one section of Geographic Information Systems, Geog. 125. Our Geographic Information System courses are taught as two short courses that equal a 3TU course for the semester. They always have low number but the courses are of vital importance to all transfer geology and geography majors as well as engineers and other majors requiring cartographic efforts. We therefore sustain the low enrollments. Full time faculty in the fall of 03 was 0.903 FTF carrying a load of 219 WSCH.

In the spring of 07 the total number of faculty dropped to 0.687 FTF and the wsch dropped to 116. In the spring of 07 we only offered one section of geography 101, we did not offer the laboratory section, and one section of meteorology, geography 112. However we offered both sections of Geographical Information Systems, Geography 125 and 126. The low enrollment in these courses drops our overall load but is important to our curriculum and should remain in the schedule.

Summary Section

II. Program Resources
Briefly describe key resources required to maintain or expand your program (as cited in this review).
The resources required to maintaining the Geology and Geography program are as follows:

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

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

III. Objectives for Moving Forward

We intend to convince the district to hire at least one full time instructor in Geology and one full time instructor in Geography at least one semester before I retire. A full year would be a much better time line but as the district has had over a decade to hire a geography teacher and nine years to date to hire another geology teacher, I would settle of a semester with great joy.

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

II. Faculty Units
FTEF Fa02 Sp07 Increased by 132%

-Yes you read that correctly, ONE HUNDRED AND THIRTY TWO PERCENT!!! (See Appendix A & S Faculty units 1.a)

Enrollments, class offerings and faculty needs have all gone up dramatically.
Scheduling was coordinated between Physical Science, Life and Earth Science and Math. By working with the other departments that serve the same students enrollments went up because the students were able to schedule classes in a more efficient manner. This raised the confidence of the Marin community’s student population in that they knew they could come to CoM and get in and out in 2 to 3 years. For this reason along with others sighted in the Access and Success portion of this PR, enrollments, class offerings and faculty needs have all gone up dramatically.

How can the positive results be maintained or the negative results be improved?
It is questionable as to whether this is a positive result or not. On the one hand it is great that our enrollments, and class offerings have gone up, but on the other this has placed an incredible burden on the full time faculty, the faculty chair and area dean to staff these classes. In the seven semesters Patrick Kelly has been at CoM he has sat on 6 hiring committees, in a never ending attempt to find new part time teachers to fill these classes. Currently the number of units taught by full timers equal to a full time load in only 32%. Next fall when Erik Dunmire returns as a 0.5 FT instructor to the chemistry discipline the number of full load units taught by full time CoM instructors will be 39%. (See Appendix A & S Faculty Units 1.b)

IX. Recruitment and Access Strategies
We need more full time faculty. See enrollment trends and full time vs. part time ratios sighted in other sections and appendices.

Full time teachers have a different investment in the College. Our part timers are great, but many of them are freeway fliers and are not available to students to mentor, offer advice, work on committees, update curricula etc. to the extent that a full time instructor is.

V. Justification for Teaching Unit & Staff Requirements
Degree/Transfer

Application: Please indicate when the projected requirements will be applied.
The enrollment in the chemistry discipline has enjoyed substantial growth over the past 8 years. Laboratory head count has gone up from 298 students in the academic year 00-01 to 603 in 06-07 (unduplicated!). That is an enrollment increase for laboratory classes of 102%.
From 2003-3004 to 2006-2007, our lab headcount has gone from 346 to 603 and our overall enrollment has gone from 413 to 640. This equals a 74% increase in lab students and a 55% increase in overall students.
From 2003-2004 to 2006-2007 our FTES has gone from 86.6 to 152.9, which is a 76.6% change. In the same time period our WSCH has gone from 2599 to 4684, which is an 80.2% change.
Finally, it should be noted that along with this dramatic increase in enrollment we have gone from offering 21 sections in 02-03 to 37 sections in 06-07.

With this dramatic growth we will need a continued level of support through unit allocations. We may need to request additional units if it is felt even more classes need to be offered to fulfill the needs of our students and community.
Currently the number of units taught by full time teachers is only 33% of our teaching units offered. (This does not include overload units which full timers are required to teach whether they want to or not for lack of enough part timers in our pool to offer our classes.) This level of full time teachers is unsustainable, especially if the Chemistry Discipline continues to grow even at a much more moderate pace. That being said, it is essential for student access and success that the discipline gets at least one, preferably two, new full time instructors.

The new instructors and lab tech will be used to directly enhance student access and learning through greater contact in realistically sized classes and safe laboratories.

**Instruction: How will instruction be improved for Student Learning and Success?**

Students will have greater exposure to highly qualified instructors. Full time instructors tend to spend a greater amount of time each day and each week on campus and are available for more one on one teaching and learning via official office hours as well as drop in sessions.

Instruction will also be enhanced due to reasonably filled labs (as opposed to the overcrowded labs we often experience especially in the introductory and allied health chemistry classes).

**Access: How will access be improved for Student Learning and Success?**

See "Instruction" above.

**Outcomes: What Student Learning or other outcomes are expected?**

Expected Learning Outcomes for each course are listed under the Learning Objectives for the specific course as detailed in the Course Outline of Record. Other skills and competencies developed through chemistry courses include:

**Discipline and Classroom Lecture Outcomes and Goals**

1. The Chemistry Discipline is committed to providing a complete program of Chemistry course offerings to meet the diverse needs of students attending the College of Marin
2. Pursuant with our transfer mission, we commit to providing lecture and laboratory courses that have the necessary breadth, depth, rigor and excellence to ensure our students are successful upon transfer.
3. Provide an effective, student-centered teaching and learning environment
4. Because chemistry touches so many areas of human activity, it is essential that non-science majors have some understanding of basic chemical principles and that science majors have a working understanding of the foundations of chemical principles. Only in this way can citizens make intelligent decisions concerning applications of technology.
5. Provide and maintain a contemporary science-based, chemistry-centered curriculum.
8. Promote a safe environment for working and learning.
9. Establish an environment that fosters research, and inquiry based learning activities.
10. Faculty and staff will engage in collaborations that promote our academic/research programs and outreach activities.
11. The District will support faculty professional development.
12. Maintain and value diversity among faculty, staff and students.

**Laboratory Goals**

1) Ability to set up and carry out chemistry experiments.
2) Knowledge and use of glassware, laboratory infrastructure and analytical equipment. 
3) Logical thinking and critical analysis through data analysis and interpretation of trends and patterns. 
4) Oral and written communication through team projects and written lab reports. 
5) Quantitative reasoning through collection of measurements and calculations. 
6) Social/team building through collaborative assignments in laboratory. 
7) Independent thinking and critical analysis/problem solving through individual projects in the laboratory. 
8) Informational competency through research activities necessary before actually performing the required experiments. 
9) Technological competency through use of instrumentation and computer data collection/analysis. 
10) Motor skills through manipulation of equipment in laboratories.

**Assessment: How will the outcomes be measured for future planning?**
A complete schedule that follows the discipline and program blueprint, with current course offerings at appropriate times and locations will be monitored. Transfer and GE classes will be offered with articulation agreements at all the major local universities and professional schools will be confirmed.

At least 75% of our units should be taught by full time instructors. The assessment will be simple math, divide units taught by full time instructors divided by the total teaching units.

**Evidence: What data or evidence supports your projected requirements?**
There will be a couple new instructors walking our halls! Students will be happy with access to instructors and availability of extra help. Labs will be safer, less accidents and loss of glassware which occurs now sue to overcrowding in certain classes.

**Summary: II. Program Resources**
Full time part time teaching units must be brought up to appropriate levels. Currently less that 40% of our units are taught by full time faculty. This is an unfortunate statistic for an essential transfer program that has enjoyed the substantial growth that chemistry has over the past few years.

**III. Objectives for Moving Forward**
Faculty: It is essential that the chemistry discipline gets at least one if not two full time faculty hires. For the department we should also get one astronomy/physics instructor as there is only one FT instructor it that area.
One faculty member retired in Spring 2004. We need to hire a replacement so that there can be balance in the program. In our current full-time faculty, we currently have one string/orchestra instructor, a piano instructor and a woodwind/band instructor. There is a large vocal/choral program, and we do not have a full-time faculty member responsible for coordinating this area.

III. Projected Teaching Unit Requirements
Teaching Units: 15.000
Specialty: Choral director, music theory, ear training.
To replace the position vacated by Stan Kraczek.

V. Justification for Teaching Unit & Staff Requirements
Degree/Transfer Lifelong Learning Safety and security

Application: Please indicate when the projected requirements will be applied.
There are several positions which are needed in the department: a full time choral music instructor to replace the position vacated by Stan Kraczek in 2004.

Instruction: How will instruction be improved for Student Learning and Success?
Although we have been very lucky to have talented and dedicated part-time music instructors, the choral area is a very important one, and should really have a full-time instructor (all current full-time instructors are instrumentalists, who have little choral experience.)

Access: How will access be improved for Student Learning and Success?
If a stage manager were hired, it would allow outside groups more access to rent the theater.

Outcomes: What Student Learning or other outcomes are expected?
A more planned and unified choral curriculum will be maintained if there is a full-time faculty member staffing this area.

Assessment: How will the outcomes be measured for future planning?
Any new hires would be evaluated according to contractual requirements.

If the lab were open for students, records can be made of student usage to judge the most effective times and days of usage, and to monitor or change the schedule accordingly.
Evidence: What data or evidence supports your projected requirements?
Medical Assisting

The Medical assisting program has one full-time instructor/coordinator and five part-time instructors. The program would be able to offer class sections at more convenient times with one more full-time instructor and less part-timers. Classes are offered according to part-time instructors availability and often difficult to schedule. Part-time instructors are available only once a week to answer students questions. Rarely do part-time instructors check their emails or voice mail. It is impossible for the one full time/coordinator to attend conferences or seminars because of a lack of available instructors to substitute.

V. Justification for Teaching Unit & Staff Requirements

Application: Please indicate when the projected requirements will be applied.
*An additional full-time instructor would enhance the program and allow for greater student support and access.

Instruction: How will instruction be improved for Student Learning and Success?
With additional time and the additional support the full time instructor/coordinator will be able to improve teaching techniques, improve instruction, seek new teaching methodologies, communicate with colleagues from other M.A. programs for invaluable ideas and in conveying new information and attend classes or workshops in new instructional technology to improve instructional goals. Additional time will allow for continual self-evaluation which are all useful for improved student learning, retention and success.

Access: How will access be improved for Student Learning and Success?

Outcomes: What Student Learning or other outcomes are expected?
To increase program retention and success rates.
100% pass rate on the Phlebotomy State Exam
Increase enrollment
Increase time spent with students on a one-one basis in lab and theory.

Assessment: How will the outcomes be measured for future planning?
Employment in the workplace is the primary goal of our program.
Student progression to the A.A/A.S degree
Transfer to a 4-yr. institution
Successful tests results for Phlebotomy State Licensure Exam

Evidence: What data or evidence supports your projected requirements?
Post graduate surveys will determine the success of our programs
State Licensure Examination results for Phlebotomy
Physician Surveys from externship offices and laboratories will reflect whether students are prepared for employment.
Nursing

Student Access and Success Section:
Faculty recruitment. We have 2 open full time positions. Filling 2 full time positions would decrease the tremendous workload involved with orienting and mentoring the 16 part time faculty. The part time faculty are not adequately prepared to teach to the curriculum of the program and could pose a safety problem.

III. Objectives for Moving Forward
Briefly describe intended actions and strategies as a result of this program review. Recruiting and retaining nursing faculty is our number one issue. This requires increasing reimbursement for clinical and skills lab, and reducing nursing faculty workload. It is our hope that the College of Marin community will value the education and training of Registered Nurses and assist us in making these goals a college priority and reality.

From Summary Section:

Enrollment: We admit students once a year in the Fall. Through the Chancellor’s Office Capacity Grant and other grants, we have increased our total program size from a base of 72 students to 92 students, an increase of 22%. Each year we turn away many qualified applicants due to lack of seats. Our program size is limited by faculty shortages and funding shortages.

Enrollment: Nursing Education is an anchor program at COM. Greater than 50% of our students report taking Nursing Education prerequisites including math, science, English and communication courses at the College of Marin.

Nursing Faculty Shortage: There is a nationwide nursing faculty shortage. COM has 2 open full time faculty positions; one from 2004 that we are unable to fill. This year we worked with 5 full time faculty members and 16 part time faculty members. Nursing Education will not be able to maintain a quality program without filling open positions.

Workload Issues: In addition to a regular teaching workload of 30 teaching units per year. Nurse educators must administrate clinical rotations, maintain currency in a rapidly changing field, maintain clinical expertise, travel to clinical sites, and participate in annual program review. Workload is further increased by the archaic system of assigning lower units to clinical and skills lab classes requiring nurse educators to have a large number of student contact hours to make a full load.

Accreditation Issues: The Board of Registered Nursing requires that we have content experts in Maternity and Pediatrics. If we are unable to fill the open positions; our accreditations will be in jeopardy. The continuing WASC issues at COM make it more difficult to attract full time nursing faculty.

Conclusion: We have a highly successful Registered Nursing program. The college pays the salaries of nursing faculty for a base of 72 students; but salaries for the additional 20 students and many of our other operating expenses, equipment and supplies are funded from VETA, Chancellor’s Capacity Grant Funds and other grants. Our most serious problems are nursing faculty shortage and workload issues. We need the college’s support and resources to solve these problems.

Nursing Education: Prioritized List of Program Review Recommendations (Spring 2008)
Workload and Teaching Units: Nurse Educators teach a combination of theory classes, clinical and skills lab. The student contact hours for a theory class are 1:1 or 16 hours = 1 unit. Clinical is calculated at 1:0.83 so that it takes 19.2 hours of the instructor's time to make 1 unit. When a nursing instructor teaches skills lab the rate is 1:0.73 so that it takes 21.9 hours of the instructor's time to make 1 unit. In order to make a full load of 15 units per semester, nursing instructors must work excessive hours. Nursing faculty members concur with the studies that, "time is our most precious commodity." This system is archaic and negates the amount of training, expertise and liability it takes to supervise a group of nursing students in an acute care hospital. In skills lab, students practice starting intravenous catheters on each other, again teaching this requires intensive supervision, expertise and liability.

Recommendation: Immediately Increase Reimbursement for clinical and skills lab to 1:1.

Workload and Reassigned Time: Nursing Education prepares students to work in a rapidly changing healthcare industry. New additions of nursing textbooks are printed every two years. Nurse Educators must constantly update our curriculum, syllabi and lesson plans to stay current. This adds to nursing faculty workload. Nursing faculty must maintain their clinical expertise. This includes practicing clinical skills, maintaining clinical certifications and mastering new technologies.

Recommendations: Offer reassigned time or stipends for nursing instructors to maintain clinical expertise and update curriculum and syllabi.

Workload and clinical supervision: Nursing faculty must administrate their clinical groups. This includes orienting to a health care facility and becoming updated on new policies and procedures, meeting with hospital educators and managers, and arranging external placements in community health care facilities. The process of clinical advisement for struggling students is very time consuming.

Recommendations: Offer reassigned time to each clinical instructor for orienting to the clinical facility and administrating clinical groups.

Faculty Shortage: We have 2 open full time positions; one in Obstetrics and one in Pediatrics. In order to maintain our accreditation with the Board of Registered Nursing, we must have content experts in these areas on staff. There is a state wide shortage of nursing faculty; high workload and low salaries are main contributors to nursing faculty shortages.

Recommendation: Immediately increase reimbursement for clinical and skills lab to 1:1. Immediately increase starting salaries for nurse educators. Institute Program review recommendations to decrease workload.

2) Program size has increased 22%.
3) Open full time faculty positions require the director to hire, orient, mentor and evaluate many new part time faculty members.
4) The incorporation of clinical simulation into our curriculum.
5) Continued grant writing and grant administration is now integral to the success of our program.

Recommendation: Create a Director of Registered Nursing Position
Dental

V. Justification for Teaching Unit & Staff Requirements

| Career/Work Training | Degree/Transfer | State Licensure |

Application: Please indicate when the projected requirements will be applied.
The elimination of 5 part time staff and hiring another full time dental instructor will improve the continuity of the program.

Instruction: How will instruction be improved for Student Learning and Success?
The hiring of another full time staff instructor will greatly improve the student contact hours and hopefully the student's success in the program. Current full time staff would concentrate on student learning rather than worrying about administrative work and finding outside funding to improve the program.

Access: How will access be improved for Student Learning and Success?
Student records and evaluations can be monitored and kept up to date as well as be retrieved if the student needs records, copies of skills certificates and/or medical records. Increased student retention and success rates will be an indicator that addition staffing both clerical, instruction and managerial help the student's learning and success.

Outcomes: What Student Learning or other outcomes are expected?
Program expectations include an increase of 10% success rate of students who begin the dental assisting program by allowing more student-instructor interaction and one on one help. We also expect a 12% rate of students who will continue their education after graduation from our program. We would hope for 100% success rate on the state licensure examination.

Assessment: How will the outcomes be measured for future planning?
Employment in the dental field will demonstrate the primary goal of training for the workforce. Students who continue their education to pursue a degree will be evidence of the program's encouragement to further their education. Successful test results on the state licensure examination will be an indication that the program has prepared the applicant for this examination.

Evidence: What data or evidence supports your projected requirements?
Accreditation reports will determine if the program has sufficient records and incorporates the standards for a accreditation. Postgraduate surveys will demonstrate the effectiveness of the curriculum with regards to student contact hours for instruction and the lab practice to prepare the student for the workforce or for transferring to a 4-year institution. Results from the state licensure examination will demonstrate the relevancy of the curriculum to passing this state examination. Job placement rates will also be an indication of student success.

Summary:
The key resources that make our program successful is the dedication of the instructors. There is only one full time instructor for the program. To provide better continuity and better student access it is suggested to replace the 5 part time instructors with another full time faculty.

If the program had 2 full time instructors instead of 1 full time to 5 part timers, the program could be run more efficiently and serve the students better. Currently the program scheduling is based on the availability of each of the part time staff not necessary what is convenient for the student.

There should be another full time instructor and eliminate the 5 part time instructors for better continuity and consistency in the program

Workload Categories need to be updated and make a separate category for labs in dental assisting, medical assisting and nursing. Our labs are NOT practicums, they are in fact true labs where teaching does take place, where instructors must protect the safety of the patient from misuse of high speed equipment and over exposure to needless radiation.
It is critical that the College of Marin restore the instruction in the Automotive Technology Program back to 2 fulltime faculty who are dedicated to acquiring and maintaining current industry standards and revitalizing the program to the ATTS certification standards. Students would receive better instruction, better access, which will increase student access, student success, student retention and improve workforce preparation. The Automotive Technology Program focuses on preparing students to enter the workforce; it is not a leisure-learning program, although students are not prevented from enrolling to learn about the automotive technology for personal reasons. This implies that the Automotive Collision Repair Program could also benefit from having a dedicated fulltime instructor and a dedicated lab tech—which would stabilize the program and allow it to return to its primary goal of preparing students for the workforce.

The Automotive Technology Program was at one time fully staffed with two full-time highly trained instructors, and a dedicated full-time automotive lab tech. When one Automotive Technology instructor retired, and the full-time only Auto Collision Repair instructor retired the COM Administration decided to save money by making the ACRT position a part-time program and split the full-time Automotive Instructor job. At the same time the lab tech position was split between two programs. Automotive Technology and Auto Collision Repair are entirely different industries, require very different knowledge bases, and the skill sets are unrelated.

- Access can be improved by staffing two full time instructors which would allow for increased recruitment and outreach efforts to under representative populations. Although the Automotive Technology Program has traditionally had a high number of first generation students (ESL/New Immigration/Basic Skills). There are many people in the community who are unaware of the educational opportunities that the Automotive Technology Program provides.
- Having two full time instructors would allow for better coordination with the Student Services Committee; it would allow the time to work with different community organizations in the Canal District or other isolated areas of West Marin to inform people about educational/career options.
- As College of Marin begins increase enrollment in English, Math, ESL and Basic Skills at the Indian Valley Campus this will provide increased access for the current and past Career Certificate recipients to further their education and attain their AS degree. As increases in General Education and Transfer options will give the Automotive Technology students access to further their access to a baccalaureate degree.
- It is critical in today's world of Automotive Technology that instructor's are "real time" dedicated to receiving intensive update training in the field due to the emerging technologies (hybrid, electric, fuel cell, hydrogen fuel, and vehicle stability control to name a few): the very serious emerging "safety issues for instruction", and new methods for teaching these new technologies. The instructor who is split between Automotive Collision Repair and Automotive Technology does not have the time to dedicate to the extensive training necessary in one industry or the other. It is hard enough to stay current at "real industry standards" in the Automotive Technology field, much less try to do "real time" industry standards in two different fields. Both programs suffer. Students will ultimately pay the price for watered down curriculum and training standards.
Counseling

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

To increase direct services to ESL, Basic Skills and Career students. Counseling faculty should be increased by 4 permanent full-time.

V. Justification for Teaching Unit & Staff Requirements

Increase service/collaboration w/Basic Skills; ESL;

Application: Please indicate when the projected requirements will be applied.

When Funded: The Counseling Department will increase services and collaboration to meet the increasing needs of students in Basic Skills; ESL and increase Career Counseling Services by creating a new Career Development Program to meet the needs of students in the workforce. This new Career Development Program will collaborate with Student Job Placement Services, Work Experience Program, and Internship Development to increase opportunities. A new curricula focus will be developed to meet the needs of the large growing population of individuals over 50 who post-retirement are seeking new work options-new 2nd Careers.

Instruction: How will instruction be improved for Student Learning and Success?

Access: How will access be improved for Student Learning and Success?

Providing adequate Counseling services to the ESL, Basic Skills and Career services to emerging workforce populations will result in better individuation of services to target populations.

The majority of students in ESL, Basic Skills and the workforce seeking better opportunities are coming to College of Marin as first generation in their family to attend college.

The search for information is a prominent feature of the community college experience. It is a reality if a student does not have information that is timely or accurate it has a tremendous impact on the students success (and retention). 1st generation students often rely other avenues to glean information about resources; they rely on peer networks, the advice of teachers, the impressions of a neighbor or cousin, which often are not sufficient. A major barrier to accessing counseling is simply counselor workload.

For these reasons, formal Counseling is essential to assure that target populations are served meeting specific needs of that population. Counseling resources dedicated to provide "support in a program context" to growing population Basic Skills students would increase student access to all resources on the campus. Counseling resources working with the growing ESL student population with a more realistic ratio would directly impact ESL student's success and matriculation into Transfer, or Career Technical Education Programs. Counseling resources dedicated to the ESL and Basic Skills could play a prominent role in creating "learning communities' for these target populations.

Counseling resources dedicated to providing a broader and more comprehensive career services to the growing population of workforce coming to College of Marin for increasing their options would address the need on a more individualized
basis. At this time we only offer two courses; Coun 133 1 unit is consistently offered; and Coun 130 3 unit is periodically offered.

Outcomes: What Student Learning or other outcomes are expected?

Assessment: How will the outcomes be measured for future planning?
On-going data collection of student retention and success will continue. The Counseling Department will work in consultation and collaboration with the Department of Research and Organizational Development to design systems of data retrieval that would allow for better, accurate and timely evaluation of data.

SARS data collection will continue and expand as the Counseling Department continues to utilize this new system.

The installation of Banner and the current training in its utilization will allow the Counseling Department to have access to data that more effectively tracks students progress and success-thereby affording the Counseling Department the opportunity to provide interventions to better serve target populations.

Evidence: What data or evidence supports your projected requirements?
College of Marin’s Planning Information report on demographic data of population growth from 1990-2040 documents the increase in Hispanic, Asian, and the over 50 year old populations. (see the hard copy report attached to the Curriculum category of Program Review)

College of Marin's report, "English as a Second Language Task Force Report" documents the need for the growing population of students seeking services and curricula in the ESL Program. (see this hard copy report attached to the Curriculum category of Program Review.).

The College of Marin ESL Program and Basic Skills Programs both report increased demand for their curricula and increased student enrollment. Increased student enrollment will create a direct impact on the need for increased formal Counseling services.
# Program Review Committee
# 2008 Executive Summary

## FULL TIME AND PART TIME FACULTY LEADERSHIP POSITIONS BY PROGRAM

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th># OF FACULTY</th>
<th># IN COM LEADERSHIP</th>
<th>TYPES OF LEADERSHIP POSITIONS - CURRENT</th>
<th># OUTSIDE LEADERSHIP</th>
<th>TYPES OF LEADERSHIP POSITIONS - CURRENT</th>
</tr>
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<tbody>
<tr>
<td>Administration of Justice</td>
<td>FT 0</td>
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<td>District Modernization Comm.</td>
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<td>FT 1</td>
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<td>Auto Collision Repair</td>
<td>FT 1 (1 PT in Program)</td>
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<td>Curriculum Committee</td>
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<td>UPM Executive Council</td>
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<tr>
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<td>FT 2 (1 PT in Program)</td>
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<td>Curriculum Committee, Instructional Equipment Committee</td>
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<td>President CalABC Educational Foundation, board member CAT, advisory group member BAR, Marin ROP Auto Tech Advisory Committee, CCSF NATEF Advisory Committee</td>
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<td>PT 0</td>
<td></td>
<td>PT 1</td>
<td></td>
</tr>
<tr>
<td>Basic Skills English</td>
<td>FT 6 (PT in Program)</td>
<td>FT 3</td>
<td>Committees: Instructional Equipment, Facilities Planning, Governance Review, Educational Planning; Faculty advisor Latino Cultural Association, Students for Social Responsibility, Academic Senate, Basic Skills Initiative</td>
<td>FT 0</td>
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<td>FT 1</td>
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<td># OUTSIDE LEADERSHIP</td>
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<td>Irrigation Center partnership with MMWD, Marin Supervisors, and California Landscape Contractors Association, team competition for SF Flower and Garden Show, consultant/advisor for Point Reyes National Seashore, Hawaii Volcanoes National Park, Great Basin National Park, Northern California Biotechnology Consortium, Bolinas Lagoon Technological Advisory Committee, Environmental Forum of Marin, guest lecturers/speakers/experts for environmental groups, state and federal government bodies, non-profits</td>
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<td>FT 9</td>
<td>FT 2</td>
<td>Academic Senate, UPM Executive Council, UDWC, Technology Committee, Curriculum Committee</td>
<td>FT 1</td>
<td>Tech Prep Representative for COM, Marin Workforce Investment Board</td>
</tr>
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<td>Chemistry</td>
<td>FT 3</td>
<td>FT 1</td>
<td>VP Academic Senate, College Council</td>
<td>FT 0</td>
<td>Author California State Appraisal Coursework</td>
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<td># OUTSIDE LEADERSHIP</td>
<td>TYPES OF LEADERSHIP POSITIONS - CURRENT</td>
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<tr>
<td>Communications, Speech, Journalism</td>
<td>FT 4</td>
<td>FT 4</td>
<td>Committees: Budget, Educational Planning, Curriculum; Latino Educational and Cultural Foundation faculty advisor, Students for Social Responsibility advisor, UPM Bay 10 and CCC Representative, Muslim Students Association Faculty Advisor, Academic Senate</td>
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<td>Computer Tech</td>
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<tr>
<td></td>
<td>PT 130 (hourly)</td>
<td>PT 1</td>
<td>Academic Senate, College Council, Educational Planning Committee</td>
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<td>Counseling</td>
<td>FT 15</td>
<td>FT 12</td>
<td>Committees: Academic Standards, Petitions, Ed. Planning, Curriculum, Community Outreach, Transfer Advisory, Student Access and Success, Program Review; Advisors to: AGS, International Students; Other: Internship Training, Crisis Intervention Team, UPM officer.</td>
<td>FT 2</td>
<td>Statewide 3C4A Academic/Athletic Counseling, TAG Liaison, High School Counselor Liaison</td>
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<td>PT 10</td>
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<td>Crisis Intervention Team</td>
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<td>Court Reporting</td>
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<td></td>
<td>PT 5</td>
<td>PT 0</td>
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<td>PT 1</td>
<td>Honorary Director Marin Forum, Rotary Club of San Rafael, MC Bar Association</td>
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<td>Dance</td>
<td>FT 3</td>
<td>FT 2</td>
<td>Affirmative Action Committee, UPM webmaster, Educational Planning Committee</td>
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<td>Founder and Artistic Director of American Theater Company, Marin, California and national dance and stage performances</td>
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<td>PT 4</td>
<td>PT 1</td>
<td>UPM Executive Council</td>
<td>PT 1</td>
<td>Marin County community outreach to high schools</td>
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<td># IN COM LEADERSHIP</td>
<td>TYPES OF LEADERSHIP POSITIONS - CURRENT</td>
<td># OUTSIDE LEADERSHIP</td>
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<tr>
<td>Dental Assisting</td>
<td>FT 1</td>
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<td>FT 1</td>
<td>Member Marin Dental Assistants Society Board, member Marin Community Service Board, member Marin Dental Care Foundation Board, Marin County Dental Society Strategic Planning Committee, member Marin Oral Health Committee Board, California Dental Assistants Teachers, Bay Area Dental Assistant Teachers Alliance, American Dental Assistants Association, California Dental Assistants Association</td>
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<td></td>
<td>PT 5</td>
<td>PT 0</td>
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<td>PT 5</td>
<td>California Dental Association, Marin Dental Assistants Society, Redwood Dental Assistants Society, Dental Assistants Teachers Association, American Dental Assistants Association, Marin Dental Care Foundation, Marin Community Service Board member, Oral Health Advisory Board</td>
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<tr>
<td>Drama</td>
<td>FT 2</td>
<td>FT 1</td>
<td>Drama Department Recruitment/Outreach Coordinator, Fundraising Coordinator, Drama Club Advisor, Liaison with theatre community</td>
<td>FT 0</td>
<td>Artistic Director Marin County Mountain Play, performer, production advisor, guest lecturer, presentation training, artistic director, performer, design consultant, theatre and project manager for non-profit theatre</td>
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<td></td>
<td>PT 8</td>
<td>PT</td>
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<td>PT 4</td>
<td>Artistic Director Marin County Mountain Play, performer, production advisor, guest lecturer, presentation training, artistic director, performer, design consultant, theatre and project manager for non-profit theatre</td>
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<td>Engineering</td>
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<td>(2 PT in Program)</td>
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<td>ESL Credit</td>
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<td>Academic Senate, Governance Review Council, Basic Skills Initiative, chair of Lab Resources Committee, ESL Task Force, Technology Committee, Facilities Planning Committee</td>
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<td>PT 8</td>
<td>PT 3</td>
<td>Technology Committee, ESL Placement Testing Committee, ESL Curriculum Design Task Force</td>
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<td>Author ESL composition textbook</td>
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<td>ESL Noncredit</td>
<td>FT 0</td>
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<td>Test development and promotion test redesign committees, mentor teacher, ESL Teachers’ Resources organizer, UPM rep to North Bay Labor Council, ESL Placement Testing Committee, Institutional Planning Committee, Curriculum, Compressed Calendar Committee, Equivalency Committee, BSI, Academic Senate</td>
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<td></td>
<td>PT 38</td>
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<td>State Academic Senate Ad Hoc Committee on Noncredit</td>
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<td>Early Childhood Education</td>
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<td>Chair Educational Planning Committee, Curriculum Committee, Coordinator Child Development Training Consortium</td>
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<td>Marin Child Care Commissioner and Executive Committee member, California Community College Early Childhood Educators member, National Association for the Education of Young Children, Marin CARES Advisory Committee, Marin County Early Childhood Quality Initiative member, Bay Area Network of Diversity Trainers in Early Childhood, Bay Area Professional Development Collaborative</td>
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<td>PT 3</td>
<td>PT 1</td>
<td>Basic Skills Initiative Instructional Practices subcommittee</td>
<td>PT 2</td>
<td>National Association for the Education of Young Children, International Reading Association, demonstration teacher, WestEd Center for Family Studies trainer Program for Infant Toddler Caregivers</td>
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<td>Environmental Landscaping</td>
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<td>Chair Facilities Planning Committee, Center for Irrigation/Water Management Technology Center</td>
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<td>Grant Recipient Bay Area Biotechnology Association</td>
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<td>Film and Video</td>
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<td>FT 1</td>
<td>Ed. Planning, Technology Committees, Distance Ed &amp; Tech Assisted Learning Task Force</td>
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<td>Community Media Center Project Board Member</td>
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<td>Fine and Visual Arts</td>
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<td>Modernization User Group, Parking Mitigation Comm.</td>
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<td>UDWC, UPM Executive Council, Professional Affairs Committee</td>
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<td>CCLC, Malc member</td>
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<td>Health Center</td>
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<td>Library</td>
<td>PT 1</td>
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<td>Academic Senate</td>
<td>PT 1</td>
<td>Umpire ASA National Tournament, National Thunderbird Technical Article and Newsletter awards winner</td>
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<td>Machine Metals Technology</td>
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<td>Mathematics</td>
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<td>Chair Medical Assisting/Phlebotomy Advisory Board, Health and Safety Committee, Career Fair Participant Medical Assisting/Phlebotomy</td>
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<td>Modern Languages</td>
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<td>Study Abroad, Academic Senate</td>
<td>PT 22</td>
<td>PT 2</td>
<td>Board member FLANC, president Alliance Francaise Marin, American Association of Applied Linguistics, Marin Latino Project, Latino Film Festival, International Film Festival, Latino Educational and Cultural Foundation</td>
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<td>Multimedia Studies</td>
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<td>Academic Senate, Chair Curriculum Committee</td>
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<td>Chair Statewide Art and Multimedia Competition Categories, published training books, CDs/DVDs</td>
<td>PT 6</td>
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<td>Regional and statewide competitions, BLOG and online resource experts, screeners for competitions, training, authors of books and articles</td>
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<td>Music</td>
<td>FT 3</td>
<td>FT 3</td>
<td>Commencement Committee, performances for school functions including receptions art openings fundraisers including COM Foundation</td>
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<td>Outreach to public schools, local music performances for nonprofits and benefit concerts, Marin Youth Orchestra performances</td>
<td>PT 9</td>
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<td>Music literacy program for choral singers, Road to Success volunteer, Music Teachers Association, Liszt Society, co-founder West Marin Music Festival, co-founder Art Farm</td>
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<td>Nursing</td>
<td>FT 7</td>
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<td>TYPES OF LEADERSHIP POSITIONS - CURRENT</td>
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<td>P.E./Athletics</td>
<td>FT 5</td>
<td>FT 3</td>
<td>Professional Standards Committee, Representative to BVC for Intercollegiate Athletics, Sabbatical Committee</td>
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<td>National Strength and Conditioning Association member, Mentor Trainer Positive Coaching Alliance, Association for Applied Sport Psychology member, American Psychological Association member, U.S. Olympic Committee Sport Psychology Registry, BVC coach representative for swimming and diving, Chair Zone 3 Pacific Swimming, Senior Chair of Pacific Swimming, Marin Services for Women Volunteer Personal Fitness Trainer, Coordinator and coach St. Patrick’s youth volleyball program</td>
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<td>PT 13</td>
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<td>Wellness and Fitness Advisory Committee</td>
<td>PT 4</td>
<td>CCC Baseball Coaches Association, American Baseball Coaches Association, Associate Scout for Atlanta Braves, Marin Merchant’s Baseball Club, physiological advisor for NorCal HS Mountain Bike League, American College Sports Medicine member, IDEA member, National Academy of Sports Medicine member, co-director Coevers NorCal,</td>
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<tr>
<td>Work Experience</td>
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<td>PROGRAM</td>
<td># OF STAFF MEMBERS</td>
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<td>Drama</td>
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<td>Drama Club assistant, community voice-over artist, community theatre</td>
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- 52 -
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<th>TYPES OF LEADERSHIP POSITIONS</th>
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<td>Instructional Equipment Committee, CSEA grievance officer</td>
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- 53 -
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Part Time includes staff members who are less than full time in the program but may be full time at the college.
Student Learning Outcomes Summaries

Overview:

Student Learning Outcomes (SLOs), both assessment and measures, are embedded in the Program Review documents. Each program review answers five prompts: 1) list three to five Program Level SLOs, 2) align Program Level SLOs with College Goals, 3) describe assessment measures, 4) document student success, and 5) note future improvement. All forty-four program reviews completed this process. The next few paragraphs will address the three major areas for assessment of student learning including critical thinking, subject expertise, and reflecting and/or responding to others; various methods for assessing SLOs across programs; capturing data of student success; and finally, some noted areas for future improvements.

Discussion:

Most Program Level SLOs focused on the three following categories: Critical Thinking, Subject Level Expertise, and Reflecting or Responding to others. Students at the College of Marin apply problem-solving skills, evaluate a range of visual experiences, identify appropriate theories to evaluate events, and understand the skills of hypothesis testing, to list just a few expectations. In addition to higher order thinking skills, students learn foundational skills and attitudes leading to success in college classrooms, major topic areas, define terms from particular fields, know best practices, comprehend languages of the discipline, operate in a laboratory environment, locate theoretical and applied research, acquire necessary background information to transfer to major field, and effectively communicate within the college classroom. Finally, students at the College of Marin are trained to work collaboratively with others, appreciate cultural differences, behave in a college classroom, navigate the college system, work in groups and teams, and finally, embrace ethical standards of their chosen field.

There are a wide variety of methods used across the college to measure the progress and completion of students in Transfer Programs, Basic Skills, Life Long Learning and Workforce Development/Vocational Training. Some of these methods are: tracking job offers for students on data bases, noting student completion and success rates (many in the 90%), reviewing portfolios, pre- and post-testing students in program, tracking behavioral progress, using rubrics, testing data, and reviewing retention, exercising rigor while providing access and support, standardizing examinations from a particular field, preparing students for the next level course and measuring their success rates, and tracking students to see if they meet or exceed entrance level testing for certification. This list just begins to develop a picture of the multiple methods for measuring student success.

The College of Marin is known for its outstanding, supportive, and vibrant teaching and learning experiences. Our motto for College of Marin’s students is, “Start Here, Go Far!” Our student success and retention rates are noted as either extremely high (90%+) or increasing with new full-time instructors (60% to 73% in one year). Our holistic support is often cited as a reason for student retention and success. Here are just a few of our fine works: excellence in performing and visual arts, diverse faculty remaining current in the sciences, numerous examples of former students celebrated in their field of study, availability of technology, support staff, and equipment supplies, end of the year festivals, displays, performances, etc. Threaded through all of these great teaching moments is a faculty dedicated to students and a staff support team providing resources and expertise.
In higher education, there is always room for improvement and innovation. The faculty is aware of areas to focus their attention to improve student learning. Some common areas of concern are adapting older materials to new mediums and the resources necessary to make these changes, further training in the area of developmental learning techniques, increasing offerings for targeted audiences, providing clear and concise rubrics that facilitate student learning while recognizing creativity and excellence, and finally, increasing technical support, staff and full-time faculty. Our new tracking system, Banner, goes live this month. Many of the faculty expressed their hopes in solving some problems associated with tracking student progress by using this new technology.

**SLOs Supporting Documents:**

There are three binders available for your review on Student Learning Outcomes. This binder contains all the Program Review SLOs using five prompts. There is also a supplemental binder with attachments addressing specific measures, tools, assignments, and rubrics, as well as data to support SLOs claims. In addition, a third binder addresses the overall progress of Student Learning Outcomes at the College of Marin on three levels: College-Wide, Program, and Course Level. Feel free to examine all the materials provided.
Goals Summaries

Education Planning Committee members Peggy Dodge, Blaze Woodlief, Kristi Kuhn, Erika Harkins, Gaylene Urquhart, Susan Andrien and David Snyder read the College Goals section reports for 46 programs who submitted their reviews in the electronic template provided. Attached are samples of the rubrics and scoring sheets used by committee members to assess the College Goals section.

After reviewing and assessing all program review College Goals sections, members of the committee agreed to submit the following comments and recommendations to the Institutional Planning Committee.

Recommendations for EPC tasks in regard to next program review cycle:

• Goal statements used for Spring 2008 reviews include too many aspects, some of the aspects overlap across goals and programs often addressed some but not all aspects of the goal. The EPC should develop concise, measurable statements of objectives aligned with College goals and submit them to IPC and on to constituent group senates for endorsement.
  o Use approved statements of objectives in sections of program review where programs are asked to address program alignment with College Goals
  • After approval of objectives, develop and disseminate rubric for assessing responses and exemplars for responses.
  • EPC members should participate in shared training and reading to strengthen inter-rater reliability for assessing assigned sections of program review template.

Recommendations to IPC/Program Review committee re:
  • Template organization
    o Review template and embed prompts for program responses regarding alignment with College objectives where appropriate. For example in the Overview section of the Program Review template, embed prompts asking how program goals align with College objectives. Suggestion would be to provide drop down or check boxes for programs to use to indicate the College objectives supported by any program goals listed.
      ▪ Other possible areas to embed alignment questions include Student Learning Outcomes and Student Access and Success
    o All areas where resources are requested (instructional materials and equipment, teaching units, etc) structured prompt is needed for program to provide rationale for request
      ▪ Rationale should include identification of relevant college objective to be supported, what outcome is expected if the request is successful, and how that outcome will be measured
    o If a separate Goals section continues as part of the template, programs can be asked to provide evidence of how they meet selected objectives, what barriers exist to meeting the objective and what efforts the program has made to overcome the identified barriers. Certain objectives would be identified as objectives that all programs would be expected to address, others could be available to respond to by choice.
  • Questions asked in College Goals section of Spring 2008 template and recommendations for future
    o Program review authors based their responses on different interpretations of “goal” and “outcome” as used in the template questions. Evidence question in Spring 2008 template did not direct writer to provide evidence about goals and outcomes they listed but instead asked generally for evidence of how the program meets or exceeds College Goals. Future questions would benefit from inclusion of an example.
  • Training needed for program review participants
Overview of the assessment cycle and definition of terms (goal, objective, measure, evidence, etc)
How to state outcomes in measurable terms
Provide exemplars for responses

Organization and distribution of material to committees for review
First off, commendations to all who did the incredible job of printing, copying and distributing the program review material. EPC especially acknowledges Dong Nguyen for his responsiveness in revising the format of the College Goals report to better meet our needs as reviews. Problem that needs to be addressed is distribution of attachments. EPC did not receive any attachments although some were indicated in the reports. Often writers referred to attachments submitted with other sections. A procedure for distributing or accessing attachments needs to be developed and disseminated to reviewing committees.

Recommendation regarding feedback to programs on the goals section of the Spring 2008 review:

The EPC should draft a general statement to program review participants and the college community describing the assessment process (all Program Review Goals sections were read thoroughly, a rubric was tested). The statement would include acknowledgement that overly broad goal statements and ambiguous questions impacted programs ability to address goals in ways that EPC had hoped. Template revision and training for participants are forthcoming.
Institutional Planning Committee
2008 Executive Summary

Summary of Summaries

36 Program Summaries were examined by Institutional Planning Committee members, Windee Cottle, Anita Martinez, Sara McKinnon, Barbara St. John and Patricia Torres.

I. Program Best Practices:

47% of the programs responding to this question cited faculty.

- Virtually all programs felt the number one best practice was to have highly qualified, enthusiastic knowledgeable faculty.
- The sciences in particular felt it is an added bonus when the faculty is able to do research and share their results with students.
- Many felt that it is vital to provide professional development opportunities so that faculty can remain current in their fields and learn the latest pedagogical methods.
- Some felt it is important for faculty to be involved in outside professional organizations.

39% of the programs responding to this question cited curriculum.

- Several programs noted their well-rounded, well-organized, diverse curricula.
- Some disciplines cited the need for frequent updating of course outlines.
- Several noted the many purposes of their curricula from career and workforce training, to transfer to basic skills to transfer and that often their offerings serve more than one category.
- Both Math and Environmental Landscaping seek to create courses which will meet the needs of developmental and remedial instruction.
- Modern Languages noted that it offers the full lower division sequence for 4 of its languages thus facilitating transfer and degrees.
- The science disciplines noted the high levels of retention and success and the excellent preparation that students receive particularly through the field courses.
- Several areas mentioned the importance of SLOs in their curriculum design and gave examples of particular strategies including providing hands-on experience and application of theoretical concepts, integrating clinical simulation into the nursing program, collectively designing Math finals to be used departmentally, and the importance of incorporating critical thinking and problem solving skills.
- Film noted the importance of helping students achieve media and visual literacy skills as well as English and Math basic skills. In addition, team building and networking skills are vital.
- Several areas are revising their curriculum to keep up with advances in technology and issues surrounding sustainability and wise resource use.
- Some areas are considering developing more online coursework.

25% of the programs responding to this question cited student support.

- Many areas mentioned the importance of good and available counseling, financial aid, library services, media and technology.
- Other vital student support services include tutoring, one-on-one help in the library, career development courses as well as courses related to college success and orientation.

22% of the programs responding to this question cited community involvement.

- The Performing Arts disciplines of Dance, Music and Drama provide not only instruction for the community, but also critically acclaimed productions and concerts open to the general public.
- Early Childhood Education and the Environmental Landscape Design programs have developed strong partnerships with agencies and organizations in Marin County.
- The Biology department has also received community support for its field programs and for the Bolinas Lab.
17% of the programs responding to this question cited industry standards

- Keeping up with standards required for licensing and employment is critical to the vocational areas of Medical Assisting, Nursing, Dental Assisting, Early Childhood Education, Auto and Auto Collision Repair Technology, Machine Metals and Technology, Court Reporting and Business Information Systems.

14% of the programs responding to this question cited scheduling

- Strategies include offering classes at times convenient to students, working out matriculation strategies with local high schools, using a blueprint to make sure offerings are scheduled systematically, being flexible.

II. Program Resources and Objectives for Moving Forward

General Instructional Supplies Budgets:

- Chemistry and Biology and AUTO wanted to make sure they have adequate budgets to purchase and maintain their equipment.
- Performing Arts would like an increase in their performance budgets.
- Music would like to be able to maintain and tune their pianos!
- Biology would like to have vans available for fieldtrips.
- Speech would like a budget for guest speakers.
- The Social Sciences and Geology would appreciate new updated maps.

Curriculum Concerns:

- Many disciplines hope to develop new curriculum, design web-based or hybrid courses, revise and update course outlines, incorporate recent trends such as sustainability or energy use into their offerings, enhance interdepartmental cooperation, incorporate best practice strategies from the Basic Skills Initiative, and make sure that their curriculum addresses the needs of and fosters success with diverse student populations.

Facilities Concerns:

- Departments most effected by modernization plans related their concerns.
- Smart Classrooms are needed in many areas.
- Office space for part timers and more student study space would be appreciated.
- More comprehensive janitorial and maintenance services are needed.

Marketing Concerns:

- A number of areas see increased marketing, better websites and more outreach as possible solutions to enrollment issues. This includes Architecture, Art, Music, Credit ESL, Engineering, Modern Languages, and Court Reporting.

Staffing Issues:

- Although a number applauded their dedicated, caring and well-qualified part time faculty, many also cited the need for full time faculty in some cases because many of the present full time faculty members have passed away or retired and have not been replaced except by part-timers. In other areas there are no full time faculty at all.
- In addition, some disciplines need to expand their pool of part time temporary instructors.
- Some areas proposed restructuring the management of their program or asked for increased units for coordination or chairs.
- Some areas have asked for additional units in order to offer classes in the evening or at IVC or just to make sure their blueprint is followed.
- Some have asked for additional classified staff for clerical work, grant writing, a theater manager, lab tech, and a gardener.
- The Nursing and Dental programs cited workload issues for their skills lab hours.

Student Support Services:

- Many programs cited the need for increased counseling including counselors for particular areas such as Math and Science, English skills, etc.
- Engineering would like to establish a MESA program for underrepresented groups.
- Several areas would like to be able to track students better both while they are enrolled at College of Marin and after they leave.
Technology:

- ACRT, AUTO and Machine Metals and Technology, Business Information Systems, Court Reporting, Biology, Engineering, the Library, Math, Media Services, Modern Languages, Music, Speech and Film needs updated software, equipment and technology.