## Signature Page

### Work Experience-2008

#### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy Boyd</td>
<td>Work Experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derek Wilson</td>
<td>Chair of Budget Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erik Dunmire</td>
<td>Facilities Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Institutional Planning Committee/ Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Instructional Equipment Committee (and Other Expenses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara Mckinnon</td>
<td>SLO Coordinator and Chair of The Program Review Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joetta Scott</td>
<td>Student Access and Success Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### III. Vice President of Academic Affairs

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

#### IV. Board of Trustees President

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

II. Program Purpose

<table>
<thead>
<tr>
<th>Primary Goal:</th>
<th>Secondary Goal:</th>
<th>Other Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career/Work Training</td>
<td>Basic Skills or ESL</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

V. Attachments
Student Access and Success

Work Experience-2008

I. Program Enrollment

<table>
<thead>
<tr>
<th>How has this changed?</th>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes (Total)</td>
<td>S03</td>
<td>S07</td>
</tr>
</tbody>
</table>

Why has this occurred?
For each offering of WE, there are 7 sections; WE 298 ABCD and 299 ABC. In the past, there have been 3 offerings, 2 at KTD, 1 at IVC. So should have been 21 sections. Now we offer 14 sections, one offering each at IVC and KTD. WE teaching units in the past were 2 units for each offering plus 1 unit of coordination, so there was a total of 9 teaching units. That got cut to 2 offerings, then further reduced when coordinator units were removed. So, in Fall 2007, there were only 4 teaching units for the 2 offerings. At discipline review, we resubmitted the curriculum so that there are now 4.15 teaching units for each offering (still 7 sections each offering) of WE. However, we have not yet gotten to the point of again scheduling 3 offerings of WE, though we hope to in the future and will keep requesting.

How can the positive results be maintained or the negative results be improved?
Outreach to community employers could increase the likelihood of adding collaborative units.

If there are courses you wish to highlight, please describe changes and trends.
Efforts are being made to work with neighboring colleges to increase the rotations available for classes. At this time we offer a rotation every two years. With distance learning and coordination with neighboring colleges, students could cover courses missed in the rotation and better fit their work schedules. When there is low enrollment there may be access issues so rotation with other colleges would help student catch what was missed. Enrollment is strong but we need to work on access issues and since we do not have the resources to expand to more frequent rotations, working with neighboring colleges could build up transfer rates and student enrollment.

How has this changed?  
<table>
<thead>
<tr>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes (Total)</td>
<td>Fa03</td>
</tr>
</tbody>
</table>

Why has this occurred?
How can the positive results be maintained or the negative results be improved?
If there are courses you wish to highlight, please describe changes and trends.

II. Faculty Units

III. Demographic Trends

VI. Student Retention Rates

VII. Student Success Rates

Student Success Rate Within The Program  (All courses combined)

<table>
<thead>
<tr>
<th>change from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp03</td>
<td>Sp07</td>
</tr>
</tbody>
</table>

Why has this occurred?
62.03% in Sp03 to 79.73% in Sp07

How can the positive results be maintained or the negative results be improved?
If there are courses you wish to highlight, please describe changes and trends.

VIII. Certificates, Degrees, and Transfer

<table>
<thead>
<tr>
<th>How has the number of</th>
<th>awarded changed from</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Certificates</td>
<td>Fa03</td>
<td>Sp08</td>
</tr>
</tbody>
</table>

Why has this occurred?
WE does not award degrees or certificates. CoM gives credit for on-the-job learning experiences and units may be used as electives toward certificates and degrees.

How can the positive results be maintained or the negative results be improved?
If there are courses or awards you wish to highlight, please describe changes and trends.

How has the number of
| awarded changed from | to |
| Degrees              | Fa02 | Sp07 |
Why has this occurred?
WE does not at this time constitute either a degree or certificate. CoM gives credit for on-the-job learning experiences and units may be used as electives toward certificates and degrees.

How can the positive results be maintained or the negative results be improved?
If there are courses or awards you wish to highlight, please describe changes and trends.

IX. Justification
Evidence: What data or evidence supports your projected requirements?
Attachments: College of Marin Program Review Student Access and Success • AS v.2 June 2008
## I. Projected Course Actions Report

<table>
<thead>
<tr>
<th>Action</th>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>no course actions proposed</td>
<td></td>
<td></td>
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</table>

## II. Projected Certificate/Degree & Other Actions Report

<table>
<thead>
<tr>
<th>Category</th>
<th>Action</th>
<th>Total Courses</th>
<th>Total Units</th>
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</thead>
<tbody>
<tr>
<td>Certificate/Degree Title:</td>
<td>None</td>
<td>00.0</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td></td>
<td></td>
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</table>

## III. Attachments

**Evidence:** What data or evidence have you provided? Please briefly describe.

n/a

**Attachments:** Description of attachment formats (file type, hard copy, etc.)

n/a
## I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>Funded</th>
<th>#of</th>
<th>Support</th>
<th>Application:</th>
<th>Instruction:</th>
<th>Access:</th>
<th>Outcomes:</th>
<th>Assessment:</th>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>New</td>
<td>Request 0</td>
<td>Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit Cost

<table>
<thead>
<tr>
<th>Expense Item:</th>
<th>Shared With:</th>
<th>One-time Expense:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Tax</th>
<th>S&amp;H</th>
<th>Total Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Expense Item:**

**Shared With:**

**One-time Expense:**

### On-going Expenses:

This program has no particular needs for supplies and equipment. The classes all need Smart Classroom technologies for access to internet, simulations, and other demonstrations. The program has average needs for paper, pens, etc...

### Additional Justification for this Item:

### II. External Funds/Resources

### III. Student Material Fees Funds

### IV. Expense Justification

**Evidence:** What data or evidence have you provided? Please briefly describe.

**Attachments:** Description of attachment formats (file type, hard copy, etc.)
Faculty Unit Allocation and Support Staff Report

I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status:</th>
<th>Years at COM:</th>
<th>Faculty Units:</th>
<th>Reassigned Units:</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boyd</td>
<td>Sandy</td>
<td>Full-time, tenured</td>
<td>13</td>
<td>8.3</td>
<td>00.000</td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Work Experience

Leadership:
Past membership on Curriculum Committee and Academic Standards.

II. Instructional Support Staff

III. Teaching Unit Requirements

<table>
<thead>
<tr>
<th>Teaching Units:</th>
<th>Health and Safety</th>
<th>Scheduling</th>
<th>Title 5</th>
<th>Waitlists</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specialty:
Work Experience

Other:
Increase offering to 3 opportunities for students including online

IV. Projected Staff Requirements

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Hours Per Week</th>
<th># of Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Justification:
no staff needed at this time

V. Faculty Requirements

1. No full time instructors in the subject area.
2. Non-Availability of part-time instructors in a subject area.
3. Reduction in department Teaching Units as a result of full-time faculty retirements or other significant causes.
4. Recent or forthcoming growth as a result of additional sections of classes to enrollment demands.
5. Temporary growth in department Teaching Units as a direct result of a short-term grant or other interim resource.
6. Current or forthcoming changes that illustrate the immediate need of additional full-time faculty within this department.
7. Program Review findings.
8. Other considerations.

VI. Attachments

Evidence: What data or evidence have you provided? Please briefly describe.
The current course offering for WE is 2, down from 3 in the recent past. Teaching unit value has increased, but course offering were cut. 3 course offering were always well enrolled and successful in the past.

Attachments: Description of attachment formats (file type, hard copy, etc.)
Facilities General

Work Experience-2008

I. Current Offices (For the Program/Department, Faculty and Staff)

Office: WE 298
Use: Support Staff
Shared Office: Yes

II. Preferred Instructional Rooms (Classrooms, Labs and Instructional Spaces)

<table>
<thead>
<tr>
<th>Room:</th>
<th>Type:</th>
<th>Subject</th>
<th>Course#</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>R</th>
<th>F</th>
<th>S</th>
<th>U</th>
<th>Start Time</th>
<th>End Time</th>
<th>Fa</th>
<th>Sp</th>
<th>Su</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVC 153</td>
<td>Lecture, Smart</td>
<td>WE 298ABC</td>
<td>298ABC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td>Other</td>
<td>2</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>KTD 110</td>
<td>Other</td>
<td>WE 298ABC</td>
<td>298ABC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td>Other</td>
<td>4</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

Facility has limitations:
WE 298ABCD is Occupational Work Experience, with 4 levels - ABC and D. Students enroll in 298 if their job relates to their major or intended course of study.

III. Instructional Support Spaces (Storage, Conference Room, etc.)

<table>
<thead>
<tr>
<th>Room:</th>
<th>Purpose:</th>
</tr>
</thead>
</table>

IV. Justification for Projected Facility Requirements

Primary Goal: Other Goal:

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

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

Outcomes: What Student Learning or other outcomes are expected?

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

Evidence: What data or evidence supports your projected requirements?

Attachments:

<table>
<thead>
<tr>
<th></th>
<th>Current Blueprint</th>
<th>Room Plans</th>
<th>Room Chart(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

College of Marin Program Review Facilities General • CG v.I February 2008
I. Institutional Excellence. The Board believes that superior results originate in high aspirations. Therefore, the Board's basic and most important goal for the College is to excel in every activity it undertakes. By so doing, it will achieve a position of local, state and perhaps even national prominence.

**Objective 1:** The major trend for WE students is to gain as much creditable work site experience as possible prior to entering the job market. Work Experience is one way for students to gain this experience. Education is effective in meeting two specific parts of the College mission. Students who are currently employed in the occupation of their choice take advantage of course opportunities as part of the career preparation clause of the mission. Students also take Work Experience courses to fulfill General Education and Transfer requirements if they are employed, but not necessarily in the occupation in which they will remain.

**Objective 2:** The general outcomes of the Work Experience discipline are to provide a solid foundation of work place experience balanced with academic subject matter. The instructor in the discipline agrees that the outcomes are satisfied.

Attachments:

II. Academic Excellence. The College must offer its students rigorous, high-quality curricula including degree and certificate programs in lower division arts and sciences and in vocational and occupational fields; remedial instruction; English as a Second Language instruction; support services which help students succeed at the postsecondary level; adult noncredit education; and community services courses and programs, in keeping with state mandates. Academic excellence in all of the College's curricula and support services is at the core of the College's environment. The curricula must remain current and challenging.

**Objective 1a:** Work experience is effective in meeting two specific parts of the College mission. Students who are currently employed in the occupation of their choice take advantage of course opportunities as part of the career preparation clause of the mission. Students also take Work Experience courses to fulfill General Education and Transfer requirements if they are employed, but not necessarily in the occupation in which they will remain.

**Objective 1b:** The general outcomes of the Work Experience discipline are to provide a solid foundation of work place experience balanced with academic subject matter. The instructor in the discipline agrees that the outcomes are satisfied.

Attachments:

III. Faculty and Staff Excellence. For the College to excel, it must attract and maintain a faculty and staff of the highest quality, one that functions within an environment of professional development and renewal, and one that focuses on and values the teaching and learning process.

**Objective 1a:** Work experience classes are ethnicity diverse, with no one predominate group.

**Objective 1b:** All courses are offered every semester to increase accessibility.

Attachments:

IV. Community Responsiveness. The College must offer broad curricula to meet the needs of students. It must select areas of special interest and need to the communities it serves.

**Objective 1a:** Work Experience coursework is being offered online by other California community colleges with great success. In the future, it needs to be considered as an additional delivery method.

**Objective 1b:** We plan to increase outreach to businesses to allow workers to attend CoM and utilize work experience and other coursework.
Objective 1c: The number of students in the program is increasing indicating increased awareness and access. Increased sections are giving the program a chance to take a stronger hold in the community and become a greater resource for local business.

Attachments:

V. Diversity. The community college is the primary opportunity for people of great diversity to come together for growth and development. The College has an absolute obligation to bring together people of different ages, races, and ethnic backgrounds, male and female, at different levels of development, in an atmosphere of equal opportunity and tolerance.

Objective 1a: We is effective in meeting this college goal. Students who are currently employed in the occupation of their choice take advantage of course opportunities as part of the career preparation clause of the mission. Students also take Work Experience courses to fulfill General Education and Transfer requirements if they are employed, but not necessarily in the occupation in which they will remain.

Objective 1b: The general outcomes of the Work Experience discipline are to provide a solid foundation of work place experience balanced with academic subject matter. The instructor in the discipline agrees that the outcomes are satisfied.

Objective 1c: The major trend for college students is to gain as much creditable work site experience as possible prior to entering the job market. Work Experience is one way for students to gain this experience.

Attachments:

VI. Fiscal Responsibility. The Board and the Administration must operate the College in a fiscally sound way. Together, they must limit expenditures to those that relate directly to the College’s mission, goals and objectives; maintain a prudent level of reserves; and generate new sources of revenue to supplement state funding allocations.

Objective 1c:

Attachments:

VII. Develop and implement sound and coordinated planning processes. Develop and implement sound and coordinated planning processes, utilizing data gathered through Program Review, and other data sources, to support institutional, instructional, and student support service goals, and to promote achievement of student learning outcomes.

Objective 1a:

Objective 1b:

Objective 1c:

Attachments:

VIII. Create a physical environment that is inviting to students, generates pride in the community, adheres to green principles, and supports the College’s Mission, Goals and Initiatives.

Objective 1c:

Attachments:
Concluding Remarks

Work Experience-2008

I. Program Excellence (Best Practices)
Briefly summarize examples staff/faculty, institutional, and academic excellence.

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

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

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

III. Moving Forward Objectives (Planning)
Briefly summarize examples of data-driven and coordinated planning to improve student enrollment, learning and success.

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

IV. Other Concluding Remarks
Briefly summarize any additional insight necessary to conclude this program review.

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

College of Marin Program Review Program Overview-Final Summary & Submission Form • FS v.1 February 2008