### Point of Improvement

ACRT-2011

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

### I. Program Excellence (Best Practices)

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

The Automotive Collision Repair Technology program provides a well rounded and comprehensive curriculum to prepare students to enter the automotive industry. Instructors stay current in their certifications to keep pace with the rapidly changing auto repair industry. Students are taught critical thinking and problem solving skills necessary for today's highly technical automotive industry. The Automotive Collision Repair Technology program has an Advisory Committee to review aspects of the program and assure industry standards are met. The Automotive Collision Repair Technology program has aligned its curriculum to meet Automotive Service Excellence (ASE) and the National Automotive Technicians Education Foundation (NATEF) standards. The faculty, administration, Advisory Committee and local shop owners recognize the ASE standards as the leading industry indicator for quality and reputation. The faculty members work together to find better ways to present material to our diverse student population and their various learning styles. Instructors use PowerPoint, lab demonstrations, guided practice, project based learning, discovery and inquiry approach. Students are also taught the scientific method and problem solving approach for working on collision repair projects.

### II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions:

<table>
<thead>
<tr>
<th>Description &amp; Current Goals; Analysis:</th>
<th>Strengths and Constraints</th>
<th>Future Goals &amp; Recommended Actions</th>
</tr>
</thead>
</table>

1. What do you do to help student achieve particular outcomes?
Throughout the school year the Auto Collision Repair program accepts vehicles to be worked on through the Car Club. Students practice dealing with customers and meet requirements for industry standards. Students read and write repair orders, visually inspect vehicles for primary and secondary damage and orally communicate with car owners and insurance companies.

2. How can you improve student performance on this outcome? Give specific strategies.

Students will be able to assess the damage a car sustained in a collision and solve the problem of repair using critical thinking skills. Formulate strategies to locate, evaluate and apply information from shop manuals, textbooks and computer based information. Students will be able to mix paint using quantitative reasoning, mathematical skill and the scientific method. Students will mix paints by mass, ratio and volume measurements. Students will be able to ready and understand repair work orders. They will be able to write statements documenting additional work required in the field. Students will verbally communicate with employers, customers and insurance agents while working in the field of auto repair.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

Most of the new equipment is computer operated and requires software updates on an annual basis. These costs are new to our program and not part of our regular supply or equipment budgets. The Career Ed department has created a spread sheet showing the software needs for all disciplines in Career Education. The district's technology committee will need to prioritize and make funds available to support these requests so that the many Career Education programs can continue to operate.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the
With the completion of the new Transportation Technology Center, the ACRT program is attracting a greater numbers of high school graduates, technicians currently working in the industry and members of the community, wanting to learn more about the modern automobile and the collision repair industry. Students are completing Certificates of Achievement and AS degrees. A greater number of students are successfully completing their ASE certification helping them gain employment in the industry. College of Marin’s Auto Collision Repair facility has been recognized as a state of the art facility providing quality education in all aspects of the modern automobile. College of Marin is making every effort to add general education classes to the Indian Valley Campus so that students can complete requirements to obtain an AS degree without having to travel to the Kentfield campus.

IV. Assessment of Previous Program Reviews:

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

Previous program reviews and discipline reviews looked at the aging Transportation Technology facility and recognized it as old and worn out. The College of Marin administrators, faculty, Advisory Committees, and board of Trustees recommended modernizing the facility to become state of the art and ADA compliant which will accommodate a diverse population from the community. The modernization project for the Transportation Technology complex at the Indian Valley campus at College of Marin is now allowing students to become familiar with the ever changing automotive industry. The automotive future may be electric power, hybrid, fuel cell, compressed natural gas, synthetic fuel, bio fuels or some unknown technology at this time. If we look at the history of the automobile, the repair side of the industry reacts slower than the design industry. If the design of the vehicle is too radical, the industry cannot supply technicians fast enough to repair them. All students need a broad base of education including chemistry, physics, mathematics, English and other subject matter. Faculty and Administration at College of Marin need to keep their minds open and encourage cross curricular education. Today’s cars are designed by people with master’s degrees and doctorates in electronics and mechanical engineering. It is unrealistic to think that a technician should only have a high school education in order to repair today’s vehicles. College of Marin is now providing the community with the necessary courses to prepare technicians for the highly technical transportation industry. The Transportation Technology Center is attracting students and community members where they can participate in the ever changing evolution of the automobile. The ACRT program has been collaborating with the Electronics program to develop curriculum and lab
activities to teach construction processes to build and maintain electric and alternative fuel vehicles. Recently, the ACRT program has receive two grants from the college and one grant from the state to explore and develop curriculum dealing with electric vehicles and alternative fuels.

VI. Other concluding remarks.
Point of Improvement

COUR-2011

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

I. Program Excellence (Best Practices)

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

The College of Marin Court Reporting Program is recognized and regulated by the Court Reporters Board of California. These regulations are derived from the demonstrated best practices of the 16 public and private court reporting programs throughout California. We have remained in compliance with these regulations since 1975. Recent changes in the regulations have required some adjustment to our courses, which we are in the process of implementing. Compliance with CSR Board regulations ensures that our students are provided the most appropriate curriculum possible.

Court reporting is a highly specialized "niche" field. It requires a complex and challenging skill-set that is difficult to acquire. Those who achieve state licensure can be very proud of the tremendous achievement that that license represents. The State of California issues only 120 to 150 new CSR licenses per year, on average. We are proud that, every year, that number includes students from our relatively small program -- and they go to work immediately in well-compensated positions. Graduates of this program are reporting court trials, depositions and public meetings every day, all over California. They are providing communication access for Deaf students at UC Berkeley and Sonoma State. They are live-streaming testimony in realtime over the Web to attorneys in remote locations. And above all, they are officers of the court, upholding the neutrality and integrity of the record.

We often are asked whether court reporters are going to be "replaced by new technology"; the truth is that professional court reporters are the experts in the new technology. The College of Marin should be proud to be one of the few community colleges in California offering students the opportunity to enter this exciting and constantly evolving field.
## II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions:

<table>
<thead>
<tr>
<th>Description &amp; Current Goals; Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths and Constraints</td>
<td>Future Goals &amp; Recommended Actions</td>
</tr>
</tbody>
</table>

### 1. What do you do to help student achieve particular outcomes?

*As stated previously, "time-on-task" is the most important factor for achieving the desired SLOs for our speedbuilding classes. We constantly seek to provide more opportunities for students to practice their machine shorthand outside of class. We provide a continually updated library of Mp3s, DVDs, VHS, and audiotaped materials. We have also instituted classroom policies that encourage students to arrive on time and stay for the entire class.*

*At least four times a year, we bring in motivational speakers from the industry to help inspire students to practice.*

*We recently introduced, through collaboration with Stenograph Corporation, the use of a net-based practice tool, Performance Evaluator/SpeedCoach, in one of our classes (169D).*

*Create a program culture that supports the intensive practice necessary for success.*

*Use Moodle to post sound files to facilitate students' practice at home.*

*Make Performance Evaluator/SpeedCoach available to all our students. This semester it is only available to students enrolled in 169D per our agreement with Stenograph.*

### 2. How can you improve student performance on this outcome? Give specific strategies.

*Continue to acquire updated practice materials.*

*Continue to make practice materials more readily available to students.*

*Continue to introduce students to innovations in practice methods and strategies.*

*Continue to reinforce the necessity for practice outside the classroom.*

*Create a supervised on-campus practice lab.*

### 3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.
*Designating one of the classrooms, MB 228, 229 or 233, as a supervised, structured practice lab after regular classes are over, preferably from 1:15 to 3:15. Students would be required to sign in and out. We were able to institute a supervised practice lab in our Summer 11 session, and found it to be conducive to student success. We’d like to do the same during our regular semester sessions, and eventually make it a program requirement.

*We need to develop a viable, attractive program Web site. Currently, if a prospective student Googles "Court Reporting schools SF Bay Area," our program does not appear, even on the first few pages of "hits." We often get feedback from students transferring into our program from expensive private schools that they wished they had known sooner of the existence of our affordable public program.

Resources needed:

*More hours for either our Instructional Assistant or our hourly employee to provide supervision in the practice lab.

*Web site development assistance from the College.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

Over the past two years, the Court Reporting staff and faculty have developed a collaborative culture. We meet at least twice a semester formally, and frequently informally, to discuss ways to improve the program, what is working and what isn’t. Our new faculty member, Sharon Vartanian, has a level of expertise in court reporting technology that has greatly enhanced student learning. The expertise she offers has allowed us to upgrade the COUR 169A, B, C and D series of classes, providing students with the skills demanded by current workplace. This has resulted in higher enrollment in these classes.

We are in the process of making modifications to our degrees/certificates which will enable more students to earn degrees/certificates. We are working on a modification of our state-mandated yearly student evaluation process that will encourage students to apply for degrees/certificates.

IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?
Since the 2009 program review, we have received 5 new Stenograph Protege computerized writers, which are being used daily by students in our classes and labs. These writers allow economically disadvantaged students to have experience with current court reporting technology, experience that is necessary for success in the workplace.

We received funding for the purchase of practice materials on DVD. Our students are using these DVDs daily.

The prior program review emphasized the need to have students spending more "time-on-task." We have implemented new classroom policies which support timeliness and regular attendance. This encouragement to spend more "time-on-task" has resulted in an increase in the number of skill tests passed per semester.

Since discovering that some students seemed to have trouble understanding our grading and evaluation standards, we have made a concerted effort to provide our students with more and clearer information to help them succeed in our classes. We now not only provide our grading standards in our syllabi, we post them in the classroom. We also hand out a summary of the grading standards to all students, in addition to the syllabi.

Prior program reviews identified the fact that, since court reporters are not required to have a degree/certificate to work in the court and/or deposition environment, our students often do not bother to apply for degrees or certificates once they have earned their license from the state. As stated above, we are in the process of making modifications to our degrees/certificates which will enable more students to earn degrees/certificates. We are working on a modification of our state-mandated yearly student evaluation process that will encourage students to apply for degrees/certificates.

Prior program reviews identified a need to reach more prospective students in all Bay Area counties. We have come to the conclusion that we need to have a viable, attractive program Web site, but have yet to make any progress on that goal.

VI. Other concluding remarks.

US News & World Report and the Bureau of Labor Statistics continue to identify court reporting as a growth industry. US News includes court reporting on its list of the 50 best careers for 2012. The job market for Communication Access Realtime Translation providers is expanding in response to ADA mandates. Our students who achieve state licensure are employed immediately, and are well compensated.

That being said, it is very difficult to reach the level of skill necessary to become a state-certified reporter. We have many former students who did not achieve their
license, yet are working in the industry as scopists, proofreaders, administrative assistants, and CART providers. We are modifying our degrees/certificates to allow those who do not achieve the shorthand proficiency necessary for a CSR license to receive a degree/certificate, Legal Transcription Technology, which adequately represents and documents the unique and highly marketable skills they have acquired.

A problem inherent in all court reporting programs nationwide is the problem of the "career student" -- students who spend far too much time pursuing a CSR license. Per the National Court Reporters Association, the national average for successful completion of a court reporting program is 3 to 6 years. Our five most recent graduates have qualified for the state exam within an average of 3 years. Remaining in a court reporting program longer than 6 years is obviously cause for concern. After analyzing the data we keep on students, we have identified benchmarks indicative of future success. We have begun to counsel students who do not achieve these benchmarks (the first is 100 wpm after one year of study) to honestly self-assess their progress and their study habits. Are they actually putting in the 15 hours of practice per week outside of class that the CSR Board recommends for satisfactory progress? If not, why not, and how can we help them?

We have not had a full-time faculty member since Tom Holub retired in 2010. While we have thus far been able to maintain the CSR Board’s standards for the program with a core group of dedicated part-time faculty, it is questionable whether we will be able to continue to adequately serve our students and the legal community in the Bay Area without a full-time position, or at least additional coordinator units, for the program.

We are grateful for our beautiful new facilities, and excited about the future of our program.
# Point of Improvement

**ECE-2011**

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

## I. Program Excellence (Best Practices)

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

The ECE program as an academic discipline works in close partnership with the Child Development Program (CDP) faculty and administration. The Child Development Centers at both IVC and Kentfield are demonstration classrooms where the concepts taught in the ECE discipline can be seen in practice. The collaboration and partnership between ECE and CDP contributes to the excellence of both. Dialog between faculty teaching ECE students training to be teachers and CDP teachers who are ?in the trenches? every day, enriches, enlivens and grounds the teaching in the ECE program. ECE classes are kept ?real? by the input and observations of teachers from CDP. At the same time, CDP teachers have the benefit of learning the latest research, recommended practices and resources in the ever evolving field of early childhood education through their collaboration with ECE program faculty. Active collaboration between ECE and CDP faculty takes place throughout the semester as ECE faculty spend time in the centers and CDP teachers provide daily supervision in support of ECE program student teachers.

ECE program faculty, full and part time, are highly respected in the community and profession. Each one monitors and participates in local, regional, statewide and national educational organizations to stay current on the issues and practices in the field. Each actively pursues collaboration with other early educators and ECE stakeholders and brings the fruits of those collaborations into the COM classroom to enrich the learning experience of our students.

The ECE program recognizes the diversity of the California population and the need for children to see teachers who reflect them in the classrooms they attend. Our students reflect the diversity of cultures, ethnicities and languages found in modern California. ECE faculty are committed not only to the success of all of these students in the ECE program, but also to the development of a more diverse higher education faculty in the future. To that end, we work with students individually and through the Early Childhood Education Supportive Learning Communities (ECE SLC) to provide resources to support students to pursue Associate degrees and transfer. As Program Coordinator, I also provide assistance to students in applying for Child Development Permits and in obtaining foreign transcript evaluations that can provide recognition of their educational achievements in their home countries and provide a shorter path to advanced degrees. We also work closely with the COM ESL program to get appropriate and timely placement of our students so that they can improve their English skills, allowing them greater employment opportunities and improving their success in further higher education classes. The ECE program also offers sections of the core courses that are required to become a teacher in a Community Care Licensed child care facility taught in Spanish. That brings current knowledge and information about child development and best ECE practices to individuals who work with children but may not have sufficient English proficiency to succeed in English language college classes. Through participation in our classes taught in Spanish, these teachers can have a strong and appropriate impact on the many Spanish speaking children and families served in ECE programs.

## II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions:

<table>
<thead>
<tr>
<th>Description &amp; Current Goals; Analysis:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strengths and Constraints</th>
<th>Future Goals &amp; Recommended Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. What do you do to help student achieve particular outcomes?</strong></td>
<td><strong>1. Need to match and document specific course level SLO in relation to the</strong></td>
</tr>
<tr>
<td>1. Program SLO are defined and specific courses which emphasize those SLO have been identified.</td>
<td></td>
</tr>
<tr>
<td>2. Program and course SLO for the core 8 courses align generally with other community college ECE/CD programs in California as defined by the California Curriculum Alignment Project (CAP).</td>
<td></td>
</tr>
<tr>
<td>3. Biggest constraint regarding Program SLO assessment is lack of time for faculty to attend to the actions needed as outlined above. Accreditation standards and demands regarding articulation, alignment and measurement of SLO at the course and program level place demands that exceed reasonable and customary expectations for professional educators, at least as those elements are developed.</td>
<td></td>
</tr>
<tr>
<td>To help students achieve program outcomes, all program SLO have at least one class in which knowledge and experiences supporting achievement of that program SLO are also supported by clear course SLO. By being attentive to student achievement of</td>
<td></td>
</tr>
</tbody>
</table>
course SLO we support their achievement of program SLO.

The courses that have the broadest and most explicit SLO and instructional practices relative to the program SLO are also the basic core classes of the ECE discipline. Our students, whether pursuing the minimal requirements for preschool teachers as defined by Community Care Licensing or on track for higher level Child Development Permits, certificates, degrees and/or transfer, all have courses that focus and support the achievement of the program SLO. The level of master of the program SLO (considering Blooms levels of mastery) will vary depending on the full program of study that the student completes. However, all will achieve mastery at the knowledge and comprehension levels.

2. How can you improve student performance on this outcome? Give specific strategies.

Specific strategies to support this improvement are:
~ complete course SLO articulation and mapping to program SLO for all elective courses in the discipline
~ convene faculty at the start of each semester to share the results of individual course SLO achievement and identify any trends
question refers to student performance on all program SLO. Student performance can be improved by complete mapping of course SLO to program SLO, thorough assessment of course SLO and sharing and analysis of those assessments.

indicating strength or weakness in particular program SLO based on course level assessments ~ jointly plan strategies to strengthen instruction related to all courses with SLO that relate to any program SLO identified as weak

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. **Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.**

1A: Requires assistance from OIM and Administrative Assistant Support ~ These supports are in place for Spring 2012

1B: Requires time of ECE faculty to complete. Assignments have been made for all courses. Coordinator needs to continue urging completion of outlines from all faculty.

1C: Requires substantial investment of ECE Coordinator time ~Requires support from OIM ~Additional administrative assistant support could ease the burden on Coordinator and OIM

2A: requires substantial investment of ECE faculty and CDP faculty, staff and administrator time ~requires Board and Modernization Office support

2B: requires support and vision from highest level administrators at COM (President, VP for Instruction and appropriate Deans) ~requires support of Board to endorse
1. Course outline, degree and certificate improvement strategies:
   A: Submit Core Skills: Teacher and Core Skills: Director Certificates of achievement to Chancellor’s office for approval.
   B. Complete course outline update for all ECE elective courses.
   C. Complete core course alignment with ECE California Curriculum Alignment Project and TMC for ECE.

2. Child Development Program/Early Childhood Education Program partnership improvement strategies:
   A. Work closely within user group in collaboration with architects, builders and contractors to complete construction of the Kentfield Child Study Center.
   B. Bring ECE and CDP programs together under one administrative home within the instructional program.

3. SLO definition and measurement improvements:
   A. Completion of course outline updates for all ECE elective courses which define specific SLO for each.
   B. Definition of specific course SLO measures for each course offered in ECE.
   C: Annual (minimal) or bi-annual (optimal) faculty meetings convened administratively to restructure proposals.

   3A: Requires time of ECE faculty to complete. Assignments have been made for all courses. Coordinator needs to continue urging completion of outlines from all faculty.
   3B: Requires time of ECE faculty to complete. Coordinator needs to facilitate faculty process for defining and sharing SLO measures.
   3C: ~Requires cooperation and time of faculty in sharing their course SLO achievement measures and outcomes.

   Faculty updating ECE courses will be asked to map the SLO for their courses to the program SLO they support in the development of the course outlines. Coordinator will be required to monitor progress and review alignments. Again, faculty time will be required to succeed with this objective.

   COM requirements to comply with WASC accreditation standards regarding Program Review and Student Learning Outcomes place additional demands on key faculty. Faculty are indeed those with the expertise and closest knowledge.
for the purpose of
sharing course
level SLO
achievement
outcomes and
intended course
changes in regard
to those outcomes.
Course SLO
measurements to be
reviewed for how
they represent
achievement of
program SLO and/or
indicate
improvements needed
to strengthen
achievement of
program SLO

of courses to do
the work, but full
time teaching
responsibilities
leave limited time
for these
additional elements.
Financial resources
directed to support
these efforts,
either by
reassigned time or
additional compensation, are
needed to fully
realize quality
compliance in these
areas.

III. Moving Forward Objectives (Planning)
What (qualitative and/or quantitative) data-driven coordinated planning has your
department done to improve enrollment, student learning, access and success over the last
two years?

Early program review for ECE presented data indicating the need for more and more frequent offerings of ECE Core courses
accessible to students who were fluent in Spanish but not yet able to successfully complete college level courses taught in
English. Additional units were allocated to ECE to expand class offerings each semester to increase access for those students.
Monitoring of enrollment in class sections offered exclusively in Spanish indicated a declining trend in enrollment for those
classes, particularly when the classes are offered on the IVC campus (see attached spreadsheet). Analysis of that data has led to
the conclusion that we have substantially saturated the earlier identified need for classes offered in Spanish only and that
Spanish only classes sustain greater enrollment numbers when offered on the Kentfield Campus. Both English and Spanish
sections enroll better on the KTD than IVC campus, though English sections meet minimum enrollment on either campus. As a
result, the Fall 2012 schedule has been constructed to offer only one fully Spanish language section, on the Kentfield Campus. A
bilingual section of another class is being offered on the IVC Campus. The bilingual section is a pilot and data will be gathered
and analyzed about the enrollment and success of students in that class.

We are currently planning a proposal to present to Curriculum Committee and UDWC regarding our advanced practicum class,
ECE281 (only offered in Spring semesters). Enrollment numbers in ECE281 have been consistently low, yet we have been able to
offer it because there are always students who need it in order to graduate that semester. However, we also have to turn away
students who want to enroll in a practicum in the Spring semester but have not completed the prerequisite of the beginning
practicum, ECE280 (only offered in Fall semesters). The proposal we are developing would offer a combination class consisting
of ECE280 and ECE281 for the Spring semesters. The combination would add 2 teaching units to compensate for the additional
seminars required for the ECE280 students but would incorporate the teaching units required to support the TBA fieldwork
hours for the ECE280 students into the allocation for the ECE281 class. Since a full 26% of ECE students already have a BA/BS
degree and only need one semester of practicum to qualify for high level Child Development Permits, we think offering ECE280
in both Fall and Spring semesters will address student access needs. Given the qualitative data regarding students who want a
field experience class in the Spring but are not eligible for ECE281, we believe that a Spring combination of ECE280 and ECE281
would be a good allocation of resources. It would not require the full unit allocation for both, only requiring the lecture unit
allocation for ECE280. Navigating the Curriculum Committee and UDWC will take time, however.

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

   1. What resources have you been granted from your previous program reviews?

A. Early program review for ECE presented data indicating the need for more and more frequent offerings of

http://programreview.marin.edu/2011/PSReport.jsp
2/13/2012
ECE Core courses accessible to students who were fluent in Spanish but not yet able to successfully complete college level courses taught in English. Additional units were allocated to ECE to expand class offerings each semester to increase access for those students.

B. ECE Program Coordinator was issued a new computer in 2010 to replace outdated computer that was no longer under warranty. A computer was also provided for ECE faculty in office space at IVC.

C. The remainder of the ECE budget has been a rollover budget, not specifically responsive to Program Review.

2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?

A. Additional units allocated were used to offer one Spanish language section of a core ECE class each semester. Two sections were offered per semester, one in Kentfield and one at IVC. Students then had the opportunity to complete all coursework required for fully qualified teachers according to Community Care Licensing standards in one year, if they took classes on both campuses. The schedule rotation was developed so that a student could complete those same requirements over the course of two years by attending classes exclusively in Kentfield or IVC.

B. Computer is essential to program coordinator functions, including program advising for students. Upgraded computer better accesses Banner functions including budget and grading and was capable of supporting Remote Desktop function, improving efficiency for Coordinator. The computer is used to maintain websites for students to access instructor notes and other resources for classes, enhancing student success.

C. Items requested through Program Review but not funded as well as increases to funding categories that continue to be rolled over, would increase access, learning outcomes and student success as articulated in the sections related to those requests.

3. What changes have you implemented based on previous program reviews?

Program review process has primarily led to closer attention to data in driving decisions. The ECE program has a large and active advisory committee who bring the current community needs and perceptions to our planning. Program review and the increasing access to specific data about our students have enabled us to bring both the internal information and the community input together to improve student access and success. Changes regarding class offerings in Spanish detailed above are a direct result of program review.

4. What results have you found?

Results relative to Spanish language instruction are outlined in #2 above. Data analysis has also led to the proposal being developed in regard to the Spring offering of a combination of ECE280 and ECE281.

VI. Other concluding remarks.

Program Review is a valuable way to reflect on all aspects of a discipline or program. The Data Dashboard is an important contribution to Program Review and to transparency at COM overall.

Doing a credible job designing data inquiries, analyzing the results of those inquiries and reporting both analysis resulting strategies for improvement is a time consuming affair. Years when full program review is required, financial resources should be allocated to purchase reassigned time or additional compensation to assure credible and timely submission of Program Reviews. My personal preference would be reassigned time, time taken from normal faculty responsibilities related to quality teaching and learning. The District Directed Initiative is a vehicle that could be used to accomplish this resource allocation.
### Point of Improvement

**ELEC-2011**

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

### I. Program Excellence (Best Practices)

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

The Electronics Technology Program has grown to provide a wide and comprehensive curriculum in the growing field of Green Technologies. This is preparing our students to join an industry that will continue to grow jobs in the near future. The instructor stays current with this rapid change through industry seminars and a Community College Energy Faculty Forum created by the instructors in Northern California.

The instructor uses PowerPoints, demonstrations, hands-on guided experiments, project based learning and real world installations. Students are taught a scientific method and a problem solving approach when working in the classroom.

### II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions:

<table>
<thead>
<tr>
<th>Description &amp; Current Goals; Analysis:</th>
<th>Strengths and Constraints</th>
<th>Future Goals &amp; Recommended Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you do to help student achieve particular outcomes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no degrees or certificates at this time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How can you improve student performance on this outcome? Give specific strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. <strong>Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

With the addition of the new classes, the Electronics Technology Program will attract additional students to the program. We will attract existing COM students, members of the community and people in the industry looking to upgrade their skills. The additional Green Technology courses will continue to attract students as the need for such technology grows.

With collaboration from the ACRT and Machine and Metals Technology programs, we will also address the automotive future in electric power, hybrid and fuel cell technologies. All of these students will need a broad base of auto, collision, machining, electronics and electrical skills to work in the transportation industry. Both the State and Federal Governments are changing the evolution of the automobile. We plan to help train the technicians for this future.

We also plan to continue training students for the future Green jobs.

### IV. Assessment of Previous Program Reviews:

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

This is the first full program review

### VI. Other concluding remarks.
## Point of Improvement

**ELND-2011**

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

### I. Program Excellence (Best Practices)

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

My goal as a faculty member assigned to the Environmental Landscaping Program at College of Marin, is to propose measures to the Dean and Chair of the Program to align the program goals and mission with the College of Marin Mission and Goals in light of the current economic conditions and technical developments in the fields of gardening, landscaping and urban farming. Proof of my intentions is this updated program review. February 1, 2012.

**Overall program structure:** Administratively, the program is run by the Dean and Chairman. The full-time instructor, partially assigned to the program, makes proposals for curriculum development. The program was revitalized in the last two years and we are discontinuing a degree and certificates we determined were outdated. We have created a new AS degree in Environmental Landscaping: Landscaping, Organic farming and Gardening and two certificates of Achievement in Environmental Landscaping: Landscaping and Garden Design and Landscape, Organic Farming, and Garden Production.

The program has made a major commitment to a curriculum that focuses on organic and sustainability principles and water management.

**Reputation of faculty:** I strongly recommend that we establish a pool of instructor who are vetted and approved by a group of qualified instructors. We currently use emergy hire faculty and this is not conducive to a strong program.

**Faculty Cooperation:** I contact other instructors in the program when I find necessary...
to coordinate my teaching with their classes. I also frequently communicate with some of the instructors who I have know professionally for years.

When we reviewed the curriculum in the recent past all faculty met and exchange ideas about the program.

**How I maintain a supportive environment:** I encourage group work between my students and I design my classes in such a way that students participate in class discussions to connect the theoretical information delivered with practical applications in the field.

**How I address issues regarding student learning outcomes:** I include student learning outcomes, SLO’s, in all my Class Outlines and my syllabi. I make sure that my instruction addresses all the SLO’s in my Course Outlines. My SLO’s also fit the Five College Learning Outcomes:


I keep making requests to upgrade our facilities for excellence in teaching. We have a farm and greenhouse dedicated to organic farming at IVC, we have purchased new microscopes and continue to upgrade the soils laboratory. Last year I was funded to buy new pH meters, scales and soil augers.

We schedule our classes considering the needs of all the Marin County Community. Although the program is based at the IVC campus, we still offer classes at the Kentfield campus. I recommend that we maintain this practice to serve the various areas of the county.

**II. SLOs**

**As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions:**

| Description & Current Goals; Analysis: |  |
| Strengths and Constraints | Future Goals & Recommended Actions |

1. **What do you do to help student achieve particular outcomes?**

The Current SLO's are adequate. Their are relevant to the students' education. What do I do to help students achieve particular outcomes?
I specifically design class assessment to measure how well students learn the SLO’s for the classes I teach. When they do not learn them, I determine why and implement measures to achieve the SLO’s. I have limited control over this. I can manage what I can do but in some cases students are not effective making the necessary changes to achieve their SLO’s.

I recommend that instructors ascertain that assess if students are learning the SLO’s for each class. I propose a district directed initiative to assist instructors to complete this task.

<table>
<thead>
<tr>
<th>2. How can you improve student performance on this outcome? Give specific strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I clearly explain in class the role of SLO’s in teaching and how I address the SLO’s in class and how the students should study to achieve the SLO’s</td>
</tr>
<tr>
<td>To review the SLO’s of classes I teach and updated if necessary</td>
</tr>
</tbody>
</table>

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. **Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.**

<table>
<thead>
<tr>
<th>A. To have instructors who are hired through a process by which they are vetted following the regular process by which college of Marin hires instructors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. To have a technician to support the laboratories of some of the classes taught. For example, the soils and IPM classes have laboratories that required significant support to process samples, set up equipment, maintain specimens.</td>
</tr>
<tr>
<td>C. To have funds to build a new greenhouse at Indian Valley Campus to teach conventional gardening, landscaping and farming.</td>
</tr>
<tr>
<td>D. To establish a plot to teach conventional gardening, landscaping and farming</td>
</tr>
</tbody>
</table>

**Goals:**
- To have a new greenhouse at IVC
- To have a technician to support classes in the Department
- To establish a plot to teach conventional gardening, landscaping and farming

### III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?
The Department has information from the College and the Community (the Dean, Chairman and faculty have a good knowledge of community needs) that is used to develop curriculum and class offerings.

The Department has emerged from a period of decline and is poised to grow if we adapt our curriculum to current market conditions and the college provides funding. The statistics I provide here give an overview of enrollment in the Department. We have readjusted the class offering to offer those classes that attracted most students in that period. Those classes are: ELND110A and B, 100, 154A and B, 254 A and B, 210 A, B and C. Enrolment in those classes varied between 19 to 29 which are high numbers for our program. For comparison, classes as ELND 202 had five students, ELND158 had 6 students. Based on current economic trends we created an organic farming class. That class was offered for the first time on Spring 2009 and the 29 students enrolled.

IV. Assessment of Previous Program Reviews:

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

We received funds to purchase dissecting microscopes, tools for the construction laboratory and supplies for irrigation classes.

The microscopes are used to support teaching of ELND210 A, B and C and will be used to support teaching of ELND120A and B in Spring 2009. The construction and irrigation supplies have been used to support the teaching of construction, irrigation and organic gardening and farming classes.

I have made emphasis in including SLO’s in all the class outlines of classes I teach. I have recommended to the Dean and Chair of the program that they encourage other instructors in the program to do the same.

I make sure that my SLO’s are aligned with college of Marin five learning outcomes.

I have developed student learning assessments that reflect the SLO’s for each of the classes I teach. I am recommended to the Dean and Chair of the Program that they recommend to other instructors in the program to do the same.

The majority of the students who took my classes were greatly satisfied with the instruction that they received and the great majority succeeded in my classes.
VI. Other concluding remarks.

A. I request to clear responses to my proposals and actions that are proposed to address them. That is the only way for Program Review to be effective.

B. To set aside land at Indian Valley Campus to teach conventional, non-organic gardening, landscaping and farming. The organic farm at IVC can not be used to teach non-organic practices because of organic certification issues. For example, in my soils class I must teach students about non-organic fertilizer and I should be conducting field evaluation of those fertilizers. I need a place to establish evaluation plots with non-organic fertilizers.

B. To have a larger greenhouse, around 20 by 40 feet at Indian Valley Campus to teach conventional, non-organic gardening, landscaping and farming. The organic farm at IVC can not be used to teach non-organic practices because of organic certification issues. For example, in my soils class I must teach students about non-organic fertilizer and I should be conducting field evaluation of those fertilizers. I need a place to have potted plants with under controlled conditions to evaluate non-organic fertilizers.

This greenhouse can be also used to assess non-organic pesticides in the Integrated Pest Management.
Point of Improvement

MACH-2011

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

I. Program Excellence (Best Practices)

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

Students in the Machine Metals program are being provided with a well rounded theoretical background in the operation of 21st Century conventional and digitally controlled machine tools. They are also being taught to apply this knowledge to hands-on operation of lathes, milling machines, grinding machines, related industrial machine tools, welding equipment and welding processes. They are being trained on the use of precision hand tools, measuring instruments and the techniques of precision machining. The instructors in the Program are industry trained and the curriculum is
monitored by an industry advisory council to assure adherence to current industry standards. This ensures that the program is relevant to today's manufacturing marketplace. The Program maintains an extensive database of local and regional employment opportunities and graduates are currently employed throughout the Bay Area.

II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions:

<table>
<thead>
<tr>
<th>Description &amp; Current Goals; Analysis:</th>
<th>Strengths and Constraints</th>
<th>Future Goals &amp; Recommended Actions</th>
</tr>
</thead>
</table>

1. What do you do to help student achieve particular outcomes?

2. How can you improve student performance on this outcome? Give specific strategies.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.

III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

This program provides a vocational career path for many rewarding careers. It also meets the needs of the current professional who wishes skills updating. Through the
use of the advisory council, we intend to continually upgrade and revise the program to meet the needs of the next century. With the addition of a recently donated state-of-the-art machining center, this program will be able to attract additional students who need this upgrade training. This training will assist many in the current workforce with employment and technical upgrading. This program also intends to continue to encourage women to enter this field of study.

IV. Assessment of Previous Program Reviews:

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

The Machine Metals Program is a "hidden gem" at College of Marin. While statewide data shows a steady decline of enrollment in Machine Metals (approx 25% since Fall 2002).

COM Machine Metals has remained constant over this same time period. Both retention and success rate are higher than both State-wide data and COM during this time period.

COM Machine Metals Retention Rate has seen a steady increase from 84% in Fall 2002 to high of 91% in Spring of 2007. The Machine Metals Program has shown a steady increase
in success rate from 80% to 85%. The overall State success rate in Machine Metals is 80% during that time period. COM success rate has been at 73-74% during that time period. The quality of the instruction and the upgrading of the equipment has met the challenges during the years and will continue to do so in the future.

VI. Other concluding remarks.

None
I. Program Excellence (Best Practices)

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

Program Structure - multi-level (concurrent) course sequences have been established with defined prerequisites that are usually taught at the same time, in the same classroom to ensure full course enrollment. This structure requires skillful instruction, but has enabled our small program, with limited units, to offer advanced coursework and specialized courses.

Learning Environment - MMST program provides a first-class learning environment with modern computer lab facilites with comfortable chairs, fast computers, large monitors, and very fast Internet connection speeds.

Assessment - MMST students are placed in Internships that frequently require advanced skills and maturity in personal skills. Students often interact in a Client to Contractor level of expertise, providing services, technical skill, and advice.

Success - MMST students are sought by local employers. Locally produced multimedia is often created in small businesses in Marin and the North Bay. In Fall 2011, three Game Design students were hired by a Novato Game Company and a graphic design student was hired by an East Bay online game company.

II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions:

Description & Current Goals; Analysis: 

Strengths and Constraints 

Future Goals & Recommended Actions
1. What do you do to help student achieve particular outcomes?

AUTHORING STUDENT LEARNING OUTCOMES
Upon completion of this specialty, students will be able to:

* Use color, composition and typography for a web site that is aesthetic and functional.
* Set up and run web-server software on a local computer.
* Design and create attractive web page layouts using CSS.
* Use content management software to modify and create CSS-based page templates.

A project-based approach is used to accurately assess student progress on these SLOs. Students create working websites which are critiqued by other students and instructor throughout the term.

A number of tools and techniques are used to facilitate these assessments including the use of inexpensive 3rd party hosting services and a Moodle Course Shell Web pages, so students can see and critique other student work both inside and outside the classroom.

Additional tools include video-based streaming video tutorials accessible via the Moodle course site, to meet the needs of students who do not read well or for whom English is not their native language.

Further develop our curriculum to provide training on how to develop multimedia content for smart phones, tablets, and other mobile devices.

2. How can you improve student performance on this outcome? Give specific strategies.

Improvements can be made to improve student performance by offering additional sections of some of the authoring courses so advanced students have their own courses instead of sharing with introductory-level students.

Performance would also be improved if the program or school offered web Hosting to our students.

Provide two courses for the MMST131 and MMST134 sequences. One for the "a" section and one for the combined "b" and "c" sections.

Set up a web server for the department and purchase several large hard drives so we can offer web hosting services to our students.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.
Continue upgrading and modernizing the MMST curriculum. The program needs to upgrade or modify is curricula to meet the growing demand and need for workers skilled in creating or adapting media for mobile devices such as iPhones, iPads, Android phones and tablets.

Upgrade and modify the Program Web Site using some of our talented and advanced Web Design and Graphic Design students. This will help us attract students and model best practices for our students.

Faculty will need release time and a budget to take courses and attend workshops to keep learning and stay abreast of the rapid changes and evolving technologies in the digital media fields.

We will need new server hardware to host this new website.

### III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

Effort and planning was done since the last MMST Program Review to continue to upgrade and modernize the MMST curriculum to reflect rapid changes in our industry and the demands of employers on our graduates to demonstrate up-to-date, marketable skills. These changes have resulted in increased enrollments and certificates. All three Specialties underwent a major overhaul and update during 2010, which went into effect in the 2011-12 catalog.

The transfer of the our Distance Education Course to Moodle, two years ahead of the College's own transfer of all of its Distance Ed courses to this new system, has provided an opportunity to learn the system and improve the formatting and access of our online courses.

MMST is considering additional courses that may be good candidates for online delivery.

### IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
   None, nada, zero, zip.

2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?

3. What changes have you implemented based on previous program reviews?

4. What results have you found?

All resources for the MMST Program (other than recent Modernization, Bond funds) have been provided by Grants outside of the MCCD budget allocations since its inception in
1997. MMST was provided a budget for on-going expenses (like software and hardware) in 2004, which moved to the ART department with MMST. These allocated funds were not restored when MMST returned to CTE in 2009.

3. Program Revitalization in 2008 (before the policy was adopted by the Board). This resulted in the relocation of MMST back to CTE.

4. That software license distribution (and allocation) may be soon managed by IT. Software purchases should be managed by a central agent within the college, and IT is the most logical choice. This would allow for better organized and fiscally responsible updates and maintenance.

VI. Other concluding remarks.

MMST faculty completed the Mini-Program Review as required before the December 2011 due date. As stated above (and in EVERY previous Program Review), our greatest need is an on-going budget for software updates and renewal.

It the Mini-Review, it was requested that we move from Adobe Design Suite and Apple Final Cut Pro Suite to the Adobe Master Collection. There are three main benefits:

1. Adobe is a bi-annual renewal contract for concurrent licenses, and the Master Collection would include all video requirements, for LESS money.

2. Apple is an Annual license renewal contract (which often changes from year to year), as an annual subscription it generally costs TWICE as much money.

3. Our software budget would be split between two publishers instead of three?Adobe and Autodesk. This would provide simplifications for renewal...while saving money! (this mould be a moot point if IT begins to purchase and allocate licenses).

The MMST faculty are VERY grateful for the new classroom lab (MB 129) in Building 27 at IVC. It has been a pleasure to teach in this new space, and has resulted in great learning experiences and outcomes in ALL classes!