Educational Master Plan

2009–2019

COLLEGE OF
MARIN

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COLLEGE OF MARIN

A CALIFORNIA PUBLIC COMMUNITY COLLEGE

EDUCATIONAL MASTER PLAN 2009-2019

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COLLEGE OF
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COLLEGE OF
MARIN

Frances L. White, Ph.D.
Office of the Superintendent/President

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February 10, 2009

Dear Colleagues:

On behalf of the Marin Community College District, I am delighted to present this ten-year Educational Master Plan (2009-2019). The completion of this document demonstrates the college's ongoing commitment to achieving institutional goals and excellence by employing an integrated and comprehensive planning process. This Educational Master Plan (EMP) will be the principal document guiding all other institutional planning and decision making, including strategic planning, resource allocation, evaluation, and outcome assessment. The Education Planning Committee (EPC) developed this EMP based on internal and external data and careful review, including analysis of previous planning documents generated at College of Marin.

Many thanks are extended to those who worked tirelessly to complete this document, in particular the Education Planning Committee. Appreciation also is extended to the numerous individuals whose efforts and thinking contributed to the development of this plan.

Completion of Marin Community College District's ten-year Educational Master Plan ensures that the college will continue to serve the higher education needs of future generations of Marin students. Once again, I would like to extend a sincere thank you to all those who supported the creation of this important plan.

Sincerely,

Frances L. White

Frances L. White, Ph.D.
Superintendent/President

MISSION

College of Marin's commitment to educational excellence is rooted in our mission to provide excellent educational opportunities for all members of our diverse community by offering:

- preparation for transfer to four-year schools and universities;
- workforce education;
- basic skills improvement;
- intellectual and physical development and lifelong learning; and
- cultural enrichment.

The College of Marin is committed to responding to community needs by offering student-centered programs and services in a supportive, innovative learning environment with a strong foundation of sustainability, which will instill environmental sensitivity in our students.

(Mission approved by the Marin Community College District Board of Trustees on April 17, 2007)

VISION

College of Marin will be a premier educational and cultural center that provides programs of the highest caliber to meet the needs of an increasingly interconnected global society. Our vision will be guided by our values.

(Vision approved by the Marin Community College District Board of Trustees in January, 2006)

VALUES

Student and Community Centered Education

We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

Academic Excellence and Innovation

We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

Collaboration and Open Communication

We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

Diversity

We cherish a learning environment that celebrates diverse backgrounds and recognizes the knowledge and experiences among its students, faculty and staff. We will provide open access and strive to remove barriers to student success.

Sustainability

We will apply environmentally sustainable and green principles in our college community to ensure the future of our planet.

Accountability

We will be accountable for our decisions and actions on behalf of the students, college and community. Our decisions will be academically, fiscally and environmentally responsible.

(Values approved by the Marin Community College District Board of Trustees in January, 2006)

Board Goals and Budget Priorities 2008/2009

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.

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.

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.

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.

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.

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.

(Goals approved by the Marin Community College District Board of Trustees in September 2007)

College of Marin Educational Master Plan 2009-2019 Executive Summary

This College of Marin Educational Master Plan 2009-2019 projects the future of College of Marin for the coming decade and makes general recommendations that address current and foreseeable challenges. The plan's analysis of internal and external data and the resulting recommendations provide a common foundation for discussion about the college's effectiveness in fulfilling its mission; together they are intended to serve as the basis for the college's three-year strategic plans and to inform annual unit plans.

Though only one element in an integrated planning process, this master plan is the foundation for all other institutional planning and decision-making and is key in the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (See Chapter 1 for a description of the college's integrated planning process.)

Characteristics of the College's Service Area

College of Marin's service area is unique, and its unique characteristics have implications for the future of local higher education (see Chapter 2). The county's population is projected to be stable, with little or no growth in the coming decade. The primary change in the demographics of the county's population is that the proportion of Hispanic residents is projected to increase dramatically. Compared to the rest of California, Marin County residents are older, better educated, earn a higher income, and are more likely to be employed. Forty percent of Marin County residents who work are employed outside of the county. The percentage of Marin County high school graduates who go directly to public universities after high school is higher than the state average.

The College's Students and Educational Pathways

While enrollment at College of Marin steadily declined from 1997 to 2005, enrollment in the past three years has been stable (see Chapter 2). Mirroring the ethnicity of the county, the college's credit students are primarily white, most of whom attend college part time and many work. Just over 40% of the credit enrollment occurs in the transfer courses, with another fifth occurring in career and technical preparation courses. The college's large Community Education program serves an older, white population interested in lifelong learning and cultural enrichment, while a large noncredit English as a Second Language program serves a largely Hispanic population. To facilitate the college's awareness of students' goals, student demographics in Chapter 2 are presented based on a schema of five educational pathways: basic skills, career and technical education, cultural enrichment, lifelong learning, and transfer. Of the five components of the College of Marin mission, students' most common educational goals are preparation for transfer and career development, followed by cultural enrichment and basic skills development. The analysis reveals that the demographics of students in the five pathways differ. While college-wide student success and reten-

tion rates are strong, these rates are lower in the mathematics and English sequences, particularly in the developmental (pre-transfer) courses. Students report high levels of satisfaction with the instructional quality and the institution in general, but a low level of satisfaction with the college's facilities.

The College's Programs and Services

This document includes a descriptive snapshot of each instructional and student service area as well as all administrative units (see Chapter 3). All programs and services are projected to follow the college's projected overall slight growth rate. Each program and service area has identified programmatic changes that will occur in the coming decade. These projections do not include maintenance-of-effort activities or specific requests for staffing or budgetary modifications as these are included in program reviews.

Challenges and Recommendations

This educational master plan concludes with nineteen broad recommendations designed to successfully address the identified challenges (see Chapter 4). The recommendations are organized into four categories: student access, student learning and success, college systems, and community responsiveness. The specific, measurable steps the college will take to implement these recommendations will be developed in three-year strategic plans that will include specific action steps, timelines, and parties responsible for completing or ensuring the completion of the action steps.

ACKNOWLEDGEMENTS

Educational Planning Committee Members 2008-2009

Co-Chairs:

- Peggy Dodge, Faculty, Early Childhood Education
- Blaze Woodlief, Ph.D., Faculty, English, ESL and Communications

Members:

- Jim Arnold, Ph.D., Dean of Math & Sciences
- Nick Chang, Interim Vice-President of Student Learning
- Frank Crosby, Faculty, Film and Video
- Paul Fanta, Maintenance Electrician
- Erika Harkins, Non-credit Faculty, Community Education and Services
- Kristi Kuhn, Faculty, Dance
- Alicia (Meg) Pasquel, Faculty, English and Instructional Specialist in English
- Gaylene Urquhart, Library Technical Assistant

Staff Resources:

- Bernie Blackman, Ph.D. Director, Organizational Development and Institutional Effectiveness
- Melody Creel, Research Analyst, Organizational Development and Institutional Effectiveness
- Barbara David, Administrative Assistant, Organizational Development and Institutional Effectiveness
- Robert Kennedy, Faculty, (C.P.A.) Business/Economics/Social Sciences and Educational Research Facilitator

Additional Contributing Members 2007-2008

- Susan Andrien, Director of Learning Resources
- David Snyder, Ph.D. Dean of Arts and Humanities

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CHAPTER 1

INTRODUCTION AND BACKGROUND

Purposes of an Educational Master Plan

This College of Marin Educational Master Plan 2009-2019 projects the future of College of Marin for the coming decade and makes general recommendations that address current and foreseeable challenges. This master plan is the foundation for all other institutional planning and decision-making.

By design this plan is broad, brief, and balanced. This document outlines who is being served and what services are being provided; and also projects growth and change in those areas.

The plan is grounded in an analysis of both internal realities, such as the college's current systems and programs, and external influences, such as demographic trends, and the community's educational interests.

The College of Marin Educational Master Plan 2009-2019 has been developed to:

- establish a direction for the college under changing conditions and for the long-term development of programs and services;

- provide recommendations that serve as the basis for the college's three-year Strategic Plans as well as planning at the unit level;

- provide guidance for the development of the Facilities Master Plan, Technology Plan, and other college plans;

- inform the public of the college's intentions and garner support for the services provided in and to the community;

- provide a common foundation for discussion about college programs and their effectiveness; and

- support accreditation and demonstrate compliance with accreditation standards.

Marin Community College District Integrated Planning
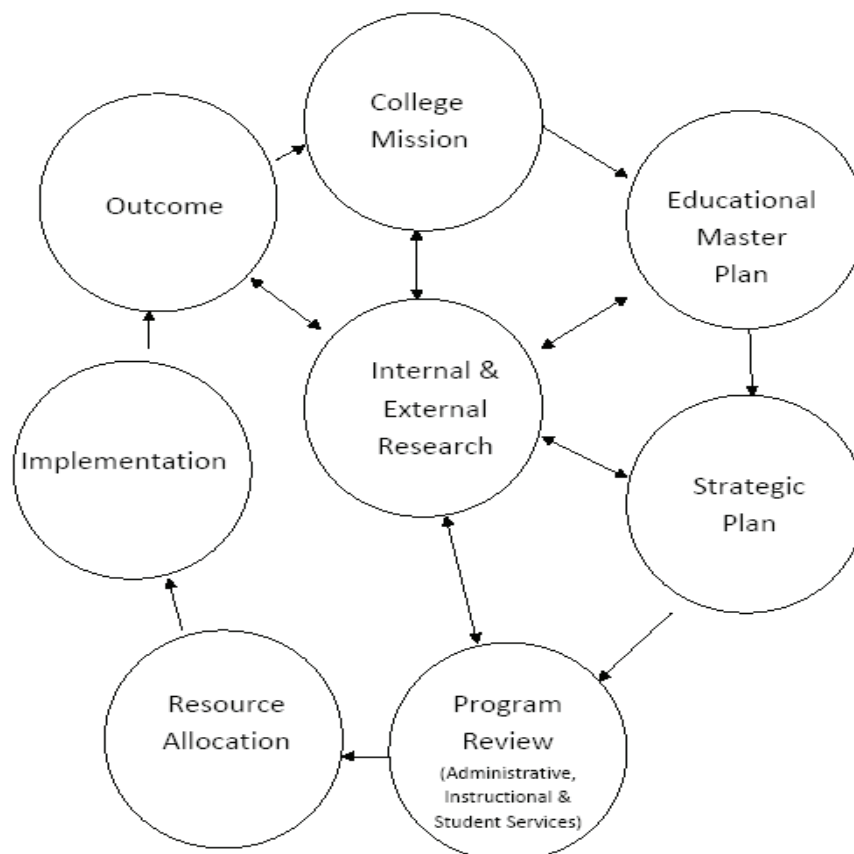
Integrated Planning

In an integrated planning process, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures, and is dedicated to the improvement of institutional effectiveness. The driving force for all college efforts is student learning. Assessments focus on how well students are learning and based on those assessments, changes are made to improve student learning and success.

The College of Marin's planning policies and practices both direct and demonstrate strategies for institutional effectiveness. Dialogue regarding the improvement of institutional effectiveness occurs in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. These practices and policies are summarized in the College of Marin Integrated Planning Manual 2009.

Summary of the planning model

- The college's **Mission** describes the college's intended student population and the services the college promises to provide to the community. As such, this statement is the touchstone for the entire planning process.
- The college uses this statement, as well as the goals developed by the Board of Trustees, to assess its current status and anticipate future challenges in a long-term **Educational Master Plan.**
- This long-term plan is then the driver of the college's shorter-term **Strategic Plan** and **Program Reviews**. The program reviews include a thorough analysis of each academic and student services' program and administrative function as well as programmatic planning at the unit level. The development and implementation of strategic objectives in the Strategic Plan and unit plans in the Program Reviews also inform the subsequent editions of the Educational Master Plan; the long-term and short-terms plans reciprocally inform one another.
- **Resources** are allocated based on college-wide strategic plans and unit-level plans, thereby ensuring the college's forward movement on the college's strategic objectives that were drawn from the recommendations in the Educational Master Plan and articulated in the Strategic Plan.
- Following the allocation of resources, the college mobilizes its resources to **implement** its plans.
- The college **assesses** progress on the strategic objectives and makes adjustments in action steps as needed to continue the college's forward movement in fulfilling its mission. Assessment of the outcomes as well as assessment of the planning processes itself is embedded throughout the planning efforts.

The District

A public community college was founded in 1926 to serve the higher education needs of the people of Marin County. Functioning under a variety of names from its inception, this college was officially designated the College of Marin in 1948. The college currently offers lower division university-parallel associate degree courses and programs, as well as a variety of workforce development programs. The college district, titled the Marin Community College District, is governed by a locally elected seven-member Board of Trustees.

The Marin Community College District includes two campuses, one in Kentfield and one in Novato, the latter known as the Indian Valley campus. The College of Marin's Kentfield campus includes approximately 26 buildings, totaling 380,000 square feet, on 77.7 acres. The Indian Valley campus consists of approximately 22 buildings, totaling 150,776 square feet, on 333 acres in Novato. Growth at the Indian Valley campus has not lived up to initial expectations and it remains underutilized. Following intense study of this dilemma in 2002, the decision was made to retain both of the district's campuses and develop partnerships to revitalize the Indian Valley campus.

In fiscal year 2007-2008 the district had a full-time equivalent enrollment of 4,446 students. Today, approximately 1,000 credit courses and 500 noncredit and community education courses are offered each semester providing learning opportunities for over 13,000 students annually.

Facilities at both campuses show signs of age and use. A Facilities Master Plan was developed and distributed in fall 2004. Based on that plan, the voters approved a $249.5 million bond in November 2004 for facilities construction, maintenance, and safety at both campuses.

An Educational Master Plan was also approved in 2004. This Educational Master Plan 2009-2019 both updates and expands the 2004 plan.

Five Pathways

The Educational Master Plan provides an initial description of the college from the perspective of five educational pathways (see Appendix A), which derive from the College Mission.

1. Basic Skills

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

Major student outcome: Students completing the Basic Skills pathway have enhanced life skills and are prepared to pursue further education and training on the Transfer or Workforce Development pathways.

2. Career and Technical Education

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

Major student outcome: Students completing the Workforce Development pathway are prepared to assume jobs in specific areas of the workforce, to advance in their current careers, and to develop creative/ technical skills applicable to a variety of jobs. Students completing the Workforce Development pathway may pursue further education on Transfer, Cultural Enrichment and/or Lifelong Learning pathways.

3. Cultural Enrichment

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

Major student outcome: Students completing the Cultural Enrichment pathway may earn recognition for cultural contributions in the form of awards, grants, residencies, exhibitions, performances, published work or representation by a gallery. Students completing the Cultural Enrichment pathway may pursue further education on the Transfer and/or Lifelong Learning pathways.

4. Lifelong Learning

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

Major student outcome: Students enter and leave the Lifelong Learning pathway based on their achievement of the personal goals that initially inspired them to pursue this pathway. Students in the Lifelong Learning pathway may either simultaneously or subsequently pursue Transfer or Workforce Development pathways.

5. Transfer

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

Major student outcome: Students completing the Transfer pathway are prepared to transfer to universities or specialized educational programs.

CHAPTER 2

PROFILE OF THE DISTRICT SERVICE AREA AND THE COLLEGE

This Educational Master Plan 2009-2019 is grounded in an analysis of the characteristics of the college's communities and the students.

Part 1 of this chapter presents demographic data about the residents of Marin County, the college's primary service area. The measures chosen for this section are those believed to be most likely to impact enrollment at College of Marin.

Part 2 describes various characteristics of the college's current students. The measures chosen are those most likely to assist the college in developing its curriculum and shaping its schedule of classes.

Part 1: Profile of the District Service Area

The following demographic data describes the residents of Marin County (the college's primary service area). The measures chosen for this section are those believed to be most likely to impact enrollment at College of Marin.

1.1. a   Actual and Projected Population for Marin County
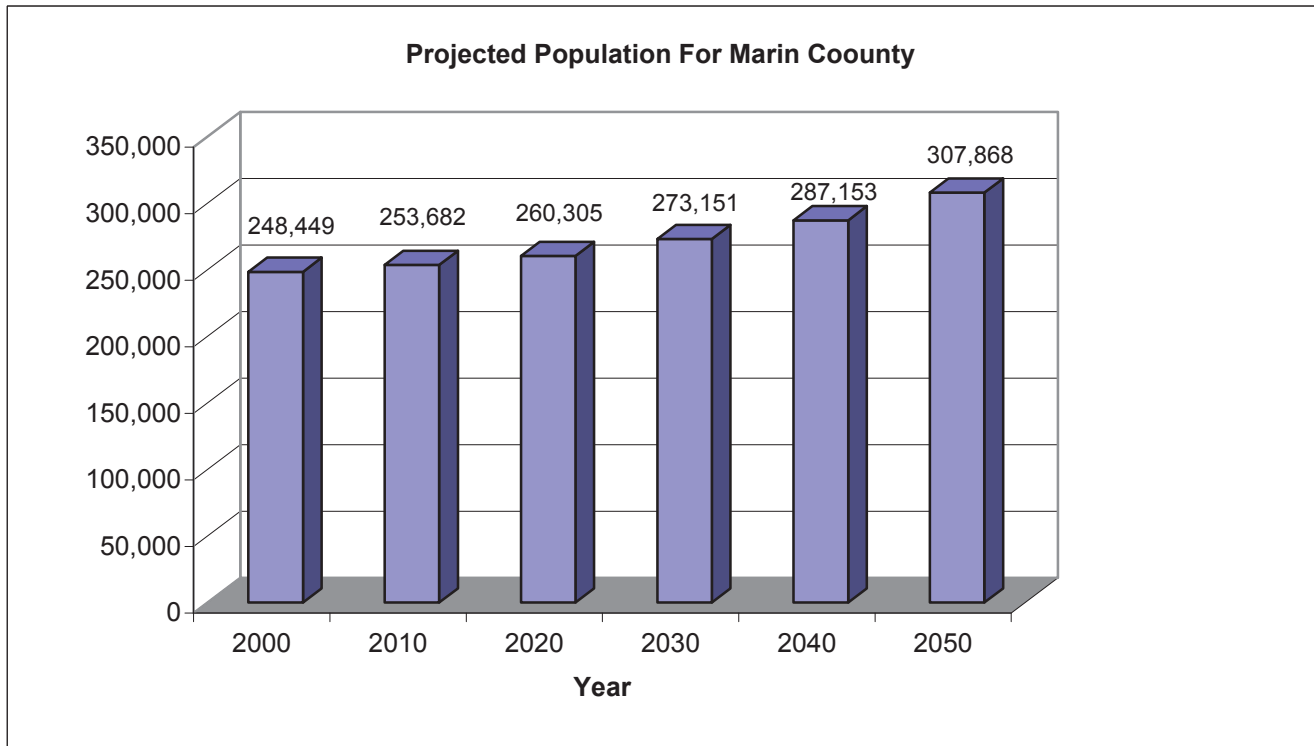
Projected Population For Marin Coounty

Year	Population
2000	248,449
2010	253,682
2020	260,305
2030	273,151
2040	287,153
2050	307,868

Sources: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, July 2007, and State of California, Department of Finance, E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change, January 1, 2007 and 2008.

- In January 2008, the county population was estimated to be 257,406 residents.
- The percentage of population change from 2000 to 2006 in Marin County was an increase of 0.6% compared to a 7.6% increase in the state population. This slow rate of county population growth has been consistent and is projected to continue.
- The county's population growth is projected to be minor during the term of this Educational Master Plan 2009- 2019, an increase of 1.026% or a total of 6,623 residents in the coming decade.

1.1. b   Population of Marin County by Area
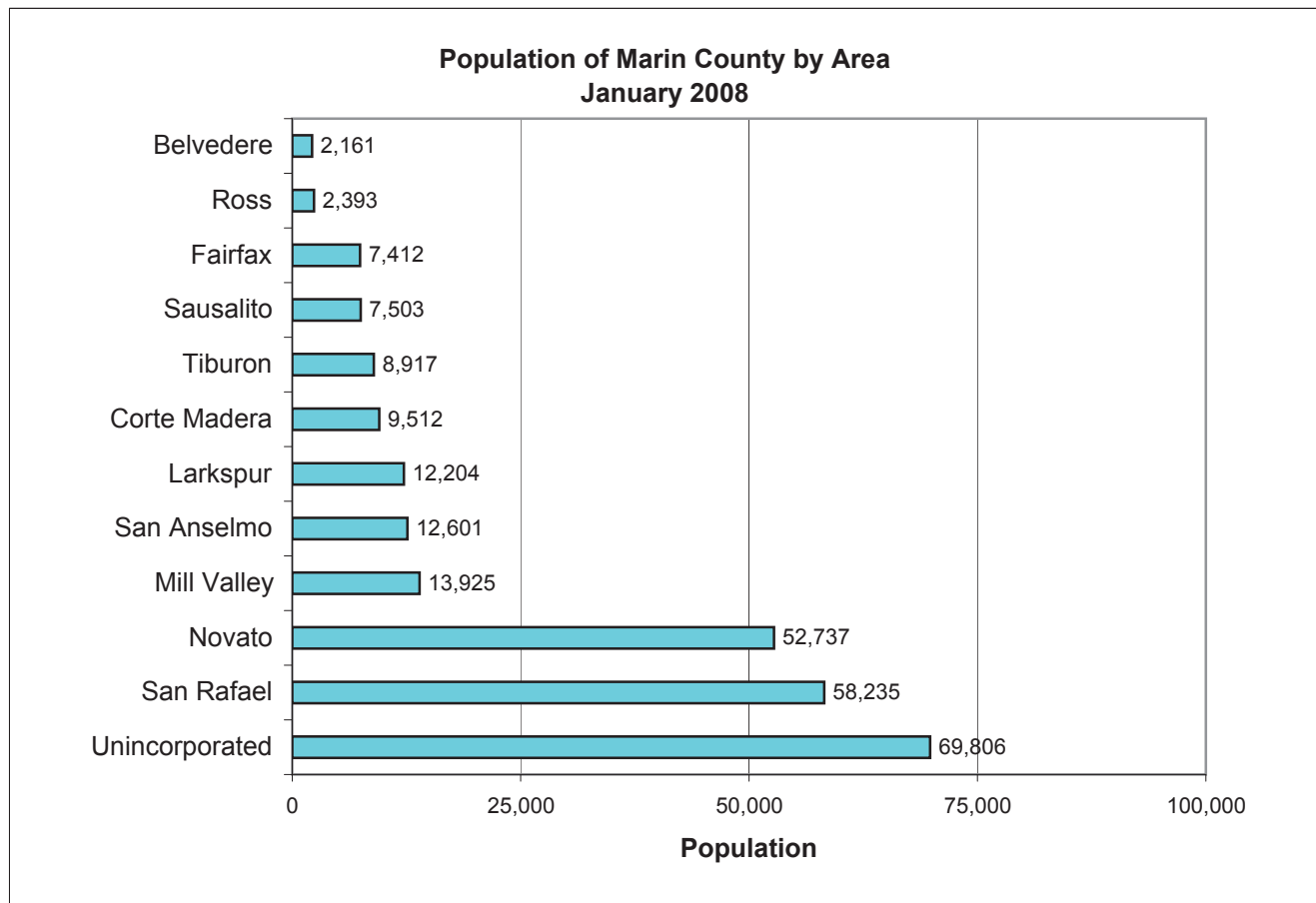
Population of Marin County by Area
January 2008

Area	Population
Belvedere	2,161
Ross	2,393
Fairfax	7,412
Sausalito	7,503
Tiburon	8,917
Corte Madera	9,512
Larkspur	12,204
San Anselmo	12,601
Mill Valley	13,925
Novato	52,737
San Rafael	58,235
Unincorporated	69,806

Population

Source: State of California, Department of Finance, E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change January 1, 2007 and 2008, May 2008.

- About three-quarters of the county's population is divided among eleven municipalities; the remaining one quarter of the county's population lives in unincorporated areas. The two largest cities, San Rafael and Novato, are close to the same size; the other nine municipalities are home to 5% or fewer of the county's residents.

- Eight of the eleven municipalities are located in the Highway 101 corridor. This has implications for methods of delivering instruction given the traffic congestion in this corridor.

- Unincorporated areas account for the largest proportion of the population. The distribution of population across remote areas of the county also has implications for methods of instruction.

1.1. c   Population of Marin County by Ethnicity
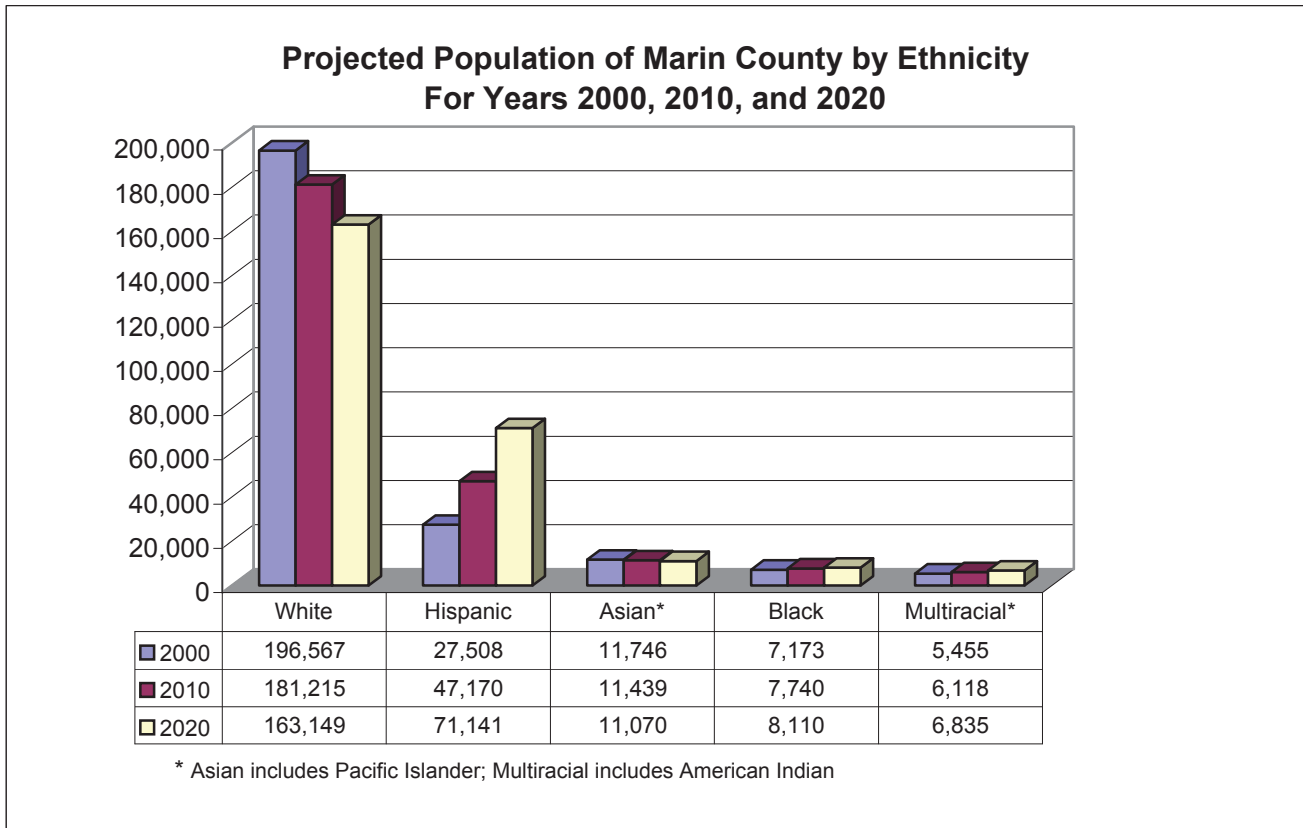
Projected Population of Marin County by Ethnicity
For Years 2000, 2010, and 2020

	White	Hispanic	Asian*	Black	Multiracial*
2000	196,567	27,508	11,746	7,173	5,455
2010	181,215	47,170	11,439	7,740	6,118
2020	163,149	71,141	11,070	8,110	6,835

* Asian includes Pacific Islander; Multiracial includes American Indian

Source: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, July 2007.

- The ethnicity of the county's population is projected to be stable for all groups except white and Hispanic.
- Over the next 20 years, the increase in the Hispanic population (43,633) is slightly greater than the decrease in the white population (33,418). However, the projected percentage change in the Hispanic population (+159%) is dramatically greater than the projected percentage decrease in the white population (-17%).
- Based on the 2000 census, 19.5% of Marin County residents spoke a language other than English at home.

1.1. d   Population of Marin County by Age

**Percentage of Marin County Age Groups
Compared to California, 2006**

Age Group	California	Marin
65 and older	10.8%	14.9%
25-64 years old	52.7%	58.1%
18 – 24 years old	10.4%	7.2%
5-17 years old	18.8%	14.2%
Under 5 years old	7.3%	5.6%
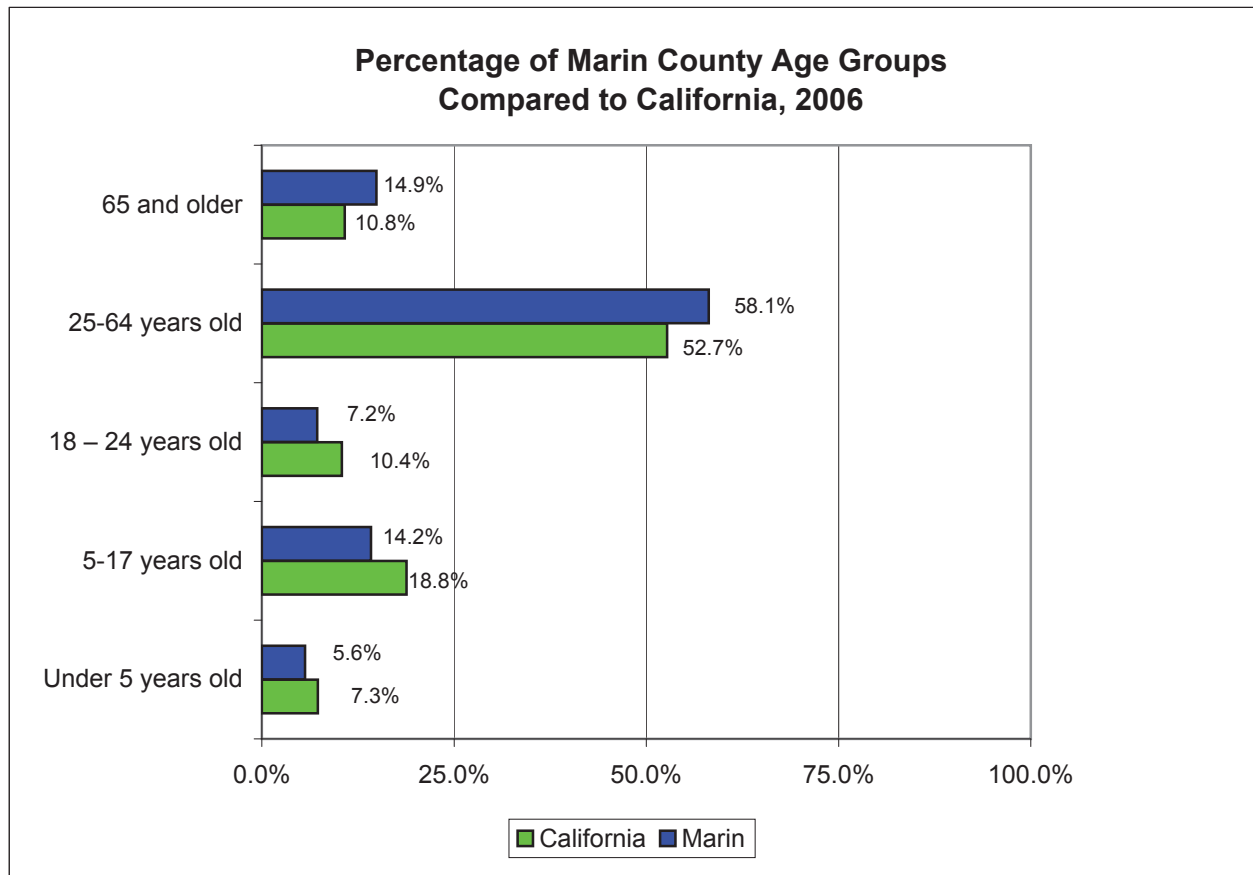
Source: U.S. Census Bureau, State and County Quick Links for Marin County, 2006.

- Marin County has a higher percentage of older residents than the statewide average; concomitantly, the county has a lower percentage of residents under 18, as well as a lower percentage of students in the traditional college age range, 18 – 24 years old.
- The median age of Marin County residents has steadily increased in the past 30 years, from 33.6 years of age in 1980, to 38.0 in1990, to 41.3 in 2000. *(Source: Marin Profile: A Survey of Economic, Social Equity, and Environmental Indicators, Marin Economic Commission, November 2007.)*

1.2 Actual and Projected High School Graduation Rates, Marin County

Actual-Projected HS Graduates

Year	Graduates
2002-03	1,949
2003-04	1,916
2004-05	1,909
2005-06	1,978
2006-07	2,054
2007-08	2,031
2008-09	1,971
2009-10	1,939
2010-11	1,811
2011-12	1,741
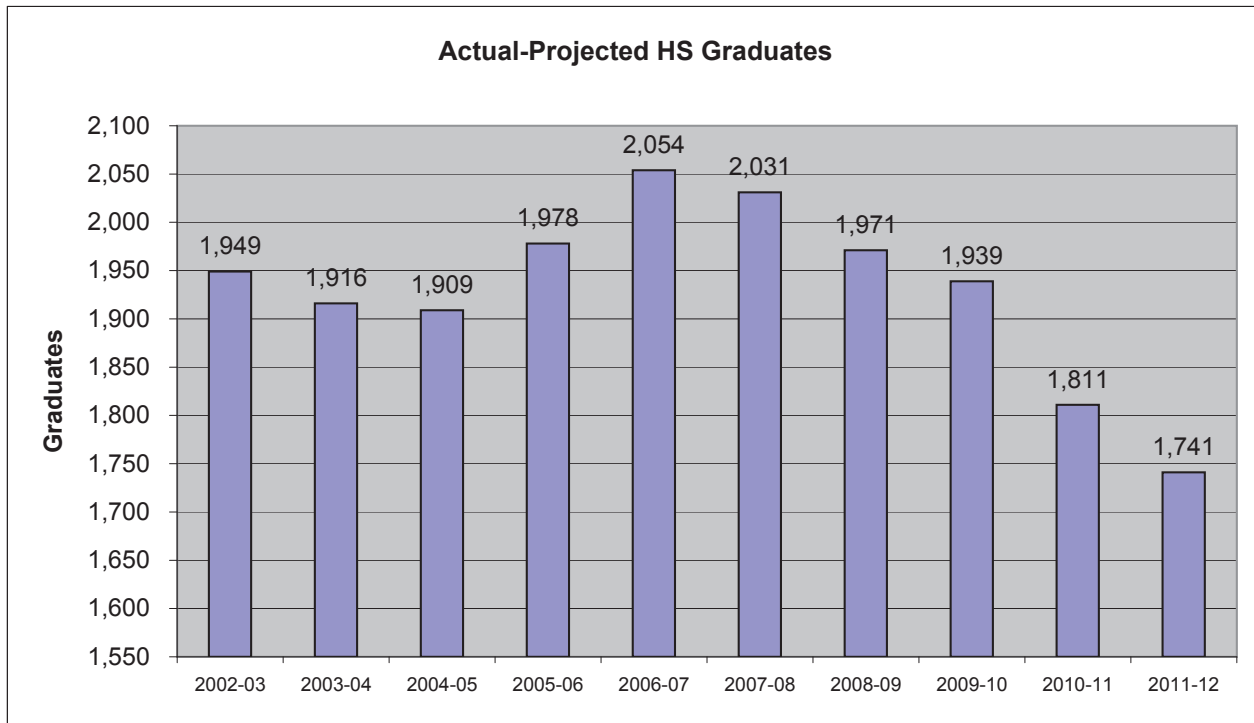
Sources: State of California, Department of Finance, California Public K-12 Enrollment and High School Graduate Projections by County 2008 Series, October 21, 2008.

- During the term of the Educational Master Plan 2009- 2019 the county's high school graduation rates are projected to slowly decline, in keeping with the low rate of growth in the county's population.

1.3. a   Education, Income, and Unemployment for Marin County Residents

Marin and California Education, Income and Unemployment Rates			
	Percentage with College Education[1]	Median Family Income	Unemployment Rate[2]
Marin County	78.8%	$88,934	4.8%
California	56.6%	$49,800	7.7%

Sources: State of California, Department of Finance, 2005; U.S. Bureau of Labor Statistics, 2008.
[1] *Includes some college and baccalaureate degree or higher*
[2] *September 2008*

- Residents of Marin County have more education, earn a higher family income, and have lower unemployment compared to the rest of the state.

1.3. b   Trends in Marin County Household Income

Trends in Marin County Mean Household Income (in constant 2000 dollars)					
	2000	2005	2010	2015	2020
Marin County	$112,050	$113,600	$120,100	$127,000	$133,500
Bay Area	$92,500	$89,100	$94,800	$101,200	$107,000
Difference	$20,000	$24,600	$25,300	$25,800	$26,500

Source: Association of Bay Area Governments, Projections 2007, November 2007.

- The average household income for Marin County residents has steadily increased and is projected to continue that upward trend.
- Marin County household income is approximately 20% higher than that of the Bay Area.

1.3. c   Trends in Marin County Education Level for Residents 25 Years and Older

Educational Level of Marin County Residents 25 Years and Older				
		1980	1990	2000
1	With Bachelor's degree or higher	38.3%	41.0%	51.3%
2	Completed some college or earned associate degree	27.0%	32.5%	27.5%
3	Completed high school diploma or GED and not continuing to college	24.6%	17.2%	12.4%
4	Did not complete high school	10.1%	9.3%	8.7%

Source: U.S. Census Bureau, State and County Quick Links for Marin County, 1980, 1990, 2000.

- The proportion of Marin County residents with a bachelor's degree or higher has steadily increased in the past 30 years.

1.3. d   Percent of Marin and California Population with a Bachelor's Degree or Higher by Race/Ethnicity

Bachelor's Degree or Higher by Race/Ethnicity			
	Race/ethnicity	Marin County	California
1	African-American	16.8%	17.2%
2	American Indian	26.2%	11.4%
3	Asian/Pacific Islander	54.7%	40.9%
4	Latino	18.1%	7.7%
5	Multiethnic	35.3%	20.2%
6	White	56.0%	33.8%

Source: Postsecondary Education Commission, Educational and Demographic Profile, Marin County, California, 2004.

- Except for African-Americans, the percentage of Marin County residents in all ethnic categories who have earned a baccalaureate degree or higher is significantly greater than comparable percentages for the state as a whole. The percentage of African-Americans earning a baccalaureate degree or higher is slightly lower than the statewide average.

1.3. e   Percent of Marin and California Population with No College by Race/Ethnicity

Marin and California Population with No College by Race/Ethnicity			
	Race/Ethnicity	Marin County	California
1	Asian/Pacific Islander	9.8%	19.6%
2	African-American	39.8%	19.5%
3	American Indian	26.6%	32.5%
4	White	4.1%	10.2%
5	Multiethnic	19%	28.7%
6	Latino	41.6%	53.3%

Source: Postsecondary Education Commission, Educational and Demographic Profile, Marin County, California 2004.

- More Marin County residents of all ethnicities have attended college compared to the total state population, with the exception of African-Americans.

1.4 Employment by Industry in Marin County

Employment by Industry in Marin County	2000		2006	
Employed civilian population 16 years and over	128,855	100.0%	129,417	100.0%
Management, professional and related	67,674	52.5%	61,819	47.8%
Service	15,446	12.0%	21,436	16.6%
Sales and office	31,867	24.7%	30,409	23.5%
Farming, fishing & forestry	374	0.3%	171	0.1%
Construction, extraction, and maintenance	7,706	6.0%	9,717	7.5%
Production, transportation, and material moving	5,788	4.5%	5,865	4.5%

Source: Association of Bay Area Governments, 2006. http://www.abag.ca.gov/

During this time period:

- Approximately one-half of Marin County residents worked in management and professional fields.
- The employment category with the greatest amount of recent growth is the service sector.
- Approximately 80% of Marin County employers are small businesses, each with 20 employees or less. *(Source: County of Marin, Marin Profile, November 2007, p. 46.)*

1.5 Commuting Patterns of Marin County Resident Workers

Commuting Patterns of Marin County Resident Workers			
Percentages	1980	2000	2010
Who Work in Marin	57%	63%	60%
Who Work in San Francisco	32%	25%	27%
Who Work in Neighboring Counties[1]	8%	11%	13%

[1]*Alameda, Contra Costa, Sonoma, and San Mateo Counties*

Source: Marin Economic Commission, Marin Profile: A Survey of Economic, Social Equity, and Environmental Indicators, November 2007

- Consistent since 1980, approximately forty percent of Marin County residents work outside the county.

1.6. a Matriculation of Marin County High School Graduates Compared to California, 1999-2002

Matriculation of Marin County High School Graduates Comparison of Marin County with State		
High School Graduates	Marin County	California
Enter public universities	26.2%	17.5%
Enter public community college	21.5%	31.6%

Source: Postsecondary Education Commission, Educational and Demographic Profile, Marin County, California, 2004.

- High school graduates in Marin County enter public universities at a higher rate than the state average and enter community colleges at a lower rate than the state average.

1.6. b Marin County High School Graduates Entering College of Marin or Santa Rosa Junior College

Marin County High School Graduates Entering College of Marin or Santa Rosa Junior College	
Entering HS Graduate	Head Count
College of Marin	436
Santa Rosa Junior College	500

Source: Postsecondary Education Commission, Educational and Demographic Profile, Marin County, California 2004.

- Of the Marin County high school graduates who attended a community college in 2004, a greater number chose Santa Rosa Junior College than College of Marin.

Summary of Part 1:   Profile of the District Service Area

The College of Marin's service area is unique in that

- The total population is projected to be stable, with little or no growth in the coming decade.

- The proportion of the Marin County population that is Hispanic is projected to increase dramatically.

- The number of graduates from Marin County high schools is projected to decline.

- Compared to the rest of California residents, Marin County residents are older, better educated, earn a higher income, and more likely to be employed.

- More Marin County residents of all ethnicities have attended college compared to the total state population, with the exception of African-Americans. The proportion of Marin County African-Americans with no college is almost twice that of the state population.

- The proportion of Marin County residents employed in specific industries has been stable since 2000, with moderate growth in the service sector.

- Forty percent of Marin County residents who work are employed outside of the county.

- The percentage of Marin County high school graduates who go directly to public universities after high school is higher than the state average. The percentage of Marin County high school graduates who attend a community college is lower than the state average. Of those who enroll in a community college, a greater number choose Santa Rosa Junior College than choose College of Marin.

Part 2:   Profile of the College

This section describes various characteristics of the college's current students. The measures chosen are likely to assist the college in developing its curriculum and student support services and in shaping its schedule of classes.

2.1 Enrollment Trends for Credit Students

Headcount of Credit Students By Campus
Fall 1997-Fall 2008

	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
IVC	1,599	1,545	1,502	1,542	1,471	1,540	1,282	1,014	769	937	979	1,171
KTD	7,613	7,632	7,393	6,917	6,912	6,968	6,796	6,338	5,948	5,874	5,844	5,854
Overall	8,613	8,589	8,294	7,869	7,828	7,941	7,587	6,943	6,437	6,482	6,469	6,577

IVC headcount plus KTD headcount does not equal overall headcount, because some students attend both campuses.
firstcensuscomparef08 (Research Office)   9/11/2008   1

Source: College of Marin Research Office, First Census data, fall semesters 1997-2008.

- Enrollment declined steadily from 1997 to 2005. Since 2005, enrollment has stabilized, with growth at the Indian Valley Campus (increase of 402 students) and a slight decline at the Kentfield Campus (decrease of 94 students).

2.2   Credit Student Profile

The majority of the enrollment and course offerings for the College of Marin occur on the Kentfield campus. An analysis of enrollment from spring 2004 to spring 2008 indicates that 77.9% of the credit enrollment occurred at Kentfield, with the remaining 11.9% at Indian Valley. Of the enrollment at Indian Valley, 78% was devoted to workforce development. *(Source: College of Marin Research Office, Internal Report: Student Characteristics, spring 2008)*

In spring 2008, there were 6,770 students enrolled in credit classes. The following is a profile of these students.

- A significant majority (80%) attended College of Marin part-time, taking 11 units or fewer per semester.

- Many were not new to the college experience: of the newly enrolled students, about 60% had transferred from another college and 25% had already earned a Bachelor's degree or higher.

- The largest group of students came from Central Marin (39%), 18% were from Novato, 16% from South Marin, 11% from North San Rafael, and 5% from West Marin.

- 13% of credit students came from counties outside Marin (the East Bay, San Francisco, and Sonoma).

2.3   Credit Student Demographics Compared to Statewide Community College Credit Students

	College of Marin Credit Students Spring 2008	State CCC Credit Students Spring 2008
Gender		
Female	60%	54%
Male	40%	46%
Unknown	0%	1%
Ethnicity		
White	64%	36%
Hispanic/Latino	13%	29%
Asian	9%	16%
African-American	5%	8%
Other[1]	9%	3%
Unknown	0%	8%

Source: California Community Colleges Data Mart, spring 2008.
[1] *Other includes American Indian/Alaskan Native*

- The proportion of female students is slightly higher at College of Marin compared to the proportion at community colleges across the state.

- The proportion of white students is significantly higher at College of Marin compared to other community colleges in the state; the proportion of students in other ethnic groups is consistently lower compared to other community colleges.

2.4   Non-credit and Community Education Student Demographics

Non-credit and Community Education Student Demographics Fall 2007 Cohort			
	Non-credit ESL + Intensive English program	Other Non-credit[1]	Community Education[2]
Student Count	1,453	1,045	2,475
Gender			
Female	51%	75%	73%
Male	49%	25%	27%
Ethnicity			
White	4%	79%	82%
Hispanic/Latino	79%	5%	6%
Asian	6%	7%	4%
African-American	1%	3%	1%
American Indian	0.2%	0.2%	0.3%
Not Reported	10%	5%	6%
Age			
Under 17	1%	1%	1%
18 – 24	28%	11%	9%
25 – 29	22%	4%	6%
30 - 34	14%	3%	5%
35 – 49	22%	6%	21%
Over 50	12%	75%	57%
Not Reported	1%	1%	1%

Source: State of California, Department of Finance, Race/Ethnic Population with Age and Sex Detail, 2000-2050, July 2007.
[1] *Other non-credit courses include health and exercise classes for older adults, GED preparation, and courses for students with disabilities.*
[2] *Community Education courses comprise a majority of the lifelong learning offerings.*

- Of the total headcount for College of Marin in fall 2007, 57% are credit students (6,469 in fall 2007) and 43% are non-credit or community education students (4,973 in fall 2007). Of the noncredit and community education students, 2,498 are taking noncredit classes and 2,475 are taking community education classes.

2.5   Student Retention and Success: Transfer and Basic Skills

The college recently examined the success and retention patterns for students in the transfer track as well as those in basic skills courses, specifically pre-transfer levels of mathematics and English. Results from both analyses are presented below.

(Source: National Student Clearinghouse and inte)rnal institutional data on students who transferred between 2000 and 2007).

Transfer analysis

- Most transfer students (80%) are part-time, taking 11 units or fewer.
- The median age of transfer students is between 23 and 24 years old.
- Few transfer students (20%) earn an associate degree.
- The most popular majors for transfer students are: business/economics, social science, psychology/counseling; and English/humanities.
- The median time students spent at the college before transferring was four years for students who transferred in 2004 – 2007. Depending on the year, 30 – 40% of students spent five or more years at the College before transferring.
- A little over one-half of the transfer students (53%) completed the required-for-transfer English course at a college other than College of Marin; the number is even higher for mathematics, with 62% of students completing the required-for-transfer mathematics course elsewhere.

2.5. a   Credit Section Scheduling

Credit Section Scheduling (Excluding Directed Study) Fall 2007			
		Number	Percent
1	Day	533	56%
2	Evening	261	27%
3	TBA	145	15%
4	Weekend	21	2%

Source: College of Marin Research Office, Internal Report on Credit Course Schedule by time of day, fall 2007.

- As shown in the table above, most credit classes (56%) are scheduled during the day (Monday through Thursday – 8:00 am to 3:00 pm). Significantly fewer credit classes are offered during the evening and on weekends.

Basic Skills Analysis

A cohort of Basic Skills students was tracked for five years to see how far they progressed in English or mathematics (fall 2001 to fall 2006).

2.5. b   Basic Skills Course Progression

Basic Skills Course Progression Cohort Study Fall 2001 to Fall 2006		
	Basic and Intermediate Math Skills	Introduction to College Reading and Composition I
% of students who passed on their first try and enrolled in the next level course[1]	21%	49%
% of these students who passed the next level course on their first try.	8%	29%

[1] *Elementary Algebra for Mathematics; Introduction to College Reading and Composition II for English.*
Source: College of Marin Research Office, Internal Report on Basic Skills Course Progression Cohort Study, 2007.

- Of the students who passed two levels of basic skills English on their first attempt, 21% (29 of 139) enrolled in the associate-degree English course (Introduction to College Reading and Composition II) within five years. Of these students, only 14% (9) students enrolled in the transfer-level English course (Reading and Composition).

The Accountability Report for Community Colleges' (ARCC) data from the Chancellor's Office also indicates that the students in basic skills credit courses progress at a lower rate than at other colleges in the peer group. *(Source: California Community Colleges Chancellor's Office, Accountability Reporting for Community Colleges, March 2008.)*

- The improvement rate for College of Marin basic skills students (the rate at which they progress to the next level in a sequence) is 45.1%, compared to the average rate of 54% for our peer group for 2004-2005 to 2006-2007.
- Students' rate of completion for basic skills classes is below the peer group, at 60.6%, compared to the group average peer group of 66.9% for 2006-2007.
- However, the college's overall student progress and achievement rate (for all credit courses) is 57.9%, slightly higher than the average of 57.4% for the peer group for 2001-2002 to 2006-2007.

2.5. c   College-wide Student Success and Retention in English and Mathematics

Retention and Success Rates, Fall 2006:
College-wide, Mathematics and English composition

	College-wide average	English, 62-155	Dev. English 62-120	All Math	Dev. Math 95-103
Retention	87.6	82.1	78.6	76	68.8
Success	71	65.4	57.5	51.8	41.6
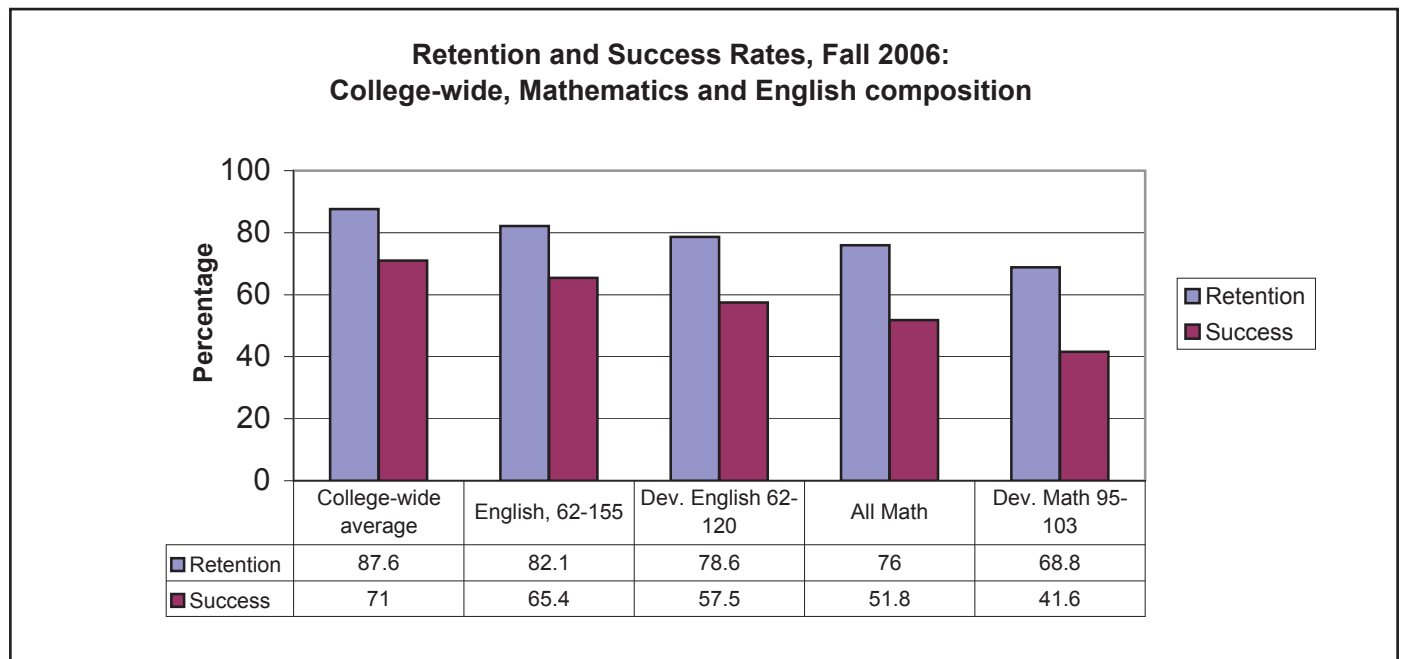
Source: College of Marin Research Office, Internal data, Retention and Success Rates, Fall 2003-Spring 2008.

- While college-wide student success and retention rates are strong, these rates are lower in the mathematics and English sequences, particularly in the developmental (pre-transfer) courses.

2.6   Enrollment Trends in Distance Education Courses

Semester	# Courses	Students Enrolled	# Students Dropped/ Withdrew	% Students Dropped/ Withdrew
Summer 2005	8	356	116	33%
Fall 2005	27	696	277	40%
Spring 2006	26	763	299	39%
Summer 2006	10	317	87	27%
Fall 2006	29	828	303	36%
Spring 2007	30	925	371	40%
Summer 2007	7	256	68	27%
Fall 2007	26	963	350	36%
Spring 2008	26	941	342	36%

Sources: College of Marin Research Office, Enrollment Trends in Distance Education Courses, 2005-2008.

- In the past three years, the college has consistently offered close to 30 sections of distance education courses per primary term semester. This small number of sections does not reflect faculty or student interest in distance education as evidenced by the following:

  - Most academic programs include an increase in distance education courses in their programmatic projections (see Chapter 3).

  - The average enrollment has steadily increased from almost 26 students per section in fall 2005 to an average of 37 students per section in fall 2007. This increase of student interest in distance education is reinforced by a Chancellor's Office report comparing statewide trends in 2003-2004. While student enrollment in traditional classroom courses declined 17%, enrollment in courses offered through distance education increased by nearly 55% in the same period.

- The percentage of students who drop distance education courses is significantly higher (range of 36 – 40% in primary terms) than the overall college percentage (12.4% for fall 2006; refer to figure 2.5c).

2.7   The Five Pathways: Student Profile

As described in Chapter 1, College of Marin has identified five pathways (see Appendix A) that characterize its students. This section presents a profile of students in each pathway.

To define the pathways, each credit course in the college was sorted into one of the pathways. Non-credit courses are not part of this analysis. While refinements will likely be made in this analysis, such as including non-credit courses in each pathway and/or moving individual courses, the overall methodology presents a general picture of the credit courses and students in each pathway.

The courses have been sorted into the five pathways based on the broad pathway definitions. The following specific strategy was used to distribute the credit courses into the pathways.

- **Transfer**

  All IGETC courses, regardless of area

  Transferable mathematics and transferable English

  Courses required as a lower division work for a transfer major

  All transferable courses from traditional academic disciplines such as political science, history, and philosophy

- **Cultural Enrichment**

  Studio and performance courses in art, music, dance, and drama, excluding IGETC courses

  Courses that have direct or indirect vocational application, such as courses in multimedia and interior design

- **Lifelong Learning**

  All physical education classes except intercollegiate athletics

  All conversational language courses

- **Basic Skills**

  All developmental English courses

  All developmental mathematics courses

  All credit ESL courses;

  Some basic non-transferable courses in other areas such as keyboarding Counseling, library and general work experience courses

- **Career and Technical Education**

  All courses that are part of workforce development areas and lead to a degree, certificate and/or direct employment

  Courses that enhance employment or entrepreneurial goals, such as video, multimedia, computer information systems, and general business courses; excluding all IGETC courses

2.7. a   College of Marin Enrollment by the Five Pathways

Percent of Enrollment by Five Pathways
2004-2007

	Basic Skills	Cultural Enrichment	Career Education	Life Learning	Transfer
Series1	14.1%	14.7%	20.0%	7.8%	43.5%
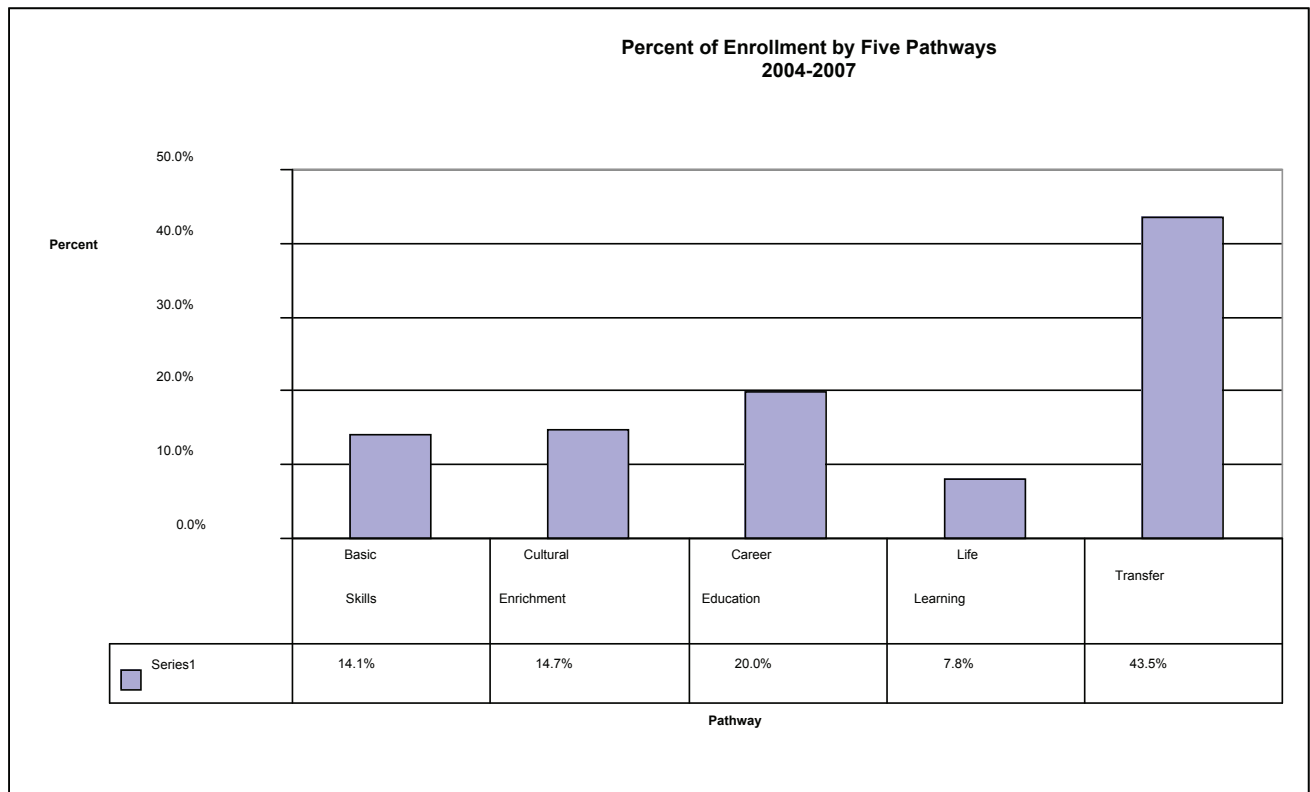
Pathway

Source: College of Marin Research Office, Pathways Cohort Analysis report for 2004-2007.

- The largest enrollment is in the Transfer pathway, followed by that of Career and Technical Education.

2.7. b Units, Gender, and Primary Language for Students by Pathway

Units, Gender, and Primary Language for Students by Pathway For Students Taking at Least One Course in the Pathway					
Pathways	Basic Skills	Cultural Enrich-ment	Career & Tech. Education	Life Learning	Transfer
Percent of units taken in pathway	34.3%	56.7%	56.2%	22.7%	70.7%
Average units taken (all courses)	9.3	6.5	7.2	6.9	9.0
Percent who completed 30 units or fewer (total)	68.7%	58.1%	64.6%	62.5%	63.4%
Percent who completed 60 or more units (total)	10.0%	20.1%	16.7%	16.7%	14.3%
Percent female Students	55.9%	67.1%	58.1%	55.3%	57.8%
Percent speaking English as pri-mary language	73%	90%	82%	89%	88%

Source: College of Marin Research Office; Fall 2007 Pathway Analysis.

- Consistent across the pathways, the majority of students enrolled in fall 2007 had earned fewer than 30 units total.
- Students in the cultural enrichment pathway were more likely to have completed more units, with 20% completing 60 or more units.
- The average number of units per semester was six to nine, with basic skills and transfer students taking more units than students in other pathways.

2.7. c Students by pathway: Ethnicity

Ethnicity of Students by Pathway For Students Taking at Least One Course in the Pathway					
Pathways	Asian	Black	Hispanic	White	Other
Basic Skills	10.8%	8.4%	21.5%	46.9%	12.4%
Cultural Enrichment	6.7%	3.6%	6.7%	74.1%	8.9%
Career & Technical Education	6.9%	6.3%	16.9%	58.5%	11.4%
Lifelong Learning	6.7%	6.0%	10.1%	68.1%	9.1%
Transfer	8.5%	5.6%	12.7%	61.7%	11.5%

Source: College of Marin Research Office, Fall 2007 Pathway Analysis.

2.7. d Students by Pathway: Age

Age of Students by Pathway For Students Taking at Least One Course in the Pathway						
Pathways	12 to 17	>17 to 22	>22 to 27	>27 to 42	>42 to 52	>52
Basic Skills	0.9%	43.3%	17.2%	21.1%	10.9%	6.6%
Cultural Enrichment	1.3%	22.7%	11.0%	14.1%	13.4%	37.5%
Career & Tech. Education	0.3%	23.8%	17.0%	28.3%	18.8%	11.7%
Lifelong Learning	0.2%	30.1%	11.0%	19.1%	12.6%	27.0%
Transfer	4.1%	40.8%	20.5%	19.9%	8.4%	6.4%

Source: College of Marin Research Office, Fall 2007 Pathway Analysis.

Summary of Students by Pathway

Basic Skills Pathway Students

As a group, Basic Skills pathway students are the most ethnically diverse cohort of students in all the pathways, and they also tend to be the youngest. About a quarter do not speak English as their primary language and just over half are female. These students take, on average, more than 9 units per semester, with a third of those units in basic skills courses and the rest of their coursework in other areas.

Cultural Enrichment Pathway Students

As a group, Cultural Enrichment pathway students are less ethnically diverse (three-quarters are white), more likely to be female (two-thirds are women), and older than students in other pathways (over 37% of them are over 52 years old). These students average 6.5 units per semester. While 58% of these students have completed fewer than 30 units, 20% of them have completed more than 60 units. Over 55% of the courses taken by these students are within the Cultural Enrichment pathway.

Career and Technical Education Pathway Students

As a group, Career and Technical Education pathway students are more diverse in age, with the largest group being 28 to 42 years old. White students are the largest group (59%), followed by His-panics (17%). These students average about 7 units per semester. Over 55% of the courses are taken by these students within the Career and Technical Education pathway. Almost 60% of Career and Technical Education pathway students are female; however, this varies widely depending on the career area.

Lifelong Learning Pathway Students

As a group, lifelong learning pathway students are more likely to be white (68%) and older (39% are over 42). These students average almost 7 units per semester in this pathway. Only about 23% of their courses are taken in this pathway, indicating that many of these students are not solely pursuing lifelong learning in the credit program.

Transfer Pathway Students

As a group, transfer pathway students are predominantly white (61%), relatively young students (45% are under 22) who take, on average, 9 units per semester. Over 70% of the courses taken by these students are in the transfer pathway. The majority of them are female, except in the mathematics area.

2.8   Student Perceptions

In spring 2007, 807 students in classes from most pathways (transfer, workforce development, lifelong learning and basic skills) completed the ACT Student Opinion Survey, a nationally recognized survey. About half of the respondents (406) were in transfer classes; another 28% were in workforce courses (230); 15% (125) were in lifelong learning classes, and 6% (46) were in basic skills courses.

The following analysis is a summary of background and demographic information about the respondents participating in the survey. *(Source: College of Marin Research Office website for Student Opinion Survey, spring 2007.)*

- The largest populations of students represented by the Student Opinion Survey during spring 2007 consisted of: 23% (182) 20-22 year olds; and 23% (180) 40-61 year olds. Greater than half of all respondents were female (61%, 483), white (60%, 473), unmarried (71%, 566), and without dependents (79%, 623).

- Fifty-five percent (439) of the participants were part-time students and 41% (319) entered the college to take courses necessary to transfer. Over half of the students were attending classes during the day (65%, 506) and were not receiving financial aid (69%, 550). There were 44% (344) of students in their first year at the college.

- A number of students first entered the college after working for a period of time (33%, 260) and 71% were employed regularly.

- When students were asked the major reason they selected College of Marin, 66% responded that the college offered the courses they wanted; 66% also cited the college's convenient location. Fifty-seven percent cited the low cost of attending, and 46.7% liked the fact that they could attend while working.

- Over 84% (659) of respondents rated the quality of education at the college as Excellent (33%) or Good (51%).

- The five services most used by students in spring 2007 were Library/LRC (470), Computer Services (331), Academic Advising/Course Planning (383), Cafeteria/Food Services (415), and Parking (526).

- Students indicated their level of satisfaction on 23 aspects of the college environment, including quality of instruction and challenge level and staff attitude, course availability, facilities, etc. The top six aspects with the highest levels of satisfaction (very satisfied or somewhat satisfied) were:
  1. Attitude of the teaching staff toward students (85%, 650);
  2. Class size relative to the type of course (84%, 645);
  3. Quality of instruction in your major area of study (81%, 588);
  4. Challenge offered by your program of study (79%, 570);
  5. Course content in your major area of study (79%, 563); and
  6. This College in general (78%, 576).

- The three aspects with the least satisfaction in the overall college environment (dissatisfied or very dissatisfied) were:
  1. Student Government (35%, 149);
  2. General condition and appearance of the buildings and grounds (51%, 374); and
  3. Classroom facilities (52%, 395).

Summary of Part 2:   Profile of the College

- Enrollment in the past decade steadily declined from 1997 to 2005. For the past three years, enrollment has been stable.

- Mirroring the ethnicity of the county, the college's credit students are primarily white. Most credit students attend college part time.

- The college's large Community Education program serves an older, white population interested in lifelong learning and cultural enrichment.

- The Non-credit ESL and Intensive English program serves a large Hispanic\Latino population.

- Distance education course offerings are static in comparison to the growth of distance education offerings at other colleges statewide.

- While college-wide student success and retention rates are strong, these rates are lower in the mathematics and English sequences, particularly in the developmental (pre-transfer) courses.

- The demographics of students taking classes in the five pathways differ.

- Almost half of the credit enrollment occurs in the transfer pathway, with another fifth occurring in workforce development.

- Overall, students report high satisfaction with the instructional quality and the institution in general, but a low level of satisfaction with the facilities.

CHAPTER 3

PROGRAMS AND SERVICES

This Educational Master Plan 2009-2019 is grounded in an analysis of the status and projections of the academic programs and services offered to students.

There are two common quantitative benchmarks of a community college's institutional effectiveness. First is enrollment: how many students take advantage of the college's programs and services? Enrollment at the College of Marin has been in decline for a number of years, though it has recently stabilized, as shown in the previous chapter. The summary statistic *weekly student contact hours* reflects the number of hours per week that instructors are in contact with students within a classroom or laboratory. Given that the population of Marin County is projected to grow at 0.4% per year for the coming decade, the college can expect to generate 136,099 weekly student contact hours in the near term (2014) and 138,843 by 2009, the end point of this plan. Rather than present weekly student contact hours for each academic program individually, suffice it to say that all college programs and services are expected to follow the college's overall low growth rate.

Another benchmark of the college's effectiveness is student achievement, specifically the rates of student success and student retention. Student success figures reflect the percentage of students who complete a course with a passing grade at the end of the semester. Student retention figures reflect the percentage of students who complete a course with either passing or non-passing grades at the end of the semester.

	College Five-year Average	Range
Student Success Rate	72.8%	30.6% to 100.0%
Student Retention Rate	87.6%	55.6% to 100.0%

Although the college averages for these indices are impressive, the averages for individual programs vary significantly. Refer to Appendix B and Appendix C for student success and retention data by academic discipline.

The remainder of this chapter presents a snapshot of each instructional and student service area as well as administrative units described in the Support of Learning Services section. Each area has identified programmatic changes that will take place during the term of this plan. The programmatic projections do not include maintenance-of-effort activities or specific requests for staffing or budgetary modifications as these are included in program reviews.

Academic Programs

Behavioral Sciences

The Behavioral Sciences Department offers courses in four disciplines that satisfy associate degree and transfer requirements, provide career/work training, and sustain lifelong learning. Psychology courses are designed to familiarize students with the facts, theories, and contemporary trends in psychology and human development and to show how these elements can be incorporated into a meaningful understanding of self and others. Anthropology courses cover the social, cultural, and biological bases of human behavior, diversity, and adaptations through anthropological concepts, methods and theories. Sociology courses provide the tools and intellectual framework to better understand human behavior and the society and global community in which human beings live. Behavioral Science courses are interdisciplinary in nature and bridge the disciplines of psychology, sociology, and anthropology.

The department works closely with community agencies to provide students with practical on-the-job experience in a variety of human services areas.

Career Education

The Career Education area is comprised of seven diverse and unique associate degree programs designed to prepare students for direct entry into the workforce.

The Administration of Justice Program is designed to provide a solid foundation of knowledge to prepare the student for initial employment or advancement in the law enforcement and correctional officer careers. The program offers nine courses toward either a certificate or an associate degree, and many of the courses are transferable to either California State University or University of California institutions.

The Automotive Collision Repair Technology program is designed to prepare students for entry into one or more of the many automotive collision repair and maintenance fields. It provides instruction in the four areas of auto collision repair: painting and refinishing, non-structural repair, structural repair, and mechanical and electrical repair.

The Automotive Technology Program prepares students to enter the automotive service repair industry and is certified by Automotive Technician Training Standards. It offers training at three levels: fundamentals (exploration of the industry), new career (for entry level employment) and working professional (skills upgrade and license maintenance).

The Business and Information Systems Program consists of accounting and management, business office systems, computer information systems, real estate, and statistics. Students include those who are transfer-bound, recent high school graduates, those with career goals in entry level jobs, working professionals seeking advance training, as well as those interested in personal growth, particularly in learning computer technology.

The Court Reporting Program prepares learners to pass the California Certified Shorthand Reporters licensing examination and the Registered Professional Reporter's certificate from the National Court Reporters Association. This program is recognized and regulated by the Court Reporters Board of California and prepares graduates for such career roles as Convention Reporter, Court Reporter, Deposition Reporter, Free Lance Reporter, or Hearing Reporter.

The Environmental Landscape Program serves students with diverse educational goals: professionals seeking enhancements in their skills and knowledge, students seeking employment through certification, transfer students, and lifelong learners interested in personal growth. The program offers instruction in design, installation and maintenance of environmentally responsible landscapes and includes coursework in design principles, landscape ecology, plant materials, ecology and management of soil, landscape materials and construction, pest management, and environmentally responsible irrigation.

The Machine and Metals Technology Program prepares students for entrance into metalworking occupations. It provides instruction in the theory and practical operation of lathes, milling machines, and related industrial machine tools. All credits may be applied toward the associate degree and transfer to a California State University.

Programmatic Projections

- Develop effective marketing strategies that include Career Days
- Move into the new Transportation Technology Facility
- Create a pilot program to train mechanics in alternative fuel conversion and transportation
- Assess the feasibility of starting a training program for Marin County Law Enforcement officers
- Acquire state-of-the-art equipment
- Develop partnerships with Marin County groups such as the Marin Conservation Corps and Marin Master Gardeners
- Update courses to reflect changing occupational fields

Communications

The Communications Department offers courses in five disciplines (English skills, communications, film, journalism and speech) that satisfy associate degree and transfer requirements, provide career/work training, provide pre-collegiate English skills development, and sustain lifelong learning. English skills courses involve the development of study and language skills leading to greater proficiency in oral and written English. Supplementing the broad composition courses in English skills, the English Skills Lab offers a variety of one-unit, self-paced courses in language skills development, one-on-one assistance to students enrolled in English skills lecture classes, and general education degree preparation. Communications courses provide theory and skills for students interested in mass media, television and films. Film curriculum is designed to provide both theory and skills to students interested

in films, film production, and film analysis. Journalism courses prepare students to become accurate and thorough researchers and precise writers. Speech courses provide instruction in effective communication, both from the perspective of the speaker and the listener, be it in a public speaking, interpersonal, intercultural, oral interpretation, small group or persuasive setting. The disciplines within the department collaborate with each other and with other departments to ensure a coherent and articulated menu of offerings.

Programmatic Projections

- Build enrollments in communications, English skills, film, journalism, and speech
- Implement "smart classrooms" for all speech classes
- Develop and support learning assistance for students in the English Skills lab

Community Education

The Community Education Department offers a variety of non-credit (free) and not-for-credit (fee-based) community services classes that provide opportunities for students to achieve personal, educational, and professional goals. Through Community Education, the college provides lifelong learning opportunities and classes that prepare students to enter college credit and transfer programs. Also offered are career development classes to serve working adults in the process of changing careers.

A large segment of Community Education offerings support English as a Second Language (ESL) learning. Please refer to the section on ESL for information about non-credit and fee-based programs offered in conjunction with this department.

Another segment of offerings are in the Noncredit Older Adult Program. Offered primarily through the Emeritus College, these health and safety, short-term, noncredit classes are designed to improve quality of life and provide opportunities for leisure learning and creative retirement.

Programmatic Projections

- Increase visibility of the college's Community Education offerings through increased direct-mail marketing and periodic open house events
- Provide more accessible parking for seniors
- Improve the array of Community Education offerings by developing an effective system for determining community desires and needs
- Form partnerships with community service agencies to provide countywide referrals
- Conduct surveys of continuing students to verify their levels of satisfaction related to customer service as well as course offerings
- Initiate an advisory group to assist in the development of new offerings and outreach strategies

English and Humanities

The English and Humanities Department offers courses in English composition and literature, as well as philosophy and the humanities, and offers associate degrees in English and humanities.

Coursework in English addresses student needs in basic skills and transfer level composition, as well as literature and creative writing. Course offerings in English are designed to guide students toward a number of closely-related goals: development of critical thinking abilities, creation of awareness and appreciation of their own and other's cultures, and realization of the importance to pay disciplined, informed, and critical attention to printed language and visual media as well as their own writing. Achieving prescribed learning outcomes leads students toward understanding, interpreting, and analyzing a variety of texts from different ages, social contexts, and genres, and toward examining, questioning and considering multiple perspectives that confirm and challenge their own view.

Courses in humanities enable students to seek an understanding of a broad cross section of cultural experience through such disciplines as literature, art, and other visual forms. Humanities courses create a broad base for the humanities major and also allows liberal arts students the opportunity to create an interdisciplinary major based on a particular interest.

The aim of philosophy courses is to create understanding of how the great minds of the past and present have perceived and responded to the most challenging questions about knowledge and reality and then to develop one's own philosophy. This discipline encourages the acquisition and development of creative thought processes.

Programmatic Projections

- Implement "smart classrooms" for all English classes, and provide for other aspects of campus technology in labs, classrooms and elsewhere to assist with face-to-face, hybrid and online courses
- Develop and support learning assistance for students in all levels of the composition sequence

English as a Second Language

The English as a Second Language (ESL) Program serves primarily the immigrant population of Marin County. For over 30 years, the college has been the primary resource for adult second language learners who have immigrated to the county. Many second language learners are Latino and Asian/Pacific Islanders, and almost a fifth of Marin County residents speak a language other than English at home, according to the 2000 Census. Through credit ESL classes, noncredit ESL classes, and a not-for-credit fee-based Intensive English Program, the college has assisted countless Marin residents and international students from over 75 countries.

Credit ESL offers instruction for non-native English speakers with intermediate to advanced levels of English proficiency. Students come with a variety of goals, from transferring and earning degrees to improving their skills for the workforce and for everyday life.

The core of the Credit ESL Program includes four levels in ESL and two additional courses that prepare students for freshman composition. At each of the four levels support is offered through supplemental classes that cover grammar/writing and reading/vocabulary. Student learning is also supported by pronunciation and listening and speaking classes along with work in a laboratory setting.

The college offers over 35 free, noncredit ESL classes, serving up to 1,200 students. The curriculum includes instruction in reading/writing and listening/speaking at different levels for beginning students to those who have completed the noncredit sequence and are on their way to the credit ESL sequence. Students are enrolled on a first-come, first-serve basis, and in most semesters the sections offered are not sufficient to fill student requests.

The Intensive English Program located at the Indian Valley campus serves 50 to 80 students who are either immigrants or international students with F-1 visas. This not-for-credit, fee-based program includes grammar, reading/writing and listening/speaking components with additional focus on TOEFL preparation and pronunciation. Students are placed according to ability in one of three levels (high-beginning/low-intermediate, intermediate or high intermediate/advanced). Placement is based on discreet skills; that is, students may be concurrently placed in an intermediate writing class but in a high-intermediate/advanced reading class. In addition to core classes, the program also offers four hours per week of language-related activities focusing on American culture.

Programmatic Projections

- Increase connections with English skills to better meet the needs of generation 1.5 students
- Create more partnerships with other disciplines to support ESL students in those disciplines
- Implement new testing procedures and improve assessment and placement
- Provide support for ESL student learning inside and outside the classroom to include high-need off-campus locations
- Develop and offer classes to assist ESL students in their pursuit of vocational certificates or degrees
- Evaluate course sequences in order to change, improve, update or add to course offerings in a well coordinated manner
- Ensure that all ESL classroom, staff and lab spaces are as welcoming and accessible as possible
- Develop a plan to better integrate the three segments of the ESL department
- Provide all segments of the ESL department at both the Kentfield and Indian Valley campuses
- Produce better marketing strategies to expand programs and recruit more students the world over

Fine Arts

The Fine Arts Department offers courses in the history and practice of visual arts in a wide variety of art media and applications. Instruction is delivered through lecture, demonstration, studio practice, and critique, and is designed to guide students through a series of levels from introductory to advanced. Programs in architecture, multimedia studies, interior design, and gallery management are included in this department.

The Architecture Program offers classes in history and practice to prepare students for the associate degree, transfer, vocational training, or personal enrichment. Recent additions to the curriculum emphasize training in green/sustainable architecture. The program aspires to add more classes in the future and to thereby create a curriculum which would provide architecture majors with a two-year program equivalent to the first two years at a University of California or California State University institution.

The Multimedia Studies Program's goal is to offer curriculum that is professional, cutting-edge, and relevant. The coursework leads to an associate degree or one of eleven skill certificates that foster student development in use of media software, and hardware for a wide variety of media such as film, video, and music.

Programmatic Projections

- Advocate for the modernization of the new Fine Arts building scheduled for completion in 2011

Health Sciences

The Department of Health Sciences is comprised of the following programs: Nursing Education, Dental Assisting, Medical Assisting, Early Childhood Education, Phlebotomy, and Emergency Medical Technician Basic. The department offers courses that satisfy associate degree and transfer requirements, provide certificates in career and workforce training, and fulfill lifelong learning. All programs are accredited by state and or national organizations and prepare students for state certification and/or state licensing.

The health science programs provide education and training in the workplace to meet emerging demands for early childhood education and health care delivery. Statewide, the field of early childcare education projects a need for 50,000 new teachers statewide in the next five years. Health care continues to be one of the fastest growing industries in California and faces unprecedented challenges to its delivery systems. The Medical Assisting Program prepares students to perform a variety of clinical, laboratory and administrative functions and skills necessary for employment as a team member in medical offices or clinics. The Phlebotomy Program provides didactic and clinical instruction in the state-mandated curriculum related to the skills required to practice phlebotomy in a laboratory or clinical setting. The Dental Assisting Program prepares the student with the education and technical skills required to function successfully as a chair-side dental assistant with the essential aspect of office procedures. The Emergency Medical Technician Program teaches students to provide basic life support services including assessing, treating, and transporting patients to prevent further injury, illness, and/or loss of life. The Nursing Education Program prepares students with the knowledge and skills to practice as a registered nurse.

Programmatic Projections

- Provide education and training programs that meet emerging demands for health care industry workers, including
  - revising or developing of new courses in digital X-ray and electronic charting; and
  - providing opportunities for faculty development in pedagogy for distance education
- Evaluate educational programs through accreditation/approval self study analysis (phlebotomy, registered nursing, dental assisting, emergency medical technician)
- Develop partnerships that encourage collaboration between health care employers and education providers
- Design state of the-art new instructional space at both Indian Valley and Kentfield campuses and plan for move into new space which includes examining the organizational structure of health sciences with location on two campuses
- Expand outreach activities to grow health programs
- Collaborate with Sonoma State University in transfer activities by completing the ADN to MSN articulation grant for the class of 2010
- Collaborate with San Francisco State University's Child and Adolescent Development program to offer a baccalaureate degree completion program on site at the Indian Valley campus
- Participate with Baccalaureate Pathways in Early Childhood Education project to complete transfer articulation of 24 core early childhood education units to the California State University System

Life and Earth Sciences

The Life and Earth Sciences Department offers courses in three disciplines that satisfy associate degree and transfer requirements, provides career/work training, and sustains lifelong learning. Biology courses provide for the study of the science of life and of living organisms, including their structure, function, growth, origin, evolution, and distribution. Geology examines the origin, history, and structure of the earth. Geography studies the earth and its features, including the distribution of life on the earth and the effects of human activity. Featured programs within the department include a Certificate of Achievement in natural history and a Skills Certificate in environmental science. The disciplines within the department work collaboratively with each other and with the departments of Mathematics and Physical Sciences to ensure a coherent and articulated menu of offerings.

Programmatic Projections

- Devise and implement a plan for sustainable funding of the field-study courses within the department
- Move into new Math, Science & Central Plant Complex upon completion of construction

Mathematics

The Mathematics Department offers courses in mathematics to satisfy associate degree and transfer requirements, basic skills development, and lifelong learning. Mathematics courses emphasize applied and contextual-based problem solving. The program seeks to develop in students the level of mathematics competence appropriate for their educational goals, to foster appreciation for mathematics as part of human culture, and to provide a climate conducive to intellectual growth of students and faculty. The department works collaboratively with the departments of Physical Sciences and Life & Earth Sciences to ensure a coherent and articulated menu of offerings.

Programmatic Projections

- Develop and implement a plan to modernize the operations of the Math Lab
- Develop and implement a plan to enhance student success in basic-skills levels of mathematics
- Move into new Math, Science & Central Plant Complex upon completion of construction

Modern Languages

The Modern Languages Department includes six disciplines: Spanish, French, Italian, Japanese, Chinese, and American Sign Language (ASL), with associate degrees offered in Spanish and French. Four of the six disciplines (Spanish, French, Italian, and Japanese) offer the complete lower division curriculum in the language in preparation for an undergraduate baccalaureate major. All modern language courses transfer to University of California and California State University institutions. Transfer students in each language discipline complete introductory courses to fulfill the IGETC requirement for "language other than English." Courses beyond the introductory courses fulfill requirements in other IGETC General Education categories.

Programmatic Projections

- Participate in the development and implementation of the global studies learning community by:
  - linking classes with other disciplines (ESL, history, political science, international and ethnic studies)
  - encouraging the success of high school students in the classes of the learning communities
  - creating a master schedule of linked classes

Performing Arts

The Performing Arts Department offers programs in three disciplines: music, dance, and drama. All performing arts programs are proud to present quality performances for the cultural education and development of the Marin County community.

The Music Program provides courses to introduce the general education student to the history and practice of music as well as to provide a solid foundation for advanced study culminating in transfer and/or an associate degree. The music program also provides an opportunity for teachers and music professionals to develop and maintain their musical skills and knowledge, including their ability to interpret and perform music of various historical periods and styles in a variety of musical ensembles, large and small.

The Dance Program offers instruction in a number of dance forms, as well as a complete program leading to an associate degree. The program also provides a means for creative expression of the personal side of human nature as well as developing high levels of physical and mental skills. Through the study of dance, students gain an understanding and appreciation of dance as an art form whether their goal is a career in dance or the sheer pleasure of movement.

The Drama Program offers a selection of coursework and performance opportunities for the drama major leading to an associate degree as well as courses for the non-major. Students have the opportunity to participate in all aspects of drama production including acting as well as various facets of technical theater such as sets, costumes, properties, lighting and sound.

Programmatic Projections

- Revise the college's policies on coursework repeatability as appropriate
- Acquire and adequately maintain equipment to strengthen programs
- Revise coursework to keep programs updated

Physical Education/Health/Athletics

The Physical Education, Health Education and Athletics programs serve a broad student population. The department promotes responsibility for students achieving their academic goals as well as for enhancing their overall wellness. Physical and health education play pivotal roles in educating the student population about their risks of lifestyle diseases. The athletics programs provide student-athletes with the opportunity to develop their academic, athletic, and social skills through participation in intercollegiate sports. The department serves six groups of students: vocationally-oriented, student-athletes, students completing their general education requirements, transfer students majoring in physical education, lifelong learners, and those students interested in making lifestyle changes that promote wellness and fitness.

Departmental goals are accomplished by offering a wide range of physical and health education courses. These offerings attract a cross-section of the student population, therefore creating a student community that is diverse in age, gender, socioeconomic status, ethnicity and educational level.

The department has a Wellness and Fitness Advisory Board comprised of community members, faculty, and students.

Programmatic Projections

- Evaluate current curriculum at all levels (course, degree, and certificate) and make adjustments as needed to align curriculum with students needs
- Expand offerings in women's athletics in order to fully comply with the mandates of Title IX

Physical Sciences

The Physical Sciences Department offers courses in five disciplines—chemistry, physics, engineering, astronomy, and computer science—that satisfy a range of student needs including the fulfillment of requirements for an associate degree in physical sciences, transfer, career-entry, and lifelong learning. The majority of the students are on track to transfer to four-year and/or professional schools, including medical, dental, pharmacy, veterinary, and discipline-specific graduate programs.

Chemistry is the science of the composition, structure, properties, and reactions of matter, especially of atomic and molecular systems. The courses include remedial/introductory chemistry, courses that satisfy general education and pre-nursing requirements and advanced science/engineering level transfer courses. Physics is the science of matter and energy and of interactions between the two. Physics courses include introductory courses that satisfy general educational requirements as well as both non-calculus and calculus based transfer courses. Engineering is the application of scientific and mathematical principles to practical ends such as the design, manufacture, and operation of efficient and economical structures, machines, processes and systems. This discipline's offerings are transfer courses in materials, statics, circuits, and graphics. Astronomy is the study of matter in outer space, especially the positions, dimensions, distribution, motion, composition, energy, and evolution of celestial bodies and phenomena. The introductory courses in astronomy as well as a laboratory course appeal to non-science majors seeking to satisfy their general education physical science requirements. Computer science is the study of computer technology, including hardware and software. The disciplines within the department work collaboratively with each other, and with the departments of Mathematics and Life & Earth Sciences to ensure a coherent and articulated menu of offerings.

Programmatic Projections

- Build enrollments in engineering and computer science
- Advocate for the modernization of physics labs
- Move into new Math, Science & Central Plant Complex upon completion of construction

Social Sciences

The Social Sciences Department is a multi-disciplinary department offering courses that provide analytical and theoretical studies of human society through various specialized disciplines including history, social sciences, geography, political science, education, economics, and ethnic studies. History, social sciences, and cultural geography provide analytical and quantitative analysis of past events and their impact on human history, the environment, and social decision processes. Political science is designed to understand the process of political behavior and the practices of governance and authority. The discipline of education encompasses teaching, learning, and the acquisition of pedagogical skills. The discipline of economics studies the relationship between human behavior relative to issues of production, distribution, and consumption of wealth. Ethnic studies offer background and analysis around issues of diversity and culture in the context of the American experience.

Programmatic Projections

- Develop a comprehensive program of social science courses on both campuses in the Marin Community College District
- Work collaboratively toward new social science degree requirements and guidelines

Student Services

Admissions and Records

The Office of Admissions and Records operates on both campuses and is the primary contact for students, faculty, classified staff and administration with regard to student admission and enrollment in credit, noncredit, community education and Open College, as well as information about grades, graduation eligibility, attendance accounting and other student records.

The office is committed to providing information that is clear, accurate, and consistent, and maintains and protects student records in a manner consistent with federal and state regulations.

Programmatic Projections

- Increase online student access to admissions, enrollment and payment functions by 80% in two years with enhanced technology
- Implement electronic degree and certificate audit
- Implement a one stop, online and in-person faculty resource and support system for attendance, grading, and enrollment policies and procedures
- Implement fee collection and reimbursement policies and procedures

- Establish a seamless integration with the Information Technology (IT) Group, the Research Office and the Business Office in MIS (Management Information System) reporting to ensure 100% completeness and accuracy

- Work collaboratively with other Student Development areas to enhance timely and effective communication to inform students of available services and programs

- Establish and process student requests concerning awarding of external credits, COM degrees, certificates, and general breadth/IGETC transfer certification

Career and Transfer Services and Job Placement

The Transfer and Career Center supports students in their pursuit and planning of individual career paths by providing access to research tools that aid in the understanding of required educational training and preparation of career objectives. This assistance is provided through access to online resources, staff support, and courses in career life skills planning, career exploration, and effective job search strategies.

The Job Placement Center provides job listings for part-time employment opportunities and housing opportunities. Job fairs are offered several times a year with representatives from approximately 30 local employers.

Programmatic Projections

- Develop targeted career-related services to address the goals identified in the five academic pathways

- Integrate career and transfer information to better help students identify their educational plan towards a career goal by publishing a guide on careers and their related academic paths and majors

- Establish internal and external partnerships with Financial Aid, Job Placement Office, and County Employment One Stop Services to provide the college's students with more work experience and vocational programs

Children's Centers

The Children's Centers at the Kentfield and Indian Valley campuses provide high quality, low-cost childcare, five days a week, to an average of 70 children based on state family income guidelines. Services include: nutritious breakfast, lunch and snacks; a curriculum focused on pre-academic readiness and meaningful play experiences; and a balanced routine of structured and unstructured exploration time designed to meet the varying needs of all the children.

The children are taught by skilled, state-certified teachers. The goal of the curriculum is to support children's inquiry and provide many concrete experiences that will help children build the various developmental skills—language, social, emotional, cognitive and physical. Staff members promote an environment where cultural diversity and individual differences are honored and celebrated.

The Children's Centers operate as a lab school for student-teachers in the Early Childhood Education Department where they can

apply the best practices and teaching techniques presented in their classes. Students in Behavioral Science classes also participate in the Centers to fulfill class assignments.

Programmatic Projections

- In the short term, improve the Kentfield Center facility in both classroom environment and health and safety areas. In the long term, move to a new facility described in the college's Facilities Master Plan

- Develop the Centers more fully as a quality preschool and ECE instructional lab for Early Childhood Education students by placing it under the ECE Department

Counseling

The Counseling Department focuses its efforts on academic, career and personal counseling as it relates to the student's educational progress. Services are provided at both the Indian Valley and Kentfield campuses during day and evening hours.

In addition to individual counseling sessions, counseling faculty offer timely and topical workshops to coincide with key events, such as Transfer Workshops to coincide with transfer application deadlines. The department offers university transfer coursework in subjects such as college success, study skills, career exploration, interpersonal skills, peer counseling and group process to help students develop the self-knowledge, academic study skills, and social skills that are needed for college success.

Counselors participate in outreach activities in the high schools and community organizations to work directly with prospective students and to orient staff of these institutions about the college. Counselors serve as consultants to faculty members on how to best support students' academic progress. Monthly in-service training sessions are held for counselors on new programs, requirements, policies and procedures, and technologies.

Programmatic Projections

- Implement technology to enhance student success, such as electronic educational plans and automated early alert system

- Strengthen internal partnership with instructional faculty by formalizing and systematizing interactions

- Establish a comprehensive intervention program for academically at-risk students

Financial Aid

The Financial Aid Office offers student financial aid assistance to all students who qualify on the basis of financial need. Eligible students receive funds in the form of grants, scholarships, fee waivers, loans and/or work study programs. Types of financial aid available include federal grants (PELL, SEOG), state grants (BOGW, EOPS, Cal Grants), Marin Education Fund Grants (MEF), and the College Work-Study Program. Student loans such as emergency loans are provided by the College of Marin Foundation and the Associated Students, as well as the Federal Stafford Subsidized Loans.

Financial aid services are provided at both Kentfield and Indian Valley campuses to serve both the day and evening credit students.

Programmatic Projections

- Complete Banner implementation within two years
- Integrate the Financial Aid Office in-reach and out-reach advertising and recruitment efforts with the Outreach Office
- Target more relevant and timely financial aid services to specific students identified by population query methodology from the student database

Health Center

Health Services enhance the students' educational process by removing or modifying health related barriers to learning, promoting wellness, enabling individuals to make informed decisions about health-related concerns, and empowering students to be self-directed and well-informed consumers of health care services.

The Health Center is open Monday through Friday from 8:30 a.m. to 4:00 p.m. and is staffed by a full-time clinical nurse practitioner, two part-time health assistants, a part-time contact physician, and a mental health counselor. The center provides emergency first aid, treatment of acute, non-chronic illnesses, immunizations, certain medical testing, mental health counseling, limited low cost medications, over-the-counter medications, low-cost health insurance and dental plans, and referrals to low cost agencies in the community. Health education programs include flu vaccinations, HIV and STD testing, First Aid and CPR courses, and dissemination of a variety of health literature intended to address current community health issues.

Through collaborative efforts, Health Services is involved in emergency preparedness, planning and education for the campus community and works with Human Resources to maintain employee compliance with the Education Code.

Programmatic Projections

- Acquire health service technology such as electronic appointment and patient records retrieval system to promote operational efficiency
- Increase hours of operation to provide health services for evening students
- Increase health education and promote preventive healthcare in wellness and disease prevention workshops and special events

Library/Learning Resources

The library provides books and electronic databases to students, faculty and the community. Library faculty support information literacy through orientation sessions geared to the needs of particular courses, one-to-one student assistance, and a library orientation course.

The Tutoring Center, located on the Kentfield campus, offers free drop-in and small group tutoring to students in nearly all disciplines. Between 600 and 700 students receive tutoring each semester and the hours increase each semester.

The English Writing Center, including an online option for students, offers professional tutoring on a drop-in basis for students enrolled in any course, with special emphasis on courses in the required writing sequence.

The Basic Skills English Center offers professional tutoring on a drop-in or appointment basis for students enrolled in basic skills English courses, and supports a range of self-paced courses in discrete basic reading and writing-related skills. General Education Degree (GED) courses are also supported.

The Media Center provides student access to electronic media resources in an open-access computer lab. The Media Center staff members facilitate student and faculty use of educational technologies, including distance learning. The Distance Education Support Center, located within the Media Center, provides academic tutoring and support for testing in distance education courses.

Programmatic Projections

- Create print materials, signage, and staff training to direct students to learning resources
- Conduct program review of academic support services, including evaluation of college-wide student needs, and assessment of the sufficiency, relevance and effectiveness of learning resources in supporting student learning
- Increase outreach and services to basic skills students through the Basic Skills Initiative
- Enhance academic support services' interface with student support services through collaboration, communication, and establishment of clear links for basic skills students through learning communities and counseling caseloads
- Integrate academic support services into a coherent and clearly articulated network that identifies, addresses, and supports student needs

Matriculation

The Matriculation program is an integrated set of services designed to enhance student success through coordinating fundamental student services. The specific services are: new student admissions and orientation to college, skills assessment and placement for English, ESL, and mathematics, counseling and advising, educational planning, follow-up counseling and retention interventions, prerequisites validation and enforcement, training and coordination of services, and research into the effectiveness of these and other services in increasing student success.

These matriculation services for both credit and noncredit students are funded categorically by the State Chancellor's Office. The College's Matriculation Program in turn funds and coordi-

nates with departments such as the Admissions Office, Testing Office, Counseling, Transfer and Career Center, and Research Office to provide the services.

Programmatic Projections

- Review current matriculation policies and procedures and revise them to ensure consistency and clarity

- Improve technology to enhance direct services to students, such as online orientation, electronic educational planning, computerized monitoring of student academic progress, and management of student communication through the student web portals

- Develop a plan to coordinate services to targeted under-served, at-risk and under-prepared students

- Provide regular training for staff and faculty on services and processes in order to meet the needs of our changing student population

Outreach

The Office of Outreach and School Relations connects college resources to the educational aspirations of the Marin County community. Activities include developing close working relationships with the area high schools, establishing contacts with community-based organizations, networking with elementary and middle schools to promote higher education and to develop a pipeline of information to support potential college students and their parents, and training and deploying Student Ambassadors to the high schools and community organizations to provide peer guidance to interested students.

To recruit under-represented and under-served students in the county, the office presents information on higher education access, financial aid and scholarships, immigration rights, cultural awareness, college life, and career paths to targeted populations.

Programmatic Projections

- Develop a comprehensive outreach program to under-served areas in Marin County, such as Marin City

- Develop an individualized approach to outreach with high school prospects

- Implement technology to facilitate the operation of the Outreach Office, such as creating a "smart" database and using the Banner recruitment module

Special Programs

The following programs are specially funded by the State Chancellor's Office to provide services to targeted populations above and beyond the services provided by the college:

The **Disabled Students Program and Services (DSPS)** supports students with verifiable disabilities by providing services, accommodations and academic adjustments to enhance the students' chances of achieving their educational goals. The program further seeks to educate the college community and foster an environment of understanding and acceptance of students with diverse abilities. Direct services of the program such as intake and counseling, the High Tech Center, learning disability testing, adaptive physical education, interpretive services, accessibility services, specialized testing, class aids, note-takers, and specialized equipment support students with visual, hearing, mobility, developmental, acquired brain injury, learning and psychological disabilities. In 2007-2008 DSPS served approximately 900 students.

The **Extended Opportunity Programs and Services (EOPS)** serves to increase the enrollment and success of students entering community college with the disadvantage of economic need and academic and/or sociological barriers that may make it difficult for them to succeed. All EOPS students are on financial aid and all EOPS students have significant basic skills, linguistic or sociological barriers that present an added challenge to college success. The EOPS program provides outreach and recruitment, orientation to college, priority registration, testing and assessment, and academic, transfer, career, and personal counseling. During the course of the semester, students' progress is monitored. When appropriate, students are referred to additional basic skills and tutoring support. Cooperative Agencies Resources for Education (CARE) is a special support for EOPS students who are single parents with children under the age of 14. Given the tremendous burden single parents face in returning to school to obtain an education, the legislature had provided additional funding to help single parents succeed in college and become self-sufficient. In 2007-2008, these two combined programs served approximately 300 students per semester.

The **CalWORKs Program** supports students referred to the college by the County Office of Human Services. These students are all single parents with few marketable job skills who are currently unable to provide adequately for their families. These students are pursuing vocational and career education that will allow them to care for their families independently. This collaborative program between the County Welfare Office and the College of Marin uses federal, state and county money to support students in their vocational educational goals. Students work closely with the college CalWORKs staff as well as the county CalWORKs support staff and job developer. Each student develops a specific education plan that will lead him/her toward a career goal. While attending the college, the student's progress is monitored to ensure participation in academic courses as well as participation in goal-directed work activities. The CalWORKs counselor and program staff ensure that the CalWORKs students are acquainted with and use the college's resources such as Financial Aid, EOPS/CARE, DSPS, Tutoring, the Transfer and Career Center, the Health Center and Job Placement to support their vocational goal. In 2007-2008 the program served approximately eighty students.

Programmatic Projections

- Ensure that all of the mandated functions in each program are quantifiable as student learning outcomes

Student Affairs/Student Government

The Office of Student Affairs supports, encourages and provides opportunities for students to develop themselves as complete individuals through educational, social, athletic and other co-curricular activities. The activities include supporting student involvement in student government and institutional governance; providing opportunities for student involvement in campus clubs and community activities that foster cultural and social enrichment; and providing opportunities for students to participate in intramural competitions which foster teamwork and self-confidence.

Programmatic Projections

- Conduct a study and implement a plan to increase the rate of student participation
- Develop community awareness and leadership characteristics in the students by providing leadership training opportunities, such as classes, workshops, and conferences

Support of Learning Services

Administrative Team

The Superintendent/President is the chief executive officer of the district serving under the direction of a locally elected, seven-member Board of Trustees. The Superintendent/ President provides overall administrative leadership to the college and monitors institutional adherence to the policies prescribed and adopted by the Board of Trustees. The Superintendent/President also provides institutional leadership in carrying out the mission and strategic goals of the college. The college's administrative team also includes two vice presidents, one executive dean, five deans, fourteen directors, and one chief information officer. The vice presidents, Executive Dean of Human Resources/Labor Relations and two of the directors (Communications/ Community Relations and Organizational Development/Institutional Effectiveness) report directly to the Superintendent/President.

Led by a vice president, the Office of Student Learning is responsible for the achievement and maintenance of a high-quality academic program for the college's students. This responsibility includes the development and delivery of both a credit and noncredit program and the support of high teaching standards. Five deans, supported by eight directors, provide direct oversight for the tasks related to the provision of these services.

The Office of College Operations, also led by a vice president, supports the mission of the college by providing risk management, financial planning, and contract management as well as coordinating these operating departments: Fiscal Services, Safety and Police Services, Maintenance and Operations, and Information Technology. Each of the first four departments is led by a director; Information Technology is led by a chief information officer.

Communications and Community Relations

The Communications and Community Relations office is responsible for college marketing, advertising, publicity, public relations, public information, the college website, graphics, copying and print publications. The services encompass a broad range of internal and external communications functions that play an important part in the overall success of the college.

Fiscal Services

Fiscal Services supports the college's goals and objectives by providing services in the areas of accounting, budgeting, finance, payroll, grants, and purchasing. The specific services are: financial analyses necessary for management to make resource allocation decisions; online access to financial information, budgets, requisitions and purchase orders for current status of resources available to all departments; and timely payments to employees and vendors to ensure maintenance of critical relationships needed to provide educational services to our college community.

Human Resources

The Human Resources Department is a strategic partner with administration, faculty, and staff in supporting the college mission by providing a comprehensive range of centralized, human resource management services for employees including recruiting, developing, supporting and retaining qualified and diverse employees. Such responsibilities include planning for future institutional needs and providing professional development to enhance employees' competencies.

Information Technology

Information Technology Services provides the infrastructure and services required to facilitate the work of administrative and academic offices and the education of students in the Marin Community College District. Information Technology Services assists in the planning and delivery of information services necessary to accomplishing the goals of the college's educational master plans and initiatives by providing:

- Project planning;
- Functional and technical consulting;
- Daily technical assistance in support of the teaching and learning process and administrative functions; and
- Reliable, fast, secure, and easy-to-use access to computer, voice, and network systems and services.

Maintenance and Operations

The Maintenance and Operations Department supports the college mission by providing building maintenance, facilities repairs, custodial and grounds services on campus. The department is responsible for planning and coordination of capital and scheduled maintenance projects, and compliance with the Americans with Disabilities Act.

The department attends to maintaining clean, comfortable, safe, sustainable college facilities and grounds, repair, modernization,

maintenance, landscaping, field maintenance, pool maintenance, integrated pest management and waste management programs on all campuses and college facilities.

Organizational Development and Institutional Effectiveness

The office of Organizational Development and Institutional Effectiveness provides guidance, leadership and evaluation tools for the participatory governance system, enrichment programs for staff development, leadership for data-related task forces, centralized software for administrators to track objectives, reports for both institutional research and external reporting agencies and research for grants development. Serving as the accreditation liaison, the director monitors and evaluates progress of required standards, consults with administrative, faculty and classified staff members and produces reports to meet accreditation requirements.

Police Department

The Marin Community College District Board of Trustees has authorized the District to maintain a Police Department. The department supports the educational process by providing a safe and secure environment for students, faculty and staff.

Under direction of the Chief of Police, the Marin Community College District Police provide 24-hour-a-day patrol protection to both the Kentfield and Indian Valley campuses, parking lots and open space property owned by the District. The department adheres to the standards for selection and training of peace officers as established by the laws of the State of California and regulations adopted by the California Commission on Peace Officer Standards and Training. All District Police Officers are vested with full law enforcement powers and responsibilities, identical to local police or sheriff's deputies.

Officers are responsible for a full range of public safety services, including crime reports, investigations, medical emergencies, fire emergencies, and traffic accident investigations, enforcement of laws regulating use of alcoholic beverages on campuses, the use of controlled substances, weapons, disturbances, and all other incidents requiring police assistance. The police department participates in the countywide Mutual Aid Agreements with external law enforcement agencies.

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CHAPTER 4

CHALLENGES AND RECOMMENDATIONS

Introduction

Based on an analysis of the college's internal and external challenges, this chapter presents recommendations in four areas essential to the ongoing success of the college:

- Student Access;
- Student Learning and Success;
- College Systems; and
- Community Responsiveness.

Each section begins with a summary of the relevant challenges followed by recommendations that are intentionally broad enough to cover the ten-year term of this Educational Master Plan. The specific, measurable steps the college will take to implement these recommendations will be developed in three-year strategic plans, in keeping with the integrated planning process described in Chapter 1. These strategic plans will include specific action steps, timelines, and parties responsible for completing or ensuring the completion of the action steps.

This chapter defines a robust agenda for institutional improvement. The opportunities for progress and the strengths of the college's faculty and staff are equal to the college's challenges. With these recommendations as a guide, the college will take full advantage of those opportunities and strengths.

Student Access

The Challenge: The college's enrollment, while declining in recent years, has stabilized. However, due to a variety of factors, the college cannot rely on population growth leading to significant enrollment growth.

Population growth in the College of Marin service area is stable and will not lead to a significant increase in enrollment. The college has yet to develop a complete offering of courses and services that would allow students to take advantage of anytime/anywhere delivery of instruction and services or to access on-campus course offerings at non-traditional times (evenings, weekends) on a large scale. On-campus attendance is still required for students to complete general education courses, programs, and degrees and that coursework is offered within a relatively limited time schedule. Over the past five years, several newspaper articles have reinforced the perception that the college's culture is one of conflict, a perception that diminishes the college's reputation.

Recommendations

Student Access 1. Systematically address the reality and the perception that the college has a culture of conflict and mistrust.

Student Access 2. Assess and make changes as needed in the class scheduling practices of programs, including the consideration of various non-traditional scheduling options, additional distance education offerings, and new career technical education courses and programs designed to meet business and community needs.

Student Access 3. Support distance education offerings by providing:

- the hardware and software needed to offer online courses successfully;
- faculty training in online instruction, and;
- evaluation of all aspects of distance education.

Student Access 4. Develop, implement and annually assess plans to improve student access, including enrollment at the Indian Valley campus.

Student Access 5. Develop, implement, and assess a plan to expand outreach activities that involve all segments of the college community and that target high school students, under-represented groups, and growing segments of the county's population.

Student Learning and Success

The Challenge: Many students are not completing their educational plans in a timely manner.

There is wide variation of retention and success rates across programs (see Appendix B and Appendix C). Many students have trouble completing their mathematics and English sequences. The college has yet to develop processes for systematically tracking student progress and success and using that information to intervene at key points in students' matriculation.

Recommendations

Student Learning and Success 1. Develop, implement, and evaluate a college-wide plan for student retention and success.

Student Learning and Success 2. Review and revise the designation of courses into the five student pathways.

Student Learning and Success 3. Develop, implement, and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking basic skills, mathematics, English, and ESL courses. Then develop, implement, and evaluate strategies for the use of that information to improve student success.

Student Learning and Success 4. Improve the coordination of basic skills programs and services by implementing needed changes as identified in the college's basic skills self-assessment, such as adjustments in curricular alignment, assessment procedures, scheduling practices, and support services.

College Systems

The Challenge: Some college systems are underdeveloped and have not been fully adapted to changing times and current practices.

Several systemic issues have been identified in previous planning efforts. Facilities is one such issue. Although major renovations of facilities are funded through the Measure C bond modernization program, all facilities in need of updating are not currently funded. The Indian Valley campus is underutilized and needs extensive physical rehabilitation and recent increases in enrollment have strained this campus' existing staffing and internal systems. The college also lacks the technological infrastructure and professional development needed to increase distance education and hybrid class offerings. Instructional technology in support of student learning has not kept pace with the level of service and student access to technology available in many local high schools. A research agenda that focuses on student learning is needed in order to fully comply with accreditation standards. Finally, the college has not yet implemented an integrated process for effective educational and strategic planning which is needed to face the challenges over the next decade.

Recommendations

College Systems 1. Develop, implement, and evaluate a plan that addresses the physical plant, educational use, and district support of the Indian Valley campus.

College Systems 2. Actively pursue all avenues to update facilities, develop processes for accountability related to adherence to timelines, and review and update the College of Marin Facilities Master Plan 2004 as needed.

College Systems 3. Prepare, implement, and evaluate a college technology plan that identifies the policies, hardware, software, and training needed to improve student, staff and faculty access to the effective use of technology in instruction.

College Systems 4. Using the college's collaborative processes, develop a research agenda that addresses student learning.

College Systems 5. Fully implement the integrated planning process, with special attention to the development of three 3-year Strategic Plans in support of this Educational Master Plan.

Community Responsiveness

The Challenge: Rapidly changing community needs require the college to continually assess and respond appropriately.

Individuals within the college participate in advisory committees and local boards and partner strategically with various community agencies and workforce initiatives. However, because there is not a shared, systematic process for this community feedback to become widely known on campus, the college's ability to fully respond is impeded. In addition, many Marin County residents need offerings that fit their work schedules. The College of Marin does not currently provide an array of course offerings during times, days, and methods of delivering instruction that match the needs of commuters or working adults.

Recommendations

Community Responsiveness 1. Develop and enhance communication strategies to solicit business and community feedback and ensure that the feedback and business/community assessments are shared and understood campus-wide.

Community Responsiveness 2. Strengthen internal processes to respond quickly and appropriately to business and community needs.

Community Responsiveness 3. Include the assessment of local business/industry needs in the annual research agenda.

Community Responsiveness 4. Conduct ongoing, data-driven, community-based evaluation of new, emerging and revised career and technical education programs and services.

Community Responsiveness 5. Assess and make changes as needed in the class scheduling patterns and practices so that the times, days, and methods of delivering instruction match the needs of commuters and working adults.

APPENDICES

Distribution of Courses to Pathways   **Appendix A**

Pathway Code	Description
BS	Basic Skills
CE	Cultural Enrichment
CRE	Career Education
LLL	Life Learning
T	Transfer

Course	Pathway	Course	Pathway	Course	Pathway
BIOL 99	BS	ENGL 73L	BS	ESL 55	BS
BOS 35	BS	ENGL 74	BS	ESL 56	BS
BOS 44	BS	ENGL 74L	BS	ESL 58A	BS
BOS 70A	BS	ENGL 75	BS	ESL 58B	BS
BOS 70B	BS	ENGL 76	BS	ESL 60	BS
BOS 76	BS	ENGL 77	BS	ESL 63	BS
COUN 114	BS	ENGL 77L	BS	ESL 64	BS
COUN 114B	BS	ENGL 78	BS	ESL 65	BS
COUN 115A	BS	ENGL 78L	BS	ESL 66	BS
COUN 115B	BS	ENGL 79	BS	ESL 67	BS
COUN 125	BS	ENGL 79L	BS	ESL 70	BS
COUN 125L	BS	ENGL 92	BS	ESL 73	BS
COUN 130	BS	ENGL 92L	BS	ESL 74	BS
COUN 133B	BS	ENGL 94	BS	ESL 75	BS
COUN 140	BS	ENGL 95	BS	ESL 76	BS
COUN 141	BS	ENGL 95L	BS	ESL 78	BS
COUN 142	BS	ENGL 96	BS	ESL 80	BS
COUN 249A	BS	ENGL 96L	BS	ESL 80V	BS
COUN 249B	BS	ENGL 97	BS	ESL 82V	BS
COUN 249C	BS	ENGL 97L	BS	ESL 83	BS
ENGL 12	BS	ENGL 98	BS	ESL 84	BS
ENGL 13	BS	ENGL 98A	BS	ESL 84AV	BS
ENGL 14	BS	ENGL 98B	BS	ESL 86	BS
ENGL 15	BS	ENGL 98C	BS	ESL 87	BS
ENGL 16	BS	ENGL 98SL	BS	ESL 87A	BS
ENGL 17	BS	ENGL 116	BS	ESL 88A	BS
ENGL 18	BS	ENGL 117	BS	ESL 88B	BS
ENGL 62	BS	ENGL 120	BS	ESL 89A	BS
ENGL 62L	BS	ENGL 120SL	BS	GEOL 99	BS
ENGL 70	BS	ESL 39B	BS	LIBR 110	BS
ENGL 71	BS	ESL 40L	BS	MATH 103A	BS
ENGL 71L	BS	ESL 47	BS	MATH 25	BS
ENGL 72	BS	ESL 50	BS	MATH 90	BS
ENGL 72L	BS	ESL 53	BS	MATH 95	BS
ENGL 73	BS	ESL 54	BS	MATH 95A	BS

Course	Pathway	Course	Pathway	Course	Pathway
MATH 95AL	BS	ART 141	CE	ART 270	CE
MATH 95B	BS	ART 144	CE	ART 271	CE
MATH 95E	BS	ART 145	CE	ART 275	CE
MATH 95G	BS	ART 146	CE	ART 276	CE
MATH 95K	BS	ART 147	CE	ART 278F	CE
MATH 95L	BS	ART 148	CE	ART 278T	CE
MATH 101	BS	ART 152	CE	ART 280	CE
MATH 101A	BS	ART 153	CE	ART 281	CE
MATH 101B	BS	ART 161	CE	ART 285	CE
MATH 101X	BS	ART 162	CE	ART 286	CE
MATH 101Y	BS	ART 165	CE	ART 290	CE
MATH 102G	BS	ART 166	CE	DANC 112	CE
MATH 103	BS	ART 170	CE	DANC 115	CE
MATH 103B	BS	ART 171	CE	DANC 116	CE
MATH 103G	BS	ART 176	CE	DANC 117	CE
MATH 103S	BS	ART 177	CE	DANC 118	CE
MATH 103X	BS	ART 180	CE	DANC 119	CE
MATH 103Y	BS	ART 181	CE	DANC 120	CE
STSK 70	BS	ART 185	CE	DANC 121	CE
STSK 76	BS	ART 186	CE	DANC 122	CE
STSK 77	BS	ART 190	CE	DANC 123	CE
STSK 161	BS	ART 191	CE	DANC 126	CE
STSK 161A	BS	ART 192	CE	DANC 127A	CE
W E 299A	BS	ART 193	CE	DANC 127B	CE
W E 299B	BS	ART 214	CE	DANC 130A	CE
W E 299C	BS	ART 215	CE	DANC 131A	CE
ART 112	CE	ART 216	CE	DANC 131B	CE
ART 113	CE	ART 217	CE	DANC 132	CE
ART 114	CE	ART 234	CE	DANC 133	CE
ART 115	CE	ART 235	CE	DANC 134	CE
ART 116	CE	ART 240	CE	DANC 135	CE
ART 117	CE	ART 241	CE	DANC 136	CE
ART 118	CE	ART 244	CE	DANC 142	CE
ART 119	CE	ART 245	CE	DANC 154	CE
ART 128A	CE	ART 246	CE	DANC 155	CE
ART 129	CE	ART 247	CE	DANC 156	CE
ART 130	CE	ART 249A	CE	DANC 160	CE
ART 131	CE	ART 249B	CE	DANC 161	CE
ART 134	CE	ART 249C	CE	DANC 170	CE
ART 135	CE	ART 252	CE	DANC 171	CE
ART 138	CE	ART 253	CE	DANC 172	CE
ART 139AZ	CE	ART 261	CE	DANC 175	CE
ART 139BC	CE	ART 262	CE	DANC 222	CE
ART 139R	CE	ART 265	CE	DANC 224	CE
ART 140	CE	ART 266	CE	DANC 225	CE

Course	Pathway	Course	Pathway	Course	Pathway
DANC 228A	CE	MUS 106	CE	MUS 262B	CE
DANC 228B	CE	MUS 111	CE	MUS 271	CE
DANC 229B	CE	MUS 112	CE	MUS 272	CE
DANC 232	CE	MUS 113	CE	MUS 281	CE
DANC 240	CE	MUS 116	CE	MUS 282	CE
DANC 241A	CE	MUS 117	CE	A J 110	CRE
DANC 241B	CE	MUS 121	CE	A J 111	CRE
DANC 241C	CE	MUS 122	CE	A J 113	CRE
DANC 241D	CE	MUS 139BC	CE	A J 116	CRE
DANC 249A	CE	MUS 139CB	CE	A J 118	CRE
DANC 249B	CE	MUS 139DZ	CE	A J 204	CRE
DANC 249C	CE	MUS 162	CE	A J 212	CRE
DANC 260A	CE	MUS 163	CE	A J 215	CRE
DANC 260B	CE	MUS 165	CE	A J 220	CRE
DANC 260C	CE	MUS 166	CE	A J 249A	CRE
DRAM 125	CE	MUS 167	CE	A J 249B	CRE
DRAM 126	CE	MUS 168	CE	A J 249C	CRE
DRAM 127	CE	MUS 169	CE	ACRT 95	CRE
DRAM 128	CE	MUS 171	CE	ACRT 160A	CRE
DRAM 129	CE	MUS 172	CE	ACRT 160B	CRE
DRAM 130	CE	MUS 173	CE	ACRT 160C	CRE
DRAM 131	CE	MUS 176	CE	ACRT 160D	CRE
DRAM 134	CE	MUS 177	CE	ACRT 160E	CRE
DRAM 137	CE	MUS 178	CE	ACRT 167	CRE
DRAM 139R	CE	MUS 179	CE	ACRT 168	CRE
DRAM 143	CE	MUS 180A	CE	ACRT 169	CRE
DRAM 150	CE	MUS 180B	CE	ACRT 170	CRE
DRAM 160	CE	MUS 181	CE	ACRT 171	CRE
DRAM 161	CE	MUS 182	CE	ACRT 176	CRE
DRAM 162	CE	MUS 183	CE	ACRT 177	CRE
DRAM 163	CE	MUS 185	CE	ACRT 178	CRE
DRAM 166	CE	MUS 187	CE	ACRT 180	CRE
DRAM 217	CE	MUS 191	CE	ACRT 225	CRE
DRAM 230	CE	MUS 193	CE	ACRT 249A	CRE
DRAM 237	CE	MUS 194	CE	ACRT 249B	CRE
DRAM 240	CE	MUS 211	CE	ACRT 249C	CRE
DRAM 245	CE	MUS 212	CE	ACRT 273	CRE
DRAM 246	CE	MUS 221	CE	ACRT 274	CRE
DRAM 249A	CE	MUS 222	CE	ACRT 279	CRE
DRAM 249B	CE	MUS 249A	CE	ARCH 110	CRE
DRAM 249C	CE	MUS 249B	CE	ARCH 111	CRE
DRAM 252A	CE	MUS 249C	CE	ARCH 120	CRE
DRAM 252B	CE	MUS 261A	CE	ARCH 121	CRE
DRAM 252C	CE	MUS 261B	CE	ARCH 127	CRE
DRAM 260	CE	MUS 262A	CE	ARCH 130	CRE

Course	Pathway	Course	Pathway	Course	Pathway
ARCH 140	CRE	BOS 231B	CRE	CIS 164	CRE
ARCH 141	CRE	BOS 231C	CRE	CIS 200	CRE
ARCH 150A	CRE	BOS 249A	CRE	CIS 200A	CRE
ARCH 150B	CRE	BOS 249B	CRE	CIS 215	CRE
ARCH 220	CRE	BOS 249C	CRE	CIS 237	CRE
ARCH 249C	CRE	BUS 104	CRE	CIS 241	CRE
AUTO 139E	CRE	BUS 109	CRE	CIS 249A	CRE
AUTO 95	CRE	BUS 114	CRE	CIS 249B	CRE
AUTO 110	CRE	BUS 121	CRE	CIS 249C	CRE
AUTO 111	CRE	BUS 127	CRE	COMM 108A	CRE
AUTO 112	CRE	BUS 131	CRE	COMM 108AA	CRE
AUTO 113	CRE	BUS 132	CRE	COMM 108AD	CRE
AUTO 114	CRE	BUS 133	CRE	COMM 108AE	CRE
AUTO 116	CRE	BUS 134	CRE	COMM 108B	CRE
AUTO 118	CRE	BUS 135	CRE	COMM 108F	CRE
AUTO 139E	CRE	BUS 137	CRE	COMM 108H	CRE
AUTO 139F	CRE	BUS 141	CRE	COMM 108I	CRE
AUTO 225	CRE	BUS 144	CRE	COMM 108J	CRE
AUTO 228	CRE	BUS 249A	CRE	COMM 108L	CRE
AUTO 229	CRE	BUS 249B	CRE	COMM 108M	CRE
AUTO 232	CRE	BUS 249C	CRE	COMM 108R	CRE
AUTO 233	CRE	CIS 101	CRE	COMM 108T	CRE
AUTO 235	CRE	CIS 113	CRE	COMM 108U	CRE
AUTO 238	CRE	CIS 116	CRE	COMM 108W	CRE
AUTO 240	CRE	CIS 117	CRE	COMM 108Y	CRE
AUTO 241	CRE	CIS 118	CRE	COMM 109A	CRE
AUTO 249A	CRE	CIS 122	CRE	COMM 109B	CRE
AUTO 249B	CRE	CIS 126	CRE	COMM 140	CRE
AUTO 249C	CRE	CIS 127	CRE	COMM 145	CRE
AUTO 277	CRE	CIS 128	CRE	COMM 150	CRE
AUTO 281	CRE	CIS 137	CRE	COMM 151	CRE
AUTO 283	CRE	CIS 139Y	CRE	COMM 161	CRE
AUTO 285	CRE	CIS 141	CRE	COMM 162	CRE
BOS 114	CRE	CIS 142	CRE	COMM 163	CRE
BOS 115	CRE	CIS 143	CRE	COMM 166	CRE
BOS 120	CRE	CIS 149	CRE	COMM 170	CRE
BOS 122A	CRE	CIS 150	CRE	COMM 175	CRE
BOS 122B	CRE	CIS 151	CRE	COMM 182	CRE
BOS 122C	CRE	CIS 153	CRE	COMM 183	CRE
BOS 163A	CRE	CIS 155	CRE	COMM 240	CRE
BOS 163B	CRE	CIS 158	CRE	COMM 249A	CRE
BOS 163C	CRE	CIS 159	CRE	COMM 249B	CRE
BOS 230A	CRE	CIS 161	CRE	COMM 249C	CRE
BOS 230B	CRE	CIS 162	CRE	COUR 110	CRE
BOS 231A	CRE	CIS 163	CRE	COUR 112	CRE

Course	Pathway	Course	Pathway	Course	Pathway
COUR 115F	CRE	DENT 182L	CRE	ECE 281	CRE
COUR 115J	CRE	DENT 183	CRE	ECE 295	CRE
COUR 115S	CRE	DENT 183L	CRE	ELEC 100	CRE
COUR 115T	CRE	DENT 184	CRE	ELND 110A	CRE
COUR 125F	CRE	DENT 184L	CRE	ELND 110B	CRE
COUR 125J	CRE	DENT 186	CRE	ELND 120A	CRE
COUR 125S	CRE	DENT 186L	CRE	ELND 120B	CRE
COUR 125T	CRE	DENT 187	CRE	ELND 154A	CRE
COUR 150F	CRE	DENT 188	CRE	ELND 154B	CRE
COUR 150J	CRE	DENT 190	CRE	ELND 157	CRE
COUR 150S	CRE	DENT 190L	CRE	ELND 158	CRE
COUR 150T	CRE	DENT 192	CRE	ELND 201	CRE
COUR 165	CRE	DENT 192A	CRE	ELND 202	CRE
COUR 166	CRE	DENT 192AL	CRE	ELND 210A	CRE
COUR 167	CRE	ECE 100	CRE	ELND 210B	CRE
COUR 169A	CRE	ECE 101	CRE	ELND 210C	CRE
COUR 169B	CRE	ECE 112	CRE	ELND 249A	CRE
COUR 169C	CRE	ECE 114	CRE	ELND 249B	CRE
COUR 169D	CRE	ECE 115	CRE	ELND 249C	CRE
COUR 170	CRE	ECE 120	CRE	ELND 253	CRE
COUR 175F	CRE	ECE 131A	CRE	ELND 254A	CRE
COUR 175J	CRE	ECE 131B	CRE	ELND 254B	CRE
COUR 175S	CRE	ECE 131C	CRE	ELND 260	CRE
COUR 175T	CRE	ECE 132	CRE	ELND 262A	CRE
COUR 200J	CRE	ECE 133	CRE	ELND 262B	CRE
COUR 200T	CRE	ECE 134	CRE	FIRE 112	CRE
COUR 210A	CRE	ECE 135	CRE	FIRE 249C	CRE
COUR 210B	CRE	ECE 137	CRE	FIRE 255	CRE
COUR 210C	CRE	ECE 139AJ	CRE	H ED 112	CRE
COUR 225J	CRE	ECE 208	CRE	H ED 115	CRE
COUR 225S	CRE	ECE 217	CRE	H ED 119	CRE
COUR 225T	CRE	ECE 218	CRE	H ED 130	CRE
COUR 249A	CRE	ECE 219	CRE	H ED 249C	CRE
COUR 249B	CRE	ECE 220A	CRE	JOUN 115	CRE
COUR 249C	CRE	ECE 220B	CRE	JOUN 122	CRE
COUR 282	CRE	ECE 221	CRE	JOUN 123	CRE
DENT 172	CRE	ECE 222	CRE	JOUN 160	CRE
DENT 174	CRE	ECE 223	CRE	JOUN 249A	CRE
DENT 174L	CRE	ECE 224	CRE	JOUN 249B	CRE
DENT 176	CRE	ECE 225	CRE	JOUN 249C	CRE
DENT 176L	CRE	ECE 249A	CRE	MACH 97	CRE
DENT 178	CRE	ECE 249C	CRE	MACH 120	CRE
DENT 180	CRE	ECE 260	CRE	MACH 121	CRE
DENT 180L	CRE	ECE 261	CRE	MACH 130	CRE
DENT 182	CRE	ECE 280	CRE	MACH 131	CRE

Course	Pathway	Course	Pathway	Course	Pathway
MACH 140	CRE	MMST 153	CRE	N E 216	CRE
MACH 145	CRE	MMST 154	CRE	N E 216L	CRE
MACH 155	CRE	MMST 155	CRE	N E 220A	CRE
MACH 165	CRE	MMST 156	CRE	N E 220B	CRE
MACH 230	CRE	MMST 157	CRE	N E 225	CRE
MACH 240	CRE	MMST 158	CRE	N E 225L	CRE
MACH 249A	CRE	MMST 159	CRE	N E 230	CRE
MACH 249B	CRE	MMST 160	CRE	N E 230L	CRE
MACH 249C	CRE	MMST 163	CRE	N E 232	CRE
MACH 250	CRE	MMST 166	CRE	N E 232L	CRE
MEDA 110	CRE	MMST 200	CRE	N E 234	CRE
MEDA 110L	CRE	MMST 223	CRE	N E 234L	CRE
MEDA 120	CRE	MMST 231	CRE	N E 236	CRE
MEDA 121	CRE	MMST 240	CRE	N E 236L	CRE
MEDA 125	CRE	MMST 249A	CRE	N E 238	CRE
MEDA 125L	CRE	MMST 249B	CRE	N E 240	CRE
MEDA 126	CRE	MMST 249C	CRE	N E 240L	CRE
MEDA 126L	CRE	N E 90	CRE	N E 249A	CRE
MEDA 135	CRE	N E 95	CRE	N E 249B	CRE
MEDA 135L	CRE	N E 101	CRE	N E 250A	CRE
MEDA 136	CRE	N E 102	CRE	N E 250B	CRE
MEDA 136L	CRE	N E 103	CRE	REAL 115	CRE
MEDA 141	CRE	N E 110	CRE	REAL 116	CRE
MEDA 141L	CRE	N E 115	CRE	REAL 117	CRE
MEDA 145	CRE	N E 120	CRE	REAL 210	CRE
MEDA 150	CRE	N E 130	CRE	REAL 212	CRE
MEDA 210L	CRE	N E 130L	CRE	REAL 215	CRE
MEDA 249A	CRE	N E 133	CRE	REAL 217	CRE
MEDA 249B	CRE	N E 133L	CRE	REAL 218	CRE
MEDA 249C	CRE	N E 135	CRE	REAL 219	CRE
MMST 110	CRE	N E 135L	CRE	REAL 220	CRE
MMST 111	CRE	N E 138	CRE	REAL 249A	CRE
MMST 112	CRE	N E 140	CRE	REAL 249C	CRE
MMST 114	CRE	N E 140L	CRE	SPAN 120	CRE
MMST 123	CRE	N E 150	CRE	W E 298A	CRE
MMST 124	CRE	N E 150L	CRE	W E 298B	CRE
MMST 131	CRE	N E 203	CRE	W E 298C	CRE
MMST 132	CRE	N E 204	CRE	W E 298D	CRE
MMST 133	CRE	N E 205	CRE	CHIN 110	LLL
MMST 139SE	CRE	N E 210	CRE	CHIN 112	LLL
MMST 143	CRE	N E 210L	CRE	FREN 110	LLL
MMST 144	CRE	N E 212	CRE	FREN 112	LLL
MMST 150	CRE	N E 212L	CRE	FREN 114	LLL
MMST 151	CRE	N E 214	CRE	ITAL 110	LLL
MMST 152	CRE	N E 214L	CRE	P E 160	LLL

Course	Pathway	Course	Pathway	Course	Pathway
P E 70	LLL	P E 193A	LLL	BIOL 105	T
P E 71	LLL	P E 195A	LLL	BIOL 107	T
P E 72	LLL	P E 195B	LLL	BIOL 108A	T
P E 74	LLL	P E 215	LLL	BIOL 109	T
P E 75	LLL	P E 249A	LLL	BIOL 110	T
P E 79	LLL	P E 249B	LLL	BIOL 110L	T
P E 80	LLL	P E 249C	LLL	BIOL 115	T
P E 107	LLL	P E 267	LLL	BIOL 116	T
P E 110	LLL	SPAN 110	LLL	BIOL 120	T
P E 116	LLL	SPAN 112	LLL	BIOL 138	T
P E 117	LLL	SPAN 114	LLL	BIOL 139K	T
P E 117A	LLL	ANTH 101	T	BIOL 140	T
P E 117B	LLL	ANTH 101L	T	BIOL 142	T
P E 119	LLL	ANTH 102	T	BIOL 143	T
P E 120	LLL	ANTH 103	T	BIOL 145	T
P E 121	LLL	ANTH 110	T	BIOL 147	T
P E 122	LLL	ANTH 204	T	BIOL 148	T
P E 124	LLL	ANTH 208	T	BIOL 160	T
P E 125C	LLL	ANTH 215	T	BIOL 161	T
P E 125D	LLL	ANTH 249A	T	BIOL 162	T
P E 125H	LLL	ANTH 249B	T	BIOL 164	T
P E 125J	LLL	ANTH 249C	T	BIOL 165	T
P E 125K	LLL	ARCH 100	T	BIOL 165LA	T
P E 129	LLL	ARCH 101	T	BIOL 165LB	T
P E 129A	LLL	ARCH 102	T	BIOL 165LC	T
P E 129B	LLL	ART 101	T	BIOL 165LD	T
P E 132	LLL	ART 102	T	BIOL 169	T
P E 139AA	LLL	ART 103	T	BIOL 169B	T
P E 139U	LLL	ART 104	T	BIOL 171	T
P E 143	LLL	ART 105	T	BIOL 224	T
P E 146	LLL	ART 106	T	BIOL 235	T
P E 147	LLL	ART 108	T	BIOL 240	T
P E 147A	LLL	ASL 101	T	BIOL 246	T
P E 147B	LLL	ASL 102	T	BIOL 247B	T
P E 150A	LLL	ASTR 101	T	BIOL 249A	T
P E 156	LLL	ASTR 105	T	BIOL 249B	T
P E 160A	LLL	ASTR 117L	T	BIOL 249C	T
P E 160B	LLL	BEHS 103	T	BIOL 250	T
P E 164	LLL	BEHS 201	T	BUS 101	T
P E 167	LLL	BEHS 249A	T	BUS 107	T
P E 169	LLL	BEHS 249B	T	BUS 112	T
P E 173A	LLL	BEHS 249C	T	BUS 112A	T
P E 190A	LLL	BEHS 252	T	BUS 112B	T
P E 191A	LLL	BIOL 100	T	BUS 113	T
P E 192B	LLL	BIOL 104	T	CHEM 105	T

Course	Pathway	Course	Pathway	Course	Pathway
CHEM 105L	T	EDUC 110	T	ETST 154	T
CHEM 110	T	EDUC 111	T	ETST 242	T
CHEM 114	T	EDUC 113	T	ETST 249A	T
CHEM 115	T	EDUC 122	T	ETST 249B	T
CHEM 131	T	EDUC 222	T	ETST 249C	T
CHEM 132	T	EDUC 249C	T	FREN 101	T
CHEM 132E	T	ENGG 110	T	FREN 102	T
CHEM 231	T	ENGG 125	T	FREN 108	T
CHEM 232	T	ENGG 150B	T	FREN 203	T
CHEM 232E	T	ENGG 220	T	FREN 204	T
CHEM 249A	T	ENGG 235	T	FREN 225	T
CHEM 249B	T	ENGG 245	T	FREN 226	T
CHEM 249C	T	ENGG 249A	T	FREN 249A	T
CHIN 101	T	ENGG 249B	T	FREN 249B	T
CHIN 102	T	ENGG 249C	T	FREN 249C	T
CIS 110	T	ENGL 150	T	GEOG 101	T
COMM 110	T	ENGL 151	T	GEOG 101L	T
COMM 160	T	ENGL 155	T	GEOG 102	T
COMP 75	T	ENGL 202	T	GEOG 112	T
COMP 110	T	ENGL 203	T	GEOG 125	T
COMP 117	T	ENGL 208	T	GEOG 126	T
COMP 130	T	ENGL 212	T	GEOG 249A	T
COMP 135	T	ENGL 214	T	GEOG 249B	T
COMP 150A	T	ENGL 218	T	GEOG 249C	T
COMP 150B	T	ENGL 219	T	GEOL 101	T
COMP 160	T	ENGL 220	T	GEOL 102	T
COMP 200	T	ENGL 221A	T	GEOL 103	T
COMP 220	T	ENGL 221B	T	GEOL 105	T
COMP 230	T	ENGL 222	T	GEOL 109	T
COMP 232	T	ENGL 223	T	GEOL 110	T
COMP 235	T	ENGL 230	T	GEOL 114	T
COMP 249A	T	ENGL 235	T	GEOL 116	T
COMP 249B	T	ENGL 237	T	GEOL 120	T
COMP 249C	T	ENGL 240	T	GEOL 120L	T
DANC 108	T	ENGL 242	T	GEOL 121	T
DRAM 110	T	ENGL 249A	T	GEOL 125	T
DRAM 117	T	ENGL 249B	T	GEOL 126	T
ECE 110	T	ENGL 249C	T	GEOL 127B	T
ECE 111	T	ETST 108	T	GEOL 128	T
ECON 101	T	ETST 111	T	GEOL 129	T
ECON 102	T	ETST 112	T	GEOL 138	T
ECON 125	T	ETST 121	T	GEOL 140	T
ECON 215	T	ETST 125	T	GEOL 142	T
ECON 249B	T	ETST 128A	T	GEOL 145	T
ECON 249C	T	ETST 151	T	GEOL 249A	T

Course	Pathway	Course	Pathway	Course	Pathway
GEOL 249B	T	JPNS 204	T	PHYS 108BC	T
GEOL 249C	T	JPNS 249A	T	PHYS 110	T
GEOL 250	T	JPNS 249B	T	PHYS 207A	T
HIST 100	T	JPNS 249C	T	PHYS 207B	T
HIST 101	T	MATH 104	T	PHYS 207C	T
HIST 102	T	MATH 104X	T	PHYS 249A	T
HIST 103	T	MATH 104Y	T	PHYS 249B	T
HIST 110	T	MATH 105	T	PHYS 249C	T
HIST 111	T	MATH 109	T	POLS 100	T
HIST 112	T	MATH 110	T	POLS 101	T
HIST 117	T	MATH 115	T	POLS 102	T
HIST 118	T	MATH 116	T	POLS 103	T
HIST 125	T	MATH 117	T	POLS 104	T
HIST 214	T	MATH 121	T	POLS 125	T
HIST 216	T	MATH 122	T	POLS 201	T
HIST 249A	T	MATH 123	T	POLS 203	T
HIST 249B	T	MATH 124	T	POLS 215	T
HIST 249C	T	MATH 190	T	POLS 220	T
HUM 100A	T	MATH 199	T	POLS 249A	T
HUM 100B	T	MATH 223	T	POLS 249B	T
HUM 108	T	MATH 224	T	POLS 249C	T
HUM 109A	T	MATH 249A	T	PSY 110	T
HUM 109B	T	MATH 249B	T	PSY 111	T
HUM 118	T	MATH 249C	T	PSY 112	T
HUM 125	T	MUS 101	T	PSY 114	T
HUM 128A	T	MUS 102	T	PSY 116	T
HUM 242	T	MUS 105	T	PSY 125	T
HUM 249A	T	P E 175	T	PSY 130	T
HUM 249B	T	P E 176	T	PSY 140	T
HUM 249C	T	P E 178	T	PSY 204	T
ITAL 101	T	P E 180	T	PSY 205	T
ITAL 102	T	P E 183	T	PSY 230	T
ITAL 203	T	P E 185	T	PSY 249A	T
ITAL 204	T	P E 187	T	PSY 249B	T
ITAL 225	T	PHIL 110	T	PSY 249C	T
ITAL 226	T	PHIL 111	T	PSY 251	T
ITAL 249A	T	PHIL 112	T	PSY 252	T
ITAL 249B	T	PHIL 117	T	S SC 115	T
ITAL 249C	T	PHIL 139D	T	S SC 115AL	T
JOUN 110	T	PHIL 249A	T	S SC 115BL	T
JPNS 101	T	PHIL 249B	T	S SC 125	T
JPNS 102	T	PHIL 249C	T	S SC 215	T
JPNS 105A	T	PHYS 108A	T	S SC 249	T
JPNS 108	T	PHYS 108AC	T	S SC 249A	T
JPNS 203	T	PHYS 108B	T	S SC 249B	T

Course	Pathway
S SC 249C	T
SOC 110	T
SOC 112	T
SOC 140	T
SOC 205	T
SOC 220	T
SOC 230	T
SOC 249A	T
SOC 249B	T
SOC 249C	T
SPAN 101	T
SPAN 102	T
SPAN 140	T
SPAN 203	T
SPAN 203HB	T
SPAN 204	T
SPAN 225	T
SPAN 226	T
SPAN 228	T
SPAN 230A	T
SPAN 230B	T
SPAN 230C	T
SPAN 249A	T
SPAN 249B	T
SPAN 249C	T
SPCH 110	T
SPCH 120	T
SPCH 122	T
SPCH 128	T
SPCH 130	T
SPCH 132	T
SPCH 140	T
SPCH 249A	T
SPCH 249B	T
SPCH 249C	T
STAT 115	T

Retention Rate
Ten Semester Average Sorted by Subject
Fall 2002 to Spring 2007 (No Summer)

	Sorted by Subject			Ranked By Retention Rate		
Number	**Subject**	**Retention Rate**	**Number**	**Subject**	**Retention Rate**	
1	A J	89.2%	1	N E	99.1%	
2	ACRT	91.9%	2	PEADP	97.3%	
3	ANTH	90.2%	3	DENT	95.6%	
4	ARCH	84.6%	4	ELND	95.1%	
5	ART	90.5%	5	STSK	94.5%	
6	ASL	85.0%	6	COUN	94.4%	
7	ASTR	87.7%	7	ELEC	93.8%	
8	AUTO	90.7%	8	MUS	93.2%	
9	BEHS	88.2%	9	ECE	93.0%	
10	BIOL	86.1%	10	COUR	92.2%	
11	BOS	83.6%	11	ESL	92.2%	
12	BUS	90.6%	12	JOUN	91.9%	
13	CHEM	81.5%	13	ACRT	91.9%	
14	CHIN	87.1%	14	CIS	91.5%	
15	CIS	91.5%	15	P E	91.5%	
16	COMM	88.4%	16	DRAM	91.3%	1st Quartile Average 93.4%
17	COMP	78.2%	17	W E	91.0%	
18	COUN	94.4%	18	AUTO	90.7%	
19	COUR	92.2%	19	BUS	90.6%	
20	DANC	87.2%	20	EDUC	90.6%	
21	DENT	95.6%	21	ART	90.5%	
22	DRAM	91.3%	22	MEDA	90.5%	
23	ECE	93.0%	23	SPCH	90.4%	
24	ECON	89.6%	24	ANTH	90.2%	
25	EDUC	90.6%	25	MACH	90.1%	
26	ELEC	93.8%	26	GEOL	90.1%	
27	ELND	95.1%	27	ECON	89.6%	
28	ENGG	88.1%	28	A J	89.2%	
29	ENGLC	76.6%	29	S SC	88.7%	
30	ENGLH	83.0%	30	SOC	88.7%	
31	ESL	92.2%	31	REAL	88.6%	
32	ETST	88.2%	32	COMM	88.4%	2nd Quartile Average 90.1%
33	FIRE	87.0%	33	MMST	88.2%	
34	FREN	84.2%	34	PHIL	88.2%	
35	GEOG	87.7%	35	PHYS	88.2%	
36	GEOL	90.1%	36	BEHS	88.2%	
37	H ED	82.0%	37	ETST	88.2%	
38	HIST	84.5%	38	ENGG	88.1%	
39	HUM	87.0%	39	ASTR	87.7%	
40	ITAL	83.7%	40	GEOG	87.7%	
41	JOUN	91.9%	41	DANC	87.2%	
42	JPNS	82.3%	42	CHIN	87.1%	
43	LIBR	85.5%	43	FIRE	87.0%	
44	MACH	90.1%	44	HUM	87.0%	
45	MATH	73.4%	45	PSY	86.2%	
46	MEDA	90.5%	46	BIOL	86.1%	
47	MMST	88.2%	47	LIBR	85.5%	
48	MUS	93.2%	48	ASL	85.0%	3rd Quartile Average 86.9%
49	N E	99.1%	49	ARCH	84.6%	
50	P E	91.5%	50	HIST	84.5%	
51	PEADP	97.3%	51	FREN	84.2%	
52	PHIL	88.2%	52	ITAL	83.7%	
53	PHYS	88.2%	53	BOS	83.6%	
54	POLS	83.4%	54	POLS	83.4%	
55	PSY	86.2%	55	SPAN	83.2%	
56	REAL	88.6%	56	ENGLH	83.0%	
57	S SC	88.7%	57	JPNS	82.3%	
58	SOC	88.7%	58	H ED	82.0%	
59	SPAN	83.2%	59	CHEM	81.5%	
60	SPCH	90.4%	60	COMP	78.2%	
61	STAT	74.6%	61	ENGLC	76.6%	
62	STSK	94.5%	62	STAT	74.6%	
63	W E	91.0%	63	MATH	73.4%	4th Quartile Average 79.9%
	College Total	**87.8%**		**College Total**	**87.8%**	

Retention Rate Definition:
Grades of A,B,C,CR,D,F,NC,I divided by A,B,C,CR,D,F,NC,W,I.

1st Quartile: 91.3% - 99.1%
2nd Quartile: 88.4% - 91.0%
3rd Quartile: 85.0% - 88.2%
4th Quartile: 73.4% - 84.6%

Appendix C

Success Rate

Ten Semester Average Sorted by Subject

Fall 2002 to Spring 2007 (No Summer)

	Sorted by Subject			Ranked By Success Rate		
Number	**Subject**	**Success Rate**	**Number**	**Subject**	**Success Rate**	
1	A J	73.7%	1	N E	97.3%	
2	ACRT	81.6%	2	PEADP	93.0%	
3	ANTH	73.2%	3	DENT	90.5%	
4	ARCH	70.5%	4	STSK	90.0%	
5	ART	83.0%	5	MUS	86.5%	
6	ASL	71.4%	6	MACH	85.7%	
7	ASTR	73.7%	7	DRAM	83.2%	
8	AUTO	79.3%	8	ART	83.0%	
9	BEHS	66.1%	9	ECE	82.7%	
10	BIOL	70.9%	10	COUR	82.5%	
11	BOS	54.2%	11	ACRT	81.6%	
12	BUS	67.6%	12	COUN	80.8%	
13	CHEM	68.6%	13	P E	80.7%	
14	CHIN	77.6%	14	EDUC	80.4%	
15	CIS	68.8%	15	ENGG	80.0%	
16	COMM	74.0%	16	SPCH	79.6%	1st Quartile Average 84.9%
17	COMP	63.5%	17	ELND	79.4%	
18	COUN	80.8%	18	PHYS	79.4%	
19	COUR	82.5%	19	AUTO	79.3%	
20	DANC	74.6%	20	ETST	78.1%	
21	DENT	90.5%	21	REAL	77.8%	
22	DRAM	83.2%	22	CHIN	77.6%	
23	ECE	82.7%	23	MEDA	76.2%	
24	ECON	69.2%	24	ESL	75.3%	
25	EDUC	80.4%	25	S SC	75.1%	
26	ELEC	66.3%	26	JOUN	74.9%	
27	ELND	79.4%	27	DANC	74.6%	
28	ENGG	80.0%	28	COMM	74.0%	
29	ENGLC	56.3%	29	W E	73.9%	
30	ENGLH	62.4%	30	A J	73.7%	
31	ESL	75.3%	31	ASTR	73.7%	
32	ETST	78.1%	32	PHIL	73.6%	2nd Quartile Average 75.8%
33	FIRE	65.0%	33	ANTH	73.2%	
34	FREN	66.8%	34	ASL	71.4%	
35	GEOG	70.6%	35	BIOL	70.9%	
36	GEOL	70.9%	36	GEOL	70.9%	
37	H ED	61.9%	37	GEOG	70.6%	
38	HIST	62.9%	38	ARCH	70.5%	
39	HUM	68.0%	39	ECON	69.2%	
40	ITAL	66.3%	40	CIS	68.8%	
41	JOUN	74.9%	41	CHEM	68.6%	
42	JPNS	65.7%	42	SOC	68.1%	
43	LIBR	52.8%	43	HUM	68.0%	
44	MACH	85.7%	44	SPAN	67.8%	
45	MATH	49.2%	45	BUS	67.6%	
46	MEDA	76.2%	46	MMST	67.5%	
47	MMST	67.5%	47	PSY	66.9%	
48	MUS	86.5%	48	FREN	66.8%	3rd Quartile Average 69.0%
49	N E	97.3%	49	ITAL	66.3%	
50	P E	80.7%	50	ELEC	66.3%	
51	PEADP	93.0%	51	BEHS	66.1%	
52	PHIL	73.6%	52	JPNS	65.7%	
53	PHYS	79.4%	53	FIRE	65.0%	
54	POLS	65.0%	54	POLS	65.0%	
55	PSY	66.9%	55	COMP	63.5%	
56	REAL	77.8%	56	HIST	62.9%	
57	S SC	75.1%	57	ENGLH	62.4%	
58	SOC	68.1%	58	H ED	61.9%	
59	SPAN	67.8%	59	STAT	60.2%	
60	SPCH	79.6%	60	ENGLC	56.3%	
61	STAT	60.2%	61	BOS	54.2%	
62	STSK	90.0%	62	LIBR	52.8%	
63	W E	73.9%	63	MATH	49.2%	4th Quartile Average 57.9%
	College Total	**72.9%**		**College Total**	**72.9%**	

Success Rate Definition:
Grades of A,B,C,CR divided by A,B,C,CR,D,F,NC,W,I.

1st Quartile: 79.6% - 97.3%
2nd Quartile: 73.6% - 79.4%
3rd Quartile: 66.8% - 73.2%
4th Quartile: 49.2% - 66.3%

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College of Marin is one of 110 public community colleges in California and is fully accredited by the Western Association of Schools and Colleges. Approximately 9,000 credit and noncredit students enroll each fall and spring semester. Classes also are offered during the summer.

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