**I. Team Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peggy Dodge</td>
<td>Primary Team Member</td>
<td><a href="mailto:peggy.dodge@marin.edu">peggy.dodge@marin.edu</a></td>
<td>4154859369</td>
<td>all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**II. Program Review Committee**

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laura McCarty and Erik Dumiere</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon, Yolanda Bellisimo and Anne Gearhart</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**III. Vice President of Academic Affairs**

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

**IV. Board of Trustees President**

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Technology Requests
Part I : Software
ECE-2011

I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
• ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
• ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
• ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

To Support Annually: Category Discipline Area
B 01 300 Students Online Subscription ECE

Description and part number for ordering. Please include system requirement.
Classroom assessment and scoring system (CLASS) subscription. On-line access to video content and training modules illustrating dimensions of quality interactions in toddler programs, preschool and early primary classrooms.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$220.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$220.00</td>
</tr>
</tbody>
</table>

Type
License
Renewal

Discipline-Specific
None
Classroom use

Item to be shared with the following Department/Program: (Include any shared expenses)
Video examples and training module components are also used with and by the Child Development Center faculty as we collaborate to ensure that the CDC classrooms demonstrate the best practices described in our ECE classes.

Justification for Item (See Rating Rubric)
1. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

Although not required by COM ECE to meet Title 5 or Ed Code statutes, teachers in Head Start programs (one key group of students trained by COM ECE) are accountable to and regularly assessed using the components of the CLASS system. Current educational incentive program for teachers in state funded child development programs in Marin,
CARES+, also requires CLASS assessments of teaching practices and provides quality enhancement grants to classrooms based on those results.

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

As mentioned above, the CLASS tool is becoming the assessment tool of choice when judging the quality of early childhood classrooms. As the primary trainer of the early education workforce in Marin, COM needs to have the materials and vivid examples to prepare teachers who will be encountering and using this assessment tool.

In addition, the videos available through the CLASS subscription richly illustrate what excellent interactions look like in classroom serving young children. Student learning and success in ECE is greatly enhanced when students can see, not just talk about, high quality ECE programs and practices. Students in ECE are preparing to be teachers. They need to be able to transfer concepts from ECE classes into practice in an early childhood classroom. Use of this video subscription to illustrate the application of concepts in practice is essential for students to reach the application level of achievement of course SLO.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

ECE generally enrolls about 300 students per semester. All enrolled students will benefit from the use of the training materials and video clips afforded by this subscription. ECE instructors are attentive to different learning styles and understand multiple intelligences. We seek resources to use in our classes that will provide access to the content to the variety of styles and intelligences found in any group. Visual examples, particularly video sequences, are key to successful achievement of our students who are visual learners.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Most ECE classes have SLO that include application level outcomes related to course content. Examples include:

1. Evaluate appropriate and inappropriate practice in adult/child interactions (ECE101)
2. Analyze diverse patterns and styles of communication, and implement positive communication strategies that support all families. (ECE112)
3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics. (ECE114)
4. Apply developmentally appropriate principles and teaching strategies to design curriculum to positively influence young children's development and learning (ECE115)
One particular ECE class (ECE 116: Observation and Assessment) is intended to familiarized students with assessment practices and tools in ECE. Since CLASS is an increasingly influential program assessment tool, it is critical the COM ECE teach about it in ECE 116. The specific SLO for ECE116 that is supported by the class material is â??Describe and evaluate the characteristics, strengths and limitations of common assessment tools in respect to childrenâ??s developmental, cultural and linguistic characteristics.â??

Instructors will track the use of materials from the CLASS subscription in their instruction and end of semester student class evaluations will include student assessment of the effectiveness of the CLASS materials in achieving the Student Learning Outcomes of the class.

5. Additional Justification for this item:

As mentioned above, the CLASS program assessment tool is being used to assess program quality in Head Start and increasingly in state funded programs. In order to prepare teachers for jobs in those sectors, it is essential the COM ECE classes include all skills needed to be successful in jobs with those employers. The online subscription to videos and training resources related to the CLASS tool will ensure that COM trained students have the most recent information and expectations for professional practice.

This subscription is coded as a license renewal for program review. A limited, 6 month subscription was paid for from our instructional supply budget for 2011-12, thus making this a renewal though expanding it to include the full academic year and all levels (toddler, preschool, early elementary.)

I. Technology/Software Requests

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
• 'A' means that your discipline cannot teach your course(s) without the requested equipment.
• 'B' means that your course(s) would be greatly enhanced with the requested equipment.
• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Priority</th>
<th>To Support Annually</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>02</td>
<td>300 Students</td>
<td>Online Subscription</td>
<td>ECE</td>
</tr>
</tbody>
</table>

Videatives subscription. The word videative [vidÅ’-Å©-ÅE-tive] refers to the combination of text and video segments to create an integrated viewing experience (video + narrative = videative). The text explains the video and the video exemplifies the text. Videatives help students see what children know and thereby help them better support their learning.
Qty. | Unit Cost: | Tax: | Shipping: | Total:  
---|---|---|---|---  
1 | $400.00 | $0.00 | $0.00 | $400.00

**Type**
- License
- Renewal  
**Discipline-Specific**
- College-wide
- Classroom use

**Item to be shared with the following Department/Program:** (Include any shared expenses)

Videatives subscription materials are also used with and by the Child Development Center faculty as we collaborate to ensure that the CDC classrooms demonstrate the best practices described in our ECE classes. Subscription at the $400 level allows access to all faculty from the institution to the Videatives material. Individual subscriptions are available for $75.00 annually. However, individual subscriptions are limited to a single faculty member, thus only one full time faculty member, no part time faculty and no Child Development Program faculty would have access.

**Justification for Item (See Rating Rubric)**

1. **Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)**
   **Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)**
   
   No

2. **How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?**

   The materials available through the Videatives subscription richly illustrate a range of concepts taught in the ECE program. Student learning and success in ECE is greatly enhanced when students can see, not just talk about, high quality ECE programs and practices. Students in ECE are preparing to be teachers. They need to be able to transfer concepts from ECE classes into practice in an early childhood classroom. Use of this video subscription to illustrate children’s active construction of knowledge and the application of concepts in practice is essential for students to achieve SLO.

   “...This format (video plus text) has great potential to map theory to practice and to generate theory from practice. It is our belief that good teaching results from helping children explicate their current theories rather than from directly teaching a new theory. As our knowledge of children’s intelligence grows, so does our ability to support the children’s reflections on their thinking, their understandings and misconceptions about the social and physical world around them. Videative titles capture the details of what children know and how teachers can build from children’s knowledge?…” [Videatives website (http://videotive.com/company/videatives-services), December 2011]

3. **How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?**

   ECE generally enrolls about 300 students per semester. All enrolled students will benefit from the use of the materials afforded by this subscription. ECE instructors are attentive to different learning styles and understand multiple intelligences. We seek resources to use in our classes that will provide access to the content to the variety of styles and intelligences found in any group. Visual examples, particularly video...
examples, are key to successful achievement of our students who are visual learners.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Many ECE classes have SLO that include understanding of how children learn and how teachers use their observations of children at play to construct intentional experiences that provide appropriate challenges to promote growth. Examples include:

1. Using investigative research methodologies, apply developmental theory to the analysis of child observations, surveys, and/or interviews (ECE110)
2. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children (ECE114)
3. Design curriculum based on observation and assessment of young children to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children. (ECE115)
4. Apply developmentally appropriate principles and teaching strategies to design curriculum to positively influence young children's development and learning. (ECE115)
5. Apply understanding of children’s learning and development, and knowledge of key content areas and academic subject matter to design and evaluate foundational curriculum in areas such as literacy, mathematics, science, social emotional development, etc. (ECE115)

Instructors will track the use of materials from the Videatives subscription in their instruction and end of semester student class evaluations will include student assessment of the effectiveness of the Videatives materials in achieving the Student Learning Outcomes of the class.

5. Additional Justification for this item:

ECE Program Coordinator has a subscription to Videatives that will expire in May, 2012. Content has been used in flex workshops with Child Development Program faculty as well as in credit classes ECE115, ECE116, ECE226 and ECE280. The combination of the video context with the narratives describing what is illustrated in each video clip provides a rich and user friendly resource for instruction. All ECE faculty should have access to this tool.

This subscription is coded as a license renewal for program review. A limited, one person, 12 month subscription was paid for from our instructional supply budget for 2010-11 and beginning effective May 2011. This request is thus coded a renewal and would allow a the full academic year subscription available for use by all ECE faculty, Child Development Program faculty and administrators as well as any other interested parties at COM.
Technology Requests
Part II: Hardware for Lab and Classroom

ECE-2011

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Importance:
- 'A' means that your discipline cannot teach your course(s) without the requested equipment.
- 'B' means that your course(s) would be greatly enhanced with the requested equipment.
- 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In addition, how many times have you requested this item, but you have not received it?

Description and part number for ordering:

This item has been requested in every program review since 2009-10. Student response system from Turning Point Technologies Product ID Name XRC-R02 RF HID Receiver (Dark Gray) Price $99.00 Qty. 2 Extended Price $198.00 Product ID Name PKG-RF50 Case - 50 Price $50.00 Qty. 2 Extended Price $100.00 Product ID Name RFC-02 ResponseCard RF-02 Price $35.00 Qty. 100 Extended Price $3500.00 GRAND TOTAL: $3,798.00

SPECIAL INSTRUCTIONS: Length of Maintenance: Our Preferred Pricing Agreement provides ongoing support & maintenance. Annual support and maintenance agreement extends software maintenance and hardware warranty for an additional 12 months. Software support includes phone and email support, and all software version upgrades and updates. Pricing does not include Shipping and Handling (S&H). S&H costs are based on number of systems purchased and selected delivery method. S&H will be added in at the time of purchase. Systems are shipped via UPS 2 Day Air unless otherwise specified. Preferred pricing agreement provides ongoing support and maintenance.

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

N/A

Item to be shared with the following Department/Program: (Include any shared expenses)

We have not had formal discussions but I recently learned that Paul Da Silva has also been requesting Student Response System components for a couple of years. We discussed collaborating...
requesting student response system components for a couple of years. We discussed collaborating and conducting joint professional development for other interested disciplines

**Justification for Item (See Rating Rubric)**

1. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)

   Is this software required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

   No

2. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

   Best pedagogical practice evidence supports instructional practices that emphasize active learning. Students are actively engaged throughout the class session by using "clickers" (Student response systems) to interact with the course content.

   Though not "necessary" for students to succeed, evidence suggests that active engagement of students in the learning process contributes to greater success. Not required for success in series of courses but potentially contributes to student success in all courses, including those that are prerequisites for courses in program series.

   "Current research describes the benefits of active learning approaches. Clickers, or student response systems, are a technology used to promote active learning. Most research on the benefits of using clickers in the classroom has shown that students become engaged and enjoy using them" (*Clickers in the Classroom: An Active Learning Approach*; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458)

   "Johnson described how clickers address three of Chickering and Gamson's seven principles for good practice in undergraduate education. Clickers help instructors:

   ~ actively engage students during the entire class period,

   ~ gauge their level of understanding of the material being presented, and

   ~ provide prompt feedback to student questions." (*Clickers in the Classroom: An Active Learning approach*; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458)

   "Students can easily respond to interactive questions with minimal instruction due to our intuitive streamlined interface ...Turning Point Technologies creates interactive classrooms that engage students and personalize the education experience with instantaneous assessments. Instructors ask questions, students respond with ResponseCards ® and class feedback is instantly displayed" (*Proposal for TurningPoint ® Student Response System for Higher Education; 1/21/2010*)

   "Educators will immediately know if the class understands key concepts and every student participates in learning" (*Proposal for TurningPoint ® Student Response System for Higher Education; 1/21/2010*)

   Student evaluation surveys for the last 4 semesters indicate that one area rated "neutral" about my instruction is in regard to the question "My instructor notices indications when students need help." The Student Response System technology would give me more opportunities to tap into students understanding and improve my ability to detect when students need help.
3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All ECE students taught in smart classrooms (approximately 300 students per semester) would potentially benefit from using this technology. Although not required, using clickers to enhance teaching methodology and active learning outcomes puts COM on par with some of the best 4 year colleges. Existing students would profit from increased engagement in COM classes and introduction to instructional technology in common use at 4 year institutions. New students can be attracted both by "game approach" that engages them and by cutting edge availability of teaching technology.

"Another benefit of clickers over traditional active learning methods is that they follow the principles of game-based learning. Students of the twenty-first century have grown up using computer games for learning and entertainment." ("Clickers in the Classroom: An Active Learning approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals? How will these outcomes be measured for future planning? What data or evidence supports your request?

Success in achieving course and program learning outcomes will be increased by more active participation of students through the use of "clickers."

COM 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.

All COM values will be supported by inclusion of this technology in our classes. Student goals for success in their classes will be supported by this technology that is proven to increase engagement, student perception of achievement of learning outcomes and sustain student motivation.

"Would using clickers increase learning outcomes more than another active learning approach? Two key features distinguish clicker use:

~ Clickers provide a mechanism for students to participate anonymously.

~ Clickers integrate a "game approach" that may engage students more than traditional class discussion." ("Clickers in the Classroom: An Active Learning approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458

With TurningPoint, instructors can leverage their knowledge of PowerPoint to create an interactive question with a couple of mouse clicks versus the multiple steps required with competitive products" (Proposal for TurningPoint ® Student Response System for Higher Education; 1/21/2010)
"Perceptions of Student Learning Outcomes: Based on the survey results, student perceptions of using clickers or class discussion appear in Table 3. The seven-question perception survey, which used a scale from 1 (strongly disagree) to 5 (strongly agree), was completed by all 92 participants. Although no statistically significant differences occurred, the mean scores were consistently higher for students who had used clickers." ("Clickers in the Classroom: An Active Learning approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458

"For students, clickers have been shown to improve attendance, comprehension and learning; reduce attrition; provide variety and interactivity; increase the perception that the instructor cares about their success; and reduce the anxiety of in-class questions." "Using Clickers to Assess and Engage Student Learning"; Featured Higher Education Presenter: Dr. Peter M. Saunders. Magna Online Seminar, 11/4/09)

Instructors will track the use of clickers in their instruction and end of semester student class evaluations will include student assessment of effectiveness of use of clickers in achieving the Student Learning Outcomes of the class. Retention and success data for classes before and after the introduction of clicker technology can be compared.

Evidence for effectiveness of this technology has been cited throughout this section. Resources cited are included in Program Review attachments submitted with 2009-10 Program Review

5. Additional Justification for this item:

This item is in extensive use at many colleges and universities but so far not at COM. ECE has requested this hardware every year since 2009-10. ECE would be the first discipline at COM to incorporate this technology. Both full time ECE instructors are c
Non-Instructional Requests

Part II : Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

**ECE-2011**

## II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, PRAC.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded with cost increase</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**

faculty mileage reimbursement for visiting ECE fieldwork students at their placement sites

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>250.0</td>
<td>200.0</td>
</tr>
</tbody>
</table>

**Justification**

Please comment on request in terms of how it benefits your program, faculty and/or students:

Faculty supervising student teachers in fieldwork placements spend 6 hours per week visiting students in placements. Although some are placed in COM Children's Centers and no mileage is charged for those visits, students are also placed in programs with Mentor teachers and in approved workplaces. In Fall 2011, there were 18 students in 8 sites to be visited. Faculty visits for observation and feedback are essential to student success.

All ECE fieldwork students are working under the direct, daily supervision of teachers at their site who meet the requirements for that role as described by the Chancellor’s office. However, direct observation and feedback from the fieldwork instructor is essential for students to achieve the student learning outcomes for this class at the highest level. Mileage reimbursement is necessary for faculty to provide this support to students in mentor and approved workplaces so that those students can have the same level of support as students placed at COM centers.
Increase is requested because faculty incurred over $200 in travel expenses last year but reimbursement was limited to $200 budgeted amount.

II. Other Non-Instructional Costs
This section will be filled out by the Department Chair and reviewed by the Area Dean, PRAC.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Contracts</td>
<td>Previously funded with cost increase</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Guest speakers for ECE specialty lectures

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>200.0</td>
<td>65.0</td>
</tr>
</tbody>
</table>

Justification
Please comment on request in terms of how it benefits your program, faculty and/or students:

ECE is currently allocated only $65 annually for this purpose. That minimal amount limits their ability to bring in speakers with specialized expertise and is really only a small token of appreciation for their time.

I have tried to increase that allocation in the past and would like to request $200 for next year.

ECE offers between 34 and 37 units per semester with two full time faculty. Clearly, ECE students hear the same two people for most of their academic career in ECE at COM. Use of guest speakers enhances instruction by adding different voices to the delivery of course content and allows for the inclusion of particular experts in the field presenting information relevant to the ECE course content.
Non-Instructional Support Staff

I. Current Support Staff
II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical</td>
<td>Full-Time</td>
<td>40</td>
<td>400 Students</td>
</tr>
</tbody>
</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

Three of the four health science programs are located at the Indian Valley Campus. In addition, several of the Early Childhood Education courses are taught at that site. The department has a single administrative assistant, based at Kentfield, to meet the support needs for all of these programs, faculty, staff and students. Each of the health science programs contain courses that require health clearances/CPR/background checks prior to enrollment into the class. This documentation must be collected, reviewed and managed to meet facility clinical requirements and contractual obligations. Providing this service to students in an accurate and timely manner is critical to maintain program enrollment, meet student learning needs, and avoid potential litigation.

The lack of a health science administrative assistant based at the Indian Valley results in reduced services at that site. The workload of the single department administrative assistant is excessive, and while she does an excellent job, her workload and responsibilities far exceed that of others in similar positions. A full time administrative assistant at the Indian Valley Campus would provide greater access to students especially since most of the faculty in the health science programs are adjunct with limited office hours. The health science area has a high volume of phone calls, many of which, are seeking information about the programs. The availability of a full time administrative assistant to respond to these calls will benefit both the programs and the college by increased enrollment. Support services including managing health based documentation along with providing a centralized and secure site for these documents will facilitate student enrollment and decrease an onerous workload for the program coordinators.

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

This position will serve faculty, staff and students in the Dental Assisting, Medical Assisting, Fire Technology and Early Childhood Education programs.
Approximately 50 class with over 300 students would be served by this position. Having this individual based at the same location of the program faculty and students will greatly improve access to students and improve safety concerns related to confidential information required for coursework.

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Assistant</td>
<td>Hourly</td>
<td>35</td>
<td>25 Classes</td>
</tr>
</tbody>
</table>

**Justification:** Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

All teachers in the Child Development Program Centers serve as models to demonstrate the practices taught in the ECE classes. Students observe their work as part of ECE class assignments. When student teachers are placed in the Centers, the teachers there act as lab assistants by providing direct support and supervision to student teachers during the hours they are on site.

Child Development Program teacher salaries have historically been paid exclusively from the Child Development Program budget which is based upon the contract between College of Marin and the Child Development Division of the State Department of Education. The funds from that contract are intended to support the teaching of young children from low and moderate income student or working families. The contract from CDD does not include any provision for the staff development needs of the Child Development Program faculty nor does it provide compensation for them to act in the role of mentor or model teachers in a demonstration preschool.

The Child Development Program demonstration classrooms and the faculty in those classrooms are essential to the success of the ECE program. The 35 weekly hours reflected in this request are hours that will be split among the CDP faculty who support student teachers and other student doing assignments.

During Fall 2011, 9 students were placed for 6 hours per week in the Child Development Program Centers to complete the fieldwork requirements for ECE280. Untold numbers of other ECE students utilized the expertise of the CDP faculty as they completed observation and/or practice assignments in the Child Development Program Centers.

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

The Child Development Program faculty also are utilized by the nursing program as the pediatric placement site during the pediatric rotation required of all nursing students. Psychology students frequently utilize the Child Development Centers and
the expertise of the faculty there for observations and assignments. The Psychology department fieldwork program also places students in the Child Development Program centers and utilizes the expertise and supervision of the CDP faculty.
Program Summary
ECE-2011

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

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

Program review in the past has supported the replacement of the office computer for Peggy Dodge, ECE Program Coordinator. Other budget items (instructional supplies, mileage reimbursement and guest speakers) have continued as roll-over budgets. The lack of increase in mileage reimbursement budget resulted in faculty not being fully reimbursed for the mileage accrued visiting student teachers in 2010-11. With only $65 to offer for guest speaker honorariums, few guest speakers are used to augment the "usual voices" of the ECE faculty.

Program review has led to much more attention to data regarding our students. We have always reflected on our perceptions of class dynamics and success in order to make revisions for the future. The availability of accessible data has added another, more objective, element to that process.

Data previously available often missed the specific nature and peculiarities of ECE students. The advent of the data dashboard and the ability to manipulate variables to construct more specific portraits of our students, their circumstances and their needs will make the 2011-12 program review process more meaningful and helpful.

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

The "lab assistant" role of the Child Development Center(CDC) teachers is critical to the instructional program in ECE. Student achievement of our SLO involves assignments observing and/or interacting with young children. Degree bound students and students who already have a BA but seek credentialing for teaching in early childhood programs must complete a supervised field experience in an early childhood
setting (ECE280 & ECE281). COM CDC is the main placement site for the supervised field work students (student teachers) and a central place for student observation/interaction assignments. Currently, the full cost of the CDC is supposed to be supported by their contact with the Child Development Division (CDD) of the California Department of Education (CDE). Because that contract is only to cover the costs actually associated with direct service in the education and care of young children, the CDC incurs a deficit each year that the COM Board of Trustees considers annually whether or not to cover. Because of the integral role played by the CDC in the instructional program offered in ECE, we want to see a regular budgeted amount designated to support these "lab assistants."

The ECE program also requires clerical support. The current structure for clerical support within the Health Sciences Dept. allocates only one full time clerical position to support all Health Sciences disciplines. We are blessed to have an excellent person in that role who goes above and beyond her job description to support all of the Health Science discipline needs. Coordinators also take on substantial clerical tasks in order to get the work done effectively. The allocation of a second clerical position for Health Sciences is long overdue. Basing that position at IVC would support all of the Health Science disciplines with a presence at IVC, including ECE.

Subscriptions to online video clips and training materials from CLASS and Videatives add value to the ECE program. ECE generally enrolls about 300 students per semester. All enrolled students will benefit from the use of the materials afforded through these subscriptions. ECE instructors are attentive to different learning styles and understand multiple intelligences. We seek resources to use in our classes that will provide access to the content to the variety of styles and intelligences found in any group. Visual examples, particularly video examples, are key to successful achievement of our students who are visual learners.

Student response systems (Clickers) are a technological tool that provides instructors with instantaneous information regarding student achievement of specific SLO. In keeping with the ECE program philosophy that stresses reflective practices for our students who are preparing to be teachers, use of Clickers will enable ECE faculty to get data quickly and use reflections on that information to revise instructional strategies and support student achievement of the learning outcomes for our classes.

With fieldwork students placed throughout the county and faculty assignment of 6 hours per week visiting those placement sites, mileage reimbursement is essential. For the last 2 years, faculty have accrued mileage reimbursement in excess of our $200 budget and thus have not been fully reimbursed for their expenses related to the fieldwork component. The $200 mileage reimbursement budget has not changed since 2004. It is time for the budget to reflect the facts of expenses incurred by faculty in supporting fieldwork students.

The ECE program has had a budget of $65 per year for guest speakers since at least 2004. At that time the ECE program offered a similar number of units (34-37 per semester) as we do now. There was one full time faculty member and the remaining 19-21 units were taught by adjunct faculty. The prevalence of adjunct faculty may have had negative consequences in terms of collegial support and involvement with College governance and hiring committees, but it did ensure that ECE student heard
the voices of several professionals in the field. The addition of a second full time faculty member in about 2007 was a positive development for collegial support and involvement in College governance and hiring committees. The unintended outcome, however, was that students are exposed to a limited range of professionals as their instructors. The use of guest speakers to broaden the perspectives offers to our students has added import now and the budget has not yet recognized that fact with an increase to allow us to attract and compensate qualified professional experts to speak to ECE classes. This (and previous) program reviews seek funding to ameliorate that deficit.

III. Other concluding remarks.