## 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>theodora fung</td>
<td>Primary Team Member</td>
<td><a href="mailto:theodora.fung@marin.edu">theodora.fung@marin.edu</a></td>
<td>ext 7389</td>
<td>all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letta Hlavache</td>
<td>Team Member</td>
<td><a href="mailto:letta.hlavacheck@marin.edu">letta.hlavacheck@marin.edu</a></td>
<td>ext 8129</td>
<td></td>
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</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>
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</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
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</tr>
<tr>
<td>V-A. Chernock and Erik Dunmire</td>
<td>Planning and Resource Allocation Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
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</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
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</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
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<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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</tbody>
</table>

## III. Vice President of Academic Affairs

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

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
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<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
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</tbody>
</table>
Program Overview—Introduction
COUN-2009

Instructions: Use this form to quickly outline your program at College of Marin. Briefly answer each of the questions and use bullet points whenever possible. Provide any attachments that substantiate or expand on the questions below.

I. Program Definition
Outline the unique qualities that define the importance of your program.

The College of Marin recognizes counseling as an important component in the success of its students. Counseling services are part of a large and comprehensive group of student services available to all students. The Counseling Department is under the direction of the Dean of Student Development and Special Services and is open year round to serve day and evening students. The Department consists of fifteen permanent counseling faculty and 2.5 adjunct counseling faculty who are available to help students establish or clarify educational/career goals and/or work out problems of a social or personal nature. In order to respond to the various student needs, the Counseling Department has focused its efforts into three areas of counseling, which include academic, career and personal counseling. These services are provided at both the Kentfield and Indian Valley campuses and extend through special categorical programs (DSPS, EOPS and CalWorks) and to special populations (athletes, ESL/basic skills, veterans, international students, career technical students, concurrently enrolled high school students & transfer students.)

II. Program Purpose
Pathway:
Transfer

Briefly describe how your program fits into the pathways you have chosen.

COM MISSION STATEMENT: The 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 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.

COUNSELING DEPARTMENT MISSION STATEMENT: Within the College of Marin community, the Counseling Department promotes and supports a diverse student population in becoming an integral part of our educational community and society. Our services foster student success by providing counseling, instruction, and resources necessary for students to make informed educational, career, and personal decisions.

OUR VISION: The counseling department recognize our students as coming from a broad and diverse background with vast differences in culture, language, socio-economic status and academic preparation whom need to solve problems by becoming self-directed
in making informed educational, career, and personal decisions.

COUNSELING DEPARTMENT GOALS:

1. Academic Counseling The student is assisted in assessing, planning, and implementing his or her immediate and/or long range goals

2. Career Counseling The student is assisted in assessing his or her attributes, abilities, and interests, and is advised concerning current and future employment trends.

3. Personal Counseling The student is assisted with personal, family or other social concerns, when that assistance is related to the student’s education.

4. Crisis Intervention Either directly or through cooperative arrangements with other resources on campus or in the community.

5. Multicultural Counseling The student is counseled with respect for their origin and cultural values.

6. Outreach and Promote Services Reach out to current College of Marin students, high school students and the county community at large to avail themselves of services, focus on maximizing all students potential to benefit from the academic experience.

7. Shared Governance/Consultation To the college governance process and liaison to the college community to make the environment as beneficial to the intellect, emotional, and physical development of students as possible. Counselors also serve as consultants to faculty members on how to best support students related to an academic or personal matter. Also, counselors share their expertise with faculty members regarding career certificate and transfer requirements.

8. Research and Review To review counseling programs and services with the goal of improving their effectiveness.

9. Training and Professional To provide training opportunities for counseling staff, interns, and others in the college community.

III. Students Served

Briefly outline what students are served in your program.

All students at the College of Marin regardless of age, ethnicity, disability, cultural differences or academic aspirations take advantage of counseling services. Counseling services are provided to prospective students, new students, and continuing students. The counseling program addresses the following specific populations:

Athletics: The Counseling Department has assigned a permanent counselor to assist student athletes in planning their academic program and to provide academic support services in order to enable them to achieve their educational goals, persist to graduation, and meet NCAA/NAIA eligibility requirements.

ESL/Basic Skills: The College of Marin has assigned an adjunct counselor at 50% to work with both credit and non-credit ESL students as well as any student who places in non-degree applicable English and Math courses. Veterans: The Counseling Department has assigned a permanent and an adjunct counselor, both assisting students who qualify for veterans benefits in developing an approved educational plan that meets the student's educational objective.

International: The Counseling Department has assigned a permanent counselor to assist international students to develop an educational plan and ensure that they maintain their F-1 status. Approximately 150 students from a wide variety of countries are
currently enrolled at College of Marin. All international students enrolled at College of Marin receive free student services, including orientation, tutoring, specialized counseling with an individualized educational plan, assistance with preparing to transfer to a four year college or university, and answers to immigration questions.

Career and Professional Training: The Counseling Department has assigned a permanent counselor to work with students who are making career decisions and advises them concerning current and future employment trends. Concurrently Enrolled High School Students: The Counseling Department has assigned a permanent counselor to work with high school students who are concurrently enrolled in COM courses. The high school outreach counselor works closely with high school students, and their parents, as well as maintains constant contact with high school counselors.

Probationary/Dismissed: All counselors provide support to probationary and disqualified students. Counselors provide many of the interventions to this special group of students which may include personal, career and academic/vocational counseling, specialized personal development courses (study skills, life management, time management, career decision making, etc.). The Counselors also make referrals to other campus services such as tutoring, child care, financial aid, job placement, personal, and/or other community services available to help students overcome obstacles that block their academic success. Because of budget constraints for matriculation this year, The counseling department does not have any counselor assigned to follow-up and monitor probationary and disqualified students academic progress. The Department is working on a strategy to address this area.

CalWorks/ReEntry: In partnership with Marin County, CalWORKs provides educational and support services to students who are participants in the program.

Transfer: Department Counselors work individually assisting with transfer preparation. Counselors also offer regularly scheduled workshops and activities designed to assist the student in the transfer process, as well as the opportunity to schedule an appointment with University Representatives each semester.In addition, the Transfer/Career Center offers resources for information application, preparation, and eligibility for transfer. Career resources are also available in the Center to assist in career exploration and for declaring academic majors.

Extended Opportunity Programs and Services: The EOPS program provides academic support for financially and educationally disadvantaged students. Services include counseling, tutoring, book grants, priority registration, transfer information and assistance, and peer advisement.

Disabled Students Program & Services (DSPS): Disabled students program provides support services and/or special classes to students with learning, communication, physical and psychological disabilities.

Puente: This is the second year The College has administered this special program. There currently is a 50% adjunct assigned to work with this special population. It is hoped that there will be funding in the future to continue the program, but doubts remain strong given the state of the economy and funding from the Chancellor's office.

**IV. Program History**

* Collaboration with various programs: financial aid, EOPS, DSPS, CalWork, basic skills initiative * New student orientations and success workshops

* Technology advances: SARs, Eureka, Internet Access, Online advising, Electronic Student Educational Plan (SEP)

B. Planned Activities:

* Hire additional counselors to meet the needs of our student population
* Stay abreast of technologies that have a positive impact on counseling
* Continue to refine/develop group orientations and counseling sessions


* Career courses taught each semester and summer/ full semester length and short-late starting courses in evening

* Collaboration with community
* Technology advances; eureka

* Inservice training for new career tools for all counselors

B. Planned Activities

* Provide ongoing training to counselors
* Hire additional counselors to meet the needs of our changing population
* Develop workshops/programs to address the changing population
* Hire New Counselor


* Focus services on Iraqi Veterans

B. Planned Activities

* Collaboration with other student services areas and instruction
* Technology advances: Online referrals to resources on and/or off-campus


* Staff development for Crisis Intervention

B. Planned Activities

* Need for follow-up training on Crisis intervention
* Assign and maintain a consistent Crisis Intervention Staff/Faculty members
* Continue improving delivery within the college community


* Counselors are sensitive to student's individual background with regards to language, age, disability, & culture
* Staff Development on Working with a Multicultural Student Population. B.Planned Activity

* A subcommittee of counseling department to develop and promote cultural sensitivity awareness within our department
* Restablished liaison counseling with Emeritus


* Annual counseling department outreach to county public, private and alternative high schools.
* Annual high school counselor luncheon
* Promotion of high school concurrent enrollment
* Collaboration with other departments on outreach B. Planned Activities


* Involved with various committees (Curriculum and Academic Standards, Academic Senate, Shared Governance, Matriculation Policies and Procedures, Accreditation, Career Education Advisory Committees)

B. Planned Activities
* Continue to collaborate with other departments and committees throughout the district and within the community.


* Currently reviewing two (new & continuing) student satisfaction surveys
* Action items on curriculum committee B. Planned Activities

* Begin a through research procedure through matriculation and institutional effectiveness showing persistence rates, services, offered appointments and sharing of this information with various departments.
* Develop protocol for requesting data
* Conduct analysis of student outcome per area of student counseling


* UC and CSU conferences * Ensuring Transfer Success
* Various conferences relating to Career/basic skills
* Professional inservice monthly on crises intervention, suicide, returning veterans from Iraqi B. Planned Activities
* Continue to see opportunities for professional development opportunities based on department and individual needs.

**Attachments:**
List and briefly describe any attachments
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
COUN-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

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 as well as basic skills courses in computers and Library.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

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, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

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.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

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.

Our program serves students in this pathway: Some students

5. Transfer
Students on the Transfer pathway seek successful matriculation from College of Marin to four-year institutions, universities, colleges 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.

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: To a great extent/ a majority of the students

II. What are your program’s goals for each pathway?
To serve underrepresented and underserved populations by providing appropriate courses and counseling services based on understanding of differences among the populations we serve

III. How does your program/discipline help students meet these goals?
• hire additional counselors needed to provide services to the Colleges growing diverse population.

• provide courses that give students value (college orientation, life skills, study skills, academic skills, and career awareness)

• revise counseling curriculum to increase awareness of how to be successful in college

• provide outreach to HS about the value of taking counseling courses.

• update and develop SEP's for impacted majors and programs

• communicating and instilling "high expectations and standards" in all classes and appointments.

• strategize ways to address "motivation" and incentives for going to college.

• continue to provide inservice training for all counselors, whether adjunct or interns.

IV. How do you measure your success?

1. successful course completion rate

2. grade point average'adherence to student education plan

3. goal completion

4. follow up

V. How do you make sure your students are able to get through your program in a timely fashion?

Ensure all new students are assessed, attend orientation, and attend counseling appointments to update SEPs. Counselors are included in the District's task force to oversee the production of the course masterplan which will keep the line of communication open between instruction and student services.
Student Access and Success
COUN-2009

I. Access
Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

- lack of preparedness of entering freshman and re-turning adults
- lack of collaboration between community and college community on importance of counseling courses in preparing students for success.
- inadequate staffing resources.

II. Student Success
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

N/A

III. Student Retention
Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

Counseling courses have a high rate of retention and student success. There is no data under the "resource/data/success demographics". counseling student success rates are high. We need access to reliable data. Counseling is not a "basic skills curriculum". Counseling courses meet the CSU BA/BS General Education graduation requirements and transfers to UC.

Students do not succeed due to access issues listed below:

1) lack of Basic Skills in English leads students not being able to complete assignments.
2) Schedule conflictys with work and childcare.
3) Difficulty with transportation.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.
Access to student support services (counseling, tutoring, etc.)
Curriculum change
Course scheduling for students needs
New offerings/additional sections
Articulation for transfer or COM GE
Recruitment/outreach
Student/job market demand change
Faculty availability
Facilities & technology
Professional development
Other:
Critical Issue: Setting clear guidelines and upholding educational standards in addressing "ability to benefit" for the growing diverse needs of the student population.

V. Please explain and provide additional details regarding your choices above:

optimizing course scheduling and utilizing every day of the week, morning through evening should be utilized as best practices. collaboration of Faculty availability and new student orientation must be practiced. Integration of community education with college credit for students who are not college ready.
Facilities Questionnaire  
COUN-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The existing counseling facilities are unsafe and unhealthy. The size for each office is not adequate for wheelchair access and privacy. The heat and ventilation system is sporadic; the noise level is high when student activities take place in the building; it is unsafe in that we cannot hear the fire alarms and we have one exit for all counselors to pass through if an emergency occurs. It is also unsafe for evening services as counselors are out of eye sight and by themselves without the ability for others to intervene if an emergency occurs.

Proposal: We are proposing that the District and Student Services Dean evaluate the option of moving the Transfer/Career Center into the Facility space: SS Bldg Rooms, #230/#231/#232 (formerly Student Employment; currently Office of Outreach), and moving the Outreach Office into what is now being used by the Transfer/Career Center.

We are recommending this proposal for the following reasons:

The Transfer/Career Center Resource lab is a "Direct Service to Students"-in that the students come into the center/resource lab and spend time there using all of the resources, indices, internet-electronic resources, and the assistance of the Transfer Center Technician Emy Bagtas. Counseling Faculty bring their classes into the resource lab, and give their students assignments to use the resources. This is a place where students spend "time", and we desire to make it a more welcoming and inviting environment-to increase student access to the resources, and services.

We want to increase the breadth and volume of services to students. We want to have better designed floor layout to make the Transfer / Career Resource Center lab more user friendly. The 2 small offices Rm 230 and Rm 231 could be used for several areas of increased delivery of services to students. When University Representatives are scheduled on campus to meet with COM transfer students they would have an actual office space to meet with the student and conduct their session with the student in confidentiality. Right now we must have them sit at a table in the walkway, or ask a COM Counselor to give up their office space for that University representative's session with a transfer student. This means we eliminate the available Counseling sessions. The 2 small offices #230/#231 could also be used by employers who come on campus to interview students for Internships and Jobs. There is no office space available for employers to meet with our students at this time. We could also use #230/231 for times when increased demands for Transfer Counseling and Career Counseling are needed, it would be an advantage for the additional availability of the offices to increase the number of students served.

The open well lighted Room 232 which is the large open space would provide a much more inviting user friendly center for a Transfer/Career Center. The layout of the room is much more conducive to students being more comfortable than the long narrow brick room that currently houses the Transfer/Career Center. (The current space is not conducive to having individuals with wheelchairs use the center. The current space does not allow for small groups to gather around a computer and discuss the on-line resources. The brick walls are not acoustically designed to deal with loud sounds from the music outside the room in the cafeteria) The #232 is an open well lit room is much more inviting. There is more space in which to work in, the foot pattern flow provides more space for multi-cultural differences in proximity to other persons bodies. We are increasing our recruitment of international students who traditionally want to learn about educational transfer options, and career pathways related to college major. This more user friendly space will support student diversity, and make it possible for students to be more comfortable.

The Counseling Department Appointment desk has requested a "window counter" much like Admissions, and Financial Aid have. At this time there is no "window counter" available. By moving the Transfer/Career Center into Room #232-the "window/counters" in the wall-which are no longer used, could be removed and recycled into the wall that Counseling has proposed. This would provide student's easier access to the appointment desk, and address some other safety issues for the Counseling Dept. facilities. It would also allow the room #232 and wall to be used in a more "educational" manner serving students at COM with direct services.
Curriculum
COUN-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

   Yes. The curriculum chair just sent a list of 10 counseling courses that are in need of updating. They are:

   Counseling 70
   Counseling 120
   Counseling 132
   Counseling 135
   Counseling 140
   Counseling 141
   Counseling 142
   Counseling 153A
   Counseling 153B
   Counseling 154

2. Are you planning on changing, updating or revising and degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

   N/A

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

   The Counseling Department has currently collaborated with the Basic Skills program in offering a study skills and a college success course with remedial English and with Freshman English Composition. The success of the collaboration still needs to be analyzed and the weaknesses need to still be identified in order to develop new curriculum or to refine the existing ones. Clearly, having counselors integrate their curriculum with academic coursework has placed a presence of counseling services in the classroom, a need that begins improving student success.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

   As in #3 above, the department is in the developmental stages of examining past outcomes first.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

   Same answer as #4 above.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

   Not necessary at this time.
Student Learning Outcomes
COUN-2009

Five College Learning Outcomes:
1. **Written, Oral and Visual Communication:** Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. **Scientific and Quantitative Reasoning:** Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. **Critical Thinking:** Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. **Problem Solving:** Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. **Information Literacy:** Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?
   NA

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?
   NA

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
   i. Written, Oral and Visual Communication
   NA
   ii. Scientific and Quantitative Reasoning
   NA
   iii. Critical Thinking
   NA
   iv. Problem Solving
   NA
   v. Information Literacy
   NA

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?
   Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
   NA
Counseling 114 and Counseling 130

ii. Scientific and Quantitative Reasoning
NA

iii. Critical Thinking
Counseling 114 and Counseling 130

iv. Problem Solving
Counseling 114 and Counseling 130

v. Information Literacy
Counseling 114 and Counseling 130

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
There are course outline of Record which includes SLOs and are updated as needed and required.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?
100%

3. Assessment:
   i. How often do you assess these SLOs?
   Not since SLOs went into place

3. Assessment:
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.
   Unavailable

3. Assessment:
   iii. What improvements have you made or do you plan to make in the future?
   Unavailable

3. Assessment:
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
   Unavailable
# Technology Requests

## Part II: Hardware for Lab and Classroom

### COUN-2009

### 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.

<table>
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<th>Priority</th>
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<tr>
<td>01</td>
<td>18 Classes</td>
<td>Other</td>
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### Description and part number for ordering:

Dry-Erase Boards: Item #125-365 MA2700790 (4'HX6'W) Earth-IT by Master Vision Silver Easy-Clean Dry-Erase Board Office Depot

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### Type

- College-wide
- Discipline-Specific

- New
- Counseling
- Lab use

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

We currently use flip charts when we conduct our lectures in our Resource lab: Career/Transfer Center. We conduct lectures on utilizing resources for our Counseling Classes related to Career Planning, College Success; Transfer; Choosing a College Major, Study Skills etc. We need a White Board to make our lecture diagrams "easier to see"—a white board is a better instruction tool than flip charts. With the current statewide budget constraints on buying supplies—we cannot purchase flip charts (matriculation budget is cut). It is more efficient and "greener" to have a White Board to reuse rather than go thru many flip charts each semester. It would serve students better because the delivery on a white board is easier for students to see the diagrams, and larger writing on a white board.

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

This equipment will be used by faculty in the Counseling Dept. teaching Counseling courses: the equipment will be shared with faculty/instructors in the following programs: EOPS Program; Puente Program; DSPS Program; COM Athletic Counseling Program; CalWorks Program; International Student's Program; Veteran's Program; Basic Skill's Program w/Counseling instruction in Learning Communities/Cohort; ESL Program w/Counseling instruction in Learning Communities/Cohort; Career Services Program, and the Transfer Program.

### Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   - '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?

"A" We requested the white board 2 times. We are now using flip charts. Delivery of Counseling curriculum would be greatly enhanced by having a Dry Erase White Board in "our" resource lab: the Career/Transfer Center. We take our students into the resource lab providing instruction/critical information on how to effectively utilize
the resources available required for students to complete their assignments in our course curriculums. It would make it easier for students to visually see our lecture diagrams, lecture information on a well lit-highly visible dry erase white board-rather than the flip chart. The flip chart limits the size of the written word/diagrams due to the small size of the flip chart. The white board would allow for more information to be diagramed-thus improving the delivery of the lecture content and instructions for using the resources in the center. Different students have different learning styles, the white board would allow us to serve students who are visual learners, not only auditory learners.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code) Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

It is not known that Title 5 or Ed Code requires instructional equipment such as a white board to make it easier for students to see the lecture writing/diagrams-rather than do it on small flip chart paper taped to the wall.

However, there were changes made to Title 5, Area II A & B were added to require that Community College Student Services provide for the student's development in these critical aspects of a student's learning outcomes. Counseling curriculum addresses these areas specifically. Providing learning environments that are conducive to the student's acquiring these skills is critical. A White Board is a more effective teaching tool than a pad of paper. It allows the instructor and student to interact more, the bright colored markers and erasers are more conducive to students and teachers both writing their ideas and diagrams in a more vibrant manner.

The difference is that of a 40 watt bulb vs a 100 watt bulb when it comes to the visual learners of today looking at a pad of paper vs looking at a White Board.

3. 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?

Today's students are visual learners. A white board would greatly enhance the delivery of our lectures in our resource lab. We would be able to put more sequential content/diagrams/instructions on the board-rather than a flip chart, or being limited to delivering only verbal instructions. Many students with learning difficulties would benefit from "hearing" the lecture/instructions AND at the same time "SEEING and VISUALLY"getting the information. It is common practice in all educational environments to have a lecture and a "visual" board for the instructor to write on.

A White Board would greatly enhance instruction and improve student learning and success. This instructional tool has been the industry standard for many years.

This White Board would be used in the series of courses that address: Student Success; Academic Planning for Choosing a College Major; Study Skills; and Career Life Skills Planning. All are Transferable Courses; Counseling 130 meets a CSU Bachelors Degree General Education "graduation requirement".

4. 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?

Access is improved because it allows the instructor to provide information in a visual format at the same time the instructor is giving the lecture. Students will be able to increase learning access by making it easier for the student to absorb and process the information. More information can be written on a White Board sequentially than on a small flip chart/pad of paper.
Access is improved because "more students" will be able to see the lecture diagrams at the same time, rather than delivering the lecture diagram on a flip chart in our resource lab: Career/Transfer Resource Center. If the students who are sitting cannot see the flip chart during the lecture/presentation those students will not have access.

Counseling curriculum is a Student Development Model designed to serve students at all levels, from entry Basic Skills to the most advanced transfer curriculum offered by COM academic programs. Study skills, Preparing for College Success; Choosing a College Major/Academic Planning and Career Life Skills Planning serve all students in all majors in a Student Development Model in a sequential manner to promote student success.

There are 18 courses that can enroll 35 students per course resulting in 630 students per semester, 1260 students per academic year, not including summer offerings. All students at COM benefit from their enrollment in Counseling Courses. Counseling curriculum has a high retention rate based on the data provided on Program Review data on enrollment/WSCH. Limits are set on the number of course offerings due to limited faculty staffing in the Counseling Department.

This White Board is necessary to accommodate students currently enrolled. The flip chart is inadequate for giving lectures in our resource lab. Flip charts send the wrong message that what is being taught is not important, especially to technically savvy students sitting in the class with their I-Pads.

Using up to date tools and technology makes learning more attractive to the new and incoming students. Using a White Board vs a flip chart for the first lecture in the resource lab, will be far more attractive to today's learners. Having current industry standards in the learning environment conveys the message to the student that this is vital to their learning, and to their success.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Each course in the Counseling Department's curriculum has set forth "active" Student Learning Outcomes.

One of the SLO's listed for our courses is:

Demonstrate effective communication and technological awareness through the use of technologies (internet research, social networking tools, educational resources, career resources, transfer resources, etc) to advance Technological Awareness

It is critical that the instructors "at minimum have basic tools" (White Board) in the resource lab to provide lectures with. When we take our students to our resource lab: Career/Transfer Center to teach them how to do research on Transfer, or Careers, or Choosing a Major we need to be able to deliver it at industry standards: we set the example to our students about technological awareness. How can a student think that our curriculum is up to date if it is delivered on a flip chart?

6. How will these outcomes be measured for future planning? What data or evidence supports
your request?

Outcomes are measured by student retention, student grades, and student's follow-up with the instructors after the course has been completed. Many students seek ongoing Counseling from the Counselor/Instructor to further their growth and development as a result of the course. We can survey the students about their opinions on the "lack of basic lecture tools in the resource lab". This can provide the basis for surveying students about what they think would improve the delivery of lectures in the resource lab. We receive this feedback now in our courses verbally.

The evidence is the student's reaction to the environment. There is a lack of enthusiasm when they must crowd around a flip chart, rather than a learning environment that reflects today's world.

Should we get the White Board on this 3rd request, we can survey students reactions to having their lecture/lab instructions given on a White Board vs a flip chart. We can deliver 1/2 lecture on the flip chart, and then 1/2 lecture on a White Board and ask the student to rate the effectiveness of each delivery.

Additional Justification for this item:

The basic benefit of purchasing this White board far outweighs the minimal cost of $259.00 plus tax of $23.31 and free shipping. All of the Counseling curriculum delivery method would improve immediately. It would be shared with all of the diverse programs that the Counseling faculty teach in, and serve a diverse population of students immediately. Again it is a matter of recognizing that a 100 watt board is brighter than a 40 watt bulb, thus the White Board delivers a "brighter" lecture than a pad of paper.

The request for the White Board must fit into this category because it is over $200 and because it is necessary for instruction, and because compared to paper flip charts it is technologically advanced instructional equipment.

A fiscal justification to comment on: this is the 3rd time that I as a faculty member of the Counseling Department have worked on the Program Review, and in particular the request for Instructional Equipment. The amount of time I have spent on each Program Review cycle of requesting this "white board costing $283.30" if calculated into my salary/hours spent on the template three times to justify one white board-it would have justified 3 white boards. The real cost of the equipment request goes up: 3X's Program Review Template requiring faculty hourly time= >cost of the original piece of equipment of $283.30.. May reason prevail in this 3rd request. Thank you for the opportunity to make this request on behalf of providing a better learning environment for our students.

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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.

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<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
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<tr>
<td>01</td>
<td>18 Classes</td>
<td>Other</td>
<td>Counseling Dept. Courses/Transferable</td>
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</tbody>
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Description and part number for ordering:

#783034 Numonics I-Board 77 Intelliboard Interactive Whiteboard with PC Software $1,395.00; #782525 Numonics Mobile Stand $340.00; #783233 Super Close Projection System 3M
Model SPC716 (M11) with wall mounting bracket $1,995.00; #783126 Serial Wireless Bluetooth for I-77 (For I-77 purchased at the same time); #783176 Numonics Take 2 Pen Option: Cordless Pen DS Pen ($79.99 each) 2 Pens $159.98; Discount Educational Discount for Pen Option -$30.05 per pen;#HB319 Headset Mic $35.00; #NM319 Neck Mic $48.00; #Q319 Hand Held Mic $157.00; #PA300-UHF P139 Wireless & Powered Whiteboard Array Speaker with LM319-Lapel Mic, 2 # M316 Wireless Transmitters; Cost for installation is not known due to not knowing if COM Electrician/Media Services Dept can install-otherwise we would include the installation fee from Ranansco Technical Support for Installation appx $400.00-we want to add $200.00 in the event that the Instructional Equipment Committee delays so long on decisionmaking that all of the educational discount quotes go up in the next year. The Total is: $5,577.24. The Unit Cost below will not allow me to put this figure in, it keeps blinking red "invalid. Format. A unit cost must contain a number...I keep typing in the number 5,577.24 and it does not accept that number ...HELP!!!!There is nobody to call-Sara McKinnon is not answering her phone, nobody on campus knows what to do with this problem with the template-the Handbook does not explain what to do...I checked. Note: the above vendor (Ranansco) was used by the COM Modernization Committee in getting specs/quotes for the modernization of the Auto Tech Program in the new Transportation Complex at IVC. We used what the COM Modernization Committee had already established based on specs/quotes from 2007. We got copies from the original's from what was used by COM Modernization Committee of the product list, product brochures, price list (we now have acquired updated costs from the vendors of the 2010 itemized costs listed above), and we got copies of the business cards that were used by the Modernization Committee from the Principals at Ranansco. We also sought out information from the other vendor that the Modernization Committee had contacted, Auditory Instruments, Inc. and have a new current 2010 parts # and pricing. We did not include that in the above listing because it was considerably higher..$8,653.58 compared to what Ranansco gave us as a quote $5,557.24. We have copies of all of this information on file in hardcopy. It is important to know that we did this research and request in "alignment with what the Modernization Committee had already established as a standard for COM instructional technology for COM instructional equipment purchases.

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<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
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**Type** College-wide **Discipline-Specific**

New Counseling Classroom use

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

Upgrade from using flip charts and antiquated overhead projector (out dated equipment). This request will make our instruction a powerful teaching tool bringing ideas to life allowing us to provide students with state of art instruction utilizing running digital video clips, downloading content from the internet, and opening our instruction files: resulting in saving time (not having to go to the computer and download and check files, it is all done on the Intelliboard touch screen), and allows the instructor to maintain the student's focus on the curriculum at hand.

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

Counseling Department instruction done by the Counseling faculty only serves all students but will share with the following programs where Counseling faculty in the Counseling Department teaching Counseling courses:: the equipment will be shared with Counseling faculty/instructors in the following programs: EOPS Program faculty Counselors instructing; Puente Program Counselor faculty instructing; DSPS Program Counseling faculty instructing; COM Athletic Program Counseling faculty instructing; CalWorks Program Counseling faculty instructing; International Student's Program Counselor faculty instructing; Veteran's Program Counseling faculty instructing; Basic Skills Learning Community. When a faculty from the Counseling Department instructs Counseling courses that are part of the Learning Community; ESL Counselor faculty teaching a Counseling class as part of the Learning Community Counseling courses/ All of these programs related to Counseling instruction (conducted by only the instructors in the the Counseling Faculty) serving all of these Program areas.
will benefit from the utilization of this educational technology. The equipment will be used within the Counseling course offerings to reach these target populations at COM. This technological hardware is to be installed in the resource lab Transfer/Career Center so that instruction in our courses can take place in the resource lab to integrate these essential educational resources into hands-on instruction with students in the resource lab. This will all for all of the above programs to better serve students.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • '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?

This is the 2nd time we have requested technical hardware for use with our curriculum/resource lab. Without this interactive board we will not be able to integrate all the new information technologies that are now available to students through our resource lab in a real time, powerful and effective delivery mode in our lectures/presentations/demonstrations.

We currently use paper flip charts in our resource lab. All of our curriculum relies on resources that are available through our Transfer/Career Center. Lecturing "about a resource on a flip chart" is less effective than utilizing real world technology which brings ideas to life! Our curriculum is designed to address the student's own development, setting goals, defining a college major, identifying career options, establishing new behavior patterns to effectively learn and become a successful student. The curriculum content is based on "student development" and facilitates the student defining for themselves why they will stay in college. Our curriculum addresses "retention" on an individualized process with the outcome being that the student has internalized their commitment to staying in college and succeeding.

The utilization of the Intelliboard in our instruction will greatly enhance our students rentals as a result of the interactive/multi-media learning tools. It is well documented in research that the interactive board is very effective in teaching students with short attention spans, this generation of students can attend to any situation as long as it is on a computer screen, interactive board, or television. Quality of instruction is improved as students are more engaged and responsive to the lectures, regardless of class size, background noise, seat location, or dealing with a mild hearing loss. Research has documented that utilizing smart classroom technology results in higher levels of engagement due to the multi-sensory learning. Different students have different learning styles, the interactive board would have a tremendous impact on our delivery of our curriculum. It is also well documented that student's with learning disabilities benefit from curriculum delivered with interactive boards. Many students with learning disabilities will enroll in Counseling courses to develop college success skills, and to test the waters of learning at College of Marin.

The interactive board/sound system would allow us to integrate technological media, and web resources into the lecture. A paper flip chart eliminates access to all of the electronic resources available.

If we do not have an interactive board, we are forced to using paper flip charts, trying to diagram the importance of the student engaging in these critical resources for their own success. This is not a credible way to convince today's technologically savvy students that they need these resources. Our curriculum's content
is focused on the "student's own self-efficacy, self-development, and self-responsibility for their choices, actions, and outcomes". All other academic and career technical education (workforce development) curriculum is focused on subject content, not on "student development models". We need to "meet them where they are technologically" to effectively teach them to use the educational resources available to them.

College of Marin must make a commitment to putting our curriculum into the 21st Century, so that we are on par with all of the Community Colleges, California State Universities, and University of California. All information that students must have to make informed decisions is electronically based. All resources, all access tools, all personality/career resources are now electronically delivered. It is critical to be able to use our laptops with the intelliboard to demonstrate these resources, and allow COM students to interact with this content "in the classroom setting where they have the instructor and fellow students to engage in real life discussions".

The Counseling Department Student Learning Outcome is: The Counseling Department Educates and facilitates student's problem solving ability so that students become self-directed and responsible for making informed educational, career and personal decisions.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

Title 5, Area II A &B have added specific requirements for student development. Counseling Department curriculum meets these areas of development. Course Outline SLO's on file with the Curriculum Committee lists SLO's in line with the above requirements.

3. 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?

Interactive Boards represent a technology solution that provides an optimal learning condition in the classroom. There is abundant research that shows that sound amplification, and visual color directly impacts the students retention and learning.

One SLO listed in Counseling Curriculum:

Demonstrate effective communication and technological awareness through the use of technologies (internet research, social networking tools, educational resources, transfer resources, career resources, etc.) to advance Technological Awareness

Utilizing and interactive white board in our Counseling Department Student Development Curriculum will benefit for the following reasons well documented among educators at all levels:

The quality of instruction will be improved for student learning and success because

*The interactive board can accommodate different learning styles
All ages of students respond favorably to the use of the interactive board. Traditional, reentry, and leisure learners post-retirement.

Students with limited motor use can enjoy board use in the classroom interaction.

Learning content material becomes interactive and multi-intelligence learning.

Learners show increased motivation and enjoy the interaction the technology offers.

It makes the subject come alive.

It encourages the involvement of learners in the subject, it captures the attention of the learners.

It enables the Counseling Faculty to use multimedia resources and the Internet with the whole class enabling the instructor seamless links to be made between the technology and the subject material—and a vast array of electronic educational resources.

The interactive board in our resource lab will allow for instructors to utilize the resources for students who are trying to choose college majors, career options, planning for college success right in the resource lab which will make students understand the relevance of the materials, indices, directories, websites, services, and resource technician support to their student's own individual education goals.

All levels of English language skills benefit from interactive boards (Basic Skills, ESL, Advanced Placement, Post Bachelors/Masters degree).

Incorporating this technical tool into our resource lab will make us as instructors rethink our approach to teaching, creating flexibility in the scope for imaginative lectures and utilization of a vast array of student development resources for students making life and college major choices.

Instructors can automatically save pages from their diagrams/lecture notes on the board and print them out for the students. Paste them in a website—or email them to the students via MyCom.

Counseling curriculum is offered based on a Student Development Model. Entering students matriculating into full time loads are encouraged to enroll in Counseling courses based on their English/Math Assessments; multiple measures; past academic success, and individual developmental needs. The courses deliver curriculum designed to develop skills in college success; study skills, personal development, academic development, career development, and transfer planning as well as matriculating to a transfer University. Counseling courses are integrated into Student Learning Communities/Cohorts with the Basic Skills Initiative and the Puente Program.

4. 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?

Access is improved for students taking Counseling classes for the following reasons:

Interactive boards represent a technology solution that provides an optimal learning condition in the classroom. There is abundant research that shows that sound amplification and interactive visual color display directly impacts the students' retention and learning for the following populations of students: Diverse Student Access is increased because

*The interactive board can accommodate different learning styles

*All ages of students respond favorably to the use of the interactive board: traditional students, re-entry students; career changing students; and adult leisure.
learners; post-retirement students.

* Students with limited motor use can enjoy board use in the classroom interaction via laptop computer

* Learning content material becomes interactive and multi-intelligence learning

* All levels of English language skilled students benefit from interactive boards (Basic Skills, ESL, English Advanced Placement students, and Post Bachelor/Masters degreed students)

* It is well documented that student's with learning disabilities benefit from curriculum with interactive boards. Many students with learning disabilities will enroll in Counseling courses to develop college success skills, and to test the waters of learning at College of Marin

* Learners show increased motivation and enjoy the learning interaction the technology offers

There are currently 18 Counseling courses that can enroll 35 students per course offering resulting in 630 students per semester, 1260 students per academic year, not including the summer offerings. All students on the 5 pathways at COM benefit from their enrollment in Counseling courses. Counseling curriculum has a high retention rate based on the data provided on Program Review data enrollment/WSCH. Limits are set on the number of course offerings due to limited faculty staffing in the Counseling Department.

Currently Counseling Curriculum accommodates all students. The interactive board will serve all students from the many programs that the interactive board hardware will be shared with mentioned above (i.e. EOPS, Puente. DSPS, Transfer; ReEntry, CalWorks, COM Athletes Coun 115, Veterans, Basic Skills, Career Services. At Risk Students (progress probation, progress dismissal, academic probation, academic dismissal, Basic Skills, Single Parents, 1st Generation, etc) all benefit from access to Counseling courses, especially when utilizing the interactive board in Counseling classes designed as an intervention to prevent students from dropping out of college. Student success and access is greatly improved when a student completes a Coun 125 Study Skills course, or a Coun 114, 115A/B Student Success courses.

The interactive board will be a powerful educational tool to attract students to the Counseling curriculum. The interactive board makes any curriculum come alive. The Counseling Dept. desires to make the Counseling courses as attractive as possible in this media learning age, and the interactive board provides a very attractive motivation for students to want to learn, and want to enroll, and to retain students in our classes. We know that learning technologies "grow" enrollment compared to using outdated learning environments.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Counseling Curriculum SLO’s that will be achieved by utilizing the interactive board represent a technology solution that provides an optimal learning condition in the classroom. It reaches across all barriers of learning problems, and motivates the
student to engage. Learning is always an "active process", the student must take responsibility for their learning, however we instructors in the Counseling Dept. must take responsibility for providing an optimal learning environment:

SLO's expected from using this technology in the classroom: interactive boards will enhance the following SLO Outcomes:

* Demonstrate effective communication and technological awareness through the use of technologies (internet research, social networking tools, educational resources, transfer resources, career resources, learning skill resources, etc.) to advance Technological Awareness.

* Student will demonstrate problem solving ability in that the student demonstrates that they are self-directed, and responsible for making informed educational, career, and personal decisions.

* Students will develop critical thinking and research skills thru the use of labor market data, employer indices, and local research to identify a career ladder within a particular occupation. (electronic resources to be taught with interactive board)

* Students will be able to compare and contrast different resumes formats (including 3 electronic versions) for entering new field of work through internships, work experience, entry level positions appropriate to the targeted area of the workforce. (all electronically taught with the interactive board).

* Students will be able to initiate contact with potential employers, electronically, in writing, in telephone conversation, in person and effectively communicate their desire and interest in working in that specific workforce. (interactive board allows for downloading a wide range of teaching resources covering all aspects of student's communication skills with potential employers)

* Students will demonstrate critical thinking in the analysis of study skills materials in textbooks, online, web based, and electronic textbooks/dvd study guides (Critical thinking and technological awareness through the use of the interactive board to demonstrate study skill resources that exist for each academic area of study..Math, English, Art, Science, etc.)

* Students will develop research skills utilizing electronic/internet resources to identify college majors, college degrees, educational pathways, set educational goals, research higher educational institutions in order to identify educational goals, how to follow a required sequence of courses leading to effectively transferring to the University of their choice. Students will learn to identify many options, make decisions, and create opportunities for their academic life. (utilize the interactive board to demonstrate that all universities have gone to electronic formats for matriculating and transfer students. Teach transferable skills in using technology to succeed in getting into the University of choice)

It is critical that we in the Counseling Department use "education's industry standard of the interactive board" to convey the message to the student that the issues they face in choosing a college major, researching career fields, researching job opportunities in their course of study, researching effective study skills, effective use of technology, effective use of University's information resources housed in electronic format is critical to their success in education.

It is critical that we convey the "credible and technologically real world" message to the COM Transfer Student that we are teaching them the skills they need to successfully maneuver through the complex transfer process. Through Counseling curriculum we need to instill in the transfer students the knowledge, resources and skills that make them competitive to enter the best Universities. It is difficult to convey that message when we are delivering our lecture on a paper flip chart in our resource center. We do not garner student confidence when delivering curriculum in
such an outdated, outmoded way. We may even be sending the wrong message that a student transferring from College of Marin is hindered by our outdated teaching resources.

We must deliver our knowledge in a format that reflects the world we all live in: real world technology. Our curriculum serves students in every single COM major and discipline, our curriculum does provide a student exposure to these critical areas of information that they will not otherwise get in a specific academic/career technical field of study (i.e. study skills, college major choice/options; university educational options; career life skills planning; student success; student mastery and development; student responsibility in their community, educational goals, personal goals, values assessment, life goals, career goals, etc.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Outcomes for Counseling Department curriculum is listed on our Course Outlines on file with the Curriculum Committee. SLO's are measured with exams, student research papers, weekly student reaction papers, student presentations, student projects, and student participation and performance in the classroom. SLO's are also measure with student retention, and in the case of utilizing our resource lab/Transfer-Career Center we can track if students return to use the resources during the time the course is offered, and after the conclusion of the course.

One SLO directly related to this equipment request is:
Students will demonstrate effective communication and technological awareness through the use of (internet, social networking tools, electronic & indices of educational resources, electronic and indices of career resources, electronic and indices of transfer resources, electronic and indices of job hunting resources, electronic and indices of employer internship resources, electronic and indices of study skills resources, electronic and indices of personality development/student development resources, etc.) to advance Technological Awareness.

Other ways that we will measure these outcomes will be to look at student retention, student success, student's ability to effectively use the resource lab and all of the electronic information available through our Transfer/Career Center. We will be able to assess effectiveness by the documenting how many students register with the Transfer/Career Center to use their services after the courses. We plan to conduct surveys with students asking them about the benefits they attribute to the use of technology in the resource lab, and as part of our curriculum.

There is extensive research documenting the effectiveness of using an interactive board in the classroom. This is referred to in education as the "Smart Classroom". COM has already invested in a number of smart classrooms. Researching the internet I was able to locate several research papers/white papers documenting the fact that student's learning in all subject areas showed improvement, for students of all areas of academic study, and also for Learning Disabled, ESL, and native English speakers who had weak basic skills, students as well as who had difficulty with learning math.

College of Marin's Strategic Plan 2009-2012 explicitly states in College Priority #32009-2012 "Prepare, implement, and evaluate a college technology plan that indentifies the policies, hardware, software, an training needed to improve student staff and faculty access to the effective use of technology in instruction. (EMP Recommendation College Systems 3)."

The Intelliboard Hardware equipment requested is gathered from the documents on file with the Modernization Committee, when in 2007 the Committee decided to get specs this same equipment for the Automotive Technology Dept's modernization project with the new Transportation Complex at IVC. We requested information on which vendors and which products were being used in the preliminary planning in 2007 for the modernization of
the Automotive Technology lab/classroom. We are submitting the equipment request utilizing the same vendor as had been previously used in the committee's process. In fact, we were given the copies of the 2007 price lists, product literature, and business cards from the prior planning, thus we have aligned up with the Modernization Committee's standardization of what would be used at COM in setting up technology in our resource lab/classroom.

It is very important to point out to the Instructional Equipment Committee that the Counseling Department faculty have NEVER been given access to a Smart Classroom at COM even though we have requested it. There is too much competition from other Academic instructional areas, and it is obvious that when it comes to putting a Counseling course in a Smart Classroom vs an Academic discipline—the priority is to put the Academic discipline course in that classroom...ALWAYS. We are requesting this equipment so that Counseling curriculum can improve our curriculum delivery with an intelliboard in our resource lab and not be in competition with so many academic disciplines. We will never have access to the Smart classrooms, and in turn our student's are denied access to an improved teaching methodology. All the Programs listed (EOPS, DSPS, CalWorks, Puente, Transfer Counseling Curriculum Program, Career Counseling Curriculum Program, ESL, Counseling Courses taught as part of the Learning Communities, Athletic Counseling Curriculum Program, International Students Counseling Curriculum Program) all provide instruction to students. Having this technology available to Counseling Faculty teaching from these areas will greatly enhance our curriculum, and greatly contribute to student success, and student retention.

**Additional Justification for this item:**

As mentioned above, it is very important to point out to the Instructional Equipment Committee that the Counseling Department faculty have NEVER been given access to a Smart Classroom at COM even though we have requested it. There is too much competition from other Academic disciplines, and it is obvious that when it comes to putting a Counseling course in a Smart Classroom vs an Academic Discipline—the priority is to allow the Academic discipline course into the Smart Classroom...ALWAYS. We as a group of faculty from all of these programs have given up trying to compete for the limited resources of a Smart Classroom.

We are requesting this instructional equipment so that Counseling curriculum can better educate our students with the myriad of technological resources we have at our fingertips...but cannot access it. We know that using an interactive board in the resource lab with our computers in a wireless internet connected mode would open up tremendous possibilities for what we can include in our instruction. We also know the realities of the very limited resources of Smart Classrooms and the fact that more and more Academic disciplines will compete for these classrooms and we will always be at the end of the line. We will never have access to the few Smart Classrooms, and in turn our student's are denied access to the myriad of Student Development modeled electronic resources only available through technology that is industry standard today. All of the Programs listed (EOPS, Puente, DSPS, CalWorks, Transfer Counseling Curriculum Program, Career Counseling Curriculum Program, ESL Counseling Curriculum Program, Counseling curriculum taught as part of the Learning Communities, Athletic Counseling Curriculum Program, International Students Counseling Curriculum Program) all provide instruction to students. Having this interactive board in our resource lab will greatly enhance our ability to deliver state the art resources to our students. We serve all students in all college majors, academic, career technical, and community learners.

Providing support to purchase this technological hardware will have a tremendous impact on improving our instructional delivery, and allow us to bring into our content the most current information available for students. We cannot deliver this on a paper flip chart in the resource lab Transfer/Career center. We currently rely on a flip chart to do our lectures in the resource lab, that is all we have access to.
Non-Instructional Requests

Part I: Non-Instructional Equipment and Supplies
This section will be filled out by the Department Chair
COUN-2009

I. Non-Instructional Equipment and Supplies
This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

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<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>6900 Students</td>
<td>Faculty Computer</td>
</tr>
</tbody>
</table>

Type          Status
Upgrade       New and will be ongoing

Description and part number for ordering:
replace 9 computers and 1 printer dated 2005 and 2005

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>$1,200.00</td>
<td>$108.00</td>
<td>$100.00</td>
<td>$12,208.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
The 9 computers and 1 printer date back to 2004 and 2005. Lack ability to upgrade new software and is in constant need for IT department's service.

Item to be shared with the following Department/Program: (Include any shared expenses)
none

Justification for Item (See Rating Rubric)
1. Who will use these supplies or equipment?
The use of updated equipment gives counselors greater accessibility to needed information used to help students attain their educational goals.

2. How will access for students be improved?
Access to information gives access to students!
Non-Instructional Requests

Part II : Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

COUN-2009

II. Other Non-Instructional Costs

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

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>New and will be ongoing</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

material and supply budget

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
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</thead>
<tbody>
<tr>
<td>6000.0</td>
<td>0.0</td>
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</table>

Justification

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

Matriculation funds have always covered our costs for printing and office supplies; however, with this years funds cut 51%, our program no longer has the ability to print and copy material students rightfully should have access to. When the department goes into the community for presentations about College of Marin, there are no materials to hand out. Having the ability to order minimum essentials is important for the department to be able to get through the year.
# Faculty Members
## COUN-2009

## I. Program Faculty

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Early</td>
<td>Rinetta</td>
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**Shared W/other program (s):**

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<tbody>
<tr>
<td>Full-time, tenured</td>
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**Leadership: List involvement in committees or other service**

- Academic Standards Committee Chairperson; Petitions Committee Chairperson; member of the Faculty Academic Senate.

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<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Flynn</td>
<td>Robert</td>
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**Shared W/other program (s):**

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<tr>
<td>Full-time, tenured</td>
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**Leadership: List involvement in committees or other service**

- Counseling Curriculum Review Committee Chair, Educational Planning Committee, Internship Training, Outreach to Marin County Middle and High school parents.

<table>
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<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Foreman</td>
<td>Jennifer</td>
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**Shared W/other program (s):**

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<td>Adjunct, ETCOM</td>
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**Leadership: List involvement in committees or other service**

- Academic Counseling, DSP Accommodation and Support for DSPS students

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<th>Last Name</th>
<th>First Name</th>
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<tr>
<td>Fung</td>
<td>Theodora</td>
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**Shared W/other program (s):**

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**Leadership: List involvement in committees or other service**

- Academic, Career and Personal Counseling in EOPS
### Furuya Bruce

**Status:** Shared W/other program (s): Full-time, tenured

**Years of Service:** 9

**Specialty:** Academic, Personal and Athletic Counseling

**Leadership:** List involvement in committees or other service
- Basketball Coach
- Transfer Advisory Comm.
- New Stud. Athlete Eligibility Presentation to Coaches
- New Stud. Orientation
- Statewide 3C4A Org. for Academic/Athletic Couns.

| List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer |
|----------------------------------|-----------------|------------------|-------------------|----------------------|
| Last Name | First Name | MI | Year Retired: |
| Furuya | Bruce | | |
| Status: | | | |
| | Shared W/other program | | |
| | (s): | | |
| | Full-time, tenured | | |
| | No | | |
| Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
| 15 | 15 | 00.000 |

### Hanna Ginny

**Status:** Adjunct, ETCUM

**Years of Service:** 19.5

**Specialty:** Personal and Academic Counseling. Also Mental Health Counselor.

**Leadership:** List involvement in committees or other service
- Crisis Intervention Team

| List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer |
|----------------------------------|-----------------|------------------|-------------------|----------------------|
| Last Name | First Name | MI | Year Retired: |
| Hanna | Ginny | | |
| Status: | | | |
| | Shared W/other program | | |
| | (s): | | |
| | Adjunct, ETCUM | | |
| | No | | |
| Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
| 6 | 6 units | 00.000 |

### Haynes-Barnes Marnitha

**Status:** Emergency Hire

**Years of Service:** 4

**Specialty:** Special funding from Basic Skills Initiative to work solely with basic skills students.

**Leadership:** List involvement in committees or other service

| List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer |
|----------------------------------|-----------------|------------------|-------------------|----------------------|
| Last Name | First Name | MI | Year Retired: |
| Haynes-Barnes | Marnitha | | |
| Status: | | | |
| | Shared W/other program | | |
| | (s): | | |
| | Emergency Hire | | |
| | No | | |
| Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
| 7.5 | | | 00.000 |

### Hlavachek Letta

**Status:** Emergency Hire

**Years of Service:** 4

**Leadership:** List involvement in committees or other service

<p>| List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer |
|----------------------------------|-----------------|------------------|-------------------|----------------------|
| Last Name | First Name | MI | Year Retired: |
| Hlavachek | Letta | | |
| Status: | | | |
| | Shared W/other program | | |</p>
<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired</th>
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<tbody>
<tr>
<td>lira</td>
<td>marina</td>
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</tr>
<tr>
<td>Magallanes -Rivera</td>
<td>Alexandra</td>
<td></td>
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<tr>
<td>Mize-Kurzman</td>
<td>Pamela</td>
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</tbody>
</table>

### Leadership: List involvement in committees or other service

- Counseling Curriculum Task Force
- Counseling Department Program Review team
- College of Marin advisory Board for Auto Technology and Medical Assistant
- College of Marin representative to Marin County one-stop career center
- Liaison to Career Technical Education Department
- Community Outreach Committee

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired</th>
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<tr>
<td>lira</td>
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### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<th>Last Name</th>
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<td>Alexandra</td>
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<tr>
<td>Mize-Kurzman</td>
<td>Pamela</td>
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### Leadership: List involvement in committees or other service

- Transfer Agreement Guarantee/ TAG Liaison
- H.S. Counselor Liaison/Community Outreach Committee

### List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
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<tbody>
<tr>
<td>lira</td>
<td>marina</td>
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<tr>
<td>Magallanes -Rivera</td>
<td>Alexandra</td>
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<td>Mize-Kurzman</td>
<td>Pamela</td>
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### Leadership: List involvement in committees or other service

- Ms. Mize retreated from management into Counseling Services 3 years ago. Main assignment is at IVC site and works in general counseling.
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
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<tbody>
<tr>
<td>Ng-Jung</td>
<td>Bessie</td>
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</table>

**Status:**
- Shared W/other program
- (s):
- Full-time, tenured: No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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**Years of Service:** 35

**Specialty:** Academic and Career Counseling

**Leadership:** List involvement in committees or other service

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<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired</th>
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<tbody>
<tr>
<td>Olsen</td>
<td>Marlin</td>
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**Status:**
- Shared W/other program
- (s):
- Part-time, RETCOM: No

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<tr>
<td>3</td>
<td>4 units</td>
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**Years of Service:** 35

**Specialty:** Study Skills courses

**Leadership:** List involvement in committees or other service

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<th>Last Name</th>
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<th>Year Retired</th>
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<tbody>
<tr>
<td>Robinson</td>
<td>Karen</td>
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</table>

**Status:**
- Shared W/other program
- (s):
- Full-time, tenured: No

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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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**Years of Service:** 7

**Specialty:** ESL, Academic, Career, and Personal Counseling. Proficient in Spanish.

**Leadership:** List involvement in committees or other service
- Curriculum Committee, Program Review, Counseling Curriculum Review Committee, Transfer Advisory Committee, Hiring Comm. for Dean for Student Services (twice)

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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
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<tbody>
<tr>
<td>Schultz</td>
<td>Chris</td>
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**Status:**
- Shared W/other program
- (s):
- Full-time, tenured: No

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<th>Spring 2010 TU</th>
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**Years of Service:** 18.5

**Specialty:** Academic and Personal Counseling for DSPS
Leadership: List involvement in committees or other service

50% DSP coordinator, 50% DSP counselor. retreated from management 5 years prior into counseling services.

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<tr>
<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired:</th>
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<tbody>
<tr>
<td>Sklove</td>
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<td></td>
</tr>
</tbody>
</table>

Status: 
Shared W/other program (s):
Adjunct, ETCUM: No

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total)
---|---|---|---
3 | 3 | 00.000 |

Years of Service: Specialty:
8.5 Academic and Veterans Counseling

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenison-Scott</td>
<td>Joetta</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: 
Shared W/other program (s):
Full-time, tenured: No

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total)
---|---|---|---
15 | 15 | 30 |

Years of Service: Specialty:
21 General Counseling

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thompson</td>
<td>Rose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: 
Shared W/other program (s):
Full-time, tenured: No

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total)
---|---|---|---
15 | 15 | 00.000 |

Years of Service: Specialty:
28 Academic, Career and Personal Counseling for EOPS students.

Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ullman</td>
<td>Wendy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: 
Shared W/other program (s):
Full-time, tenured: No

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total)
---|---|---|---
15 | 15 | 00.000 |

Years of Service: Specialty:
19.5 Academic Counseling, DSP Accommodation and Support for DSPS students.
Leadership: List involvement in committees or other service

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams</td>
<td>Charles</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program(s):

- Full-time, tenured: No

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
--- | --- | --- | --- |
15 | 15 | 00.000 |

Years of Service: 39

Specialty: Academic and International Students Counseling

Leadership: List involvement in committees or other service

- Academic Standards Committee member; International Students Committee

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoshioka</td>
<td>Toni</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program(s):

- Full-time, tenured: No

Summer 2009 TU | Fall 2009 TU | Spring 2010 TU | Reassigned (Total) |
--- | --- | --- | --- |
12 | 12 | 00.000 |

Years of Service: 28

Specialty: Academic Counseling, DSP Accommodation and Support for DSPS students

Leadership: List involvement in committees or other service

- Academic Standards Committee member; Alpha Gamma sigma faculty advisor

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections

(requests for returned units has different process).

Specialty: Units/Class Number of Sections/Year Existing or New Course

To meet Program requirements for the following:

- [ ] Health/Safety
- [ ] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

NA

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

Shared Resources: If you have requested additional units 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.

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)
1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.
   Funds have cut the availability of part time counseling hours for general counseling.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?
   four

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.
   one. Karen Robinson who specialty is ESL and is spanish speaking.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.
   With increase enrollment at both IVC and KTD campuses, increase need to provide intense career/job counseling services, increase in special needs counseling, and increase in basic developmental skills counseling, more appointments are made for indepth and intense evaluation of progress. More rules prevail in being admitted to transfer colleges and more than 50% arrive from another four year college (out of state and international) requiring more time for evaluation and planning. Special need in more mental health counseling on campus as greater pressures are placed on personal lifes which overflow to classroom behavior and academic success.

8. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.
   see #7

9. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.
   see #7

10. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.
    see #7

11. Shared Resources: If you have requested FT faculty 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.
### I. Current Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emy Bagtas</td>
<td>Full-Time</td>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Students</td>
</tr>
</tbody>
</table>

**Leadership: List involvement in committees or other service**

Emy Bagtas is currently an 11 month classified employment coordinating the Transfer/Career Center/veterans center functions. There is a great need to increase her employment to 12 months with all the rights and benefits as all other 12 month employees. The increase of one extra month will provide a more indepth service to students, faculty and the community.

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate Dodele</td>
<td>Clerical</td>
<td>37</td>
<td>37.5</td>
<td>Students</td>
</tr>
<tr>
<td></td>
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<td></td>
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</table>

**Leadership: List involvement in committees or other service**

Hiring Committee for Dean of Student Development; member of Student Service Planning Committee.

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Scott</td>
<td>Clerical</td>
<td>37</td>
<td>37.5</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Leadership: List involvement in committees or other service**

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
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</thead>
<tbody>
<tr>
<td>Tsedal Agidew</td>
<td>Clerical</td>
<td>20</td>
<td>20</td>
<td>Students</td>
</tr>
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<td></td>
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</tbody>
</table>

**Leadership: List involvement in committees or other service**

### 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>37.5</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.5</td>
<td></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?

One additional full time clerical staff to work in the Transfer/Career Center/Veterans Center. The work assignment will include supporting the Transfer Center Coordinator in
scheduling workshops, supporting students in researching careers, universities, financial aid/scholarships, updating data and special handouts. This position will help keep the Center open while the TRansfer Coordinator attends meetings and conferences off campus and confers with other on campus departments.

**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.
Program Summary
COUN-2009

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

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

The Counseling Department has a number of exceptional programs designed and provided to target specific student populations. These are some of them: a. Athletic counseling and teaching services designed to support the at-risk students involved in sports programs. b. Counseling 114, College Success Investigations, provides a model for extended orientation to students. c. High School outreach services, incorporating Matriculation services, on-site testing, collaboration with high school staff and individual student educational planning and presentations and consultation with parents. d. Exceptional Transfer support services. [See text of Program Review under students served part 3.] e. Innovative career development classes provided on both campuses incorporating community resources.

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

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

III. Moving Forward Objectives (Planning)
Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

In addition to increasing the counseling faculty, the department needs the following resources as identified in this Program Review process: 1. An enhanced Career Development program incorporating additional staff and counselors as well as collaboration with County programs. 2. A Degree Audit system including software and staffing to efficiently serve students with important aspect of counseling. 3. More extensive resources to support four-year partner institutions in serving our students in selecting a transfer school. 4. Provide enhance outreach, orientation and counseling support for credit and non-credit English as a Second Language programs. 5. The Basic Skills Initiative will require significant counseling resources and classes. 6. Development of a Transcript Evaluator to support counselors and students who have transcripts from outside colleges and universities.

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

The Counseling Department at the College of Marin has a long and distinguished history of supporting students in achieving their academic goals, while developing important
life skills in critical thinking, self reflection, goal setting and decision making. We seek to be the premier counseling department in the Bay Area, providing exceptional transfer counseling, basic-skill program support, ESL counseling, innovative student development programs to enhance self knowledge, and by providing critical career-technical counseling to support California's workforce needs. We are committed to our current students and those to come in the future as we work to create a plan for succession leadership development to train the next generation of counselors. Note: Attached are hard copies of the IE Instructional Equipment and Materials Report which INCLUDES the Justification portion of the report. A Hard copy was delivered to Bernie Blackman on 3/27/08. Attached are hard copies of the OE Other Expenses Report for COUN Spring 2008 which INCLUDES the Justification portion of the report. There was a technical error with the Program Review Template and our Justification was lost in the initial report thus we have printed it out and submitted a hard copy as of 3/27/08.

V. Fall 2009 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 most important priority is for two permanent FTE counseling positions to do general counseling, career counseling and mental health counseling. They should be able to teach in our counseling courses as well. As stated previously, there has been a severe budget cut in counseling (51%) which greatly affects scheduling availability, course offerings, follow-up with at risk students and general support. There has also been an increase in special populations at CoM (Veterans, ESL, basic skills, DSP, vocational, unemployed, high school drop outs) who require more time and support which the department cannot offer. There will probably be at least three retirements in the next year which will greatly affect the required Title V services counselors must perform.

VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

The priorities requested in equipment/technology and other instructional and non-instructional materials request is the major essence to how counseling functions and performs. Counseling Services and Counseling Courses should be placed in the same category as in all instruction. Our instruction takes place either in the classroom or in office and up to date equipment and materials to give to students is equal to what occurs in teaching. We have been fortunate to have had a matriculation budget to share with others; however, with the severe cuts from the Chancellor’s office and from the Governor, the department will need to be considered in PRAC on the same level as all other departments.

3. Please comment on the faculty and staff sections.

Viewing the number of years the staff have been employed at CoM, many retirements will be upcoming shortly. New energy and new ideas must be incorporated into the department to be engaged not only with students but with the rest of the college community. Counseling services has changed over the last 40 years. Behavior of students have changed and of course academic skills of entering students have been compromised. More time and know how must be spent working with all incoming students and a greater number of inservice programs to educate staff must be given in order to keep up with the changing needs.

4. Other comments