On-going Expenses:

II. External Funds/Resources

<table>
<thead>
<tr>
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</table>

III. Student Material Fees

<table>
<thead>
<tr>
<th>Current Fee</th>
<th>Description of Required Materials</th>
<th>Reason for Proposed Increase</th>
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</tr>
</thead>
</table>

IV. Justification for Projected Expense Requirements

Primary Goal: Secondary Goal: Other Goal:

Degree/Transfer Career/Work Training

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

NA

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

NA

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

Transportation Technology complex is in the process of modernization. Through the modernization process, the district has proposed to replace most of the equipment with new equipment that meets today's industry standards. If the project falls short on finances, the proposed equipment list put together by Auto Technology and Auto Collision Repair needs to be funded out of the Instructional Equipment budget. Both programs are regulated by external licensing agencies to have specific equipment on hand for students to access.

Outcomes: What Student Learning or other outcomes are expected?

Students are taught the correct method for repairing vehicles which follow ASE / NATEF standards. Students need to use critical thinking and problem-solving skills to assess and determine the best way to repair collision damage to a vehicle. To determine the proper method and most environmentally correct procedure for painting and refinishing a vehicle a student must use critical thinking and a problem-solving approach.

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

Students are taught the correct use of equipment through the Auto Collision Repair program. Throughout the different classes, students will take both written and manipulative tests to prove their knowledge and understanding of the correct methods of repairing vehicles. The success rate of the Auto Collision Repair program is 85% which is above the COM average for success.

Evidence: What data or evidence supports your projected requirements?

When the new Transportation Technology building is complete and both Auto Tech and Auto Collision Repair programs have been fully funded, students will be able to successfully learn the correct method and use of all required equipment. Employers prefer hiring technicians who have received training on up to date and state of the art equipment. As students progress through the program, they will be able to seek employment in the Auto Collision Repair industry.

Current Inventory

Recent Instructional Equipment & Material Allocations

Other Attachment(s):

College of Marin Program Review Instructional Equipment CG v.I February 2008
One-time Expense:

On-going Expenses:

II. External Funds/Resources

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III. Student Material Fees

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</thead>
<tbody>
<tr>
<td>$ 0.00</td>
<td></td>
<td></td>
<td>$ 0.00</td>
</tr>
</tbody>
</table>

$ 40 Clay for Life Sculpture classes ART 185, 186, 285, 286
Price of clay has increased
$ 45

$ 35 Materials for Ceramics Classes ART 170, 171, 270, 271
Price of ceramic materials (clay, glaze, etc.) has increased
$ 40

$ 25 Materials for Ceramics Classes: ART 176, 275, 276
Price of ceramic materials (clay, glazes, etc) has increased
$ 40

$ 20.00 photography chemicals, papers, films, coloring oils, dyes
Costs have gone up since fees were last raised 10 yrs ago
$ 40

IV. Justification for Projected Expense Requirements

Primary Goal: Secondary Goal: Other Goal:
Degree/Transfer Degree/Transfer

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

Item #1 Kiln Controller - Will be utilized by both Ceramics and Sculpture programs. Will allow students to make large scale ceramic sculpture with a much better chance of work being fired without problems. The cost of a controller is much less than that of a new kiln and will give us increased capacity for firing students' work.

Item #2 Pug mill - Will be utilized to prepare clay for both Sculpture and Ceramics programs. Will be operated by Lab Tech with very little or no maintenance needed for many years. Will drastically cut down on time taken to currently prepare clay.

Item #3 Digital Projector - Will be used by ceramics program. Will eliminate burden of constantly borrowing a projector from media services.

Item #4 Wax pots - Will be used by Sculpture program on a daily basis to melt wax for bronze casting projects. Will replace existing pots which are very old.

Item #5 Modeling Stands - Will be used by Sculpture program. Will greatly improve the ability of the students to work on large scale sculpture. Current stands are inadequate.

Item #6 MIG Welder - for Sculpture program. Can be used for several functions (MIG, Stick welding and ARC-Air gouging) will replace existing units which are very old and cumbersome.

Item #7 Metric Scales - To be used by ceramics and sculpture programs. To replace pounds and ounces scale which is no longer the standard for mixing glazes and mold making materials.

Item #8 Slurry Mixer - To be used by sculpture program. Current mixer is old and is in danger of wearing out which would shut down all bronze casting done at the school.

Item #9 Wheelchairs Accessible Potters’ wheels - For Ceramics Program. To replace current wheel for student’s in wheelchairs which is too tall and not comfortable to use. These wheels are small and portable so they can be set on a table top and adjusted to any height.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Item #1 Kiln Controller - Will improve instruction and student learning by allowing students to create ceramic sculpture with a much higher success rate in the firing.

Item #2 Pug mill - Will provide properly mixed clay for students which will help them successfully create their art projects.
Item #3 Digital Projector - Will make it easier for instructors to give digital presentations on a daily basis.

Item #4 Wax pots - will replace existing.

Item #5 Modeling Stands - Will improve students ability to create sculpture.

Item #6 MIG Welder - Will allow students to learn several different welding processes.

Item #7 Metric Scales - Will greatly improve student learning about glaze and material mixing. Metric scales are the standard across the country for this purpose.

Item #8 Slurry Mixer - will replace existing and keep our world-class bronze casting foundry operational.

Item #9 Wheelchairs Accessible Potters' wheels - Will greatly improve learning for students in wheelchairs by providing them a wheel which is comfortable and safe for them to use.

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

Item #1 Kiln Controller - Will allow sculpture and Ceramics programs to handle MORE STUDENTS by improving our firing capabilities.

Item #2 Pug mill - will allow Lab Tech to provide clay to more students.

Item #3 Digital Projector - Will attract more students because teachers can provide more images of artwork and interactive lectures.

Item #4 Wax pots - will replace existing.

Item #5 Modeling Stands - Will greatly improve ability of students to make large scale sculpture which may attract more students.

Item #6 MIG Welder - May attract more students because it will greatly improve the welding options in sculpture classes.

Item #7 Metric Scales - Should attract more students because the scales will bring the ceramics and sculpture labs up to the standard used across the country.

Item #8 Slurry Mixer - will keep our bronze casting possible. If current mixer brakes down we will lose many students.

Item #9 Wheelchairs Accessible Potters' wheels - Will greatly improve access to disabled students and will encourage more to take ceramics classes.

Outcomes: What Student Learning or other outcomes are expected?

Item #1 Kiln Controller - Will improve students ability to create artwork.

Item #2 Pug mill - Will improve students ability to create artwork.

Item #5 Modeling Stands - Will improve students ability to create artwork.

Item #6 MIG Welder - Will improve students ability to create artwork.

Item #7 Metric Scales - Will improve students ability to create artwork.

Item #9 Wheelchairs Accessible Potters' wheels - Will give disabled students a much better chance of learning to create pottery.

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

Item #1 Kiln Controller - Success rate of fired sculpture could be measured.

Item #2 Pug mill - Amount of clay mixed could be measured.

Item #6 MIG Welder - Number of students learning to weld could be measured.

Item #7 Metric Scales - Success of students learning to mix glazes and materials could be measured.

Item #9 Wheelchairs Accessible Potters' wheels - Number of disabled students learning to create pottery could be measured.

Evidence: What data or evidence supports your projected requirements?

Item #1 Kiln Controller - Technical description can be provided.
Item #2 Pug mill - Technical description can be provided.
Item #3 Digital Projector - Technical description can be provided.
Item #4 Wax pots - Technical description can be provided.
Item #5 Modeling Stands - Technical description can be provided.
Item #6 MIG Welder - Technical description can be provided.
Item #7 Metric Scales - Technical description can be provided.
Item #8 Slurry Mixer - Technical description can be provided.
Item #9 Wheelchairs Accessible Potters' wheels - Technical description can be provided.

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<thead>
<tr>
<th>Current Inventory</th>
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</tr>
</thead>
</table>

Other Attachment(s):

College of Marin Program Review Instructional Equipment• CG v.I February 2008
On-going Expenses:

none

II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
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<th>Funding Cycle</th>
<th>Funding Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1200</td>
<td>VTEA Contract/Service/Agreement</td>
<td>Categorical</td>
<td>yearly</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>VTEA Instructional Supplies</td>
<td>Categorical</td>
<td>yearly</td>
<td></td>
</tr>
<tr>
<td>2500</td>
<td>VTEA New Equipment</td>
<td>Categorical</td>
<td>yearly</td>
<td></td>
</tr>
</tbody>
</table>

III. Student Material Fees

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<thead>
<tr>
<th>Current Fee</th>
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IV. Justification for Projected Expense Requirements

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<th>Primary Goal:</th>
<th>Secondary Goal:</th>
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<tbody>
<tr>
<td>Career/Work Training</td>
<td>Degree/Transfer</td>
<td></td>
</tr>
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</table>

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

* Because of the Modernization Bond the Program will be housed in a temporary facility for a minimum of 14 months beginning August 2008.
* The impact on instruction practicum courses due to safety standards is that student enrollment will need to be reduced from 28 to 12 students in the temporary facility.
* The modernization plan for the permanent structure will provide for eight workstations allowing for 24 students to work safely and effectively.
* The projected construction completion date for the modernized facility is Fall 2009 or Spring 2010.
* Most of the equipment requested is to replace equipment that is 30 years old.
* The air conditioning equipment is to meet new requirements from the EPA.
* The Bureau of Automotive Repair commitment to provide the Low Pressure EVAP Tester to Certified Institutions was rescinded.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

* The level of automotive knowledge the students entering the program is lower than it was five to ten years ago.
* They have a lower mechanical aptitude and less knowledge of the automobile.
* Students today are much more visual learners than past students.
* The faculty has modified their teaching methods and techniques to accommodate these students through the use of PowerPoint; "on-the-vehicle" demonstration in the lab; and "hands-on" worksheets.
* One of the methods to improve success would be to use new technology. (see example below)
* An example is we often demonstrate how to test a small component. If we could capture the procedure with digital cameras then project the images onto a screen, whiteboard or an intelligent board using a digital projector with picture in picture the students would be able to see the procedure better which would result in a better understanding of the skill being learned.

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

* The Program works to provide access to all students.
* The Faculty attends High School Career Days and College Nights.
* We help organize and participate in the Transportation Technologies Career Day.
* We developed a DVD to promote the program
* One example of improved access at the course level is the "Diagnostic Tool Carts"; each work station will have access to its own Diagnostic Tool Cart with a laptop computer that has wireless access to the internet service...
database, a digital volt ohm meter (DVOM), a digital storage oscilloscope (DSO), a scan tool, a power probe an infrared gas analyzer and a battery charger. The students will have the tools they need to complete their laboratory assignments at hand rather than having to gather them from several different locations.

<table>
<thead>
<tr>
<th>Outcomes: What Student Learning or other outcomes are expected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Students will be able to identify basic automotive components; be able to perform routine maintenance and have an understanding of basic tools, materials and methods.</td>
</tr>
<tr>
<td>* Students will be able to perform repairs in the nine areas of the Automotive Repair Service Industry: Engines, Heating and Air Conditioning, Brakes, Suspension, Manual Transmissions/Transaxels, Automatic Transmissions/Transaxels, Electrical, Engine Performance and Emissions.</td>
</tr>
<tr>
<td>* Students will be able to maintain their licenses and skills in the Automotive Repair Service Industry through updating their knowledge in rapidly advancing technologies used in automobiles today and in the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment: How will the outcomes be measured for future planning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>* The Office of Organizational Planning and Development needs to develop a student progress tracking system.</td>
</tr>
<tr>
<td>* The tracking system must identify the student’s goal: preparation for transfer; workforce education; basic skills improvement; intellectual and physical development and lifelong learning; or cultural enrichment.</td>
</tr>
<tr>
<td>* The tracking system must develop a personalized plan for the student to achieve success in reaching their goal and track their progress.</td>
</tr>
<tr>
<td>* The tracking system needs to follow the graduate for five years to evaluate the effectiveness of their college experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence: What data or evidence supports your projected requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All instructional equipment needs have been reviewed by the Auto Tech Industry Advisory Committee and the Equipment Consultant hired by the architectural firm re-designing the facility.</td>
</tr>
</tbody>
</table>

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Other Attachment(s):

College of Marin Program Review Instructional Equipment • CG v.I February 2008
III. Student Material Fees

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</table>

Primary Goal:  
Secondary Goal:  
Other Goal:  
Degree/Transfer: Career/Work Training

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

The above stated pieces of equipment are needed to keep up to par with the growing number of course offerings and students in the Biology program. As requested much of the equipment will be shared amongst other programs including Environmental Landscaping and Geology.

IV. Justification for Projected Expense Requirements

Primary Goal:
Secondary Goal:
Other Goal:
Degree/Transfer:  
Career/Work Training:

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

The above stated pieces of equipment are needed to keep up to par with the growing number of course offerings and students in the Biology program. As requested much of the equipment will be shared amongst other programs including Environmental Landscaping and Geology.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Some of the items requested will replace worn and outdated equipment like the 35 year old microscopes that barely if at all function, and the GasPak jars that no longer function as needed. Other pieces of equipment will help alleviate the high demand for a select few pieces of equipment available. A few good examples of this are the water baths, anitbiotic disk dispensers, and Spectronic 20+. Then there is the request for equipment that will give our students the opportunity to work with modern and up to date equipment that will better prepare them for the workforce. The addition of some equipment will also make the labs safer and efficient for the students.

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

By making the labs more efficient and modern, prospective students will be drawn to the Biology program for its ability to better prepare them for transfer to another institution, or to go out and adapt easily to the current workforce with the knowledge of being taught with current equipment. Benefits of upgrading equipment that are severely out of date, like 35 year old microscopes, will also show College of Marin’s commitment to better serving the students and their education. This can only be rewarded by more students enrolling in the Biology program, but also attracting more students to the college in general which would benefit many programs.

Outcomes: What Student Learning or other outcomes are expected?

The outcome of the equipment requested would be safer labs that are also more efficient. Also the number of course offerings as well as students served would continue to increase with the added support of an increased supply budget as well as additional equipment purchased. This all would further the program’s goals which are identified in the Mission Statement. Labs exercise may be better developed with access to more equipment which is currently a limiting factor.

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

The number of course offerings would continue to grow with the proper support of equipment and supplies. This would also mean a greater number of students would be better served by acquiring updated and modern equipment. Students would also be better equipped to join the current workforce with a knowledge of current procedures and protocol due to having access to upgraded equipment. These items would also help the program continue to offer its current course offerings.

Evidence: What data or evidence supports your projected requirements?

Course offerings have grown over the years as has WSCH. In the last two years alone the Biology program’s WSCH has gone up 7.8%. To continue this trend we need to purchase the above mentioned equipment for the reasons stated for each item. For this program to continue to develop and provide the students with the best education possible, we need to have the requested purchases approved. No instructional equipment was purchased this past year and it is crucial for the continuation of the labs to have this equipment available for the students and their continued education.
III. Student Material Fees

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IV. Justification for Projected Expense Requirements

**Primary Goal:** Career/Work Training  
**Secondary Goal:** Degree/Transfer

**Application:** Please indicate when the projected requirements will be applied.

Lab is used by BOS and BUS students. Existing machines are not capable of running Vista and Office 2007.

Replace 24 workstations in BC 104 BOS/BUS Computer Lab  
(CPU's/mouse/keyboard and 19 inch w/o spkr's monitors). Current existing workstations will replace workstations in BC 102 Open lab (waterfall effect.)  
Laser printers are required by CIS, BUS and BOS classes. Printer used by BC104 workstations. It is reportedly on last legs and needs replacement.

Funding for maintenance for the equipment exists.  
Space for the equipment exists.  
600+ students can be served by this equipment in BOS/BUS and the Open lab.

**Instruction:** How will the projected expenses improve instruction for Student Learning and Success?

Serves Educational Master Plan goals for transfer and career education.  
Upgrades the quality of instruction (Vista. Essential to the health of the discipline.

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

Attracts additional students with latest software.  
Shared with many disciplines (especially the Open lab.)

**Outcomes:** What Student Learning or other outcomes are expected?

Essential to students learning new software (Vista and Office 2007) which students can expect to see in the business offices of the future.

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

Demand for classes in BUS/BOS that are based in the new technologies can be measured by enrollments.

**Evidence:** What data or evidence supports your projected requirements?

Enrollments in CIS and BOS classes and BUS classes that have a lab requirement.

**Current Inventory**  
**Recent Instructional Equipment & Material Allocations**

**Other Attachment(s):**
On-going Expenses:

Minimum to none - maintenance by IT

| High | 550 Students | Item #4. Supplies and Materials. Supplies for English Skills Lab. Maintain regular supplies such as folders, ear phones, dictionaries, workbooks, test materials. | 600.00 | 1 | 72 | 672.0 |

Shared With:
none

One-time Expense:

This is an on-going expense which has, in the past, been included in the roll-over English Skills supplies budget

II. External Funds/Resources

III. Student Material Fees

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IV. Justification for Projected Expense Requirements

Primary Goal: Basic Skills or ESL
Secondary Goal: Career/Work Training
Other Goal: Transfer (support)

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

Item #1. Instructional Equipment. Discipline's priority #1. Complete GED Preparation System Software/Course and Assessment. Site Licenses for both. The material would be used as the foundation of our GED Prep course.

Item #2 Instructional Equipment. Discipline's priority #2. Interactive Pre-GED program. Software. This is the program above, but at a lower, more basic skills level. With this program, we could add those students with English problems, especially ESL students, gain their high school degree. Almost all union programs demand a diploma or GED, so we would be contributing to career/work training by helping these students.

Item #3. Instructional Equipment. Discipline's priority #3. Focus on Grammar software to accompany current one-unit, self-paced courses in writing, grammar, and reading. The software we now use is out of sync with the text-books and materials.

Item #4. Supplies and Materials. We need these materials to maintain the Basic Skills Lab. The budget for lab materials (ear phones, folders, dictionaries, etc.) has been around $600 for the last three years. Our population is flat, so this is the amount we continue to need.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Item #1 Complete GED Preparation System Software/Course
Item #2 Interactive Pre-GED program.

To Enhance and Support the College's GED program: Now, we have only practice tests and workbooks to help the students prepare for the GED test. The students are aided in their preparation by lab teachers who are, at the same time, supervising up to 19 self-paced courses and the accompanying labs to two courses. The teachers cannot give the GED students the attention they need to succeed. The requested software program is "mastery" developed, that is, when a student makes a mistake, she/he is couched by the program, so he program would greatly improve the students learning.

The programs would also be shared with other basic skills courses, giving providing material across the
curriculum for basic reading, writing and mathematics courses.

Item #3. Instructional Equipment. Focus on Grammar software. This is an amazing program that has been used by Basic Skills and ESL for 10 years. It is a higher-level program for students who are already taking college classes. It combines grammar, reading, writing, speaking and listening in clusters around targeted concepts. It helps non-traditional students in all classes understand the structure of English. The only problem is that the software we have now is no longer in sync with the new texts and materials. This request is for an update.

Item #4. Supplies and Materials

To maintain and support the current level of the Basic Skills Lab

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

Item #1. Complete GED Preparation System Software/Course.
Item #2. Pre GED Program
- Increase our success rate from under 25% to 50% in three years.
  (By "success rate", we mean, the rate of students who complete the prep course and pass the GED test. We will document both numbers.)
- Increase access to college classes for students without high school diplomas. The high school dropout rate in California is around 20%. In Marin, it's about 15%, but in close-by communities such as Oakland, the dropout rate is over 50%. Because of the high school exit exam, it is expected that even more students will be forced to leave high school without a diploma. Each semester, about 80 people come into our lab seeking GED preparation, some from Marin, most from the East Bay. Because we have meager materials to offer them, only about 20 people actually take enough of the course to attempt the GED test. If we had a strong program, we could keep these people, help them get a diploma and steer them into our credit program.
- Improve access for ESL and learning disabled students who can't take credit courses because they don't understand the vocabulary or conventions of development of college texts.

Item #3. Instructional Equipment. Focus on Grammar software.
- With an understanding of the structure of English, students can read the texts and write the papers required in their college courses.

Item #4. Supplies and Materials

To maintain current level of supplies and curriculum in Basic Skills Lab

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Outcomes: What Student Learning or other outcomes are expected?

Item #1 Complete GED Preparation System Software/Course.
Item #2 Instructional Equipment. Interactive Pre-GED program.
- By the end of the program, 50% of the students will be able to pass the reading/content areas of the GED test - social science, science, and literature - with the skills of identifying and explaining key ideas, identifying and listing appropriate supporting ideas, recognizing implied main ideas, understanding vocabulary from context in each area.
- By the end of the program, 50% of the students will be able to pass the math area of the GED test with the skills of identifying main ideas (e.g. the process of problem-solving), using context clues to choose from the available tools of problem solving, identifying supporting details (e.g. specific techniques of problem-solving), manipulating number operations, and analyzing measurement.

Item #3. Instructional Equipment. Focus on Grammar software

All students are pre and post-tested on tests provided by the text editors and by using department-developed rubrics

In each grammar and writing class, students will increase their post-test score by 10% which will indicate that they have developed the problem solving skills of
- recognize the basic subject/verb structure of clauses
- recognize and create simple, compound and complex sentences
- apply the concept of modification to simple words, phrases and clauses
- analyze sentence structure in order to use punctuation to enhance meaning
- evaluate work for sentence structure or punctuation error

Item #4. Supplies and Materials

To maintain current level of materials and curriculum in Basic Skills Lab.
Assessment: How will the outcomes be measured for future planning?

Item #1 Complete GED Preparation System Software/Course.
Item #2 Instructional Equipment. Interactive Pre-GED program.

~The GED programs contain pre and post testing.

~We will measure by the increased retention (20% now / 50% in three years).
~We will track the students through the test to determine the number of students who receive certificates.

By using this accompanying assessment program we can add paper and pencil materials. Also with more success, we can offer teacher-directed small classes. Finally, we can use what we learn from the GED program to aid other basic skills and ESL classes.

Item #3. Instructional Equipment. Focus on Grammar software

Each student is tested at the beginning and end of his/her course. The results are interpreted by the lab coordinator and a committee of lab teachers. The results will be used to improve curriculum.

Item #4. Supplies and Materials
To maintain current level of supplies and curriculum in Basic Skills Lab.

Evidence: What data or evidence supports your projected requirements?

Item #1 Complete GED Preparation System Software/Course.
Item #2 Instructional Equipment. Interactive Pre-GED program.

Our argument is that there are many, many people in the Bay Area who need a GED certificate. There are very few places in the whole Bay Area that offer preparation courses. We have a core program that, if expanded and strengthened, could make COM a center for those who need the certificate. And these people would be a great source of new students for our transfer programs and for our certificate/workplace programs. Our program is not working well now, but with this material the GED will work and become a prize for COM. The students are there.

Data:
From US Census Bureau 2003
~ People with no high school degree make on the average less than $25,000 a year.
~ 80% of union apprenticeship programs require a high school diploma or GED

From the American Council on Education
~ 95% of employers employ GED graduates and offer them the same salaries and opportunities for advancement as high school graduates
~ 60% of people gaining GED certificates go on to gain degrees in transfer or trade schools

From UCLA study of California dropout rates (John Rogers, 2006)
~ Since the introduction of the CHSEE (high school exit exam), the drop out rate in California rose from 21% to 36%

From the Department of Education
~ The 2007 graduation rate is the lowest in 10 years
~ 7% drop out rate in San Francisco
~ 15% drop out rate in Marin

From COM GED program. example of a typical semester:
Winter 2007
87 people inquired about program
52 enrolled in non-credit basic skills GED prep course;
13 returned after taking pre tests
~ 8 completed the course and reported an intention to take the GED test.

Item #3. Instructional Equipment. Focus on Grammar software

The Basic Skills English classes serve about 550 students each semester. All of these students work as some part of their classes in the Basic Skills lab. Many of these students, mostly those from whom English is not spoken at home, need a different kind of English explanation that is generally offered in basic skills English text books and grammars. This material offers that different kind of approach.

From COM Data
Students taking courses that require using the lab
F 02 - 585 S 03 - 545
From Discipline Survey (F 2007) and from California Department of Education.

In a survey, distributed by the discipline in Fall, 2007, we found that over 50% of these students did not speak English in their homes. Although many were born or educated in the US, their language problems were "fossilized" language problems, neither ESL or remedial English. According to the Department of Education, these students are most likely to need special help. Called "Generation 1.5", these are the students who are most helped by this program.

Item #4. Supplies and Materials


The "roll-over" budget for English Skills has been $600 for three years. We can live within this budget for another year.

Current Inventory

Recent Instructional Equipment & Material Allocations

Other Attachment(s):

College of Marin Program Review Instructional Equipment • CG v.I February 2008
I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th># of</th>
<th>Support</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty</th>
<th>Tax S&amp;H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0</td>
<td>Classes</td>
<td>None</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Shared With:**

**One-time Expense:**

**On-going Expenses:**

Urgent 28 Classes Anastazi air source (pump) and filter 3450 1 340.00 3790.0

**Shared With:**

**One-time Expense:**

**On-going Expenses:**

Urgent 38 Classes Contract Services Chemistry Account # 11-9020-56500-000-0000 1250.00 1 0.00 1250.0

**Shared With:**

**One-time Expense:**

**On-going Expenses:**

This is a current account the pays for things such as gas cylinder rentals which are essential to laboratory activities.

Urgent 38 Classes Inst. Supplies (restricted-Prop. 20 lottery money) Chemistry Account # 12-9020-43000-505-0000 Consumables 5284.00 1 0.00 5284.0

**Shared With:**

**One-time Expense:**

**On-going Expenses:**

Chemical supplies for the laboratory sections of all chemistry classes. 07-08 allocation set at $5284.
Requesting same amount for 08-09. Justification below.

<table>
<thead>
<tr>
<th>Urgent</th>
<th>38 Classes</th>
<th>Inst. Supplies</th>
<th>6000.00</th>
<th>1</th>
<th>0.00</th>
<th>6000.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(unrestricted) Chemistry Account # 11-9020-43000-000-0000. Consumables.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shared With:

One-time Expense:

Chemical supplies for the laboratory sections of all chemistry classes. 07-08 allocation set at $2250. The increase is justified below.

<table>
<thead>
<tr>
<th>High</th>
<th>38 Classes</th>
<th>New Equipment Chemistry</th>
<th>5000.00</th>
<th>1</th>
<th>0.00</th>
<th>5000.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Account # 11-9020-64000-000-0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shared With:

One-time Expense:

On-going Expenses:

This account has been established but not funded. Chemistry (as well as the other disciplines in the physical sciences) has unique and intense equipment needs. Though most of our instruments are robust, due to the amount of usage a certain number of them need to be replaced (or possibly repaired) each year. Because of this it is reasonable to request an ongoing budget for these items so that the department can develop long term planning. In the short term, the chemistry discipline has recently purchased a number of modern data acquisition probes. However, the students do not have laptops in which to run them properly (they use them now in with graphing calculators which are often problematic). This equipment request is for a yearly budget allocation for new equipment starting with the purchase of data acquisition laptops that will be used directly by students.

II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Source of Funding</th>
<th>Funding Type</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Student Material Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Fee</td>
<td>Description of Required Materials</td>
<td>Reason for Proposed Increase</td>
<td>Proposed Fee</td>
<td></td>
</tr>
</tbody>
</table>

IV. Justification for Projected Expense Requirements

<table>
<thead>
<tr>
<th>Primary Goal:</th>
<th>Secondary Goal:</th>
<th>Other Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree/Transfer</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

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

Air pump/filter is used as the sole air supply for the new NMR instrument. (See Appendix Instructional Equipment and Materials-IE 1.a). The chemical supplies and contract service request is for supplies and rentals that directly serve our students through the required laboratory portions of the courses. Labs and supplies are essential to a quality science education as well as required for all transfer classes. The increased allocation for supplies as well as the roll over request is due to a dramatic increase in number of students over the past 8 years and the corresponding increase in class offering. (See Appendix Instructional Equipment and Materials-IE 1.b for justification and figures.) A further justification is shown by the dramatic increase in chemical costs over the past 8 years and the amount of funding per student per lab CoM allocates for chemistry. (See Appendix Instructional Equipment and Materials-IE1.c and 1.d) The new request for an equipment budget is due to the fact that we have never had one and we use a number of instruments and they need, repair, replacement and upkeep. (See Appendix Instructional Equipment and Materials-IE1.e for justification.)

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Laboratory experiments are essential to the chemistry curriculum. In the laboratory setting the students get hands on experience with chemicals and instrumentation, they learn to work collaboratively on certain experiments and independently on other. Chemistry is a dynamic science with countless real world applications.
of fundamental importance is the ability of students (and scientists) to put the theoretic knowledge they have learned to practice. The laboratory is the place where those skills are introduced and refined.

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

Over the past several years the chemistry enrollment and class offerings have increased substantially. (See Appendix Instructional Equipment and Materials-IE1.b) The American Chemical Society recommends a maximum of 25 students per general chemistry lab and a maximum of 20 students per organic chemistry lab. We often have more students than this in certain classes and sometimes have 3 or more students working on one experiment. Having and adequate supply budget will allow for proper class size as well as a maximum of two students per experiment allowing them greater access to actually doing chemistry instead of watching it be done.

**Outcomes:** What Student Learning or other outcomes are expected?

Expected Learning Outcomes for each course are listed under the Learning Objectives for the specific course as detailed in the Course Outline of Record. Other skills and competencies developed through chemistry courses include:
1) Ability to set up and carry out chemistry experiments.
2) Knowledge and use of glassware, laboratory infrastructure and analytical equipment.
3) Logical thinking and critical analysis through data analysis and interpretation of trends and patterns.
4) Oral and written communication through team projects and written lab reports.
5) Quantitative reasoning through collection of measurements and calculations.
6) Social/team building through collaborative assignments in laboratory.
7) Independent thinking and critical analysis/problem solving through individual projects in the laboratory.
8) Informational competency though research activities necessary before actually performing the required experiments.
9) Technological competency through use of instrumentation and computer data collection/analysis.
10) Motor skills through manipulation of equipment in laboratories.

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

In each of our chemistry classes the laboratory is followed up by giving each student an assignment. These range from short answer worksheets to multi-page formal lab write-ups. Regardless of the form of the assignment each will have built in assessment indicators. For example, in order to make a complete a post lab assignment the student would be required to successfully complete the lab and collect the necessary data. In order to do this they would have had to read/research background information (which is often accessed by a pre-lab quiz or assignment); set up the experiment, being meticulous in every detail (SLO 1, 2 and 10 above); carry out experiment either alone or with a partner/team and gather data (SLO 1,2,5,6,7,9 and 10 above); analyze results (SLO 3,5 above) and report results (SLO 3,4 above). Each laboratory report/worksheet has built in assessments for each learning outcome. For example, while a student may understand the background and theory of an experiment (as assessed by the pre-lab quiz/worksheet) they may have bad data due to an incorrect lab set up or improper use of data collection equipment (which can be assessed by looking at their reported data or they may have good data but poor results due to incorrect calculations (as assessed in the calculation section that is embedded in each lab). Etc.

**Evidence:** What data or evidence supports your projected requirements?

Full and complete lab reports by students will be evidence of individual understanding. The ability to read, understand, set up and carry out lab experiments will also be evidence of success in the laboratory. As a class success rates will be monitored for each class. As a department students will be tracked as they move through the two-year transfer sequence.

**Current Inventory**

**Recent Instructional Equipment & Material Allocations**

**Other Attachment(s):**

Appendix Instructional Equipment and Materials-IE
1.a) Justification for air pump/filter
1.b) Enrollment and WSCH trends for department
1.c) Representative cost escalation for chemical supplies over past 8 years.
1.d) Budget allocation per student per lab experiment for the 06-07 academic year.
1.e) Justification for ongoing equipment budget for Chemistry Discipline. Equipment needs to be updated and funding must be available to replace old and broken devices.
I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Support</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty</th>
<th>Tax &amp; H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent</td>
<td>18 Classes</td>
<td>Digital Projectors</td>
<td>2200.00</td>
<td>4</td>
<td>704.00</td>
<td>9504.0</td>
</tr>
</tbody>
</table>

**Shared With:**

to be shared by general counselors teaching counseling, college success and career courses for classroom presentation: general counselor’s presentations to high school students; general counselor’s presentations at "Parent Night" at local high schools; general counselor’s presentations to Community groups (ie Marin Employment Center Career Center; local community organizations - to potential special population students about how to matriculate into COM; general counselors presentations to Career Day at IVC campus; general counselors presentations to High School Counselors; general counselors workshops for UC/CSU Applications; general counselors workshops for ESL Students; (Counseling Dept. faculty with "General Counseling Assignment that provide these services-will use these computers.

**One-time Expense:**

**On-going Expenses:**

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Support</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty</th>
<th>Tax &amp; H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent</td>
<td>18 Classes</td>
<td>Laptop computers</td>
<td>1400.00</td>
<td>4</td>
<td>704.00</td>
<td>6304.0</td>
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</tbody>
</table>

**Shared With:**
to be shared by general counselors teaching counseling, college success and career courses for classroom presentation: general counselor’s presentations to high school students; general counselor’s presentations at "Parent Night" at local high schools; general counselor’s presentations to Community groups (ie Marin Employment Center Career Center; local community organizations - to potential special population students about how to matriculate into COM; general counselors presentations to Career Day at IVC campus; general counselors presentations to High School Counselors; general counselors workshops for UC/CSU Applications; general counselors workshops for ESL Students; (Counseling Dept. faculty with "General Counseling Assignment that provide these services-will use these computers.

**On-going Expenses:**

<table>
<thead>
<tr>
<th>Priority</th>
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<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty</th>
<th>Tax &amp; H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent</td>
<td>ALL Students</td>
<td>Scanner (for Incoming Transcripts from other Universities-Colleges/Counseling Documents/Forms (Confidential Information)</td>
<td>12,000</td>
<td>1</td>
<td>0.00</td>
<td>12000.0</td>
</tr>
</tbody>
</table>

**Shared With:**

Veterans Counseling Services; Testing Office; Health Center; DSPS, EOPS, ESL; (Primarily used for Counseling functions with students at COM)

**One-time Expense:**

To replace old and slow scanner which gets heavy use

**On-going Expenses:**
## II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Source of Funding</th>
<th>Funding Type</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
</tr>
</thead>
</table>

### III. Student Material Fees

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Description of Required Materials</th>
<th>Reason for Proposed Increase</th>
<th>Proposed Fee</th>
</tr>
</thead>
</table>

### IV. Justification for Projected Expense Requirements

<table>
<thead>
<tr>
<th>Primary Goal:</th>
<th>Secondary Goal:</th>
<th>Other Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Application:** Please indicate **when** the projected requirements will be applied.

**Instruction:** How will the projected expenses improve instruction for Student Learning and Success?

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

**Outcomes:** What Student Learning or other outcomes are expected?

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

**Evidence:** What data or evidence supports your projected requirements?

<table>
<thead>
<tr>
<th>Current Inventory</th>
<th>Recent Instructional Equipment &amp; Material Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Attachment(s):**

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College of Marin Program Review Instructional Equipment• CG v.I February 2008
## I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Classes</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax &amp; S&amp;H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent</td>
<td>82 Classes</td>
<td>Annual Instruction Supplies, including: cassette players, stopwatches, cassette tapes, CD/DVD sleeves, CDs, DVDs, textbooks, computer cables, extension cords, power supplies, security cables, steno machine cables, steno machine ribbons, steno power supplies, etc.</td>
<td>800.00</td>
<td>1</td>
<td>175.00</td>
<td>975.0</td>
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<tr>
<td></td>
<td></td>
<td><strong>Shared With:</strong> N/A</td>
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<tr>
<td></td>
<td></td>
<td><strong>One-time Expense:</strong> N/A</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>On-going Expenses:</strong> None</td>
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<td></td>
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<td><strong>Total Cost:</strong> 975.0</td>
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<tr>
<td>Urgent</td>
<td>82 Classes</td>
<td>Priority No. 1 (2007-2008): PA system for court reporting classroom, includes: 8 Channel power mixer, speaker cable, speaker, mounting bracket, 4 microphones, microphone cable, desktop mic stands.</td>
<td>2120.00</td>
<td>1</td>
<td>164.30</td>
<td>2284.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Shared With:</strong> Equipment may be used by any department sharing the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>One-time Expense:</strong> N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>On-going Expenses:</strong> None</td>
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<td></td>
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<td><strong>Total Cost:</strong> 2284.3</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>82 Classes</td>
<td>Priority No. 1 (2008-2009): LightSpeed computerized stenotype machine, including charger, keypads, and tripod</td>
<td>2499.99</td>
<td>1</td>
<td>280.00</td>
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<td></td>
<td></td>
<td><strong>One-time Expense:</strong> N/A</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>On-going Expenses:</strong> None</td>
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<td></td>
<td><strong>Total Cost:</strong> 2779.99</td>
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</tbody>
</table>
One-time Expense:
N/A

On-going Expenses:
None

Shared With:
N/A

One-time Expense:
N/A

On-going Expenses:
None

<table>
<thead>
<tr>
<th>Class</th>
<th>Priority</th>
<th>Source of Funding</th>
<th>Funding Type</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent 82 Classes</td>
<td>Priority No. 2 (2007-2008): elan Mira computerized stenotype machine</td>
<td>Lottery</td>
<td>Other</td>
<td>annual</td>
<td>yearly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Source of Funding</th>
<th>Funding Type</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>$125.00</td>
<td>Lottery</td>
<td>Other</td>
<td>annual</td>
<td>yearly</td>
</tr>
<tr>
<td>$0.00</td>
<td>VTEA</td>
<td>Other</td>
<td>annual</td>
<td>yearly</td>
</tr>
</tbody>
</table>

(amount varies each year)

III. Student Material Fees

<table>
<thead>
<tr>
<th>Current Fee</th>
<th>Description of Required Materials</th>
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<th>Proposed Fee</th>
</tr>
</thead>
</table>

IV. Justification for Projected Expense Requirements

Primary Goal: Career/Work Training

Secondary Goal: Degree/Transfer

Other Goal: 

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

* New PA system will allow Court Reporting Instructors to deliver every spoken word clearly to the learners.
* The new elan Mira computerized stenotype machine will be used by students to practice the latest stenographic machine technology.
* Annual Instructional Supplies, including: cassette players, stopwatches, cassette tapes, CD/DVD sleeves, CDs, DVDs, textbooks, computer cables, extension cords, power supplies, security cables, steno machine cables, steno machine ribbons, steno power supplies, etc., provide the necessary classroom and lab support to the learners.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

* Court Reporting learners are provided court and deposition simulation daily in the Court Reporting classes. This involves the oral delivery of testimony involving one to four speakers. Learners are tested daily in all of the skill-based classes. It is essential that they be able to hear every word spoken by the instructors, as they must record verbatim testimony.
* Learners are held to an A+ standard (97.5% and higher) as established by the Court Reporters Board of California and the National Court Reporters Association.
* Court Reporting learners will have hands-on access to master the latest stenographic machine technology. Like many disciplines, technology changes rapidly in the field of court reporting. Court Reporting learners must have hands-on access to the technology in order to be productive in the workplace.

Access: How will access be improved for Student Learning and Success?
* The most important access for Court Reporting learners is auditory. Access to the spoken word is critical to the learning process. A new PA system will allow learners to clearly hear every word spoken in the court and deposition simulations.
* Hands-on access to the latest in stenotype machine technology is critical to the employability of our graduates.

**Outcomes:** What Student Learning or other outcomes are expected?

* Improve learners' ability to stenographically record oral testimony at high rates of accuracy (95%+).
* Court Reporting learners will have hands-on access to the technology that will allow them to be productive in the workplace.

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

* Qualified Court Reporting learners will be able to pass the Certified Shorthand Reporters State licensing examination (CSR).
* Court Reporting learners will be employable because they will have mastered the latest stenographic machine technology.
* The Office of Organizational Planning and Development needs to develop a tracking system to determine what the student's goal is: preparation for transfer; workforce education; basic skills improvement; intellectual and physical development and lifelong learning; or cultural enrichment.
* The system must develop a personalized plan for the student to achieve success in reaching their goal and track their progress.
* The system needs to follow the graduate for five years to evaluate the effectiveness of their college experience.

Evidence: What data or evidence supports your projected requirements?
All equipment needs have been reviewed by the Industry Advisory Committee and the Equipment Consultant hired by the architectural firm re-designing the facility.

**Evidence:** What data or evidence supports your projected requirements?

* Court Reporting learners must perform at extremely high entry-level standards as established by the Court Reporters Board of California and the National Court Reporters Association.
* Court Reporting learners are simply not employable without hands-on practice using the latest technology.
* The Court Reporting Program's request is based on the average expenses for the last three years.

**Current Inventory**

**Recent Instructional Equipment & Material Allocations**

**Other Attachment(s):**

* The Court Reporting Program does not have the latest in stenographic machine technology to adequately prepare students for the workplace.
* The $110 to $125 the Court Reporting Program has received from the State Lottery funding source has been very short of the $1300+ that the Court Reporting Program needs to fund Instructional Supplies and Equipment under $200 and Office Supplies needing for the Program to operate efficiently. An increase in Lottery funding may be a logical source to fund these needs.
Marley floors for studios and stage, sprung floors for studios, audio/visual equipment, exercise mats.

Shared With:

One-time Expense:

Most of the above is a one time expense.

On-going Expenses:

Repair, upgrades and maintenance of the above

II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Source of Funding</th>
<th>Funding Type</th>
<th>Funding Cycle</th>
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</table>

<table>
<thead>
<tr>
<th>Current Fee</th>
<th>Description of Required Materials</th>
<th>Reason for Proposed Increase</th>
<th>Proposed Fee</th>
</tr>
</thead>
</table>

IV. Justification for Projected Expense Requirements

Primary Goal: Secondary Goal: Other Goal:
Degree/Transfer Career/Work Training Lifelong learning

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

All ongoing and yearly updated requests are for dance studio equipment, stage and theater needs and audio visual aids.
Our concert budget of 10,000 is paid back to the general fund through ticket sales.
We need $1800 a year for the accompanist budget.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Without proper mirrors and barres, students would not be able to study dance. Without an ongoing concert budget, students would not be able to synthesize all of their learning outcomes in a final performance. Without audio/visual aids, students would not be able to hear the music to which they are dancing and could not self assess each attempt at performance via video playback. Without live music, students would not have a supportive learning environment.

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

Our projected expense requirements include three digital camcorders. The use of video feedback can measure class and program level SLO’s. Three new camcorders would improve the student’s ability to self assess performance attempts.

Outcomes: What Student Learning or other outcomes are expected?

1) Observe and analyze dance as an art form
2) Develop the skills to execute proper dance technique
3) Critically evaluate one’s own progress and development
4) Synthesize all the above skills in performance

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

enrollment, transfer students, AA degree students, career students, qualitative/quantitative performance data, i.e. ticket sales.

Evidence: What data or evidence supports your projected requirements?

Current Inventory

Recent Instructional Equipment & Material Allocations

Other Attachment(s):

http://programreview.marin.edu/2007/IEReport.jsp
Application: Please indicate when the projected requirements will be applied.

*The projected expense items will improve the quality of instruction for both the day program and dental classes in community education.
* The projected 5 year plan for State VTEA funding would be used for:
  a. Class tutors
  b. Repair Handpieces
  c. Professional Development for On-line course for Office Management
  d. Recruitment Activites

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

*Replacing the broken x-ray human skull will maintain the lab size of 8:1
* Purchase of portable x-ray units will allowed for increasing the lab capacity for both the day program and the community education weekend courses.
* Replacing handpieces will maintain the current lab capacity in coronal polish both for the day program and the community education courses.
*The replacement of old computers with ones with more memory and speed will enable more students to do computer work at each of the 5 workstations. Presently only 3 computers have the speed to support the office management program and textbook support DVD.
*The lead aprons are a safety issue the new ones will ensure that patients are not receiving secondary radiation when taking dental x-rays. This is a State requirement for patient protection and the student must abide by this requirement.
*The ultrasonic units will replace two broken ones and ensure that students receive ample time in the ultrasonic lab class both for the day program and for classes in community education.
*The internship atUCSF Dental School is requiring that our students provide their own protective equipment which includes their own disposable lab coats, gloves, masks and eye protection as budget cuts have prevented the institution from providing these to our students. This is an OSHA and Infection Control requirement.
*The purchase of a new shredder is to protect the confidentially of the patient and student on sensitive personal information.
* Proposed VTEA funding would help existing students be successful in the program by helping with individual tutors, increase the number of handpieces available for practice at chairside,and increase the number of potential enrollment.

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

Students will experience first hand experience on the new and fully functional equipment that they will find in the dental industry.
To be successfully employed, dentists want dental assistants who are trained on equipment and material that is used in their offices.
*Proposed VTEA funding will help with the development and implementation of a hybrid on line Dental Office Management course for improving student access.

Outcomes: What Student Learning or other outcomes are expected?

The student will be more marketable with training on state-of-the art working equipment and current materials.
The outcome from VTEA funding will help with retention of the student with tutoring and help with success rates for more clinical practice with working handpieces.

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

Post graduate surveys are administered to both the recent graduate and their dental employer.
Increase enrollment through recruitment activites funded by VTEA.

Evidence: What data or evidence supports your projected requirements?

Post graduate surveys will address whether the program has sufficiently trained the student with regards to state of the art equipment, techniques, and materials.

Current Inventory
Recent Instructional Equipment & Material Allocations

Other Attachment(s):
*List of new equipment and replacement equipment.
High 10 Classes Compound microscopes: to support teaching classes in insect and plant diseases. These microscopes are fundamental for those classes. They are not needed in the next year, but they will be needed next year 2009-2010.

Shared With:
This is the type of resource that from the point of view of efficient use of resources and curriculum integration that should be shared with the Biology Department. They use these equipment to teach many of their classes such as Bio110L, 116, 115, 138, 160, 159, 161, 162.

One-time Expense:

On-going Expenses:
To achieve the SLO's of classes in: Integrated Pest Management, 210A; Insect Identification, ELND210B; Plant and weed management, ELND210C; Introduction to Environmental Landscaping, 110A and B. Each of these classes has had an average enrollment in the last three years of more of 15 student. In Spring 2008 ELND210A, B and C each has 24
IV. Justification for Projected Expense Requirements

<table>
<thead>
<tr>
<th>Primary Goal</th>
<th>Secondary Goal</th>
<th>Other Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career/Work Training</td>
<td>Degree/Transfer</td>
<td>Life-long learning</td>
</tr>
</tbody>
</table>

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

The supplies and equipment needed are needed to serve the students who will take classes that traditionally perform well: ELND110A and B, Introduction to Env.Lands. and ELND254A and B that Plant Identification that have adequate enrollment in our program: over 20 students per session and a class that is performing very well this term, Integrated Pest Management, Insect Identification and Plant Disease and Weed Management, ELND210 A, B and C, that has 24 students enrolled and we believe that it is because the hours at which it is offered: Saturday.

There is potential to share these resources with the Biology, Architecture, Art and Engineering Department, if the interdisciplinary classes proposed when the curriculum is updated are established; thus the total number of students potentially served with these resources is significant. There is space of the equipment at the current facilities. The requested equipment and supplies, will allow to deliver the SLO’s identified in the course Outlines and fulfill the College of Marin Mission and Goals.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Equipment and supplies requested includes drills, drill bits, reciprocating saws, circular saws, hammers, chisels layout triangles, microscopes that are fundamental to teach the construction,(ELND158), irrigation, (ELND253), design (ELND 100) and introduction to environmental landscaping,(ELND10A and B) and ELND210 A, B and C.

The instruction that will be delivered covers topics such as:

Installing irrigation systems, building retaining walls, building benches and fences, propagating plants, identifying plants, insects and diseases, sampling soils for fertility.

There is potential to share these resources with the Biology, Architecture, Art and Engineering Department, if the interdisciplinary classes proposed when the curriculum is updated are established; thus the total number of students potentially served with these resources is significant. There is space of the equipment at the current facilities. The requested equipment and supplies, will allow to deliver the SLO’s identified in the course Outlines and fulfill the College of Marin Mission and Goals.

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

Equipment and supplies requested includes drills, drill bits, reciprocating saws, circular saws, hammers, chisels layout triangles will allow instructors to deliver better instruction which in the case of the classes served by the resource requested, will be better garden and landscape structure, better design models, better irrigation system.

Having these resources available will attract additional students because they will be promote the quality of training at the college. Also, better equipment and supplies will allow the students to take other classes in the program to complete their degrees and / certificates. For example, after students pass the first introductory construction, irrigation, design and orientation classes they can enroll in more advanced classes in these fields.

Outcomes: What Student Learning or other outcomes are expected?

The equipment and supplies will be used to support classes, see Application section, that traditionally have had average good enrollment; between 16-32. To keep attracting this number of students we need to have appropriate equipment and supplies. For example we do not have enough taxonomic keys to identify plants, or sufficient taxonomy books for plant identification; we do not have enough drills, bits, reciprocating saws, hammers, pots and soil to adequately teach the classes planned for next year. We also lack appropriate slides to teach insect and plant pathogen identification.

Access to the equipment and supplies requested is essential to delivered the SLO’s indicated in the Course Outlines in the scheduled classes and thus vital to student learning and fulfillment of the College Mission.

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

If the recommendations that I propose in the Program Review that is in progress are implemented instructors who will teach the classes supported by these resources will deliver the instructions according to the Course Outlines, test students on the projected learning outcomes for the classes and assess how well the students performed. Also, instructors will conduct surveys in their classes to determined the quality of the instruction, limiting factors and gather information about how those limitations can be addressed.

A key point to address in the surveys conducted and data analysis of student performance should be the role of
equipment and supplies on student learning success.

Instructors will report to the Chairman and Dean of the program on the adequacy of resources received and request the proper adjustments.

**Evidence:** What data or evidence supports your projected requirements?

The enrollment in the classes mentioned in this request, see previous section prove that the program has a traditional good enrollment in these classes and crucial to their success is to keep and improve the quality of these classes. The equipment and resources required achieve this goal.

<table>
<thead>
<tr>
<th>Current Inventory</th>
<th>Recent Instructional Equipment &amp; Material Allocations</th>
</tr>
</thead>
</table>

Other Attachment(s):

College of Marin Program Review Instructional Equipment• CG v.1 February 2008
I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Classes</th>
<th>Support</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax S&amp;H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent</td>
<td>3</td>
<td>Classes</td>
<td>Anti-static Mats</td>
<td>93.00</td>
<td>4</td>
<td>80.00</td>
<td>452.00</td>
</tr>
</tbody>
</table>

**Shared With:**
Physics (207B and 108B)

**One-time Expense:**
Equipment needed for new ENGG 220L circuits lab course.

**On-going Expenses:**

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Classes</th>
<th>Support</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax S&amp;H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>3</td>
<td>Classes</td>
<td>Digital Multimeter</td>
<td>280.00</td>
<td>2</td>
<td>90.00</td>
<td>650.00</td>
</tr>
</tbody>
</table>

**Shared With:**
Physics (207B and 108B)

**One-time Expense:**
Equipment for new ENGG 220L circuits lab course

**On-going Expenses:**

<table>
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<tr>
<th>Priority</th>
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<th>Support</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax S&amp;H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>5</td>
<td>Classes</td>
<td>Existing equipment budget</td>
<td>700.00</td>
<td>1</td>
<td>0.00</td>
<td>700.00</td>
</tr>
</tbody>
</table>

**Shared With:**
Some equipment shared with Physics Discipline (same Dept).

**One-time Expense:**

**On-going Expenses:**

<table>
<thead>
<tr>
<th>Priority</th>
<th># of Classes</th>
<th>Support</th>
<th>Expense Item</th>
<th>Unit Cost</th>
<th>Qty.</th>
<th>Tax S&amp;H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>5</td>
<td>Classes</td>
<td>Existing supplies budget</td>
<td>450.00</td>
<td>1</td>
<td>0.00</td>
<td>450.00</td>
</tr>
</tbody>
</table>

**Shared With:**

Regular replacements and upgrades.
Sharing of some materials with Physics Discipline (same Dept).

One-time Expense:

On-going Expenses:

Annual supply purchases
Maintenance and repair parts for equipment

| High | 1 Classes | Muffle Furnace (for heat treating materials specimens) | 3490.00 | 1 | 525.00 | 4015.0 |

Shared With:

One-time Expense:

Replacement of antique, unreliable, and unsafe furnaces for thermal treatment of specimens in Materials Lab course. (Actually we could really use 2 of these, but due to cost, we can try to get by with one for a while and hopefully get a second in the future.)

On-going Expenses:

| Urgent | 3 Classes | RLC Circuit Boards | 98.00 | 2 | 20.00 | 216.0 |

Shared With:

Physics (207b and 108b classes)

One-time Expense:

Equipment needed for new ENGG 220L circuits lab course.

On-going Expenses:

II. External Funds/Resources

III. Student Material Fees

<table>
<thead>
<tr>
<th>Current Fee</th>
<th>Description of Required Materials</th>
<th>Funding Type</th>
<th>Funding Cycle</th>
<th>Funding Duration</th>
</tr>
</thead>
</table>

IV. Justification for Projected Expense Requirements

Primary Goal: 
Secondary Goal: 
Other Goal: 

Degree/Transfer Career/Work Training

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

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

*Previously budgeted supplies and equipment amounts will be used to maintain existing teaching program of 3 lecture-only classes and 2 lecture/lab classes.
*Additional funding needed to replace old, non-operational furnace in Materials Lab.
*Additional funding needed to purchase required instructional equipment for new ENGG 220L Circuits Lab course, to be offered starting Spring 2009. (This course has recently been approved by CC and is currently awaiting board approval.)

*Program SLOs and transfer requirements demand that students have hands-on experience with laboratory equipment and modern digital technology.
*Current budgets will allow the former and very limited achievement of the latter for existing courses.
*New furnace needed for improved safety and reliability of experimental procedures carried out by students in Materials Lab.
**Access:** How will access be improved for Student Learning and Success?

*Addition of new Circuits lab course will allow more students to satisfy transfer requirements (which may also indirectly increase enrollments).
*Upgrading equipment will create a more positive learning experience and a better impression of COM program quality, both of which will lead to higher enrollments.

**Outcomes:** What Student Learning or other outcomes are expected?

*Improved engineering problem solving skills.
*Improved ability to design and perform experiments, and to analyze and interpret data.
*Enhanced teamwork skills.
*Increased familiarity with modern engineering techniques and tools.
*Improved reputation of ENGG program quality among students and community.

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

*Evaluation of lab reports
*Observation of laboratory practices
*Graded assignments and exams
*Enrollment, retention, and success rates

**Evidence:** What data or evidence supports your projected requirements?

*New ENGG 220L Circuits lab course cannot be offered without the equipment requested.
*See attachment Fig ENGG IE1 for national level support of stated outcomes.
*See attachment Fig ENGG IE2 for past regular ENGG budgets for equipment and supplies.
unit cost includes tax, shipping and training on the new system. There may still be some San Rafael Redevelopment funds left over (a portion was designated by the board to support developing the LC 150 lab).

On-going Expenses:

II. External Funds/Resources

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>III. Student Material Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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IV. Justification for Projected Expense Requirements

<table>
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<tr>
<th>Primary Goal:</th>
<th>Secondary Goal:</th>
<th>Other Goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills or ESL</td>
<td>Degree/Transfer</td>
<td>Job Preparation</td>
</tr>
</tbody>
</table>

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

A. New computers are needed for students in the ESL lab, to use the internet and various ESL software programs. We need these computers as soon as possible.

B & C. The class set of dictionaries and cart will be used to facilitate teaching students how to use an English-English dictionary in class. They will be used in courses as soon as they can be acquired.

D. The ongoing annual budget is used to update and expand our offerings of books - fiction and non-fiction, books on tape, videos, and computer programs in our two labs. It is also used to update and add realia and other teaching materials to the Teachers’ Resource Closet.

E & F. The DVD camera will be used to record and evaluate students’ pronunciation accurately for the 3 - 5 pronunciation courses offered each semester. As soon as we have the camera, we can incorporate its use in our pronunciation courses.

G. An upgrade to the Sanako Lab 300 system will enable instructors to interface with students using language software, and it will allow students to work in small groups using the computers. Once the system is in place and instructors are trained on it, both ESL and Modern Language teachers will be able to incorporate the expanded capabilities in their classes.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

A. Students will be able to use computers that don’t break down frequently, and will be able to use the most recent software. Using the lab and the software on our computers is a required part of their credit ESL courses.

B & C. Having the same dictionary will facilitate instructing students how to use the many features of a dictionary beyond just the definition of a word. They will be able to find derivations, example sentences, parts of speech, pronunciation, etc.

D. Providing materials for students to use in the labs is vital to their success. The more varied kinds of exposure (to language students utilize using different modalities), the faster they will develop fluency. This includes reading as much as possible books that are at their level or perhaps a little higher; listening to books on tape so that they can connect written and spoken vocabulary and improve pronunciation and spelling; watching videos; practicing their skills using various ESL computer programs.

E & F. By seeing themselves on video, with instructor support, students will be better able to identify obstacles to clear pronunciation.

G. The Sanako Lab 300 system is a state-of-the-art system which will enable instructors to listen in and interact with students working individually or in groups to improve their speaking and listening skills in the target language.

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

A. Students will have access to up-to-date technology to support their learning and coursework. Computers will
be able to support current versions of software for ESL.

B & C. By having a class set, all students in a class will have access to the same English-English dictionary. (These are expensive to require above and beyond the price of textbooks.) By having a cart, we will be able to move the dictionaries to any of our classrooms across the campus.

D. The ESL labs give students access to computers, ESL software and books that are readable by many levels of ESL proficiency.

G. The upgraded lab software will enable more students to get tailored support for their speaking and listening skills in a lab environment. Having a state-of-the-art lab will also enable our ESL and Modern Language programs to compete with and draw students from the local high schools, some of which already have this level of support in their labs.

Outcomes: What Student Learning or other outcomes are expected?

A. Students will use the software programs, such as Focus on Grammar and American Speechsounds, to improve their language skills in general and for specific courses.

B & C. Students will use English dictionaries to define a word, to find out how it is pronounced, to find its part of speech, etc.

D. Students will read extensively to develop fluency.

E & F. Students will learn to identify and change aspects of their pronunciation to become clearer speakers of English.

G. Students will improve their pronunciation, speaking and listening skills in the target language.

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

A. Students will be surveyed about their use of the computers in the lab and the effectiveness of the various programs.

B & C. We will track the number of classes and students who use the dictionaries.

D. The credit reading classes all require additional reading (over 500 pages/semester). The teachers keep track of how many books and pages the students read every semester.

E & F. Pronunciation instructors will track the impact that videotaped evaluations has on students’ overall pronunciation.

G. Instructors will track the impact of specific in-class activities using the new software.

Evidence: What data or evidence supports your projected requirements?

Students from 58 credit and non-credit ESL classes use the lab as part of their course requirements and to improve their skills on their own. They learn best when they have access to updated and effective technology and resources, especially resources that link directly to and directly support their course work.

Other Attachment(s):
I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
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<th>Qty.</th>
<th>Tax S&amp;H</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>60 Students</td>
<td>Garman GPS60MAP units.</td>
<td>200</td>
<td>3</td>
<td>100</td>
<td>700.0</td>
</tr>
</tbody>
</table>

**Shared With:**
These items will be used by a variety of classes in the field, and will help students better their understanding of classroom concepts.

**One-time Expense:**
No special construction, electrical, or installation is required.

**On-going Expenses:**
Unit would be maintained and cared for by current staff. No additional staffing or upgrades would be needed.

| Urgent | 12 Classes | New maps. | 5000 | 1 | 0.00 | 5000.0 |

**Shared With:**
This request is to acquire new maps to replace old and outdated maps in the Geology and Geography programs. Maps need to be replaced over time from wear and tear, and continued student use. This equipment request would help upgrade the current map collection which is in dire need of new maps. Some of these maps are also used by the Biology program.

**One-time Expense:**
No special construction, electrical, or installation is required.

**On-going Expenses:**
These items don't require annual maintenance or staffing.

| High | 8 Classes | Zeiss Petrographic Microscopes. | 2500 | 20 | 4800 | 54800.0 |

**Shared With:**
These would replace old and nonfunctional petrographic scopes currently being used in the Geology program.

**One-time Expense:**
No special construction, electrical, or installation is required.

**On-going Expenses:**
Annual maintenance is necessary to keep instruments functioning at optimal levels.

II. External Funds/Resources

<table>
<thead>
<tr>
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<th>Funding Duration</th>
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</thead>
</table>

http://programreview.marin.edu/2007/IEReport.jsp
### III. Student Material Fees

<table>
<thead>
<tr>
<th>Current Fee</th>
<th>Description of Required Materials</th>
<th>Reason for Proposed Increase</th>
<th>Proposed Fee</th>
</tr>
</thead>
</table>

### IV. Justification for Projected Expense Requirements

**Primary Goal:**  
Secondary Goal:  
Other Goal:  
Degree/Transfer:  
Career/Work Training:  

**Application:** Please indicate when the projected requirements will be applied.

Currently Geography does not have a budget and is supported by the Geology budget. This can't be expected to continue, and serve students efficiently at the same time. The purchase of this equipment will help get the labs to a point where they are no longer outdated and one can properly teach Geology and Geography at the College of Marin. Currently there are old and outdated microscopes that are falling apart. New microscopes need to be purchased for the proper education of the students in the Geology and Geography program.

**Instruction:** How will the projected expenses improve instruction for Student Learning and Success?

Over the past two years the Geology program budget has dropped dramatically. It is well overdue for funding and purchasing of equipment to increase to help update the labs to better educate our students. By purchasing the above mentioned equipment, the labs will begin to take a step forward into providing the students a better understanding of what they are to expect in the workforce. Geography currently plays a vital role in many other programs with the use of GIS. It is crucial to support the Geology and Geography program to help them flourish to their full potential.

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

Students will be attracted to the Geology and Geography program once the labs are maintained and upgraded. By modernizing and upgrading the current equipment, students will have the opportunity to work with current and up-to-date equipment that they will continue to find in the workforce, or in their continued education. Equipment needs to be purchased for the sake of the students proper education.

**Outcomes:** What Student Learning or other outcomes are expected?

Without new equipment the Geology and Geography program cannot be expected to keep up their amazing numbers in retention and success. The programs have accomplished all they can with the limited funds and outdated equipment, and it is now time for the College to make a commitment to these programs by increasing funding and purchasing of instructional equipment.

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

The outcomes will be easily measured by simply watching the number increase to record levels in retention and success. These numbers are already high with limited funding and can only increase with added financial support. Student enrollment will increase as word of mouth spreads of how the labs are being updated with new equipment and supplies that are available at the College of Marin. Also with other programs using GIS, the Geography program will continue to grow to a huge resource for programs across the college.

**Evidence:** What data or evidence supports your projected requirements?

Over the past two years funding for the Geology and Geography programs has decreased drastically. However, WSCH has seen an increase of 2.2% and retention and success rates are both above 90%. This shows and incredible amount of determination by the programs to thrive and succeed under less than optimal conditions. These impressive numbers can only increase with added funding for supplies and the purchasing of new instructional equipment. The importance of the Geography program has grown over the past few years with the use of GIS in a variety of other programs. The equipment requested will help start the funding and support that the Geology and Geography program badly require.

### Current Inventory

### Recent Instructional Equipment & Material Allocations

**Other Attachment(s):**
Venipuncture arms. Arms are very old and the skin is dry and brittle. State of CA requirement for Phlebotomy.

**On-going Expenses:**

| High | 40 Students | Wound Care Model | $295.00 | 2 | 45.00 | 635.0 |

**Shared With:**

**One-time Expense:**

On-time cost. Can be used for MEDA 135 or MEDA 136 classes. Wound care is an integral part of the M.A. program. With the utilization of this model students can cleanse, apply medications and dress the wound using sterile and not sterile techniques. Cultures could also be obtained. More than one student can practice their skills at one time. The model has several wounds.

**On-going Expenses:**

**II. External Funds/Resources**

<table>
<thead>
<tr>
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<th>Source of Funding</th>
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<th>Funding Cycle</th>
<th>Funding Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,400.0</td>
<td>VTEA Funds</td>
<td>Categorical</td>
<td>August-June</td>
<td>Annual</td>
</tr>
</tbody>
</table>

**III. Student Material Fees**

<table>
<thead>
<tr>
<th>Current Fee</th>
<th>Description of Required Materials</th>
<th>Reason for Proposed Increase</th>
<th>Proposed Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10.00</td>
<td>MEDA 135: ace bandages, disposable thermometers, hand sanit</td>
<td>Rising costs in supplies.</td>
<td>$20.00</td>
</tr>
<tr>
<td>$10.00</td>
<td>MEDA 136: gloves, kits for occult blood, towelettes.</td>
<td>Increase needed to compensate for rising costs in supplies.</td>
<td>$20.00</td>
</tr>
<tr>
<td>35.00</td>
<td>Phlebotomy fees: tubes, gauze, bandages</td>
<td>N/A</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**IV. Justification for Projected Expense Requirements**

- **Primary Goal:** Career/Work Training
- **Secondary Goal:** Degree/Transfer
- **Other Goal:** State Licensure for Phlebotomy Program

**Application:** Please indicate when the projected requirements will be applied.

The projected expense items will continue to improve the Medical Assisting and Phlebotomy programs and allow for continued growth and success for the program and students. It will be applied with practicum courses and theory classes as instructional aids. The projected requirements can also be used for tutoring for skills labs, clinical make-up labs and testing.

**Instruction:** How will the projected expenses improve instruction for Student Learning and Success?

*Replacing the broken exam tables will allow for more students to perform the same skills at the same time and will utilize their time in the lab more efficiently.
*Purchase of the Breast Exam Simulator will enhance the program and give the students an opportunity to learn how to perform a breast exam appropriately and will aid in instruction. This will be the first simulator the lab has and will assist to bring the lab up to date.
*Purchase of the Intramuscular INjection Model will be a new item and will assist students in safely practicing giving injections before going out to their clinical externships. Currently students use oranges and a very small injection pad for practicing.
*The replacement of a computer in the lab will enable students to utilize the computer more efficiently. Currently there are 2 other computer stations in the lab. This replacement computer will support the workbook, research and work study assignments. It also gives students the opportunity to use their textbook DVD’s to aid in learning.
*The human torso will be used as an instructional aid. Students be able to locate the different organs and parts of the body.
*Wound care model will aid in instructional teaching and student skills practice in caring for wounds. We
currently have no such model.

*Venipuncture arms are needed to accommodate at least 20 students per section. This is a state licensure requirement. Present arms are old and brittle. These arms could also accommodate students in the clinical externship to practice giving injections in the deltoid region.

* The new and updated scale will replace a very old outdated scale. The numbers on the height bar are difficult to read and the height and weight is measured using the metric system which is rarely used. The scale tips over easily and is a safety concern.

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

Students will be ensured and feel confident that they are learning skills on the newest and most fully functional equipment in the Medical Assisting and Phlebotomy Industry.

Successful retention and employment is dependent on student training and knowledge in the industry. Physician and laboratories want employees that are knowledgeable on the most updated equipment.

The students will have equipment needed to complete their assignments and prepare for the workforce.

**Outcomes:** What Student Learning or other outcomes are expected?

Students will be able to perform and prepare the patient on the examination tables for procedures and skills. Students will be able to perform the basic skills needed for completion and success in the course.

Students will be able to maintain their skills in the Phlebotomy and M.A. field thru the knowledge and skills needed in a rapidly advancing field and feel confident when performing these skills.

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

Through post graduation surveys and with the assistance of the Office of Organizational Planning and Development whereby a tracking system could be implemented. This system will track whether the student is attaining his or her goals.

**Evidence:** What data or evidence supports your projected requirements?

Equipment needs such as new examination tables have been reviewed with the Equipment and Architectural firm redesigning the facility. Graduate surveys will also address whether the program has met the students expectations with regards to equipment, supplies, space and materials.

**Current Inventory**

**Recent Instructional Equipment & Material Allocations**

**Other Attachment(s):**

A planned increase in student material fees will be presented to the Curriculum Committee this Spring '08 as part of the course outline revisions.

College of Marin Program Review Instructional Equipment• CG v.1 February 2008
On-going Expenses:

none

II. External Funds/Resources

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Source of Funding</th>
<th>Funding Type</th>
<th>Funding Cycle</th>
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III. Student Material Fees

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<th>Current Fee</th>
<th>Description of Required Materials</th>
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</tr>
</thead>
</table>

IV. Justification for Projected Expense Requirements

Primary Goal:
Secondary Goal:
Other Goal:
Degree/Transfer: Basic Skills or ESL

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

The 26 replacement LCD projectors will allow faculty to display computer images, including powerpoint and other information along with DVD, VHS, and live television.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Studies show that computer-assisted instruction enhances both learning and retention. Use of information communication technology is imperative to attract students and enhance their success. Moreover, use of reliable and consistent equipment will ensure that valuable class time is not lost while equipment is being repaired.

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

Computer-generated images will be brighter and higher in resolution. In addition, the equipment will enable us to comply with closed captioning requirements of ADA legislation as well as providing access to learning for hearing-impaired students.

Outcomes: What Student Learning or other outcomes are expected?

Studies suggest that the use of CAI leads to more positive student attitudes than conventional instruction. Improved student attitudes have been demonstrated regarding course content/subject matter, the quality of instruction, perception of the school in general and student self-concept.

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

We will implement student surveys to measure student perceptions regarding course content/subject matter, the quality of instruction, perception of the school in general and student self-concept. Faculty will be surveyed to determine the impact on instructional effectiveness.

Evidence: What data or evidence supports your projected requirements?

Report attached.
### Fee Description of Required Materials Reason for Proposed Increase Proposed Fee

$ 5.00 DV tapes and DVD-R blanks for class assignments. Video projects are longer and HD (bigger files). $ 10.00

$ 5.00 Prints of student work. Increase in cost and frequency of color prints. $ 10.00

### IV. Justification for Projected Expense Requirements

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### Application: Please indicate when the projected requirements will be applied.

Items 1-4: Software tools (packages) are installed on the teacher station, the student lab machines, and 2-6 open lab computers. Each software tool is demonstrated by the instructor, then practiced and applied by the students in a hands-on computer studio facility. Open lab installations allow access outside of normal class meeting times.

Item 5: New Intel iMacs would replace the current G5 iMacs that cannot run certain high end graphic or PC applications.

Items 6-7: Software tools (packages) are installed on the teacher station, the student lab machines, and 2-6 open lab computers. Each software tool is demonstrated by the instructor, then practiced and applied by the students in a hands-on computer studio facility. Open lab installations allow access outside of normal class meeting times.

Item 8: Additional RAM for the video workstation, the audio/film scanning station, and the lab server is necessary due to the higher demands of the operating system and respective software requirements.

Student Materials A: Color printouts of student work are required for almost every MMST class. This requires paper, color inks, and laser cartridges. Students that have color ink jet printers at home often prefer to use the color laser prints instead.

Student Materials B: CD-Rs, DVD-Rs, DV tapes, and thumb drives are necessary for audio and video classes. Group projects necessitate the instructor holding the "master" tapes or media and making copies for each student.

### Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Items 1-4: Current software is imperative for training, skill building, and even transfer requirements. Software is updated annually with exponential changes in each version. Teaching outdated or outmoded software is a disservice to students and will greatly impact SLOs at the course and program level.

Item 5: All Intel iMacs in PM 192 would allow the 3D and Game Design classes to utilize the large computer studio, which can accommodate 24-26 students. It would also allow all MMST classes to address BOTH Mac and PC concerns by working in either Mac OSX or Windows XP.

Items 6-7: Current software is imperative for training, skill building, and even transfer requirements. Software is updated annually with exponential changes in each version. Teaching outdated or outmoded software is a disservice to students and will greatly impact SLOs at the course and program level.

Item 8: The current RAM specs no longer meet the operating system or software requirements, which results in slow operation and frequent software "crashes." This frustrates and discourages students detracting them from their creative objectives, and seriously impedes student learning.

Student Materials A: Projects output form the same printer (color laser) provides little to no focus on the quality of the print and instead allows the critique comments and discussion to focus on the content and the concept.

Student Materials B: Making and distributing copies from the master tapes provides a pedagogical example of real-life team project development and prevents problems arising from "ownership" or absence issues, which provides the opportunity to discuss the project and group dynamics of a group project.

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

Items 1-4: Provide students Access to the current industry tool standards (software) they might not otherwise be able to learn due to the high expense. It provides an "experiential" Access to current industry tools for the student to learn and experience prior to purchase. Finally, it provides an 'evaluation' Access to current core software tools.

http://programreview.marin.edu/2007/IEReport.jsp
industry tools for the student to attempt various skills and determine if they feel competent or interested enough to pursue and invest in the software themselves--it provides Equal Access for all students to improve their income via improved work related skills.

Item 5: This will allow more flexible, scheduling as all MMST classes would have the ability to be taught in PM 192 regardless of operating system requirements. Currently MMST 114, 124, and 163 can only be taught in the PC Team Development lab which is very small and only has 10 work stations. It would allow students to use iMacs to work on PC projects regardless of the computer (hardware). Finally, it would provide students to the current industry tool hardware standards they might not otherwise be able to learn or have Access to due to the high expense it provides Equal Access for all students to improve their income via improved work related skills.

Items 6-7: Provide students Access to the current, high-end, video, audio, and 3D software tools that are an average of $2000 per license retail. Tools that are professional level, industry standards they might not otherwise be able to learn due to the high expense. It provides an 'experiential' Access to current industry tools for the student to learn and experience prior to purchase. Finally, it provides an 'evaluation' Access to current industry tools for the student to attempt various skills and determine if they feel competent or interested enough to pursue and invest in the software themselves--it provides Equal Access for all students to improve their income via improved career skills that are in high demand in the entertainment and game industry.

Item 8: It would provide students Access to the current industry tool hardware standards they might not otherwise be able to learn or experience due to the expense or limited Access. Instead, this item provides Equal Access for all students to learn tools and hardware they might not otherwise have the opportunity to learn.

Student Materials A: Projects output form the same printer (color laser) provides all students Equal Access to 'quality' prints and presentations. Then the critique comments and discussion focus on the importance of the content and the concept.

Student Materials B: Making and distributing copies from the master tapes provides a pedagogical example of real-life team project development. It prevents Access or 'have not' problems arising from 'ownership' or absence issues, and provides the opportunity to discuss the project, group dynamics within the context of the objective and not the limited Access due to monetary or other limitations.

Outcomes: What Student Learning or other outcomes are expected?

Items 1-4: Each software package is and will continue to be used to demonstrate the software, applied skills, and concepts related to the specific class. Students can watch, practice, inquiry about skills, and conclude their own solutions via hands-on practice and learn approach to complete class assignments.

Item 5: All of the computers in the lab will be the same model (Intel iMacs), which will eliminate problems of limited learning due to an older machine, software performance, and restricted operating system choices (Mac or PC). Resulting in less focus on the "problems" or "limitations" of the technology, and more emphasis on the end product(s) and objective(s).

Items 6-7: Will be enhancing by providing more workstations in the lab with software used in class, allowing greater flexibility by not limiting the user experience to just group learning, and provide the opportunity for an increased learning to take place via more machines available during hands-on learning and project (assignment) development, regardless of it being a PC or a Mac.

Item 8: The current RAM specs no longer meet the operating system or software specification requirements, which results in slow operation and frequent software "crashes." This frustrates and discourages students detracting them from their creative objectives, and seriously impedes student learning.

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

Items 1-8: Through class discussions, student surveys, and casual conversations with the students, MMST faculty and staff will ascertain the necessity and validity of each software package and hardware expense. For example, survey questions that list each software package and asks each MMST student the following:
- To check off which packages they have used, currently use, or plan to use
- The number of hours the software/hardware is used per semester (or week)
- Do they currently own the software or hardware?
- Did their experience using the software/hardware in an MMST course affect their purchase decision?

Retention and Student Success should not decrease and should increase with the added resource needs outlined above. This would be compared with previous Student Access and Success data for an evaluative comparison.

Student Materials A & B: Through documented class discussions, student surveys, and documented casual conversations with the students.

Evidence: What data or evidence supports your projected requirements?
1. The MMST Program has not received any $ from Instructional Equipment funding for the last 3 years. The last school funding received was for $13,000 (approximately) in 2003 to purchase 11 new computers for the MMST/CES lab (MMST had been operating with about 8 computers from 1997 and about 8 computers purchased by CES between 2002 and 2003).
2. MMST moved into the Art Department in 2004.
3. MMST has updated its equipment and software using external funds via an IRDC grant from 2004-2006.
4. MMST has never received any funding from the Art Department (aside from the Prop20 $ previously assigned to MMST).
5. MMST has provided 24 software licenses for FA 225 from 2005 to 2007 (including Mac OSX, iLife, and the Adobe Creative Suite)
7. MMST has cascaded older eMacs and PCs (3-4) to the Art Department for general and office use.
8. MMST has assisted the Art Department with financial short falls by providing student materials fees from MMST classes in 2006/2007.
9. Recently (Fall 2007), all 70 of the Adobe maintenance licenses were due for renewal. Maintenance allows the licenses to be installed on multiple computers, and to receive free upgrades during the term of the 2 year maintenance agreement. As a result of no budget allocation for this request (made to the department chair and area dean nearly seven months prior) only 26 license seat were able to be renewed. As a result it will cost an additional $13,000 to reinstate the licenses that expired (a 400% increase!).
10. MMST must have an operating budget to maintain basic licenses which one-forth the cost, upgrade equipment, and repair other existing equipment to reap the full benefits of the initial expense.

Current Inventory

Recent Instructional Equipment & Material Allocations

Other Attachment(s):

1. Copy of past Instructional Equipments allocations from Program Review Resource section.
2. Current MMST Inventory (and purchase date)
This equipment will be shared by other disciplines as listed in the individual requests and will be maintained by Michael Irvine, lab technician in the Music Department.

item 1. This is to replace a 20 year old stereo monitor and upgrade to the new HD camera technology which we now are using. It will be used to display recorded student concerts/performances and recorded lecture demonstrations as well as prerecorded music VHS/DVD media. Next year when Blue-Ray High definition burners and HD DVDS are priced lower we will request such a burner to complete the HD camera (allocated last year), monitor and burner set. With the allocation

items 2, 3, 9 and 10. These will keep our computer operating system and other curriculum-dictated software current which is necessary to the curriculum.

item 4. Notion is a unique software which is used by students to notate, compose and perform music. It can be used to compose and perform all music from the smallest to largest musical ensemble and is essential to our music curriculum.

items 5 and 11. Digidesign’s M-Box 2 Pro Tools is hardware/software tool for recording and composing music digitally. These requests seek to augment our existing M-boxes in the FA225 Lab to provide an M-box for each computer (the software will not run without the hardware plugged in) as well as to update the existing Pro Tools to the next version (not as yet compatible with the new operating system but it will be very soon)

item 6. Headphones need to be replaced every few years due to wear and tear and we do not have enough for each computer in our lab

items 7 and 8. The computers we are replacing are not able to run the current software required by the curriculum. In the Music Lab we are adding 4 more stations to accommodate students during peak periods and to allow music instructors to send groups of students to the lab during class time.

item 12. The Naxos Music Library will provide a portal to a large library of the standard classical repertoire which extends far beyond the limits of our physical CD collection. This will be used by all music students.

item 13 - The M-Audio Active Studio Monitors will be used in the digital lab, FA 225, so that students can hear their compositions. There is only one set of speakers for the entire lab, and the current ones are not working properly (the wires are frayed) and were not quality speakers to begin with. This new model would provide much better sound quality with more clarity.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Data which will substantiate these requests would be provided by instructors classroom success and students enrollment in the class. High technology standards is an expectation at the college level. Lab usage is logged. The equipment will be maintained by Michael Irvine, lab technician in the Music Department who maintains both the Music Lab and the FA225 Digital Arts Lab.

item 1. will allow students to observe in greater resolution and thus in greater detail their performances. This is always useful but especially so in when they are part of a large ensemble and the video has been taken from far away.

items 2, 3, 9 and 10 Using the most current operating system and the newest versions of the software will assure the student that he is operating in a state-of-the-art environment consistent with real world environments that he will graduate into after or in addition to his COM experience. Also proven versions of new software usually include many improvements and new features to spark the students’ voracious appetites for technology.

items 5 and 11 will provide a complete up-to-date work station for every student in the Digital audio classes.

item 6 will provide quality headphones for students needing sound reinforcement in the Music and FA225 labs.

items 7 and 8 will provide up-to-date computers for all the students in the Music and FA225 Labs and will increase stations in the Music Lab.

item 12 will improve the success rate for students seeking to find various musics to listen to fulfill his class room assignments.

item 13 - The M-Audio speakers will improve student’s ability to hear their compositions, and the teacher’s ability to play appropriate examples for the class.

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

Keeping up with state-of-the-art is a must in performing as well as graphic arts. Our students go on to other colleges, universities and into real-world situations where they will need to keep current. Making sure each student has his own state-of-the-art workstation with up-to-date software and access to the most current technology for use in his classroom work as well for additional work in the lab is our goal. Lab usage is logged. The equipment will be maintained by Michael Irvine, lab technician in the Music Department who maintains both the Music Lab and the FA225 Digital Arts Lab. This are both truly multimedia labs and therefore provide a...
link to other disciplines and lay groundwork for collaborative efforts between the various disciplines and interconnections which will prove necessary to the students in their ensuing educational and career efforts. We will be able to accommodate more students with increased and improved access to classroom materials that this equipment provides. Enrollment will be an important measure.

## Outcomes: What Student Learning or other outcomes are expected?

Success is measured by the projects which the students produce and their musical performance. Instant feedback provided by the technology and the instructors will inspire the students to improve in their discipline by way of these technology tools. Enrollment, grades, lab usage logs and post COM success would be measures of their effectiveness.

This requested equipment will give students the opportunity to develop and observe their progress in all of our stated SLOs:

- Observe and analyse artistic examples of written and performed music
- Develop the skill to execute similar musical examples
- Develop fluency in the language of the discipline
- Exercise creativity
- Critically evaluate their own progress and development
- Synthesize all the above skills in performance

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

The outcomes will be measured by the students success in their classes, class enrollment and how much the labs are used. Students will be polled as their opinion of the effectiveness of the equipment in their learning experience. It must be mentioned that lab usage is not necessarily indicative of the effectiveness of the equipment as many students have copies of the software and their own computers at home. A survey of those who do use the equipment at COM would be useful however.

## Evidence: What data or evidence supports your projected requirements?

If we are to attract and retain students, we need this equipment to teach the curriculum in a manner congruent with other educational institutions. Students use the newest technologies in all aspects of their lives, and are increasingly more dependent on it and expect it here as a natural extension of their lives. Students will appreciate our commitment to the newest technology. If they are enrolled here and their work indicates progress in the discipline, then this is the clearest sign. This is measured through enrollment, grades, lab usage and the success of our students in their lives beyond College of Marin.

### Current Inventory

No

### Recent Instructional Equipment & Material Allocations

Yes

## Other Attachment(s):

1. In tax, and shipping field we entered total including tax and shipping as per instructions listed under office supplies, equipment

2. Recent Instructional Equipment (last round) Allocations:

   1. 4 - 17” iMac computers FA179 - Music Lab & Library
   2. 2 - 24” iMac computers FA182 - Music Lab and FA178 - classroom
   3. Canon XH-A1 High definition camcorder and Bogen Tripod - Performing Arts
   4. 11 Digidesign M-Box 2 w/Pro Tools software 9 - FA225, 1 - FA178, 1 - FA 182
   5. 10 Mac Pro computers and 20” LCD monitors - FA225

College of Marin Program Review Instructional Equipment• CG v.1 February 2008
Application: Please indicate when the projected requirements will be applied.

1. National League for Nursing Accrediting Commission (NLNAC), National League for Nursing (NLN), California Organization of Associate Degree Nursing Program Directors (COADN) Accreditation by the BRN and NLN and clinical agencies specify requirements of our program. NLNAC maintains higher standards than BRN and keeps program current in rapidly changing healthcare field. This is an ongoing requirement.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Skills lab and simulation lab both are designed to prepare the student for workplace demands. BRN requires that students are competent in skills before patient care. Simulation allows students to practice team work, critical thinking, communication and had been shown to increase confidence in practitioners. Supplies and equipment such as the Zoll pacer are needed to simulate a hospital setting. 1. Please Refer to Report for Accreditation College of Marin Associate Degree Nursing Program Prepared for the National League of Nursing September 2002 1. Please refer to the Report for Accreditation College Associate Degree Registered Nursing Program Prepared for the Board of Registered Nursing Fall 2000.

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

We are an impacted program. Access is limited by the nursing faculty shortage, clinical placement shortage, size of our skills lab and budget and unit allocations. Simulation allows students to have access to situations that before they may not have experienced in their clinical experience.

Outcomes: What Student Learning or other outcomes are expected?

1. 7 learning outcomes are identified for the nursing program- see Student Handbook for these outcomes.
2. Please Refer to Report for Accreditation College of Marin Associate Degree Nursing Program Prepared for the National League of Nursing September 2002 Program evaluation plan for full assessment.
3. Please refer to the Report for Accreditation College Associate Degree Registered Nursing Program Prepared for the Board of Registered Nursing Fall 2000.

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

Program evaluation includes course, resource, clinical, skills and simulation and clinical agency evaluations. 1. Please Refer to Report for Accreditation College of Marin Associate Degree Nursing Program Prepared for the National League of Nursing September 2002 for assessment of outcomes.
2. Please refer to the Report for Accreditation College Associate Degree Registered Nursing Program Prepared for the Board of Registered Nursing Fall 2000 for assessment of outcomes.
3. Please see May faculty minutes for yearly evaluation of program.

Evidence: What data or evidence supports your projected requirements?

Budget spending in the past years.

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Other Attachment(s):

Report for Accreditation College of Marin Associate Degree Nursing Program Prepared for the National League of Nursing September 2002
Report for Accreditation College Associate Degree Registered Nursing Program Prepared for the Board of Registered Nursing Fall 2000
Program evaluation plan May faculty minutes. Student learning outcomes from Nursing Student Handbook.

http://programreview.marin.edu/2007/IEReport.jsp
**IV. Justification for Projected Expense Requirements**

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<th>Description of Required Materials</th>
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<tbody>
<tr>
<td>PE 215: Advanced First Aid (bandages, splints, etc.)</td>
<td>Students need supplies such as bandages, splints,</td>
<td>$30.00</td>
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</tbody>
</table>

**Application:** Please indicate *when* the projected requirements will be applied.

If items were marked Urgent then that indicates we need them this semester, Spring 2008. If items were marked High then that indicates the items are urgent for next school year Fall 2008.

**Field Equipment**
*An electronic timing system, football play clock, tennis ball machine, game clock for water polo, corner flags, goal nets, starting platform, down box and chain set are all essential pieces of field equipment that are necessary to run efficient sporting events.

**Uniforms**
* Helmets and chin straps, practice and game tops and bottoms, swim suits, shoulder pads, socks, cleats, sweats, parkas, decals, mouth pieces, and travel bags are vital to fielding a team safely and effectively.

**Fitness Conditioning Equipment**
* Agility ladders, cones, power max sleds, stability balls, stability ball rack, abdominal strap, tricep rope, ankle strap, single grip handle straps, lat bar, and dumbbell rack with 44 weights is necessary to develop a sound conditioning program for our students.

**Athletic Training Equipment**
*An ultrasound/electrical stimulator, hydrocollator, and water bottles are required to provide proper care and prevention of injuries.

**Video Equipment**
*Our department is in need of a film editing system and program. This system can be used to film and edit Physical Education classes as well as intercollegiate practices and contests.

**Instruction:** How will the projected expenses improve instruction for Student Learning and Success?

* Classes and teams will be properly outfitted in order to safely and effectively complete practices and games
* Coaches will be better equipped to conduct practices that can result in better conditioned student-athletes both mentally and physically
* Video interaction and communication between the student and instructor will allow for personal evaluation
* Film analysis, as a teaching tool, will enhance student learning and success
* Proper field equipment will aid students in learning the correct procedures and established rules of the game
* A diverse array of fitness equipment will allow for more comprehensive instruction of conditioning

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

* Giving students access to dependable equipment improves learning and success in a safe environment
* Our PE students and student-athletes will receive visual feedback of their performance, thus having access to improvement
* By providing the athletic trainer with the essential equipment students will have access to appropriate medical care
* Film is also a major part of matriculating our student-athletes to the four-year level, thus having access to higher education

**Outcomes:** What Student Learning or other outcomes are expected?

* Relate verbal teaching concepts to actual physical application of the skill
* Identify the proper application of the skill in an athletic activity
* Recognize and demonstrate the proper skill in a specific athletic situation
* Comprehend and understand the most effective way to become successful in each activity
* Analyze and differentiate the correct use of the skill
* Evaluate themselves effectively through the use of video feedback
* Develop and value the idea of teamwork and group success
Assessment: How will the outcomes be measured for future planning?

* Track the usage of the video equipment in an EXCEL document and compare those results to various team and class performance
* Pre and post tests will be utilized
* Skill analysis
* Collection of data from film documentation will allow for constant contrast and revision of skill development
* Evaluation and analysis of skills and skill sets in a controlled, competitive and physically demanding environment will allow for immediate feedback for future planning
* End of season reports from all coaches

Evidence: What data or evidence supports your projected requirements?

- Field Equipment
  * It is a state requirement for football stadiums to have a Football Play Clock and we do not currently have one.
  * We are the only JC team in the state without an electronic timing system. We are also the only team that starts races w/ a pistol rather than electronically. This puts us at a distinct disadvantage in getting teams to swim meets at our home pool (despite having one of the best facilities). We run an Invitational Meet every year (which serves as a good fund raiser for us) and we are forced to rent a system from a recreation team here in Marin to properly run the meet. Having the system would also enhance our revenue from swim meet rentals.
  * In order to meet the standards set by the California Community College Athletic Association we need all of the aforementioned field equipment to be in compliance

- Uniforms
  * In an athletic competition student-athletes must have a distinction through clothing with their opposition
  * Safety equipment is necessary to help prevent injury during athletic participation

- Fitness Conditioning Equipment
  * Functional fitness training prior to sport participation has been proven to be effective in improving performance and reducing the risk for injury

- Athletic Training Equipment
  * California Community College Athletic Association bylaws state that a certified athletic trainer must have the proper equipment to medically care for student-athletes
  * Research shows that hot/cold therapy is a necessary part of the prevention and rehabilitation process of acute and chronic injuries

- Video Equipment
  * There are many different types of learners in our PE classes and on our athletic teams. We will be able to cater to the needs of visual learners better with the use of this technology

Current Inventory

Recent Instructional Equipment & Material Allocations

Other Attachment(s): College of Marin Program Review Instructional Equipment• CG v.I February 2008
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Application: Please indicate when the projected requirements will be applied.

To provide sufficient equipment to accommodate existing student headcount in PHYS 207 and 108 series Laboratories. Incidental support to PHYS 110 students by use in demonstrations.

Instruction: How will the projected expenses improve instruction for Student Learning and Success?

Labs require hands-on use of equipment by students. If there is only 1 set of lab equipment lab outcomes cannot be achieved when there are 10 to 17 students in the room at once.

We had been doing labs "Open Lab" style until Sp 08 when we switched to traditional 3 hour lab block with all students present at once. Open lab required only 1 set of equipment per experiment. Traditional Lab requires one set for every 2 to 3 students.

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

By providing sufficient equipment for current headcounts, equal access will be granted to all students; not just the most aggressive or determined ones.

While it would be best for access to buy all the equipment at once to equip the lab for the class max of 24, we realize that current enrollment does not justify that.

There is risk by equipping only for current headcount that similar items will not be available putting some students at a disadvantage and creating much more work for the instructor (explaining differences in use, etc.). Furthermore, any sudden increase in enrollment will put the lab in crisis and we may lose that growth due to bad experiences in an overcrowded lab.

Outcomes: What Student Learning or other outcomes are expected?

Proper use of laboratory equipment.
Proper data collection and analysis.
Verify theory and compare to reality.
Team work in a technical environment.
Proper lab work reporting.

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

Student retention and success in subsequent program reviews.
Quality of student lab reports.
Student enthusiasm and satisfaction with the lab component of physics as reported in end of semester surveys.

Evidence: What data or evidence supports your projected requirements?

Starting in Fa05 nearly all of the annual physics budget ($1500 in Prop. 20 lottery money) was directed toward equipment and supplies for lab and class room demonstrations. PHYS FTES has bucked the state wide decrease by increasing for Fa05 & Fa06.

The one-time grant from the Instructional Equipment committee for capital equipment for Physics resulted in students reporting positively in end of semester surveys for the first time since surveying began in Fa05. Enrollment increased from 5 in Fall 2006 to 13 in Fall 2007 and retention improved dramatically as well.

Clearly, every student deserves a chance to have hands-on experience in a physics lab. I believe that is self-evident.

Current Inventory

- [ ]

Recent Instructional Equipment & Material Allocations

- [ ]

Other Attachment(s):

Detailed spreadsheet of items by course served with current inventory, quantities, unit price, extended price and vendor for each item. Title is "Instructional Equipment Request for Physics and Astronomy".