ANNUAL INSTRUCTIONAL UNIT PLAN

Unit: Early Childhood Education

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Riverside City College
Contact Person: Shari Yates
Due: May 16, 2011

Please send an electronic copy to Dr. Patrick Schwerdtfeger at:

Patrick.schwerdtfeger@rcc.edu

Form Last Revised: March 9, 2011

Riverside City College
Office of Academic Affairs
Web Resources: http://www.rccdfaculty.net/pages/programreview.jsp

Instructional Unit Plan

*Please retain this information for your discipline's/department's use (or forward to your chair). A database will be created and distributed to the relevant councils and committees as requested.

The Unit Plan is conducted by each unit on each campus and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted *or* renewed every year by mid May** in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

Extensive data sets have been distributed to all Department Chairs and are linked to the Program Review website (password 11111). Chairs have received training on the use of these data sets. Please consult with your Department Chair or Raj Bajaj (raj.bajaj@rcc.edu) for assistance interpreting the data relevant to your discipline. Note that you are only required to mention data relevant to your analysis or requests. Should you wish assistance with research *analysis* please fill out the form at http://academic.rcc.edu/ir/requestform.html and you will be contacted to schedule a time to discuss analysis of your data. You may also use this same form to request a labor market analysis. **Please utilize these data or data collected by your discipline to assess your goals and as rationale for resource requests.**

The questions on the subsequent pages are intended to assist you in planning for your unit. **If there is no change from your prior report, you may simply resubmit the information from that report.**

The forms that follow are separated into pages for ease of distribution to relevant offices, councils and committees. Don't let formatting concerns slow you down. If you have difficulty with formatting, the Administrative Support Center can adjust the document for you. Simply add responses to those questions that apply and forward the document to the Administrative Support Center with a request to format it appropriately.

If you cannot identify in which category your request belongs or if you have general funding request questions, please contact your college's Vice President of Business Services, Norm Godin at 951-222-8307 or norm.godin@rcc.edu. Within each resource request form, a recommended contact person is listed to assist you with estimating the cost of your requests. It is vital to include cost estimates in your request forms. <u>FAILURE TO PROVIDE COST ESTIMATES MAY RESULT IN YOUR REQUEST NOT BEING CONSIDERED</u>. Please see Unit Plan Rubric for the prioritization criteria. <u>TO ACHIEVE MAXIMUM POINTS WRITE YOUR RATIONALES BASED ON THE RUBRIC CRITERIA. IF CRITERIA ARE NOT ADDRESSED IT WILL BE GIVEN ZERO POINTS.</u>

The following pages include Riverside City College's Mission Statement and the Goals and Strategies from the 2009-2014 Strategic Plan. They are included for your reference in answering the questions that follow and to include within your rationale for funding requests.

MISSION

Riverside City College provides a high-quality, affordable education, including comprehensive student services, student activities, and community programs, and empowers and supports a diverse community of learners as they work toward individual achievement and life-long learning. To help students achieve their goals, the College offers learning support services, pre-college and transferable courses, and career and technical programs leading to certificates or associate degrees. Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness.

GOALS AND STRATEGIES 2009-2014

Goal I: Student Access and Support

1. Explore alternative enrollment processes

2. Ensure comprehensive and equitable services exist and are part of institutional planning
    A. Ensure learning support services are available for all students (e.g., supplemental instruction, learning center tutors)
    B. Expand services in learning support and transfer centers
    C. Promote outreach to K-12 schools

3. Identify low-performing student populations based on student equity report data and develop a comprehensive plan (cultural, academic and student services) to address inequities for student access, success, retention and progression

4. Develop clear college-wide criteria for student pathways from basic skills to goal attainment
    A. Expanding and improving instructional delivery modes including hybrid courses, short-term (fast-track) classes, and align delivery/timing of services to the needs of students
    B. Develop innovative approaches to basic skills instruction (e.g., learning communities, modules, non-credit courses)
    C. Ensure that basic skills has a comprehensive focus and is integrated into the general curriculum
    D. Increase transfer awareness, readiness and rates

5. Develop student engagement centers
6. Increase awareness of open access enrollment to all adults through marketing
7. Promoting degree and certificate completion by expanding short-term classes and programs to improve job skills
8. Promoting learning and effective teaching through ongoing identification of and assessment of student learning outcomes

Goal II: Responsiveness to Community

1. Enhance career pathways approach into high-wage, high-growth jobs
2. Expand services to students in outlying and fast-growing areas
3. Maintain and strengthen ties with community-based organizations

Goal III: Culture of Innovation

1. Develop a comprehensive professional development plan
   A. Provide training for faculty in multiple modalities of teaching inclusive of the use of technology
   B. Enhance development opportunities for all employees

2. Implement the Facilities Master Plan
   A. Refine the Facilities Master Plan to improve the overall physical performance and efficiencies of the campus
   B. Incorporate sustainability in architectural and landscape design

3. Refine and implement a Technology Plan that will utilize advances in information technology to improve effectiveness of instruction, Student Services and Administration

Goal IV: Resource Development

1. Maximize the resources of the College and seek alternative funds to support a comprehensive learning environment by developing a revolving mid-range financial plan inclusive of new fiscal, human and physical resources from grants, public and private sector giving and state funding

2. Secure additional public and private sector grants that support the College's mission and strategic goals

3. Enhance the College's state and national image to better influence public policy with regard to financial resources
   A. Participate in local, regional and state organizations to advance the cause for differential tuition for high-cost disciplines
   B. Lobby local, regional, and state leaders to advocate for differential tuition

Goal V: Organizational Effectiveness

1. Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data driven; integrate the College Strategic Plan with the Facilities, Education, and Technology Master Plan; and effectively prioritize new and ongoing resource needs.
2. Examine the College's home page and related web pages
   a. Maintain currency of posted information
   b. Identify and implement technology to enhance processes and services

Instructional Unit Plan Update

A. Trends and Relevant Data

1. What is your unit's mission statement?

   The Mission Statement for Early Childhood Education: Early Childhood Education is a composite of an academic and occupational program. The intent of its structure is to provide knowledge of human development that can be implemented into practical application as well as continued study in the discipline through articulation and transfer agreements with local four-year institutions. High-level learning is achieved through the support and cooperation of the children's laboratory schools whose programs interface with and demonstrate the premises of course content. Our strength lies within the collaboration between the academic program serving our adult students and the children's laboratory schools where direct participation with young children enables the acquisition of the A.S. degree, certificates in Early Childhood Education and Early Intervention, and six levels of Child Development Permits through the State of California Commission on Teacher Credentialing.

   How does your unit's mission statement align with the college's mission statement?

   The Early Childhood Education mission statement aligns with RCC's mission statement by providing a high-quality, affordable education for an important program in our community. Our program teaches and empowers a diverse community of learners as they work toward individual achievement in Early Childhood Education and hopefully life-long learning as graduates implement the learning outcomes of the program. The Early Childhood program helps students achieve their goals through transferable courses and career and technical courses/programs that lead to multiple certificates or associate of science degrees. The Early Childhood program is based on a learner-centered philosophy; the program fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness.

2. Has there been any change in the status of your unit? (if not, skip to #2)

   a. Has your unit shifted departments? No

   b. Have any new certificates or programs been created by your unit? No

   c. Have activities in other units impacted your unit? The closure of the Norco Child Development Center has increased the usage of the Riverside Laboratory Child Development Program. Norco ECE faculty send students to observe at the Riverside center. The children's lab is in greater use and the hallways are full of students. We like that our lab is being used for student observations—but the traffic has increased.

Due to some cancellations of courses at Norco College and Moreno Valley College, the courses at Riverside have been impacted by increasing demand for the classes. Moreno Valley and Norco College were unable to offer key courses such EAR 19 and EAR 30, thereby causing more students to petition to add the Riverside offerings.

3. Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline (See Dataset provided to all chairs)? If so, please indicate those changes. If there are no significant changes in your unit's opinion, indicate "None" and skip to question #3.

Enrollment is still extremely strong and our classrooms are full (100% fill rate fall semester 2010). ECE instructors have been asked to not add too many students over the CAP to assist with unfunded FTE students. ECE sections are not being cut for low enrollment.

Efficiency was 621.03 for fall 2010 semester; fall 2009 efficiency was 675.42.

The success rate in fall 2010 was 68.90%, very similar to fall 2009 at 68.86%

The retention rate in fall 2010 was 87.2%, which was a slight increase from fall 2009 at 85.84%.

From fall 2007 to fall 2010 the ECE course offerings has dropped 38%! We are reaching a breaking point in course offerings; we are close to the point where we will not be able to offer the courses students need for their certificates and associate degrees. We have few part time faculty teaching now. We cannot sustain many more class cuts and still fill the need in the community by training child caregivers and future teachers.

4. In reviewing your unit's enrollment data, does your unit have plans to improve any aspects of enrollment management (ex: persistence, scheduling patterns, etc.)? If your plan necessitates resource changes make sure those needs are reflected in the applicable resource request sections.

Early Childhood/Teacher Preparation has participated in reducing course offerings as directed by the administration. A plan to cut our percentage of courses has been submitted to the Vice President of Academic Affairs office. The decision making process for which courses to offer revolve around the need to provide students with enough classes to complete the 5 certificates offered at Riverside in ECE, the 3 Associate degrees in ECE or Teacher Ed, and meet the requirements for the State Permit for Child Development Teachers.

We hope is that we won't have to cut anymore sections as this will lead to issues such as students not being able to complete their degrees in a reasonable timeline and the students not having access to elective classes that are needed in the community.

5. If applicable, please report on the progress made on any of your 2010-2011 unit goals. What are your departmental/discipline goals for the 2011-

2012 academic year? As you develop your goals, please ensure alignment with the College's Mission, Goals and Strategies found on pages 3-4. What activities will your department/discipline pursue to meet these goals? What support does your department/discipline need for goal attainment? If applicable, please include the needed support on the resource request forms along with the supporting rationale.

The main goal for 2011-2012 for the ECE discipline (across the district) is participating in the California Community Colleges Curriculum Alignment Project (CAP). The CAP is an attempt to have all ECE disciplines, in all community colleges in CA align the SLOs and course content for the 8 core classes currently expected of all ECE students. The intention is to facilitate transfers between colleges and acceptance of classes at 4 year institutions. The hope is that it will also show unity in the discipline and commitment to quality in ECE. The CAP will also make a seamless transition to matriculation efforts on behalf of AB1440 transfer degree.

The ECE program undertaking of the Curriculum Alignment Project aligns to RCC's goals by 1) supporting student access and support by increasing transfer awareness, readiness and rates. It promotes learning and effective teaching through ongoing identification of and assessment of student learning outcomes.   2) The ECE program continues to be responsive to the community by providing career pathways working with children. We continue to maintain and strengthen ties with community-based organizations. 3) The CAP program will foster the culture of innovation by re-writing courses and student learning outcomes to improve effectiveness of instruction. 4) Our program will be more organized and effective.

The CAP has created outlines for the following courses with suggested SLOs and course content, and each participating community college is expected to align their current COR with the CAP outlines. This will change, some significantly, our SLOs, course content, and overall focus in the following classes: EAR 19, EAR 20, EAR 24, EAR 26, EAR 28, EAR 30, and EAR 42.

To participate with CAP we will be required to create a new course titled EAR 25 Diversity in ECE. It may also mean that in order to not lose the EAR 22 class as part of our requirements for the ECE certificate we may need to make our current 31 unit certificate into a 34 unit certificate. We are midway in the process of aligning our courses.

The CAP will require us to compare and then align our SLOs and course content to the CAP SLOs and course content. We are discovering that as a part of this process the flavor/organization of the classes will change and subsequently so will the assignments, possibly the texts, and definitely the schedule in the syllabus for all these classes. It is an amazing amount of work. Through this process we are more strongly tying our SLOs to the course content and by extension to our assignments and authentic methods of assessment. This will ultimately make it very easy to complete SLO assessment and to prove that students are being given every opportunity to gain the SLOs identified in the COR. It will also make it easy to basically conduct on-going assessment in all classes as determined by the discipline, possibly on a rotating basis. Because of this project the full time faculty on all three campuses is not engaging in a great deal of SLO assessment this semester (spring 2011) and probably in the fall (2011) as the SLOs are in mid-redesign. Once we complete the CAP we will then tie all SLOs to the current PLOs and will be able to identify more ably some assessment methods, in edition we will then be able to engage in more multi-campus SLO assessment.

For more details on CAP please visit
http://www.plan4preschool.org/students/curriculum_alignment_project/

Below you will see the document we need to fill out for each of the required classes in order to align the classes. The red is our working. Once we complete this document we are also completing an excel spreadsheet that shows the flow of course planning starting with the SLO moving all the way over to SLO assessment and outcomes. An example of this is attached to the email that was sent with the completed annual program review.

Official Course Alignment Document: Introduction to Curriculum

CAP Samples and Recommendation	Your Campus Course Information
Course Title: Introduction to Curriculum	*Course Title:* Introduction to Curriculum
Explanation of your course title (if necessary):	
Course Description:	*Course Description:*
This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age 6. Students will examine a teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science.	This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Students will examine a teacher's role in facilitating all young children's development and engagement in the learning process. Students will demonstrate competency tying observation and assessment to curriculum development. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science.
Explanation of your course description (if necessary): We wanted to make a stronger emphasis on the role of observation and assessment driving the curriculum.	
Student Learning Outcomes (SLOs):	*Student Learning Outcomes (SLOs):*
1. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.	Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
2. Evaluate the teachers' role in providing best and promising practices in early childhood programs.	Understanding the role of the teacher as a facilitator of children's active learning, using best practices, in a developmentally appropriate environment
3. Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.	Apply principles of play-based curriculum to create lesson plans to support children's cognitive, language, creative, physical and social/emotional development.
4. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support *all* children.	Students will demonstrate competency tying observation and assessment to curriculum development for early childhood and/or school age curriculum using developmental, inclusive and anti-bias principles.
Additional SLOs for your course:	
Explanation of your course SLOs (if necessary):	

Sample Objectives:	Objectives:
1. Explain verbally and in writing, the sequence of play as central to development and learning for young children.	These objectives have been reworded in our system to become our course content. You will see this on the excel spreadsheet
2. Define, explain and apply constructivist theory in curriculum planning for young children.	
3. Identify key ways in which the environment functions as an essential component of curriculum.	
4. Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.	
5. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children	
6. Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.	
7. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.	
8. Define how curriculum plans can be modified for inclusion of children with special needs.	
9. Design curriculum plans and activities to include support of home language as well as development of English as a second language.	
10. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent her/his world through symbols.	
11. Demonstrate and explain in curriculum plans the progression from "simple to complex" and "concrete to abstract" and explain how these concepts are essential for all children's learning.	
12. Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.	
13. Discuss the role of curriculum in supporting	

socialization, self-regulation and self-help skills for all children.	
14. Identify the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum.	
15. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.	
16. Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.	

Additional objectives for your course:

Explanation of your objectives (if necessary):

Examples of Course Content and Topics:	Your Course Content and Topics
Learning Theories 1. Developmental theory as it applies to curriculum development 2. Developmentally, linguistically and culturally appropriate curriculum to support the development of the whole child 3. Impacts of language and culture on children's play and learning 4. Play as the central modality of young children's learning 5. Joy and trust as the first steps in children's learning 6. Children as sensory learners 7. Concept development 8. Individual learning styles and modalities 9. Impacts of special needs on learning and development 10. Impacts of social identities on learning *ECE Classrooms* 11. Early childhood classroom learning centers: e.g. dramatic play; blocks; manipulatives; art; library; science & nature; sensory/motor; etc. 12. Physical/temporal/interpersonal and aesthetic components of learning environments 13. Social/emotional learning environments based on delight and engagement 14. Classroom environments that reflect the children, families, cultures and languages of the communities served 15. Assessing all curriculum for access and appropriate inclusion approaches 16. Infant and toddler use of materials and environments 17. The curriculum planning process 18. Key in planning... a continuum, scaffolding: simple to complex, concrete to abstract	

19. Observation and documentation as related to curriculum development
20. The continuing cycle of observation, assessment, curriculum planning, documentation
21. Curriculum planning that reflects the value and sequence of the child's ability to construct and represent her/his world through symbols
22. Emergent curriculum, webbed curriculum, themes, project approach
23. The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages

The ECE Teacher

24. Role of the teacher in fostering social attitudes, values and skills
25. Role of teacher as informed, caring, thoughtful decision maker
26. Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language
27. Selecting activities, materials and equipment, meeting goals
28. Teacher reflection and self evaluation as essential to curriculum development
29. Collaboration: all levels of staff; teaching staff and families; across classrooms

Curriculum topics that may be specifically addressed:

30. Nutrition and cooking
31. Language and literacy, dual language support strategies
32. Dramatic play
33. Block play and physical science
34. Science and Nature
35. Sensory Motor learning
36. Math and the construction of mathematical thinking 0-6
37. Art and creative development

Research, assessment, other issues

38. Various theories and approaches to curriculum (e.g. Reggio, Montessori, computer based, High Scope, etc.)
39. Innovative approaches
40. Current research
41. The world wide web as a resource
42. NAEYC "Beyond the Journal"
43. State standards, desired results, foundations, frameworks
44. Formal assessment tools
45. Accreditation standards regarding curriculum

B. Outcomes Assessment Summary and Update

As a matter of good practice and in alignment with Accrediting Commission of Community and Junior Colleges (ACCJC) standards, RCCD faculty participate in ongoing and systematic efforts to assess courses, programs, and general education. Reports on specific assessment projects undertaken by individual faculty or groups of faculty in your discipline may be referenced here, but the primary purpose of this update is to provide an overview of your discipline's assessment activities (plans, data, responses to data, etc.) since your last unit plan update (spring 2010 – winter 2011) as well as your current plans for assessing student learning (spring 2011). Please note since unit plans are completed during the spring semester, we are asking you to report on the previous spring semester data along with the current spring semester plans.

I. Course Student Learning Outcome (SLO) Assessment
Directions: The Riverside Assessment Committee, Program Review, and Institutional Effectiveness Council jointly developed a process to input course assessment information. There are three possible methods of entering course student learning outcome assessment information:

1. Enter into the CurricUNET assessment module, or
> **Instructions for CurricUNET**
> a. Log on to CurricUNET. (if you have forgotten the log in name/password email: chip.herzig@rcc.edu)
> b. In the left hand menu under **BUILD** look for **Assessment**
> c. Click **Assessment**
> d. Select your discipline from the drop down menu
> e. The next screen will show you a list of all courses in your discipline
> f. Hit the "Plan" button next to the course you will be assessing. After you have entered your Plan, hit the "Report" button to describe your assessment results.

Please contact Chip Herzig if you have any questions about the CurricUNET assessment module.

2. Enter into Survey Monkey at **www.surveymonkey.com/s/P87GBCB**, or

3. E-mail a document in another format (e.g., MS Word) to sloassessment@rcc.edu.

We ask that you encourage as many faculty members within your department/discipline to complete

their assessments prior to the May 16, 2011 deadline.

Please indicate in your Excel Course Assessment Spreadsheet which of your courses were assessed. **[Please contact Denise Terrazas at denise.terrazas@rcc.edu or (951) 222-8053 for your excel spreadsheet so that you may simply cut and paste here.]**

	Early Childhood Courses	Assessment Status	Not Offered	Offered Summer	Offered Fall	Offered Winter	Offered Spring
19	Obser & Assess Methods	3			x		x
20	Child Development	5		x	x	x	x
22	Ear Child Prog & Career Ops	3			x		x
23	Famil Home Child Care Prog	0	x				
24	Creative Act thru Curriculum	4		x	x	x	x
26	Child Health	4					x
28	Princ & Prac of Early Child Ed	3			x	x	x
30	Intern in Early Child Ed	4		x	x		
31	Home Visiting	0	x				
33	Care for Infants and Todds	0		x	x		
34	Curr Act for Infants and Todds	0				x	
35	Intern in Infant and Toddler	2					x
37	School Age Child Care	0	x				
38	Adult Superv in ECE/CD Class	0	x				
39	Mentor Seminar	0	x				
40	Intro to Inf and Child with Dis	4					x
41	Intern in Early Intervention	4					x
42	Child, Fam, and Comm Dyn	4			x		x
43	Children w Challenging Behav	4			x		
44	Admin of Early Child Prog I	0	x				
45	Admin of Early Child Prog II	0			x		
47	Childhood Stress and Trauma	0			x		
52	Parenting: Parents and	0	x				

	Teach						
53	Parenting: Guiding your Child	4			x		x
54	Parenting: Cont Parenting	4			x	x	x
55	Parenting: Common Problems	0	x				
200	Work Experience	0	x				

Assessment Status	
No Course Assessment	0
Assess Designed - Not Implemented	1
Assess Data Collected	2
Assess Data Analyzed	3
Data Used to Improve Instr (if needed)	4
Assessment Cycle Complete - Ongoing	5

Please complete the following questions:

1. Please describe your discipline's dialogue on assessment results.

Please see above paragraph explaining the Curriculum Alignment Project. The CAP will require us to compare and then align our SLOs and course content to the CAP SLOs and CAP course content. We are discovering that as a part of this process the flavor/organization of the classes will change and subsequently so will the assignments, possibly the texts, and definitely the schedule in the syllabus for all these classes. It is an amazing amount of work. Through this process we are more strongly tying our SLOs to the course content and by extension to our assignments and authentic methods of assessment. This will ultimately make it very easy to complete our SLO assessments and to prove that students are being given every opportunity to gain the SLOs identified in the COR. It will also make it easy to basically conduct on-going assessment in all classes as determined by the discipline, possibly on a rotating basis. Because of this project, the full time faculty on all three campuses is not engaging in a great deal of SLO assessment this semester (spring 2011) and probably in the fall (2011) as the SLOs are in mid-redesign. Once we complete the CAP, we will then tie all SLOs to the current PLOs and will be able to identify more ably assessment methods and to engage in more multi-campus SLO assessment.

Where would one find evidence of this dialogue? We have met twice monthly on Thursdays from 2:00-5:00 at the Riverside campus. We have filled out FLEX sign in sheets and submitted.

2. Please summarize what your discipline learned from your assessments. How do you plan to use the results for improvement within your discipline?   As we continue to align our courses with the CAP project, we will continue to make improvements within our discipline.

3. To what extent, and how, do your assessment results support your resource requests? Alignment is incomplete and ongoing.

4. What are your plans for further course based assessment in the upcoming academic year (i.e. additional courses or reassessment)? SLOs continue to be assessed and re-written. We will continue our work toward aligning our courses with the CAP.

II. Program Learning Outcome (PLO) Assessment
Directions: If you have been involved in program-level assessment this past year **(CTE faculty in particular),** please enter into the tool at:

www.surveymonkey.com/s/TT793LQ

If faculty in your discipline/department have already entered assessment information into another format, it is not necessary to re-enter the information, simply send your documentation to sloassessment@rcc.edu. We ask that you encourage as many faculty members within your department/discipline to complete the assessment tool prior to the May 16, 2011 deadline.

Please explain what steps your program has taken to map and align your PLOs with your course SLOs. We have redesigned/rewrote our PLOs.

How have you shared and discussed assessment results (e.g., through Community Advisory Committee discussions, discussions with employers, interviews of graduates, program faculty meetings)? We are still in the process of doing this as the majority of our SLOs will change this year.

To what extent, and how, do your assessment results support your resource requests? We are still in the process of doing this as the majority of our SLOs will change this year.

1. What are your plans for further program based assessment in the upcoming academic year (i.e. additional program or reassessment)?

In the last year ECE also rewrote and finalized the PLOs and Certificate level Learning outcomes; they are as follows:

Early Childhood Program Learning Outcomes

1. Develop, implement, and evaluate developmentally appropriate thematic and emergent curriculum for children who are typical and atypical in the areas of physical, cognitive, language, creative and social/emotional growth.
2. Develop and apply appropriate practices and effective techniques that respect the cultural diversity of young children and their families.
3. Integrate an educational philosophy into classroom practices that reflects a personal belief supportive of theoretical principles regarding how and why young children should receive early educational experiences.
4. Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

Certificate Learning Outcomes

6 Unit Certificate AND 12 Unit Certificate (EAR 20, 24, 28, 42)
- Demonstrate an understanding of the theoretical perspectives in human development and education.
- Appraise the role of the child as an active learner.
- Integrate child growth and development into practical and meaningful applications.

12 Unit Certificate Infant/Toddler (EAR 20, 33, 34, 35)
- Use observation to assess child development, curriculum success, an environmental standards of quality, and then implement program adjustments based on assessment outcomes.
- Identify the patterns of development for children ages zero to three in the areas of the physical, cognitive and psychosocial domains.
- Understand and implement health and safety practices in environmental concerns and in individual child cleansing and feeding routines.
- Create and maintain an environment of care and learning specific to young infants and newly mobile children.
- Select equipment and materials conducive to the physical, cognitive and psychosocial needs of infants and toddlers.
- Plan and implement a curriculum based on a blend of routine and play activities.

31 Unit Certificate Early Childhood Education

1. Develop, implement, and evaluate developmentally appropriate thematic and emergent curriculum for children who are typical and atypical in the areas of physical, cognitive, language, creative and social/emotional growth.
2. Develop and apply appropriate practices and effective techniques that respect the cultural diversity of young children and their families.
3. Integrate an educational philosophy into classroom practices that reflects a personal belief supportive of theoretical principles regarding how and why young children should receive early educational experiences.
4. Develop and implement a system of ongoing observational practices that contributes toward the creation of learning environments conducive to the emergence of curriculum that adapts to the evolving needs of children.

31 Unit Certificate **Early Childhood Intervention**

1. Demonstrate an understanding of family function and structure, along with familial need for information and support that respects and values diverse cultures, values, beliefs and behaviors.

2. Demonstrate basic knowledge of laws and regulations pertaining to and
protecting children with disabilities and their families. Understand and identify the process of accessing community agencies, referral systems and procedures for specialized support, specialized documents, resources and placement options.

3. Describe the typical child development milestones of children birth to adolescence
and identify the strengths and special needs of the child in the
context of his/her family, early childhood classroom, or early intervention setting.

4. Describe the developmental assessment process and outline its role in
identifying, planning and intervening for a child with special needs and
his/her family, including the process of curriculum development.

5. Demonstrate an understanding of the purpose and intent of an inclusive environment that supports the whole child while meeting the individual needs of children with disabilities.

If you have any questions regarding the assessment tool please contact Susan Mills at (951) 328-3738, susan.mills@rcc.edu or Jim Elton at (951) 222-8264, jim.elton@rcc.edu.

Instructional Unit Plan Update

C. Human Resource Status

Complete the Faculty and Staff Employment Grid below based on the 2010-2011 academic year. Please list full and part-time faculty numbers in separate rows, and classified full and part-time staff separately.

2010-2011 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
Early Childhood Education	3	11
Teacher Education	0	2
Site Supervisor	1	
Lab Teachers	0	17
2010-2011 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)
IDS	1	

Complete the Faculty and Staff Employment Grid below based on any anticipated changes for the 2011-2012 academic year (i.e. retirements, one-year temps). If information is exactly the same, move on to the next page.

2011-2012 Faculty Employed in the Unit		
Teaching Assignment (e.g. Math, English)	Full-time faculty (give number)	Part-time faculty (give number)
2011-2012 Classified Staff Employed in the Unit		
Classified Employee Title (e.g. IDS, Lab Assistant)	Full-time staff (give number)	Part-time staff (give number)

1.   Staff Needs

NEW OR REPLACEMENT STAFF (Faculty or Classified)[1]

Rank	List Faculty or Staff Positions Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each faculty or staff request based on rubric criteria. (See APC Ranking Rubric for faculty positions.)	Indicate (N) = New or (R) = Replacement	Annual TCP*
EX	*Tenure-Track Instructor* *Rationale: (<u>All</u> criteria in APC Ranking Rubric must be addressed and included in rationale).*		
1.	**Office Clerk.** **Rationale: The Chancellor, on April 4th announced an indefinite suspension of all non-categorically funded job recruitments effective April 20, 2011. Our position for Child Development Center Clerk initially had Chancellor approval, however any positions have been suspended and will not be filled at this time. If the Chancellor lifts the suspension then we will be able to proceed with the recruitment at that time.** **The position should be paid through fund 11 and was part of the requirement to convert hourly positions to permanent, part-time. This position is critical to the function of the ECE in that the .5 Administrative Assistant position that was vacant in September 2010 was never filled. Budget constraints make it impossible for the Fund 33 Child Development Center to afford any similar position yet office traffic include adult students who need to fulfill observation and internship assignments by using the Children's Lab. Students also inquire about the process used to meet the requirements and apply for the State issues Child Development Permit. This position would be helpful in facilitating such services of helping with traffic of students and parents in the Child Development Center office. The clerk would also be responsible for billing agencies for child care, paperwork for the food program, phone calls, tours, and facilitating student observations.**	R	$38,420
2.	Rationale:		
3.	Rationale:		
4.	Rationale:		
5.	Rationale:		
6.	Rationale:		

[1]* TCP =
Michelle
space, equ
replaceme

2. Equipment (excluding technology) Needs <u>Not</u> Covered by Current Budget[2]

Rank	List Equipment or Equipment Repair Needed for Academic Year. Please list in order (rank) of importance. Please justify and explain each equipment request based on rubric criteria.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO**		
			Cost per item	Number Requested	Total Cost of Request
EX	*Document Camera for Quad Classroom* *Rationale: RCC Academic Master Plan: Values – learning environment-- "to provide and maintain state-of-the-art equipment;" 2) Campus Goals – "essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes." Currently, only about one half of the Quad classrooms are equipped with document cameras. All classrooms should contain the same type and quality of equipment to ensure equity in instruction and learning. Document cameras should be replacing the old overhead projectors.*	*I*	*$2500 w/installation*	*1*	*$2500*
1.	**Sound Craft Presentation Desk for Classroom** Rationale: RCC Academic Master Plan: Values – learning environment-- "to provide and maintain state-of-the-art equipment;" 2) Campus Goals – "essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes." ECS Faculty need a multimedia desk for classroom presentations. The current lectern is very small and tall. Students are unable to see the white board behind the lectern.	**Instruction**	**$2500 w/installation**	**1**	**$2500**
2.	Rationale:				
3.	Rationale:				
4.	Rationale:				

[2] *** Instr**... **learning a**... **Non-Instr**... **replaces,** ... **other spe**... **** T**CO = equipment...

3. Technology (Computers and equipment attached to them)++ Needs <u>Not</u> Covered by Current Budget: [3]

NOTE: Technology: excludes software, network infrastructure, furniture, and consumables (toner, cartridges, etc)

Annual TCO*

Rank	List Technology Requested for Academic Year. Please list in order (rank) of importance. Please justify and explain each technology request based on rubric criteria.	New (N) or Replacement (R)?	Program: New (N) or Continuing (C) ?	Location (i.e Office, Classroom, etc.)	Is there existing Infrastructure?	How many users served?	Has it been repaired frequently?	Cost per item	Number Requested	Total Cost of Request
EX	*Two Network printers for department Rationale: There are more than 20 full-time faculty utilizing this printer to develop instructional materials. Current printer >10 years old and high volume usage causes frequent breakdowns. Functioning equipment is critical to meeting the needs of our students, department goals and course SLOs.*	*R=1 N=1*	*C*	*Work-room*	*Yes*	*>20*	*Y*	*$1100*	*2*	*$2200*
1.	New Desktop Computers Rationale: RCC Academic Master Plan: Values – learning environment-- "to provide and maintain state-of-the-art equipment;" 2) Campus Goals – "essential to delivery of instruction—increase successful course completion with supplemental/alternative instruction; persistence; improving student learning outcomes." Current computers 10 years old.	N=3 R=3	C	Faculty Offices	Yes	3	Y	$1200	3	$3600
2.										
3.										

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[3] TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Shirley McGraw at (951) 222-8397 for a list of approved vendors and to request quotes.**
If equipment needs are linked to a position please indicate.

   ++Technology is a computer, equipment that attaches to a computer, or equipment that is driven by a computer.

	Rationale:									
4.										
	Rationale:									

4. Facilities Needs <u>Not</u> Covered by Current Building or Remodeling Projects*[4]

RANK	List Facilities Requests for Academic Year. Please list in order (rank) of importance. Please justify and explain each facility request based on rubric criteria. Requests should be for remodels, renovations or added new facilities and not basic repair and maintenance.	Annual TCO*
		Total Cost of Request
EX	*Roof Replacement* *Rationale: The department building roof is in need of replacement. Currently, it leaks directly down the building and into our classrooms and office space. There have been three attempts to repair the roof. Previous leaks have caused damages to computer equipment and work space. The constant need to relocate staff and/or classrooms due to leaks has had a direct impact on the teaching and learning environment.*	*$2500*
1.	New Cabinets in Classroom Rationale: The cabinets in the classroom are very ugly, broken, and are damaged. It was suggested by facilities that painting the cupboards would not be advisable. Given the state of disrepair, they need to be replaced. These cupboards give the room a heavy and depressed atmosphere. Many of the cupboard doors are no longer level and do not close.	**$7500**
2.	New Flooring in Infant rooms. Rationale: The flooring has long posed a tripping hazard for the infants; it is now chipped, broken and jagged. The crawling babies are in danger. The Licensing Officer pointed out this safety issue that has yet to be properly fixed. New flooring is needed in rooms 7 and 8. This is a safety and compliance issue.	**$3700**
3.	New carpeting for office area Rationale: New carpeting is needed in the Early Childhood office. It is badly stained and no longer comes clean when the carpet cleaning crew tries to clean it.	**$1500**
4.	Rationale:	

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[4]TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Ralph Perez, Director of Facilities, Operations and Maintenance at (951) 222-8470 to obtain an accurate cost estimate and to learn if the facilities you need are already in the planning stages**. For basic repair and maintenance, please submit a facilities work order.

5.	Rationale:	5.

5. Professional or Organizational Development Needs Not Covered by Current Budget*[5]

RANK	List Professional Development Needs for Academic Year. Please list in order (rank) of importance. Please justify and explain each professional development request based on rubric criteria. Professional or Organizational development needs may include workshops, guest speakers, training on equipment and/or software, attending conference, training needed to comply with state and/or federal regulations, and ongoing training in the field.	Annual TCO*		
		Cost per item	Number Requested	Total Cost of Request
EX	*Funding for Associate Faculty to Participate in Workshop for SLO Assessment* *Rationale: Associate faculty members teach a large number of courses in our department, utilize department common assessments, and per ACCJC standards must be included in the dialogue for the improvement of assessment. Since associate faculty are not required or compensated for this work, the department would like to compensate them through a stipend. These workshops are critical for the completion of the assessment cycle and for faculty to use the results in helping students achieve their goals.*	*$100*	*36*	*$3600*
1.	Funding for Associate Faculty to Participate in Workshops for SLO Assessment and Curriculum Alignment Project (see narrative of goals). Rationale: Associate faculty members teach a large number of courses in our department, utilize department common assessments, and per ACCJC standards must be included in the dialogue for the improvement of assessment. Since associate faculty are not required or compensated for the CAP work, the department would like to compensate them through a stipend. These workshops are critical for the completion of the CAP program and assessment cycle and for faculty to use the results in helping students achieve their goals.	**$100 per participant per workshop**	**50**	**$5000**
2.	Rationale:			
3.	Rationale:			
4.	Rationale:			

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[5]TCO = "Total Cost of Ownership" is the average cost for one year. **Please contact Human Resources and/or the Faculty Development Coordinator to see if your request can be met with their current budget.**

RANK		Annual TCO*
5.	Rationale:	
6.	Rationale:	

6. Student Support Services

RANK	List Student Support Services Needs for the Academic Year. **Please justify and explain each request based on rubric criteria.** These are services needed by your unit over and above what is currently provided by student services at the college. Examples of needs that fall under student support services are provided[6].	Annual TCO*
EX	*Our unit needs either a permanent part-time or reassigned Outreach staff member to assist our discipline with providing course, program and college information to the local community, either through partner high schools, community based organizations and/or non-credit sites.* *Rationale: Based on enrollment data, the lower level courses in our discipline are typically cancelled due to low enrollment. However, based on our conversations with our community and as evidenced by the demographics, there is a demand and need. Potential students need information on how to enroll, take placement exams, and understanding the sequence of courses and pathways to potential careers. They need this information prior to coming to RCC to increase their likelihood of success.*	*$0 if Reassigned Time* *$25,000 for Permanent part-time w/benefits*
1.	Rationale:	
2.	Rationale:	

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[6] *Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation. **Please contact Dr. Edward Bush at (951) 222-8837 to obtain an accurate cost estimate and to learn if these services are available or in the planning stages**.

3.	Rationale:	
4.	Rationale:	
5.	Rationale:	

Unit Name: _____

7. Library Needs <u>Not</u> Covered by Current Library Holdings[7]

RANK	**List Library Needs for Academic Year. Please justify and explain each request based on rubric criteria.** These library resources are unit needs that are over and above what is currently provided by the library. Please list in order (rank) or importance.	**Annual TCO**
EX	*The discipline needs for the library databases to be re-established for Access Science, American National Biography, Columbia Grangers World of Poetry, Criminal Justice & Periodicals Index, CQ Weekly, Oxford English Dictionary, ProQuest National Newspaper Core, World News Digest, American Film Scripts Online, ARTstor, Biography Resource Center, Dictionary of Literary Biography, Humanities International Complete, Oxford Art Online, Oxford Music Online, World Book Complete Suite.* <u>*Rationale:*</u> *The library and its databases are vital components of the courses within our discipline. For students to fully achieve student learning outcomes within their courses, this integral component of students' access must be returned to its original capacity. Faculty rely on these critical resources as part of their instruction.*	
1.	Rationale:	
2.	Rationale:	

3.	Rationale:				
4.	Rationale:				
5.	Rationale:				

Unit Name: _____

8. Learning Support Center Services

RANK	List Learning Support Center Services Needs for Academic Year. Please justify and explain each request based on rubric criteria.[8] If your unit is responsible for running a learning support center such as the Writing and Reading Center, the Math Learning Center, Computer lab or similar learning support center please address those needs here. These do not include laboratory components that are <u>required</u> of a course.	Total Cost of Requests			
		Cost per item	Number Requested	Total Cost	Ongoing (O) or one-time (OT) cost
EX	*Institutionalize the Supplemental Instruction (SI) Program to provide SI leaders for our discipline.* *<u>Rationale:</u> Students in our discipline have benefited greatly from the SI's. In the 2007-2008 academic year, students who participated in SI had a 62.1% success rate in comparison to 24.7% who did not participate in SI, a difference of 37.4% between the two groups. Students need the assistance of SI's to succeed with course student learning outcomes. Faculty with SI's have continuously expressed the benefit of receiving professional development for SI instructional strategies and the in-class and out-of-class support SI provides to their instruction.*	*$2400 per semester per SI*	*10 SI's x 2 semesters = 20*	*$48,000*	*O*
1.	Rationale:				
2.	Rationale:				

3.	Rationale:				
4.	Rationale:				

9. OTHER NEEDS not covered by current budget

RANK	**List Other Needs that do not fit elsewhere.[9] Please justify and explain each request based on rubric criteria.** Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	Annual TCO*			
		Cost per item	Number Requested	Total Cost of Request	Ongoing (O) or one-time (OT) cost
EX	*Our unit needs money for tournament awards in the form of scholarships to increase participation.* *Rationale: The tournament provides students with an enhanced learning opportunity. This opportunity will increase overall attainment of student learning outcomes (SLOs), increase access and overall persistence. Faculty use the competition an extension of in class learning and to promote their programs.*	*$100*	*5 scholarships per year*	*$500*	*O*
1.	Adobe Acrobat X Professional Rationale: Faculty would like to make pdf files. This opportunity will increase instruction and overall promotion of SLOs.	**$199**	**1**	**$199**	**One time cost**
2.	Rationale:				
3.	Rationale:				
4.	Rationale:				
5.	Rationale:				

[9] TCO = "Total Cost of Ownership" is the average cost for one year.

Appendix
Instructional Unit Plan Update
Rubrics - Riverside City College

Appendix Table of Contents

These criteria and rubric apply to requests for faculty in Table 1.

Ranking Criterion for Faculty Positions
Rationale Form for Faculty Positions based on Data Supplied in Annual Program Review

1. Discipline Needs based on Ratio of Full-Time to Part-Time Faculty for the Discipline (**35 points Total**)

   a. Ratio of Full-Time to Part-Time Faculty based on # Sections taught by F/T:P/T
   (**15 Points. Points will be earned on a reverse sliding scale.**)

   b. Part Time FTEF (i. + ii. = _____)
      i. Hourly FTEF _____ + Overload FTEF _____ = P/T FTEF
      ii. FTEF due to reassigned time, load bank or other leaves = _____

      (**10 Points. Discipline data will be ranked and points awarded based on ranking.**)

   c. Students served based on Enrollment Load with qualifier(s)
      Qualifiers may include, but are not limited to, lecture/lab courses, lab components,and/or linked courses.
      Enrollment Load (students served) by the Discipline = _____
      (**10 Points. Points will be awarded based on the strength of the argument. See Rubric.**)

2. Other Discipline Need (**20 points Total**)

   a. WSCH/FTEF w/ qualifier
      Qualifiers may include, but are not limited to, external regulating agency requirements or
      standards (State/National), Accreditation requirements/regulatory requirements (not recommendations), Health & Safety (OHSA,
      HazMat, Violations, Injury Issues), space limitations
      and institutional demands for specialty course offerings.
      (**10 Points. Points will be awarded based on the strength of the argument. See Rubric.**)

   b. Trends (anticipated retirements; discipline specific trends; expertise; technology shifts/influences, recruitment efforts/issues)
      (**10 Points. Points will be awarded based on the strength of the argument. See Rubric.**)

3. Program (Discipline) Growth Trends with qualifier (**5 points Total**)
    a. Enrollments/WSCH/FTES over the last three years (**5 Points. Discipline data (% of growth) will be ranked and points awarded based on ranking.**)

4. How a faculty hire supports the Discipline, Department, & College Goals
     as stated in the Educational Master Plan. (**5 Points Total**)
    (**5 Points. Points will be awarded based on the strength of the argument. See Rubric.**)

5. Additional Factors (Job Market & Outlook Data/ Transferability & Matriculation/   (**5 Points Total**)
    Improved Quality of Student Experience {i.e., Puente, Honors, Summer   Conservatory, Forensics}/ Other)
    (**5 Points. Points will be awarded based on the strength of the argument. See Rubric.**)

1c. Students served based on enrollment load with qualifier(s)

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

2a. WSCS/FTEF with qualifier(s)

13-15 Points	10-12 Points	7-9 Points	4-6 Points	1-3 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

2b. Trends

13-15 Points	10-12 Points	7-9 Points	4-6 Points	1-3 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

4. Faculty hire supports District/College/Discipline & Department Goals in Education Master Plan

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

5. Additional Factors

9-10 Points	7-8 Points	5-6 Points	3-4 Points	1-2 Points	0 Points
Compelling Argument	Strong Argument	Average Argument	Weak/Average Argument	Weak Argument	No Argument Made

Resource Request Common Rubric
These criteria and rubric apply to requests in Tables 2-9

Criteria	Description for this category will:	Points
Supporting students in their goals	Illustrate how the request is expected to lead to student course completion and success, term to term persistence, [progress in basic skills attainment,] awards, certificates, or transfer. Narrative may also show how the request aligns with college goals, mission statement, vision, and strategic initiatives.	/30
Supporting faculty in their teaching	Explain how the request is a necessary and integral part of supporting faculty members' pursuit of the program, department, or discipline goals and is essential to or useful in delivery of instruction. Additionally, narrative may explain the degree to which the request supports the unit's comprehensive program review.	/25
Supporting faculty in professional development	Demonstrate how the request fulfills professional development needs and may include workshops, guest speakers, training on equipment and/or software, attending conferences, training needed to comply with state and/or federal regulations and ongoing training in the field.	/10
Improvement need resulting from assessment	Explain how the request comes from objective (SLO / PLO) assessment results that show that this request will result in improvement in unit. The request should illustrate what the specific intended improvements are and how they relate to overall mission, goals, or function of the unit (and/or college goals or mission.)	/15
Obsolescence	Show obsolescence of equipment being replaced as primary cause for need. This request relates to the replacement or updating of existing instructional technology and learning resources and should provide details (such as length, frequency, and type of use) to help illustrate obsolescence.	/10
Safety and Compliance	Show how need meets American Disability Act (ADA), Occupational Safety & Health Administration (OSHA), Federal, State, or Local regulations or laws, and/or how it addresses hazards or issues that cause unfit conditions requiring mitigation from potential danger.	/10

30 Point Scale: 30 = Superior   23 = Above Average   15 = Average   8 = Below Average   0 = No Effort/Non Applicable
25 Point Scale: 25 = Superior   19 = Above Average   13 = Average   6 = Below Average   0 = No Effort/Non Applicable
15 Point Scale: 15 = Superior   11 = Above Average   8 = Average   4 = Below Average   0 = No Effort/Non Applicable
10 Point Scale: 10 = Superior   8 = Above Average   5 = Average   3 = Below Average   0 = No Effort/Non Applicable

NOTE: The above weighting scale point values will be used for ranking criteria. For example, a 30 point scale will not be given a 26 point value.

Unit: _____

Year	Item	Estimated Costs	1. Staff	2. Equipment	3. Technology	4. Facilities	5. Professional/Organizational Development	6. Student Support Services	7. Library	8. Learning Support Center	9. Other	Is the item referenced in another planning document? If so, where? (i.e. Facilities Master Plan or Comprehensive Instructional Program Review)	If not, when and where do you plan to reference the item? (i.e. Facilities Master Plan or Comprehensive Instructional Program Review)
2011	EARLY Chilhood/Teacher EDUCATION Office Clerk	38,420	X										Next Program Review
2011	Presentation Desk	2,500		X									Next Program Review
2011	Desktop Computers	3,600			X							Program Review	
2011	New Cabinets	7,500				X						Program Review	
2011	New Flooring	3,700				X						Program Review	
2011	New Carpeting	1,500				X						Program Review	
2011	SLO Assessment and CAP Workshop	5,000					X						Next Program Review
2011	Adobe Acrobat X Professional	199									X	Program Review	

5.25.2011

Unit: _____

EARLY Chilhood/Teacher EDUCATION