# College of Marin Program Review Signature Page

**ART-2009**

## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chester Arnold</td>
<td>Team Member</td>
<td><a href="mailto:artworld2@comcast.net">artworld2@comcast.net</a></td>
<td>415 4845 9480</td>
<td>all</td>
<td></td>
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## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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## III. Vice President of Academic Affairs

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Nick Chang</td>
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## IV. Board of Trustees President

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Eva Long</td>
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College of Marin Program Review Signature Page• CG v.1 February 2008

Program Overview–Introduction
ART-2009

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

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

The Fine Arts Department teaches the history and practice of visual arts in a wide variety of art media and applications. Instruction is given through lecture, demonstration, studio practice, and critique, to guide students through a series of levels from introductory to advanced. Included in the Fine Arts Department are the programs in Architecture, Interior Design, Gallery Management, and Multimedia. Multimedia is filing a separate Program Review. Interior Design and Gallery Management are included in the Art program review. Architecture has a separate Program Review, but is also included as a part of the Art Department, since it is under the same Department Chair, and the Art and Architecture faculty meet and strategize together. Therefore, there will be some overlap of the Program Reviews for Art and Architecture in the areas of Staffing, Facilities, Instructional Equipment, and Other Expenses.

II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

Primary Goal: The program fulfills General Education and major requirements for degree and transfer programs. Secondary Goal: The program also teaches students the conceptual, aesthetic, and technical skills they need to continue their studies at upper-division level, including specialized art schools, and to pursue vocations in arts-related fields: such as architecture, interior design, animation, graphic arts, etc..

III. Students Served
Briefly outline what students are served in your program.

In reference to the Goals menus in II.: According to our poll data (attached), the students served are evenly divided between those planning to transfer to art schools or CSU, UC, or private institutions (44%) and those whose goals are career/work related (45%). In addition, 70% say that they are taking art and art history classes for lifelong learning/personal enrichment, so there is some overlap in the data on this point. Thus, the distinction between Primary and Secondary Goals (and Tertiary: lifelong learning) is difficult to prioritize.

IV. Program History
Briefly outline the recent history of your program.

The art department maintains a strong enrollment history in a comprehensive range of art disciplines. The recent inclusion of a Multimedia program (which will be filing a separate Program Review) is an example of the way in which the department adapts to changing needs in the visual arts world, including evolving technologies. The Architecture program has added courses in Green Design. The program also responds to changes in health and safety standards, in the choice of materials and procedures. We are in the process of Modernization, which will result in a new Fine Arts Building, scheduled to open in Fall, 2010. This will solve many of the maintenance and innovation needs of our current aging facilities. The art department is large, with 80 or more classes plus an additional eleven or more in Architecture, taught by 7 full-time and 19 or more part-time instructors. For many students, the program is a gateway
to career-building and creative development. For lifelong learners, the program greatly enriches their lives, and has earned the Fine Arts Department the enthusiastic respect of the Marin County community. In recent years, the number of full-time faculty has decreased, as a result of retirements. This has complicated the demands on all staff to give students individual attention, to update curriculum, and to supervise the safe use and maintenance of our facilities-intensive program.

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

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

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

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

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

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

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

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

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

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

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

Our program serves students in this pathway:
- **Transfer GE**: A good proportion of the students, but not a clear majority
- **Transfer Major**: A good proportion of the students, but not a clear majority

II. What are your program’s goals for each pathway?

- Our Fine Arts program serves Basic Skills development in many ways through a
comprehensive fundamentals introduction curriculum in 2-Dimensional and three Dimensional studio work. The cognitive value of these skill and critical thinking oriented courses deppens not only humanistic perspectives, but measurable performance improvements across disciplines.

In career development, our entire program is designed to serve students seeking future employment in fields of illustration, computer graphics, model building, production ceramics, gallery management and museum studies and photography, and other highly skill oriented jobs by providing basic trainings, both intellectual and physical for these areas, engaging the student in adisciplined work ethic and connection to community. Our goal here is to maintain relevance and important adaptive skills to changing demands in the workplace.

In the area of cultural enrichment, we enjoy one of the richest archives of experience and community appreciation through a wide fine art program in Art History as well as extensive studio hands-on production classes. Our goal is to serve as the basis for an enriched life through the visual arts, from histor, and practice.

As our demographics indicate, our program includes students of all ages, many of whom have continued through many of our disciplines as well as pther college programs. Our programs strive to provide accessible, excellent programs covering a comprehensive range of interests and values.

Transfer issues are ascendent in the current budget-stressed college environment—as the community college system experiencis a vast increase in enrollment of students seeking to fulfill higher division requirements in our transferable system. Our goal is to serve as many of these students as possible within our unit load.

III. How does your program/discipline help students meet these goals?

our coursework emphasizes excellence in both production and interpretation of visual culture through intensive practice, critiques, discussion, and where required, essay and testing, we provide a basis for the outcomes articulated in our student outcome description.

IV. How do you measure your success?

Success is measured by a variety of discipline-specific ways— from group discussion/critiques in our studio classes, hands on consultation during skilled activity periods in class, though testing of studied materials in history and history-oriented segments of studio courses, and in overall student motivation observed through semesters. Course syllabi articulate expectations and

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

Curriculum is designed in structured levels with integration between disciplines and within each level, allow assessment, sequential advancement and encouragement toward upper level challenges.
Student Access and Success
ART-2009

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

Due to the wide range of student needs and lifestyles, we must offer significant guarantees in scheduling for the most important GE units for student transfer, and at a variety of timeslots (including weekends and internet). The greatest barrier to this success is staff limitation and unit load.

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

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

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

There are retention challenges for students unprepared for the rigors of college coursework—these are often exacerbated by large class size, disallowing the attention time necessary to helping students in need. Our retention rate in most courses, however, is in the 80 percentile and up category.

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

The only perceived barrier to student success at more advanced courses is in ability to develop skills within the time allowed, and in certain heavily physical skill training, the option to repeat advanced sections.

IV. Improving Student Success and Retention
What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
V. Please explain and provide additional details regarding your choices above:

Access to student support services, with detailed analysis of transfer data, although available to motivated seekers, might be enhanced by the provision of a "Student Transfer Guideline Handbook" for specific disciplines.

Recruitment/Outreach: providing release time for faculty to give talks to local highschool groups can significantly attract students to the program. This is currently available through flex-time option.

Student/job market demand change: This is an area in which every department can benefit by providing release time to attend conferences such as the College Art Association annual convention, in which lectures and workshops provide updates to members on current field conditions.

Facilities & Technologies: This is an obvious part of updating to needs, and is one of the most significant costs of education at all levels.
Facilities Questionnaire
ART-2009

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

We are currently preparing to move to a brand new building with new facilities in the spring of 2010—and have completed a comprehensive review in planning for this eventuality. Every aspect of facilities requirements has been carefully defined and shaped by our department in conjunction with Swinerton Corporation.
Curriculum
ART-2009

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

Many of our Course outlines are in the process of revision- our department is approximately half-way through this process. The large number of courses in our curriculum, paired with the limited number of full-time unit members available to work on this important task, will require some time to thoroughly accomplish.
Lists of courses to follow.

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

We are not planning significant changes in our degree and certificate requirements in the near future.

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

As of this writing, there are no collaborations in progress with other departments.

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

Our current curriculum fulfills a wide range of student needs, from articulated transfer courses, career development, and personal enrichment/lifelong learning. As the academic picture changes over time, we will assess needs and changes through periodic program review.

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

We have not had the opportunity to develop distance learning courses with our current faculty. Severe restrictions on budget and instructional equipment will further inhibit this initiative. Our Architecture program runs extremely popular History programs at the moment, but budget for staff limits further courses.

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

No immediate changes in materials fees are planned for our studio and History courses.
Student Learning Outcomes
ART-2009

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

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

We currently offer an A.A. degree in Art and an A.S. degree in Design, Applied,
oncational.

Also offered is an A.S. in Interior Design.

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

Students receiving AA, AS degrees will be prepared to transfer to any articulated
institution with full competency in the discipline of choice, as well as sufficient
workforce preparation to work at entry level jobs in visual arts disciplines. Our
program is well known in the bayArea for its strengths in traditional core backgound
subjects considered essential to success in higher-tech job opportunities.

3. How do students in your program demonstrate that they meet each of the college-wide learning
outcomes? What courses, activities, and/or projects are students required to complete that relate to
each outcome?

i. Written, Oral and Visual Communication

Students are trained in specific writing tasks for different discipline purposes-Art
History, Art Criticism.

Critiques and discussions throughout the curriculum provide substantive experience in
oral communication, public speaking and extemporaneous expression.

Visual communication is the lifeblood of what we do, and is a constant in both studio
and history coursework as students produce visual art projects continously.

ii. Scientific and Quantitative Reasoning

Scientific and quantitative reasoning applies primarily to courses involving chemistry
and deductive reasoning-Ceramics, sculpture, photography and Jewelry. These disciplines
require the training provided in materials, composition, safety and thoughtful
production.

iii. Critical Thinking

Critical thinking is present throughout our curriculum in both group
discussion/critiques/lectures and demonstrations, and in assignments in interpretive
thinking endemic to the Visual arts field.

iv. Problem Solving

Problem solving is a constant physical challenge for Fine Arts students-particularly in studio classes in which creative solutions are primary. The adventurousness of thinking encouraged is one of our primary contributions beyond sheer physical skill building.

v. Information Literacy

Reading assignments and discussions of current topics in art and Art History provide a continuing connection to currents of cultural literacy. This is especially important and showcased by faculty members who are themselves working professional artists and thinkers.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?
   None

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

   Our Art History program provides education and training in interpretive writing and critical thinking. These courses are as follows:
   Art 101 History of Ancient Art
   Art 102 History of European Art
   Art 103 History of Modern Art
   Visual Communication training exists throughout the studio arts curriculum, providing significant challenges and training through critique/discussions and the development of aesthetic sensibilities via hands-on physical interactions will faculty and fellow students.
   These GE courses are as follows:
   Art 112 2-D Art Fundamentals
   Art 130 Drawing and Composition

ii. Scientific and Quantitative Reasoning

   Scientific and quantitative reasoning is not directly reflected in our curriculum, but is certainly a background element to material intensive studio courses such as Sculpture, Ceramics and Jewelry Design.

iii. Critical Thinking

   Critical thinking is an essential component of every course offered in the Fine Arts curriculum. The historical precedents in both Studio Arts and Art History by definition provide the student with a nexus for defining their approach to thinking about Art and Art making-skills that become lifelong values in every aspect of working and recreational life. These attributes are clearly articulated in our course outlines and descriptions.

iv. Problem Solving

   Problem solving, as the development of critical thinking, is the lingua franca of the Visual Arts program. In the creation of compositions in 2 and 3 Dimensional contexts, students are challenged to mediate at both intuitive and intellectual levels, fulfilling a range of assignments designed to sharpen those exact skills.

v. Information Literacy

   It is of primary importance that students in our curriculum be versed in and cognizant of materials and techniques in their safe use, as well as strict guidelines for the understanding of the History of Art and its importance to all cultures. These virtues are exercised continuously in lectures and discussions in both studio
III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

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

3. Assessment:
   i. How often do you assess these SLOs?
   ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.
   iii. What improvements have you made or do you plan to make in the future?
   iv. What do you plan to assess this year? Who will you assess? How will you assess?
Instructional Equipment
ART-2009

This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, IPC and Budget.
Please enter items that will be used over a period of semesters BY STUDENTS (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests". Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

I. Instructional Equipment/Materials Requirements

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<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>01</td>
<td>100 Students</td>
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<td>Traditional Photography</td>
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Description and part number for ordering:
Beseler 23CIII with 50mm lens ans full frame 35mm negative carrier

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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   B

   two times requested previously

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

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

   Our darkroom enlargers are aging. Some are as much as 30 years old. Compared to computer costs, they are simple to maintain, don't need upgrades every two-three years and will upgrade our darkroom. Most other Jr. colleges/universities are continuing to preserve their darkroom facilities and courses. Traditional Photography is still an important foundational course which is very relevant among fine art students,
professors, and collectors.

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

100 annually can use these enlargers as part of the classroom lab.

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

Students need accurate functional equipment to succeed.

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

I evaluate their prints in critique.

Additional Justification for this item:

I have to prioritize and order for Traditional Photography and Digital Photography in the same Program Review. It is like choosing between your daughter or your son.

I. Instructional Equipment/Materials Requirements

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<th>Priority</th>
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<td>02</td>
<td>100 Students</td>
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Description and part number for ordering:

Hewes Heavy Duty Stainless Steel Film Developing Reel For 35mm Size Film

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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   A
   These are used to develop film. They are essential.

2 times prior request

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

Is this equipment required to meet any local, state or federal Health and Safety Code? If so,
3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

This uses a hands-on skill that leads to basic Photographic skills and understanding of the process. It is learned in the beginning course and used in all following levels of tradition Photography.

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

100 students yearly. The program will be even more popular with good equipment. We are not part of modernization, even though we are part of the Art Department. So we need some extra support on resources.

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

Examine and classify the basic properties of black and white materials including film and how to develop.

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

Student work is evaluated technically. Examining student mastery of content, skills, processes

Additional Justification for this item:
I have to compete with the digital portion of my own discipline. I need support for both programs. The traditional photography darkroom equipment can last for 10-15 years.

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I. Instructional Equipment/Materials Requirements

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<td>Traditional Photography</td>
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Description and part number for ordering:
Beseler and Omega negative carriers-fullframe

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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   B  
   two times prior requested.

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

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

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

   These allow students to print their images without forced cropping. In documentary and some art images it is critical to include everything one originally saw, into the printed frame.

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

   Technical proficiency and creative vision in end product.

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

   Student success.

Additional Justification for this item:

This is part of an ongoing attempt to upgrade equipment in the photography discipline to improve student success in transfer and Art world skills.

I. Instructional Equipment/Materials Requirements

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<tbody>
<tr>
<td>04</td>
<td>2-3 Classes</td>
<td>Under $200</td>
<td>Each Traditional Photography</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Darkroom timers (which accurately measure time for film development). GL 6710

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
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<tr>
<td>8</td>
<td>$139.99</td>
<td>$106.00</td>
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<td>$1,265.92</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   
   B
   Our current 3 remaining timers are rusting and inaccurate. 20 students share them when developing their film rolls. It wastes time and lack of consistent accuracy is a problem.
   two times requested

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   If they can't develop their film then they can't succeed in the course/s

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   4 per film developing room will dramatically help in the 20 student per course usage.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Learn to develop film and to control developing to create expansion of the range of tonality.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Success of student and course goals.

Additional Justification for this item:
We need to support of the facilities which include traditional photography but are not part of Modernization. The equipment is 20 years old and there is a new demand among younger students to learn these skills and to transfer to Universities which support Traditional skills and some of the very first Photographic processes used in 1860.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>2-3 Classes</td>
<td>Under $200</td>
<td>Each Traditional Photography</td>
</tr>
</tbody>
</table>

http://programreview.marin.edu/IEReportPart1.jsp

2/20/2010
Description and part number for ordering:
Black bags for loading film into reels in total darkness. Large Changing Bag, 27” x 27”,

<table>
<thead>
<tr>
<th>Qty.</th>
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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   B
two times requested

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   The students will have developing bags which do not have light leaks which ruin the film. It is a basic skill tool.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   50-75 students will benefit.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Student success. Basic film development.

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

Additional Justification for this item:
I. Instructional Equipment/Materials Requirements

Priority: To Support: Category Discipline Area
06 2-3 Classes Over $200 Each Traditional Photography

Description and part number for ordering:
Arkay RC-2100 Stainless Steel Model Print Dryer for Resin Coated Prints

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
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<th>Shipping:</th>
<th>Total:</th>
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<td>$132.99</td>
<td>$50.00</td>
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</table>

One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   B
   Our current dryer is broken.

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   Students can dry their prints and take them home immediately after class to evaluate.
   Every class needs the same equipment.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   50-75 students

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

   Demonstrate the development of compositional skills.
   • Integrate basic composition skills including 2-d design.
   • Practice an increased awareness of different qualities of light.

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

Student success.

Additional Justification for this item:

This a basic piece of industry standard equipment which all traditional labs use.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>07</td>
<td>2-3 Classes</td>
<td>Under $200</td>
<td>Each Traditional Photography</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Adorama / Ganz 8"x10" Bordered Photographic Enlarging Speed Easel In 35mm Full Frame Format

<table>
<thead>
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<th>Qty.</th>
<th>Unit Cost:</th>
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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   B
two times prior

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   Yes. This is very basic equipment used to hold the printing paper in place and create borders.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   There prints will be improved.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Basic Printing skills.

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

Student success of course goals. Technical proficiency.

Additional Justification for this item:

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>08</td>
<td>2-3 Classes</td>
<td>Under $200 Each Traditional Photography</td>
<td></td>
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Description and part number for ordering:
Gra Lab enlarging timer 450R

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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   B two times requested

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   Functional timers help in successful printing.

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

100 new equipment will attract students.

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

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

Additional Justification for this item:

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Description and part number for ordering:</th>
<th>Seal /Bienfang Tacking Iron - Sealector II</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Qty.</th>
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One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   B
   0 times

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

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

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

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

Additional Justification for this item:

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>09</td>
<td>2-3 Classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Beseler 11x14 Universal 4 Blade Photo Enlarging Easel

<table>
<thead>
<tr>
<th>Qty.</th>
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</table>

One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   C
   1 year prior

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
These are intermediate/advanced paper easels which have movable borders and are essential for 2nd semester students to learn how to use.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
We only have three at this point in time.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
This is a standard tool and would help meet our goals.

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

Additional Justification for this item:

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>2-3 Classes</td>
<td>Under $200</td>
<td>Each Traditional Photography</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Water Temp II with Temp Lokâ“¢ Heavy duty chrome. Lab tested and plumbed. After initial adjustments, provides on/off control without re-adjustment of hot/cold water supplies. Precise temperature reading Â± Â½°F accuracy. Large 3" dial thermometer with recalibration screw. Swivels. Fits most faucets. Standard hose bibbs on each end. Includes 200 micron in-line stainless basket strainer. Five Year LTD Warranty. #65010 - $74.95

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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<td>$75.00</td>
<td>$7.00</td>
<td>$15.00</td>
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</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)
Installation of dial into plumbing faucet/lines.

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)

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

Do you have space for this equipment? Yes
Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   C
   0 times

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

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

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

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

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

Additional Justification for this item:

I. Instructional Equipment/Materials Requirements
Priority: 11  To Support: 2-3 Classes  Under $200 Each  Traditional Photography

Description and part number for ordering:
Magnetic critique boards 4x8' 165 4 100 760.0

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
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<td>$50.00</td>
<td>$725.67</td>
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</table>

One-time expenses: (e.g. construction, electrical, installation)
Installation on the wall in FH 111.

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment?  Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

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

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

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   Students and artists need critique boards that they can add and subtract prints from quickly, allowing for changing the order of the prints and thus the end statement.

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

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

Additional Justification for this item:
Technology Requests

Part I : Software

ART-2009

I. Technology/Software Requests

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

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>1-2 Classes</td>
<td>Discipline-Related Software</td>
<td>Photography/Digital</td>
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</tbody>
</table>

Description and part number for ordering:

ADOBE LIGHTROOM 2

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
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<td>$3.70</td>
<td>$12.00</td>
<td>$990.70</td>
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</table>

Type: New

How often?: Every Two Years

College-wide: Open Lab

Discipline-Specific: Classroom use

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

Art and Photography, Architecture, Music, Multimedia

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   A-I cannot teach my course without it. Art 196 is in curriculum committee now.
   It was requested TWO TIMES PRIOR.

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   Lightroom is the most widely used software for Photographers in addition to Photoshop. It will help students manage their images, store and retrieve them as well as manipulate them. This will prepare them for the Art world and job success.
   The course is built around this software.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   It is a vital new course to attracting new students as it is standard highly popular software. 25 students per section.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

- Reproduce (scan) images and transfer (import) digitally to create a library.
- Classify groups of different types of images and their possible uses.
- Discriminate and categorize (edit) most powerful images.

Construct a system to organize, locate and archive images through a work flow

- Choose images to re-interpret and modify.
- Evaluate and implement appropriate software adjustments.
- Incorporate a plan to output certain images for web, print or digital slide collections and presentations.
- Assess, critique and evaluate classmate projects verbally in class by comparing and contrasting concepts and skills applied.
Select, defend and interpret an online digital collection through a written evaluation.

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

Student success will be the factor that determines future planning.

My colleagues at other colleges have been teaching this software for years.

Additional Justification for this item:

How many of us can use this course in addition to photography/art students?

"Discover how to design a logical system to organize and locate image files using cutting-edge/user friendly/affordable photography software. Obtain marketable skills and/or archive important images for future generations."

It is a logical skill to step to guide students through to their next levels of imaging.
I. Technology/Software Requests
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>4-5 Classes</td>
<td>Discipline-Related</td>
<td>Art/Multimedia</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
CS4 Adobe Creative suite licence

<table>
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<th>Qty.</th>
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<td>$50.54</td>
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<td>$13,375.54</td>
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</table>

Type: Upgrade
How often: Annually
College-wide: None
Discipline-Specific: Classroom use

Item to be shared with the following Department/Program: (Include any shared expenses)
Multimedia, architecture, music, art and Photography

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   B-We currently use CS3 but need to stay current to offer our students the upgrades as they are offered.

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
This upgrade will keep students informed in the latest software used in the Art world and multimedia.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
It will attract more students if our programs have a reputation of offering the current software instead of two versions of behind.

http://programreview.marin.edu/IEReportPart2.jsp 2/20/2010
approx. 100-200 students yearly.

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

Demonstrate an understanding of Intermediate properties specific to digital photography such as

color management and work flow development.

Demonstrate the continued development of compositional skills.

Reflect a more individual style and greater sophistication of the final image.

Practice and incorporate a continued awareness of different qualities light.

Observe the works of other photographers using resources such as the Internet and periodicals.

Edit larger groups of images.
Use of larger and different output media.

Calibrate personal computer monitor.

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

Success in the course will be used as measurement.

Additional Justification for this item:

Students need to be prepared for the future standards of the transfer university and/or workforce to succeed.

I. Technology/Software Requests

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
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</thead>
<tbody>
<tr>
<td>03</td>
<td>2 Classes</td>
<td>Discipline-Related</td>
<td>Digital Photography</td>
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Description and part number for ordering:

MASK PO 2 SOFTWARE

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Type   How often?    College-wide     Discipline-Specific
New    Every Two Years  None         Classroom use

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

Art, Multi-media, Music, Architecture

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

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

B

http://programreview.marin.edu/IEReportPart2.jsp 2/20/2010
2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
This is a plug in which helps students with selecting difficult areas and is a gem of a plug in for them to know about.
For demonstration purposes-

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
Adds important knowledge to the existing digital courses which use Photoshop.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Better selections of images therefore success in manipulating their images.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
The final work—the success of the students at achieving the goals of the course.

Additional Justification for this item:
I. Technology Requests-Hardware for Lab and Classroom or other student use

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

<table>
<thead>
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<tbody>
<tr>
<td>01</td>
<td>2-3 Classes</td>
<td>Other</td>
<td>Art/Photography/Digital</td>
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Description and part number for ordering:

Item: Epson Perfection V700 film scanner

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</table>

Type College-wide Discipline-Specific

None None None

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

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

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

art, music, multimedia, architecture

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

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

A requested 2 times but under different models. Prices have gone down!

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

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
A negative scanner is extremely important in a digital lab for photographers to archive and re-integrate and manipulate all images that are originally on negative and/or slides.

Students will learn to archive their work and to prepare it for digital output where they can then manipulate their original work in the computer. It is also the first step towards integrating traditional photography skills with digital, which we are working toward in our discipline.

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

50 students per year from my classes alone.

Absolutely necessary in a culture that has to have basic information on archiving imagery. Can continue to Art 194 or multi media courses.

This is vital to attracting new students.

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

Reproduce (scan) images and transfer (import) digitally to create a library.

Classify groups of different types of images and their possible uses.

Discriminate and categorize (edit) most powerful images.

Construct a system to organize, locate and archive images through a workflow.

Choose images to re-interpret and modify.

Evaluate and implement appropriate software adjustments.

Incorporate a plan to output certain images for web; print or assess, critique and evaluate classmates projects verbally in class by comparing and contrasting concepts and skills applied.

Select, defend and interpret an online digital collection through a written evaluation.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
Other colleges use this equipment on a regular basis. A standard piece for teaching of digital media when using negatives/slides as the source material. The success of the students will determine the future planning.

Additional Justification for this item:
Students need to be prepared for the future challenges of a transfer program or the standards of the job industry. We have this great course going through curriculum which we anticipate will be very successful. I can't offer the course without this equipment.

Prices have gone down too!

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

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

Priority: 02
To Support: 100 Students
Category: Other
Discipline Area: Art/Photography

Description and part number for ordering:
Epson digital EX 71 Projector to be located in Fusselman Hall/tradition Photography classroom.

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Type College-wide
Discipline-Specific None

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
Photography classes need to see online artists as well as have access to the newly acquired 'Artstore'-digital slide library. We look at images almost every class meeting. The current projector is 20 years old and only projects slides.

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

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   A  I am hitting a wall in being unable to show historical and contemporary work from the world of Photography.

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   The students will suddenly have access to thousands of images. This will greatly improve their understanding of Art as a whole integrated subject and experience as related to world culture.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   Students will be attracted to the updated and digital facilities.

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

   <!--[if !supportLists]-->  
   <!--[endif]-->Demonstrate an understanding of various concepts including, for example, the use of large-scale grid using a group of photographic images.
Discuss the works of other photographers using a structure or criteria.

Classify photographic (Fine Art) resources available within the Bay Area as well as national and international circles.

Integrate basic composition skills including 2-d design.

Differentiate and
demonstrate qualities of available light throughout the day.

<!--[if !supportLists]-->  <!--[endif]-->Compose within a specific frame/format to create a unified image.

<!--[if !supportLists]-->  <!--[endif]-->Summarize the primary differences between digital photography and traditional photography.

<!--[if !supportLists]-->  <!--[endif]-->Differentiate between the styles and personal ethics, which attract you as a Photographer.

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

Written evaluation of photographic exhibits, written exam, skill demonstration during lab and class critiques. Assignments include technical problem solving as well as critical thinking and artistic personal expression. Students are required to write a paper, compare and contrast two photographers and their work. Also they need to describe the format, media type, and biographical information. They include a personal response to each, including new discoveries.
- **Explain** in detail your interpretation of this image.
  - Is this interpretation different than what you think the artist has in mind?
- What is the **Context** in which the image was created? What is the context of which it is presented? What are other contexts that it could be presented within in the future?
- Comprehend and discuss **Ethics** in the field of Photography.
- Discuss **Identities** as they apply to cultures, egos, roles etc.
- **Comprehend and employ** a critical framework to think about personal and public Artwork, including the presentation.

**Additional Justification for this item:**

This is such an important and basic need in an art course. The Photography lab is located in Fusselman Hall which is not part of the current Art building modernization. Photography needs to provide digital upgrades to traditional students so they may succeed in the area of transfer or enter the Art world.

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

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

**Priority:** 03  
**To Support:** 3-4 Classes  
**Category:** Computer  
**Discipline Area:** Traditional Photography

**Description and part number for ordering:**

* 2.66GHz Intel Core 2 Duo * 4GB 1066MHz DDR3 SDRAM - 2x2GB * 320GB Serial ATA Drive @ 7200 rpm * SuperDrive 8x (DVDA?±R DL/DVDA?±RW/CD-RW) * MacBook Pro 15-inch Glossy Widescreen Display* 2.66GHz Intel Core 2 Duo * 4GB 1066MHz DDR3 SDRAM - 2x2GB * 320GB Serial ATA Drive @ 7200 rpm/remote

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<tbody>
<tr>
<td>New</td>
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</tr>
<tr>
<td></td>
<td>Classroom use</td>
</tr>
</tbody>
</table>

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

This will be needed in conjunction with the requested digital projector and take advantage of ARTSTORE slide archive which the Art department will now have access.
to. We will be able to show a wide variety of historical and contemporary images.

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

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   - 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   - 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   - 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   B
   We are struggling with our old projector and slides.

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   This laptop is needed in conjunction with the digital projector to show digital slides from the new access to ARTSTORE image library.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   Absolutely vital to attracting new students.
   All the Photography students—100 yearly will benefit. They will be exposed to a much broader range of images.

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

<!--[if !supportLists]-->
• Discuss the works of other photographers using a structure or criteria.
<!--[endif]-->

<!--[if !supportLists]-->
• Communicate and apply an increased awareness of Pac...
different qualities of natural light and ways to use light to your conceptual advantage.

- Control film developing to create expansion of the range of tonality.

- Demonstrate an understanding of various concepts including, for example, the use of large-scale grid using a group of photographic images.

- Select artists which have a strong personal impact and which can be used to inspire and instruct other students in their own artistic development.

- Classify photographic (Fine Art) resources available within the Bay Area as well as national and international circles.

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

Student success.

Additional Justification for this item:
This is so essential to upgrading the facilities for Photography students. Photography is a major area of culture and student popularity.

I. Technology Requests-Hardware for Lab and Classroom or other student use
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
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<tr>
<td>04</td>
<td>2-3 Classes</td>
<td>Computer</td>
<td>Traditional Photography</td>
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Description and part number for ordering:
Macbook 13" 2.26GHz Intel Core 2 Duo * 2GB 1066MHz DDR3 SDRAM - 2x1GB * 250GB Serial ATA Drive @ 5400 rpm

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http://programreview.marin.edu/IEReportPart3.jsp 2/20/2010
If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

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

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   B
   We could begin to integrate digital with traditional Photography within the same facility and class time.

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

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

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   25 per class x 2-3 classes. It would definitely attract new students.

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

   ![if !supportLists--> φ ?ℜ•
   ![endif-->Demonstrate an understanding of basic exposure components such as shutter-speed, f/stop & film speed relationships.
Integrate basic composition skills including 2-d design.

Differentiate and demonstrate qualities of available light throughout the day.

Compose within a specific frame/format to create a unified image.

Summarize the primary differences between digital photography and traditional Photography.

Differentiate between the styles and personal ethics, which attract you as a Photographer. Absolutely important in the current digital era.

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

Success and applications of these goals by students.

Additional Justification for this item:

Traditional Photography is located in Fusselman Hall and is not included in the Art department Modernization. We need to integrate these two curriculum with more fluidity. Both programs should attracts students to the other.

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

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

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<td>2-4 Classes</td>
<td>None</td>
<td>Art/Photography/Digital</td>
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Description and part number for ordering:
Full spectrum lights/fixtures / 1-2x2 ft $174.00 ultralux fixture w/bulbs 1-2x4 ft $274.00

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Type College-wide Discipline-Specific
If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
This would be placed one in Photography-Fusselman Hall and one in Digital Arts Lab.

Item to be shared with the following Department/Program: (Include any shared expenses)
Art/Multimedia/music and Architecture

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   B These are neutral lights that provide a viewing area of color prints without color cast from the classroom lighting. To print correctly one has to be able to evaluate color.
   one time

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   It is the proper training for an art student (especially printing) to learn to evaluate color and b/w under neutral lighting.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   This will provide a cutting edge facility able to compete with other schools.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Learning to evaluate color and control it as an (output) print.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Success of the students to meet the course goals.

Additional Justification for this item:
This is an essential tool that we have needed for many years. It is a basic industry standard tool used in universities, and the art world.

I. Technology Requests-Hardware for Lab and Classroom or other student use
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Priority: 06
To Support: 100 Students
Category: Printer
Discipline Area: Photography

Description and part number for ordering:
EPSON Stylus Photo 1400 C11C655001 Up to 15 ppm InkJet Photo Color Printer - Retail

Qty. Unit Cost: Tax: Shipping: Total:
2 $279.99 $26.50 $30.00 $616.48

Type College-wide Discipline-Specific
None None None

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

Item to be shared with the following Department/Program: (Include any shared expenses)
Art, multimedia, music, architecture

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
A
we need this printer to provide proof-prints for Art 196, art 193, 194.

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   Absolutely—it is a tool for proofing work before going to final print.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   100-400 students The digital Arts Lab is shared between four areas.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Reflect a more individual style and greater sophistication of the final image.

Practice and incorporate a continued awareness of different qualities light.

Observe the works of other photographers using resources such as the Internet and periodicals.

Edit larger groups of images.

Use of larger and different output media.

Calibrate personal computer monitor.

Choose images to re-interpret and modify.
Evaluate and implement appropriate software adjustments.

Choose images to re-interpret and modify.

Evaluate and implement appropriate software adjustments.

Incorporate a plan to output certain images for web; print or digital slide collections and presentations.

Assess, critique and evaluate classmate's projects verbally in class by comparing and contrasting concepts and skills applied.

Select, defend and interpret an online digital collection through a written evaluation.

Incorporate a plan to output certain images for web; print or digital slide collections and presentations.
Assess, critique and evaluate classmate’s projects verbally in class by comparing and contrasting concepts and skills applied.

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

Student success.

Additional Justification for this item:

I am requesting two printers. One for Traditional Photography to transition and integrate digital imaging. The other would be located in the New Art building/Digital Arts Lab for use with four areas of study.

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

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

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<tr>
<td>07</td>
<td>2-3 Classes</td>
<td>Other</td>
<td>Digital Photography</td>
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Description and part number for ordering:

Eye-One DisplayLT Color Management monitor calibration System accurately profiled monitor with unrivaled controls for precise color

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<th>Qty.</th>
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Type College-wide Discipline-Specific

New None Classroom use

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

This is an essential tool to teach students how to calibrate their monitors. Industry standard tool.

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

Art, Music, Architecture, Multi-Media

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
This is an essential elementary tool for digital imaging students to balance the color on their monitor.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
Lab is shared with 4 subjects so all the classes could learn how to use it.
I have 1-2 courses each with 23 students. 50-200. Definitely would attract students as we get closer to offering skills using professional tools.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
It offers quick, user-friendly, accurate monitor calibration for digital imaging.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
I can see if the color is balanced in their final prints.

Additional Justification for this item:
Students will be attracted to a complete digital imaging lab with the correct tools which will teach Art students to work in the industry.

I. Technology Requests-Hardware for Lab and Classroom or other student use
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>08</td>
<td>5 Classes</td>
<td>Computer</td>
<td>Digital Photography</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
i-mac computers, * 3.06GHz Intel Core 2 Duo * 8GB 1066MHz DDR3 SDRAM - 4x2GB * 500GB Serial ATA Drive * NVIDIA GeForce 9400M

<table>
<thead>
<tr>
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<th>Tax:</th>
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<th>Total:</th>
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<table>
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<th>Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms

http://programreview.marin.edu/IEReportPart3.jsp 2/20/2010
of age and capability or lack thereof:
This would replace the current G4 Macs in the Digital Lab to provide an upgrade.

Item to be shared with the following Department/Program: (Include any shared expenses)
Art, Architecture, music, Multi-Media

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   C none

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
   This will attract students as we attempt to stay current with the computers provided in the Digital Arts Lab. We just received some new computers so this would be a projection needed in the next year.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   4 departments use the lab=5 x 20 students.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Student will be using the same equipment which they will be using or needing to create Art work and work for others in the Arts Industry.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Increasing enrollment in Digital courses—students are attracted by the improved equipment in the lab.

Additional Justification for this item:
We have to keep this lab up and running to succeed. There are four different areas using this lab.

I. Technology Requests-Hardware for Lab and Classroom or other student use
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
</table>

http://programreview.marin.edu/IEReportPart3.jsp
Description and part number for ordering:
SKU# PTK640 walcom intuos 4 medium tablet

<table>
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<tr>
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Type College-wide
Discipline-Specific
New None Classroom use

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

Item to be shared with the following Department/Program: (Include any shared expenses)
Art, Multimedia, Music and Architecture

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
   In addition, how many times have you requested this item, but you have not received it?
   B
   0 times prior request

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

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

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   This is a item that can be checked out to individual students to experience what it is like to manipulate a digital image using a drawing pad rather than a mouse. This is a basic industry stand skill which students will need if they expect to get a job in the field.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Skilled manipulation and understanding of how to use a drawing tablet.

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

Additional Justification for this item:
I. Technology Requests-Hardware for Lab and Classroom or other student use

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

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

Description and part number for ordering:
Ilford Filter sets 0-5 Contrast, 6x6"

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</table>

Type College-wide
Discipline-Specific
New None Classroom use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
Upgrade. Old filters are scratched and ineffective.

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

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

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

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

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

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
   Each student enlarger station would have its own new filter set. This teaches the student how to effectively use contrast in printing.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Control over contrast in printing.
6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Student Success.

Additional Justification for this item:
Instructional Operating Supplies
ART-2009

I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
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<tbody>
<tr>
<td>01</td>
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</tr>
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</table>

Broad Category (for example in Chemistry - "Chemicals")

<table>
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<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<th>Type</th>
<th>How Long?</th>
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<tbody>
<tr>
<td>New</td>
<td>Ongoing/Recurring</td>
</tr>
</tbody>
</table>

Item to be shared with the following Department/Program: (Include any shared expenses)
art, architecture, music.

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
   B
   1 time

2. Is it necessary for students to succeed in a series of courses?
   Yes—it is printing and is an ongoing skill.

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

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Understanding archival printing and color use and balance.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Student success.
I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category.

Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

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<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>5 Classes</td>
<td>Digital Photography</td>
</tr>
</tbody>
</table>

Broad Category (for example in Chemistry - "Chemicals")
Proofing inks for printer

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
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art, music, architecture.

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   "B" means that your course(s) would be greatly enhanced with the requested equipment.
   "C" means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   A
   Art 196 needs this in order to be offered.

2. Is it necessary for students to succeed in a series of courses?
   Yes, learning to proof print.

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

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Evaluation of color balance and choice of Hues.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Student success
## Faculty Members
### ART-2009

### I. Program Faculty

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
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<tbody>
<tr>
<td>Abouaf</td>
<td>Jeffrey</td>
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<tr>
<td>Abright</td>
<td>William</td>
<td>W</td>
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<tr>
<td>Antonaccio</td>
<td>Andrea</td>
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### Status:

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<tr>
<td>Adjunct, ETCUM</td>
<td>No</td>
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<tr>
<td>Full-time, tenured</td>
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### Years of Service:

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<tr>
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### Specialty:

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<tr>
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<tbody>
<tr>
<td>Multimedia</td>
<td>Ceramics, Sculpture, Drawing, Design</td>
</tr>
</tbody>
</table>

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

- District Modernization Commitee, 2006-07
- Users Group - Art Dept. Modernization 2007-08
- Facilities Planning Committee, Chair, 2006-07
- Instructional Equipment Committee, 1996-2000
- Chair, Fine Arts Department, 1996-19998

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired:</th>
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### Leadership: List involvement in committees or other service

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

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<tr>
<th>Last Name</th>
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**Status:**
- Shared W/other program(s):
  - Full-time, tenured No

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<th>Fall 2009 TU</th>
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</thead>
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</table>

**Years of Service:**
- 19

**Specialty:**
- 2-D Design, Drawing, Life Drawing, Painting, Life PLainting, Materials and Techniques

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

Chair, Art Department, 2001-2002

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<table>
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**Status:**
- Shared W/other program(s):
  - Adjunct, ETCUM No

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<th>Fall 2009 TU</th>
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**Years of Service:**
- 10

**Specialty:**
- Drawing

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

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<table>
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<th>First Name</th>
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<th>Year Retired:</th>
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**Status:**
- Shared W/other program(s):
  - Adjunct, ETCUM No

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<th>Spring 2010 TU</th>
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</table>

**Years of Service:**
- 20

**Specialty:**
- Fiber sculpture, Surface Design, Weaving, 3-D Design, Dyeing and Spinning, Installation Sculpture

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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**Status:**
- Adjunct, ETCUM: No

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

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
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</table>

**Years of Service:**
- 30

**Specialty:**
- 2-D Design, Drawing, Painting, Printmaking, Performance Art

**Leadership:** List involvement in committees or other service
- Academic Senate, 1991-1992

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<table>
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<th>First Name</th>
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**Status:**
- Emergency Hire: No

**Shared W/other program(s):**
- Emergency Hire: No

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
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</tbody>
</table>

**Years of Service:**
- .5

**Specialty:**
- Art History

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

---

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

**Status:**
- Adjunct, ETCUM: No

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

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
<table>
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<tr>
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</table>

**Years of Service:**
- jewelry

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

---

<table>
<thead>
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<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Clements</td>
<td>Gene</td>
<td>H</td>
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**Shared W/other**
<table>
<thead>
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<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
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<tbody>
<tr>
<td>Dagostino</td>
<td>Lisa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- CIP Architect Selection Committee 2005
- District Modernization Committee, 2005-06
- Interior Finishes Committee (Chair) 2005-06
- EEIF Grant 2006

<table>
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<tr>
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<th>First Name</th>
<th>MI</th>
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<tbody>
<tr>
<td>Fields</td>
<td>Christoph</td>
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**Leadership:** List involvement in committees or other service

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<th>Year Retired</th>
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<tr>
<td>Goldberg</td>
<td>Georgia</td>
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<tr>
<td>Last Name</td>
<td>First Name</td>
<td>MI</td>
<td>Year Retired</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>----</td>
<td>--------------</td>
</tr>
<tr>
<td>Gonzalez</td>
<td>James</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodheart</td>
<td>Marianna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gorrell</td>
<td>Mark</td>
<td></td>
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### Leadership: List involvement in committees or other service

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gonzalez</td>
<td>James</td>
<td></td>
<td></td>
<td>Architecture, Drawing, Painting</td>
</tr>
<tr>
<td>Goodheart</td>
<td>Marianna</td>
<td></td>
<td></td>
<td>Multimedia</td>
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<tr>
<td>Gorrell</td>
<td>Mark</td>
<td></td>
<td></td>
<td>Architecture, 2-D Design, 3-D Design, Drawing, Life Drawing, Jewelry, Interior Design</td>
</tr>
</tbody>
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http://programreview.marin.edu/TUReportFaculty.jsp
**Leadership: List involvement in committees or other service**

District Modernization Committee, 2007 to the present

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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<tbody>
<tr>
<td>Hall</td>
<td>Richard</td>
<td>C</td>
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**Status:**

Shared W/other program(s):

Full-time, tenured No

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<td>Spring 2010 TU</td>
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<tr>
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</table>

**Years of Service:**

28 Sculpture, Life Sculpture, Drawing

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

Chair, Art Department, 2004 to the present

<table>
<thead>
<tr>
<th>Last Name</th>
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<th>MI</th>
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<tbody>
<tr>
<td>Lazarre</td>
<td>Emily</td>
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**Status:**

Shared W/other program(s):

Full-time, tenured No

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<td>Spring 2010 TU</td>
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<td>30</td>
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**Years of Service:**

18 Sculpture, Life Sculpture, Drawing

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Lefkowitz</td>
<td>Carol</td>
<td>S</td>
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**Status:**

Adjunct, ETCUM No

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<td>Spring 2010 TU</td>
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</tbody>
</table>

**Years of Service:**

3 Drawing, Painting, 2-D Design

**Leadership: List involvement in committees or other service**
<table>
<thead>
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<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Shared W/other program(s)</th>
<th>Full-time, tenured</th>
<th>Status</th>
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<tbody>
<tr>
<td>Loft</td>
<td>Deborah</td>
<td>H</td>
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<td>No</td>
<td>Yes</td>
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<tbody>
<tr>
<td>36</td>
<td>Art History</td>
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</table>

Leadership: List involvement in committees or other service

- Curriculum Committee
- Academic Senate
- Instructional Equipment Committee
- Parking mitigation Committee, Modernization Chair, Art Department, 1992-1996

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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<tbody>
<tr>
<td>Martin</td>
<td>Kevin</td>
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<td>Yes</td>
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<table>
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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<table>
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<tr>
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<th>Specialty</th>
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<tbody>
<tr>
<td>2</td>
<td>Multimedia</td>
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Leadership: List involvement in committees or other service

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<th>First Name</th>
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<th>Year Retired</th>
<th>Shared W/other program(s)</th>
<th>Part-time, RETCUM</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Miller</td>
<td>Glen</td>
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<td>No</td>
<td>Yes</td>
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<th>Summer 2009 TU</th>
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<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<thead>
<tr>
<th>Years of Service</th>
<th>Specialty</th>
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<tbody>
<tr>
<td>40+</td>
<td>Jewelry, Life Sculpture, Drawing, Life Drawing</td>
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</table>

Leadership: List involvement in committees or other service
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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</thead>
<tbody>
<tr>
<td>Pozo</td>
<td>Agustin</td>
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**Status:**
- Emergency Hire: No

**Shared W/other program(s):**

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | Reassigned (Total) |
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<tbody>
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</tbody>
</table>

**Years of Service:**
- 1.5

**Specialty:**
- Painting

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

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Ruder</td>
<td>Bonnie</td>
<td>J</td>
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**Status:**
- Adjunct, ETCUM: No

**Shared W/other program(s):**

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | Reassigned (Total) |
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</thead>
<tbody>
<tr>
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</table>

**Years of Service:**
- 17.5

**Specialty:**
- Interior Design, History of Interior Design, Design

**Leadership:**
- List involvement in committees or other service
  - Student Center Art Exhibition Committee, 1994-1997

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Scott</td>
<td>Jack</td>
<td>J</td>
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**Status:**
- Adjunct, ETCUM: No

**Shared W/other program(s):**

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | Reassigned (Total) |
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<tbody>
<tr>
<td></td>
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<td>18</td>
<td>00.000</td>
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</table>

**Years of Service:**
- 22

**Specialty:**
- Drawing, Painting, Design, Life Drawing

**Leadership:**
- List involvement in committees or other service
  - 1994 to the present: Coordinator, Student Art Exhibitions in Student Center (6 exhibits per year, over 80 shows)

---

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

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | Reassigned (Total) |
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**Leadership:**
- List involvement in committees or other service

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http://programreview.marin.edu/TUReportFaculty.jsp

2/20/2010
**Status:**

Shared W/other program(s):

Emergency Hire No

**Summer 2009 TU**  **Fall 2009 TU**  **Spring 2010 TU**  **Reassigned (Total)**

Years of Service: 0.5

Leadership: List involvement in committees or other service

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

<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Steinmetz</td>
<td>Polly A</td>
<td>A</td>
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**Status:**

Full-time, tenured No

**Summer 2009 TU**  **Fall 2009 TU**  **Spring 2010 TU**  **Reassigned (Total)**

Years of Service: 20

Leadership: List involvement in committees or other service

Curriculum Committee, 2001

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

<table>
<thead>
<tr>
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<th>First Name</th>
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<tr>
<td>Sutherland</td>
<td>Karen</td>
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**Status:**

Adjunct, ETCUM No

**Summer 2009 TU**  **Fall 2009 TU**  **Spring 2010 TU**  **Reassigned (Total)**

Years of Service: 6

Leadership: List involvement in committees or other service

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

<table>
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<th>Last Name</th>
<th>First Name</th>
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<th>Year Retired:</th>
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<tbody>
<tr>
<td>Unterseher</td>
<td>Christoph</td>
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**Status:**

Adjunct, ETCUM No

**Summer 2009 TU**  **Fall 2009 TU**  **Spring 2010 TU**  **Reassigned (Total)**

Leadership: List involvement in committees or other service

Curriculum Committee, 2001
<table>
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<tbody>
<tr>
<td>Wagner</td>
<td>Katrina</td>
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<td>Full-time, tenured No</td>
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</tbody>
</table>

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

Modernization: District Modernization, Site and Landscape, Furniture and Fixtures, Signage
Educational Master Plan Committee
Staff Development Committee
Chair, Art Department, 1990–1992
Curriculum Committee

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Weston</td>
<td>Jeff</td>
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<td>Adjunct, ETCUM No</td>
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### Leadership: List involvement in committees or other service

Photography

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<tbody>
<tr>
<td>Widenhofer</td>
<td>Allan</td>
<td>M</td>
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<td>Part-time, RETCUM No</td>
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</tbody>
</table>
Summer 2009 TU  |  Fall 2009 TU  |  Spring 2010 TU  |  Reassigned (Total)  
--- | --- | --- | ---
00.000  
Years of Service:  |  Specialty:  
43  |  Ceramics, Drawing, Printmaking  
Leadership: List involvement in committees or other service  
Chair, Fine Arts Department, 1980  
Curriculum Committee, 1970s  
Campus Planning Chair (previous Remodel Art, 1972)  
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer  
Last Name  |  First Name  |  MI  |  Year Retired:  
Wilson  |  Derek  |  |  
Status:  
Shared W/other program(s):  
Full-time, tenured No  
Summer 2009 TU  |  Fall 2009 TU  |  Spring 2010 TU  |  Reassigned (Total)  
--- | --- | --- | ---
00.000  
Years of Service:  |  Specialty:  
3  |  Multimedia  
Leadership: List involvement in committees or other service  
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer  
Last Name  |  First Name  |  MI  |  Year Retired:  
Wood  |  Robin  |  |  
Status:  
Shared W/other program(s):  
Adjunct, ETCUM No  
Summer 2009 TU  |  Fall 2009 TU  |  Spring 2010 TU  |  Reassigned (Total)  
--- | --- | --- | ---
00.000  
Years of Service:  |  Specialty:  
Ceramics  
Leadership: List involvement in committees or other service  
Additional Teaching Unit Requests  
III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)  
1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.  
2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.  

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2/20/2010
3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

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

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

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

7. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

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

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

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

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Non-Instructional Support Staff
ART-2009

I. Current Support Staff
List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borissova, Olga</td>
<td>Clerical</td>
<td>37</td>
<td>76+Classes</td>
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</table>

Leadership: List involvement in committees or other service

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support:</th>
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</thead>
<tbody>
<tr>
<td>Dunn, Jason T.</td>
<td>Lab Tech</td>
<td>37</td>
<td>15+Classes</td>
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Leadership: List involvement in committees or other service

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

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Type</th>
<th>Approx. hours per week</th>
<th>To support:</th>
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</thead>
<tbody>
<tr>
<td>Lab Tech</td>
<td>Hourly</td>
<td>10</td>
<td>Classes</td>
</tr>
</tbody>
</table>

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

The lab tech will help to supervise upkeep of all tools and equipment in the jewelry lab, including minor repairs and preventive maintenance. The lab tech will manage inventory of materials and instructional supplies and assist in ordering supplies. The lab tech will work with the instructor to ensure that safety precautions are followed in the jewelry lab. The lab tech will perform additional tasks as assigned by instructors. These duties will free the instructors to spend their time teaching the class as a whole and individually.

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

Jewelry classes are in sessions 6 days per week. The total enrollment ranges from 100 students to 115 students, depending on the semester. Students are expected to do their share of upkeep but the maintenance, repair and inventory needs are complicated and constant and require a specific position aimed at achieving these needs.
Instructions: after reviewing your data and reports from all other sections of your program review, use this form to briefly summarize all of the information you have provided by closing with your concluding remarks (e.g. an executive one-page summary) for your entire program review.

I. Program Excellence (Best Practices)

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

Since in general, our program is doing consistently well in terms of enrollment, retention, and success, we should continue as we are. We do need to give ongoing and attention to updating and adding to curriculum for changing demographic needs, for integrating new technologies into a variety of classes, and for more interaction among disciplines to facilitate future career preparation. Our facilities needs should be filled by the new building, and we need to keep pushing for full-time replacements, since this would facilitate program function and creative growth. Our poll data show the serious intentions of our students toward pursuing careers in the arts. Our current curriculum is effective in introducing them to the fundamentals they will need, and advancing them through a series of skill levels. Our courses are currently responsive to changing workplace skill needs, such as Green Building Design and Animation and Game Design (in Multimedia). We need to continue to innovate as necessary.

II. Program Resources (Responsiveness)

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

Additional funding, Teaching Units, and marketing support are needed for the following:
- add full-timers in Architecture, Painting, Sculpture (pending retirement), Art History (pending retirement), Ceramics (pending retirement), Jewelry, Printmaking, and Photography
- add additional Teaching Units to expand programs in Architecture, Printmaking, and Photography;
- and to open additional Drawing and Design sections as necessary to make fundamentals easily available to students
- reduce class size in Drawing, Painting, and Printmaking classes
- add one Lab Tech position to serve Photography, Printmaking, Jewelry, Fiber Sculpture
- subscribe to digital image database, such as ARTstor
- hire part-time Visual Resources Librarian who could work for other departments too, organize legal digital sources, and train faculty.

Note that additional staff hours to support this transition are urgently needed in Media Services, which is already under-staffed. -greatly increase marketing, coordinating with the campus marketing department. We need to advertise the professional expertise of the exhibiting artists who are our instructor. We also need to get the word out about our exceptional facilities, such as the induction furnace in the sculpture foundry, and our capacities in ceramics, printmaking, jewelry, fiber sculpture, and photography. We should also promote the aspects of our program which include training in digital imaging, and the entire Multimedia Program (which is submitting a separate Program Review). -after Modernization, more comprehensive janitorial services to maintain a new, clean, facility

III. Moving Forward Objectives (Planning)

Please summarize any data-driven coordinated planning has your department done to improve enrollment, student learning, access and success?

- Identify specific curriculum addition or revision needs (especially in Architecture, Printmaking, Photography, Design);
- strategize to achieve these changes
- strategize about marketing needs: work with College marketing department
- Architecture: continue transition into expanded program, integration of new technologies, response to demographics, building toward complete lower-division program

IV. Assessment of 2008 Program Reviews:

http://programreview.marin.edu/PSReport.jsp
1. What resources have you been granted from your previous program reviews?

2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?

3. What changes have you implemented based on previous program reviews?

4. What results have you found?

Strengths:

- The majority of our students are seriously committed to their work, which includes the goals of transfer (44%) and career/work (45%), overlapping with those who are taking art classes for lifelong learning (70%)/

- We have a faculty of highly regarded exhibiting artists and architects, and strong programs in history of art and architecture.

- Our Architecture program includes courses on the most current developments in Green Technology.

- We will soon be moving into a new facility, which, we hope, will take care of our pressing needs for repair and maintenance (move-in schedule for Fall 2010).

- We have a diversified and flexible schedule which accommodates a broad constituency of students; this includes classes in the evening, and on Fridays and Saturdays.

- We have a consistently good Retention and Success rate, and we continue to review our classes to respond to demographic trends (though these trends, for our department, are relatively slight) and new technologies.

Needs:

- Replacement of full-time faculty positions in three subject areas, filling losses from planned or anticipated sabbaticals. The subject areas, in priority order, are: Sculpture, Art History, and Painting.

- Restoration of Coordinator Units, to help us oversee planning, health, and safety in a very large with a wide variety of subject areas and facilities.
• Assistance in making the transition from using slides to digital image sources. This assistance includes: training for faculty (all of use projected images in our classes); subscription to the image database: ARTstor; scanning equipment, and projector good enough to give us the image quality we need. We have prioritized this equipment in our Instructional Equipment Request section.

• The Photography program, which will not be housed in the new building, urgently needs modernization too. There is a current backlog of maintenance and repair (plumbing, electrical). We need to go beyond this to improve the facilities so that the program can keep pace with current workplace expectations.

• Additional Lab Tech hours to support instructional functions, health, and safety, in facilities-intensive disciplines which now have no Lab Tech help: Photography, Printmaking, Jewelry, and occasional help in Fiber Sculpture.

• We believe that the department would benefit from marketing featuring the Art and Architecture programs, and publicizing our strong faculty, facilities and classes of special current interest (such as Green Design, Digital Photography, etc.)

• We are very concerned about the loss of parking contiguous to the building, because of Modernization. We believe this may have a negative impact on our enrollment and retention, since our students already complain about lack of parking as a major issue. In addition, one third of our students are over 50, and all of them carry cumbersome materials to classes. Mitigation by re-planning the parking and providing drop-off storage may slightly ease, but will not solve, this problem. We are disappointed that this major factor was not sufficiently considered when the placement of the new Science Center was chosen as part of the over-all campus plan.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.

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

see reports/print section

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

because modernization is replacing much of the equipment required for the fine arts building and as photo will not be moving into the new building it's needs take priority -- this is why we have given a #1 priority to all of photo's requests -- much of their program may not be able to function due to severely outdated equipment

3. Please comment on the faculty and staff sections.

it is vital we continue with hourly staffing in sculpture and ceramics and include our new request for a lb assistant in jewelry due to the recent surge in jewelry students (nearly 100 students in the program) primarily for safety reasons

4. Other comments

I wish to emphasize the fact that the fine arts dept appropriately serves the current demographic within the community it is located -- the department's consistent enrollment figures reflect community support

students in the fine arts program are invited to develop their potential for various careers in: photography, cinematography, as digital photographic artist/technician, master printer, character modeler, set director, conservator, foundry specialist, welder, metalsmith, gallery owner/operator, consultant for private or corporate collectors, model maker for museums/film, museum staff, curator, community arts administrator, art director, artist-in-residence and independent studio artist.