### I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Kelly</td>
<td>Primary Team Member</td>
<td><a href="mailto:patrick.kelly@marin.edu">patrick.kelly@marin.edu</a></td>
<td>7516</td>
<td>all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
</tr>
</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>
</tr>
</tbody>
</table>

### III. Vice President of Academic Affairs

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

### IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College of Marin Program Review Signature Page • CG v.1 February 2008
Program Overview–Introduction
CHEM-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 Chemistry Discipline is committed to providing a complete program of Chemistry course offerings to meet the diverse needs of students attending the College of Marin. Our emphasis is on the teaching, learning and discovery of the exciting world of chemistry with the goal of preparing our students for successful transfer to four-year universities as well as schools of pharmacy, medicine, dentistry, nursing and other professions requiring knowledge of chemistry. The Chemistry Discipline also serves non-science majors with a choice of general education/introductory level classes. The Chemistry Department at The College of Marin is staffed by a dynamic group of individuals who have great enthusiasm for teaching, learning and doing chemistry. The discipline maintains high standards and places primary emphasis on quality undergraduate education.

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

Most of our students plan on transferring to either four-year universities, medical, dental, pharmacy or nursing schools. Pursuant with our transfer mission, we commit to providing lecture and laboratory courses that have the necessary breadth, depth, and rigor to ensure our students are successful upon transfer. Courses are taught with a strong emphasis on critical thinking, problem solving, and the laboratory portion of the course providing training and experience in the fundamental reaction of inorganic and organic chemistry as well as the theoretical knowledge of and practical use of latest scientific technologies and instrumentation. In addition to the typical college chemistry laboratory equipment the College of Marin Chemistry Discipline features state of the art analytical instrumentation including a Fourier Transform Infrared Spectrometer, 60 MHz Nuclear Magnetic spectrometer, UV-Visible spectrometer, atomic absorption spectrometer, coupled gas chromatograph/mass spectrometer. The Chemistry Discipline also has a strong commitment to assist students having no prior chemistry experience as well as those with a weak chemistry background. We have a variety of introductory courses that may be taken in order to prepare students for the rigor of college level chemistry or may be taken to satisfy general education breadth requirements.

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

The majority of our students are planning on transferring to four-year universities as well as schools of pharmacy, medicine, dentistry, nursing and other professions requiring knowledge of chemistry. A smaller number of our students are non-science majors taking introductory level classes to fulfill general education requirements. The chemistry program directly supports the Life and Earth Science department as well as the nursing programs around the state as many classes in those programs have one or more chemistry classes as prerequisites. Our students come from a variety of ethnic backgrounds, and range from young teens to over 75 years of age.

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

The Chemistry Discipline has grown significantly in the past few years. Our FTES has undergone a 92.9% change from the fall of 2002 to fall of 2006. From 2006 to 2007 our
numbers appeared to be leveling off. This is to be expected as we are at about maximum capacity given our facilities and lack of full time instructors. However, in the fall and spring of 2009-2010, our numbers jumped once again, increasing by nearly 25% from the year before. Our future goal is to hold steady at between 575-650 student headcount (for fall, spring and summer) and between 3750 and 4200 WSCH for the three terms. Given the current trend our numbers may be well above 700 students for the three terms. It is important to note that for many years we have NOT had adequate budget augmentation nor full time instructor hires for chemistry and are simply, at best, struggling along in these areas. Furthermore, we planned the new building based on fall 2004 enrollment numbers. If we were to move into the new building today we would not be able to accommodate our current student population. It is imperative that either the new building be expanded or that the old science center remains intact for the foreseeable future. Also, our budget, faculty and laboratory staff must be updated to reflect the strong growth trend realized over the past half decade.

For about 30 years there were three full time chemistry faculty who all had retired by the fall of 2004. Three new faculty members were hired over the course of the past 8 years. Erik Dunmire, Ph.D. was hired in 2001 as a 50% chemistry:50% engineering instructor (although most of his teaching load in in chemistry as he works to build the engineering program), Jennifer Loeser, Ph.D. was hired in 2003 and Patrick A. Kelly, Ph.D. was hired in 2004. Each of these instructors has significant research experience as Ph.D students and post-doctoral scholars at major universities and loves teaching, learning and doing chemistry. The departments growth over the past years can be attributed to renewed vigor and dedication on the part of these instructors, our dedicated part time instructor, the hard work of our laboratory technician, Michael Stinson as well as a certain level of monetary support for new equipment from the District. Over the past 8 years we have purchased a FTIR, atomic absorption spectrometer, an NMR and a GC/MS. The addition of these instruments brings the analytical portion of our lab set up to a very high standard. This renewed focus on high standards, rigor, depth, and understanding in the field of chemistry has enhanced the reputation of the chemistry discipline in the College and in the surrounding community which has resulted in not only a new sense of strength and accomplishment in the department but also a flood of new students.

**Attachments:**
List and briefly describe any attachments
Program Overview—Introduction
CHEM-2009

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the reputation of the chemistry discipline in the College and in the surrounding
community which has resulted in not only a new sense of strength and accomplishment in
the department but also a flood of new students.

Attachments:
List and briefly describe any attachments
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?

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

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

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

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.

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

- Access to student support services (counseling, tutoring, etc.)
- Curriculum change
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
- Faculty availability
- Facilities & technology
- Professional development

Other:

V. Please explain and provide additional details regarding your choices above:
Facilities Questionnaire
CHEM-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.)

All of our classes should be scheduled to meet in the Austin Science Center. This past term many of our classes were scheduled outside the building and we had to work for a few weeks with OIM to get them back. The reason why all chemistry and physics classes should be scheduled in the science center is that we do a number of classroom demos over the course of the semester and it is not practical for us to cart around chemical (many of them fairly dangerous) and/or expensive equipment to other buildings on campus.

Also, we have realized that the new science center will be much too small to house our current enrollments. This was brought up and for the most part ignored during the planning stages of the new building. Now that our enrollment has grown to over 700 students per year we will not be able to schedule our classes given the reduced lab configuration. Therefore we have requested that the BoT leave the Austin Science Center standing, set aside some money for basic maintenance and use the building for all of our overflow, introductory and/or health science nursing classes that will not need the more advanced laboratories that will be built in the new facility.

(A better idea would be to move the entire nursing program to the old science center and reconfigure the new building to house all of chemistry, physics and biology. This way, not only could each program be intact in their own building, but the nursing school could expand its program to serve more students. But I am sure that is wishful thinking.)
Curriculum
CHEM-2009

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

   Yes we are aware of our CoR dates. We are in the process of revising all of the CoRs.

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 revised the AS degree in physical sciences last year.

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.

   No

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.

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.

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.
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>Michael Stinson</td>
<td>Full-Time</td>
<td>Lab Tech</td>
<td>40</td>
<td>700 Students</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

We have one lab tech. Mike Stinson. He does much more than one full time employee should be asked to do. The discipline offers more than twice as many sections of classes compared with 5 years ago and still Mike is the only lab support. The chemistry discipline should have at least 1.5 full time laboratory technicians. Mike will be retiring at the end of this term and it is essential we hire a second lab tech who can train with Mike before his retirement. The Chemistry Faculty suggest that we hire a 50% lab tech to train with Mike for the next few months. After Mike's retirement the discipline should retain the 50% position as well as the full time position. With 38 sections of classes per year offered in the discipline it is nearly impossible for one person to adequately serve that many courses, instructors and students.

Mike is amazing! He works much more than the 40 hours he is paid for. He supports over 700 students per year in 38 sections of chemistry classes. Mike not only prepares all the chemicals and lab equipment, he makes all solutions, prepares unknowns, and mixtures. He maintains all the analytical equipment and does all the department ordering. Mike is also the hazardous material specialist at the College of Marin. Mike has been instrumental in designing the chemistry area of the new Science Math complex.

Mike will be retiring in three months. It is essential that we hire a second lab tech to work at least 50% time with Mike to learn his way around the department. If Mike leaves without training a replacement the discipline would fall in to chaos. No one knows everything about our supplies and laboratory preparations, ordering and budgets, equipment and instrumentation as well as Mike. We need to hire someone to train with him immediately.

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

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Tech</td>
<td>Full-Time</td>
<td>40</td>
<td>700 Students</td>
</tr>
</tbody>
</table>

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

If anyone actually reads these PRs, pay attention. This is the most important section I am going to write about, and we need action on this IMMEDIATELY! If not we are completely screwed!

We have one lab tech. Mike Stinson. Mike will be retiring in three months. Mike is amazing! He supports over 700 students per year in 38 sections of chemistry classes. Mike not only
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If Mike leaves without training a replacement the discipline would fall in to chaos. No one knows everything about our supplies and laboratory preparations, ordering and budgets, equipment and instrumentation as well as Mike. We need to hire someone to train with him immediately.

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

<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>3500 Students</td>
<td>Over $200 Each</td>
<td>chem, bio, phys, astro, geol, geog, math</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Photocopier. Not sure best brand or type, but some high volume copier.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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<tbody>
<tr>
<td>1</td>
<td>$4,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$4,000.00</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)
Physical sciences, Life and Earth Sciences, Math

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.

   The copier in the science center is more than a decade old. It has made over 1,500,000 copies (yes that is one million five hundred thousand copies). The service person had to come to the building TWELVE times in the past year, and the copier was out of commission for more than 30 days over the course of the last two semesters. WE NEED A NEW COPY MACHINE!

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?
   They will be able to take exams and read handouts without having big black smudges all over them.
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?

I am not sure of the exact numbers, but chemistry alone is on track to serve 700 students for fall, spring and summer. Add math and biology on top of that and I would think a new copier will serve 3,000-4,000 students.

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

Taking exams?! Yes that is important.

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

We will grade them!

Additional Justification for this item:

Really? Do I need more justification?
Instructional Operating Supplies
CHEM-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>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>700 Students</td>
<td>chemistry</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>350.0</td>
<td>350.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Type: None
How Long?: None

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?

   'A'

   Rental Account: Chemistry Banner Acct. # 11100-22601-56600-190500

2. Is it necessary for students to succeed in a series of courses?
   see previous

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?

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

---

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Note: Please group requests into broad categories of items required to teach a class.
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<tbody>
<tr>
<td>01</td>
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</table>

**Broad Category (for example in Chemistry - "Chemicals")**
Gas, chemicals

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>900.0</td>
<td>900.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Type**
None

**How Long?**
Ongoing/Recurring

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

'A'
Contract Services Chemistry Banner Acct. # 11100-22601-56700-190500

2. Is it necessary for students to succeed in a series of courses?
   See previous justifications.

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?
   See previous.

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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.
Chemicals

<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing Cost</td>
<td>Ongoing/Recurring</td>
<td>5000.0</td>
<td>2250.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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?


Chemical supplies for the laboratory sections of all chemistry classes. 08-09 allocation set at $2250. An increase in funds was requested for this physical year and denied. The fact that enrollment is substantially higher than in years past and that chemical costs are skyrocketing lends strong support to our need of this budget increase. This money should be allocated in addition to the previous request of prop 20 lottery money. We suggest both allocations (for a total of $10,284 be allocated via the general fund and all lottery money be given to the IEC for one time purchases. The increase is justified below

2. Is it necessary for students to succeed in a series of courses?

The chemistry department has grown from a WSCH of 2599 in the academic year 02-02 to an average of nearly 5000 this year. The number of students in the chemistry discipline as more than doubled since 2000. The number of class sections offered (all with labs that need supplies) has increased from 21 sections in 02-03 to 38 sections in 09-10. On top of this chemical costs have skyrocketed, increasing by nearly 50% since 2000. With all of this we have seen marginal supply budget increases. In the future enrollments should level off, but to catch up to our growth in the recent past, and to keep up with increases in chemical costs, we need this allocation increase as well as a roll-over of our prop 20 account to fulfill our basic chemical needs.

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?

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

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>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>700 Students</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>5284.0</td>
<td>5284.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Type**

None

**How Long?**

Ongoing/Recurring

**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?

'A'

Inst. Supplies (restricted-Prop. 20 lottery money)

Chemistry Banner Account # 12400-22601-43000-190500. Consumables.

At some point this money should come out of the general fund. Having this money come out of prop 20 is dangerous since we can not always predict our prop 20 allocation.

2. Is it necessary for students to succeed in a series of courses?

We can't teach the classes without it.

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?

Chemical supplies for the laboratory sections of all chemistry classes. Past allocations have been set at $5284. Requesting same amount for 09-10.

NOTE: This account is funded via Prop. 20 Lottery money. It is the opinion of all science faculty that these accounts are replaced with funding from the general fund and that the Prop. 20 money be diverted to the IEC for one time expenses. Whether this happens this year of not, allocation of this supply account and the other general fund instructional supply account is essential to the function of our discipline. In other words, we cannot have a program without this money.

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

They will be able to do chemistry.

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

Chemistry has multiple accounts that need to be funded. This account is one of two Instructional Supply accounts. This account is funded via Prop 20 ("Lottery") money. Since this is not an absolutely reliable funding source we suggest this dollar amount be allocated to our department from the general fund. If this cannot happen this year then we still need the money, from the lottery funds. Without these funds our program can not exist.
II. Miscellaneous Instructional Materials Account
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.
Note: This is for things to help faculty teach – not necessarily used directly by students, such as supplemental materials, audio/visuals/maps, subscriptions, etc.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1150.0</td>
<td>1150.0</td>
<td>chemistry, comp sci, biol, physics</td>
</tr>
</tbody>
</table>

What kind of things do you generally use this money for?
Instructional Supplies - Computer Center: Banner Acct. # 11100-22601-43000-601000

Justification for Item (See Rating Rubric)
1. Who will use these materials? How? Will it be shared with other disciplines?
The Science Center has a computer center that enjoys a high volume of student and instructor use. In the past the funds for upkeep of the computer center (paper, ink etc.) were placed in an "Instructional Supply-Computer Center" account within the physical science department. The account number is shown above. It is not problematic that the funds are placed in this account as it is simple for the department chair to approve purchase orders from the secretary. However it seems more appropriate that these funds be place under the Dean's discretion. We believe the current fiscal year has these funds under the administrators account. Regardless of where they show up, we are requesting a roll-over of $1150.00 for the computer center

2. How will these materials benefit student learning?
Non-Instructional Requests

Part I: Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

I. Non-Instructional Equipment and Supplies

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>4000 Students</td>
<td>None</td>
</tr>
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</table>

Description and part number for ordering:

Other Supplies Dept. Secretary: Banner Acct. # 11100-22601-45000-601000

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>$1,200.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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

In the past the funds for the department secretary was placed in an "Other Supplies" account within the physical science department. The account number is shown above. It is not problematic that the funds are placed in this account as it is simple for the department chair to approve purchase orders from the secretary. However it seems more appropriate that these funds be place under the Dean's discretion. We believe the current fiscal year has these funds under the administrators account. Regardless of where they show up, we are requesting $1200 for the department secretary and will monitor expenses to determine if this is an adequate amount. Past allocations were normally around $800 and the secretary usually ran out of funds before the end of the year.

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

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?
   We use paper, chalk, etc.

2. How will access for students be improved?

I. Non-Instructional Equipment and Supplies

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>4000 Students</td>
<td>Office Supply Budget</td>
</tr>
</tbody>
</table>

Type

Status

None

None
Description and part number for ordering:
Other Contract Services: Banner Acct. # 11100-22601-56700-601000

<table>
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<th>Shipping:</th>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
In the past the funds for contract services (copy machine etc.) were placed in an "Other Contract Serv-Dept Sec" account within the physical science department. The account number is shown above. We are not sure where they will be placed but: It is not problematic that the funds are placed in this account as it is simple for the department chair to approve purchase orders from the secretary. However it seems more appropriate that these funds be place under the Dean's discretion. We believe the current fiscal year has these funds under the administrators account. Regardless of where they show up, we are requesting a roll-over of $200 for these rental-contract agreements.

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

Justification for Item (See Rating Rubric)
1. Who will use these supplies or equipment?

2. How will access for students be improved?
## 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>
</thead>
<tbody>
<tr>
<td>Dunmire</td>
<td>Erik</td>
<td></td>
<td></td>
</tr>
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**Status:** Shared W/other program(s):  
Full-time, tenured Yes

<table>
<thead>
<tr>
<th>Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.5 15 00.000</td>
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</table>

**Years of Service:**  
Ph.D. Chemical Engineering: Dissertation research involved biomedical topics relevant to contraceptive drug delivery. Currently conducting sabbatical research/study project on energy sustainability.

**Leadership:** List involvement in committees or other service  
Starting soon after being hired full-time by COM, Erik has served variously as department chair for physical sciences, interim Dean of Math & Sciences, and as a member of various committees. NOTE: Erik's official position is 50% chemistry, 50% Engineering, but he usually teaches 9.5-14 units per semester in chemistry and about 3-7.5 units per semester in Engg, depending upon staffing needs.

---

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

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

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

<table>
<thead>
<tr>
<th>Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.98 7.98 00.000</td>
</tr>
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</table>

**Years of Service:**  
MS Physical Organic Chemistry and Ph.D. in Organic Synthesis. Worked for many years as synthetic chemist for Shamrock Corp. and Chevron on a number of projects including agricultural chemicals, insecticides, fungicides, herbicides, and plant growth regulators, petrochemicals, synthesis of high molecular silicon polymers, and oil field additives.

**Leadership:** List involvement in committees or other service  
Teaching units reflect teaching load for academic 08-09.

---

### 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>Hrovat</td>
<td>James</td>
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<td></td>
</tr>
</tbody>
</table>

**Status:** Shared W/other program(s):  
Temp Pool No

<table>
<thead>
<tr>
<th>Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.47 00.000</td>
</tr>
</tbody>
</table>

**Years of Service:**  
MS Organic Chemistry: Specialty Organometallic catalyst

**Leadership:** List involvement in committees or other service  
Teaching units reflect teaching load for academic 08-09.

---

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
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<tbody>
<tr>
<td>Kelly</td>
<td>Patrick</td>
<td>A</td>
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</table>

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

<table>
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<th>Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)</th>
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<tbody>
<tr>
<td>15.45 15.45 6</td>
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</tbody>
</table>

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Appendix

This document provides a comprehensive overview of the faculty members in the CHEM-2009 program, including their status, total units for Fall, Spring, and Summer, years of service, specialty areas, and leadership roles. It reflects the teaching load for the academic year 2008-2009.
Years of Service: Specialty:
5 Ph.D. Organic Chemistry: Specialty, organic methodology, organometallic synthesis and novel ligand design, natural product synthesis and "green chemistry".

Leadership: List involvement in committees or other service
Department Chair, Vice President Academic Senate, College Council Member. Member Physical Science User Group. Formerly on Data Acquisition Group, Technology Committee, Instructional Equipment Committee, Parking Task Force, District Modernization Committee. Teaching units reflect teaching load for academic 08-09. Dr. Kelly also had 3 units per semester as department chair, 1 units per semester for VP Academic Senate.

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loeser</td>
<td>Jennifer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
30.47 00.000

Years of Service: Specialty:
6 Ph.D. Physical Chemistry

Leadership: List involvement in committees or other service
Jenny is the former chair of the Physical Sciences department. She has sat on a number of committees in the past. She has written/revised numerous laboratory experiments for the chemistry discipline.

Teaching units reflect teaching load for academic 08-09.

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meyers</td>
<td>Michelle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Adjunct, ETCUM No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
12.98 00.000

Years of Service: Specialty:
3 MS Physical Chemistry. Has experience in wastewater treatment chemistry, academic research and has taught both high school and community college chemistry.

Leadership: List involvement in committees or other service
Teaching units reflect teaching load for academic 08-09.

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaeely</td>
<td>William</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Adjunct, ETCUM No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
14.47 00.000

Years of Service: Specialty:

Leadership: List involvement in committees or other service
Teaching units reflect teaching load for academic 08-09.

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opongmensah</td>
<td>Kofi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Adjunct, ETCUM No

http://programreview.marin.edu/TUReportFaculty.jsp 2/21/2010
### Summer 2009 TU  Fall 2009 TU  Spring 2010 TU  Reassigned (Total)

|                | 11.98 | 0.000 |

#### Years of Service:  Specialty:

#### Leadership: List involvement in committees or other service
- Teaching units reflect teaching load for academic 08-09.

---

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

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

#### Status:  Shared W/other program(s):
- Temp Pool: NO

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

|                | 11.47 | 0.000 |

#### Years of Service:  Specialty:
- PhD Chemistry

#### Leadership: List involvement in committees or other service
- The above noted units reflect teaching load of academic 08-09.

---

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

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

#### Status:  Shared W/other program(s):
- Adjunct, ETCUM: NO

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

|                | 14.98 | 0.000 |

#### Years of Service:  Specialty:
- Ph.D. Organic Synthesis. Worked at Zeneca and Bio-Rad as a synthetic chemist working on a variety of projects including pharmaceutical development, and reagent synthesis.

#### Leadership: List involvement in committees or other service
- Teaching units reflect teaching load for academic 08-09.

---

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

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

#### Status:  Shared W/other program(s):
- Adjunct, ETCUM: NO

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

|                | 6.49  | 0.000 |

#### Years of Service:  Specialty:
- Ph.D. Inorganic Chemistry. Research includes bioinorganic investigations of chromium 3+ carrying proteins.

#### Leadership: List involvement in committees or other service
- Teaching units reflect teaching load for academic 08-09.

---

### 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.

In the 9 semesters Patrick Kelly has been at CoM he has sat on 7 hiring committees (other full time instructors in the department have similar statistics), in a never ending attempt to find new part time teachers to fill...
these classes. Currently the number of units taught by full timers equal to a full time load in only 35%. The pool of qualified instructors with a MS or PhD in chemistry in Marin county (and surrounding areas) is abysmal. The fact that we offer a total of about 7.0 FTEF and we only have 2.5 full time instructors in chemistry is absurd.

- The chemistry department has grown from a WSCH of 2599 in the academic year 02-02 to over 5000 in the past year.
- The number of students in the chemistry discipline as more than doubled since 2000 (to a total headcount of about 700 students over this year).
- The number of class sections offered (all with labs that need supplies) has increased from 21 sections in 02-03 to 38 sections in 09-10.
- And we only have 2.5 full time instructors in the department and anywhere from 9 to 11 part timers. Need we say more?!!

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.

- Erik Dunmire 50% chem, 50% engg. hired 2001
- Jennifer Loeser, hired 2003
- Patrick Kelly, hired 2004

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.

   No, We are growing....25% this year alone.

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.

   See above. We can't keep up. Every term we are looking all over the bay area for people to teach classes.

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.

   We are getting bigger!!!

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.

   BIGGER! In 2003 there were two full time instructors and 3 part timers, now there are 2.5 full timers and 11 part timers. We have gone from 21 sections to 38 sections.

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.
Program Summary
CHEM-2009

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

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

Faculty: The Chemistry discipline has and will maintain faculty members of the highest caliber. Each of our full time faculty have Ph.D.s as well as significant post-doctoral research experience. Most of our part time faculty also have Ph.D.s and overall, between research and academic experience we have nearly 300 years of combined experience. Our faculty stays current in the field and discusses compares and contrasts teaching methodology and new ideas. As a group we work in a collegial, friendly environment and have strong, positive relationships both professionally and personally.

Courses: We maintain a high level of rigor that focuses both on the fundamentals of the science as well as state of the art in the field. We seek to maintain updated articulation agreements with the numerous institutions our students transfer to.

Scheduling: In consultation with Life and Earth as well as Math departments we schedule classes according to our departmental blue print with numerous offerings to meet the needs of our diverse student population.

Connections: We maintain strong relationships with neighboring institutions. Our students have good transfer rates and due to their quality of preparations as well as strong collegial connections many of them partake in undergraduate projects in major research laboratories.

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

The accounts listed in the equipment supply section summarize our needs. We have asked for a moderate increase in supply money to make up for enrollment growth and increased chemical costs. We also ask that supply money regardless of the source (general fund or prop 20) be placed into our accounts at the earliest possible time. We get up to 20% discounts for buying in bulk so when we are allocated small hunks of money at a time it really decreases our overall buying power. (I tried to explain this last year to.....and it seemed to fall on deaf ears, so hopefully this statement will help move things along).

ALSO, WE MUST HIRE A NEW LAB TECH IMMEDIATELY.

Also, our fulltime teachers are maxed out. There is no other way to say it. We need a new full time teacher!

Full time part time teaching units must be brought up to appropriate levels. Currently less that 40% of our units are taught by full time faculty. This is an unfortunate statistic for an essential transfer program that has enjoyed the substantial growth that chemistry has over the past few years. -Flexibility with future unit allocations to allow for growth and/or changing needs of our student populations. We would also like to begin teaching the chemistry field course as part of the field course series in the natural sciences. We will be moving into a new building in approximately three years which should have state of the art classrooms and laboratories. We will need adequate funding for supplies and equipment to keep pace with advances in the field as well as our strong enrollment trends. Also, the old Science Center must be maintained for our overflow lab/classroom space. We will not be able to offer our full program in the new building. IT IS ALREADY TOO SMALL, FOUR YEARS BEFORE IT IS BUILT.
III. Moving Forward Objectives (Planning)

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

Staff: The most important thing we are facing at this point is that our lab tech is retiring. He is the only one who knows all you need to know about the stockroom, ordering, etc. etc. We must hire a new lab tech to train with him for a few months (i.e. we need to hire someone now!!!)

Faculty: It is essential that the chemistry discipline gets at least one if not two full time faculty hires. For the department we should also get one astronomy/physics instructor as there is only one FT instructor in that area. Budget: We would like an increase in supply budget and an equipment budget. Adequate funding for our labs is essential for the program. Bolinas: Informing the public about the incredible resource that is the Bolinas Marin Laboratory and getting the BoT and the Superintendent/President to begin a series of education/fund raising activities for the lab is essential for its survival. Degrees: We would like to begin early education and intervention for our students so that they will be able to complete AS degrees in chemistry in 2 to 3 years at CoM. Courses: We hope to finish updating all of our courses by the end of spring. We also will strive to further incorporate environmental issues and concepts surrounding sustainability from a chemical perspective in all of our courses.

IV. Assessment of 2008 Program Reviews:

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

I was strongly in favor of program review. I pushed for it! Now after these past few years it is hard to sit here and right it again.

I understand that in these economic times increasing budgets is difficult. We can limp along with our current accounts if need be. However, I found myself quite disheartened when after last year WASC told us that we can no longer have "roll over" accounts, only to hear from the president that we are going to have "status quo" accounts. She and Al Harrison changed the name.

What I would like is for someone to actually read and respond. So we may not get more money, so be it. But if someone is actually reading this, I am not sure how to emphasize my anxiety over the fact that our lab tech is retiring. He told me just last week and I am very nervous about our prospects. Now in an ideal situation, someone would read this document, realize not only is it imperative to the department that we get a new tech to come in and train with Mike, but in the long run will be a cost savings because they will probably come in at a lower pay grade. It is totally logical, it would be good for the new person to train with him, and it is essential given our massive enrollment increases and the work load that Mike has taken on. But my prediction is no one will read this, or if they do, will ignore the staffing need section. Or, will acknowledge it, but say we can't hire anyone until Mike leaves because of money. What they will be missing is that summer school start three weeks after he retires. How will someone be able to do that??? It is impossible.

So I sit here, doing my third PR for chemistry, and I have little hope for the outcome.

What "results" this section asks? We got some new equipment which was nice, but looking at the big picture, to date PR is a farce.
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.

A new laboratory technician must be hired immediately. Mike Stinson is retiring at the end of May. Someone needs to be here for a few months to train with him so that they can be ready for summer school. That means we need to hire someone now.

Our supply budgets must be funded in a timely manner. Each year I have to beg for prop 20 money in June so Mike can start the ordering in July.

The Science Center office needs a new copy machine. Ours crapped out 12 times last year. It is more than a decade old and has run over 1 million 500 thousand copies. Time to put it out to pasture.

VI. Other concluding remarks.
Please someone read this. If you do, send me an email saying "shibboleth". It will be nice to know you are out there.
Department Chair Comments
CHEM-2009

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

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
   I wrote the requests, so please see those. I meant every word I said.

3. Please comment on the faculty and staff sections.
   I wrote the requests, so please see those. I meant every word I said.

WE NEED A NEW LAB TECH NOW!!!

4. Other comments
Area Directors and Deans Comments
CHEM-2009

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

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
   
The department's observation that a new copy machine in the central office of the Science Center is dead on. Someday, sooner rather than later, it will die and the entire building will be in dire straights.

3. Please comment on the faculty and staff sections.

4. Please itemize expenses currently covered by external funds that may revert back to general funds.

5. Other comments
   
   I totally support the plea to fill the lab technician position as soon as possible. The incumbent is retiring at the end of this semester (Spring 2010), and a replacement is need NOW.

   The Chemistry discipline is underfunded, and they continue to stretch their limited supply budget resources until they're about to break. I continue to advocate with the VP of Student Learning for more funds.

   Further, the department/discipline must not be dependent on lottery funds for their supplies. Having a "soft money" source is absurd.

   I support the plea to credit supply accounts at the very beginning of the fiscal year.