### 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>W. Allen Taylor</td>
<td>Primary Team Member</td>
<td><a href="mailto:wallen.taylor@marin.edu">wallen.taylor@marin.edu</a></td>
<td>x7560</td>
<td>Drama Department Chair and Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David White</td>
<td>Team Member</td>
<td><a href="mailto:david.white@marin.edu">david.white@marin.edu</a></td>
<td>x7559</td>
<td>Technical Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robin Jackson</td>
<td>Team Member</td>
<td><a href="mailto:robin.jackson@marin.edu">robin.jackson@marin.edu</a></td>
<td>x7555</td>
<td>Production Technician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Dunn</td>
<td>Team Member</td>
<td></td>
<td>x7555</td>
<td>Drama Department Founder and Faculty</td>
<td></td>
<td></td>
</tr>
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</table>

### II. Program Review Committee

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

### III. Vice President of Academic Affairs

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
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Program Overview—Introduction
DRAM-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.

Drama offers a selection of courses and performance opportunities for the drama major as well as for the general student. In addition, the drama department produces numerous plays and improvisational performances each semester that are open to the public.

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

The Drama program addresses all five pathways, but is primarily structured to provide a comprehensive program of courses for the Transfer student and the drama major. In addition, the program also offers skill-based theatrical and technical training to Career Tech Ed. students interested in pursuing the current job market as well as language and public speaking skills to Basic Skills students. The aesthetic and performance aspects of the program also attracts Lifelong Learning and Cultural Enrichment students with opportunities for ongoing creative expression.

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

Types of students served include drama majors in the degree program, students interested in developing theatrical skills for potential job/career placement, students fulfilling transfer requirements, students developing basic skills for personal growth, lifelong learners and students interested in cultural enrichment.

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

THE COLLEGE OF MARIN DEPARTMENT OF DRAMA
A Brief History

Before the fall of 1964, the College of Marin did not have a drama curriculum. Over the years, members of the English Department had been drafted to present a few plays. Every once in a while an outside director would be brought in to stage a play, but there was no official drama program.

In the fall of 1964, James Dunn was hired to begin constructing a drama curriculum and a permanent Theatre Arts program. He wrote the basic curriculum for Drama majors and began the slow process of building a viable educational theatre program. At the same time, he worked on helping to build the present Fine Arts Theatre that opened in 1967.

Since 1964 the College of Marin Department of Drama has produced some of the most exciting and provocative theatre seen in Marin County. Literally thousands of students have taken our classes and our Drama majors have been successful in all fields of the theatre and allied arts.

The Department has received many honors. In 1970, a grant from the San Francisco Foundation enabled us to do an extensive study of ancient Greek theatre,
culminating in a production Aeschylus’ THE ORESTEIA. In 1971, our Wild West production
of Shakespeare's THE TAMING OF THE SHREW was invited to perform at the Edinburgh
Festival in Scotland. The production won the award for Best Production at the
Edinburgh Festival Fringe and was given a command performance before Princess Margaret
and her family. In the Spring of 1983, the "Bard-A-Thon", an around the clock reading
of all of Shakespeare's plays, was staged as a fundraiser and helped to refurbish the
theatre's equipment. In 1984, THE LIFE AND ADVENTURES OF NICHOLAS NICHELBY, the
famous Royal Shakespeare production, was staged. Two directors, 13 musicians and over
100 technicians worked on this eight and one half hour play. This production was the
first college production to win awards from the Bay Area Critic's Circle. In 1987, a
production of Peter Shaffer's AMADEUS was presented, using Mozart's music played live
by College of Marin musicians. Over 300 actors, singers, dancers and technicians
participated. The 1997 production of the musical HAIR played to sold out houses with
many disappointed people turned away. In the spring of 2004 the Department sponsored
FEBRUARY FANTASTIQUE, a month long series of world class comedy, music, theatre and
guest speakers that featured such well known artists as Geoff Hoyle, Josh Kornbluth
and Word for Word, among others. In all, since 1964, the Department has presented a
total of 240 productions to audiences numbering in the thousands. In recent years,
several COM productions have been cited by the Marin County press for honors in
the "Best Plays of the Year" category.

Throughout all these years we have been most proud of our students who have
gone on to work in the world of theatre. Robin Williams, David Dukes, Kathleen
Quinlan and David Ogden Stiers are probably the most well known, but we have hundreds
of former students working in the repertory system throughout the United States and in
film and television.

Our students have not only been accepted at Universities and State Colleges, but many
of our best acting students are taken into theatre arts conservatory programs at the
University and Harvard's American Repertory Theatre. We have former students teaching
in secondary schools and colleges. The Chairman of the Drama Department at Sonoma
State University is a COM Drama alumnus.

Over the years we have received grants from the San Francisco Foundation, the
Marin County Foundation Buck Trust, Fireman's Fund and the Rockefeller Foundation.

During the 1970's, the Drama staff grew to four full-time instructors, a full time
Technical Director and a full time Production Technician. By 1985, however, the
College began to feel financial pressures and the staff was reduced. Currently, the
Department has two full time instructors, Carla Zilbersmith, and W. Allen Taylor.
Additionally we currently have nine part time instructors or directors, Jeffrey Bihr,
James Dunn, William Hall, Lisa Klein, Paul Killam, Ronald Krempetz, Molly Noble,
Patricia Polen, and Andrea Weber as well as two classified staff, Robin Jackson and
David White. William Hall and Lisa Klein join with Paul Killam to teach the Summer
Improv Intensive. All faculty members are working theatre professionals who perform,
design or direct professionally in other venues, which keeps their skills honed and
offers students a unique opportunity to study under an instructional team that has
first hand, current experience in show business. The Department also hires outside
consultants from time to time for such things as direction, costume design, sound
design, lighting design and stage combat instruction, etc., when needed. Under the
guidance of Zilbersmith and Taylor, the program has begun to grow anew.

Despite financial constraints and limited staffing, the Theatre Arts
Department at the College of Marin has remained an ideal place for students to receive
the kind of theatrical training that will give them the background necessary to attain
an A.A. Degree in Theatre, transfer to a four year college to pursue a B.A. in Theatre
or to a conservatory program that will lead directly to a career in the professional
theatre.

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.
DRAM-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: Some students

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: Some 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: Some students

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

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: A good proportion of the students, but not a clear majority

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

Transfer:
To prepare students with the curriculum necessary to transfer to a 4-year institution. Specifically the CSU and UC systems. These students are also encouraged to complete the AA degree.

Career and Technical Education:
To prepare students with the technical skills necessary to succeed in the current
marketplace. These students are also encouraged to complete the AA degree.

Basic Skills:
To provide the students with opportunities to build upon basic skills such as elocution and the proper use of language.

Lifelong Learning:
To provide the students with opportunities to continue their creative expression throughout their lives.

Cultural Enrichment:
To provide the students with opportunities for expanding their artistic sensibilities and intellectual concepts.

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

Transfer:
By offering courses that meet transfer requirements to 4-year institutions.

Career and Technical Education:
By giving the students up-to-date training in all of the classes that we offer.

Basic Skills:
By giving them assignments that challenge their understanding of language in both oral and written traditions.

Lifelong Learning:
By giving students technical and artistic problems to be solved with an ingenuity that will incorporate new skills with rich personal experience.

Cultural Enrichment:
By exposing the students to a diversity of viewpoints while exploring the subject matter in depth.

IV. How do you measure your success?

Transfer:
We have surveys to track of the numbers of drama majors, transfer students and AA degrees completed.

Career and Technical Ed.:
This group of students is also covered in the survey for job placement.

Basic Skills:
Close evaluation of the students' progress.

Lifelong Learning:
Enrollment figures.

Cultural Enrichment:
Enrollment figures.

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

We have established a 2-year blueprint of courses that will guarantee graduation and/or program completion, if adhered to closely.
Student Access and Success
DRAM-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?

Our enrollment has remained fairly steady, however the demographic breakdown has become more diverse. This can be attributed to recruitment and improved scheduling and production programming.

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.

Student success rates have improved slightly. We have been working to give our program more continuity by offering classes in a more logical sequence, which has helped the comprehension level of the students.

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.

Student retention rates have improved slightly. This can be attributed to pro-active student counseling from within the department, encouraging students towards completing particular classes for transfer and graduation. Also, we have made a special effort to cultivate majors within the department.

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
- [x] Course scheduling for students needs
- [x] New offerings/additional sections
- [ ] Articulation for transfer or COM GE
- [x] Recruitment/outreach
- [ ] Student/job market demand change
- [x] Faculty availability
- [x] Facilities & technology
- [ ] Professional development

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

Course scheduling is something the Drama department is always striving to improve upon. We are in the process of upgrading our schedule to correspond more closely with the established master blueprint.

Drama would certainly benefit from being able to offer more variety and more advanced classes in our curriculum. We frequently hear from students their desire to take certain classes advertised in the catalog, but not offered in the schedule. We are currently limited from offering more of what's represented in the COM catalog by our current unit allocation.

Recruitment/outreach is an important factor, especially in bringing in more students from under-served populations. Students tend to feel more comfortable and therefore end up having more perseverance in classes, when there is more of a critical mass from their culture represented. We are limited in our efforts to recruit (small faculty/time constraints), but we are working to improve our outreach endeavors. More full-time faculty would be a tremendous asset towards this goal.

More full-time faculty would increase the possibilities for more continuity in our program. Students could advance down specific paths of the curriculum with a steady mentorship towards reaching their goals.

In this age of increasing technological dependence, it is crucial that we can maintain up-to-date facilities and technology for attracting quality students to the program.
Facilities Questionnaire
DRAM-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.)

There are issues with the stage rigging that need to be inspected/repaiired which may or may not be coming out of the Bond Issuance. The stage floor also needs to be replaced (also Bond money?) and the dimmers for the theater need to be upgraded.
Curriculum
DRAM-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.

We are aware of our course outline update schedule and recently turned 16 updates last semester. We now have 3 courses that are over 5 years old and due for an update this current spring 2010 semester. They are Drama 122, 136 and 143. We are currently planning to update 143 only. The other two will be allowed to lapse due to inactivity.

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.

No.

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.

Drama continues to search out opportunities for collaboration with the other performing arts departments (Dance and Music). These collaborations require an integration of curriculums and they usually result in a production. When we do a musical-theatre-dance production, it draws students who have focused primarily on one of the three disciplines in the past, and now have an opportunity to develop a multi-disciplined approach to the work.

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.

Not this year.

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.

No.

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.
Student Learning Outcomes
DRAM-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?

AA degree in Drama.

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?

Acting-focused students should be able to perform a theatrical text, by utilizing competent skills in verbal and non-verbal communication. Technical-focused students should be able to create the visual and aural elements of a theatrical production. All students should be able to write their critical analysis of various facets within the theatrical production process.

Students should be able to develop a strategic plan of action for their collaborative role in the production of a play, through an in-depth analysis of the play's script as well as the empirical evidence resulting from rehearsal experimentation.

Students should be able to make an informed and distinguished selection of theatrical choices, based on a differentiation of facts from their in-depth analysis and experimentation.

Students should be able to identify the fundamental problems that arise in the typical theatrical production and call upon a variety of techniques in finding a workable solution.

Students will locate, evaluate and apply information from the play's script, rehearsal experimentation (artistically and technically) and in performance.

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 demonstrate their communication skills by writing critiques and essays on the theatrical process, performing in class projects and department productions and designing/building the basic elements of a theatre production.

All of the Drama AA requirements necessitate the demonstration of these skills. The Drama production classes especially require that these skills be put to the test.

ii. Scientific and Quantitative Reasoning
Students demonstrate this reasoning by the sharing and execution of a strategic plan of action, formulated from in-depth analysis with the script and rehearsal experimentation.

All of the Drama AA requirements necessitate the demonstration of these skills. Each class involves the student in developing a strategy for completing a set of tasks that will enable their collaboration in the theatrical process.

iii. Critical Thinking

Students demonstrate critical thinking by making a selection the appropriate theatrical choices, based on a differentiation of facts that are gleaned through in-depth analysis and experimentation.

All of the Drama AA requirements necessitate the demonstration of these skills. Students must make constant preparation and in-the-moment decisions for their class projects and productions.

iv. Problem Solving

Students demonstrate problem solving by applying the techniques learned in class to the specific theatrical issues in need of resolution during class projects and department productions.

All of the Drama AA requirements necessitate the demonstration of these skills. Students must demonstrate these developed skills during class projects and department productions.

v. Information Literacy

Students demonstrate their information literacy by locating, evaluating and applying research material from various sources including print and online.

All of the Drama AA requirements necessitate the demonstration of these skills.

II. General Education:

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

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:
   i. Written, Oral and Visual Communication
      Drama 110, 116, 117, 119
   ii. Scientific and Quantitative Reasoning
      Drama 110, 116, 117, 119
   iii. Critical Thinking
      Drama 110, 116, 117, 119
   iv. Problem Solving
      Drama 110, 116, 117, 119
   v. Information Literacy
      Drama 110, 116, 117, 119

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?
Most of Drama's course outlines now include SLOs. We are currently addressing the remaining course outlines.

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

100%

3. Assessment:
   i. How often do you assess these SLOs?
      Annually.

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

   We have assessed all of the SLOs for 16 courses over the last year and this has resulted in a more focused curriculum for our students. The SLOs have also given our program more cohesion.

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

   Our curriculum is more focused with the development of the SLOs. We will continue to assess the needs of our students, with a concentration on the precepts of each SLO and a determination to update each as necessary.

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

   We will assess all five SLOs, but particularly critical thinking. We will assess the students in our production classes. We will evaluate their application of their techniques in production, as they relate to the specificity of selection in the vast array of theatrical choices available to them.
Instructional Equipment
DRAM-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

<table>
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<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
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<tr>
<td>01</td>
<td>100+ Students</td>
<td>Over $200 Each</td>
<td>Drama</td>
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Description and part number for ordering:
Source 4 Ellipsoidal stage lighting fixtures.

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<th>Tax:</th>
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One-time expenses: (e.g. construction, electrical, installation)
Installation of connectors to be done by drama staff, storage and disposal of existing fixtures, $500

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
None expected

Item to be shared with the following Department/Program: (Include any shared expenses)
Drama, Dance and Music

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 courses would be greatly enhanced with this equipment. We have requested the equipment 3+ times in the past.

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)

   Unknown.

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?

   Instructors could teach with the latest available equipment and therefore use the latest techniques available.

   Yes, students would excel in several courses with this 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?

   We now have a limited supply of new and efficient lighting equipment, thus limiting the students hands-on experience.

   Aproximately 80 students annually.

   Yes.

http://programreview.marin.edu/IEReportPart1.jsp
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students will be able to design and hang a lighting plot, using this equipment.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
Evaluation of skill development in utilizing techniques with this equipment.

Most high schools in the area have more up to date versions of this equipment that we do.

Additional Justification for this item:
New fixture would have lower maintenance costs; lower electrical cost, more efficient lamp (43% savings lumens/watt) and better optics; lower HVAC costs (cooler fixtures require less air conditioning; and lower storage costs, one lamp for all of the fixtures (including those in item 3), no matter what type. The new fixtures are simpler to use and maintain. New equipment would be attractive to outside groups, renters, as well.

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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<tr>
<td>02</td>
<td>10+ Classes</td>
<td>Over $200 Each</td>
<td>Drama</td>
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Description and part number for ordering:
Replacement of old inefficient PAR lighting fixtures with new state of the art fixtures saving electrical energy (43%) and decreasing HVAC loads

<table>
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One-time expenses: (e.g. construction, electrical, installation)
Assembly to be done by Drama Staff, but disposal of existing equipment might be $500

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
Ongoing Replacement lamps $20/yr

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

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. this item has been requested 3+ times, each time denied.

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)
   unknown

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 will train with equipment they will find in their chosen field.
Yes.

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+ drama students per year will either physically use this equipment or will be lit by them.

Yes.

Yes.

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

Students will be able to operate this new equipment.

Yes, learning how to use the new equipment and being familiar with it will allow students greater opportunities for employment in their chosen field.

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

Evaluation of skill development with new equipment.

Area high school students have access to more up to date versions of this equipment.

Additional Justification for this item:

New fixture would have lower maintenance costs; lower electrical cost, more efficient lamp (43% savings lumens/watt) and better optics; lower HVAC costs (cooler fixtures require less air conditioning); and lower storage costs, one lamp for all of the fixtures, no matter what type. The new fixtures are simpler to use and maintain. New equipment would be attractive to outside groups, renters, as well.

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>03</td>
<td>10+ Classes</td>
<td>Over $200 Each</td>
<td></td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Video Projector, 4000 lumens

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
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<td>$2,600.00</td>
<td>$260.00</td>
<td>$200.00</td>
<td>$5,660.00</td>
</tr>
</tbody>
</table>

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

None expected

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

None expected

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

Drama Dance and Music

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. Many of our productions use video projectors and because of lighting issues we need very bright projectors and there is a very limited supply in the A/V Department which means they are wary of loaning them out for the length of time we need to use them, generally 3-6 weeks at a time.

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)
unknown

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?
Video Projection is used in a variety of productions and students familiarity with the equipment’s limitations or benefits will greatly enhance their learning experience.

Yes.

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?
Having our own stock of equipment will allow greater access for students thereby improving the students learning experience.

Perhaps 50 students could be effected by this request.

Yes.

Yes.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students will be able to execute video projections with this new equipment.

Yes. Greater access to this equipment would allow deeper knowledge of the tools available and better allow students more employment options.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
Evaluation of skill development with new equipment. More students employed in their field of work.

A video projector is a standard piece of equipment for a theatre.

Additional Justification for this item:
Our current projector is over 5 years old and at times insufficient for our ongoing needs for multiple projectors in multiple theaters.

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>04</td>
<td>8+ Classes</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Porcelain Dry Erase Board with wheels

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
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<td>$41.61</td>
<td>$95.00</td>
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</table>

One-time expenses: (e.g. construction, electrical, installation)
Caster installation to be done by drama staff
**On-going Expenses:** (e.g. maintenance, repairs, staffing, and/or upgrades)
markers and erasers, less than $100 per annum

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

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. Asked for 2 times, received at no time.

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)
   Possibly. Chalk dust is a known allergen.

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?
   Better visualization of teaching concepts and other valuable information for students.

   Yes.

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?
   Currently, only the Drama classroom has a chalkboard. Portability of this board will give access to more students in various areas of the department.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Students will be able to visualize what is being taught.

   Yes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Evaluation of skill development using this equipment.

   Blackboards are critical to the learning environment.

**Additional Justification for this item:**
Our current black(green)board is stained and chalk dust is a respiration hazard and we would like to replace it.

---

**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>100+ Students</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

**Description and part number for ordering:**
New dimming system, should be a Bond purchase, but will not be covered at this time

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
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<td>$0.00</td>
<td>$96,045.00</td>
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</tbody>
</table>

**One-time expenses:** (e.g. construction, electrical, installation)
Installation of new dimmers and disposal of old dimmers could be $15000

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
After the warranty period is over perhaps $100 per year.

Item to be shared with the following Department/Program: (Include any shared expenses)
Drama, Dance, Music and other internal and external users of the theaters

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. We have requested this item 5+ 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)
   unknown

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?
   Greater dimming capacity would allow for increased teaching and learning of the use and flexibility of theatrical lighting possibilities.
   Yes.

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?
   New dimmers would allow for an improved artistic outcome with greater flexibility and allow for multiple shows being performed concurrently.

   Over 400 students perform on the Fine Arts Theater stage per year.
   Yes.

   Yes.

   Yes.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Students will be able to test their artistic theories/techniques about lighting stage productions.
   Yes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Evaluation of skills developed with new equipment.

   Area high schools have more advanced versions of this equipment as compared to our out-of-date system.

Additional Justification for this item:

   The existing dimming system is more than 25 years old and no longer sufficient for a facility of this size. A
new dimming system would help our students grow as designers and technicians and would be more attractive to potential outside groups (renters). A new dimming system would allow greater flexibility in lighting all of the performances in the Fine Arts Theater, once the best equipped theater in Marin County, now lagging behind most, if not all, of the public High Schools.

### I. Instructional Equipment/Materials Requirements

**Priority:**

- 06

**To Support:**

- 10+ Classes

**Category:**

- Over $200 Each

**Discipline Area:**

- Drama

**Description and part number for ordering:**

Headsets and beltpacks for intercom, See Item 1).

**Qty.** | **Unit Cost:** | **Tax:** | **Shipping:** | **Total:**
--- | --- | --- | --- | ---
12 | $466.00 | $45.00 | $100.00 | $5,737.00

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

None Expected

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

None Expected

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

None Expected

**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. The current headsets are 22 years old and have broken parts. The current headsets are shared between the two main theaters in the building and they see, at certain points during the year, somevery hard use.

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)

   unknown

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?**

   Better communication between technicians working on a performance means better outcomes for those students and productions. They will be utilized for several production classes.

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?**

   Currently there are insufficient intercom devices to support programs in both theaters simultaneously.

   Approximately 25

   Yes.

   Yes.

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

   Students will be able to communicate more effectively with this equipment.
6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Evaluation of skill development with this equipment.

Current equipment has broken parts.

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>07</td>
<td>10+ Classes</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Intercom base station.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
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<th>Total:</th>
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<tbody>
<tr>
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<td>$1,000.00</td>
<td>$95.00</td>
<td>$100.00</td>
<td>$2,195.00</td>
</tr>
</tbody>
</table>

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

None expected

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

None expected

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

Drama, Dance, Music and other internal and external users of the theaters

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. The current intercom base station is 22 years old and has broken parts. This base station is shared between the two main theaters in the building and sees, at certain points during the year, some very hard use. This item has been requested 3+ times, each denied.

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)

unknown

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 will be able to use quality equipment that won't break down in the middle of a performance.

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 would allow greater student access to the equipment and they would not have to share equipment.

25-30 students per year use this equipment.

Yes.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students will be able to operate an intercom system correctly.

Yes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
Evaluation of skill development with new equipment.

Current system is malfunctioning.

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>08</td>
<td>100+ Students</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Variable speed compact disc players

<table>
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<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
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<th>Total:</th>
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<td>$85.00</td>
<td>$923.00</td>
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</table>

One-time expenses: (e.g. construction, electrical, installation)
None Expected

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
None Expected

Item to be shared with the following Department/Program: (Include any shared expenses)
Drama, Dance, Music and other internal and external users of the theaters.

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. We have requested this item 3+ times in the past.

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

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 CD players are used for sound effects and music playback for performances.

Being able to adjust speeds in real time would allow students to learn new skills and accommodate many unforeseen problems encountered in performances.

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?
Currently this equipment isn't available in the theater. To adjust music or sound
effects requires remastering CDs, which because of copywrite laws is difficult at
best.

Over 200 students, who will potentially perform with some musical accompaniment.

Yes.

Yes.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students will be able to execute sound playback with this new equipment.

Greater access would allow more students to become proficient in sound playback
thereby making those student more employable in the theater world.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
Evaluation of skill development with new equipment.

Most theatres in the area have equipment of this sort.

Additional Justification for this item:
Audio playback is a mainstay of many performances and absolutely vital to the Dance
department. With a standard CD player one is locked into the tempo in which the music/sound
effect was recorded. With a variable speed playback CD play one can speed up or slow down the
audio if necessary, a very handy trick.

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>5+ Classes</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Dress Form Mannequins

<table>
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<tr>
<th>Qty</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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<tbody>
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<td>$306.00</td>
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</table>

One-time expenses: (e.g. construction, electrical, installation)
None Expected

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
None Expected

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

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. Requested 3 times in the past.
2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   unknown

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?
   Teachers instruct students on the basics of costume fitting and tailoring on these dress forms.

   Yes. Students cannot learn without the proper tools to accomplish their tasks.

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?
   New forms would allow greater access to students wanting to learn their craft.

   25 students per year would have access to these tools.

   Yes.

   Yes.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Students will be able to excel with costume fitting by using this equipment.

   Yes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Evaluation of skill development with new equipment.

   All costume shops have a need for mannequins to work with.

Additional Justification for this item:

The existing dress forms probably came with the building, some 41 years ago. Some have broken parts, some no longer function as designed and all are well worn. New dress forms would allow us to give the most worn among them the proper burial they so richly deserve.

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>100+ Students</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Hanging Cyclorama lighting Strips

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
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<td>$1,376.25</td>
<td>$130.75</td>
<td>$1,205.40</td>
<td>$12,346.15</td>
</tr>
</tbody>
</table>

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

Installation of connectors do be done by drama staff, storage and disposal of existing fixtures, $500

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

Less than $100 per year in replacement lamps

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. We have requested these items 3+ times, no resulting purchases.

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)
   - unknown

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?
   - Greater access to the newest equipment will allow the students to be more successful in their endeavors in the performance environment.

   Yes, we will use this equipment for several classes.

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?
   - Our students train and perform with these lights.
   - Over 100 students per year.

   Yes.

   Yes.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   - Students will be able to excel with the newest equipment available.

   Yes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   - Evaluation of skills developed with new equipment.
   - Area high schools have more up to date versions of this equipment.

**Additional Justification for this item:**

Currently the Performing Arts groups using the theater are using 40 year old equipment which is bulky and difficult to use and change color filters. Many of these units have been cannibalized to keep others running. This equipment uses glass filters to produce color and this glass through abuse/accidents is breaking and irreplaceable causing noticeable streaks of color in our backgrounds. Additionally, since we don't have enough units to cover the cyc, the Drama and Dance departments have been renting equipment, at $700 per semester to properly light the cyc, obviously a large burden on the budget.
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>100+ Students</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Floor cyc lighting strips

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
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<td>$130.75</td>
<td>$1,200.00</td>
<td>$12,340.75</td>
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</table>

One-time expenses: (e.g. construction, electrical, installation)
Installation of connectors do be done by drama staff, storage and disposal of existing fixtures, $500

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
less than $100 per year in replacement lamps for these items

Item to be shared with the following Department/Program: (Include any shared expenses)
Drama Dance Music and Outside Events (Renters)

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. We have requested this item 3+ times, none delivered.

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)
   unknown

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?
   Greater access to the newest equipment will allow the students to be more successful in their endeavors in the performance environment.
   Yes, we will use this equipment for several classes.

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?
   Our students train and perform with these lights.
   Over 100 students per year.
   Yes.
   Yes.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Students will be able to excel with the newest equipment available.
   Yes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Evaluation of skills developed with new equipment.
Area high schools have more up to date versions of this equipment.

**Additional Justification for this item:**
Currently the Performing Arts groups using the theater are using 40 year old equipment which is bulky and difficult to use and change color filters. Many of these units have been cannibalized to keep others running. This equipment uses glass filters to produce color and this glass through abuse/accidents is breaking and irreplaceable causing noticeable streaks of color in our backgrounds. Additionally, since we don’t have enough units to cover the cycl, the Drama and Dance departments have been renting equipment, at $700 per semester to properly light the cycl, obviously a large burden on the budget.

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>11</td>
<td>100+ Students</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
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</table>

**Description and part number for ordering:**

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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<tr>
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<td>$872.95</td>
<td>$82.93</td>
<td>$0.00</td>
<td>$955.88</td>
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</tbody>
</table>

**One-time expenses:** (e.g. construction, electrical, installation)
None

**On-going Expenses:** (e.g. maintenance, repairs, staffing, and/or upgrades)
None

**Item to be shared with the following Department/Program:** (Include any shared expenses)
Dance and Music will be able to share this item with the Drama Department

**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.** This camera would provide an excellent teaching tool for instructors who are describing to students how they want performance techniques changed. If the student is able to see exactly what he or she is doing that needs correction, it makes it much easier for the student to understand what changes are required and ultimately make the correction. It will also provide a visual record of performances to be archived for music, Dance and Drama to retain as a record of performances.

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

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?**
   When an instructor is able to demonstrate to a student exactly how the technique that a student is performing requires changing or improving, it makes it much easier for student and instructor to communicate completely and with full understanding of what is required for the desired outcome.

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 allow all students in technique classes as well as performances to see their performance or technique exercises exactly as they present them so they will have a complete understanding of how they look, how they have interpreted directions and whether or not their performance is appropriate.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students will be able to achieve greater success, by being able to see their performance. Technical Theatre students will also achieve more success by seeing settings, costumes, lighting effects, etc. during performance with actors or dancers actually appearing on the set or in the costumes under the lighting.

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

Evaluation of skills developed with addition of equipment use.

Most theatre consider a video camera to be standard equipment.

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>12</td>
<td>8 Classes</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Industrial iron

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
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<tr>
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<td>$57.00</td>
<td>$66.00</td>
<td>$723.00</td>
</tr>
</tbody>
</table>

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

None Expected

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

None Expected

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

Drama Dance and Music

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. Requested 3 times in the past.

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)
   unknown

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?
   Costuming Faculty and students are constantly ironing fabric to produce costumes for the stage and need proper equipment.

   Yes.

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?
   The iron currently in use is insufficient for the needs of the costume shop.

   Over 100 drama students appear in costume on the stages in the Fine Arts building and most of them require ironing at some point, if not daily.
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Students will be able to execute proper techniques of costume maintenance.

Yes.

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

Evaluation of skill development with new equipment.

A dependable iron is vital to a successful costume shop.

Additional Justification for this item:

Our costume shop is without a quality iron, a basic tool in the production of costumes and properties. Currently we are using home irons which do not stand up to the rigors of constant, 8 or more hours a day, academic use.

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>13</td>
<td>8 Classes</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Serger Sewing Machines

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<th>Qty.</th>
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<td>$95.00</td>
<td>$219.00</td>
<td>$2,314.00</td>
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</table>

One-time expenses: (e.g. construction, electrical, installation)
None Expected

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
Needles Thread and occasional maintenance, less than $200 per year

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

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 or more times requested, denied just as often.

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)
   unknown

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?
   Industrial sewing machines are the souped up version of home machines, but are more rugged and less likely to break down.
Yes.

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 must frequently wait for maintenance by staff/faculty to perform their class assignments.

20 or more students per year use this type of equipment.

Yes.

Yes.

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

Students will be able to master new sewing skills with this equipment.

Yes.

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

Costume shops must have dependable/workable sewing machines in order to function.

Additional Justification for this item:

The current sergers are several years old and difficult for the average student to use properly and designed for the occasional home use. Industrial sergers are designed for the constant kind of use and abuse that a busy costume shop gives them. Students going on to professional shops or other Colleges will be properly trained on this equipment.

---

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>14</td>
<td>8+ Classes</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Clothes washer and Dryer

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$114.00</td>
<td>$150.00</td>
<td>$1,464.00</td>
</tr>
</tbody>
</table>

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

Installation to be performed by campus plumber. Possibly $100 in materials required.

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

After warranty period expires perhaps $100 per year in maintenance, but should save money and water with more efficient machines

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

Drama Dance and Music

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. Twice asked for, so far no luck.

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)
unknown

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 must learn the proper way to construct and maintain costume. Costumes and costume making materials must be washed to maintain their appearance facilitate construction and protect student health.

Yes.

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?
The current washer was a donation and the current dryer is over 25 years old and a bit cranky often causing students to wait well beyond their allotted class time to finish their assignments.

100+

Yes.

Yes.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
Students will be able to perform proper maintenance of costumes for classes and productions.

Yes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
All costume shops need a dependable washer and dryer.

Additional Justification for this item:
A new washer and dryer would likely be more efficient in their use of water and energy.

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>15</td>
<td>5 Classes</td>
<td>Over $200 Each</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Mig Welder

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,000.00</td>
<td>$95.00</td>
<td>$110.00</td>
<td>$1,205.00</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)
Electrical installation by district electrician, perhaps $100. in materials

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
Training at IVC welding class and ongoing welding wire and gasses $100. per year
Item to be shared with the following Department/Program: (Include any shared expenses)
Drama Dance and Music

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. Thrice requested, thrice denied.

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)
   unknown

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 could learn how welding can improve theatrical productions and repair vital equipment.
   Yes.

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?
   Current welder is unsafe for student use and because it is a "stick" welder, it is difficult for students to learn welding techniques, causing unsafe connections.
   Approximately 100.
   Yes.
   Yes.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Students will be able to perform welding techniques with this new equipment.
   Yes. The more skills a student has, the more employable they will be in the future.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Evaluation of skill development with new equipment.

This piece of equipment is critical to the work in scene shops.

Additional Justification for this item:
The current stick welder is on its last leg. A new welder would allow greater welding capability to the shop and allow for some maintenance of existing equipment.
# Faculty Members

## DRAM-2009

### I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bihr</td>
<td>Jeffrey</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Dunn</td>
<td>James</td>
<td>C.</td>
<td></td>
</tr>
<tr>
<td>Hall</td>
<td>William</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Status:

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

#### Summer 2009 TU

<table>
<thead>
<tr>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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</thead>
<tbody>
<tr>
<td>3.320</td>
<td>6</td>
<td>00.000</td>
</tr>
</tbody>
</table>

#### Years of Service:

- 4

#### Specialty:

- Theatre Arts, Shakespeare, Character lab, Suzuki, Directing, Audition, Comedy
- Directing - Have taught directing classes and directed about 150 productions. Acting;
- Dramatic Literature; Audition Technique; History of Theatre

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

- Founder and Chair of the Drama Department for 25 years
- Served on Curriculum Committee for 15 years
- Artistic Director of the Marin county mountain play for 26 years

#### Improvisational Theatre (Founded BATS Improv in SF, largest Improv School and Theatre in Northern California), theatre masks (performed and taught as guest lecturer at various universities including Stanford, SF State, University of Florida), Commedia dell'Arte advisor to various productions, Business Innovation (Theatre in Residence, The Idea Factory, Dr. John Kao), Presentation Training (Google, Cisco, BATS Improv, Stand & Deliver), Business Theatre (with my company Fratelli Bologna, clients include HP and Microsoft), Long Form Improvisation including The Life Game (traveled to Poland to train and direct), meeting facilitation and instructional design (worked with Thiagi).
Killam Paul F

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

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
2.383 7.150 7.150 00.000

Years of Service: Specialty:
7 Drama improvisation

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:
Klein Lisa

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

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
2.383 6 0 00.000

Years of Service: Specialty:
4 Improvisation, Acting, Directing

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:
Krempetz Ronald E

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

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
3.25 2.25 00.000

Years of Service: Specialty:
27 Set Design; Technical Theatre History

Leadership: List involvement in committees or other service
Community and Small Business:
- Design Consultant - Non-Profit Theatre
- Theatre & Project Management - Non-Profit Theatre
- Small Business Bookkeeping (Theatre and Trade Show)

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer
Last Name First Name MI Year Retired:
Noble Mary (Molly) G

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

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
4 3 00.000

Years of Service: Specialty:
7 Voice for the Actor (Linklater System); Acting Instructor; Director; Shakespeare; Introduction to the Theatre.

Leadership: List involvement in committees or other service
Professional actress. Artistic Director of PORCHLIGHT THEATRE, a Marin County Professional theatre.

### 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>Polen</td>
<td>Patricia G.</td>
<td>G.</td>
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<tr>
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<td><strong>Summer 2009 TU</strong></td>
<td><strong>Fall 2009 TU</strong></td>
<td><strong>Spring 2010 TU</strong></td>
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<td><strong>Years of Service:</strong></td>
<td><strong>Specialty:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.5</td>
<td>Costume Design; Costume History; Costume Construction; Theatrical Make-up/Wigs; Introduction to Theatre and Theatre History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Professional Costume Designer for the Marin County Mountain Play. Professional Wig and Make-up Artist with both the San Francisco and Portland Opera Companies.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor</td>
<td>William Allen</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Status:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, tenured</td>
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<td><strong>Fall 2009 TU</strong></td>
<td><strong>Spring 2010 TU</strong></td>
<td><strong>Reassigned (Total)</strong></td>
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</tr>
<tr>
<td><strong>Years of Service:</strong></td>
<td><strong>Specialty:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Acting, Directing, Solo Performance, Theatre Intro, Seminar and Fieldwork</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Recruitment/Outreach Coordinator(Off and On Campus Events) for Drama Department and general campus; COM Diversity on-campus events participation (ongoing); Drama Department fundraising coordinator; Drama Club Advisor; Drama Department Coordinator (Fall 2001); Department liaison with theatre community. Department Chair-2009-2010

<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>Weber</td>
<td>Andrea</td>
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</tr>
<tr>
<td><strong>Status:</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Emergency Hire</td>
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<tr>
<td><strong>Summer 2009 TU</strong></td>
<td><strong>Fall 2009 TU</strong></td>
<td><strong>Spring 2010 TU</strong></td>
<td><strong>Reassigned (Total)</strong></td>
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<td></td>
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<tr>
<td><strong>Years of Service:</strong></td>
<td><strong>Specialty:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>stage movement; stage combat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Additional Teaching Unit Requests

**II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).**

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting II, Improvisation II</td>
<td>3/3</td>
<td>1/1</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

http://programreview.marin.edu/TUReportFaculty.jsp 2/23/2010
To meet Program requirements for the following:

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

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

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.
   1. Acting II and Improvisation II are necessary in the curriculum to give continuity to the progression of technique in these areas.
   2. No.
   3. No.
   4. Student will be able to advance the techniques learned in Acting I and Improvisation I.
   5. The last time we were able to offer both classes, there was good enrollment.

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

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

   Drama requests one additional FT faculty member to replace recently retired FT faculty. Carla Zilbersmith retired at the end of the Spring-2008 semester after fourteen years of service. We had 2 full-timers from Fall -2000 until that time.

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.

   There is a need for two full-timers in the department because the part-timers don’t have the time or allegiance (understandably) to the department that would satisfy the department's long range goals.

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?

   None. 9 units.

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

   One. W. Allen Taylor, who joined the faculty for the Fall-2000 semester.

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).

   We lost teaching units between fall-2007 and fall-2008 because of low enrolled classes being cancelled. This was due to a 3 unit class not being listed in the schedule, which occurred because of several last minute changes in the schedule necessitated by Carla Zilbersmith's abrupt departure. It is important to have these units restored to the program, since they were lost due to reasons caused by a health crisis.

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 waitlists 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.

   We have had a recent growth in enrollment and the current semester has continued the upswing. We currently

http://programreview.marin.edu/TUReportFaculty.jsp
have several classes with their highest enrollment in several semesters, including Acting I -130, Improvisation I-126, Improvisation Performance -127, Acting for the Director's workshop- 134 and Storytelling and Personal Narratives - 143.

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.

Our enrollment is increasing and we could easily add two to three more classes to our schedule if we had the faculty and teaching units. Case in point, Acting II and Improvisation II could be offered (and filled) on a regular basis, as we have great numbers in the introduction classes of both tracks. The students would have more opportunities to advance to the next level.

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.

There are about 40 units in the discipline each semester, only 15 of which are full-time. This means that there is in excess of 62% part-time faculty in the discipline. It is important that this replacement be considered immediately to maintain the health of the program. Also, it would allow us to expand the program more effectively by offering the majority of our blueprint with FT faculty.

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.

Students are eager to take additional classes outside of the the blueprint, but we are at our unit allocation limit. An additional FT faculty member would allow us to hire more specialty faculty for classes outside of the blueprint, which would be handled primarily by the FT faculty.

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

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>Assistant Stg. Mgr.</td>
<td>Other</td>
<td></td>
<td>25</td>
<td>10Classes</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Short-term hourly or contracted employee who assists the stage manager during rehearsals and performances of any given show. May not be needed for every show. Only works for the eight-week rehearsal and performance period of any given show. May be a different individual for any given production.

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>Asst. Costume Design</td>
<td>Other</td>
<td></td>
<td>15</td>
<td>10Classes</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Short term hourly or contracted employee who assists the Costume Designer with the purchasing of materials and construction of costumes for any given show. May not be needed for every show. Only works for the eight-week rehearsal and performance period of any given show. May be a different individual for any given show.

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>Costume Cutter/Stitch</td>
<td>Other</td>
<td></td>
<td>15</td>
<td>10Classes</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Short-term hourly or contracted employee who cuts and stitches and strikes costumes for any given production. May not be needed for all productions. Only works for the eight-week rehearsal and performance period of any given show. May be a different individual for any given production.

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>Costume Designer</td>
<td>Other</td>
<td></td>
<td>37</td>
<td>10Classes</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Short-term hourly or contracted employee who supports a specific production by designing, building, striking and storing the costumes. Only works for the eight-week rehearsal and performance period of the show. May be a different individual for any given show.

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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dance Coach Other 10 Classes

Leadership: List involvement in committees or other service
Short-term contract employee hired to coach specialty dances for any given production requiring such a service. Not necessary for all productions. Only works for the six-week rehearsal period of any given production. May be a different person for any given production.

List of Support Staff
Name: Type Purpose: Hours/Week To support:
David L. Smith Other 18 all Students

Leadership: List involvement in committees or other service
David is a Professional Expert hired to fill in as Theatre Manager until the position is officially re-opened. He works Drama, Dance & Music shows, and other bookings in the Performing Arts facilities.

List of Support Staff
Name: Type Purpose: Hours/Week To support:
David M. White Other 37 22 Students

Leadership: List involvement in committees or other service
The Designer/Stage Technician position supports all technical aspects of productions and class activities for both the Drama and Dance departments. This involves construction of sets and properties, lighting and sound as well as design of some production elements for Studio Theatre and Dance presentations. The position is responsible for some equipment maintenance and re-configuration of the Studio Theatre layout as required for productions or class presentations. This position often requires after hours work as this is when Theatre and Dance happen. The Designer/Stage Technician serves as a teaching aide to the faculty in the technical theatre classes associated with productions. Mr. White has served on numerous hiring committees and served as Vice-president of the Classified Employees' union, CSEA, for a time.

List of Support Staff
Name: Type Purpose: Hours/Week To support:
Dialect Coach Other 10 10 Classes

Leadership: List involvement in committees or other service
Short-term contract employee hired to assist actors with specialty dialects. Not needed for all shows. Only works for the six-week rehearsal period of any given show. May be a different individual for any given production.

List of Support Staff
Name: Type Purpose: Hours/Week To support:
Guest Artists Other 25 10 Classes

Leadership: List involvement in committees or other service
Short-term contract employees who perform in any given production. May not be needed in all productions. Only works for the eight-week rehearsal and performance period of any given show. Will be different individuals for different productions.

**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>House Manager</td>
<td>Other</td>
<td>20</td>
<td>10Classes</td>
<td></td>
</tr>
</tbody>
</table>

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

Short term hourly or contract employee who manages the house during all performances of each production. Sets up and cleans up all concessions items before and after each show and directs ushers for each performance. May be a different person for any given show.

**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>Joanna Pinckney</td>
<td>Clerical</td>
<td>all</td>
<td>Students</td>
<td></td>
</tr>
</tbody>
</table>

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

Joanna is the Administrative Assistant of Performing Arts at College of Marin and a Life Member of Alpha Gamma Sigma Honor Society. She is also a member of the American Federation of Musicians (AFM), previously on contract negotiating committee for Stockton Symphony Association, Personnel Manager of Stockton Symphony, Concertmaster of and String Coach for the College of Marin Symphony Orchestra.

**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>Light Board Operator</td>
<td>Other</td>
<td>15</td>
<td>10Classes</td>
<td></td>
</tr>
</tbody>
</table>

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

Short-term hourly employee who supports a specific production by operating the light board during dress rehearsals and performances of a specific production. Only works for the three-week period of dress rehearsals and performances. May be a different individual for any given show.

**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>Lighting Designer</td>
<td>Other</td>
<td>37</td>
<td>10Classes</td>
<td></td>
</tr>
</tbody>
</table>

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

Short-term hourly or contracted employee who supports a specific production by designing, rigging and striking the lighting. Only works for the eight-week rehearsal and performance period of the show. May be a different individual for any given show.
<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>Master Electrician</td>
<td>Other</td>
<td></td>
<td>12</td>
<td>10 Classes</td>
</tr>
</tbody>
</table>

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

Short-term hourly or contracted employee who rigs all the lighting instruments and strikes them at the end of the production. May not be needed for all productions if the show is a small one and the Technical Director is able to absorb these duties. Only works for the eight week rehearsal and performance period of any given show. May be a different individual for any given show.

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<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>Milliner</td>
<td>Other</td>
<td></td>
<td>15</td>
<td>10 Classes</td>
</tr>
</tbody>
</table>

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

Short-term hourly or contracted employee who designs and builds hats for any given production. May not be needed for every production. Only works for the eight-week rehearsal and performance period of any given production. May be a different individual for any given production.

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<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>Properties Design</td>
<td>Other</td>
<td></td>
<td>37</td>
<td>10 Classes</td>
</tr>
</tbody>
</table>

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

Short-term hourly or contracted employee who designs, procures, and/or builds properties for any given production. May not be needed for every show. Only works for the eight-week rehearsal and performance period of any given production. May be a different individual for any given production.

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<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>Rehearsal Accompanis</td>
<td>Other</td>
<td></td>
<td>25</td>
<td>10 Classes</td>
</tr>
</tbody>
</table>

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

Short-term contract employee who plays piano during rehearsals and performances of musical productions. Only works during the eight-week rehearsal and performance period of any given show. May be a different individual for any given production.

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<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>Robin Jackson</td>
<td>Other</td>
<td></td>
<td>37</td>
<td>36 Classes</td>
</tr>
</tbody>
</table>

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

The Production Technician position supports both the Drama and Dance Departments for all production activities and clerical/secretarial for the Drama Department as well. The Production Technician supports the Drama Club and its activities and works closely...
with the faculties of both departments to make sure that all clerical and instructional needs are met and ready for classes. The position often requires after hours work, as that is when theatre and dance happen. Ms. Jackson also has served on several hiring committees over the years when time allows and is also an experienced community voice-over artist and community theatre actress.

<table>
<thead>
<tr>
<th>List of Support Staff</th>
<th>Name:</th>
<th>Type</th>
<th>Purpose :</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenic Painter</td>
<td>Other</td>
<td>15</td>
<td>10 Classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Short-term hourly employee or contracted employee who supports a specific production by painting the scenery and striking the sets at the end of the show. May not be needed for every production. Only works for a six week period – from when the set is built enough to begin painting until the show closes. May be a different person for any given production.

<table>
<thead>
<tr>
<th>List of Support Staff</th>
<th>Name:</th>
<th>Type</th>
<th>Purpose :</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set Designer</td>
<td>Other</td>
<td>37</td>
<td>10 Classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Short-term hourly or contracted employee who supports a specific production by designing, building and striking the sets. Only works for the eight-week rehearsal and performance period of the show. May be a different person for any given show.

<table>
<thead>
<tr>
<th>List of Support Staff</th>
<th>Name:</th>
<th>Type</th>
<th>Purpose :</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound Design</td>
<td>Other</td>
<td>37</td>
<td>10 Classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Short-term hourly or contracted employee who designs and records the sound effects and incidental music for any given production. May not be needed for each production. Only works for the eight-week rehearsal and performance period of any given show. May be a different individual for any given show.

<table>
<thead>
<tr>
<th>List of Support Staff</th>
<th>Name:</th>
<th>Type</th>
<th>Purpose :</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage Carpenter</td>
<td>Other</td>
<td>15</td>
<td>10 Classes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Short-term hourly or contract employee who supports a specific production by helping build and strike the set. May not be hired for every show. Only works for the eight-week rehearsal/performance period of the production. May be a different individual for any given show.
### 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>Stage Crew</td>
<td>Other</td>
<td></td>
<td>15</td>
<td>10 Classes</td>
</tr>
</tbody>
</table>

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

Short-term hourly or contracted employee who works back stage moving scenery or operating the fly rails during dress rehearsals and performances of any given production. May not be needed for all productions. Only works for the three-week dress rehearsal and performance period of any given show. Helps strike. May be a different individual for any given production.

<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>Stage Manager</td>
<td>Other</td>
<td></td>
<td>25</td>
<td>10 Classes</td>
</tr>
</tbody>
</table>

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

Short-term hourly or contracted employee who manages all back stage aspects of the production during rehearsals and performances; assists with strike. Only works for the eight-week rehearsal and performance period of any given show. May be a different individual for any given show.

<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>Wardrobe Mistress</td>
<td>Other</td>
<td></td>
<td>15</td>
<td>10 Classes</td>
</tr>
</tbody>
</table>

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

Short-term hourly or contracted employee who works on costumes, helps backstage with quick changes and manages laundry after performances and assists with striking costumes. May not be needed for all productions. Only works for the three-week dress rehearsal and performance period of any given production. May be a different person for any given show.

### II. Request for additional **support staff** (clerical, lab tech, IS, comp tech, tutor, etc.)
Program Summary
DRAM-2009

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

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

The department is proud of its track record in providing high quality instruction, producing critically-acclaimed mainstage and studio productions, transferring students to 4-year institutions, and the long list of former students that have gone on to work in the profession.

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 main resources needed are: -The replacement of a full-time faculty member, leaving on disability as of the Fall of 2008. -Budgetary increase consideration for our department productions. -Top three instructional equipment items needed: 1) Source 4 Ellipsoidal stage lighting fixtures, 2) Replacement of old inefficient PAR lighting fixtures, 3) Video Projector, 4000 lumens.

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

The Drama Department intended actions include: -Continued expansion of recruitment and outreach to increase enrollment and diversity. -Continued revision of several course offerings and development of a two-year plan for drama schedule of classes. -Continued expansion of students in the A.A. degree program track. -Continued expansion of relationships with four-year institutions and the theatre community.

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?

We received a miter saw that was requested for instructional equipment.

We just received it, but anticipate that it will greatly enhance the learning outcomes and success of the students. Also it will be a safety improvement.

We achieved significant progress with each of the moving forward objectives from last year's review.

Increase in majors and enrollment.
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.

1A. Additional teaching units are needed to offer all the classes that are apart of our 2-year blueprint and will insure that our transfer/major students succeed.

1B. Our instructional equipment needs, that begin with: a) Source 4 Ellipsoidal stage lighting fixtures, b) Replacement of old inefficient PAR lighting fixtures, c) Video Projector, 4000 lumens.

1C. A additional FT faculty.

2A. It is important to have these units restored to the program, since they were lost due to reasons caused by a health crisis and not by a reduction of students.

2B. The first two are replacement requests of outdated/worn-out equipment. The third is a critical piece of equipment that’s been needed for many years.

2C. It is very difficult to run the drama discipline with only one full-time faculty member in place. There are about 40 units in the discipline each semester, only 15 of which are full-time. This means that there is in excess of 62% part time faculty in the discipline. It is important that this replacement be considered immediately to maintain the health of the program.

3. To offer the students the most comprehensive program that we can. To keep up to date and provide the students with the latest technology for their learning progress. To serve the students and the program with as much continuity as possible.

VI. Other concluding remarks.
The Drama Department has been a shining example of what a community college can mean to its surrounding community. For more than forty years, the department has consistently been regarded as one of the top community college theatre programs in the Bay Area and in the state. The quality of its students who transfer and enter the workforce as well as the quality of its productions have gone far in cementing this reputation. The department intends to carry on this tradition of serving its community by keeping its production standards high and providing the best possible training available to its students. Thank you for your support in maintaining and expanding this important endeavor.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

   Department chair did the program review. No further comment.

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.

3. Please comment on the faculty and staff sections.

4. Other comments