I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>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>F. Agudelo-Silva</td>
<td>Primary Team Member</td>
<td><a href="mailto:fernando.agudelosilva@marin.edu">fernando.agudelosilva@marin.edu</a></td>
<td>415-457-8811 x 7397</td>
<td>whole program review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Agudelo-Silva</td>
<td>Primary Team Member</td>
<td><a href="mailto:fernando.agudelosilva@marin.edu">fernando.agudelosilva@marin.edu</a></td>
<td>415-457-8811 x 7397</td>
<td>Most of the Review</td>
<td></td>
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</table>

II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<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</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Erik Dunmire</td>
<td></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>
<td></td>
</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>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
<td></td>
<td></td>
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</tbody>
</table>

III. Vice President of Academic Affairs

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

IV. Board of Trustees President

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

This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, IPC and Budget. Please enter items that will be used over a period of semesters BY STUDENTS.. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests".

Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

## I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>50 Students</td>
<td>Under $200 Each</td>
<td>Env. Landscaping</td>
</tr>
</tbody>
</table>

### Description and part number for ordering:

**Tally register**

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>$12.00</td>
<td>$1.00</td>
<td>$1.00</td>
<td>$302.00</td>
</tr>
</tbody>
</table>

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

N/A

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

N/A

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

Biology

**Do you have space for this equipment?**

Yes

**Justification for Item (See Rating Rubric)**

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

   A.

   This equipment has not been requested before

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)

   N/A

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 who take many classes in the Department must count multiple objects. Insects, plants, seeds, particles. They must have access to counters
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?

Approximately 50 students per year will benefit from this equipment. If we have well equipped laboratories and students are satisfied, more students will register for our classes.

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

The SLP's of classes such as ELND160, soils and ELND120A and B, Landscape Ecology will be achieved.

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

We will survey students to assess how they achieve the SLO's of the classes for which the equipment was purchased.

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>01</td>
<td>3 Classes</td>
<td>Under $200 Each</td>
<td></td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Ohaus compact Portable electronic scales

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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<tbody>
<tr>
<td>4</td>
<td>$130.00</td>
<td>$8.00</td>
<td>$2.00</td>
<td>$530.00</td>
</tr>
</tbody>
</table>

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

N/A

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

N/A

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

Biology

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)

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

A. Classes such as soils and landscape ecology must conduct experiments which require that students weigh soils and plant parts. These scales are crucial to teach classes such as Soils and Landscape Ecology.

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

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

The quality of the instruction will be greatly improved. Currently, we have very few electronic scales and students are very limited in the execution of their experiments.

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?

Roughly 60 students will benefit by the purchase of this equipment.

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

The learning outcomes of the soils class, ELND160 and Landscape Ecology 120A and B will be achieved.

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

We will assess how well the Learning Outcomes for the classes are achieved.

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>01</td>
<td>4 Classes</td>
<td>Over $200 Each</td>
<td>ELND</td>
</tr>
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</table>

Description and part number for ordering:

Materials for native plant propagation.

<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>$7,000.00</td>
<td>$700.00</td>
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<td>$7,800.00</td>
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</table>

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

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

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

Do you have space for this equipment?

Justification for Item (See Rating Rubric)

1. Indicate how important this item is to the life of your discipline.

- ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
- ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
- ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

A. The ELND program needs to acquire the additional supplies and materials to establish a native plant propagation facility. Landscape designers are using more native plants in their sustainable landscapes. Students graduating from our program should be familiar with native plants of the area and how to design sustainable landscapes.
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)
   No

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 learn the proper methods for the propagation of native plants and how they can be used in sustainable landscapes.

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 type of program will attract a large number of people from the community who want to learn how to design sustainable landscapes through the use of native plants.

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?
   Students will be able to design sustainable landscapes using native plants. In order for new construction to achieve lead points, they will need to use native plants to help them design sustainable landscapes.

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
   Enrollment in classes will increase because we will be teaching what students are looking for in terms of environmental landscape.

Additional Justification for this item:
I. Consumable Instructional Operating Supplies

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

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>4 Classes</td>
<td>ELND</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000.0</td>
<td>0.0</td>
<td>5000.0</td>
</tr>
</tbody>
</table>

Type

New

How Long?

Ongoing/Recurring

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

Justification for Item (See Rating Rubric)

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

   A. The ELND program needs to acquire the additional supplies and materials to establish a native plant propagation facility. Landscape designers are using more native plants in their sustainable landscapes. Students graduating from our program should be familiar with native plants of the area and how to design sustainable landscapes.

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

   NO

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

   Students will learn the proper methods for the propagation of native plants and how they can be used in sustainable landscapes.

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

   This type of program will attract a large number of people from the community who want to learn how to design sustainable landscapes through the use of native plants

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

   Students will be able to design sustainable landscapes using native plants. In order for new construction to achieve lead points, they will need to use native plants to
help them design sustainable landscapes.

I. Consumable Instructional Operating Supplies

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

Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. DOn't fill out if your supply budget has not changed.

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

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0 None</td>
<td></td>
</tr>
</tbody>
</table>

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

Materials for native plant propagation.

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

<table>
<thead>
<tr>
<th>Type</th>
<th>How Long?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

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

Justification for Item (See Rating Rubric)

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

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

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

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

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

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

### ELND-2010

### I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status: Shared W/other program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agudelo-Silva</td>
<td>Fernando</td>
<td></td>
<td></td>
<td>Full-time, tenured Yes</td>
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<table>
<thead>
<tr>
<th></th>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
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<tbody>
<tr>
<td></td>
<td>6</td>
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</tbody>
</table>

**Years of Service:** 8  
**Specialty:** Biology and Environmental Landscape, Environmental and Health Sciences

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

- President of Facilities Planning Committee for three years until 2009. Currently member of this committee
- Faculty Sponsor of the Land Sustainability Student Club
- Founder and main promoter of the Biology Department Botanical Garden and Arboretum
- Member of the Museum Committee for College of Marin
- Founder of the Water Management and Technology Center at College of Marin

### Buckner Lisa

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status: Shared W/other program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buckner</td>
<td>Lisa</td>
<td>Part-time, ETNUM No</td>
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</table>

<table>
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<tr>
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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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<td>1.5</td>
<td>1.5</td>
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</tbody>
</table>

**Years of Service:** 2  
**Specialty:** organic farming and gardening

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

- Liza assists in curriculum development and teaching of classes on organic gardening and landscaping

### Burgi Charlene

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Status: Shared W/other program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burgi</td>
<td>Charlene</td>
<td>Part-time, ETNUM No</td>
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<tr>
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<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
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</thead>
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<td></td>
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<td>0</td>
<td>3.00</td>
<td>0.000</td>
</tr>
</tbody>
</table>

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

- No additional leadership roles listed.
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status:</th>
<th>Shared W/other program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson</td>
<td>Rudnick</td>
<td>Wendy</td>
<td></td>
<td>Part-time, ETNUM</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Charlene plays an important role advising with matters regarding water management classes.

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status:</th>
<th>Shared W/other program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keator</td>
<td>Glenn</td>
<td></td>
<td></td>
<td>Part-time, ETNUM</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Ms. Johnson plays an important role in classes related to organic farming and assists in curriculum development.

---

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired</th>
<th>Status:</th>
<th>Shared W/other program(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swain</td>
<td>Steve</td>
<td></td>
<td></td>
<td>Temp Pool</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Glenn assists in curriculum development.
Leadership: List involvement in committees or other service
Steve works full time for the University of California Extension service and brings a broad range of knowledge in integrated pest management to the program.

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>To support whole program</td>
<td>2</td>
<td>N/A</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:
- [ ] Health/Safety
- [x] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:
To coordinate program

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?
This units are not requested for a new class. This is requested to coordinate all the program activities.

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.

The coordination of the program requires dedicated time by a faculty member assigned to the program.

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.

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.

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

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.
5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

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

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

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

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

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

11. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
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>July Oyle</td>
<td>Full-Time</td>
<td>Clerical</td>
<td>20</td>
<td>4 Classes</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Ms. Oyle provides diverse administrative Assistant services to the Environmental Landscaping Department.

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

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Assistant</td>
<td>Full-Time</td>
<td>40</td>
<td>8 Classes</td>
</tr>
</tbody>
</table>

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

Currently we do not have a full time laboratory Assistant to support the various classes which are offered in the Department and that use specialized equipment such as microscopes, pH meters, scales, greenhouses, irrigation systems, handling of models of plant materials, setting laboratories.

The classes which are currently offered could be greatly enhanced if the Department has a full time laboratory assistant who would be assigned to support all the classes taught at the Department.

To be able to offer well the classes the Department wants to offer we must have the support of a full time laboratory assistant.

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

The laboratory assistant can support at times the biology Department when that Department offers classes at Indian Valley campus.
Department Chair Comments
ELND-2010

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

Environmental Landscaping addresses all Five Pathways. They offer instruction to a diverse student population which includes all members of the community, some seeking careers in the industry, others seeking cultural enrichment and lifelong learning and many wanting to further their education at four year colleges and universities. The Environmental Landscaping program needs to continuously explore different ways to offer their classes. Possibilities include nights, weekends, combination of in class and online classes as well as continuing day classes. It is a challenge to calculate when to offer classes with a limited number of available units to teach per semester. Recently, enrollment trends tend to be increasing due to better scheduling and offering of classes. The Environmental Landscaping department needs to continually fine tune their course and time offering to best meet the needs of students.

The Environmental Landscaping department is in the process of revising their degree and certificate offerings. The certificates are aligned with trends in the industry and student needs. The facilities for Environmental Landscape have recently been updated and moved from the Kentfield campus to the Indian Valley campus. The modernization project working collaboratively with the Conservation Corp has developed an Organic Farm, greenhouse and shade structure at the southwest end of the Indian Valley campus. The college is in the process of refitting the old chemistry lab at the Indian Valley campus to be used as a lab facility for the Environmental Landscaping program. The construction class built several structures which include a greenhouse for the storage of exotic plants for the plant identification class. All of the courses in the Environmental Landscaping department are current and up to date. They are continuously evaluating and rewriting courses as necessary to meet the needs of the community and students.

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.

Environmental Landscaping has a good working relationship with the Biology department. They share equipment and teaching aids so the district doesn't have to double up on equipment and teaching aids thus saving money for the district. The Environmental Landscaping program needs to acquire the necessary equipment to test soils. Soil testing is an integral part of the entire Environmental Landscaping program. Since the Environmental Landscaping program is teaching more classes at the Indian Valley Campus, there is a need to invest money to develop a well equipped Environmental Landscaping Lab which can be shared with Biology. They will need compound microscopes and other lab equipment to perform basic biological and plant physiology labs.

3. Please comment on the faculty and staff sections.

Environmental Landscaping has one full time faculty member and a quite extensive number of highly trained part time faculty who have a wide variety of professional and technical skills. Currently the Environmental Landscaping program is offering four classes per semester. All classes are running at full capacity. Enrollment has substantially increased as a result of the move to Indian Valley campus and the attraction of the Organic Farm. Marin County has been looking for a location for a Community Organic Farm quite some time. Another draw towards Environmental Landscaping is the trend towards sustainability and native vegetation.

4. Other comments
Area Directors and Deans Comments
ELND-2010

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

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

3. Please comment on the faculty and staff sections.

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

5. Other comments
   The ELND program has gone through a remarkable revitalization over the last two years. The entire curriculum has been overhauled with the support of a 15 member regional team assembled and supported by grant funding. The enrollment has increased four-fold over the last two years and the program has infused tremendous energy and acclaim for CoM and the Indian Valley Campus. I urge that these requests be funded in order to adequately supply the instruction. The Organic Farm and Garden housed under the ELND program has successfully raised grant funds to boost the launch of the native plant project. The grant supporting this native plant project requires a match of $5,000 in funds from the college, so this $5,000 investment of funds realized a very high return of at least double the value.