ART - Photography
Epson digital EX 71 Projector to be located in Fusselman Hall/traditional Photography classroom. $861.39

Photography classes need to see online artists as well as have access to the newly acquired “Artstore” – a digital slide library. We look at images almost every class meeting. The current projector is 20 years old and only projects slides.

I am hitting a wall in being unable to show historical and contemporary work from the world of Photography.

Instruction
The students will suddenly have access to thousands of images. This will greatly improve their understanding of Art as a whole integrated subject and experience as related to world culture.

Access
Students will be attracted to the updated and digital facilities.

SLOs
- Demonstrate an understanding of various concepts including, for example, the use of large-scale grid using a group of photographic images.
- Discuss the works of other photographers using a structure or criteria.
- Classify photographic (Fine Art) resources available within the Bay Area as well as national and international circles
- Integrate basic composition skills including 2-d design.
- Differentiate and demonstrate qualities of available light throughout the day.
- Compose within a specific frame/format to create a unified image.
- Summarize the primary differences between digital photography and traditional photography.
- Differentiate between the styles and personal ethics, which attract you as a Photographer.

Assessment
Written evaluation of photographic exhibits, written exam, skill demonstration during lab and class critiques.

Assignments include technical problem solving as well as critical thinking and artistic personal expression. Students are required to write a paper, compare and contrast two photographers and their work. Also they need to describe the format, media type, and biographical information. They include a personal response to each, including new discoveries.

**Explain** in detail your interpretation of this image.
- Is this interpretation different than what you think the artist has in mind?
- What is the **Context** in which the image was created? What is the context of which it is presented?
- What are other contexts that it could be presented within in the future?
- Comprehend and discuss **Ethics** in the field of Photography.
- Discuss **Identities** as they apply to cultures, egos, roles etc.
- **Comprehend and employ** a critical framework to think about personal and public Artwork, including the presentation.

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

ART - Photography
Hewes Heavy Duty Stainless Steel Film Developing Reel For 35mm Size Film $440.89

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

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

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

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

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

ART - Photography
Item: 2 Epson Perfection V700 film scanner $1361
Shared with art, music, multimedia, architecture

Instruction
- A negative scanner is extremely important in a digital lab for photographers to archive and re-integrate and manipulate all images that are originally on negative and /or slides.
- Students will learn to archive their work and to prepare it for digital output where they can then manipulate their original work in the computer. It is also the first step towards integrating traditional photography skills with digital, which we are working toward in our discipline.

Access
50 students per year from my classes alone. Absolutely necessary in a culture that has to have basic information on archiving imagery. Can continue to Art 194 or multimedia courses. This is vital to attracting new students.

SLOs - CRITICALLY IMPORTANT!
- Reproduce (scan) images and transfer (import) digitally to create a library.
- Classify groups of different types of images and their possible uses.
- Discriminate and categorize (edit) most powerful images.
- Construct a system to organize, locate and archive images through a workflow.
- Choose images to re-interpret and modify.
- Evaluate and implement appropriate software adjustments.
- Incorporate a plan to output certain images for web; print or
- Assess, critique and evaluate classmates’ projects verbally in class by comparing and contrasting concepts and skills applied.
- Select, defend and interpret an online digital collection through a written evaluation.

Assessment
Other colleges use this equipment on a regular basis. A standard piece for teaching of digital media when using negatives/slides as the source material. The success of the students will determine the future planning.

Other
Students need to be prepared for the future challenges of a transfer program or the standards of the job industry. We have this great course going through curriculum, which we anticipate will be very successful. I can't offer the course without this equipment. Prices have gone down too!
2009-2010 Funded Instructional Equipment Requests Justifications

ART - Photography
Beseler 23CIII with 50mm lens and full frame 35mm negative carrier: Asked for 8 – approved 4  $3923

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

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

SLOs
Students need accurate functional equipment to succeed.

Assessment
I evaluate their prints in critique.

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

Counseling Dept
Dry-Erase Boards: Item #125-365 MA2700790 (4’HX6’W) Earth-IT by Master Vision Silver Easy-Clean
Dry-Erase Board Office Depot  $283.30

We currently use flip charts-when we conduct our lectures in our Resource lab: Career/Transfer Center. We conduct lectures on utilizing resources for our Counseling Classes related to Career Planning, College Success; Transfer; Choosing a College Major, Study Skills etc. We need a White Board to make our lecture diagrams "easier to see"-a white board is a better instruction tool than flip charts. With the current statewide budget constraints on buying supplies-we cannot purchase flip charts (matriculation budget is cut). It is more efficient/and "greener" to have a White Board to reuse rather than go thru many flip charts each semester. It would serve students better because the delivery on a white board is easier for students to see the diagrams, and larger writing on a white board.

This equipment will be used by faculty in the Counseling Dept. teaching Counseling courses: the equipment will be shared with faculty/instructors in the following programs: EOPS Program; Puente Program; DSPS Program; COM Athletic Counseling Program; CalWorks Program; International Student's Program; Veteran's Program; Basic Skill's Program w/Counseling instruction in Learning Communities/Cohort; ESL Program w/Counseling instruction in Learning Communities/Cohort; Career Services Program, and the Transfer Program.

"A" We requested the white board 2 times. We are now using flip charts. Delivery of Counseling curriculum would be greatly enhanced by having a Dry Erase White Board in "our" resource lab: the Career/Transfer Center. We take our students into the resource lab providing instruction/critical information on how to effectively utilize the resources available required for students to complete their assignments in our course curriculums. It would make it easier for students to visually see our lecture diagrams, lecture information on a well lit-highly visible dry erase white board-rather than the flip chart. The flip chart limits the size of the written word/diagrams due to the small size of the flip chart. The white board would allow for more information to be diagramed-thus improving the delivery of the lecture content and instructions for using the resources in the center. Different students have different learning styles, the white board would allow us to serve students who are visual learners, not only auditory learners.

It is not known that Title 5 or Ed Code requires instructional equipment such as a white board to make it easier for students to see the lecture writing/diagrams-rather than do it on small flip chart paper taped to the wall.

3
2009-2010 Funded Instructional Equipment Requests Justifications

However, there were changes made to Title 5, Area II A& B were added to require that Community College Student Services provide for the student's development in these critical aspects of a student's learning outcomes. Counseling curriculum addresses these areas specifically. Providing learning environments that are conducive to the student's acquiring these skills is critical. A White Board is a more effective teaching tool than a pad of paper. It allows the instructor and student to interact more, the bright colored markers and erasers are more conducive to students and teachers both writing their ideas and diagrams in a more vibrant manner.

The difference is that of a 40-watt bulb vs. a 100-watt bulb when it comes to the visual learners of today looking at a pad of paper vs. looking at a White Board.

Instruction
Today's students are visual learners. A white board would greatly enhance the delivery of our lectures in our resource lab. We would be able to put more sequential content/diagrams/instructions on the board—rather than a flip chart, or being limited to delivering only verbal instructions. Many students with learning difficulties would benefit from "hearing" the lecture/instructions AND at the same time "SEEING and VISUALLY" getting the information. It is common practice in all educational environments to have a lecture and a "visual" board for the instructor to write on.

A White Board would greatly enhance instruction and improve student learning and success. This instructional tool has been the industry standard for many years.

This White Board would be used in the series of courses that address: Student Success; Academic Planning for Choosing a College Major; Study Skills; and Career Life Skills Planning. All are Transferable Courses; Counseling 130 meets a CSU Bachelors Degree General Education "graduation requirement".

Access
Access is improved because it allows the instructor to provide information in a visual format at the same time the instructor is giving the lecture. Students will be able to increase learning access by making it easier for the student to absorb and process the information. More information can be written on a White Board sequentially than on a small flip chart/pad of paper.

Access is improved because "more students" will be able to see the lecture diagrams at the same time, rather than delivering the lecture diagram on a flip chart in our resource lab: Career/Transfer Resource Center. If the students who are sitting cannot see the flip chart during the lecture/presentation those students will not have access.

Counseling curriculum is a Student Development Model designed to serve students at all levels, from entry Basic Skills to the most advanced transfer curriculum offered by COM academic programs. Study skills, Preparing for College Success; Choosing a College Major/Academic Planning and Career Life Skills Planning serve all students in all majors in a Student Development Model in a sequential manner to promote student success.

There are 18 courses that can enroll 35 students per course resulting in 630 students per semester, 1260 students per academic year, not including summer offerings. All students at COM benefit from their enrollment in Counseling Courses. Counseling curriculum has a high retention rate based on the data provided on Program Review data on enrollment/WSOC. Limits are set on the number of course offerings due to limited faculty staffing in the Counseling Department.

This White Board is necessary to accommodate students currently enrolled. The flip chart is inadequate for giving lectures in our resource lab. Flip charts send the wrong message that what is being taught is not important, especially to technically savvy students sitting in the class with their I-Pads.

Using up to date tools and technology makes learning more attractive to the new and incoming students. Using a White Board vs. a flip chart for the first lecture in the resource lab, will be far more attractive to today's learners. Having current industry standards in the learning environment conveys the message to the student that this is vital to their learning, and to their success.
SLOs
Each course in the Counseling Department's curriculum has set forth "active’ Student Learning Outcomes.

One of the SLO's listed for our courses is:
Demonstrate effective communication and technological awareness through the use of technologies (internet research, social networking tools, educational resources, career resources, transfer resources, etc) to advance Technological Awareness

It is critical that the instructors "at minimum have basic tools" (White Board) in the resource lab to provide lectures with. When we take our students to our resource lab: Career/Transfer Center to teach them how to do research on Transfer, or Careers, or Choosing a Major we need to be able to deliver it at industry standards: we set the example to our students about technological awareness. How can a student think that our curriculum is up to date if it is delivered on a flip chart?

Assessment
Outcomes are measured by student retention, student grades, and student's follow-up with the instructors after the course has been completed. Many students seek on going Counseling from the Counselor/Instructor to further their growth and development as a result of the course. We can survey the students about their opinions on the "lack of basic lecture tools in the resource lab". This can provide the basis for surveying students about what they think would improve the delivery of lectures in the resource lab. We receive this feedback now in our courses verbally.

The evidence is the student’s reaction to the environment. There is a lack of enthusiasm when they must crowd around a flip chart, rather than a learning environment that reflects today’s world.

Should we get the White Board on this 3rd request, we can survey students reactions to having their lecture/lab instructions given on a White Board vs a flip chart. We can deliver 1/2 lecture on the flip chart, and then 1/2 lecture on a White Board and ask the student to rate the effectiveness of each delivery.

Other
The basic benefit of purchasing this White board far outweighs the minimal cost of $259.00 plus tax of $23.31 and free shipping. All of the Counseling curriculum delivery method would improve immediately. It would be shared with all of the diverse programs that the Counseling faculty teach in, and serve a diverse population of students immediately. Again it is a matter of recognizing that a 100 watt board is brighter than a 40 watt bulb, thus the White Board delivers a "brighter” lecture than a pad of paper.

The request for the White Board must fit into this category because it is over $200 and because it is necessary for instruction, and because compared to paper flip charts it is technologically advanced instructional equipment.

A fiscal justification to comment on: this is the 3rd time that I as a faculty member of the Counseling Department have worked on the Program Review, and in particular the request for Instructional Equipment. The amount of time I have spent on each Program Review cycle of requesting this "white board costing $283.30" if calculated into my salary/hours spent on the template three times to justify one white board-it would have justified 3 white boards. The real cost of the equipment request goes up: 3X's Program Review Template requiring faculty hourly time= >cost of the original piece of equipment of $283.30.. May reason prevail in this 3rd request. Thank you for the opportunity to make this request on behalf of providing a better learning environment for our students.
2009-2010 Funded Instructional Equipment Requests Justifications

CREDIT ESL
150 Books @ $10 each for the ESL Lab lending library available to support the reading classes. $1500

These adapted readers and books on tape are shared with Noncredit ESL.

B. There are books presently in our collection, but there is a need to update, replace and increase the number of books available to our students. Yearly 30-50 books must be replaced due to wear and loss, both signs of passionate readers.

Instruction
The more students read the greater their improvement is. Thus far, the adapted books in the library have focused on lower level students, and the program would like to include more adapted books for the intermediate and advanced students. These specially adapted books are not readily available in public libraries or book stores.

Access
The library serves about 400 students annually. Part of the course requirements includes reading a certain number of books from our collection, so it is required for existing students. More reading material that is adapted for ESL students results in better access to reading materials for all our students.

SLOs
As students read more, their reading speed and comprehension improve. Reading is critical to any student's academic success.

Assessment
We look at the number of books students are reading each semester. This number has been increasing, so there is a need to increase our offerings of adapted books.

Environmental Landscaping Design
2 pH meters and electrode Holder. Oakton 15W1545 and 15W 1546 respectively(from Ward's Natural Science) $2532
Shared with Biology

Instruction
The instruction for the students will be greatly enhanced. The classes that use this equipment for instruction, such as soils, landscape ecology, organic farming, introduction to environmental landscaping can not be adequately taught without this equipment.

The Class Outlines for the classes mentioned above, include SLO's that to be fulfilled pH meters must be available. The classes that use this equipment are necessary for the students to complete their certificates.

SLOs
This equipments is needed to accomplish specific SLO's in the the Class Outlines for the classes listed above.
(From the Soils class)
Distinguish soil conditions and types conducive to healthy landscapes, farms and gardens.

B. Recognize various physical and biological soil constituents.
C. Describe how soils form and evolve.
D. Describe interactions between soil properties and water and nutrient cycles.
E. Discuss the behaviour of plant nutrients in the soil.
F. Analyze the effect of soil manipulations on soil properties and plant growth.
G. Interpret the results of a soil analysis.
H. Discuss the properties of various fertilizers.
I. Propose sustainable soil management.
J. Conduct research to find information about soil properties.
Assessment
When students take the classes for which this equipment is needed, instructors will assess how well the SLO's were achieved by the students that used this equipment.

Other
This equipment could be shared with the Biology Department to teach general biology laboratories, soils, and microbiology

Environmental Landscaping Design
12 (instead of 15) Compound microscopes with magnification ranges from 4 to 100, oil immersion objective phase and dark phase contrast. $30,250

These microscopes could be shared with the Biology Department.

Instruction
This equipment is requested to teach the plant diseases class ELND210C. This class addresses microbes, such as fungi, which infect plants. This class has enrolment of over 25 students, which shows its success. It is important that students be able to examine plant parts that have microbes and be able to see them. Without these microscopes students cannot see microbes when I teach the plant diseases class and therefore I can not properly teach the class.

Access
Students will be able to learn the course content.

The class is offered in average every other year. Enrollment for this class is approximately 25 per class.

This equipment is required to accommodate existing students because students who take plant diseases classes must observe microbes using the requested microscopes.

The microscopes are vital to attracting new students because students notice that we lack those microscopes and they develop a negative perception about the quality of our Program. If we acquire the equipment current students will be served and new students will be likely to take our classes.

SLOs
Students should be able to achieve the SLO's identified in the Class Outline for the plant diseases class ELND210C.

Sample of those Outcomes are:
A. Describe plant pathogens.
B. Identify plant pathogens
C. Differentiate plant pathogens.
D. Analyze situations regarding diseased plants and make decisions about how to proceed to solve the problem.

Assessment
The success of the students completed the SLO's for the class for which these microscopes are requested, will be assessed by instructors and their success most likely will be positively correlated with the students having access to the microscopes

Other
The microscopes requested could also be shared by the Biology Department to teach a wide variety of biology classes such as general biology laboratories, microbiology and soils.
2009-2010 Funded Instructional Equipment Requests Justifications

EMT/FIRE
2 Airway suction units. S-Scort III suction unit #74000 with DC charger. $1329
Item is needed to fulfill the required State manipulative skill base for EMT class.

AND Airway Larry - airway manikin. Item #TR3699 $888
Item is required for showing a manipulative ability with airway management.

Instruction
This would allow the student to utilize a piece of equipment, which they will need during their course of their employment.

Access
Annually 150 students will benefit from this equipment.

SLOs
To have ability in airway control and management.

Assessment
Successful completion of their skills set which is needed to complete the class.

Geology/Geography
3 Garman GPS60MAP units. - $700
These items will be used by a variety of classes in the field, and will help students better their understanding of classroom concepts.

MACH/WELDING
Mig Welder, Millermatic 140 Auto-Set $808

Instruction
This equipment represents what the students will be using in most welding shops and on site jobs.

Access

SLOs
This type of welding process (MIG) is the most common used in the welding profession.

Assessment

Other
This is replacement for an old (1987) Lincoln MIG welder that died last semester. The cost of repairing it (if it could be repaired) would come close to the list price of the Miller welder.
PE/Athletics
Treadmills: The P.E. and Athletics department are in the need for 3 commercial treadmills. $9000 (approved 2 instead of 3)
- To be shared with P.E., Athletics, Community Education.
- "B" The treadmills are needed for all of our weight and fitness courses. They would allow our students access to safe equipment.

Access
- Access will be improved for the entire department. New treadmills will bring more students to the P.E. department.
- Close to 880 students will be served by the upgrade of treadmills.
- This is vital to attracting new students; we compete on a daily basis with local health clubs getting new treadmills would help us out tremendously.

SLOs
- With the addition of the treadmills students will be able to calculated heart rate percentages for weight loss, cardiovascular conditioning while on the treadmills.
- Students will have an understanding of being more fit.

Assessment
- These outcomes will be measured through final exams.

Other
- We currently have 1 treadmill that is safe for running in our weight room.
2009-2010 Funded Instructional Equipment Requests Justifications

Speech/Communication
DVDs on subject-matter. Need to update every year as new documentaries are created. ($785. approved 3 instead of 5)

These DVDs illustrate the theories in the courses that are essential to learning outcomes and offer alternative learning strategies for students who better integrate and assimilate information in audio-visual channels.

Instruction
To repeat, DVD's assist students; learning by offering alternative strategies for integrating and assimilating information.

Access
Approximately 700 students per year in the Speech program alone will benefit from these DVDs. At least another 200 students in other disciplines will also benefit from having current information provided in an audio-visual format. Students often comment that one of the aspects that they appreciate the most in courses that utilize these DVDs is the actual illustration of the concepts under discussion; and students often recommend these courses to fellow students because they so enjoyed the DVDs.

SLOs
It is expected that students will have a more contextualized and comprehensive understanding of otherwise abstract concepts presented in class. This enables students to better integrate these concepts into their everyday experiences, which is a major SLO in all speech classes.

Assessment
Faculty distribute course evaluations at the end of each semester. These evaluations have open-ended responses, which often note how useful the in-class films have been to their comprehension of the material.

Other
A picture is worth a thousand words.

Speech/Communications
10 Mini tape recorders  $409
A. Students are required for Speech 128 to conduct interviews with people from different cultures. We have been using tape recorders from Media Services from the 1970's. Students have difficulty using these bulky and cumbersome antiques, which often do not have working counters and decent sound quality.

Instruction
This equipment is necessary to complete the requirements for Speech 128.

Access
Approximately 400 students a year will utilize these tape recorders in Speech to complete their interview assignments. It can attract students or rather students are very distracted when faced with having to use out-dated, out-moded, non-functioning equipment.

SLOs
Tape recording interviews and requiring students to transcribe and then analyze those interviews in terms of the course theories is fundamental to student learning outcomes. Students are required to learn distinctions among cultures, races, ethnicities, and nationalities; how individuals differ from the norms of their own culture.

Assessment
Outcomes will be measured by the quality of research papers, depth of analysis and exams.

Other
These tape recorders remove obstacles that students have noted on their end-of-semester evaluations. In addition, it is a very inexpensive piece of equipment and the college has not made a tape recorder purchase in 30 years!
MUSIC
Naxos Classical Music Library, an online library of classical music recordings  $800

Because the music department must move out of our current building during modernization, it will be very difficult to have access to all of the needed music recordings. The Naxos online library would be a good source during this time. This library can also work well in the future, allowing the music department to expand our library catalog through online means rather than having to purchase more CDs.

Instruction
Students are assigned required listening in most of our courses. The classes that have weekly required listening assignments are the general education humanities requirement courses, Music 101, 102, and 105. Without these listening materials, they cannot fulfill the requirements of the course.

Students in other classes, like music theory, use recordings to listen to music that they are required to analyze. Since many of the pieces are not of a nature that the student could attempt to play themselves at the piano (such as Beethoven's 5th symphony), having the recording available is necessary for these students to complete their assignment.

Students who are in performance classes need to listen to recordings of the piece they are working on in order to learn the work. In some cases, more than one recording is used, to show different interpretations of the same piece, providing valuable insight and the opportunity for the student to develop skills in critical thinking.

Access
This library will increase student access to required music course materials during the modernization for all music students.

The assignment of listening assignments and performance repertoire pieces is not always known in advance. Faculty make these choices based on the needs of the class, the individual abilities of the student, and on the combinations of students enrolled in the program. This means that the music faculty cannot adequately determine exactly all the music will be needed for the year or year and a half of the modernization. Once the music library materials are put into storage, it will be difficult to retrieve them, so students may be left without the required materials. This online library will allow students to have access to all these needed materials during the modernization construction period where we will be displaced from our building.

SLOs
The educational goals for all these music students cannot be achieved without access to appropriate music library materials. This is a necessary resource without which several general education courses cannot function; in other theory and performance courses students' learning outcomes may be compromised without these resources.

Assessment
Music has a fairly comprehensive music library audio collection, which is slowly becoming out of date because we have not been given any money in our budget to purchase new CDs in the last 10 years or more. We have resisted converting our library to an online service so far because the online selections were limited. But now, online services seem to have become the way that music content will be delivered. Since there is no money to maintain our collection, using a comprehensive online library may be our best choice for the future. Using such a library during modernization would allow us to try out this service to see if it meets our current needs. Once we return to our building, we can determine if continuing the service is a good idea or not.