## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
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<th>Contact Phone</th>
<th>Responsible for what part</th>
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</thead>
<tbody>
<tr>
<td>Derek Wilson</td>
<td>Primary Team Member</td>
<td><a href="mailto:derek.wilson@marin.edu">derek.wilson@marin.edu</a></td>
<td>x8255</td>
<td>All sections in collaboration with James Gonzalez</td>
<td></td>
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</tr>
<tr>
<td>James Gonzalez</td>
<td>Team Member</td>
<td><a href="mailto:james.gonzalez@marin.edu">james.gonzalez@marin.edu</a></td>
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## II. Program Review Committee

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<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
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<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
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<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>
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<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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## III. Vice President of Academic Affairs

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

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
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<tbody>
<tr>
<td>Eva Long</td>
<td></td>
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</tbody>
</table>
Program Overview–Introduction

MMST-2011

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

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

The current definition for multimedia arose when journalists coined the phrase in the mid-eighties to describe the advent of personal computer hardware and software that could generate other media formats besides the traditional print media that was limited to dot matrix print-outs of word processing and spread sheets. The ability to create color images, graphics, animation, and video titles was just the beginning of media democratization, the likes of which had not been seen nor experienced since the advent of the Guttenberg press. However, multimedia is still a relatively unknown and misused description for combined media—despite the current definitions as listed below:

Mul-ti-me-di-a (n)

1. the use in art, especially the plastic arts, of different kinds of materials and media such as images, sound, text and motion images (often used before a noun)

2. the use of film, video, and music in addition to more traditional teaching materials and methods (often used before a noun)

3. the use in advertising of a combination of media such as television, radio, and the press (often used before a noun)

4. programs, software, and hardware capable of using a wide variety of media such as film, video, and music as well as text and numbers

The broad use of the term over time and the limitations assigned to the contemporary technology-based definition (4), often results in an interpretation of "multimedia" that is intimidating, or worse yet—outmoded. To combat these discrepancies, the Multimedia Studies (MMST) program at College of Marin has strove to have courses and a program that provide outcomes for creative students that are professional, cutting-edge, and relevant for their career objectives.

II. Program Purpose
Pathway:
Career Tech. Ed.

Briefly describe how your program fits into the pathways you have chosen.
The Multimedia Studies (MMST) program at College of Marin was the first multimedia program developed in the California Community College system. Its inception in 1997 provided College of Marin students with the first multimedia associate degrees and career certificates available in California.

The Multimedia Program was created within the Career Technical Education department. Under CTE, MMST has participated and contributed to numerous California Economic Workforce Development (EWD) events, including Advisory membership for other community colleges, CSUs, and development of MEI

The Multimedia Studies program at College of Marin has three distinct areas of focus in which students can earn Associate (A.S.) degrees or Career certificates (33 units) in the following:

- **Authoring**: web design and development
- **Audio and Video Design**: audio and video development, effects, and post-production
- **Visual Design**: 2D and 3D animation, graphics and illustrations for print and design

In addition, students may earn any of the six Skill certificates (9 units each) that provide a concentrated focus in any of the following specialty areas:

- Multimedia Animation Skills Certificate
- Multimedia Audio Production Skills Certificate
- Multimedia Production Skills Certificate
- Multimedia Video Design Skills Certificate
- Multimedia Visualization Design Skills Certificate
- Multimedia Web Authoring Skills Certificate

Recently the program has expanded to four new areas and courses that include:

Mobile web development and design
Mobile App development and design

The Multimedia Studies program at College of Marin continues to provide top quality course topics and instruction that serve the transfer, workforce and life-long learning students within Marin County and the North Bay.

**Career Training**

The Multimedia Studies Program primary goal is to provide career training, uplift skills, and retraining for workers including those that have sustained work injuries requiring a career shift. Most MMST students are educated and already have 4-year or advanced degrees, and do not seek an AS degree.

**Degree and Transfer**

However, because the MMST program at COM offers a Career Certificate,* a high percentage of students complete the necessary 33 units to improve their job skills in a highly competitive market. There are a high number of MMST students that never completed a college degree from a 4-year or 2-year institution. As a result of economic changes in Marin County--the downsizing or exodus of major multimedia companies like Lucas Arts, I.L.M., Broderbund, AutoDesk, and Fireman's Fund--these former employees realize the importance of an Associate Degree* to further their career.

http://programreview.marin.edu/2011/POReport.jsp
In addition, students interested in a 4-year in digital arts or multimedia complete the A.S. degree requirements to transfer into a 4-year multimedia program as with the B.A and B.F.A. programs at CSUEB.

*Note: the MMST program at COM is the only program in San Francisco and the North Bay that offers a Career Certificate and/or an Associate Degree in Multimedia.

### III. Students Served

**Briefly outline what students are served in your program.**

The Multimedia Studies program at College of Marin serves a wide-range of students.

**Career/Workforce Training for working professionals that are seeking to:**

- Begin a creative career in design and the digital arts
- Switch to a creative career in design and the digital arts
- Expand their current artistic or design skills and techniques
- Update existing skills to meet the employment demands for creative professionals

**High School Matriculation for Marin County high school students, with:**

- Articulation agreements with every high school in Marin County
- Block schedules for articulated courses after the regular school day for High School students (4-7 pm Monday -Thursday, and Saturday).
- Appropriate project based courses and content in Game Design, 3D Art, Video and Web Design
- Coordinated courses schedules since Spring 2008 for Marin high school students

**Transfer Courses for students planning to continue their education in design or digital arts, MMST has:**

- Transfer courses as the major to a number of CSUs
- Educational skills using multimedia and the digital arts for advanced degree students
- Recently developed MMST courses for additional CSU/IGETC /UC transfer
- Career Certificates with the same rigor as the AS degree

### IV. Program History

**Briefly outline the recent history of your program.**
OVERVIEW

In the past 2 years, the MMST courses have regained stable enrollment numbers, regained student success, and served the business community through Internships. As a result of:

* The reinstatement of Student Services at IVC (Library, Food Service, and Security)

* The inclusion of relevant information pertaining to the IVC Campus (addresses, phone numbers, and marketing)

* Derek Wilson reducing his reassigned units (VP of the Academic Senate, Curriculum Chair), and other non-instructional duties.

* Stabilization of allocated MMST teaching units to provide a consistent schedule of classes. This has provided MMST students the ability to complete courses for degree, certificate of achievement, and skill certificate requirements the past two years (30 Skill, 2 Certificates, 2 AS Degrees 2009-11).

The above improvements have occurred a direct result of Program Revitalization through previous Program Reviews. It was the MMST faculty recommendation to move MMST from the Art Department back to the CTE department with classes to be held exclusively at IVC. This was recommendation approved by both area deans and the VP of Student Learning in Fall 2008.

In Fall 2009, The Multimedia Studies program was relocated to the Career and Technical Education department, with great support from Dean Nanda Schorske.
PROGRAM REVITALIZATION

The MMST faculty has repeatedly developed clear solutions, all of which are backed by data to justify the requirements. The MMST Program Blueprint was initiated by the MMST Program faculty in 2004-05, prior to adoption by other programs. This Blueprint has increased student enrollment, success, retention, and continuation EVERY year in which it has been followed.

To correct these and other problems, the Multimedia Studies faculty members outlined in their previous program review (2007-08) the desire and interest for Program Revitalization for MMST, and the possibility to move back into the Career & Technical Education Department, which is housed primarily at IVC.

On Friday, September 5, 2008 MMST faculty James Gonzalez and Derek Wilson met with the dean of Arts and Humanities, the dean of Workforce Education, and the V.P. of Academic Affairs to discuss prospects of Program Revitalization and the potential relocation of MMST back under Career and Technical Education. Both faculty members outlined the importance of points stated above, and that under Workforce Education, which is primarily at IVC with greater access to the area dean for planning and promoting the MMST program. In addition, the $370,000 grant received in 2004-06 for multimedia was from Economic Workforce Development, and therefore seemed most appropriate for MMST to reside in the Career and Technical Education Department once again. The V.P. agreed and stated she would need to consult with both area deans prior to making a decision, and requested the MMST faculty schedule a follow-up meeting on the subject.

On Friday, September 19, 2008 MMST faculty James Gonzalez and Derek Wilson met with the dean of Arts and Humanities and the V.P. of Academic Affairs to further discuss the potential relocation of MMST back under Career and Technical Education. The V.P. reminded the MMST faculty that Workforce programs were required to complete Program Reviews every two years instead of every 4-5 years, which the MMST faculty acknowledged. The V.P. stated she had consulted with both area deans and both were in agreement that it would be in the best interest of students to relocate MMST back into the CTE Department. It was requested that the faculty draft a memo to be sent to IPC for moving forward with the relocation of the Multimedia Studies program.

A memo was drafted and sent on November 20, 2008 after the approval of the Program Revitalization and Discontinuance Policy and Procedures by the Board of Trustees at the meeting on November 11, 2008.
MMST was moved under Career and Technical Education for the 2009-10 cycle of resource allocation, scheduling and planning

STAYING CURRENT

In 2003, MMST underwent a major revision just prior to its inaugural Discipline Review. During an inventory audit of certificates and degree programs in the state by the Chancellors Office, it was determined a number of degrees and certificates at College of Marin had been formally declined and removed from the state inventory as a result of improper submittal and lack of final approval. This included the five MMST Specialties (Options). To reinstate the MMST Specialties required the same lengthy process as obtaining approval for a new certificate and/or associate degree approval by all regional/area deans, submitting new program application(s) to the Chancellors Office along with a list of all applicable courses, including prerequisites, co-requisites, advisories, and other limitations of enrollment all of which had to meet current Title V. regulations to ensure approval longevity.

In 2010, MMST underwent another major revision to address the requirements as a CTE program. These revisions included streamlining offerings with fewer units, and updating courses as required to meet industry demands.

Because of the loss of units during the three prior years, the Audio courses had not been offered in nearly two years, and as a result students seeking the Audio and Video degree or certificates were unable to take courses needed to fulfill the requirements. To correct the problem, MMST faculty eliminated the Audio specific courses from the program, and adjusted the Specialties to align with current job skill needs, especially the emerging Game and Mobile trends that were quickly emerging and growing rapidly.

The specialties were reconfigured from:

1) Authoring
2) Audio and Video Design,
3) Visual Design

to:

1) Authoring
2) Entertainment
3) Design

Authoring was updated to include coverage of emerging technologies including mobile content development and web development using popular open-source Content Management Systems. Entertainment was revised to core Video editing and effects with sound as it relates to video, while adding Game Design, and 3D animation. Design was updated to focus on primarily 2D design, graphics and layout as it relates to print and ePublishing.

The other major overhaul was creating concurrent, levels for most courses, providing students with the opportunity to increase their skills in intermediate and advanced courses using the limited number of units within our small program. Most courses have two concurrent sections, with Authoring courses containing as many as three concurrent levels.

In addition to the enrollment stabilization, these changes have been extremely beneficial to students. Advanced students are eager to assist new students (which strengthens their own skills and knowledge), and because the lower section is a prerequisite for the advanced section, enrollment confusion has been successfully minimized. The overlap of projects has also improved student outcomes. Students exposed to the quality of work produced by advanced students results in higher quality assignments by everyone in a concurrently, enrolled course.

The results have been a positive experience for each MMST faculty member, providing stimulating discussions and critiques as outlined above, Student Learning has become more successful as a result of this restructuring.

Attachments:
List and briefly describe any attachments

All attachments were sent to Sara Mckinnon Sunday evening (February 5th).
Each was provided as a PDF:
1. MMST AS Degree Certificate Schedule (mmstAS-Cert_Sched.pdf)
2. MMST Block Schedule 1-yr cycle (mmstBlockSched.pdf)
3. MMST Blueprint 2010-11 (mmstBlueprint2010-11.pdf)
4. MMST Blueprint 2011-12 (mmstBlueprint2011-12.pdf)
5. MMST Blueprint 2012-13 (mmstBlueprint2012-13.pdf)
6. MMST Completed Certificates and Degrees 2009-11 (mmstCompletions2009-11.pdf)
7. MMST Degree Certificates of Achievement 2012-13 (mmstDegreeCert2012-13)
8. MMST Master Software List (mmstMstrListSW_2011.pdf)
Faculty Members

MMST-2011

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<td>Abouaf</td>
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<tr>
<td>11</td>
<td>MFA in Art: Painting, 3D character design and animation.</td>
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Leadership: List involvement in committees or other service

During the recent Fall 2011 semester, Mr. Abouaf skillfully and enthusiastically taught MMST 150 and MMST 160 (intermediate and advanced Photoshop classes) during Derek Wilson's sabbatical.

Mr. Abouaf's contributions and participation is as follows:

Attendance and participation in every CTE Department and MMST related meeting

Regional and statewide events for 3D development, design, and animation.

As a frequent, contributor to BLOGs and other online resources for Autodesk's
3D Studio Max software, as a renowned, expert.

As a faculty screener for the statewide Art and Multimedia competition (2005 and 2006).

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<tbody>
<tr>
<td>Gonzalez</td>
<td>James</td>
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**Status:**
Full-time, tenured No

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

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**Years of Service:**
14

**Specialty:**
Web Design, Development and Promotion; Interactive Media Design, HTML, Web Scripting, Student Portfolio, Digital Information Design, Synchronous and Asynchronous Distance Education Mobile web design, Mobile app design and development

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

- MMST Coordinator 1998-03
- Curriculum Committee 1999-2001
- Distance Ed Sub-committee 2010

Published numerous books, articles and training CDs/DVDs related to his area of expertise, including:

- Macromedia Flash Professional 8 Hands-On Training by James Gonzalez
- Adobe Director 11
- Adobe Flash CS4
- Adobe Dreamweaver CS4 and Adobe Fireworks CS4
- Creating CSS Layouts
- ActionScript 3 Programming for Web Designers
- Director MX 2004 Lingo VTC Training CD by James Gonzalez
- Adobe Photoshop Elements 5.0/Premiere Elements 3.0 VTC Training CD by James Gonzalez
- Search Engine Optimization VTC Training CD by James Gonzalez
- Adobe Dreamweaver CS3 VTC Training CD by James Gonzalez
- Adobe +Premiere Pro CS3 VTC Training CD by James Gonzalez
- Adobe Captivate 2 VTC Training CD by James Gonzalez
- Macromedia Captivate VTC Training CD by James Gonzalez
- Adobe Audition 1.5 VTC Training CD by James Gonzalez
- Flash Video VTC Training CD by James Gonzalez
- Building Social Networking Websites by James Gonzalez
- Adobe Dreamweaver CS5.5 Training CD by James Gonzalez
- Adobe Fireworks CS5.5 Training CD by James Gonzalez
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**Years of Service:** 3  
**Specialty:** Video and audio, pre and post production.

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

During the recent Fall 2011 semester, Mr. Helmer skillfully taught ART/MMST 200 Portfolio Development for the first time during Derek Wilson’s sabbatical.

Jim has experience in teaching at the Community College, ROP, and high school levels.

He is VERY knowledgeable about all aspects of video post-production and the core audio and video applications taught at COM:

- AfterEffects
- Color
- Final Cut Pro
- GarageBand
- Motion
- Premiere
- Soundtrack Pro
## List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<thead>
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<tr>
<td>Johnson</td>
<td>Dan</td>
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- Emergency Hire: No
- Shared W/other program(s): No

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### Years of Service: 0.5  

### Specialty: Design and illustration

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

During the recent Fall 2011 semester, Mr. Johnson skillfully taught MMST 112 Design I: Fundamentals for the first time during Derek Wilson’s sabbatical.

Dan has experience in teaching at the Community College and 4-year levels.

He is VERY knowledgeable about all aspects of design and illustration. With knowledge of the following applications (+ denotes taught at COM):

- Adobe Flash
- + Adobe Illustrator
- Adobe InDesign
List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

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<th>First Name</th>
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<tr>
<td>Maxwell</td>
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**Status:** Emergency Hire

**Shared W/other program(s):** No

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**Years of Service:** 5

**Specialty:** Game Design, Game Level Designer

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

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There was a recent, front-page article (11/29/2011) in the Marin IJ about the MMST 114 Intro to Game Design class at IVC. The article featured a brief interview with David Maxwell, the course creator and instructor.

While MMST was in the ART department, units were cut preventing MMST 114 Intro to Game Design from being offered for one and half years, even though it is one of the most successful classes in the MMST program.

Mr. Maxwell was a game designer at Lucas Arts. David was the lead level designer for X-Wing Fighter the most popular game produced by Lucas Arts. He has written a number of articles and a book on game strategies. David's past
and current experience in the game industry directly benefits each of his students.

He received his AS in Computer Science from COM in the eighties.

In Fall 2011, a game company in Novato hired three multimedia students.

Article Link:
http://www.marin.edu/News/press_release/11292011.htm

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

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

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Years of Service: 10

Specialty:
Interactive and Print design, and Multimedia. Degrees: 2 BFAs (1 Drawing/Fine Art; 1 BFA Illustration/Design). MA in Multimedia.

Leadership: List involvement in committees or other service

- Graphic Designer Hiring Committee 2011 (COM)
- CIO Hiring Committee- present (COM)
- Academic Senator 2007-2011, Vice President 2008-2011 (COM)
- Curriculum Committee 2002 to 2009, Chairperson, 2003-2008 (COM)
- Budget Committee Member 2007-2009, Co-chair 2008-2009 (COM)
- Update of Program Review Template (June - October 2008)
• Outstanding Faculty Member, 2008
• Designed and Developed Program Review Template (Spring 2008)
• Wrote Discipline Review Position paper for Academic Senate (2007)
• Director, Multimedia and Entertainment Initiative ($370,000 grant)
• 2004-06 (COM, CA) MMST Coordinator 2003-06
• Web Design Curriculum Task Force, 2006 (CA)
• Technology Committee member 2004-05 (COM)
• Student Learning Outcomes Task Force 2004-05 (COM)
• Faculty chair for statewide New Media Awards (2005 Illustration; 2004 web design; 2002 web design)
• Workforce Development, Master Plan Task Force 2003-04 (CA)
Non-Instructional Support Staff

MMST-2011

I. Current Support Staff
List of Support Staff

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<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
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<td>Beyer, MaryGale</td>
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<td>800 Students</td>
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Leadership: List involvement in committees or other service

Supports all computer labs at IVC:

- Studio Labs in B27 Rm 129 (MMST)
- PC Labs in OL 103 and OL 123 (CIS)
- OL 122 (DSPS/IEP)
- PC Lab in MW 144 (Testing/COUR/MEDA)
- PC Lab in MW 221 (COUR)
- Mac/PC Open Lab in OL building (All COM students).

Tasks and responsibilities include:

- Repairing
- Upgrading
- Updating
- Maintaining 200-250 computers
- Also help students when necessary if Instructional Assistant is not available.

Paid for 37.5 hours per week, but works 45+ hours per week average to accomplish all tasks for all labs listed above (with only some hours repaid through comp time).

MaryGale was hired to support CIS and MMST classes. This has expanded to supporting Court Reporting (COUR), Medical Assisting (MEDA), and ANY open lab at IVC.

List of Support Staff

<table>
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<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
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<td>Lab Assistant</td>
<td>30</td>
<td>400 Students</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Ms. Woods is at .8 time, she works 30 hours per week, but only 10 months a year (no summer session support).

Works primarily in Internet Cafe Open Lab in LI 100 supporting students with homework in all named disciplines and applications.
Supports and assists students in multiple disciplines:

- MEDA (Medisoft)
- MMST (Adobe Creative Suite)
- COUR (CaseCATalyst)
- CIS (Operating Systems, MS Office, among others).
- All students at IVC (general computer support and assistance)

Also assists Computer Lab Technician (MaryGale Beyer) in computer maintenance when necessary.
Facilities Questionnaire

MMST-2011

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.)

The MMST students are very fortunate to have a new building at IVC. The new facilities have had a positive impact on enrollment in the multimedia classes. Students frequently comment about the new clean facilities at IVC, and in general, are more relaxed and attentive. Providing facilities for positive learning environment is instrumental in a positive learning experience.

The new multimedia classroom, MB129, brings out an enthusiastic commitment by the students, which is reflected in their attention during class time as well as their projects and assignments they complete during the semester. Each semester, the students produce a higher caliber of work than the previous semester.*

*(NOTE: A method to easily submit examples of student work would be highly beneficial for the multimedia studies program review)

MB129 is an excellent learning facility, which contains: a high-end projector, necessary to display high-quality graphics, video, and animation produced by the students; current computers, capable of running high-end, multimedia software in both Macintosh and PC operating systems. Current hardware is critical for an effective learning experience, which leads to success for the student. However, current
hardware capable of running multimedia software is only half of the equation.

Current software tools are also required and necessary for students to develop their technical skills, understand the emerging technology, successfully complete all projects and assignments, and most importantly prepare them for current job demands within the industry. New software cannot run on older equipment and hardware as it relies on faster processors, faster hard drives, and expanded graphics capability. Likewise, older software is often incompatible with current hardware. Outdated, legacy software code frequently, cannot be understood by new hardware with an improved operating system. As a result, the need to keep all multimedia software up-to-date is as crucial, if not more so, then new hardware and facilities. This is frequently, an annual occurrence, as new versions of the software taught within the multimedia program are updated every year! Only software incapable of running on the current hardware should avoid being updated until the next cycle of hardware is updated.

As of Spring 2012, the current hardware in MP 129 is ideal for the courses and subjects taught within the multimedia program. This hardware should be sufficient for forthcoming software updates for the next 3 years. At that time, the multimedia studies program review may reflect and need to update the computer hardware.

Because of budget constraints, the Multimedia studies faculty annually reviews software needs in collaboration with our department chair, our area Dean, and our lab tech from IT. We constantly evaluate the effectiveness of the software in comparison to the annual cost for the respective software. We discuss and evaluate potential alternatives that meet or exceed the multimedia studies curriculum needs at a reduced cost. For example, most of the software currently used within the multimedia classes, is purchased on an annual or biannual subscription renewal contract. This is approximately 25 to 50% of the one-time academic cost per license. In addition, the subscription contract provides automatic updates when they are released. Because the new software release dates often don’t coincide with our budget cycle, we can plan our annual budget expense based on the subscription cost. This eliminates the sudden budget emergency when a new version is released at an unanticipated cost.
I. Access
Demographic, enrollment and student success information is available in the Data Dashboard which can be accessed through ARGOS. Please use this information and your faculty’s own anecdotal experience to answer the following questions.

Students in our program have experienced the following barriers to successful completion of MMST courses:

1. Poor transportation from IVC to and from South County.

2. Trouble registering and accessing resources from the CoM website. Many students complain about the College website and how difficult it is to use and how frustrating the registration process can be. Part of this frustration stems from students who do not have, or who can not find, the information they need to enroll in courses, or get counseling and other services.

2. Lack of a program yearly budget. MMST has never had a program budget, making it difficult to complete strategic planning or implement long term improvements.

3. Lack of required courses Many jobs require ever more technical skills, additional course work and access to instruction that is not currently offered at the College such as web promotion and modern programming languages such as PHP, JQuery and MySQL.

4. Lack of units The field of Multimedia has become more complex, more technical and more specialized, thus requiring students to take more courses and become more specialized. Although the skills required to secure gainful employment has deepened and increased over the last 5 years, units and courses offered by the MMST program has not increased.

To address the demand for more courses and deeper coverage of topics, the MMST program has been teaching multiple course levels at the same time. However, this practice has its limits and is not in the best interest of our students.

To meet the needs of our current programs and certificates, the MMST program needs more units and dedicated courses for more advanced course work.

II. Student Success
Based on course completion rates and grades in your courses (available on the Data Dashboard), and more importantly, based on you and your colleagues experiences in class, what do faculty in your discipline feel are significant factors or barriers influencing student success in your courses or programs? Please begin with: Students who don’t succeed often struggle with________,“ and then analyze what you think are the reasons behind their difficulties which could range from socio-economic factors to issues more directly related to course work or presentation.

Students who don't succeed often struggle with employment challenges, or opportunities, that
Students who don't succeed often struggle with transportation issues that prevent them from being able to regularly attend class. Cars break down, students do not have gas money, or have housing issues that interfere with their school work.

Students who don't succeed often struggle with family issues, such as sick parents, sick children or child care issues, that prevent them from attending class or completing school work.

Students who don't succeed often struggle with health issues that prevent them from completing assignments or attending class.

Students who don't succeed often struggle with course work that they are not academically prepared for. They struggle with assignments, get discouraged, do not have, or are unaware of other resources to draw upon, and stop attending class.

Students who don't succeed often have financial problems that prevent them from purchasing needed books and software or buying a computer so they can do homework.

*** III. Improving Student Success and Retention
Please check off which of the following student support services your students used:

- [ ] Bookstore
- [ ] Computer Labs for student use
- [ ] Counseling
- [ ] DSPS
- [ ] Financial Aid
- [ ] Library
- [ ] Transfer Center
- [ ] Tutoring

What is their level of satisfaction? Are your students having any problems with any of these services? If so, please explain.

Students can not buy textbooks on the IVC campus. This is a problem for students with financial aid vouchers which can only be cashed at the student bookstore in Kentfield.

Students have reported problems using software at the Kentfield Campus to work on course assignments. Many software applications they need are not available anywhere on the Kentfield Campus.

*** IV. How do you make sure your students are able to get through your program in a timely fashion? (e.g. “Schedule all required classes every semester.”)

MMST course offerings have been standardized so course offerings are consistent from
semester to semester. Morning and afternoon offerings are kept consistent from term to term, so students can make work or day care or other arrangements so they can attend class.

Course are offered in standardized Mon + Wed or Tues + Thur time blocks used campus-wide. Similar courses are offered back-back-back so students can more easily take multiple courses in the same term.

Special afternoon courses are offered starting at 4:10 PM, so local high school students can take CoM courses after their regular schoo day.

MMST blueprint has been established and is now carefully followed, so students can plan their courses well in advance. Core classes required to complete certificates are offered at least once a year.

Some popular MMST courses are offered in Distance Ed, online formats.
Curriculum
MMST-2011

1. What is the focus of your program? (e.g. transfer, basic skills, career technical education, lifelong learning, etc.)

Focus of the course offerings in MMST is three-fold:

1. Career technical education
2. Transfer
3. Lifelong learning

2. Have there been changes in the field that might impact your course offerings or degrees? Please explain.

The field of multimedia is undergoing dramatic changes brought upon by mobile technology. New and emerging devices are changing the digital landscape of devices...smart phones, tablets and internet TV have become the norm. The applications taking advantage of this mobile technology growth are also expanding the publishing, education, entertainment, and media industries. Whereas, eBooks used to be PDF versions of printed documents, these limited formats are quickly being replaced with actual interactive material. Books, magazines and textbooks incorporate video, audio, and animation to immerse the user in a broad range of experience(s). Interactive textbooks are in the forefront of these recent changes. They will replace most traditional textbooks that are costly, with editions that quickly become obsolete.

As a result of these changes, the MMST specialties must update the curricula to address these changes: web courses must address responsive (scalable) web sites, Content Management System (CMS) software, and mobile Apps; design and layout courses must address publication development for tablets; video and animation courses must address developing content for the smart phone and tablet formats.

3. Are you planning on changing, updating or revising degree or certificate requirements? Please explain.

In 2010, MMST changed its specialties from Authoring, Audio & Video, and Visual Design to Authoring, Entertainment and Design. In Fall 2011, two new courses were brought forward to replace the outdated MMST Intro to Game Design. MMST 146 and MMST 156 update the topics previously covered as well offer two levels concurrently to allow students to increase their skills. By running concurrent courses, there are no additional teaching units required, nor are students attempting to repeat a course.

The recent directive from the CCCCO (11/2011), to provide data that cites job/employment success for colleges, may require changing local certificates to 12 or more for validation and approval from adjacent CCC regions.
4. If available, have you created a “degree for transfer” in your discipline according to SB 1440? If so, what is it?

N/A

5. Have you prioritized your courses according to department goals? (Please attach blueprint)

Courses are prioritized in the Program Blueprint so students can earn a certificate in the shortest time possible. Since Full-time faculty must be given courses first to fulfill contractual obligations, certificate core courses are always taught by full-time faculty. Mini-certificates based on program specialties are also offered and given priority in staffing and scheduling. The As Degree and Certificate of Achievement require a total of 27 units: 12 units of MMST core classes and 15 units from the specialty of their choice (this does not include required GE units for the degree).

A PDF of the current MMST blueprint has been attached.

6. Have all your courses been updated in the last 5 years? If not, please list all outdated courses and your plans for revising or deleting them.

All courses have been updated and approved by the curriculum committee within the last 1-3 years, including MMST 114 (deleted) which had not been updated since its creation in 2005.

7. Do you plan to develop any new courses or degrees? If so, please describe briefly and explain.

In addition to the recently approved Games courses (MMST 146 and 1567), faculty plan to bring forward a new course to teach AutoCAD (D. Wilson is preparing during his sabbatical), a specialty Multimedia Project class that would be designed for summer sessions, and revisions to incorporate Mobile Web and App content and development (MMST 134a and MMST
134b). These two courses were substantially revised and updated for 2011/2012:

MMST134a

MMST134b

Both classes had been centered on teaching Adobe Flash but have been completely revised to meet the growing demand and need for workers skilled in creating or adapting media for the growing list of popular mobile devices such as iPhones, iPads, Android phones and tablets.

8. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum or make other programmatic changes? If so, please describe briefly and explain.

Discussions for the development and creation of an Industrial Design program that would incorporate existing Multimedia, Machine Metals, and Engineering courses. Discussions with Erik Dunmire and Arthur Lutz are planned for this semester (Sp 2012).

9. 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.
Development for the following courses is being considered:

MMST 122

MMST 151

MMST 161

MMST 183

MMST 193

ART/MMST 213

Currently, web-based Moodle course shells have been established for each of the following courses making it possible to teach each either entirely online or both online and in-class in a blended-learning format:

MMST101

MMST110

MMST111
10. 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.

Not for the 2012-13 catalog, but perhaps for the 2013-14 catalog.

11. Have you reviewed your pre-requisites and co-requisites in the last 5 years?
MMST courses have Advisories. The following multi-level (concurrent) course sequences have been established with defined prerequisites (as denoted by the >). These courses are usually taught at the same time, in the same classroom to ensure full course enrollments:

MMST131a  
> MMST131b  > MMST131c

MMST134a  
> MMST134b  > MMST134c

MMST  
150  > MMST 160

MMST151  
> MMST161

MMST163  
> MMST173

MMST166  
> MMST176

MMST183  
> MMST193

Other than the multi-level sequential prerequisite listed above, the following are
sequential prerequisites for non-concurrent courses.

**MMST**

112 > MMST 122

**ART**

200 > ART 213

**MMST 200**

> MMST 213
Student Learning Outcomes

MMST-2011

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. List your degree and certificate student learning outcomes. In which courses do students learn each one?

MULTIMEDIA STUDIES STUDENT LEARNING OUTCOMES
In the Multimedia Studies Program we teach students to approach problems from both creative and technical viewpoints? using the creative process to solve technical problems, and a technical perspective to generate a new creative vision. Through a series of sequential courses, the creative and technical skills of each student are expected to progress towards the skills of a professional in their field. Each Specialty contains appropriate topics required as preparation for a career in one of the respective Specialty categories. The course requirements to complete each Multimedia Studies Specialty are within the following four groups:
- Beginner experience
- Student experience
- Intermediate experience
- Advanced experience
To allow students with existing degrees and/or industry experience to have access to specific job-skill training, a fifth group of courses
exists. These elective courses are necessary to advance current skills to maintain careers in the highly, competitive multimedia industry. This group is categorized as 'Professional experience'.

The MMST program has defined the aforementioned groups as the five Stages of Success for its students:

Stage 1: Beginner. No foundation skills, and little to no experience solving problems. Produces work that is limited in quality and by their experience.

Stage 2: Student. Limited skills, minimal experience, and a beginning problem solver. Produces work that addresses objective, but limited in quality.

Stage 3: Intermediate. Basic skills, some experience, and can solve average problems. Produces work that meets the objective, and quality requirements.

Stage 4: Advanced. Highly skilled, experienced, and can solve difficult problems. Produces advanced level work that exceeds the objective and requirements.

Stage 5: Professional. Proficient skills, practiced experience, and can solve complex, problems. Produces professional level work that is indistinguishable from current working professionals.

These Five Stages of Success work within each of the three Multimedia Studies Specialty options to sequentially develop skills for a wide range of students. Student Success is optimized through a sequence of courses that refine and increase skills as required for current and future employment in the multimedia industry.

AUTHORING STUDENT LEARNING OUTCOMES

Upon completion of this specialty, students will be able to:

1. Assess and critique a wide range of digital media content.
2. Evaluate the ease of use and effectiveness of Web site interfaces.
3. Identify the components of effective and attractive web pages.
4. Plan and organize elements and content for any size web site.
5. Use communication theory to effectively convey information on a web All MMST courses.
6. Use color, composition and typography for a web site that is aesthetic and functional.
7. Set up and run web-server software on a local computer.
8. Design and create attractive web page layouts using CSS.
9. Add dynamic and interactive content (e.g. animation, audio, video, tools and games).
10. Use content management software to modify and create CSS-based page templates.
11. Author and successfully publish a web site scalable to any needed size.
12. Evaluate and identify the characteristics of a professional portfolio.
13. Present themselves and their work with greater confidence.
14. Independently continue to develop and update a professional body of work.
15. Independently develop and update digital tool (software and hardware) skills and abilities.

### DESIGN STUDENT LEARNING OUTCOMES

Upon completion of this specialty, students will be able to:
1. Assess and critique the design of a wide range of media content.
2. Articulate their visual designs using current terms and vocabulary.
3. Evaluate the ease of use and effectiveness of Web site interfaces.
4. Identify the components of effective and attractive design.
5. Create unique projects by using comparative analysis and research.
6. Compare and categorize both successful and unsuccessful designs.
7. Plan and organize elements and content for any design project.
8. Communicate their ideas using visual contrast and strong concepts.
9. Apply the RGB and CMYK color spaces accurately.
10. Use color, composition and typography to create a personal aesthetic and style.
11. Develop automated methods for production and development.
12. Evaluate and identify the characteristics of a professional portfolio.
13. Present themselves and their work with greater confidence.
14. Independently continue to develop and update a professional body of work.

The following Core courses:
- MMST 101
- MMST 110
- MMST 111
- MMST 200
- MMST 213

And all Authoring courses:
- MMST 131a
- MMST 131b
- MMST 131c
- MMST 134a
- MMST 134b
- MMST 134c

The following Design courses:
- MMST 112
- MMST 122
- MMST 150
- MMST 151
- MMST 160
- MMST 161
15. Independently develop and update design skills and abilities. | MMST 183  
MMST 193

ENTERTAINMENT STUDENT LEARNING OUTCOMES
1. Upon completion of this specialty, students will be able to:
2. Assess and critique a wide range of entertainment media content.
3. Demonstrate and apply common terms for entertainment media (e.g. 3D, animation, games, movies, etc.).
4. Compare and categorize both successful and unsuccessful entertainment media (games, movies, videos etc.).
5. Identify the components of effective media content.
6. Plan and organize elements, assets, and content for a variety of media types.
7. Use color, composition and typography for a web site that is aesthetic and functional.
8. Combine personal aesthetic with conceptual knowledge for successful projects.
9. Apply the RGB color space and correct pixel ratio accurately.
10. Apply techniques (digital or traditional lighting) that enhance the idea, story, scene, or image.
11. Assess and apply a variety of methods to export media types for multiple purposes and/or delivery types.
12. Evaluate and identify the characteristics of a professional portfolio.
13. Present themselves and their work with greater confidence.
14. Independently continue to develop and update a professional body of work.
15. Independently develop and update digital tool (software and hardware) skills and abilities.

The following Core courses:
- MMST 101
- MMST 110
- MMST 111
- MMST 200
- MMST 213

And all Entertainment courses:
- MMST 124
- MMST 125
- MMST 142
- MMST 146
- MMST 152
- MMST 156
- MMST 163
- MMST 166
- MMST 173
- MMST 176

All Skill (local) Certificates
1) Carefully following written instructions
2) File Transfer Protocol
3) File Management
4) File backup
5) Software installation
6) Basic Design Principles
7) Typography

All MMST courses.

2. What are your assessment strategies? (e.g. essays, research papers, presentations, multiple choice tests, etc.)
Course are all primarily hands-on and project-based, so assessment strategies mostly involve the critique of student projects and portfolios. By comparing student work from section to section and semester to semester, it is very apparent when assessment of a project needs to be reviewed or even the pace of an entire course.

Grading rubrics are provided on each assignments handout. The rubrics are within a table which clearly outline 5 levels of points (0-20) for each criterion for a possible total of 100.

Each assignment and its respective criteria are assessed based upon an average of the results of the rubric. Notes are made at the conclusion to revise as needed for improved student success, such as lecture time vs. lab time or external obstacles (such as emergencies or holidays).

II. General Education:

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

   No

2. Have you assessed any of the GE SLOs in the last year in any of these courses? If so, please describe the assessment and who it was given to and then summarize the results.

   N/A.

3. GE Rubrics:
   • If you used the shared GE rubrics, what did you learn? (Report your findings.)
   • What do you hope to change in the curriculum, pedagogy, course outline, etc. as a result of what you have learned? (Or what have you already changed?)
   • Will these changes require new resources or a reallocation of resources? If so, explain using data.
   • How have changes (previously made) affected student learning? Use qualitative and quantitative data to support your response.

   N/A.

III. Course Level Outcomes:

1. Have you assessed any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please describe the assessment and who what courses and sections it was given to in and then summarize the results.

As a CTE program, MMST is required to update its courses every 2–3 years. Each time an MMST course is revised, the SLOs are evaluated and revised as needed to align with the new curriculum of the course.

When revising the degrees, Certificates of Achievement and the Skill Certificates, MMST Specialty and Programatic SLOs are evaluated and revised as needed.
2. What improvements have you made or do you plan to make in the future based on the results of your SLO assessment?

Revising Skill Certificates to be more Career focused to meet the new directive form the CCCCO regarding data driven success, especially for CTE programs.

This may require revising and updating the Certificates of Achievement and Degree Specialties to align with the new Skill Certificate objectives as incremental levels of success (i.e. two Skill Certificates equals one Certificate of Achievement, which requires the additional GE requirements for an AS Degree).
Point of Improvement

MMST-2011

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.

Program Structure - multi-level (concurrent) course sequences have been established with defined prerequisites that are usually taught at the same time, in the same classroom to ensure full course enrollment. This structure requires skillful instruction, but has enabled our small program, with limited units, to offer advanced coursework and specialized courses.

Learning Environment - MMST program provides a first-class learning environment with modern computer lab facilities with comfortable chairs, fast computers, large monitors, and very fast Internet connection speeds.

Assessment - MMST students are placed in Internships that frequently require advanced skills and maturity in personal skills. Students often interact in a Client to Contractor level of expertise, providing services, technical skill, and advice.

Success - MMST students are sought by local employers. Locally produced multimedia is often created in small businesses in Marin and the North Bay. In Fall 2011, three Game Design students were hired by a Novato Game Company and a graphic design student was hired by an East Bay online game company.

II. SLOs

As a discipline, please look at your student learning outcome assessments at the program or degree/certificate level and consider the following questions:

<table>
<thead>
<tr>
<th>Description &amp; Current Goals; Analysis:</th>
<th>Future Goals &amp; Recommended Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths and Constraints</td>
<td></td>
</tr>
</tbody>
</table>
1. What do you do to help student achieve particular outcomes?

**AUTHORING STUDENT LEARNING OUTCOMES**
Upon completion of this specialty, students will be able to:

* Use color, composition and typography for a website that is aesthetic and functional.
* Set up and run web-server software on a local computer.
* Design and create attractive web page layouts using CSS.
* Use content management software to modify and create CSS-based page templates.

A project-based approach is used to accurately assess student progress on these SLOs. Students create working websites which are critiqued by other students and instructor throughout the term.

A number of tools and techniques are used to facilitate these assessments including the use of inexpensive 3rd party hosting services and a Moodle Course Shell Web pages, so students can see and critique other student work both inside and outside the classroom.

Additional tools include video-based streaming video tutorials accessible via the Moodle course site, to meet the needs of students who do not read well or for whom English is not their native language.

Further develop our curriculum to provide training on how to develop multimedia content for smart phones, tablets, and other mobile devices.

2. How can you improve student performance on this outcome? Give specific strategies.

Improvements can be made to improve student performance by offering additional sections of some of the authoring courses so advanced students have their own courses instead of sharing with introductory-level students.

Performance would also be improved if the program or school offered web Hosting to our students.

Provide two courses for the MMST131 and MMST134 sequences. One for the "a" section and one for the combined "b" and "c" sections.

Set up a web server for the department and purchase several large hard drives so we can offer web hosting services to our students.

3. Pick one or two things that you will do to improve your program over the next 2-3 years. Outline your strategies for improvement. Detail any resources you will need to achieve this improvement. **Note: You will be asked to comment on this plan for improvement in your next review in two to three years. Please save your responses so that you will have comparative evidence and data to submit at that time.**
Continue upgrading and modernizing the MMST curriculum. The program needs to upgrade or modify curricula to meet the growing demand and need for workers skilled in creating or adapting media for mobile devices such as iPhones, iPads, Android phones and tablets.

Faculty will need release time and a budget to take courses and attend workshops to keep learning and stay abreast of the rapid changes and evolving technologies in the digital media fields.

Upgrade and modify the Program Web Site using some of our talented and advanced Web Design and Graphic Design students. This will help us attract students and model best practices for our students.

We will need new server hardware to host this new website.

### III. Moving Forward Objectives (Planning)

What (qualitative and/or quantitative) data-driven coordinated planning has your department done to improve enrollment, student learning, access and success over the last two years?

Effort and planning was done since the last MMST Program Review to continue to upgrade and modernize the MMST curriculum to reflect rapid changes in our industry and the demands of employers on our graduates to demonstrate up-to-date, marketable skills. These changes have resulted in increased enrollments and certificates. All three specialties underwent a major overhaul and update during 2010, which went into effect in the 2011-12 catalog.

The transfer of the our Distance Education Course to Moodle, two years ahead of the College’s own transfer of all of its Distance Ed courses to this new system, has provided an opportunity to learn the system and improve the formatting and access of our online courses.

MMST is considering additional courses that may be good candidates for online delivery.

### IV. Assessment of Previous Program Reviews:

1. What resources have you been granted from your previous program reviews?
   None, nada, zero, zip.

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?

   All resources for the MMST Program (other than recent Modernization, Bond funds) have been provided by Grants outside of the MCCD budget allocations since its inception in
1997. MMST was provided a budget for on-going expenses (like software and hardware) in 2004, which moved to the ART department with MMST. These allocated funds were not restored when MMST returned to CTE in 2009.

3. Program Revitalization in 2008 (before the policy was adopted by the Board). This resulted in the relocation of MMST back to CTE.

4. That software license distribution (and allocation) may be soon managed by IT. Software purchases should be managed by a central agent within the college, and IT is the most logical choice. This would allow for better organized and fiscally responsible updates and maintenance.

VI. Other concluding remarks.

MMST faculty completed the Mini-Program Review as required before the December 2011 due date. As stated above (and in EVERY previous Program Review), our greatest need is an on-going budget for software updates and renewal.

It the Mini-Review, it was requested that we move from Adobe Design Suite and Apple Final Cut Pro Suite to the Adobe Master Collection. There are three main benefits:
1. Adobe is a bi-annual renewal contract for concurrent licenses, and the Master Collection would include all video requirements, for LESS money.

2. Apple is an Annual license renewal contract (which often changes from year to year), as an annual subscription it generally costs TWICE as much money.

3. Our software budget would be split between two publishers instead of three?Adobe and Autodesk. This would provide simplifications for renewal...while saving money! (this would be a moot point if IT begins to purchase and allocate licenses).

The MMST faculty are VERY grateful for the new classroom lab (MB 129) in Building 27 at IVC. It has been a pleasure to teach in this new space, and has resulted in great learning experiences and outcomes in ALL classes!
1. Please make any comments on, Student Access and Success, Facilities, Curriculum and SLO sections.

The use of computers require a high level of basic skills allowing students to work towards many career opportunities. Members of the community can update their computer literacy and learn how to express their thoughts using multimedia presentations. There are many opportunities for students to use the skills they learned in multimedia to transfer to higher education. Classes are offered at a variety of times during the day and evenings. Students have plenty of opportunities to complete degrees in a timely manner. The facility is in good shape with modern equipment and is scheduled to move into the new main building spring 2011. The Multimedia Studies faculty continuously update their curriculum to stay current with industry trends. All course curriculum has been updated within the last five years. The Multimedia Studies department has well developed SLO's for each of their courses. Students know what is expected of them as they progress through the courses and programs. Students use critical thinking and problem solving techniques on a daily basis while working on assignments in multimedia courses.

2. Please comment on the Point of Improvement section.

It is important to understand that computer technology and software changes rapidly. Multimedia Studies is highly dependent on modern and up to date computers and software so that students prepare themselves for the work force. Multimedia needs a budget that keeps their software and hardware needs up to date.

3. Please comment on the faculty and staff sections.

The Multimedia Studies program currently have two full time faculty members and four part time faculty. The faculty seems to be well diversified in all areas of multimedia and work together to provide a well rounded curriculum.

3. Other comments