May 2015 Report Backs to PRAC regarding 2013-2014 allocations

**ACRT/AUTO**
1) Autoland Scientech Scan Tool ($6590)
2) Plasma CAM CNC Plasma Cutter ($11290)
3) Brake Drum Lathe ($8450)
4) X-431 GDS Modular PC Scan Tool ($3315)

**Drama:**
1) Viking Sapphire 960q Sewing Machine ($2700)
2) 18 Par D60’s Lights (18) ($16608 + $15000 from Bond)
3) Table Saw Guard ($210)
4) Table Saw Dust Collector ($600)

**Kinesiology**
Cybex FT-360 Functional Trainer ($11005)
3 NordicTrack Elite 17.7 Commercial Elliptical ($9209)

**Social Sciences**
Samsung 14” Laptop- 6GB Memory – 1TB Hard Drive

**Mod Lang**
Video Camera (403)

**Chemistry**
1) 5 MPA160 Melting Point System for Students ($5085)
2) FTIR/FT-NIR bench top spectrometer Interspec 200-X ($21,465)

**English/English Skills - Turnitin**

**Patrick/Media Services**
12 Lumens DC 192 Document camera ($7130.15)

**Biology**
24 Cole-Parmer High-power Stereo zoom Microscopes ($29, 169)

**ART**
3 50 mm f/3.5 Beseler full format lens kit for series 23C enlargers ($892.36)
3 Beseler 23C111-WL condenser with baseboard $ (3317.50)

**Anthropology**
Hominid Casts ($7069.49)

**Library**
Various – around $20,000
Ron Palmer: CTE and ACRT

1) Autoland Scientech Scan Tool ($6590)

Yes, we have this tool. We are using this tool in our Auto 228, 229 & 215 courses. These courses are primarily centered around automotive computer controlled systems. This tool is allowing students to become familiar with the on board computer controlled systems on vehicles. This tool will provide the necessary knowledge to get our students ready for the job market and prepare them for the future. This type of equipment is commonly used in modern day automotive repair facilities. This scan tool not only reads engine diagnostic information but is also has the ability for reprogramming and monitoring all of the on car systems such as suspension, steering, braking, climate control and transmissions. This has been a helpful tool to prepare our students for the job market.

2) Plasma CAM CNC Plasma Cutter ($11290)

Yes, this tool has been delivered and is operational. This tool allows students to design a automotive part for duplication. The plasma cutter is able to take what is designed on the computer and reproduce it in metal. It is similar to what a paper printer does but does the same process with a piece of sheet metal. It is useful for teaching our students modern techniques of metal fabrication.

3) Brake Drum Lathe ($8450)

This has been delivered. Over the last ten years there have been many advancements in braking systems and service. Most automotive dealerships required the use of on car rotor service so that the brake rotors can be turned true to the axle. This provides a more accurate way of resurfacing brake rotors which eliminates brake noise and owner complaints. Students are able to practice on the type of equipment they will be using when they enter the job market.

4) X-431 GDS Modular PC Scan Tool ($3315)

Yes, we have this tool. We are using this tool in our Auto 228, 229 & 215 courses. These courses are primarily centered around automotive computer controlled systems. This tool is allowing students to become familiar with the on board computer controlled systems on vehicles. This tool will provide the necessary knowledge to get our students ready for the job market and prepare them for the future. This type of equipment is commonly used in modern day automotive repair facilities.
PRAC Follow up Report
5/12/2015

Drama Program- Viking Sapphire 960q Sewing Machine ($2700)

The Viking Bernina Sapphire was judged by our part-time costume designer as too advanced for the students, so we purchase two Bernina 1008 machines instead. The items were purchased on September 10, 2014 and received the very same day. The purchase price was $2,510.57 which is $218.16 under the $2,700 allocation. The machines came with a one-year full coverage warranty.

The students are having a very positive experience with these machines. They are able to understand the mechanics and move immediately into skill development. Enclosed please find letters of appreciation from two of the students in the costume design class.

The machines have been so successful that we requested an addition one in the upcoming IE cycle. Unlike our industrial sewing machines, students are not intimidated by the Bernina 1008 machines, but rather excited to learn and they keep coming back to develop their machine sewing skills. Because of the simple mechanics and the accuracy of the equipment, the machines make sewing easy, fun, and accessible to all students.

Drama Program-Par D60’s Lights ($16608 + $15000 from Bond)

The 18 PAR D60 LED narrow lens, 5’ Powercon Edison adapter (to make units compatible to our cables), ETC C-clamps (to hang the lights), 30” safety cables (to catch the lights if dislodged during an earthquake), and Oval Lenses were purchased by Musson theatrical on September 14, 2014 and arrived that same month. The purchase price for the items was 29,247.17 which was $5,360.83 below the allocation of $31,608.

The lighting units were first used by the Dance Department in their Fall 2015 Dance Concert which supported the work of ___ students and was viewed by over 400 patrons. The drama program used them for their mainstage production of Comedy of Errors as well as the Studio production of Seagull which supported the work of ___ students and was viewed by over 900 patrons. The lights were used a second time by the Dance program for the 2016 Spring Concert which served over ___ students and was viewed by over 400 patrons. The units are portable, bright, and perform beautifully in both theatres.

Students are handling this expensive equipment and learning more about the LED technology with each installation. A large number of students involved in the stage productions benefit from the amazing performance of both the optics and projection of these LED lights, making their shows to look professional. It is too early to measure the long term outcomes for students who use of this modern technology, but the short term results indicate an improvement in the lighting design capabilities in the James Dunn theatre. We will continue to advertise the addition of this equipment as we promote our program.
Drama Program- Table Saw Guard ($210)

The table saw blade was ordered on October 9, 2014, received the same month, and installed. The actual cost of the item was $191.00 which is $19 less than the $210 allocation. The original estimate was given with $13.52 sales tax included, however there was no sales tax charged on the equipment on the final bill which is why it falls below the $200 minimum required of IE items.

The purchase of this equipment was primarily a health and safety issue. Students and staff are now far less likely to be injured by the use of this table saw guard. In the past, students were reticent to use the saw with the exposed 12” blade. Now, with the addition of a safety guard, they are more likely to rip lumber and develop their skills using construction equipment in the stagecraft class. Students who practice using the equipment will be more prepared when applying for entry level technical theatre positions beyond the COM campus.

Drama Program- Table Saw Dust Collector ($600)

The table saw dust collector system was ordered on October 9, 2014, received the same month, and installed. The actual cost of the item was $464.95 which is $135.05 less than the $600 allocation. The original estimate was given with $32.72 sales tax included, however there was no sales tax charged on the equipment on the final bill. We requested slightly more than we needed in case there were compatibility issues with the table saw which might require addition parts. No additional parts needed to be purchased.

The purchase of this equipment was primarily a health and safety issue. Students and staff can now work in the scene shop environment without breathing in sawdust as they build sets. As we transition the scene shop from a shop/storage area to a classroom, we are ensuring the air quality for all who work in and pass through this space.
Bernina

I am currently a student at College of Marin taking the Introduction to Stage Costume class, and I have had the pleasure of working with the new Bernina sewing machines. I am new to the craft of sewing and the Bernina machines have made it very easy for me to learn. They run so smoothly. They are well designed and user friendly. I feel I have more control while working with the Bernina sewing machines, than other machines I have worked with. I hope to one day have a Bernina sewing machine to call my own. Thank you so much for the new machines.
I am one of the Drama students who are taking Introduction to Stage Costume class at College of Marin this semester. We are so glad that there are new Bernina sewing machines in the costume shop. I have been using them for projects and sewing practice for the class. They work very well and smoothly. Its instruction menu is simple and easy to understand. I like them a lot because they are easy to use even for inexperienced students. It is so kind of the donors who donated the brand new Bernina machines for us to use in the costume shop. These machines will be very useful and helpful for the Drama Department in order to create wonderful costumes for each production. Thank you very much.
To: PRAC

FROM: Kathleen Smyth, KIN Coordinator

RE: Kinesiology
Cybex FT-360 Functional Trainer ($11005)
3 NordicTrack Elite 17.7 Commercial Elliptical ($9209)

The addition of the new pieces of equipment purchased for the Kinesiology Department through the program review process has had a significant impact on our department SLOs. Most of our equipment is over 20 years old, in very poor condition and outdated. Trends in strength training have moved away from the static machines to more dynamic pulley systems to strengthen muscles utilizing all three planes of movement. The two Cybex machines have allowed the KIN faculty to challenge students to develop strength training programs that are functional and more engaging for the students. KIN students are better able to analyze and assess various movement activities with a better understanding of anatomy and physiology due to the addition of this piece of equipment.

The 3 Nordic track elliptical machines replaced three old and often broken ellipticals. The department was spending a couple hundred dollars a year repairing them. The new machines are more durable, quiet and help give be competitive with the private gyms in the area. The weight room serves approximately 150 student-athletes and 300 activity class students each semester. With the addition of these aerobically focused machines KIN students can identify, value and implement wellness strategies during the semester and beyond.
ART

3 50 mm f/3.5 Beseler full format lens kit for series 23C enlargers ($892.36)
3 Beseler 23C111-WL condenser with baseboard ($3317.50)

I have received the above enlargers and lenses. They have been installed in the darkroom and the current Art 190-191, 192 students are using them to create their assignments. Students can print using black and white film to make enlargements onto photographic paper. Their assignments range from self-portraits with various natural lighting situations to a series of personal abstract images. They learn and create a wide range of outcomes depending on the level they are working on.

Polly Steinmetz
Photography

Biology

24 Cole-Parmer High-power Stereo zoom Microscopes ($29,169)

It is a long story, but Paul da Silva had spearheaded the project of ordering the scopes. The scopes that were originally on the IE list had been discontinued by the time that Paul was going to order them. So he researched similar ones, and had the reps come out to show us the scopes. We had decided on a particular type and got ready to order them, and we found out that the company wouldn't give us any warranty at all on the scopes. So he researched some other similar types and had the reps come out and show us. We ended up finally ordering them, and they should be arriving either this week or next.

Long story short – we haven’t been able to use them yet, so if we can postpone a PRAC report until next year, we can give a written report at that time?

Becky Brown

Samsung 14” Laptop- 6GB Memory – 1TB Hard Drive

Social Science Department

The Social Science Department acquired a Samsung laptop as a result of the 2013-2014 Program Review. We purchased the laptop this school year. We are using the computer for recording notes from department meetings that involve discussions on transfer, graduation rates and graduation requirements, learning outcomes, assessment, and classroom innovations we use to improve student outcomes.

The department chair also uses the computer for housing Umoja data and statistics. The computer is used during Umoja meetings for calling up these data.
Video cameras (webcams)

Webcams were purchased and installed in the Language Culture Lab (LC 150). Since this purchase, every semester I was assigned a Spanish class during the day (the time zone difference makes this activity not possible with evening classes), I used the webcams to do global exchange assignments between COM students taking my Spanish class and students at La Universidad Iberoamericana de Puebla [Iberoamerican University of Puebla] (IBERO) in Mexico. Below are some images from different semesters and different level classes. Following the images is a section explaining how these video cameras have enhanced instruction and helped successfully achieve SLOs.

Spring 2015 (Spanish 102) and Spring 2013 (Spanish 101)

Depending on class and level, students were asked to complete 2 types of assignments:

The first type of assignment was more culturally focused. For example, for one class, students were asked to bring a personal object that was significant to them and/or represented their passion(s) and/or culture(s) and present/explain this object in the target language to their Skype partner. Examples of objects some COM student brought include: a guitar pick (representing his passion in music), tie dye t-shirt (representing hippie counterculture of SF), fortune cookies (representing Chinese-American communities), grocery store recycling bag (representing their commitment to the environment). Examples of objects some IBERO students brought include ceramic tile (representing historical culture of Puebla [famous for many things including ceramic artwork]), a soccer t-shirt (representing passion for soccer and opportunity to hear/use word “playera” for t-shirt which is not taught in our book yet I teach in class), snack known as “chapulines” that are really popular in Mexico.

The second type of assignment was more grammatically focused. Prior to the global exchange, students were asked to write 2-3 questions for each vocabulary section and grammar point. For example, for the imperfect tense, to demonstrated the use of habitual action in the past, one possible question was “Cuando eras niño/a, ¿qué te gustaba hacer?” [When you were a boy/girl, what did you like to do?]. I graded and corrected the questions, which the students rewrote corrected. During the global exchange, once the cultural (ice-breaker) activity was finished, with the remaining time students talked to each other using these questions.

If possible, I would have done a global exchange after completing each chapter, as a culminating cultural and grammatical activity. Due to time constraints and imbalanced curriculum (some of the grammar we were expected to teach in 101, the State of California deems appropriate for 102, as a result speaking and culture
were significantly compromised) the most I could (barely) do was twice a year as a “midterm” project and a “final” project. Now that our department is adjusting our curriculum to align with the State (which treats culture and speaking equally as important as grammar/reading/writing etc), we will be able to do cultural activities like global exchange on a more frequent basis.

The feedback I have gotten from the students shows that many students were excited and challenged by these activities. Furthermore, these activities are authentic; rather than pretend to talk with a student from a Spanish-speaking country, as many activities in the textbook are written, COM students were actually talking with native Spanish-speaking students from Mexico. Prior to these exchanges, students were nervously excited and underestimated their language abilities, yet after these exchanges I could see and hear that their language skills were improving and they were gaining confidence in their language skills. I have been told by many students that these Skype exchanges are some of the best activities that they have ever done in any language class. Some have even asked me why we didn’t do them more often. Numerous student comments highlighted these global Skype activities as one of the most dynamic and effective aspects of the language program. One student (not taking a language class) told me they had heard about the Skype activities, demonstrating how it helped attract new students, particularly those who were computer and camera skilled.

Activities like these international Skype exchanges are especially important because they help COM instructors prepare our COM students for global citizenship.

Webcams have been available to all language programs in the Modern Languages department as well as other departments such as ESL. I have offered my contacts in Mexico to the other Spanish instructors several times, and although many have expressed much interest, there has never been follow-through, mainly because the curriculum never allowed any time for such valuable activities. With our improved curriculum (starting fall 2015), my hope is that some instructors will be able to follow through and incorporate such activities in their classes.

As listed in the SLOs for language courses, students are expected to "utilize basic grammatical rules," "communicate," and "articulate a broad awareness of the Spanish-speaking world". International exchanges made possible by webcams have been some of the most authentic and effective ways to help foster these abilities. These outcomes have been measured by instructor evaluation of pre-Skype activities (questions prepared by students), Skype activities (real life communication), and post-Skype activities (discussion through speaking and writing).

In sum, the quality of instruction was greatly improved because of the dynamic, challenging, and effective activities made possible by the video camera webcams. By interacting with native Spanish-speakers, students have applied and improved all aspects of language learning, particularly their speaking and listening skills. Students also developed cultural awareness in an authentic (not simulated) context. Access for students has been improved because they were able to interact with native-speakers, which would otherwise have not been possible. Since these activities were visual, interactive, and media-oriented, it appealed to learning styles not engaged by other techniques. The activities made possible by these webcams have helped prepare many COM students to be particularly well adjusted and to help excel in a world that is becoming increasingly more global.
Chemistry
1) 5 MPA160 Melting Point System for Students ($5085)
2) FTIR/FT-NIR bench top spectrometer Interspec 200-X ($21,465)

1. Melting Point Systems. We have not been able to use them, because they were the wrong version of the type we needed. Since the boxes were immediately thrown away, we have not been able to exchange them with the manufacturer for the correct ones. The problem is continuing and Carol is now involved in the process of trying to get them replaced so that we may be able to use them for the fall semester.

2. Incredible! Our organic laboratory cannot operate completely without the use of this IR instrument. One of the SLOs includes the use of IR to identify an organic molecule and analyze the results. Without it, that SLOs is not possible. The instrument is essential in laboratory for students to gain hands-on access to an analytical tool that will help them identify the success of their work in the organic laboratory. This new IR is significantly faster and has more uses than our previous one. We are able to directly analyze solid products (in addition to liquids) without a tedious and time-consuming intermediate step that isn't always successful. This allows students to use the extra time for other lab based tasks as well as open up the use of the IR for applications to more laboratory experiments than before.
The high quality fossil casts acquired by the Anthropology program through the 2013-2014 Mini Program Review have been put to good use helping students achieve fundamental human evolution-related student learning outcomes in Anthropology 101L (Introduction to Physical Anthropology Laboratory). Importantly, the new cast material facilitated two key aspects of student learning: coverage of information that was previously absent from the course and better coverage of information that has been addressed with more limited material in the past. In relation to new content, the *Ardipithecus* casts were particularly useful as they allowed students to examine physical evidence of the early evolution of bipedalism. This is significant because the *Ardipithecus* species is one of the new discoveries that pushes human ancestry back by millions of years. While this concept had been addressed in earlier semesters, students did not have access to the visual material that actually demonstrated the anatomical changes at this time in human history. With the introduction of the new casts, students were now asked to examine the material for evidence of bipedalism and interpret the species’ implications for our understanding of human evolution. This directly ties to two of the human evolution SLOs: identify key physical traits and relate them to larger evolutionary patterns and compare hominid anatomy and behavior.

In relation to improving existing content coverage, several of the new casts (particularly the *Australopithecus, Homo erectus,* and *Homo neanderthalensis* skulls) were useful as they allowed students to better distinguish important physical characteristics that were not clear in the previous instructional materials. Often, the physical traits essential to understanding human evolution are seemingly minor differences in the size, proportion, or shape of anatomical features. For example, a species may be identified by having a ridge at the back of the skull vs. a bump at the back of the skull. When low quality casts are used, the differences may not be clear to students—a ridge may look like a bump and vice versa. With the introduction of the higher quality material, students now perform better on lab stations that ask them to distinguish these traits and use them to identify species. The new casts were especially useful for a station where students were asked to examine five skulls and place them in evolutionary order based on their physical traits. In this sort of comparison, details are essential. These learning tasks directly tie to three of the human evolution SLOs: recognize and organize fossil species, identify key physical traits and relate them to larger evolutionary patterns, and compare hominid anatomy and behavior.
2014-2015 Turnitin Usage Data

Faculty using turnitin: 68

Turnitin student users: 1637

Turnitin assignments: 351

Number of courses with turnitin assignments: 129

--Debra Thayer (IT)
X8131
Assessment of Previous Program Review 2013-14
Library

The resources implemented from previous program reviews have enabled the Library to continue serving its core mission of supporting the instructional and curricular needs of all students, faculty, and staff. These resources have provided College of Marin students with access to a wider variety of sources and more up-to-date sources. Specifically:

- **$12,000 Temporary increase to update the Library’s Print collection:**
  - Impact: In order to learn information literacy skills that are integral to the research process, students need access to a mix of sources across the disciplines, including classic works and current works published in the last ten years. Like most academic libraries, the COM library is moving away from print format books toward electronic books, however there is still a significant need for print books for a variety of reasons -- some instructors require print books, some students prefer print books, and many academic titles, unlike popular books, are not available to libraries electronically. Although we still have a long way to go towards updating the print collection, this $12,000 helped tremendously and was much appreciated by students, faculty, and community members.

The following items were recommended by PRAC, however the Library did not get the funding for AY 2014-15 because this was deferred for a larger discussion for institutional subscriptions.

- **$1,190 for ARTstor**
  - Note: This subscription was moved from Humanities/Art to the Library.
  - Rational: Through ARTstor, students have continued to have access to some of the world's greatest repositories of artwork. Because ARTstor's interface allows users to zoom in very close, in a sense it provides better access to works of art than would be possible even in person. For example, students can assess individual brush strokes magnified on paintings. This accessibility is useful for students beyond the art department: students across the disciplines can use these images, including many historical photographs, to create highly effective presentations. ARTstor also provides excellent documentation of the name of the image, its creator, and copyright and provenance, thereby allowing students and faculty to generate accurate citations. This has helped support a key outcome of information literacy, which is the responsible (ethical and legal) use of information.

Students in art and art history courses have gained skills in finding, evaluating and using images. Students across the disciplines have been able to create presentations that are more beautiful, more effective, and more carefully documented. We will provide statistics when we present at PRAC in 2015.

- **$5,000 for Gale databases**
  - Rational: The Gale databases have supported information literacy SLOs across nearly every discipline. These database provides 24/7 access to reference materials across all disciplines, as well as materials related specifically to history, sciences, and controversial topics. Content is accessible on all devices with internet access. We will provide statistics when we present at PRAC in 2015.

- **$1,372 for LibGuides:**
  - Rational: LibGuides provide a vital access point for both general and specific information about the library and information literacy for students, faculty, staff, and community members. Many sections of the COM library website link directly to content in LibGuides. With LibGuides, library faculty have
the autonomy to quickly change or update content based on patron needs, enabling us to organize content in a way which makes sense for our end-users.

LibGuides have supported student learning outcomes in information literacy across all disciplines. They have significantly improved student access to collections because they allow librarians to create custom-tailored guides focused on topics such as library resources relevant for a specific assignment, course or departments. Faculty and students have reported that these guides are valuable in completing research projects and learning key information literacy concepts outside the classroom.

Although the following items were not funded specifically through the Program Review process, the library is tremendously grateful to have received the following through donations, and generous response through the Vice President of College Operations:

- Removal of significant amount of broken and outdated furniture and office supplies (completed summer 2014).
- New computer tables and chairs, which are more up-to-date and inviting for students (completed summer 2014).
- A donation of new study carrels, tables, chairs, and small sofas which are cleaner, more up-to-date, and inviting for students (completed summer 2014).
- Additional computers installed in the main computer area of the Library (completed summer 2014).
- Installation of new carpet in faculty offices, director’s office, and group study rooms (completed fall 2014).
- New flooring, paint, furniture, and professional hanging of College-owned paintings by William Keith for event space, named the William Keith Room (completed spring 2015).
- Dry erase boards for group study rooms. Students had been asking for dry erase boards in the group study rooms for a long time. The dry erase boards have been very well-received (and heavily used) by students since their installation (completed spring 2015).

- Impact: The library has received many, many compliments throughout AY 2014-15 regarding changes and updates that were made over the course of the past academic year. Students, discipline faculty, and staff have all commented on how much more welcoming and relevant the library has become in a short period of time due to new furniture, faculty and staff, and updated collections. We have seen significant increase in traffic in the library. The main student computer area in the library is almost constantly at capacity during peak hours (8:00 – 5:00 PM, Monday through Thursday) with students often waiting to use a computer. The Information Literacy Classroom has become a popular quiet study area for students when it is not in use for information literacy instruction. Perhaps the most compelling assessment is a 64% increase in requests for library instruction: The library’s instructional hours have jumped from 70 hours during fall 2013 to 110 hours during fall 2014. Additionally, the Library (in conjunction with ESCOM and Book Passage) hosted several very well attended author events during spring 2015.