# I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
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# II. Program Review Committee

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<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
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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>
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<td>V-Anne Chernock and Erik Dunmire</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
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<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
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<tr>
<td>Sara McKinney and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
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<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
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<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
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# III. Vice President of Academic Affairs

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

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<th>Name</th>
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<tr>
<td>Eva Long</td>
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Program Overview—Introduction
MMST-2009

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

**I. Program Definition**

Outline the unique qualities that define the importance of your program.

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:

**Mult-i-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 strived 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:

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 for Marin County students is to provide career training, uplift skills, and retraining for workers that have sustained work injuries requiring a career shift. The majority of MMST students are educated with 4 year or advanced degrees, and do not seek an AS degree. 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.

Degree and Transfer
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.

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 (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
Briefly outline the recent history of your program.

OVERVIEW
In past 5 years, the MMST have suffered in enrollments as a result of many factors including:

- The erosion and elimination of Student Services at IVC (Library, Food Service, Bookstore, and Security)
- The exclusion of relevant information pertaining to the IVC Campus (addresses, phone numbers, and marketing)
- FT instructor, James Gonzalez on sabbatical for 2 successive spring terms.
- Reassigned time by FT instructor Derek Wilson for various non-instructional units such as Curriculum Chair, MMST Grant Director, and other reassigned duties.
- **Reduction in total, allocated teaching units** directly affecting students ability to complete courses for degree, skill, and career certificate requirements, from 116 TU in 2002-03 to 72 TU for 2008-09
- **Early cancellation of MMST classes** prior to last Add date and in some cases prior to first class session.
- **Refusal by the area dean and department chair to use the current MMST Blueprint** for planning and scheduling for the last 5 semesters

All of this has continued to occur even while the Multimedia and Entertainment industry has been experiencing its second wave of growth for the past three and half years.

PROGRAM REVITALIZATION
MMST faculty have repeatedly developed clear solutions, all of which are backed by data to justify the requirements. When followed, increase student enrollment, success, retention, and continuation within the MMST program at the College of Marin as carefully outlined and revised EVERY year in the MMST Program Blueprint.

As a result of the area dean and department chair's disregard for the MMST Blueprint for scheduling classes, enrollment, retention and success have been declining. And in Fall 2008 the dean and chair scheduled classes that created multiple scheduling conflicts for Mr. Wilson's participation in shared governance. In addition, MMST instructor's classes were scheduled at the same times, resulting in limitations of enrollment by the same cohort of students students had choose one class or the other. The classes were all scheduled on Tuesday and Thursday, providing NO access to MMST labs at IVC on Mondays and Wednesdays in Fall 2008.

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 Workforce 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 Workforce 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, that 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 Workforce 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 Workforce 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 Workforce Education 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.

BLUEPRINT HISTORY
The initial MMST Discipline was placed under Computer Information Systems (CIS) for technology support requirements. All MMST courses were transferable as CSU electives, but none qualified as transfer credit for GE, IGETC, or UC. The MMST Program consisted of a total of 96 Student Units comprised of 78.5 MMST course student units, and 17.5

http://programreview.marin.edu/POReport.jsp
units from ART, BIS, COMM, and MUSIC. These units represented the core program of 17.5 units, and the five specialties consisting of 12.5 to 17.5 student units each. In 2002, when enrollments were at a high of 439 (58.9 FTES), MMST students were experiencing difficulty completing their certificates and AS degrees courses required for certain specialties and even the core requirements had not been scheduled in 7 semesters as a result of inconsistent scheduling and course offerings. A two-year blueprint was in place, but seldom followed. When necessary courses were offered, they were either overenrolled or cancelled due to lack of enrollment. Courses that were already on a two-year cycle, required students to wait up to 2 more years to complete their two-year degree (or a 1-1/2 year certificate). As a result students frequently petitioned for waivers of courses that had not been offered in a timely manner, and even though the expected breadth had been truncated, faculty reluctantly honored these requests to be responsive to students academic needs and objectives.

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, corequisites, advisories, and other limitations of enrollment all of which had to meet current Title V. regulations to ensure approval longevity.

In Fall 2004, the Multimedia Studies program was awarded a short-term Industry Driven Regional Collaborative (IDRC) grant of $370,000 from the Economic Workforce Development (EWD) program of the Chancellors Office. The purpose of the grant was to stimulate and provide workforce training for the multimedia/digital arts sector of Marin County. At this same time, the Multimedia Studies program was moved from the BIS department to the Fine Arts department. This provide the ability to convert the SLOs of all MMST courses to creative and design objectives and opened the door for CSU articulation agreements for the major which were not possible under BIS. While articulation may not seem important or even relevant for a Workforce Development Program, a total of 23 AS Degrees and 34 Career Certificates have been awarded in the past six years! This is a high percentage for an area without GE and IGETC applicable courses, and an even higher percentage when compared with high enrolled, very popular programs in the Physical Education, Performing and Fine Arts departments, each of which has courses that do fulfill GE and IGETC requirements.

CONCLUSION
Therefore, to revitalize the MMST program and capture the interest and need for constantly emerging Technology, MMST expects to be back under Workforce Education for the next cycle (2009-10) of resource allocation, scheduling and planning.

Attachments:
List and briefly describe any attachments

http://programreview.marin.edu/POReport.jsp 2/22/2010
Facilities Questionnaire
MMST-2009

What are the existing facilities issues that impact student access and success, or health and safety? (address any of the following: Size, location, conditions, maintenance, features, a/c, lighting, adjacencies, other.)

The current facilities are:

**Great--PM 192** Mac classroom-lab, which can seat up to 27 students (if there were enough computers), has new computer tables with raceways, and chairs in excellent condition (5 years old). Has a dry erase board, and glass cases to display student work. However no pin/tack boards to hand student work for critiques.

**Good--PM 199** lecture smart classroom, has 3D PC with 3D Projector for real 3D presentations and simulation. Also an older Mac for web/internet presentations. Projector on cart shared with PM 190. Seats 24-26 students in lecture chairs without desk/writing surface.

**OK--PM 190** PC classroom-lab, designed for 3D, GAME Design, and team development instruction. This lab can ONLY SEAT 15 students, and has 8 PCs with high-end graphics cards. High tables and chairs designed for shared computers for team developed projects. Tables and chairs are 4 years old and in excellent condition. Has a dry erase board, a small portable screen, and a projector shared with PM 199. However no pin/tack boards to hand student work for critiques and Game Design storyboards.

**PLEASE NOTE--**
MMST is scheduled to move into their new classroom-lab at the end of the Fall 2010 semester. If the expense of moving our 5-6 year old equipment into a brand new space, our response to this section will be considerably different. New walls, carpet and paint do not directly increase student success or improve SLOs, but Instructional Equipment and Supplies does!
I. Access

Based on the enrollment numbers and demographic breakdown for your courses, what significant factors or barriers are influencing student access to your courses or program?

The biggest barrier to success our students face is the lack of Program units to offer the more advanced levels of instruction that students must acquire to be employable in this field.

Currently, because of a lack of program units, we are offering multiple levels of instruction in the same class, decreasing the effectiveness of the instruction and making it harder for new students to find room in the course as students before them fill up available spots. The result has been an increase in sections, as concurrent courses have increased in both 2009-10 and 2010-11, WITHOUT increased WSCH (TU).

Enrollment changes since 2004 are as follows:

**2004-05**  28 classes/sections (14 each semester); 353 Students (184/169 Fa/Sp); 441 WSCH Average (504/378 Fa/Sp)
**2008-09**  23 classes/sections (11/12 Fa/Sp; 332 Students (152/180 Fa/Sp); 456 WSCH Average (427/485 Fa/Sp)

The increase of concurrent sections has occurred simultaneously with a recent increase in student demand particularly for online sections. For example, in the fall of 2009, 25 students enrolled in our online section of Web Design MMST131a, 5 in MMST131b, and 3 in MMST131c. More than 25 students on the wait list were denied entry into the class and another 20 students emailed requesting a spot in the MMST131a course. In total, more than 45 students were denied entry into the course.

In the Spring of 2010, 28 students enrolled in the online section of MMST131a, 7 in MMST131b and 2 in MMST131c. More students were on the wait list and more than 20 requested a spot after the course started. For the Spring 2010 semester, another 40 or so students were turned away from the course.

We need an immediate 4.02 additional teacher units to offer a second section of MMST131 so we can split off the growing list of MMST131b and MMST131c students into their own more advanced class. This will also make room for some of our wait-listed students who have been unable to get into this class for several years now.
Later, we will need additional units for the other multi-level courses that will become so full with returning students, that many new students will also be turned away. Many of these classes already have 30 students in a lab with only 24 computers.

II. Student Success

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing student success in your courses or program measured by completion of course and grade earned?

Note: Success Rate is the percentage if students who received a passing grade of A, B, C, or P at the end of the semester.

Note: Retention Rate is the percentage of students retained in a class at the end of the semester. In Progress and Report Delayed grades are excluded. Cancelled classes and classes with no grades shown are excluded.

A lack of Program units require us to offer multiple levels of instruction in the same class so we can still teach the more advanced levels. Beginner students in particular would fare better if each level was taught in a separate class.

For the online classes the Blackboard Course system is hard to use for both instructors and students, inflexible, and confusing for students. Some students drop out directly because of the many weaknesses of Blackboard as a teaching and learning platform. The College needs to upgrade to the Angel system, which a better in all these areas, as even Blackboard acknowledges as they acquired Angel in 2008.

III. Student Retention

Based on the student success and retention rates breakdown for your courses, what significant factors or barriers are influencing the ability for the student to succeed at more advanced courses for which your course is a prerequisite.

IV. Improving Student Success and Retention

What key factors would further improve your student success and retention or support your current level of success? Please check any applicable statements below and then provide additional details/explanation on your choices below.

- Access to student support services (counseling, tutoring, etc.)
- Course scheduling for students needs
- New offerings/additional sections
- Articulation for transfer or COM GE
- Recruitment/outreach
- Student/job market demand change
Faculty availability
Facilities & technology
Professional development
Other:

V. Please explain and provide additional details regarding your choices above:
Five Pathways
A description of how you serve students in the five pathways as described in the Educational Master Plan.
MMST-2009

I. Please refer to the table of estimates of how many students are in each pathway for your program/discipline over the past four years.

1. Basic Skills
Students on the Basic Skills pathway seek to improve day-to-day functioning, enhance job performance, enter new careers, and/or acquire pre-collegiate fundamental skills in order to successfully complete college level courses. The Basic Skills pathway includes English as a Second Language courses offered in both credit and non-credit divisions as well as courses in developmental mathematics and English as well as basic skills courses in computers and Library.

Our program serves students in this pathway: Some students

2. Career and Technical Education
Students on the Career and Technical Education pathway pursue knowledge, technical and skill training necessary for career placement, career advancement and career changes or for creative endeavors that require technical skills. Their educational goals are either an associate degree or certificate. For some degrees/ certificates, such as Nursing, the course of study is defined by external professional regulations or licensing criteria.

Our program serves students in this pathway: Exclusively/ primarily

3. Cultural Enrichment
Students on the Cultural Enrichment pathway focus on acquiring and expanding aesthetic abilities. Students broaden their intellectual and artistic skills through participation in creative opportunities including exhibitions, performances, or publishing work.

Our program serves students in this pathway: A good proportion of the students, but not a clear majority

4. Lifelong Learning
Students on the Lifelong Learning pathway focus on intellectual and physical enrichment. Some Lifelong students may have already completed degrees and/or may be in significantly advanced positions in their careers.

Our program serves students in this pathway: Some students

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

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

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

Although the large percentage of MMST student already possess a 4-year degree, and many have an advanced degree, there are still about 25-35 % that intend to Transfer to a 4 year school. To assist with this goal, MMST has 3 courses that have articulation agreements with CSUEB for the major. In addition, has submitted the MMST 112 course to UCB for the major. The MMST Program at COM was the first in California (in 1997) to offer a 2-year degree in Multimedia. Now 13 years later most CCCs offer a 2-year degree in Multimedia, New Media, or Digital Art.

The largest percentage of student takes courses to earn Skill (local) certificates, and Certificates of Achievement (previously Career certificates). The purpose of
selected courses towards area of focus is to augment an existing degree and/or work experience with current, and related training.

The Skill certificates are more conducive to a resume, that a random sequence of courses and indicate the students' ability to commit and apply themselves to a successful outcome of three related courses (9 SU).

Certificates of Achievement provide a greater range of study for students that have yet to earn a 2-year or 4-year degree, but still indicate a broad range of 1.5 - 2 years of study. These certificates require the student to complete all of the Core courses (18 SU) and all of the courses within one of the three specialty areas (15 SU each): Audio and Video Design; Authoring; and Visual Design. Frequently students with degrees will also opt for the Certificates of Achievement to show they possess a strong set of current training and related skills to augment their existing education and work experience.

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

The MMST Program offers current and relevant, project-based learning environments that attempt to mirror real-life work situations and projects. Unlike some colleges, MMST students at COM are not taught to focus heavily on the product they are learning, but rather on the key concepts they are being taught using the $2000 pencil sitting on the desk in front of them.

Each project has a clear objective outlining the needs of the client, the timeframe, the technical requirements and specifications in the form of a handout that resembles a Job Sheet. Most projects require students to first present rough drafts of their ideas in either a written or visual form like a proposal or sketches. From this point, students develop their project using the tools, techniques, and critical thinking steps to successfully complete their project. To assist with the attainment and understanding of the grading process, each job sheet has a grading rubric on the back outlining the grading criteria. There are usually five key criteria to complete for each project, and then five levels of assessment classified as: unskilled, novice, student, advanced level and professional. In each case the highest grade is under professional which requires higher quantity and quality for an A grade. In this way not teaching tools, concepts and examples of real-life projects, but more importantly the expectations outside of the classroom.

Finally, many of our advanced and final projects involve team interaction and development of the project itself. Team development is important for every business, but it is crucial in the Multimedia Industry. There are very few projects that can be fully developed by a single person. It is very common to have individuals or teams handling a single aspect of the project: a programmer, an artist/animator, a designer, a sound person/musician, etc. In this way focusing on your strengths and learning to collaborate, communicate, and work on a multi-tiered timeline towards completion. Under the guidance and oversight of an instructor, students are encouraged and taught how to properly interact, and have a successful outcome. As a result, MMST students are repeatedly very successful in team developed projects, providing them with more competitive skills for greater opportunities when they reenter the workforce!

IV. How do you measure your success?

While our district predominately measures success based upon enrollment, MMST measure success by the subsequent success of our students outside of COM. I am hesitant to say "after" because it is common to see an MMST student return after 3-5 years and take 1-2 classes to boost some skills for a current or upcoming employment opportunity. Which I think speaks very highly of our program---we have returning customers!

Our returning customers (students) are not Lifelong learners for Cultural Enrichment purposes. Our students are dedicated to learning the newest technology as required for the type of work they do or seek. The fact they do not want to take the same class over and over also speaks well of the mmST program and faculty, because they were taught the new technology, how to think critically and learn on their own---outside of the classroom environment. So they are able to function and move forward in their careers and objectives with occasional updates to their knowledge base every 3-5 years, and considering that the average technology update for software is every 12-14 months---MMST students are successful critical thinkers that can solve problems to
succeed outside of College of Marin!

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

MMST Students need to complete their goals in 2 years--three years maximum! Early cohorts of MMST students (from 1998 to 2003), sought new and improved employment out of interest and desire, not out of necessity. This was clearly reflected by their ability to take a number of classes at different times, while fully employed, and often with the blessing and encouragement of their employer. Their objective was to uplift their current skills as career improvement.

However our more recent cohorts of students do not have the financial luxury. They are Career students seeking to improve their job skills for gaining employment or maintaining their current employment, they cannot afford to drag out their timeline at the risk of losing a current job, as evidenced by withdrawals by competent, successful students due to changes in schedule or loss of employment by another family member. Their goals are still to improve and add skills as their immediate objective. And now it is primarily or solely an economic objective--with urgency.

The MMST faculty developed a blueprint in 2003 that has been updated and revised EVERY year since that is a one year cycle to expedite the process of students completing their goals WITHOUT additional teaching units for additional classes. Instead faculty redesigned the program from 5 specialties to 3, combining like areas in a cohesive manner: Audio and Video were previously each a separate specialty; 3D and Graphic Design specialties were combined into Visual Design; and Core courses were updated and revised to be only the foundation and capstone classes.

By streamlining the MMST program from 5 to 3 specialities, it afforded 3 key goals:

1. Classes would run on a on a one year cycle providing consistency in scheduling for both students and adjunct faculty alike.
2. It closely aligned courses within the program for clearer SLOs cohorts that were not isolated in esoteric specialties--improving all student work.
3. With less units, we were (initially*) able to schedule every class, every other semester, with key foundation classes running every semester to fill subsequent classes.

Initially is the key word, as since this time, MMST has had its unit allocation severely cut as a direct result of the previous Dean scheduling MMST classes that conflicted and competed for the same cohort of students, and attempted to move the MMST program to the KTD campus without collaboration or advice by the MMST faculty. As a result, MMST classes that were beginning to regain enrollment were frequently cancelled due to low enrollment and classes that did run, were unable to fill subsequent semesters due to varied locations and lack of successful students from the KTD campus classes (KTD enrollment would begin at 20 and finish with only 5 students). MMST is still unable to run ANY of its Audio courses because of the lack of scheduling by the Dean of Art & Humanities for over two years.

MMST Units had dropped from 90 units per year to 76 per year between Fall 2006 and Spring 2008. As a dire result to maintain units for MMST students, MMST faculty requested a meeting with the CTE Dean, the VP of Academic Affairs and the AH Dean via our 2007 Program Review to migrate from ART back to CTE, and begin the process of Program Revitalization.

MMST has since been moved back to CTE, where all of our classes are at IVC. We are currently at about 80 units per year, and have yet to receive the units lost, and therefore still cannot offer any of the Audio courses nor the very popular Game Design class. However, all of our enrollments are up substantially with wait-lists, and the success of students is up (20-24 start, and 18-22 finish). This directly impacts students to meet their Career goals as all of the required classes are offered in a timely manner and frequency. Much of MMST success is a direct result of the diligence and support by the CTE dean at IVC.
Curriculum
MMST-2009

1. Course Outlines of Record must be updated every 5 years to remain current for content, texts, student learning outcomes as well as for articulation purposes. Are you aware of the dates on your course outlines? If not, contact OIM to check. If you have courses that are over 5 years old, are you planning on updating them? Please list.

YES.
MMST 143, MMST 144 (see questions 2 and 4)
and...
MMST 110

SLOs

By the end of this class students will:

1. Be able to use the Internet using practices and procedures that will keep them reasonably safe from malware, viruses, worms, phishing schemes, and other Internet security threats.
Understand how modern web search engines work and be able to use them to efficiently locate information on the web.
Be able to use a browser and browser plug-ins to access video, audio and other multimedia content on the web.
Be able to compare and evaluate different web page user interfaces and make decision about which are more effective and efficient and why.
Be familiar with the types of both streaming and download media content that is now available on the Internet.

2. Are you planning on changing, updating or revising degree or certificate requirements? If so, please explain how it will improve student learning, student success and/or access.

MMST faculty are considering changing/revising the Audio & Video Design AS Degree Option as well as the Certificate of Achievement and related skill certificates.

Due to cuts in units for MMST, three key courses required for the above have not been offered (as indicated):
MMST 240 (last offered Fall 2005)
MMST 158 (last offered Fall 2006)
MMST 144 (last offered Fall 2007)

3. Are you collaborating (or thinking about collaborating) with other departments to develop joint curriculum for learning communities? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Currently collaborating with the Michael Dougan in Journalism aligning MMST,
Journalism, and Newspaper Production students to create content and layout the student newspaper The Echo times.

Various discussions regarding learning communities with Basic Skills and ESL programs to align students in crossover relationship with MMST classes to use multimedia tools and application to refine and improve communication, and presentation skills while building confidence.

4. Do you plan to develop any new curriculum? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Audio courses may be revised to address limitations in MMST units. In addition older courses are being updated to meet the required 5 year rule:

- MMST 110
- MMST 143
- MMST 144
- MMST 158
- MMST 240

Additional advanced concurrent classes may be added to increase student learning outcomes required for Career Training and job placement without additional Teaching Units. This also creates fully enrolled courses by combining enrollment for two levels.

5. Do you plan to develop any new Distance Ed courses or develop Distance Ed versions of existing courses? If so, please describe briefly and explain how it will improve student learning, student success and/or access.

Some of the following MMST courses may have Distance Ed versions, as hybrid and/or web-online revisions:

- MMST 112
- MMST 122
- MMST 150/160
- MMST 151/161
- MMST 183/193

To create additional options for MMST students, and to fully leverage the reduction in MMST classroom-labs from three down to one in the new IVC building.

6. Do you plan to add or increase your material fees for any of your classes? If so, please list the classes and the proposed new or revised material fees for the respective classes.

No expectation of additional material fee increases, as increases were recently approved in for courses to go into effect starting Fall 2010.
Student Learning Outcomes
MMST-2009

Five College Learning Outcomes:
1. Written, Oral and Visual Communication: Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
2. Scientific and Quantitative Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
3. Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
4. Problem Solving: Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
5. Information Literacy: Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

I. Degrees and Certificates
1. What degrees and certificates does your discipline offer?

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline’s requirements for each degree or certificate?

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?
   i. Written, Oral and Visual Communication
   ii. Scientific and Quantitative Reasoning
   iii. Critical Thinking
   iv. Problem Solving
   v. Information Literacy

II. General Education:
1. Does your discipline offer any classes which count for general education requirements?

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

III. Course Level Outcomes:
1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

   Yes, all MMST courses have SLOs except MMST 110, which is being updated this semester and brought forward to Curriculum Committee.

   All MMST courses already utilize all 5 areas of College-level SLOs.
   • Number 1 is applied through repeated presentations of visual work by students. They present their visual material, both drafts and finals orally. This is
always followed with a traditional Q and A discussion/critique.

- Number 2 is invoked through research, comparing and contrasting. There is a lot of discussion and assignments revolving around data as code, language, assets, and scripting.

- Number 3 and 4 are required in ALL MMST courses to compete projects (assignments). MMST instructors do not use exercises in the traditional sense. Exercises often require students to use their own material to practice. This strengthens their desire to learn, removes the abstraction and makes it applied learning, and most importantly ensures problems. Thus it requires them to attempt to find solutions, initially relying on the instructors at the beginning, but by the end solving problems independently.

- Number 5, MMST courses ARE information literacy. Students are exposed to the ever-changing technology, how to use, access, and profit from its exposure. More importantly, it becomes a peer to peer environment of sharing and learning, often for the instructors as well.

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

Both full-time faculty members (Derek Wilson and James Gonzalez) do. As the topic about SLOs in syllabi was just addressed at the Department meetings for this semester, I am not sure if our adjunct faculty have yet incorporated SLOs into their syllabi.

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

Derek Wilson: I assess my SLOs every semester. If needed I revise the projects along with the respective criteria, time, and grading rubric for every project within every course.

I use the portfolio method to ascertain the quality of work and its progress in comparison with previous classes as well as other courses during the same semester. In addition, my grade sheets are broken down by project, and each project has the 5 criteria sections for each student. I then average all scores, not just class or project totals, but criteria totals as well. In this way I can evaluate and revise if students consistently lag or are less successful in one area. This provides an evaluative tool to decide whether or not to revise a project or even a single aspect of a project.

Finally, by comparing both the portfolio samples and the average scores, I gain a very clear sense of inside (classroom, instructor) vs. outside (economy, personal issues) affects on successful SLOs for that particular class and whether or not revisions are warranted, then proceed with revisions as needed.

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

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

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

MMST-2009

This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, IPC and Budget.

Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only – not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests".)

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

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>7 Classes</td>
<td>Over $200 Each</td>
<td>Multimedia Studies</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Logan 760 Simplex Mat Cutter, plus two sets of 100 blades ($270).

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$344.00</td>
<td>$31.00</td>
<td>$0.00</td>
<td>$375.00</td>
</tr>
</tbody>
</table>

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

None.

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

None.

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

None.

Do you have space for this equipment?

Justification for Item (See Rating Rubric)

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

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

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?
4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

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

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

Additional Justification for this item:
I. Technology/Software Requests

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>4 Classes</td>
<td>Discipline-Related Software</td>
<td>MMST 3D</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Autodesk 3D Studio Max Academic Server licenses (Annual Subscription).

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>$100.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$2,800.00</td>
</tr>
</tbody>
</table>

Type of License: Renewal

How often: Annually

College-wide: Open Lab

Discipline-Specific: Classroom use

Item to be shared with the following Department/Program: (Include any shared expenses)
Currently used only by MMST program. If robust PCs or Intel iMacs are in the IVC open lab, all students would (including Architecture and Engineering students) would have access M-Th when not used for class.

Justification for Item (See Rating Rubric)

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

   In addition, how many times have you requested this item, but you have not received it?
   A. MMST cannot teach old or outdated material. Current software licenses are required to meet the Career Technical Education requirements and objectives to train and prepare students for the current workforce.

2. Is this software required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?
5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

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

Additional Justification for this item:
I. Technology Requests-Hardware for Lab and Classroom or other student use

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>26 Classes</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Apple iMac 27" 3.06GHz Intel Core 2 Duo, w/ 8GB RAM, 2 TB HD, standard Keyboard and mouse, and AppleCare 3-yr warranty.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>$2,099.00</td>
</tr>
</tbody>
</table>

Type

Replace

College-wide

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

The current processor speed in our 4 to 5-year old Intel iMacs is barely fast enough to handle the current Adobe Suite, Final Cut Pro (FCP) Suite, and 3D Studio Max (PC mode on the iMacs). The older, smaller hard drives do not have enough room to install all of the software for the FCP Suite, nor is there enough room to fully install all required software for the Mac and PC modes on the Intel iMacs. Finally, there is just barely enough RAM to use the limit of RAM that can be installed in these older models. As a result of processor, hard drive and RAM limitations, normal software operation is limited. In addition, as a result of limitations of older equipment, multitasking applications are severely limited and multitasking IS multimedia in today's current job market. Students must learn how to work with multiple applications simultaneously, as this IS the current standard for all design and development jobs in ALL of the multimedia industries: Audio and Video (using Final Cut, Color, Soundtrack, and Motion), Authoring (using DreamWeaver, Fireworks, Flash, PHP, and Photoshop), Visual Design (using Acrobat, Flash, Illustrator, InDesign, Painter, Photoshop, etc.), and Game Design (using 3D Studio Max, Director, and coding applications, in addition to all of the aforementioned application tools).

1. The district has NOT funded ANY of the current computers used by MMST students. All computers were purchased with an outside IDRC grant from the EWD initiative of the CCCCO over 4 years ago.
2. Current software was purchased with funds from a current CTE grant from the CCCCO over 4 years ago.
3. MMST has received ANY Instructional Equipment funding for computers in 7 YEARS! In 2003, 13 of the cheapest iMacs were purchased with limited IE funds (approx. $15,000) THE FIRST TIME multimedia received ANY computer funding from the district since the MMST Program approval by the CCCCO in 1997!

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

In the past Technology Equipment and Software has been shared with CES. However, when MMST moves into the new building and into a single classroom, we will occupy all time slots for MMST classes (M-Th 9 am - 10 pm; F 10am- 4pm; and Sat 10 am -3 pm). There will not have any open time slots to make the classroom-lab available for CES classes, except for Sundays.

Justification for Item (See Rating Rubric)

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

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

A1 MMST

cannot be effective in preparing students for the growing and changing multimedia industry with old, outdated, mediocre equipment. Current computers are REQUIRED to teach the CURRENT software that REQUIRES recent iMac models to run the software!

The current processor speed in our 4-year old Intel iMacs is barely fast enough to handle the current Adobe Suite, Final Cut Pro (FCP) Suite, and 3D Studio Max (as a PC on the iMacs). The older, smaller hard drives do not have enough room to install all of the software for the FCP Suite, nor is there enough room to fully install all required software for the PC on the Intel iMacs. Finally, there is just enough RAM to handle all of the above, and multitasking applications are severely limited due the limit of RAM that can be installed in these older models and multitasking IS multimedia in today's current job market. Students must learn how to work with multiple applications simultaneously, as this IS the current standard for all design and development jobs in ALL of the multimedia industries: Audio and Video (using Final Cut, Color, Soundtrack, and Motion), Authoring (using DreamWeaver, Fireworks, Flash, PHP, and Photoshop), Visual Design (using Acrobat, Flash, Illustrator, InDesign, Painter, Photoshop, etc.), and Game Design (using 3D Studio Max, Director, and coding applications, in addition to all of the aforementioned application tools).

MMST is set to move into the new building at IVC in late Fall 2010, where there will be a SINGLE classroom-lab and two very small (office size) single-station, capture room-labs. Currently there are two full MMST classroom-labs, one PC
and one Apple, and two very small (office size) single-station, capture room-labs. This equipment is REQUIRED when MMST moves into the new IVC building for the following reasons:

1. The Modernization Bond INCLUDES new equipment as part of the new construction (a percentage of total costs is RESERVED for new Equipment).

2. A new classroom is useless if the new equipment is already 3-5 years old. New paint and furniture does NOT provide or support SLOs, but current instructional technology DOES!

3. The district has NOT funded ANY of the current computers used by MMST students. All computers were purchased with an outside ISBC grant from the EWD initiative of the CCCCO 5 years ago.

4. Current software was purchased with funds from a current CTE grant from the EWD initiative of the CCCCO.

5. A request for new computers has been made every year since 1997. 13 of the cheapest eMacs were purchased with limited funds (approx. $15,000) in 2003--MMST has not received ANY Instructional Equipment funding for computers in 7 YEARS!

6. The last cycle (2007) of Adobe software licenses were renewed with emergency funds by the Academic VP at COM. As emergency funds from the VP’s account, only half of the licenses were renewed and as a result the other 30 seats were made inactive. The original 60 seats were purchased with outside funds using the IDRC/EWD grant.

7. MMST has not received ANY Instructional Equipment funding for computers in 7 YEARS! In 2003, 13 eMacs were purchased with IE funds (approx. $15,000)--the FIRST TIME multimedia received ANY computer funding from the district since the MMST Program approval by the CCCCO in 1997!

8. It is financially irresponsible for the district to use Bond Funds to MOVE old, outdated equipment that has already met or exceeded its useful lifespan (as defined in Title 5).

9. It is disingenuous for the district to make promises of new facilities and equipment to the voters and taxpayers of Marin County, and not deliver as promised.

10. The new classroom-lab at IVC is not large enough to accommodate TWO (1 Mac and 1 PC) computer stations for each student, which would reduce the number of seats to half (Required space is defined in Ed Code and Title 5 by computer station), and therefore would reduce the class maximum from 27 to 14. This would cut student access in half for every class in the MMST program!

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

Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
As per Title 5 and Ed Code, Computer, communication and technology equipment must be up to date to provide students with the ability for optimum Access and Success. This is even further stipulated for equipment associated with Career & Workforce Development courses.

This equipment itself is NOT required for Health or Safety codes. However, the amount of space per computer station is clearly defined in all of the above.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

At MMST the new computers the quality of instruction will be NOT be maintained as none of the PC based classes can be taught. Final Cut Pro 7 and Adobe CSS will be the current versions of software taught in MMST and both will not fit on the current iMacs; as a result the above, students will be taught old, outdated technology. 5% students in Marin will have had exposure and hands-on practice with current materials and will drop any COM classes that are not current.

More importantly, how can COM state that student success and access are a top priority for the district, or that our goal is too constantly assess our SLOs to improve student success, and that "we are here for the students" when the equipment is outdated and/or substandard?

Classrooms, and especially computer lab-classrooms, are paramount to student retention and success. It retains current students and attracts new students (as proven with enrollments, retention and success in MMST courses). It even impacts and attracts students in other areas of the college/current technology equals a current, innovative and responsive environment and institution. Current, up-to-date, computer labs give for the students and reflect that directly TO the students. They feel supported, positive and capable when working with equipment and software that is relevant and up-to-date. Our goal should be to have as good or better equipment than what students (not professionals) use outside of class. Would we assign outdated, dog-earred textbooks for Contemporary Art History or Contemporary Political Science? I hope not.

Career Technical Education cannot function with outdated materials because it improperly prepares students for methods that are no longer applicable in the job market. Within the TEK department, it is even more critical for Multimedia. The industry’s standards, software applications are updated and become more complex every 12-18 months. With these added demands, the hardware that runs this state-of-the-art software has increasing demands, and as a result is updated to a point where computers need to be updated or replaced every 30-26 months. It is improbable that it can properly (if at all) run the new software.

The alternate solution to current, up-to-date labs for Multimedia Studies is a complete online program for ALL of its courses. However, even this would require COM to invest in current technology: Multiple servers for Blackboard/WebCT, increase Student Services, and a robust Help Desk staff to online, and a number of off-campus students. Expansive online programs will reduce students on-campus, and their ability to gain interest in other areas at the college or attending these courses at another school. I online MMST Program would ultimately change the mission and focus of the MMST program...and the College of Marin.

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

- Students that have limited or no access to a computer outside of class will have access to appropriate technology to provide them the ability to complete their assignments and thoroughly learn their material. Access will be maintained in accordance with Title 5 and Ed Code for adequate technology.CURRENT hardware and software required for instruction and learning material that is relevant for successful student learning outcomes.
- This hardware will serve all MMST students, which equates to 26 classes annually or approximately 700 students annually (26 x a new class max of 27).
- YES. This is positively required to maintain current students’ outdated or poor technological resources, directly lowers enrollment, student success, and career/job placement based upon a comparison of the poor enrollment, attrition and success of 2003-2005 (with little to no equipment) vs. recent enrollment and success of 2008-2010 at IVC.
- YES. Word travels fast! Students will quickly hear about facilities, equipment and instructional/learning resources, and will flock to MMST classes at IVC. However, if the technological resources are worse than their high school or middle school labs, they will look elsewhere and students in the past used to walk in class look at the lab of old gear and turn right around and walk out. This has not occurred in the current MM 192 classroom-lab, but would in the new building if 5-6 year old computers are placed in a brand new facility.

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

- Students will be prepared for internship and/or job placement through synthesizing hands-on design, development and organizing of multimedia content.
- Students will assess their hands-on skills and knowledge by developing problem solving skills as teams within the classroom-lab.
- Based upon their hands-on experience, students will evaluate themselves and their peers as compared with professionals in similar creative careers.
- Using current hardware and software, students will apply their knowledge, skills, and hands-on experience to demonstrate their ability to the instructor and their peers.
6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Quantitative assessment of Attrition rates, Student Success (by class, by project, by grading criteria), and Program Success. In addition to the quantity of completed courses, completed certificates and completed degrees. Most importantly, faculty will use Program Review Assessment portfolio samples of student work to be compared and contrasted with past students samples to compare and contrast an increase (or decrease) in qualitative assessment.

Additional Justification for this Item:

COM EMP Priorities
This request meets or exceeds the following College of Marin EMP Priorities as follows:

First Priority 2009-2012 Improve Student Access
Assess and make changes as needed in the class scheduling practices of programs, including the consideration of various non-traditional scheduling options, additional distance education offerings, and new career technical education courses and programs designed to meet business and community needs.

Second Priority 2009-2012 Improve Student Learning and Success
Develop, implement, and evaluate a college-wide plan for student retention and success. Develop, implement, and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking basic skills, mathematics, English, and Basic Skills. Then develop, implement, and evaluate strategies for the use of that information to improve student success.

Third Priority 2009-2012 Improve Instructional Technology
Prepare, implement, and evaluate a college technology plan that identifies the policies, hardware, software, and training needed to improve student, staff and faculty effectiveness in the use of technology in instruction.

MODERNIZATION Requirements
This request meets or exceeds the purpose of the 2004 Modernization Bond for College of Marin as follows (source: http://www.marin.edu/MeasureC/index.htm):

With the bond, the College will be able to:
- Modernize science labs, classrooms, libraries;
- Provide modern computer technology;
- Upgrade fire safety, campus security, disabled access, energy conservation systems and electrical wiring for computer technology; and
- Repair, construct, acquire, and/or equip classrooms, labs, sites and facilities.

This request meets or exceeds the COM BOT Resolution and the actual text for Measure C, as follows (source: Measure C-Bond.pdf):

1.2.1 Board of Trustees Resolution authorizing the Bond Measure
RESOLUTION NO. 2004-7-20-12A,
RESOLUTION OF THE BOARD OF TRUSTEES OF THE MARIN COMMUNITY COLLEGE DISTRICT ORDERING AN ELECTION, AND ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER
WHEREAS, the Board has determined that the maintenance, modernization and replacement of worn-out classrooms, buildings, laboratories and instructional equipment; the provision of state-of-the-art computer technology; the installation of fire safety equipment; the improvement of electrical, lighting, ventilation and fire detection systems in existing classrooms; the need for pedestrian, cyclists, and disabled student access improvements; and the improvement of campus safety are also among the highest priorities of the Board; and

Excerpts of relevant Measure C text:

COLLEGE OF MARIN - INDIAN VALLEY CAMPU
Technology Upgrades: Provide state-of-the-art technology facilities, upgrade Internet access and cable technology; create smart classroom to improve distance learning; upgrade telecommunication systems; campus-wide technology upgrades, computers; replace outdated equipment, wiring upgrades.

Repair, Upgrade, Equip, and/or Replace Obsolete Classrooms, Science and Computer Labs, Instructional Facilities, Sites and Utilities; Meet Demands of Changing Workforce;
- Repair, upgrade and/or replace leaky roofs, decaying walls, old ceiling tiles and flooring, plumbing, sewer, drainage, electrical systems, wiring, unsanitary and run down bathrooms, heating, ventilation and cooling systems, telecommunication systems, classrooms, fields and grounds, library, science laboratories, lecture halls, children's activities center, and other instructional facilities; wire classrooms for computers and technology, increase safety, increase energy efficiency, acquire equipment, reduce fire hazards, reduce operating costs so more classes and job training can be offered, improve academic instruction, and meet legal requirements for disabled access.

Upgrade and Modernize Classrooms, Science Labs and Facilities: Upgrade the capacity for academic and job training classes, including basic education class such as math and English, science labs, fine arts, classrooms, conference rooms and labs.

TECHNOLOGY PLAN 2004-2007
The first Technology Plan developed by the Committee outlines the needs for instructional technology equipment. To date, the district has not submitted or implemented an alternate Technology Plan. The sound recommendations of the 2004-2007 Technology Plan are as follows:

E. Recommendation: Conduct and maintain an inventory of existing instructional technology equipment and software.

An audit and inventory of existing equipment and software should be conducted to help
ensure that faculty has access to the instructional technology that it needs. Based on this audit and inventory, a list of unmet needs can be developed and priorities determined so that as funds become available higher priority items can be acquired.

Computer hardware and software have become an essential part of modern academic life, therefore each department should have a line item in its yearly budget for hardware and software upgrades.

Given the current difficult budget situation, departments should be encouraged to supplement these allocations with donations and grants of money and equipment to enhance their individual departmental capabilities.

**Priority: High**
**Estimated Costs: TBD**
**Resource: VP of Business Services and VP Academic Affairs**

### H. Recommendation: Increase computer equipment and digital projection capabilities in computer labs.

Increase the number of workstations, upgrade computer hardware and software and provide digital computer projection capabilities in selected computer laboratories.

**Priority: High**
**Estimated Costs: TBD**
**Resource: Instructional Equipment Committee**

A survey regarding technology at COM was conducted by the Technology Committee in 2004. The following is a Summary of Online Survey Comments (by students):

- Students want support for Macintosh computers
- Need more Smart Classrooms
- Computer labs need to have consistent and uniform hardware and software

### I. Technology Requests-Hardware for Lab and Classroom or other student use

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

#### Priority: To Support:

<table>
<thead>
<tr>
<th>Item to be shared with the following Department/Program: (Include any shared expenses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the past Technology Equipment and Software has been shared with CES. However, when MMST moves into the new building and into a single classroom, we will occupy all time slots for MMST classes (M-Th 9 am – 10 pm; F 10am- 4pm; and Sat 10 am -3 pm). There will not have any open time slots to make the classroom-lab available for CES classes, except for Sundays.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Justification for Item (See Rating Rubric)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Indicate how important this item is to the life of your discipline.</td>
</tr>
<tr>
<td>• ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.</td>
</tr>
<tr>
<td>• ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.</td>
</tr>
<tr>
<td>• ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.</td>
</tr>
</tbody>
</table>

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

- A, as our current equipment is substandard, and was substandard when purchased, but budget did not allow for a long-term adequate projector, and it was common knowledge at the time of purchase of the old projector that MMST would be relocated into a new facility with all new equipment as per Measure C and the BOT resolution.
- Not only is it fiscally irresponsible to spend as much or more money to move an old $1,000, projector, but it is already failing due to the heavy vibrations of the old HVAC in Pom 192. As a result, the color is often off, and it is frequently out of focus making it difficult for both students and instructors to see demonstrations. It also severely limits where students sit as a result.

Without an adequate and proper projector to demonstrate and present with, teaching computer software applications is futile. There is too much detail that needs to be viewed with large workspaces that demand 1920 x 1200 resolution to accommodate multiple “palettes” windows, and toolbars.

This equipment is REQUIRED when MMST moves into the new IVC building for the following reasons:

1. The Modernization Bond INCLUDES new equipment as part of the new construction (a percentage of total costs is RESERVE for new Equipment)

2. A new classroom is useless if the new equipment is already 3-5 years old. AND not quality academic equipment to begin with. New paint and furniture does NOT provide or support SLOs, but an appropriate and quality instructional projector DOES!

3. The district has NOT funded ANY of the current projectors used by used in the MMST classroom-labs. All projectors in current use were purchased with an outside IDRC grant from...
the EWD initiative of the CCCCO 5 years ago, and were meant to be temporary until modernization was completed.

4. 

Unlike other programs at COM, MMST uses their projectors for every class for 90-100% of the class meeting. Which is 50-60 hours per week or 1800-2150 hours annually! Consumer rated equipment cannot handle the high number of hours used (as is currently the case), so professional equipment is required to sustain quality visual instruction as outlined!

5. 

MMST has not received ANY Instructional Equipment funding in 7 YEARS! In 2003, 13 of the cheapest machines were purchased with limited IE funds (approx. $15,000) it was the FIRST TIME multimedia received ANY funding from the district since the MMST Program approval by the CCCCO in 1997!

6. 

It is financially irresponsible for the district to use Bond Funds to move old, outdated equipment that has exceeded its useful lifespan and is substandard for the amount use. Especially when the cost to move and reinstall said equipment will exceed the original cost.

7. 

It is disingenuous for the district to make promises of new facilities and equipment to the voters and taxpayers of Marin County, and not deliver as promised in Measure C.

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

As per Title 5 and Ed Code, Computer, communication and technology equipment must be up to date to provide students with the ability for Optimum Access and Success. This is even further stipulated for equipment associated with Career & Workforce Development courses.

This equipment itself is NOT required for Health or Safety codes. However, the quality of information being visually presented via the projector is critical for students with normal, limited or corrected vision to minimize eye strain and keep focus and attention on subjects presented, including presentations by students.

Most importantly, this equipment is a REQUIREMENT as part of the Measure C agreement with Marin Taxpayers as outlined in Question 7.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

The quality of instruction will be improved by clarity with visual learning using a proper projector. This is also crucial for students (and instructors) wearing glasses or with other vision problems/limitations.

It is difficult to have a successful visual learning outcome with poor visuals no different than expecting students to read for an exam or paper with a test book in which the pages are smeared or poorly printed. Our role as instructors in MMST is too give every opportunity for the student to quickly learn the vast, changing tools required for the multimedia job market. Our students are excellent problem solvers, but not if they cannot "read" or "see" the material (and problem) given.

More importantly, how can COM state that student success and access are a top priority for the district, or that our goal is too constantly assess our SLOs to improve student success, and that "we are here for the students" when the equipment is outdated and/or substandard?

Classrooms, and especially computer lab-classrooms, are paramount to student retention and success. It retains current students and attracts new students (as proven with enrollments, retention and success in MMST courses). It even impacts and attracts students in other areas of the college?â??s Campus, and their ability to gain interest in other areas at the college or attending these courses at another school. A online MMST Program would ultimately change the mission and focus of the MMST program...and the College of Marin.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would...
● Students will have limited or no access to group/team learning outside of class. A proper Projector is necessary to provide them the ability to critique and learn from their peers' assignments and assignments, and developing team relationships for larger more complex projects and assignments. Access will be maintained in ordinance with Title 5 and Ed Code for adequate technology/current hardware and software required for instruction and learning material that is relevant for successful student learning outcomes.

● This hardware will serve all MMST students, which equates to 26 classes annually or approximately 700 students annually (26 x new class max of 27).

● YES. This is positively required to maintain current student outdated or poor technological resources, directly lowers enrollment, student success, and career/job placement based upon a comparison of the poor enrollment, attrition and success of 2003-2005 (with little to no equipment) vs. recent enrollment and success of 2008-2010 at IVC.

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

a. Students will be prepared for internship and/or job placement through synthesizing hands-on design, development and organizing of multimedia content.

b. Students will assess their hands-on skills and knowledge by developing problem solving skills as teams within the classroom-lab.

c. Based upon their hands-on experience, students will evaluate themselves and their peers as compared with professionals in similar creative careers.

d. Using current hardware and software, students will apply their knowledge, skills, and hands-on experience to demonstrate their ability to the instructor and their peers.

YES. Without a current, and adequate projector, students will be unable to successfully present their assignments, limiting their ability to be prepared for interviews or client/employer presentations, and difficult to complete any of the aforementioned SLOs.

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

Quantitative assessment of Attrition rates, Student Success (by class, by project, by grading criteria), and Program Success. In addition to the quantity of completed courses, completed certificates and completed degrees. Most importantly, faculty will use Program Review Assessment portfolio samples of student work to be compared and contrasted with past student AYs samples to compare and contrast an increase (or decrease) in qualitative assessment.

Additional Justification for this Item:

COM EMP Priorities

This request meets or exceeds the following College of Marin EMP Priorities as follows:

First Priority 2009-2012 Improve Student Access
Assess and make changes as needed in the class scheduling practices of programs, including the consideration of various non-traditional scheduling options, additional distance education offerings, and new career technical education courses and programs designed to meet business and community needs.

Second Priority 2009-2012 Improve Student Learning and Success
Develop, implement, and evaluate a college-wide plan for student retention and success. Develop, implement, and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking their skills, mathematics, English, and ESL courses. Then develop, implement, and evaluate strategies for the use of that information to improve student success.

Third Priority 2009-2012 Improve Instructional Technology
Prepare, implement, and evaluate a college technology plan that identifies the...
I. Technology Requests-Hardware for Lab and Classroom or other student use

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

<table>
<thead>
<tr>
<th>Priority:</th>
<th>To Support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
<td>26 Classes</td>
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</tbody>
</table>

Description and part number for ordering:

Mac Pro 2.26 8-core 16GB/3TB w/AppleCare.

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<th>Unit Cost:</th>
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<td>$4,799.00</td>
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Type: Replace

College-wide

Open Lab

Excerpts of relevant Measure C text:

WHEREAS, the Board has determined that the maintenance, modernization and replacement of worn-out classrooms, buildings, laboratories and instructional equipment; the provision of state-of-the-art computer technology; the installation of fire safety equipment; the improvement of electrical, lighting, ventilation and fire detection systems in existing classrooms; the need for pedestrian, cyclists, and disabled student access improvements; and the improvement of campus safety are also among the highest priorities of the Board; and

COLLEGE OF MARIN AT A??INDIAN VALLEY CAMPUS

Technology Upgrades: Provide state-of-the-art technology facilities, upgrade Internet access and cable technology; create smart classrooms to improve distance learning; upgrade telecommunication systems; campus-wide technology upgrades, computers; replace outdated equipment, wiring upgrades.

Repair, Upgrade, Equip, and/or Replace Obsolete Classrooms, Science and Computer Labs, Instructional Facilities, Sites and Utilities; Meet Demands of Changing Workforce:

Repair, upgrade and/or replace leaky roofs, decaying walls, old ceiling tiles and flooring, plumbing, sewer, drainage, electrical systems, wiring, unsanitary and run down bathrooms, heating, ventilation and cooling systems, telecommunication systems, classrooms, fields and grounds; library, science laboratories, lecture halls, childrens center, and other instructional facilities; wire classrooms for computers and technology, increase safety, increase energy efficiency, acquire equipment, reduce fire hazards; reduce operating costs so more classes and job training can be offered, improve academic instruction, and meet legal requirements for disabled access.

Upgrade and Modernize Classrooms, Science Labs and Facilities: Upgrade the capacity for academic and job training classes, including basic education class such as math and English, science labs, fine arts, classrooms, conference rooms and labs.

TECHNOLOGY PLAN 2004-2007

The first Technology Plan developed by the Committee outlines the needs for instructional technology equipment. To date, the district has not submitted or implemented an alternate Technology Plan. The sound recommendations of the 2004-2007 Technology Plan are as follows:

E. Recommendation: Conduct and maintain an inventory of existing instructional technology equipment and software.

An audit and inventory of existing equipment and software should be conducted to help ensure that faculty has access to the instructional technology that it needs. Based on this audit and inventory, a list of unmet needs can be developed and priorities determined so that as funds become available higher priority items can be acquired.

Computer hardware and software have become an essential part of modern academic life, therefore each department should have a line item in its yearly budget for hardware and software upgrades.

Given the current difficult budget situation, departments should be encouraged to supplement these allocations with donations and grants of money and equipment to enhance their individual departmental capabilities.

Priority: High

Estimated Costs: TBD

Resource: VP of Business Services and VP Academic Affairs

H. Recommendation: Increase computer equipment and digital projection capabilities in computer labs.

Increase the number of workstations, upgrade computer hardware and software and provide digital computer projection capabilities in selected computer laboratories.

Priority: High

Estimated Costs: TBD

Resource: Instructional Equipment Committee

A survey regarding technology at COM was conducted by the Technology Committee in 2004. The following is Summary of Online Survey Comments (by students):

- Students want support for Macintosh computers
- Need more At??smart At??classrooms
- Computer labs need to have consistent and uniform hardware and software.
If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

We currently have (or had) two G5 Towers for the small labs in Pom. However, these computers are 6 years old, not very fast, with limited RAM and cannot withstand the rigor of use. Case in point, one of our G5 Towers just died and cannot be repaired. So we are now down to one G5 tower which is not an Intel and cannot run the current software for which it is intended.

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

These computers may be accessed (by arrangement) by FILM, and other COM student, after demonstrating competency to properly use the equipment. In addition, it could be utilized by both faculty and staff for COM based projects (this has been the case already, with COM Faculty using this equipment to prepare instructional demonstrations and other class materials).

Justification for Item (See Rating Rubric)

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

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

• 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

In order for these computers (and labs) to be properly and adequately used, requires they be fitted with current equipment. This will provide machines that will be functional and upgradeable for another 5-6 years without replacement:

1. Intel-based iMacs can run both Mac and PC systems and applications (we currently have our Intel iMacs set-up and running PC applications as alternates to the PC-only lab).
2. The G5 Mac in PM 197 & 198 cannot run the current OS (10.6), FCP or the Adobe Design Suite (CS4).
3. The next version of the Adobe Design Suite (CS5) will be released in 4 months (April 2010).
4. There are two new Mini-labs off the new MMST classroom to replace the current A/V labs (PM 197/198).

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

As per Title 5 and Ed Code, Computer, communication and technology equipment must be up to date to provide students with the ability for optimum Access and Success. This is even further stipulated for equipment associated with Career & Workforce Development courses.

This equipment itself is NOT required for Health or Safety code. However, the amount of space per computer station is clearly defined in all of the above.

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

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

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

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

Quantitative assessment of Attrition rates, Student Success [by class, by project, by grading criteria], and Program Success. In addition to the quantity of completed courses, completed certificates and completed degrees. Most importantly, faculty will use Program Review Assessment portfolio samples of student work to be compared and contrasted with past students’?? samples to compare and contrast an increase (or decrease) in qualitative assessment.

In addition, log sheets of use and a potential survey to quantify and qualify the effectiveness and access of the mini-labs and their respective equipment.

Additional Justification for this Item:

Additional Justification for this item:

First Priority 2009-2012A7? Improve Student Access
Assess and make changes as needed in the class scheduling practices of programs, including the consideration of various non-traditional scheduling options, additional distance education offerings, and new career technical education courses and programs designed to meet business and community needs.

Second Priority 2009 -2012A7? Improve Student Learning and Success
Develop, implement, and evaluate a college-wide plan for student retention and success. Develop, implement, and evaluate a plan for systematically tracking progress and success of students in the five pathways, with particular attention to students taking baby skills, mathematics, English, and EAP courses. Then develop, implement, and evaluate strategies for the use of that information to improve student success.
I. Technology Requests-Hardware for Lab and Classroom or other student use

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>26 Classes</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Apple 30" cinema display (if purchased with on the Mac Pro Towers (Priority 3), AppleCare will also be applied to the Monitor-=3 yr, warranty.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,599.00</td>
</tr>
</tbody>
</table>

Excerpts of relevant Measure C text:

**COLLEGE OF MARIN & INDIAN VALLEY CAMPUS**

- **Recommendation:** Conduct and maintain an inventory of existing instructional technology equipment and software. An audit and inventory of existing equipment and software should be conducted to help ensure that faculty has access to the instructional technology that it needs. Based on this audit and inventory, a list of unmet needs can be developed and priorities determined so that as funds become available higher priority items can be acquired.

- **E. Recommendation:** Conduct and maintain an inventory of existing instructional technology equipment and software. An audit and inventory of existing equipment and software should be conducted to help ensure that faculty has access to the instructional technology that it needs. Based on this audit and inventory, a list of unmet needs can be developed and priorities determined so that as funds become available higher priority items can be acquired.

- **Technology Upgrades:**
  - Internet access and cable technology; create 47 smart classrooms; to improve distance learning; upgrade telecommunication systems; campus-wide technology upgrades, computers;
  - Repair, Upgrade, Equip, and/or Replace Obsolete Classrooms, Science and Computer Labs, Instructional Facilities, Sites and Utilities; Meet Demands of Changing Workforce: Repair, upgrade and/or replace leaky roofs, decaying walls, old ceiling tiles and fixtures, plumbing, sewer, drainage, electrical systems, wiring, un sanctioned and run down bathrooms, heating, ventilation and cooling systems, telecommunication systems, classrooms, fields and grounds, library, science laboratories, lecture halls, children's center, and other instructional facilities; wire classrooms for computers and technology, increase safety, increase energy efficiency, acquire equipment, reduce fire hazards, reduce operating costs so more classes and jobs can be offered, improve academic instruction, and meet legal requirements for disabled access.

- **Upgrade and Modernize Classrooms, Science Labs and Facilities:**
  - Upgrade the capacity for academic and job training classes, including basic education class such as math and English, science labs, fine arts, classrooms, conference rooms and labs.

- **TECHNOLOGY PLAN 2004-2007**
  - The first Technology Plan developed by the Committee outlines the needs for instructional technology equipment. To date, the district has not submitted or implemented an alternate Technology Plan. The sound recommendations of the 2004-2007 Technology Plan are as follows:
  
  - **E. Recommendation:**
    - Conduct and maintain an inventory of existing instructional technology equipment and software. An audit and inventory of existing equipment and software should be conducted to help ensure that faculty has access to the instructional technology that it needs. Based on this audit and inventory, a list of unmet needs can be developed and priorities determined so that as funds become available higher priority items can be acquired.

- **Third Priority 2009-2012**
  - Improve Instructional Technology
  - Prepare, implement, and evaluate a college technology plan that identifies the policies, hardware, software, and training needed to improve student, staff and faculty effectiveness in the use of technology in instruction.

**MODERNIZATION Requirements**

This request meets or exceeds the purposes of the 2004 Modernization Bond for College of Marin as follows (source: http://www.marin.edu/MeasureC/index.htm):

- **Modernize science labs, classrooms, libraries;**
  - Provide modern computer technology;
  - Upgrade fire safety, campus security, disabled access, energy conservation systems and electrical wiring for computer technology; and
  - Repair, construct, acquire, and/or equip classrooms, labs, sites and facilities.

This request meets or exceeds the COM BOT Resolution and the actual text for Measure C, as follows (source: Measure_C-Bond.pdf):

1.2.1 Board of Trustees Resolution authorizing the Bond Measure

RESOLUTION NO. 2004-7-20-12a.

RESOLUTION OF THE BOARD OF TRUSTEES OF THE MARIN COMMUNITY COLLEGE DISTRICT ORDERING AN ELECTION, AND ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER

WHEREAS, the Board has determined that the maintenance, modernization and replacement of worn-out classrooms, buildings, laboratories and instructional equipment; the provision of state-of-the-art computer technology; the installation of fire safety equipment; the improvement of electrical, lighting, ventilation and fire detection systems in existing classrooms; the need for pedestrian, bicyclists, and disabled student access improvements; and the improvement of campus safety are also among the highest priorities of the Board; and

...
Type: Replace

College-wide
Open Lab

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
Current lab tower recently died. It had a 17 inch monitor that was only good for older, simple audio apps that did not require a large screen. The current audio and video software requires a large screen for all the tools and the actual content to be seen. This new monitor will be used in the video mini-lab, and the old 24 inch monitor will be used in the audio mini-lab (currently used in the video mini-lab).

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

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

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

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

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

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

Additional Justification for this item:

I. Technology Requests-Hardware for Lab and Classroom or other student use
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Priority: 05

To Support: 26 Classes

Description and part number for ordering:
Epson V700 Photo Scanner Flatbed with Transparency Adaptor built in.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$600.00</td>
</tr>
</tbody>
</table>

Type: Replace

College-wide
Open Lab

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
We have an older Epson 1280 scanner which is inadequate for quality image scanning necessary for multimedia assignments (photographs, slides, sketches, small art, etc.) The Epson 1280 is approximately 10 years old and needs to be replaced.

Item to be shared with the following Department/Program: (Include any shared expenses)
The old scanner would be cascaded to the open lab for access by all students, faculty, and staff. It is still in good working condition for scanning for PowerPoint, or other class purposes that don't require a high quality scan.

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

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

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

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

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
## Faculty Members
### MMST-2009

### I. Program Faculty

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abouaf</td>
<td>Jeff</td>
<td></td>
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**Status:**
- Shared W/other program(s):
  - Adjunct, ETCUM: No

<table>
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<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
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<tbody>
<tr>
<td>8.30</td>
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**Years of Service:**
- 9

**Specialty:**
- MFA in Art: Painting, 3D character design and animation.

**Leadership:** List involvement in committees or other service
- Participation in regional and statewide events for 3D development, design, and animation. Frequent expert on BLOGs and other online resources for Autodesk’s 3D Studio Max software.
- Faculty screener for statewide Art and Multimedia competition (2005 and 2006).

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gonzalez</td>
<td>James</td>
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**Status:**
- Shared W/other program(s):
  - Full-time, tenured: No

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<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
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<tr>
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**Years of Service:**
- 12

**Specialty:**
- Web Design, Development and Promotion; Interactive Media Design, HTML, Web Scripting, Student Portfolio, Digital Information Design, Synchronous and Asynchronous Distance Education

**Leadership:** List involvement in committees or other service
- MMST Coordinator 1998-03
- Leads Web-based Webinars with International Audience covering Adobe Flash and Dreamweaver for Website LearnFlash.com
- 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
  + AdobeDreamweaver 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

http://programreview.marin.edu/TUReportFaculty.jsp

2/22/2010
<table>
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<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helmer</td>
<td>James</td>
<td></td>
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**Status:**
- Emergency Hire: No

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

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
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**Leadership: List involvement in committees or other service**

Jim was recently hired (as an emergency hire) to replace Karen Sutherland after she resigned/retired from teaching at COM. Karen had taught video for MMST since the inception of MMST in 1996.

Jim has experience in teaching at the JC level, ROP, and high school. 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
- Soundtrack Pro

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<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maxwell</td>
<td>David</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status:**
- Emergency Hire: No

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

**Summer 2009 TU** | **Fall 2009 TU** | **Spring 2010 TU** | **Reassigned (Total)** |
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**Leadership: List involvement in committees or other service**

Participation in multiple Statewide events for 3D, Game Design, Simulation, and Multimedia. Including Virtools training and Serious Games Conference at GDC in SF 2/20-2/22.

Mr Maxwell received his AS from COM in the eighties. He 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 Maxwell is currently the lead level designer at Stormfront Studios in Marin. He works 50+ hours per week and still finds time to teach the Game Design class at COM. David's past and current experience in the game industry directly benefits each of his students.

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

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilson</td>
<td>Derek</td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

Status: Shared W/other program(s):
Full-time, tenured No

<table>
<thead>
<tr>
<th>Summer 2009 TU</th>
<th>Fall 2009 TU</th>
<th>Spring 2010 TU</th>
<th>Reassigned (Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>14.50</td>
<td>14.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Years of Service: Specialty:
8 Art (2 BFAs and an MA): Drawing, Illustration, Interactive and Print design, and Multimedia.

Leadership: List involvement in committees or other service
- CIO Hiring Committee - present (COM)
- Academic Senator 2007-present, Vice President 2008-2010 (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)
- Designed and Developed Program Review Template (Spring 2008)
- 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)

Fall 2008 TU were below load (14 TU), and only 12 TU for Spring 2009 as a DIRECT result of TU removed from MMST program because load has been offset by MULTIPLE reassigned units (outlined above) since second year of teaching at COM. Previously, 32 TU annually (2007-08), 12 of which were reassigned!

Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

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

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

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

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

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

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

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

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

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

MMST-2009

I. Current Support Staff

List of Support Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyer, MaryGale</td>
<td>Computer Tech</td>
<td>45</td>
<td>800</td>
<td>Students</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Supports all computer labs at IVC:
- Mac/PC (Intel iMacs) Lab in PM 192
- PC Lab in PM 190
- Studio Labs in PM 197 and 198 (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 LI 100 (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>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woods, Julia</td>
<td>Lab Assistant</td>
<td>30</td>
<td>400</td>
<td>Students</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 (CaseCATalyst)
- All students at IVC (general computer support and assistance)

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

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

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

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

The 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 (4-7 pm Monday -Thursday, and Saturday)
- Appropriate project based courses and content in Game Design, 3D Art, Video and Web Design

Transfer Courses for students planning to continue their education in design or digital arts, MMST has:
- Transfer courses as the major to CSU
- Educational skills using multimedia and the digital arts for advanced degree students
- Recently developed MMST courses for additional CSU/IGETC /UC transfer
- Career Certificates for students with existing 4-year or advanced degrees Certificates with the same rigor as the AS degree

II. Program Resources (Responsiveness)
Briefly summarize examples of key resources required for your program to meet or exceed the college goals (as cited in this review).

A Realistic Budget for Annual Instructional Expenses for Supplies (every 1-3 years) and new equipment (every 3 years).
The last four years the Multimedia Studies program has been allocated zero dollars ($0) for on-going instructional expenses such as software and hardware, including updates, repairs and maintenance:
1. Technology should be purchased at the district level (not the departmental or discipline level)
2. District level can determine college-wide use to yield best pricing within fiscal budget cycles
3. Most of the software required for our students, is also a necessity for staff to perform their jobs
4. More and more of what is required for MMST classes is requested by faculty, college-wide
5. The Foundation for Community Colleges for reduced pricing

The greater the quantity purchased at a single time exponentially decreases cost Hardware for classrooms and student labs should be cascaded by need (e.g. high technology for career and science courses for first cycle, reused by library and humanities for second cycle, testing and open labs for third cycle, etc.)

Distribution of hardware and software purchases by the Technology Committee and the Equipment Committee

Soft expenses such as printing supplies are (and should be) covered via Student Materials Fees associated with the appropriate course.

Commitment of units for required courses:
1. Necessary units to run all MMST courses as outlined in the Blueprint to meet students needs for certificates and degrees
2. To offer the MMST Internship (capstone) course once a year to complete degree requirement and maintain a working relationship within the Marin business
3. Additional units to offer courses that would continue to support student interest in important, emerging career areas of study such as additional courses in Game Design.
4. Necessary units for both FT instructors to meet required loads without reassigned units.

PROGRAM REVIEW HURDLES:
1. Lack of Additional Data other than the limited College of Marin DQD data
2. Same ineffective, limited data we have used for Discipline Reviews FOR OVER 10 YEARS!
3. Still NO survey data provided! Should be twice a semester!
4. There is not adequate data for well-informed decisions:
   - Student objectives at College of Marin at time of entry and more importantly at time of exit
   - Tracking Student Alumni, not just graduates, but all students
   - The District needs current, reflective data that is a snapshot at any point of time about enrollments prior to, during, and at the end of each semester!
5. Lack of direction by MCCD for college priorities (i.e Distance Ed, etc.)
6. Clear district/college intent and objectives for successful assessment of COM programs in review
7. Planned budget allocations for success of programs and courses already in current inventory
8. Allocation of funds for on-going technology
9. Resources to meet WASC standards for IT support and Research!

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

PLANNING AND OBJECTIVES
Questions During the last three years, the most important concerns have been initiated by student questions that have prompted broad surveys of students within the Multimedia Studies program. Questions surveyed:
1. What courses should be offered?
2. When should MMST courses be offered?
3. Where should courses be offered?
4. Which courses need additional levels?
5. How can complex MMST courses be repeated?
6. Will these courses be expanded into a full certificate or degree?

Answers and outcomes of surveyed questions:
1. Additional levels of Game Design, Graphic Design, Web Design and Video courses
2. Schedule blocks that serve full time students, working students, and high school students.
3. IVC (60-75%) and KTD (20-28%), don’t know (2-8%)
4. More Game Courses, 3D beginning to advanced, Flash, Photoshop, and Web related courses.
5. Additional levels are being added as concurrent classes and any MMST course may be repeated after 2 years by submitting a petition.
6. For the past 6 years students have repeatedly requested a Graphic Design program.
7. Students have been requesting a complete Game Design program for career and transfer, for the last 2 years.

Mr. Wilson completed a research grant in 2002 that determined a very high interest in a Graphic Design Program at COM which would include certificates and a degree. Research included a survey of nearly 200 MMST/Desktop Publishing students, and comparative study of graphic design course and programs at community colleges in the East Bay, North Bay, and San Francisco Bay regions. No additional Game courses have been added due to the lack of units and the hiring freeze. Graphic Design would be a strong, viable program for the creative community of Marin County.

MOVING FORWARD
The following plans and strategies for MMST are outlined as follows:
1. To move forward with the relocation to the Workforce Education department
2. To work with the Workforce/Technical Training dean to build partnerships with local businesses in Marin
3. To align the Multimedia Studies Program as a Design Program under Workforce Development (reflecting Multimedia and Entertainment Initiative grants)
4. To work closely with Art department programs to collaborate on additional courses, certificates, and add course offerings at IVC
5. To develop further articulation agreements with 4-year schools
6. Create multiple levels of concurrent courses
7. Continue to update course and program offerings and structure to meet the needs of both Career/Technical Training students and Degree/Transfer students (including 2+2+2 track high school students)
8. To continue to assess and refine the schedule to meet the needs of full-time, working and high school students
9. Work with the Instructional Equipment and Technology committees to develop college wide software and hardware plans that drive stronger and smarter technology purchases.
10. Continue to formally and informally survey students, industry, and other colleges for curriculum and program planning direction
11. Each MMST faculty member will continue to remain involved in professional activities to maintain relevance, currency, and enthusiasm of their respective MMST related subjects

IV. Assessment of 2008 Program Reviews:
1. What resources have you been granted from your previous program reviews?
2. Please assess how these resources have been used to improve access, learning outcomes and student success in your program?
3. What changes have you implemented based on previous program reviews?
4. What results have you found?

1. A high percentage of MMST students are degree track (both four-year and advanced degrees)
2. Until the last two years, MMST has a very high percentage of its FTES obtaining degrees and certificates vs. the COM average
3. MMST has an excellent "Rate of Return" with a strong enrollment to Teaching Unit ratio at COM
4. MMST has been the most proactive program in maintaining Title V. compliance including: frequent update of courses and program options, updated TOP Codes, development of a program blueprint and elimination of course repetition
5. With the exception of this semester (Fall 2008), MMST enrollment continues to be higher with better retention and success rates at IVC than MMST classes at KTD

The Multimedia Studies Program has managed to survive and actually flourish despite the fact that it has had 6 changes in area deans in the last 7 years—including a period of nearly two months without any area dean! Students have continued to seek out MMST classes in spite of the bad planning, limited services, and severe reduction in units and course offerings, including:
- Directives to close IVC by decimating Student Services between 2003 and 2006 (Food Service, Bookstore, and Library) without planning or consultation.
- Limited to no marketing during this same period (2003-2006) including the elimination of a COM class schedule for Fall 2005!
- A 41% increase in CA mandated student fees ($11 to $18 to $26 per unit) before the current fee of $20 per unit
- Severe delays in financial aid from California during the fee hikes (allocations not disbursed until mid and late September) impacting students ability to enroll in the Fall semesters at COM, particularly students from Cal Works or other job related re-training programs.

IVC is a campus coming back to life with students that are driven, engaged, and very enthusiastic! Enrollments at IVC have exceeded that of KTD during the last two and half years as a direct result of placing IVC back on the map. Until this semester (Fall 2008) the Multimedia Studies was an integral part of this growth. With continued leadership, shared governance, and data-driven resource decisions the Multimedia Studies program will continue to grow and support the growth and learning objectives of all Career, Transfer and matriculated high school students at the Indian Valley Campus of College of Marin.

V. Fall 2009 Requests Summary:
1. Please summarize the main requests you have made in this program review in order of your priority starting with the most important one.
2. Summarize briefly why you want each one.
3. Summarize your overall rationale.
VI. Other concluding remarks.
1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

All five pathways are addressed in Multimedia Studies. 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 instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

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.

4. Other comments
Area Directors and Deans Comments
MMST-2009

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

The MMST faculty have worked diligently in keeping all MMST curricula current, relevant, and rigorous. Of particular note, several class outlines were re-written to enable students at different skill levels to co-enroll in courses. The benefit to the program has been excellent. This approach has resulted in better enrollment, and a richer experience for all students. This change creates a challenge for instructors to assure that all student needs are met, but the faculty of this program are talented and highly skilled instructors who are clearly up to the task—judging by the feedback from students.

The data available does not reflect significant changes in this program during the 2009-2010 school year. The MMST population has grown since consolidating the courses at the IVC campus. At the end of the 2009 SY, the administrative oversight for the program was moved back into the Workforce Division. Four years prior to fall 2009, MMST program was under the oversight of the Arts and Humanities division. Bringing MMST back to career programs helped re-focus the objective to meet the needs of what has proven to be the primary populations for the program—working professionals and students planning on entering the MMST field. In this field, the value of work experience cannot be overstated, and professionals need continuous practice and training in the every-evolving software and hardware.

The trend line in enrollment since the latest program improvements and has been very encouraging, indicating that the actions taken in the program revitalization strategy have been working.

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

It is anticipated that the move to the new facility in the IVC new main building will be a big boon to the program. State-of-the-art facilities and equipment are the hallmarks of excellent and competitive technology programs such as MMST. The SRJC campus experienced a significant peaking in MMST enrollment when moving into the new Petaluma facility. It is anticipated that with the new building and the new state-of-the-art equipment replacing the five year old equipment in the old facility, the program will enjoy yet another boost in enrollment.

During the design process, it was determined that the number of classrooms dedicated to MMST could be reduced by creating greater efficiency by using ?dual towers? at each station, enabling the MAC/PC options available at every station. Since then, the technology has progressed by leaps and bounds, so that the technology now available does not require two separate units, but instead, one integrated unit.

Five year old hardware cannot run the current programs required for Multimedia Instruction. The old computers from the current MMST lab will provide excellent units to replace older equipment in the open lab.
The new Multimedia Lab scheduled for opening for the Spring 2011 semester requires the following equipment to run the program with industry-standard software:

The equipment detailed in the equipment request includes:

28 iMacs @$2099=$58,772
One Panosonic projector capable of complex multimedia production=$10,000
Two MacPro?s for on-going lab work outside of class time; 2@ $4799=$9598
One 30? cinema display=$1599
One photo scanner=$600
Mat Cutter=$375.

It is hoped that Measure C modernization funds will cover this modernization expense.

3. Please comment on the faculty and staff sections.

Computer Tech currently assigned to the MMST program serves the open lab at the IVC campus in addition to the MMST labs. The MMST population has grown since consolidating the courses at the IVC campus. The data available in the resource section does not reflect this significant change of location and administrative oversight by the Dean of Workforce Programs. As of the spring semester of 2010, the credit enrollment at IVC has grown to about 1700 students (from about 750 in 2004). Some hours have been added to the lab assistant on hourly payroll to keep up with the growing demand in the Open Lab that was opened three years ago. It is anticipated that more hours will be required to serve the growing student population at IVC.

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

One-time grant funds have been supporting the MMST program since the Industry Driven Regional Grant (IDRC) closed out in 2006. The Workforce Division has succeeded in obtaining more one-time funds to cover the renewal for software licenses. That cost of approximately $2800/year needs to be budgeted from general funds for the 2010-2011 budget year.

5. Other comments

Through diligent work of the MMST faculty, and particularly Derek Wilson, the MMST program has ?turned the corner? on program development, enrollment and program vision. By focusing on MMST?s role in career technical education (CTE) we look forward to continued program growth.