Auto Collision Repair Technology
System, Scanner, ETHOS, Deluxe Kit - $2261.00

In order to obtain ASE certification we must teach the use of this tool to our students. This tool needs to be available for students in the Auto Collision Repair Program. This item was submitted last year for the Instructional Committee to review but has not been funded yet.

Students are taught the correct method for repairing vehicles which follow ASE / NATEF standards. Students need to use critical thinking and problem solving skills to assess and determine the best way to repair collision damage to a vehicle. To determine the proper method and most environmentally correct procedure for painting and refinishing a vehicle a student must use critical thinking and a problem solving approach.

Students are taught the correct use of equipment through the Auto Collision Repair program. Throughout the different classes, students will take both written and manipulative tests to prove their knowledge and understanding of the correct methods of repairing vehicles. The success rate of the Auto Collision Repair program is 85% which is above the COM average for success.

When the new Transportation Technology building is complete and both Auto Tech and Auto Collision Repair programs have been fully funded, students will be able to successfully learn the correct method and use of all required equipment. Employers prefer hiring technicians who have received training on up to date and state of the art equipment. As students progress through the program, they will be able to seek employment in the Auto Collision Repair industry.

Automotive Technology
E-Scan & E-Scope with Lap Top Computer 6238.70

* They have a lower mechanical aptitude and less knowledge of the automobile.
* Students today are much more visual learners than past students.
* The faculty has modified their teaching methods and techniques to accommodate these students through the use of PowerPoint; "on-the-vehicle" demonstration in the lab; and "hands-on" worksheets.
* One of the methods to improve success would be to use new technology. (see example below)
* An example is we often demonstrate how to test a small component. If we could capture the procedure with digital cameras then project the images onto a screen, whiteboard or an intelligent board using a digital projector with picture in picture the students would be able to see the procedure better which would result in a better understanding of the skill being learned.

* One example of improved access at the course level is the "Diagnostic Tool Carts"; each work station will have access to its own Diagnostic Tool Cart with a laptop computer that has wireless access to the internet service database, a digital volt ohm meter (DVOM), a digital storage oscilloscope (DSO), a scan tool, a power probe an infrared gas analyzer and a battery charger. The students will have the tools they need to complete their laboratory assignments at hand rather than having to gather them from several different locations

Outcomes
* Students will be able to identify basic automotive components; be able to perform routine maintenance and have an understanding of basic tools, materials and methods.
* Students will be able to perform repairs in the nine areas of the Automotive Repair Service Industry: Engines, Heating and Air Conditioning, Brakes, Suspension, Manual Transmissions/Transaxels, Automatic Transmissions/Transaxels, Electrical, Engine Performance and Emissions.
2007-2008 Program Review Funded Instructional Equipment Requests Justifications

* Students will be able to maintain their licenses and skills in the Automotive Repair Service Industry through updating their knowledge in rapidly advancing technologies used in automobiles today and in the future.

**Other:**
All instructional equipment needs have been reviewed by the Auto Tech Industry Advisory Committee and the Equipment Consultant hired by the architectural firm re-designing the facility.

**Basic Skills English (English Skills)**
Item #1. Instructional Equipment. Discipline's priority #1. Complete GED Preparation System Software/Course Preparation and Assessment Site Licenses for both. $8223

**Application**
Item #1. Instructional Equipment. Discipline's priority #1. Complete GED Preparation System Software/Course and Assessment. Site Licenses for both. The material would be used as the foundation of our GED Prep course.

**Instruction**
To Enhance and Support the College's GED program: Now, we have only practice tests and workbooks to help the students prepare for the GED test. The students are aided in their preparation by lab teachers who are, at the same time, supervising up to 19 self-paced courses and the accompanying labs to two courses. The teachers cannot give the GED students the attention they need to succeed. The requested software program is "mastery" developed, that is, when a student makes a mistake, she/he is couched by the program, so he program would greatly improve the students learning.

The programs would also be shared with other basic skills courses, giving providing material across the curriculum for basic reading, writing and mathematics courses.

**Access**
~ Increase our success rate from under 25% to 50% in three years.
   (By "success rate", we mean, the rate of students who complete the prep course and pass the GED test. We will document both numbers.)
~ Increase access to college classes for students without high school diplomas. The high school dropout rate in California is around 20%. In Marin, it's about 15%, but in close-by communities such as Oakland, the dropout rate is over 50%. Because of the high school exit exam, it is expected that even more students will be forced to leave high school without a diploma. Each semester, about 80 people come into our lab seeking GED preparation, some from Marin, most from the East Bay. Because we have meager materials to offer them, only about 20 people actually take enough of the course to attempt the GED test. If we had a strong program, we could keep these people, help them get a diploma and steer them into our credit program.
~ Improve access for ESL and learning disabled students who can't take credit courses because they don't understand the vocabulary or conventions of development of college texts.

**Outcomes**
~ By the end of the program, 50% of the students will be able to pass the reading/content areas of the GED test - social science, science, and literature - with the skills of identifying and explaining key ideas, identifying and listing appropriate supporting ideas, recognizing implied main ideas, understanding vocabulary from context in each area.
~ By the end of the program, 50% of the students will be able to pass the math area of the GED test with the skills of identifying main ideas (e.g. the process of problem-solving) , using context clues to choose
from the available tools of problem solving, identifying supporting details (e.g. specific techniques of problem-solving), manipulating number operations, and analyzing measurement.

Assessment
~The GED programs contain pre and post testing.

~We will measure by the increased retention (20% now / 50% in three years).
~We will track the students through the test to determine the number of students who receive certificates.

By using this accompanying assessment program we can add paper and pencil materials. Also with more success, we can offer teacher-directed small classes. Finally, we can use what we learn from the GED program to aid other basic skills and ESL classes.

Evidence:
Our argument is that there are many, many people in the Bay Area who need a GED certificate. There are very few places in the whole Bay Area that offer preparation courses. We have a core program that, if expanded and strengthened, could make COM a center for those who need the certificate. And these people would be a great source of new students for our transfer programs and for our certificate/workplace programs. Our program is not working well now, but with this material the GED will work and become a prize for COM The students are there.

Data:
From US Census Bureau 2003
~ People with no high school degree make on the average less than $25,000 a year.
~ 80% of union apprenticeship programs require a high school diploma or GED

From the American Council on Education
~ 95% of employers employ GED graduates and offer them the same salaries and opportunities for advancement as high school graduates
~ 60% of people gaining GED certificates go on to gain degrees in transfer or trade schools

From UCLA study of California dropout rates (John Rogers, 2006)
~Since the introduction of the CHSEE (high school exit exam), the drop out rate in California rose from 21% to 36%

From the Department of Education
~ The 2007 graduation rate is the lowest in 10 years
~ 7% drop out rate in San Francisco
~ 54% drop out rate in Oakland
~ 15% drop out rate in Marin

From COM GED program. example of a typical semester:
Winter 2007
87 people inquired about program
52 enrolled in non-credit basic skills GED prep course;
13 returned after taking pre tests
8 completed the course and reported an intention to take the GED test.
2007-2008 Program Review Funded Instructional Equipment Requests Justifications

Biology
12 new Leica microscopes to complete the original request for instructional equipment made in 2006. These would be used in the Anatomy labs, as are the 12 that were acquired in 2006. $30,000.02

These would continue to serve our students that enroll in the anatomy classes. The labs offered has increased over the years and now for the past two summers, a summer session has been offered to continue the increase in the number of offerings in Anatomy.

Application
The above stated pieces of equipment are needed to keep up to par with the growing number of course offerings and students in the Biology program. As requested much of the equipment will be shared amongst other programs including Environmental Landscaping and Geology

Instruction
Some of the items requested will replace worn and outdated equipment like the 35 year old microscopes that barely if at all function....

Access
By making the labs more efficient and modern, prospective students will be drawn to the Biology program for its ability to better prepare them for transfer to another institution, or to go out and adapt easily to the current workforce with the knowledge of being taught with current equipment. Benefits of upgrading equipment that are severely out of date, like 35 year old microscopes, will also show College of Marin's commitment to better serving the students and their education. This can only be rewarded by more students enrolling in the Biology program, but also attracting more students to the college in general which would benefit many programs.

Outcomes
The outcome of the equipment requested would be safer labs that are also more efficient. Also the number of course offerings as well as students served would continue to increase with the added support of an increased supply budget as well as additional equipment purchased. This all would further the program's goals which are identified in the Mission Statement. Labs exercise may be better developed with access to more equipment which is currently a limiting factor.

Assessment
The number of course offerings would continue to grow with the proper support of equipment and supplies. This would also mean a greater number of students would be better served by acquiring updated and modern equipment. Students would also be better equipped to join the current workforce with a knowledge of current procedures and protocol due to having access to upgraded equipment. These items would also help the program continue to offer its current course offerings.

Evidence
Course offerings have grown over the years as has WSCH. In the last two years alone the Biology program's WSCH has gone up 7.8%. To continue this trend we need to purchase the above mentioned equipment for the reasons stated for each item. For this program to continue to develop and provide the students with the best education possible, we need to have the requested purchases approved. No instructional equipment was purchased this past year and it is crucial for the continuation of the labs to have this equipment available for the students and their continued education.
2007-2008 Program Review Funded Instructional Equipment Requests Justifications

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Business & Information Systems
Heavy duty laser printer in BC 104  1278.59

Application
Laser printers are required by CIS, BUS and BOS classes. Printer used by BC104 workstations. It is reportedly on last legs and needs replacement.

Access
Shared with many disciplines (especially the Open lab.)

Chemistry
Anastazi air source (pump) and filter  $3421.06
Pump/Filter needed as air source for the new NMR instrument we purchased earlier this year. The current air source is on loan from Anastazi instruments and will be taken back at the end of this academic year.

Application
Air pump/filter is used as the sole air supply for the new NMR instrument.(See Appendix Instructional Equipment and Materials-IE 1.a).

Instruction
Laboratory experiments are essential to the chemistry curriculum. In the laboratory setting the students get hands on experience with chemicals and instrumentation, they learn to work collaboratively on certain experiments and independently on other. Chemistry is a dynamic science with countless real world applications. Of fundamental importance is the ability of students (and scientists) to put the theoretic knowledge they have learned to practice. The laboratory is the place where those skills are introduced and refined.

Access
Over the past several years the chemistry enrollment and class offerings have increased substantially. (See Appendix Instructional Equipment and Materials-IE1.b) THe American Chemical Society recommends a maximum of 25 students per general chemistry lab and a maximum of 20 students per organic chemistry lab. We often have more students than this in certain classes and sometimes have 3 or more students working on one experiment. Having and adequate supply budget will allow for proper class size as well as a maximum of two students per experiment allowing them greater access to actually doing chemistry instead of watching it be done.

Outcomes
Expected Learning OUtcomes for each course are listed under the Learning Objectives for the specific course as detailed in the Course Outline of Record. Other skills and competencies developed through chemistry courses include:
1) Ability to set up and carry out chemistry experiments.
2) Knowledge and use of glassware, laboratory infrastructure and analytical equipment.
3) Logical thinking and critical analysis through data analysis and interpretation of trends and patterns.
4) Oral and written communication through team projects and written lab reports.
5) Quantitative reasoning through collection of measurements and calculations.
6) Social/team building through collaborative assignments in laboratory.
7) Independent thinking and critical analysis/problem solving through individual projects in the laboratory.
8) Informational competency though research activities necessary before actually performing the required experiments.
2007-2008 Program Review Funded Instructional Equipment Requests Justifications

9) Technological competency through use of instrumentation and computer data collection/analysis.
10) Motor skills through manipulation of equipment in laboratories.

Assessment
In each of our chemistry classes the laboratory is followed up by giving each student and assignment. These range from short answer worksheets to multi-page formal lab write-ups. Regardless of the form of the assignment each will have built in assessment indicators. For example, in order to make a complete post lab assignment the student would be required to successfully complete the lab and collect the necessary data. In order to do this they would have had to read/research background information (which is often accessed by a pre-lab quiz or assignment)(SLO 1, 8 above); set up the experiment, being meticulous in every detail (SLO 1,2 and 10 above); carry out experiment either alone or with a partner/team and gather data (SLO 1,2,5,6,7,9 and 10 above); analyze results (SLO 3,5 above) and report results (SLO 3,4 above). Each laboratory report/worksheet has built in assessments for each learning outcome. For example, while a student may understand the background and theory of an experiment (as assessed by the pre-lab quiz/worksheet)they may have bad data due to an incorrect lab set up or improper use of data collection equipment(which can be assessed by looking at their reported data or they may have good data but poor results due to incorrect calculations (as assessed in the calculation section that is embedded in each lab). Etc.

Evidence
Full and complete lab reports by students will be evidence of individual understanding. The ability to read, understand, set up and carry out lab experiments will also be evidence of success in the laboratory. As a class success rates will be monitored for each class. As a department students will be tracked as they move through the two-year transfer sequence.

Other Attachments
Appendix Instructional Equipment and Materials-IE
1.a) Justification for air pump/filter
1.b) Enrollment and WSCH trends for department
1.c) Representative cost escalation for chemical supplies over past 8 years.
1.d) Budget allocation per student per lab experiment for the 06-07 academic year.
1.e) Justification for ongoing equipment budget for Chemistry Discipline. Equipment needs to be updated and funding must be available to replace old and broken devices.

Counseling
4 Laptop computers and 4 Projectors $7215,68
to be shared by general counselors teaching counseling, college success and career courses for classroom presentation:
- general counselor's presentations to high school students; general counselor's presentations at "Parent Night" at local high schools;
- general counselor's presentations to Community groups (ie Marin Employment Center Career Center;
- local community organizations -to potential special population students about how to matriculate into COM;
- general counselors presentations to COM student athletes; general counselors presentations to Career Day at IVC campus; general counselors presentations to High School Counselors;
- general counselors workshops for UC/CSU Applications;
- general counselorsworkshops for ESL Students;
- (Counseling Dept. faculty with "General Counseling Assignment that provide these services- will use these computers.


**Court Reporting**

Priority No. 1 (2007-2008): PA system for court reporting classroom, includes: 8 Channel power mixer, speaker cable, speaker, mounting bracket, 4 microphones, microphone cable, desktop mic stands.

**Application**

* New PA system will allow Court Reporting Instructors to deliver every spoken word clearly to the learners.

**Instruction**

* Court Reporting learners are provided court and deposition simulation daily in the Court Reporting classes. This involves the oral delivery of testimony involving one to four speakers. Learners are tested daily in all of the skill-based classes. It is essential that they be able to hear every word spoken by the instructors, as they must record verbatim testimony.

**Access**

* The most important access for Court Reporting learners is auditory. Access to the spoken word is critical to the learning process. A new PA system will allow learners to clearly hear every word spoken in the court and deposition simulations.

**Outcomes**

* Improve learners' ability to stenographically record oral testimony at high rates of accuracy (95%+).

**Assessment**

* Qualified Court Reporting learners will be able to pass the Certified Shorthand Reporters State licensing examination (CSR).
* Court Reporting learners will be employable because they will have mastered the latest stenographic machine technology.
* The Office of Organizational Planning and Development needs to develop a tracking system to determine what the student's goal is: preparation for transfer; workforce education; basic skills improvement; intellectual and physical development and lifelong learning; or cultural enrichment.
* The system must develop a personalized plan for the student to achieve success in reaching their goal and track their progress.
* The system needs to follow the graduate for five years to evaluate the effectiveness of their college experience.

Evidence: What data or evidence supports your projected requirements?

**Evidence**

* Court Reporting learners must perform at extremely high entry-level standards as established by the Court Reporters Board of California and the National Court Reporters Association.
* Court Reporting learners are simply not employable without hands-on practice using the latest technology.
* The Court Reporting Program's request is based on the average expenses for the last three years.

**Dental Assisting**

Human X-ray Mannikin  $6885.30

This mannikin will be shared between the dental assisting department and community education radiology course
This x-ray manikin replaces a 20 year old manikin which cannot be repaired as it is so old, parts are no longer available. This item is self contained and does not need any installation.

**Application**
*The projected expense items will improve the quality of instruction for both the day program and dental classes in community education.*
*The projected 5 year plan for State VTEA funding would be used for:*
  a. Class tutors
  b. Repair Handpieces
  c. Professional Development for On-line course for Office Management
  d. Recruitment Activities

**Instruction**
*Replacing the broken x-ray human skull will maintain the lab size of 8:1*

**Access**
Students will experience first hand experience on the new and fully functional equipment that they will find in the dental industry.
To be successfully employed, dentists want dental assistants who are trained on equipment and material that is used in their offices.

**Outcomes**
The student will be more marketable with training on state-of-the-art working equipment and current materials
The outcome from VTEA funding will help with retention of the student with tutoring and help with success rates for more clinical practice with working handpieces.

**Assessment**
Post graduate surveys are administered to both the recent graduate and their dental employer.
Increase enrollment through recruitment activities funded by VTEA.

**Evidence**
Post graduate surveys will address whether the program has sufficiently trained the student with regards to state of the art equipment, techniques, and materials.

**Environmental Landscaping**
12 Compound microscopes: to support teaching classes in insect and plant diseases. These microscopes are fundamental for those classes. They are not needed in the next year, but they will be needed next year 2009-2010.
$18096.56

This is the type of resource that from the point of view of efficient use of resources and curriculum integration that should be shared with the Biology Department. They use these equipment to teach many of their classes such as Bio110L, 116, 115, 138, 160, 159,161, 162.

**Application**
The supplies and equipment needed are needed to serve the students who will take classes that traditionally perform well: ELND110A and B, Introduction to Env.Lands. and ELND254A and B that Plant Identification that have adequate enrollment in our program: over 20 students per session and a class that is performing very well this term, Integrated Pest Management, Insect Identification and Plant
Disease and Weed Management, ELND210 A, B and C, that has 24 students enrolled and we believe that it is because the hours at which it is offered: Saturday.

There is potential to share these resources with the Biology, Architecture, Art and Engineering Department, if the interdisciplinary classes proposed when the curriculum is updated are established; thus the total number of students potentially served with these resources is significant. There is space of the equipment at the current facilities. The requested equipment and supplies will allow to deliver the SLO's identified in the course Outlines and fulfill the College of Marin Mission and Goals.

Instruction
Equipment and supplies requested includes drills, drill bits, reciprocating saws, circular saws, hammers, chisels, layout triangles, microscopes that are fundamental to teach the construction, (ELND158), irrigation, (ELND253), design (ELND 100)) and introduction to environmental landscaping, (ELND10A and B) and ELND210 A., B and C.

The instruction that will be delivered covers topics such as:
Installing irrigation systems, building retaining walls, building benches and fences, propagating plants, identifying plants, insects and diseases, sampling soils for fertility.

Outcomes
To achieve the SLO's of classes in: Integrated Pest Management, 210A; Insect Identification, ELND210B; Plant and weed management, ELND210C; Introduction to Environmental Landscaping, 110A and B. Each of these classes has had an average enrollment in the last three years of more of 15 student. In Spring 2008 ELND210A, B and C each has 24 students.

Assessment
If the recommendations that I propose in the Program Review that is in progress are implemented instructors who will teach the classes supported by these resources will deliver the instructions according to the Course Outlines, test students on the projected learning outcomes for the classes and assess how well the students performed. Also, instructors will conduct surveys in their classes to determined the quality of the instruction, limiting factors and gather information about how those limitations can be addressed.

A key point to address in the surveys conducted and data analysis of student performance should be the role of equipment and supplies on student learning success.

Instructors will report to the Chairman and Dean of the program on the adequacy of resources received and request the proper adjustments.
ENGLISH AS A SECOND LANGUAGE

A. 12 Omnipro Computers, Screens and Accessories for the ESL lab (HC 128) $12947.96

All but two of the current computers are over 10 years old, with the other two being DSPS computers that are 3 - 5 years old. These old computers are beginning to fail regularly.

Application
A. New computers are needed for students in the ESL lab, to use the internet and various ESL software programs. We need these computers as soon as possible.

Instruction
A. Students will be able to use computers that don't break down frequently, and will be able to use the most recent software. Using the lab and the software on our computers is a required part of their credit ESL courses.

Access
A. Students will have access to up-to-date technology to support their learning and coursework. Computers will be able to support current versions of software for ESL.

Outcomes
A. Students will use the software programs, such as Focus on Grammar and American Speechsounds, to improve their language skills in general and for specific courses.

Assessment
A. Students will be surveyed about their use of the computers in the lab and the effectively of the various programs.

Evidence
Students from 58 credit and non-credit ESL classes use the lab as part of their course requirements and to improve their skills on their own. They learn best when they have access to updated and effective technology and resources, especially resources that link directly to and directly support their course work.

Geology

20 Zeiss Petrographic Microscopes. $52,219.75

These would replace old and nonfunctional petrographic scopes currently being used in the Geology program.

Application
Currently there are old and outdated microscopes that are falling apart. New microscopes need to be purchased for the proper education of the students in the Geology and Geography program.

Instruction
Over the past two years the Geology program budget has dropped dramatically. It is well over due for funding and purchasing of equipment to increase to help update the labs to better educate our students. By purchasing the above mentioned equipment, the labs will begin to take a step forward into providing the students a better understanding of what they are to expect in the workforce. Geography currently plays a vital role in many other programs with the use of GIS. It is crucial to support the Geology and Geography program to help them flourish to their full potential.

Access
Students will be attracted to the Geology and Geography program once the labs are maintained and upgraded. By modernizing and upgrading the current equipment, students will have the opportunity to work with current and up-to-date equipment that they will continue to find in the workforce, or in their continued education. Equipment needs to be purchased for the sake of the students proper education.

Outcomes
Without new equipment the Geology and Geography program cannot be expected to keep up their amazing numbers in retention and success. The programs have accomplished all they can with the limited funds and outdated equipment, and it is now time for the College to make a commitment to these programs by increasing funding and purchasing of instructional equipment.

Assessment
The outcomes will be easily measured by simply watching the number increase to record levels in retention and success. These numbers are already high with limited funding and can only increase with added financial support. Student enrollment will increase as word of mouth spreads of how the labs are being updated with new equipment and supplies that are available at the College of Marin. Also with other programs using GIS, the Geography program will continue to grow to a huge resource for programs across the college.

Evidence
Over the past two years funding for the Geology and Geography programs has decreased drastically. However, WSCH has seen an increase of 2.2% and retention and success rates are both above 90%. This shows and incredible amount of determination by the programs to thrive and succeed under less than optimal conditions. These impressive numbers can only increase with added funding for supplies and the purchasing of new instructional equipment. The importance of the Geography program has grown over the past few years with the use of GIS in a variety of other programs. The equipment requested will help start the funding and support that the Geology and Geography program badly require.

MEDICAL ASSISTING
2 Examination Tables  $2640.69

There are two examination tables that the leather is torn, and the backs of the tables when put in a reclining position fall backward. These tables are unsafe to use, and cannot be utilized for students therefore we have only one table to serve a lab class of 20 students. These tables will serve students in Meda 135, MEDA 136 and can be used in MEDA 141.

APPLICATION
The projected expense items will continue to improve the Medical Assisting and Phlebotomy programs and allow for continued growth and success for the program and students. It will be applied with practicum courses and theory classes as instructional aids. The projected requirements can also be used for tutoring for skills labs, clinical make-up labs and testing.

INSTRUCTION
*Replacing the broken exam tables will allow for more students to perform the same skills at the same time and will utilize their time in the lab more efficiently.

ACCESS
Students will be ensured and feel confident that they are learning skills on the newest and most fully functional equipment in the Medical Assisting and Phlebotomy Industry.
2007-2008 Program Review Funded Instructional Equipment Requests Justifications

Successful retention and employment is dependant on student training and knowledge in the industry. Physician and laboratories want employees that are knowledgeable on the most updated equipment.

The students will have equipment needed to complete their assignments and prepare for the workforce.

OUTCOMES
Students will be able to perform and prepare the pt. on the examination tables for procedures and skills. Students will be able to perform the basic skills needed for completion and success in the course.

Students will be able to maintain their skills in the Phlebotomy and M.A. field thru the knowledge and skills needed in a rapidly advancing field and feel confident when performing these skills.

ASSESSMENT
Through post graduation surveys and with the assistance of the Office of Organizational Planning and Development whereby a tracking system could be implemented. This system will track whether the student is attaining his or her goals.

EVIDENCE
Equipment needs such as new examination tables have been reviewed with the Equipment and Architectural firm redesigning the facility. Graduate surveys will also address whether the program has met the students expectations with regards to equipment, supplies, space and materials.

MUSIC
Item 1. High Definition (HD) 37” TV and mobile cart/mount shelf. $2965.85

This item will be available for use in Performing Arts.
This item will get quite a lot of use and will need to be repaired in the case of operational failure. There must be sufficient hourly money in the music budget to provide for a reliable recording technician at all of the performances. There must be sufficient supply money to provide enough blank CD and DVD media to record all of the concerts/recitals, etc. Repair money needs to be available if one of our cameras, microphones, or recording machines breaks during the year. Maintenance is done within the Music Department by Michael Irvine.

APPLICATION
Item 1. This is to replace a 20 year old stereo monitor and upgrade to the new HD camera technology which we now are using. It will be used to display recorded student concerts/performances and recorded lecture demonstrations as well as prerecorded music VHS/DVD media. Next year when Blue-Ray High definition burners and HD DVDS are priced lower we will request such a burner to complete the HD camera (allocated last year), monitor and burner set. With the allocation

INSTRUCTION
Item 1. will allow students to observe in greater resolution and thus in greater detail their performances. This is always useful but especially so in when they are part of a large ensemble and the video has been taken from far away

OUTCOMES
Success is measured by the projects which the students produce and their musical performance. Instant feedback provided by the technology and the instructors will inspire the students to improve in their discipline by way of these technology tools. Enrollment, grades, lab usage logs and post COM success would be measures of their effectiveness.
This requested equipment will give students the opportunity to develop and observe their progress in all of our stated SLOs:

- Observe and analyse artistic examples of written and performed music
- Develop the skill to execute similar musical examples
- Develop fluency in the language of the discipline
- Exercise creativity
- Critically evaluate their own progress and development
- Synthesize all the above skills in performance

**ASSESSMENT**
The outcomes will be measured by the students success in their classes, class enrollment and how much the labs are used. Students will be polled as their opinion of the effectiveness of the equipment in their learning experience.

**PHYSICS/ASTRONOMY**

Current Balance Apparatus. (20) $6549.88

**APPLICATION**
To provide sufficient equipment to accommodate existing student headcount in PHYS 207 and 108 series Laboratories. Incidental support to PHYS 110 students by use in demonstrations.

**INSTRUCTION**
Labs require hands-on use of equipment by students. If there is only 1 set of lab equipment lab outcomes cannot be achieved when there are 10 to 17 students in the room at once.

We had been doing labs "Open Lab" style until Sp 08 when we switched to traditional 3 hour lab block with all students present at once. Open lab required only 1 set of equipment per experiment. Traditional Lab requires one set for every 2 to 3 students.

**ACCESS**
By providing sufficient equipment for current headcounts, equal access will be granted to all students; not just the most aggressive or determined ones.

While it would be best for access to buy all the equipment at once to equip the lab for the class max of 24, we realize that current enrollment does not justify that.

There is risk by equipping only for current headcount that similar items will not be available putting some students at a disadvantage and creating much more work for the instructor (explaining differences in use, etc.). Furthermore, any sudden increase in enrollment will put the lab in crisis and we may lose that growth due to bad experiences in an overcrowded lab.

**OUTCOMES**
- Proper use of laboratory equipment
- Proper data collection and analysis
- Verify theory and compare to reality
- Team work in a technical environment
- Proper lab work reporting

**ASSESSMENT**
Student retention and success in subsequent program reviews.
Quality of student lab reports.
Student enthusiasm and satisfaction with the lab component of physics as reported in end of semester surveys.

**EVIDENCE**
Detailed spreadsheet of items by course served with current inventory, quantities, unit price, extended price and vendor for each item. Title is "Instructional Equipment Request for Physics and Astronomy".

**PE/Health/Athletics**
Digital Camera/Video Analysis System. $2305.37
To be shared with all athletic teams and P.E.classes.

**APPLICATION**
- Video Equipment
*Our department is in need of a film editing system and program. This system can be used to film and edit Physical Education classes as well as intercollegiate practices and contests.

**INSTRUCTION**
*Video interaction and communication between the student and instructor will allow for personal evaluation
*Film analysis, as a teaching tool, will enhance student learning and success

**ACCESS**
*Our PE students and student-athletes will receive visual feedback of their performance, thus having access to improvement

**OUTCOMES**
*Relate verbal teaching concepts to actual physical application of the skill
*Identify the proper application of the skill in an athletic activity
*Recognize and demonstrate the proper skill in a specific athletic situation
*Comprehend and understand the most effective way to become successful in each activity
*Analyze and differentiate the correct use of the skill
*Evaluate themselves effectively through the use of video feedback
*Develop and value the idea of teamwork and group success

**ASSESSMENT**
*Track the usage of the video equipment in an EXCEL document and compare those results to various team and class performance
*Pre and post tests will be utilized
*Skill analysis
*Collection of data from film documentation will allow for constant contrast and revision of skill development
*Evaluation and analysis of skills and skill sets in a controlled, competitive and physically demanding environment will allow for immediate feedback for future planning
*End of season reports from all coaches

**EVIDENCE**
- Video Equipment
*There are many different types of learners in our PE classes and on our athletic teams. We will be able to cater to the needs of visual learners better with the use of this technology
ART – Ceramics

Item #1 Paragon TNF 2 Controller for electric kiln $1882.85
Item will be shared between Ceramics and Sculpture programs.

APPLICATION
Item #1 Kiln Controller - Will be utilized by both Ceramics and Sculpture programs. Will allow students to make large scale ceramic sculpture with a much better chance of work being fired without problems. The cost of a controller is much less than that of a new kiln and will give us increased capacity for firing students' work.

INSTRUCTION
Item #1 Kiln Controller - Will improve instruction and student learning by allowing students to create ceramic sculpture with a much higher success rate in the firing.

ACCESS
Item #1 Kiln Controller - Will allow sculpture and Ceramics programs to handle MORE STUDENTS by improving our firing capabilities.

OUTCOMES
Item #1 Kiln Controller - Will improve students ability to create artwork.

ASSESSMENT
Item #1 Kiln Controller - Success rate of fired sculpture could be measured.

EVIDENCE
Item #1 Kiln Controller - Technical description can be provided.

DANCE

3 digital camcorders $1837.77

APPLICATION
All ongoing and yearly updated requests are for dance studio equipment, stage and theater needs and audio visual aids.

INSTRUCTION
Without audio/visual aids, students would not be able to hear the music to which they are dancing and could not self assess each attempt at performance via video playback.

ACCESS
Our projected expense requirements include three digital camcorders. The use of video feedback can measure class and program level SLO's. Three new camcorders would improve the student's ability to self assess performance attempts.

OUTCOMES
1) Observe and analyze dance as an art form
2) Develop the skills to execute proper dance technique
3) Critically evaluate one's own progress and development
4) Synthesize all the above skills in performance

ASSESSMENT
enrollment, transfer students, AA degree students, career students, qualitative/quantitative performance data, i.e. ticket sales.

Multimedia Studies
Item 7: Apple Final Cut Pro Suite upgrade

APPLICATION
Items 7: Software tools (packages) are installed on the teacher station, the student lab machines, and 2-6 open lab computers. Each software tool is demonstrated by the instructor, then practiced and applied by the students in a hands-on computer studio facility. Open lab installations allow access outside of normal class meeting times.

INSTRUCTION
Items 6-7: Current software is imperative for training, skill building, and even transfer requirements. Software is updated annually with exponential changes in each version. Teaching outdated or outmoded software is a disservice to students and will greatly impact SLOs at the course and program level.

ACCESS
Items 6-7: Provide students Access to the current, high-end, video, audio, and 3D software tools that are an average of $2000 per license retail. Tools that are professional level, industry standards they might not otherwise be able to learn due to the high expense. It provides an 'experiential' Access to current industry tools for the student to learn and experience prior to purchase. Finally, it provides an 'evaluation' Access to current industry tools for the student to attempt various skills and determine if they feel competent or interested enough to pursue and invest in the software themselves--it provides Equal Access for all students to improve their income via improved career skills that are in high demand in the entertainment and game industry.

OUTCOMES
Items 6-7: Will be enhancing by providing more workstations in the lab with software used in class, allowing greater flexibility by not limiting the user experience to just group learning, and provide the opportunity for an increased learning to take place via more machines available during hands-on learning and project (assignment) development, regardless of it being a PC or a Mac.

ASSESSMENT
Items 1-8: Through class discussions, student surveys, and casual conversations with the students, MMST faculty and staff will ascertain the necessity and validity of each software package and hardware expense. For example, survey questions that list each software package and asks each MMST student the following:
- To check off which packages they have used, currently use, or plan to use
- The number of hours the software/hardware is used per semester (or week)
- Do they currently own the software or hardware?
- Did their experience using the software/hardware in an MMST course affect their purchase decision?

Retention and Student Success should not decrease and should increase with the added resource needs outlined above. This would be compared with previous Student Access and Success data for an evaluative comparison.

Nursing Education
2 Mannequins

INSTRUCTION
Skills lab and simulation lab both are designed to prepare the student for workplace demands. BRN requires that students are competent in skills before patient care. Simulation allows students to practice team work, critical thinking, communication and had been shown to increase confidence in practitioners.

ACCESS
We are an impacted program. Access is limited by the nursing faculty shortage, clinical placement shortage, size of our skills lab and budget and unit allocations. Simulation allows students to have access to situations that before they may not have experienced in their clinical experience.

OUTCOMES
1.7 learning outcomes are identified for the nursing program- see Student Handbook for these outcomes.

ASSESSMENT
Program evaluation includes course, resource, clinical, skills and simulation and clinical agency evaluations.
1. Please Refer to Report for Accreditation College of Marin Associate Degree Nursing Program Prepared for the National League of Nursing September 2002 for assessment of outcomes.
2. Please refer to the Report for Accreditation College Associate Degree Registered Nursing Program Prepared for the Board of Registered Nursing Fall 2000 for assessment of outcomes.
3. Please see May faculty minutes for yearly evaluation of program.