## Facilities Sections of 2009 Program Review

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Facilities Questionnaire
Administration-of-Justice-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.)

FACILITIES QUESTIONNAIRE

AJ students at the Kentfield Campus continually complain about the facilities, including poor heat, poor ventilation, and inability to hear the lectures or focus because of the loud HVAC system. Most of the classes are now offered at IVC, and it is expected that when the modernization is complete, these complaints will be handled.
Facilities Questionnaire
ART-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.)

We are currently preparing to move to a brand new building with new facilities in the spring of 2010—and have completed a comprehensive review in planning for this eventuality. Every aspect of facilities requirements has been carefully defined and shaped by our department in conjunction with Swinerton Corporation.
Facilities Questionnaire
Auto-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.)

Should not need any if the current modernization is successful.
Facilities Questionnaire  
ACRT-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.)

We are currently still in our temporary facility. We are planning on moving into the modernized facility in spring 2010. The planners, designers and builders have spent a great deal of time working together to create a state of the art facility that incorporates high technology and is an ADA compliant facility. The faculty members have been working with the designers and the Advisory committee to create a facility that prepares students for the continuous technological advances and changing work environment of collision repair.
Facilities Questionnaire
Basic Skills-English-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 English Skills Lab shares space with the College's Media Center, ASCOM's Computer Lab, and the DESC testing area, all in the Learning Resources Center, Room 120. Room 120 has approximately 1500 sq ft. The English Skills Lab has been allocated less than half of this space. The English Skills lab accommodates students enrolled in all the self-paced, one-unit English courses, students in English 62 and in five English 92 sections, and students taking non-credit GED preparation courses. Starting in fall 2010, students in six sections of English 98 will also be served in the lab. The space is now barely adequate for our needs, but with the addition of 200 students, it will be too small. Most importantly, this is not a proper instruction and/or study atmosphere. The total use of the room by all constituents can create a very noisy, distracting environment for our students. **The English Skills program needs a dedicated space that we can treat as a "real" classroom.** Asking students who are working in the ASCOM computer lab to turn their music down (a daily occurrence), listening to the needed conversations by staff and students of the Media Center, and just the natural comings and goings of so many, creates an environment not conducive to getting work done.
Facilities Questionnaire
BIOL-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.)

TEACHING
AND RESEARCH FACILITIES The Life and Earth Science Department at the College of Marin has four modern teaching and research facilities, the Bolinas Marine Station, the U.S. Department of Agriculture Soils Laboratory, the Biology/Geology Museum, and our Greenhouse and Garden. These facilities contribute greatly our success as a department and as a faculty, we are very proud of them and put in many hours to maintain them. No permanent personnel have ever been assigned solely to our facilities. Individual faculty and staff members have taken it upon themselves to do what needs to be done. The existence of these facilities is testimony to the interest and dedication of many people throughout the history of the Life and Earth Science Department. More detailed explanations of these facilities and their use are described below.

We currently offer 93 courses in the Life and Earth Science Department. Of these 17 use the Marine Station, 35 the Soil Laboratory, 41 the Museum, and 40 the Greenhouse and Garden. These facilities directly help to fulfill the college mission statement in the following ways: 1. Our transfer students are much better prepared to get into four-year and professional schools. 2. These facilities are used to train individuals entering the work place as biology technicians and field scientists, environmental science technicians, biotechnology technicians, and as allied health professionals. 3. They improve the basic skills of our Biology/Geology 99 students. 4. Our field courses and our campus-based courses that have a field component and require the direct involvement of students are extremely popular.

BOLINAS MARINE STATION The Bolinas Marine Lab is a resource for both majors and natural history courses in the Life Sciences Department. Most notably, in the spring semester, four-unit Marine Biology Course has traditionally met every Friday for the last forty years -- until the recent closure, which deprived our students of an important learning resource. Additionally, local high schools, field study programs, the Bolinas Summer Program, and docent training programs for several environmental education and stewardship programs have used the laboratories. The College of Marin is in an unparalleled position as a community college on the west coast of California. The marine lab facility sits directly on a seasonal estuary (the Bolinas Lagoon) that has been designated as a Wetland of International Importance under the Ramsar Convention of 1971. The Bolinas Lagoon is the only wetland with this designation in California, and one of only 17 in the United States. The Army Corps of Engineers has been tasked with only two ecological restoration projects in its history. One of them is the Florida Everglades, the other the Bolinas Lagoon. In addition, BML is proximal to Duxbury Reef, Point Reyes National Seashore, Tomales Bay, and organizations such as the Point Reyes Bird Observatory, Audubon Canyon Ranch, Slide Ranch, The Pacific Coast Learning Center, and others. The area also employs ecologists, biologists, and interns through Marin Municipal Water District, Department of Fish and Game, National Park Service, Gulf of the Farallones National Marine
Sanctuary, Golden Gate National Recreation Area, California State Parks, and many local environmental education and conservation groups. A full [75%] of the population of California lives on the coast. Development pressures, the impact of foot traffic on natural coastal resources, water quality issues, ramifications of introduced invasive species, shrinking wetland habitat, and disappearing coastal biodiversity are all found in the microcosm in which the marine lab is situated. The need to educate coastal residents and visitors, students, potential teachers, and future scientists and naturalists about the unique and fragile landscape of our remaining coastal habitats is more important than ever before. Programs that teach sustainable practices, ecoliteracy, and living bioregionally have come of age. The College of Marin, through the Bolinas Marine lab, has a unique opportunity to step in as a role player in the shaping of a vibrant marine ecology and education program at the community college level.

BIOLOGY
AND GEOLOGY MUSEUM. The current museum collections are the result of efforts of faculty, students and staff that date back to the College's founding in 1926. They are a major teaching and community resource. Unfortunately, current facilities do not adequately separate storage and exhibit spaces. Thus the collections can neither be maintained adequately nor made available for optimal college and community use. Despite this, they are used by hundreds of students per year, all of whom are now well-acquainted with the insufficiency of the facilities. The College of Marin Museum collections are an integral part of its inheritance, its reputation and its educational resources. They are one of the most important features that distinguish it from other community colleges in the state. They enrich the teaching process and contribute to community involvement. New exhibits must be designed and implemented to maintain excellent teaching.

The museum collections are used for teaching courses in the department which constantly use certain specimens and supporting material for lecture and laboratory work. These classes add to the collections as they progress through our curriculum. The largest group of students using the collections are the non-majors biology students which serves about 500 students per year. We use a seven-part changing exhibit the illustrates basic concepts of ecology and evolution using specimens from the collection. Finally, community members use our museum as a resource for the study of local natural history and human prehistory.

U.S.D.A.
SOIL LABORATORY In addition to providing material for the courses counted above, the soil laboratory currently has three on-going research projects: a project on the development of Hawaiian soils, a project on the composition of Hawaiian soils, and a project involving local soil/plant comparisons. In addition, the following equipment is stored and used in this facility: map cabinets, a computer with GIS capability, a thermocycler, petrographic and light microscopes, a DNA sequencer, a thin section machine. Most of this equipment was donated, obtained with grant money, or money from faculty pockets. Driven by absolute necessity, the study of soil science has become paramount in the fields of general biology, microbiology, ecology, environmental science, geology, and geography. Soil is one of the most complex geological and biological communities on Earth and we know very little about its physical, chemical, and biological development and properties. All living organisms on the planet are ultimately dependent on it. To claim that the courses in the Life and Earth Science Department are current, they must contain a soils component. The soils laboratory also allows students to participate in faculty directed research projects. Currently we have three projects going which allow students to participate in studies on soil structure, soil evolution, and soil ecology. For the record, faculty members are not paid for these activities.
GREENHOUSE
AND COLLEGE OF MARIN BOTANICAL GARDEN
It is impossible to learn the systematics, taxonomy, evolution, or structure and function of plants without live specimens to study. These concepts are taught and reinforced throughout our curriculum.
To continue to teach our curriculum, the department must have convenient access to fresh living plants. Currently the Department's greenhouse is barely functional. The existing greenhouse is out of order and is too small to support the classes that need fresh plant material. We need an adequate greenhouse. Furthermore, because some of the plants are large and occupy large areas, we require a properly fenced piece of land of approximately 2,500 square feet. Our students have been an integral part of the planning and implementation of this garden. This past year we restructured our majors series from two to three semesters. Our need for these facilities will increase greatly next semester.

LABORATORY
TECHNICIAN PREPARATION ROOMS. We require three rooms for our technicians to prepare laboratory exercises for all of our laboratory courses and to prepare and maintain the materials and equipment used in them, which themselves represent a notable patrimony and investment by the people of Marin.
In addition to laboratory bench space, these rooms are also used for chemical, supply and reference book storage and display for easy access as well as the following equipment: chemical hood, biological hood, stile, sinks with wet tables, 6 refrigerators, 3 incubators, an autoclave, and two desks.

STORAGE FACILITIES We require five storage rooms which serve the following functions: 1. Laboratory Supply Storage. This space is used to store supplies that will be needed throughout the year. We need this room because we must buy our supplies in bulk for three reasons. First, we save close to half of the costs when purchasing. Second, we cannot rely on supplies arriving on time if they are ordered on a monthly or even a semester basis. Three, we must spend all of our funds by the end of the College of Marin fiscal year. 2. Multimedia Equipment and Library and Skeleton Storage. The Biology Department has purchased multimedia equipment from our budget that is in almost constant use and must be stored in an easily accessible manner. We also have a rather extensive multimedia library. Finally we need a separate locked space to store our extremely expensive skeletons and models. 3. Cadaver and Formalin Preserved Specimens Room. Our cadavers and preserved specimens are kept in an separate, locked room that students do not have independent access to as formalin is toxic when not handled properly. 4. Field Equipment Storage. The Life and Earth Science Department needs a room to keep equipment for our field trips (stoves, lanterns, propane takes, cooking gear, water jugs, etc.). We also need an outdoor space with potable water to clean and re-pack equipment before and after field trips. 5. Freezer and Incubator Room. Our freezers, including a minus 70 degree celsius freezer, and incubators live here. We use this equipment to store reagents and specimens and for on-going experiments.

STUDENT
STUDY ROOM Finally, we need a space in which our students can get together and study. The Science Center is in use on weekends and long after the rest of the campus shuts down. This space would also be used to hold tutoring sessions. Students that study together with faculty available for questions do have been shown to achieve much greater success.
Because many of our classes have hands-on, laboratory components, it is vital that our facilities are adequate to support our current and projected course offerings. Lab classes are specialized and must be held in particularly outfitted labrooms, and also require support spaces to prepare and store material for labs. Examples include having an adequate greenhouse to maintain plants for a large variety of our classes and an anatomy lab that can vent toxic cadaver fumes and not endanger teachers and students, as well as a museum that is integrated into our curriculum and provides opportunities for students to directly experience biological concepts. While, we are dedicated to creating classrooms and labs that are inviting, our primarily goal is safety, since we regularly use infectious agents such as human blood and urine, and pathogenic bacteria, as well as a variety of toxic substances, preserved specimens, and open flames in our labs.

BENEFIT TO STUDENTS. Students in The Life and Earth Science Department do science rather than read about it. We demand that our students think through problems and are then given the opportunity to observe and/or to design experiments to come to conclusions about these problems. Our facilities are critical to maintaining this approach. In addition, entrance into four-year institutions and professional schools requires that students have been involved in some form of research. In addition, these facilities allow professors to keep proficient in their individual specialties so that we can train the next generation of scientists.

We have developed and distributed our own questionnaires to survey students about their learning experiences in our facilities. Most of the responses have been positive but also indicate clearly that there is room for improvement.

Our students are in high demand. Four-year schools, professional programs, and employers accept or put to work almost all of our students. Many students state that much of their success is do to our emphasis on a "hand-on," "direct experience' approach that relies on good facilities. The data we have are at this point qualitative, but all of our faculty ask students to call or email them to let us know how they are faring once they leave the College of Marin. Most of our students do. We would be extremely pleased if the college would collect quantitative data for future planning. If this occurs, we are confident that our funding and administrative support will increase significantly.

NEW CONSTRUCTION
We are all aware that there is an ongoing construction program at COM. We have participated in some of the design process, but we all know that the program as a whole was imposed upon the campus community rather than being a result of an organic process directed by it. What will result from this flawed procedure? It appears that the new construction procedure will include some good elements. However, one part of the program -- the demolition of the current Austin Science Center -- makes no sense. The new Science, Math, Central Plant Complex includes no lecture hall and has insufficient laboratory space to accommodate our classes and students. Thus we join
with our colleagues in the Department of Physical Sciences in demanding the retention of the current Austin Science Center, at least until the year 2020, when it will be clear how the transition to the new construction has gone.
Facilities Questionnaire
Business-and-Information-System-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 demolition of Fusselman Hall and the need to schedule large classes in the remaining buildings places additional pressure on scheduling the major lecture rooms in the Learning Center and Harlen Center. Due to the technical nature of the BIS curriculum, we require smart classroom with internet access and up-to-date computer/display equipment. This is most noticeable in LC 38 and LC39 as well as BC 105 and HC 165. Additionally, the BIS labs in LC 35 and BC 104 need continued support for up-to-date equipment and software.
Facilities Questionnaire
CHEM-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.)

All of our classes should be scheduled to meet in the Austin Science Center. This past term many of our classes were scheduled outside the building and we had to work for a few weeks with OIM to get them back. The reason why all chemistry and physics classes should be scheduled in the science center is that we do a number of classroom demos over the course of the semester and it is not practical for us to cart around chemical (many of them fairly dangerous) and/or expensive equipment to other buildings on campus.

Also, we have realized that the new science center will be much too small to house our current enrollments. This was brought up and for the most part ignored during the planning stages of the new building. Now that our enrollment has grown to over 700 students per year we will not be able to schedule our classes given the reduced lab configuration. Therefore we have requested that the BoT leave the Austin Science Center standing, set aside some money for basic maintenance and use the building for all of our overflow, introductory and/or health science nursing classes that will not need the more advanced laboratories that will be built in the new facility.

(A better idea would be to move the entire nursing program to the old science center and reconfigure the new building to house all of chemistry, physics and biology. This way, not only could each program be intact in their own building, but the nursing school could expand its program to serve more students. But I am sure that is wishful thinking.)
Facilities Questionnaire
COMM-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.)

Smart classrooms are needed.
Facilities Questionnaire
COMP-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 computers in the Science Center computer lab are slowly falling apart. We need a realistic roll over plan and should plan on providing the computer labs with up to date computers immediately.
Facilities Questionnaire
COUN-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 existing counseling facilities are unsafe and unhealthy. The size for each office is not adequate for wheelchair access and privacy. The heat and ventilation system is sporadic; the noise level is high when student activities take place in the building; it is unsafe in that we cannot hear the fire alarms and we have one exit. for all counselors to pass through if an emergency occurs. It is also unsafe for evening services as counselors are out of eye sight and by themselves without the ability for others to intervene if an emergency occurs.

Proposal: We are proposing that the District and Student Services Dean evaluate the option of moving the Transfer/Career Center into the Facility space: SS Bldg Rooms, #230/#231/#232 (formerly Student Employment; currently Office of Outreach), and moving the Outreach Office into what is now being used by the Transfer/Career Center.

We are recommending this proposal for the following reasons:

The Transfer/Career Center Resource lab is a "Direct Service to Students" in that the students come into the center/resource lab and spend time there using all of the resources, indices, internet-electronic resources, and the assistance of the Transfer Center Technician Emy Bagtas. Counseling Faculty bring their classes into the resource lab, and give their students assignments to use the resources. This is a place where students spend "time", and we desire to make it a more welcoming and inviting environment to increase student access to the resources, and services.

We want to increase the breadth and volume of services to students. We want to have better designed floor layout to make the Transfer / Career Resource Center lab more user friendly. The 2 small offices Rm 230 and Rm 231 could be used for several areas of increased delivery of services to students. When University Representatives are scheduled on campus to meet with COM transfer students they would have an actual office space to meet with the student and conduct their session with the student in confidentiality. Right now we must have them sit at a table in the walkway, or ask a COM Counselor to give up their office space for that University representative's session with a transfer student. This means we eliminate the available Counseling sessions. The 2 small offices #230/#231 could also be used by employers who come on campus to interview students for Internships and Jobs. There is no office space available for employers to meet with our students at this time. We could also use #230/231 for times when increased demands for Transfer Counseling and Career Counseling are needed, it would be an advantage for the additional availability of the offices to increase the number of students served.

The open well lighted Room 232 which is the large open space would provide a much more inviting user friendly center for a Transfer/Career Center. The layout of the room is much more conducive to students being more comfortable than the long narrow brick room that currently houses the Transfer/Career Center. (The current space is not conducive to having individuals with wheelchairs use the center. The current space does not allow for small groups to gather around a computer and discuss the on-line resources. The brick walls are not acoustically designed to deal with loud sounds from the music outside the room in the cafeteria) The #232 is an open well lit room is much more inviting. There is more space in which to work in, the foot pattern flow provides more space for multi-cultural differences in proximity to other persons bodies. We are increasing our recruitment of international students who traditionally want to learn about educational transfer options, and career pathways related to college major. This more user friendly space will support student diversity, and make it possible for students to be more comfortable.

The Counseling Department Appointment desk has requested a "window counter" much like Admissions, and Financial Aid have. At this time there is no "window counter" available. By moving the Transfer/Career Center into Room #232-the "window/counters" in the wall-which are no longer used, could be removed and recycled into the wall that Counseling has proposed. This would provide student's easier access to the appointment desk, and address some other safety issues for the Counseling Dept. facilities. It would also allow the room #232 and wall to be used in a more "educational" manner serving students at COM with direct services.
Facilities Questionnaire
COUR-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.)

There are many existing facilities issues because of deferred maintenance issues, including the following:

Dust, mold, roof leaks, dry rot, sewage backups, classroom size, wasps, snakes, unreliable HVAC, and lack of technology in the classrooms.

We have tolerated these conditions because the new IVC building is under construction and we don't expect the new building will suffer these shortcomings.

It is a shame that the issues of deferred maintenance in the existing IVC building is not being addressed. These buildings are valuable taxpayer assets. In order to preserve these buildings as community resources, the District must start by replacing the roofing.
Facilities Questionnaire
Credit-ESL-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.)

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Facility has limitations:
Credit ESL prefers the following rooms due: HC 126, HC 127 and HC 129.
Additional rooms would be preferred in Harl.
Credit ESL schedules 13-14 classes between.
Generally only 2-3 are at the same time.
In the evening there are 4-5 classes on MW.
The summer schedule requires 3 rooms - 2 in from 6-9pm.
Facilities Questionnaire
DANC-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 space is too small and dangerous for many of our classes. I will be working with the dean to adjust class sizes and other problems.
Facilities Questionnaire
DENT-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.)

Currently the dental assisting program is housed in Harlan Center at Kentfield campus. The program has outgrown the capacity of the lecture room and the clinical area. When there is enrollment beyond the 24 stations in the classroom, extra chairs are brought in and staggered around the counters on the periphery of the room. The lecture room often times is either too cold or too hot. The heat/air conditioning cannot be adjusted from the classroom and is centrally operated. Often times it takes the buildings and grounds department days to weeks before the heat or air conditioning is adjusted for student comfort. We have had times when the student needs to wear a coat in the classroom or lab because it is too cold. We have brought in portable fans to cool the room down so it is tolerable for learning. Many dental materials have to be thrown out because they reached over the maximum temperature of storage. The heating vent is directly above the storage area and one is NOT able to close this vent off to prevent temperatures that well exceed 85 degrees. Harlan center has several water leaks when there is a constant rainpour. There are leaking pipes that has created mold situations under the sinks. The classroom circulation situation in Harlan 156 encourage the breeding of bacteria as the circulation is not vented to outside environment but rather circulated from one end of the room to the other end. At least one fourth of the students have missed school because of flu like symptoms this past fall semester.

The current dental compressor that operates the dental units is not strong enough to have all four dental units operational simultaneously. This causes considerable down time in pre clinical instruction as the students wait their turn since only two of the four chairs can be working at one time.
The pipes to the model trimmer constantly leak water. It has been reported on several occasions, but remains unsolved. A drip pan needs to be emptied every few days or it will overflow down under the cabinet into the student's kits.

There are no outside ventilation for the sterilizers. When the sterilizers are in operation, we must open the doors for proper ventilation. This is a problem when the chemical sterilizer is operating since these sterilizers use formaldehyde which can be toxic in concentration. According to OSHA, ventilation should be outside into the environment.

Although most of these issues will be resolved when we are relocated to the IVC campus with new facilities, however, this won't be for another 11 months depending on construction progress.
Facilities Questionnaire
DRAM-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.)

There are issues with the stage rigging that need to be inspected/repaiired which may or may not be coming out of the Bond Issuance. The stage floor also needs to be replaced (also Bond money?) and the dimmers for the theater need to be upgraded.
Facilities Questionnaire
ECE-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.)

1. Majority of classrooms currently furnished with desks. Best practices in pedagogy would suggest that student small group interaction increases student success. Since ECE teaches teachers, the messages sent by teaching/learning environments is part of our curriculum. The message sent by the majority of room set ups at COM is that the most important person in the room is the person in the front (teacher) and that interaction among participants is not valued. ECE curriculum classes bring groups of students together to participate in simulated activities that are examples of best practices for educating young children. Tables and chairs or flat topped desks with unattached chairs are needed to make the learning environment flexible enough to support student engagement, model pedagogical practices taught in our classes and, in the end, support student success in mastering the student learning outcomes of our classes.

2. The oldest core ECE courses (ECE110 and ECE112) have class maximums of 50+. Attempts to lower those class sizes as the courses were revised through Curriculum Committee have been rejected by UDWC. Other core, interactive courses (ECE114 and ECE115) also have excessive class maximums and attempts to reduce those maximums have been rejected by UDWC. Available classrooms at COM to accommodate those class sizes are limited and none have classroom furnishings that support best practices of engaging students in small group experiences. Newly designed facilities anticipated to come on-line in the next few years also have room capacities less than our class maximum sizes. Either facilities need to be designed to accommodate appropriate pedagogy for large classes or approval must be granted to reduce the inappropriately large class sizes.
Facilities Questionnaire
EMT-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 existing facility is adequate in size though it has poor auditory ability with a high ceiling and no speakers for lecture, videos, or internet streaming. Safety issues include broken open floor receptacles, dirty damp carpet that students lay on, water that backs up into the classroom, overhead lights are burned out, and lights that does not allow for dimming. The location is good at IVC. It allows the class to utilize the school grounds for its scenarios.
Facilities Questionnaire
ENGG-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.)

None--new bldg on the way...
Facilities Questionnaire
English-and-Humanities-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.)

Harlan Center has no handicap accessibility to the upstairs offices.

Harlan Center needs Smart Classrooms desperately.

BC 101 is used primarily by English students and needs increased funding to maintain computers/monitors/printers, etc

LC 110, the campus Writin Center, is using computers that are over 9 years old. These computers need replacement and upgrades; additionally, more computers in the Writing Center would provide students with more support. These computers are in high demand and students must often wait to get a chance to access a computer.
Facilities Questionnaire
ELND-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.)

Size: We are using various classrooms at IVC and Kentfield and the size is adequate.

Location: The base of the program is at the IVC camps. It is advisable to continue to offer classes at Kentfield in addition to IVC.

Conditions: A laboratory that has been used at IVC to teach some of our classes needs some upgrades: vacuum set up, better seats, inbuilt equipment for audiovisual presentations, better heating system.

The program has a new greenhouse at IVC and that greenhouse should be considered in the maintainance plans of the college. This maintenance includes electrical, plumbing, irrigation system and heating and cooling. Adequate funding should be provided for that maintenance.

The program is adding a weather station from the California Integrated Management Information System, CIMIS. This facility needs maintenance and the College should make plans to provide it. This includes allocating budget for it.

Maintenance: For classroom is adequate; maintenance for the greenhouse and weather station needs to be addressed.

Needs:

A. Teaching spaces for design classes. Perhaps we can share facilities with multimedia and or Architecture

B. A soils laboratory that could be shared with the Biology Department.
Facilities Questionnaire
Environmental-Science-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.)

Environmental science classes need classrooms inside buildings, but they also need outdoor classrooms -- plants, animals, water and rocks on campus and in rivers and streams, mountains, forests and oceans near campus!
Facilities Questionnaire
FILM/VIDEO-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.)

Current facilities meet the program's needs.
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 majority of French classes are taught in Olney Hall, Kentfield Campus. This building is completely out of date and not at all conducive to learning. Students constantly complain about multiple problems. Students have noted that the desks are too small in most of the classroom other than the one room with tables. The heating/cooling system not only doesn't function appropriately, but also it is so loud that it actually hinders the listening ability of students trying to hear a new language. In most of the classrooms, it is impossible to open all of the windows to allow fresh air in. This would be preferable to the heating/cooling system. The classrooms in Olney Hall do not have whiteboards. Green chalkboards are actually harder for students to see and some students are allergic to the chalk. Plus, the boards are never cleaned so there is always white chalk dust on the board. The paint on the walls in the classrooms and the hallway is dingy and probably toxic. The carpets are dark and soiled. Some of the ceiling tiles are stained and look like the roof has leaked. There is not one part classroom in the building that is acceptable.

None of the classrooms that are used for French in Olney hall are smart classrooms. That means that all computer equipment and projectors must be brought in a set up for each class. Since this equipment is brought in on a cart, the front of the classroom because a tangle of cords and machinery just to hold class. Often this equipment is delivered but not set up, so the instructor must add in time before class to set up equipment and after class to take it all down in order to lock it in another room. There is a room in the the middle of Olney hall that could be used as an office to meet with students, but unfortunately is packed with old forgotten maps that are not being used at all by anyone who teaches in Olney hall. This room has become the place that Media Services stores computer equipment, but it really could be used as an office.

The lighting is Olney hall in the hallways is dangerous. Often the lights are not turned on, and the instructors have to turn them on. Even when the lights are one though, there is not sufficient light. The lights for the stairway that leads to the restrooms next to the auditorium are at the bottom of the stairs, so if the lights are off, someone needs to walk down the stairway in the dark to turn them on. This is not a good situation at all.

It is highly unlikely that the aesthetics of the building and the undeniable physical problems of Olney hall contribute to student learning in any way.
Facilities Questionnaire
Italian-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.)

Olney Hall, where Italian classes are mostly scheduled, is a dark, unhealthy and difficult place for students to learn comfortably. Lighting, heat and air conditioning are very poor. These factors make learning a challenge in Italian, or in any discipline.
Facilities Questionnaire
Japanese-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 classrooms used for Japanese classes should be modernized to provide a better learning environment.
Facilities Questionnaire
Journalism-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.)

Student access and success could be improved, moderately, by having each student at a computer station throughout the course.
Facilities Questionnaire
Library-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 library has just completed construction of a 30-station smart classroom, the Information Literacy lab, that will be used for library orientations. Because the modular walls do not reach the ceiling, attention will have to be paid to acoustical zoning of the library functions. Students who have the expectation that the back section of the library will be silent will need to be redirected to quieter areas. This may involve moving furniture and redirecting traffic. Since we have just begun to use this new lab, we will need some time to assess the impact and develop a library use plan.
Facilities Questionnaire
MACH-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.)

None
Facilities Questionnaire
MATH-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 issues that have an impact on the student access and success are classroom size, disgusting condition in which the classrooms are kept, dirt and poor ventilation; dirty, torn and worn carpets threatening the Instructors' safety, poorly regulated heat and air-conditioning.
Facilities Questionnaire
Media-Services-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 fact that not every room is wired as a smart classroom poses a health and safety risk with the wires and cables necessary to connect equipment strewn across classroom floors, a trip hazard for all occupants in the room. We strongly recommend that IMS staff be consulted regarding facilities decisions that potentially impact classroom technology. For example, light fixtures are often mounted above projection screens, necessitating that the classroom be completely dark to see projected images. Students have difficulty taking notes under these conditions and those who need to leave or enter face a trip hazard. Daytime classes in classrooms that get a lot of sun need shades installed. IMS staff are charged with resolving many issues related to classroom design on a daily basis; it would be more efficient to involve us at the design stage.
Facilities Questionnaire
MEDA-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 physical conditions of the classrooms, buildings and restrooms are unacceptable at the Indian Valley Campus. Problems with ceiling leaks in classrooms and foyer to upstairs Bldg #3 is ongoing. Insufficient or lack of lighting in the parking lots and pathways, outdoor windows are consistently dirty and covered with spider webs. Door locks constantly sticking and difficult to turn, facings on cabinets in POMO 259 peeling off, hardware on cabinet doors constantly falling off. Lack of hot water in some restrooms. Laboratory (POMO 259) classroom is too small to accommodate more than 15 students safely. Carpets stained.

Lack of basic student accommodations such as lockers or storage bins for books etc.

Lack of coat hooks, umbrellas etc.

Constant problems with HVAC

Positive student comments include: quick response time by campus police, visual observation of police at IVC.
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.)

Modern Languages classes are scheduled mainly in Olney Hall. Occasional classes, especially those in the summer session, are scheduled in Harlan Center. Olney Hall is an outdated, ill-lighted, noisy and often filthy place to conduct classes. The carpets are frequently torn and present a hazard for instructors and students alike. There are no smart classroom features at this point. Our faculty hopes that some bond monies will be spent on Olney Hall. Modern Languages classes, although serving primarily transfer students, do not receive the same treatment as other transfer classes and students.
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!**
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 plans for the performing arts building modernization address the issue of disabled access to some parts of the building, and hopefully correct the problems with the HVAC systems which cause toxic fumes to come into our building. Since we have no windows, once the toxic fumes come in, it is very difficult to get them out. The HVAC system also makes a large amount of noise which disrupts our performances.

However, the main thing that needed to be fixed in our building, the Fine Arts Theatre, is not going to be improved in the modernization project. The many, many years of neglect and deferred maintenance make this theatre almost unusable. The floor needs to be completely replaced, the lighting needs to be able to work properly (and old instruments replaced), the acoustics are terrible, and the music sound shell is a ghastly plastic eyesore. This is the only 600 seat theatre in Marin and should be a jewel, a major asset to the college. If the college refuses to maintain it, as has been the case for the last 25 or more years, it will soon become useless. Trying to do performances with our students in this facility has become increasingly difficult and frustrating, so many faculty have been taking their performances off campus. This is not ideal, since we would like the college's theater to be a center of cultural activity in Marin County.

The rest of the music part of the building is adequate for our needs.
Facilities Questionnaire
Natural History/Field-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 COM Life Sciences Dept. has the only Natural History/Field biology program in the state of California. Marin county has more biotic community diversity than anywhere in the state of California. Marin has one of the most biologically rich and diverse coastlines in the nation. Would it not seem fitting that we should have access to a field station to conduct field education in? We do—the Bolinas Marine Lab. This lab was closed due to safety reasons in 2005. It would be a great advantage for our biology students if we could have access once again. Should a consortium be developed between Calif. Academy of Sciences and the Farallones Marine Sanctuary (as is now in the fund raising stage) it should be imperative that COM does not give up the opportunity to be a part of that consortium.
Facilities Questionnaire
ESL-Noncredit-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, features, a/c, lighting, adjacencies, other.)

Summary from my perspective of teaching in almost every building/room on campus:

Lighting: Many lights are dim, flickering or out along main pathways around the campus.
Parking: Lack of disabled parking spots especially near the LC building since that is where DSPS is located now.
Oney Hall:
- Heating/AC generally blows the wrong temperature of air at any time of year. That's when they aren't rattling or blowing up!
- The rooms are full of chalk and mold.
- The bathrooms have no handicapped access from upstairs classroom. Our blind student had to go outside past BC and into HC to find one.
Harlan Center:
- Continued issues with heating/AC and little control over it aside from opening windows which seems to defeat the whole purpose.
- Building is otherwise very well-kept up by Scott!

Business Center:
- BC 103 - Office space leaks regularly. BC 101 - a leak gave way mid way through class one night dead center in the classroom which is filled with computer equipment. It has also leaked above the windows. These leaks may have been fixed or not.
- People smoking outside the doors blow the smoke directly into the intake vents which then blow the smoke directly on the teacher in BC 101. (can't speak for the other rooms).

Science Center:
- The amount of chalk is astounding - bad for the health of everyone and especially the instructors not to mention any equipment.
- I taught in SC 133 in the fall - a room that I love for its AV capabilities and size, but it was constantly dirty. The carpet is beyond filthy. Not only was it rarely if ever vacuumed let alone shampooed, there was garbage on the floors daily. Every night I picked up bottles, papers and trash left by other classes and never cleaned up by custodial staff. I think this is probably true for most rooms in the SC.

Learning Center: See below for LC 36.
PE: New rooms - (91 and 92) - teachers report that because they have high ceilings and no carpet on the floors, these rooms are "loud" when doing any kind of pair work or group discussions.
Portable Village:
- Noncredit ESL has been given a common area for its large part-time faculty for the first time starting in January 2010. We are clearly looking forward to this space! Unfortunately, it is far from the rest of the campus, but most classes will be nearby.
- Another issue addressed by the move to the PV portables is classroom size - these rooms hold more students which will help our wait list issues.
- Saturday classes remain scheduled in HC/OH because of proximity to the language lab in LC 150. It doesn't make sense for classes that only meet 4 hours/week to have to spend 20 minutes of that time walking back and forth to the lab. This is, of course also a consideration for day and evening classes, but they have more hours.
- We hope that lighting for the portables and for the adjacent parking lots will have improved...Also we are hoping that Swinerton will be able to install some kind of outside drinking fountain for students in studying in these classrooms.
- We also hope that Media Services will be able to supply overhead projectors and other AV equipment to these classrooms including projectors and computers if necessary.

Specific room complaints from teachers:

LC Building:
My biggest complaint this semester is the noisy hallway outside LC 36 because it is so close to that small parking lot on College Ave across from Half Day Café. I would have just closed the door, which I do sometimes, but there are no windows in that room. So it can get stuffy in there with the door closed. Another complaint that I have is that the carpet is never cleaned; it has ugly black stains on it and it is so depressing to look at a dirty, stained carpet every day! The white boards should also be cleaned every night and are not! They could leave a rag and some cleaner in there, or better yet cleaning staff should clean boards and carpet. The cleaning staff could really do a better job and LC 36 really needs a new carpet and some new chairs too. Thanks for asking us about this.

The biggest issue in Room 7 (Portables) is the heating. It's really crazy. It's very cold in the morning (often set at 50 or so) but when one turns on the heat, it gets too hot by 57. However, that's not consistent at all. It's a problem. We also don't have a small wastebasket inside the room (there's a big container outside) and the linoleum floors probably haven't been mopped all semester. This goes for the bathroom as well. We've solved the locked bathrooms I think although when I arrive at 8 a.m. they are sometimes still locked.

My main complaint continues to be the problems with the old heaters in (or on the roof of) the Temporary Building. Otherwise I don't mind teaching in that building. I believe that all three of the classrooms suffer from the same problem. At least I know that Rooms 101 and 119 do! It seems that there are five heaters for the building. Two have been replaced by newer ones, but they are not the ones for these classrooms. It has been explained to me that when the outside temperature is below a certain level, like between 40 and 50 degrees Fahrenheit, the heating system is frozen and then we only get cold air.

Too much heat and too little ventilation have been problems in several rooms I have been
assigned to - Olney Hall, Harlan Center, and Dickson Hall.

Calls to Maintenance to request resolution to the above issues have not been answered successfully.

Outdoor lighting needs improvement at night. Lights have been out and paths (esp. now with construction areas) seem uneven and potentially dangerous.

Staff parking lot adjacent to Library has too many signs that prohibit parking for regular staff (restricted "every day" to Vice President, President, Employee Appreciation stalls, bookstore staff). Several of those could be removed, creating more access especially for evening teachers. Does "every day" include night for prohibited parking?

Yep, Olney Hall especially is bad for our health: bad ventilation systems, noisy air conditioning. Also when we had the power outages, it was clear that skylights in the classroom would be helpful and energy saving. The other buildings don't bother me as much.

Indian Valley Campus:
I received the following from a night teacher there about a year ago. It sums up nicely a number of issues.

There are several challenges that our ESL students and faculty continue to be faced with at IVC.

1. The buildings and room numbers are very poorly marked. I searched 20+ minutes for my classroom tonight (1/20/09), MW140, without success. I went to the designated building, and only one room was labeled with a room number at all, #144. In desperation I returned to the admissions office to see whether anyone might help me find my room. With help, I located an evening administrator (Nanda) who accompanied me to the building again to try to find it. Fortunately, she knew the configuration of the building, figured out which room it would be, unlocked it; then hastened to make temporary room signs so folks could find the room. Only 3 of 17 students were able to find the room within the first half hour of class.

2. They don't post room changes at IVC. I just found out my room number on Friday, when I picked up a hard copy of my roster at the ESL office, and discovered it wasn't in the building that the ESL classes are in routinely (this happens, of course). Previous info I learned at MyCOM suggested the class would be in OH 156, so I guessed that most students would have been given this room number. Expecting students to come to OH 156 (the traditional room AND the MW section is in there this semester), I had the forethought to make a sign myself to post on the old classroom. 14 students arrived to the new room 1/2 hour late, once the signage was posted by the PM administrator, directing students to the new classroom. Last semester, I taught in room OH156, which had been double booked. I was unable to help students find the correct classroom because my door wasn't posted with the change of room for the other class.

3. The book store doesn't bring our books to IVC on time. This semester, just as last semester, our books weren't delivered on time, contrary to the assurances by the bookstore. Store employees give numerous excuses for the lapses and generally try to blame the instructors for their oversight. Last semester, it turned out that my books had never been ordered, although the book order had been submitted on time the previous semester.

4. Faculty services at IVC are almost invisible to either night or ESL faculty (I'm not sure which). There is a faculty workroom at IVC which I learned about very late last semester from a teacher in the IEP, rather than campus administration. I get info piecemeal, rather than having a printed notice at the beginning of the semester. For example, I learned from the evening administrator last night that there's a welcome/orientation next week for instructors. Apparently, this occurs every semester but I have never been invited. If I hadn't needed help last night, I still would be uninformed about it. The PM administrator says they have never invited the non-credit ESL instructors. Why is that?

To sum up, it seems that non-credit classes & instructors (at IVC in particular) do not receive the same level of information and support from the college which I presume is afforded credit instructors. I have some recommendations, which may not be within your purview:

1. IVC should have a prepared packet of information available for faculty coming onto the campus. This packet would contain info regarding various services available, times, locations, and names & phone numbers of contact people.

2. The campus needs to post room changes clearly.

3. From the quad, there should be eye-catching banners or sandwich signs or something to indicate critical locations for students and faculty: bookstore, admissions office, etc, because you can't see anything until you walk up to the room itself. It gets dark early.

4. There should be folks circulating on campus to help direct the lost students during the first week of class at night.
Facilities Questionnaire  
Nursing-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 existing facilities issues that impact student success are a lack of adequately sized classrooms to accommodate our large size classes of 46 students. There is also a lack of computer smart classrooms to accommodate our teaching needs. Several times a year we require computerized testing for 46 students. It is difficult to schedule due to limited resources and competition with other programs. Our current skills lab is overcrowded. It has 5 computers which are outdated and need to be replaced. We often need to schedule additional classrooms during the academic year to accommodate program needs; there is a lack of available classrooms. Our program and equipment is located in Harlan Center; sometimes if we can schedule rooms; there are problems transporting necessary equipment.

The Harlan Center building is outdated and there are problems with heating and ventilation, bathroom facilities are outdated and there is no access to the second floor for persons with mobility issues. These issues should be resolved when we move to the new building.
Facilities Questionnaire
Physical-Education,-Health-&-Athletics-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 modernization project is complete in the P.E. and Athletics complex. The facilities within the building are fantastic. There are still two potential facility problems within the P.E. and Athletics department.

1) The first one is on the softball field. We have added an intercollegiate softball team to the athletic department. So we need to upgrade the facility. Everything will be upgraded for the coming season except the softball complex will not have a scoreboard. This potentially could be a Title IX issue. Since our baseball field has a scoreboard our softball field should have a scoreboard.

2) The second issue is the football/track and field complex. The football field requires a significant amount of work in order to make it a safe playing field surface. The track has been assessed and labeled unsafe. Specifically the track lanes, long jump and triple jump runway, pole vault runway and vaulting box, high jump and pole vault landing pits and high jump apron are not safe to host sporting events.

Keeping facilities safe and functioning will increase the probability that we can retain full time students. Quality facilities will enhance the recruiting of local student-athletes and students. Coaches and instructors will be able to execute a diverse array of drills on the football field and track while improving the overall quality of our program.
Facilities Questionnaire
Spanish-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 majority of Spanish classes are taught in Olney Hall, Kentfield Campus. This building is completely out of date and not at all conducive to learning. Students constantly complain about multiple problems. Students have noted that the desks are too small in most of the classroom other than the one room with tables. The heating/cooling system not only doesn't function appropriately, but also it is so loud that it actually hinders the listening ability of students trying to hear a new language. In most of the classrooms, it is impossible to open all of the windows to allow fresh air in. This would be preferable to the heating/cooling system.

The classrooms in Olney Hall do not have whiteboards. Green chalkboards are actually harder for students to see and some students are allergic to the chalk. Plus, the boards are never cleaned so there is always white chalk dust on the board. The paint on the walls in the classrooms and the hallway is dingy and probably toxic. The carpets are dark and soiled. Some of the ceiling tiles are stained and look like the roof has leaked. There is not one part classroom in the building that is acceptable.

None of the classrooms that are used for Spanish in Olney hall are smart classrooms. That means that all computer equipment and projectors must be brought in a set up for each class. Since this equipment is brought in on a cart, the front of the classroom because a tangle of cords and machinery just to hold class. Often this equipment is delivered but not set up, so the instructor must add in time before class to set up equipment and after class to take it all down in order to lock it in another room. There is a room in the the middle of Olney hall that could be used as an office to meet with students, but unfortunately is packed with old forgotten maps that are not being used at all by anyone who teaches in Olney hall. This room has become the place that Media Services stores computer equipment, but it really could be used as an office.

The lighting is Olney hall in the hallways is dangerous. Often the lights are not turned on, and the instructors have to turn them on. Even when the lights are one though, there is not sufficient light. The lights for the stairway that leads to the restrooms next to the auditorium are at the bottom of the stairs, so if the lights are off, someone needs to walk down the stairway in the dark to turn them on. This is not a good situation at all.

It is highly unlikely that the aesthetics of the building and the undeniable physical problems of Olney hall contribute to student learning in any way.
Facilities Questionnaire
Speech-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 facilities issues that affect student learning include:

- HVAC issues (rooms are often too hot or too cold, with no way to adjust)
- Lack of spot lighting that allows both instructors and students to see while using the projector.
- Lack of uniform, state-of-the-art technology in all classrooms, making it difficult to know ahead of time what will and what won't be available on the computer, if there is a computer.
- Students' technological requirements often are more advanced than the in-class equipment, making it difficult for students to work out of class (even in the Media Center, which has more state of the art equipment than classrooms) on in-class presentations.
- No easy way to contact Media Services in the classroom if there is a problem, particularly during evening classes.
- Outdated recording equipment in Media Services that students use for assignments.
- Lack of or uneven maintenance, i.e., dirty floors and trash.