## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cathy White-Lambert</td>
<td>Team Member</td>
<td><a href="mailto:cathy.whitelambert@marin.edu">cathy.whitelambert@marin.edu</a></td>
<td>415-485-9612</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andy Haber</td>
<td>Team Member</td>
<td><a href="mailto:andy.haber@marin.edu">andy.haber@marin.edu</a></td>
<td>415-485-9415</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steve Brown</td>
<td>Team Member</td>
<td><a href="mailto:steve.brown@marin.edu">steve.brown@marin.edu</a></td>
<td>415-485-9597</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jon Gudmundsson</td>
<td>Team Member</td>
<td><a href="mailto:jon.gudmundsson@marin.edu">jon.gudmundsson@marin.edu</a></td>
<td>415-485-9372</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Andrien</td>
<td>Primary Team Member</td>
<td><a href="mailto:susan.andrien@marin.edu">susan.andrien@marin.edu</a></td>
<td>415-485-9552</td>
<td></td>
<td></td>
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</tr>
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</table>

## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
</tr>
</tbody>
</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Overview—Introduction
Media-Services-2009

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

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

The mission of the college’s Instructional Media Services department is to provide instructional support with media equipment, resources, training and services in the classroom and to support student learning as well as college and community functions.

## II. Program Purpose
Pathway:
Briefly describe how your program fits into the pathways you have chosen.

The primary goal of IMS is to support student learning in the classroom by providing equipment and services including: acquisition, maintenance, and installation of technology in the classroom; training/orientation of faculty, students, staff and the community in effective use of emerging media and instructional technology; and support for faculty by creating and reproducing media for instructional use. Our secondary goal is to support noninstructional college functions including Board of Trustees meetings, college governance meetings, HR candidates' interviews, student events, graduation, community events, etc.

## III. Students Served
Briefly outline what students are served in your program.

Approximately 70% of all COM classes use Media Services. The average use per class is twice weekly. In addition, we serve community events, governance meetings, Human Resources interviews, Board of Trustee meetings. We are open to provide services for 60 hours each week on both Kentfield and IVC campuses.

## IV. Program History
Briefly outline the recent history of your program.

Media and technology use in COM classrooms has doubled in the last three years and continues to grow. In addition, emerging technologies are phasing out old ones, and have made it necessary for Media Services staff to upgrade skills and field compatibility problems to a greater extent each year. Due to lack of stable funding, the department must also deal with an increasing percentage of outdated equipment such as computers and LCD projectors. Media Services has also absorbed a 40% reduction in staff during this period. The need to provide computer/media capability in a growing number of classrooms has been a budget challenge to many institutions of higher education over the past decade. Specific challenges faced by this college include oddly-shaped rooms that require very specific kinds of installation and the fact that screens, projectors, and other built-in equipment have not been maintained or replaced. As a result, many rooms currently are equipped with jury-rigged used equipment pieced together from other rooms to create a working system. These solutions, intended to be temporary, have since become permanent. Because of the patchwork approach, the technology is not user-friendly or reliable, and in some cases pose a health and safety threat with cables strewn across the floor. Media Services has created individual sets of instructions for each application, but the fact that directions very from room to room can confuse the faculty who use these facilities and require Media Services staff to spend a lot of time troubleshooting. Even worse, since not every room has the same capability, faculty often have to prepare different
versions of the same class presentation depending on the room they are teaching in. As a result, we have resorted to portable equipment in most cases (on carts). This creates additional problems, since the wear and tear on equipment being dragged over cracked pavement and being constantly connected and disconnected, shortens its life. It is also more vulnerable to theft. The overall effect is not only hard on equipment; it places a burden on staff who must break down carts and reconstruct them again many times each day.

Spring 2010 has had many challenges. Given that fall classes usually have a higher enrollment, this spring of 2010 has been as busy or more than fall. Contributing factors are: increased enrollment, use of swing space, starting the semester with classrooms containing no technology or equipment, and a huge increase of equipment to the most distant edge of the campus.

There have been greater instances of teachers needing classrooms opened, keys for ACT cabinets and orientations for their classrooms.

We have a growing number of faculty using media in the classroom, and their needs are becoming more sophisticated. We continue to train faculty and students with emerging compatibility issues with various versions of PowerPoint, some on Mac, some on PC. We have had to become familiar with Keynote. We have to solve problems dealing with home-made DVDs, versions of PowerPoint newer than the college owns, have had to provide retro instruction on how to save presentations backwards so they are viewable.

We have been asked more than ever to download software for classes. There is an increased surge in requests for the internet. Teachers are expecting ATC or Smart classrooms as a foundational teaching tool. They want every classroom internet ready with an LCD and computer. Only a fraction of our classrooms are outfitted this way, leaving us to deliver more than ever.

Increased use of IPhones, I pods; increased need for docking stations for portable media to be viewed. These tools are needed to teach their class.

We have encountered problems downloading CD ROMs that are part of the text for the class. This is a reasonable expectation on the part of the faculty to have these tools.

Not having ease of use of these materials for each and every one of their classes impacts their ability to convey information, test students, and develop outcomes for student success.

Since our expertise is sometimes critical in the success of a class, we routinely drop everything and go to a classroom to troubleshoot. We run the dept, field phone calls, deliver media, and try to solve problems immediately when they affect the classroom. We do not have a techstream procedure and do not have the luxury of placing requests in a queue. Lack of support immediately can affect a classes' success.

There is a lack of equipment, and that which we have is rapidly aging. Ripped up walkways, rain, dust and construction detours have made this work harder.

A recent article cites that enrollment at COM is up by 20% over the previous year. Because students can continue to enroll till Feb 15th, the actual totals have not come in.

This has had a big impact on the department. Our health has suffered. We are in constantly varying temperatures- sometimes without leaving the LRC building! Very hot, no
air, particulate matter falling from the vents.

The fact that we need to borrow employees from other departments (Film, Media Center) speaks to our staffing challenge. Andy is more involved with the bond, which takes away from the time when he can keep the department open and assist with his more traditional duties.

We need many many new wall screens to replace torn, dangerous and missing ones.

Every boom box we own is checked out for the semester.

An LCD lamp was just replaced in HC 165. It is a used lamp that has over 900 hours on it, and did not project well at all.

Last semester, we kept perhaps 4 LCD/LTP combinations in Science Center closet per classroom requests. This semester on Tuesday and Thursday nights 8 setups are required. This is an indicator of the doubling of the orders in this area alone.

We need our own Skype camera. We need to borrow one from HR!

Board meetings now use 2 laptops, one for live video streaming.

**Attachments:**

**List and briefly describe any attachments**

In the first two weeks of February 2009, a time when our staff and inventory were already stretched thin, we made 511 deliveries. During the same time period this year we made 620, an increase of 18% in one year. Furthermore, the swing locations of classrooms have greatly increased the distances we must push equipment many times each day. This situation is reaching the breaking point when we may need to change the level of services we provide.
Five Pathways

A description of how you serve students in the five pathways as described in the Educational Master Plan.

Media-Services-2009

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

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

Our program serves students in this pathway: To a great extent/ a majority of the students

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

Our program serves students in this pathway: Some students

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

Our program serves students in this pathway: Some students

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

Our program serves students in this pathway: Some students

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

Our program serves students in this pathway:
Transfer GE: To a great extent/ a majority of the students
Transfer Major: None

II. What are your program’s goals for each pathway?
Our goals for all pathways are to facilitate student learning through the use of technology in the classroom.

III. How does your program/discipline help students meet these goals?
We provide technology and training for all faculty who request our services.
IV. How do you measure your success?
A college-wide survey has been distributed. We intend to use the results of this survey for continuous improvement.

V. How do you make sure your students are able to get through your program in a timely fashion?
NA
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.
## Non-Instructional Support Staff

### Media-Services-2009

#### I. Current Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy Haber</td>
<td>Other</td>
<td>30</td>
<td>113Classes</td>
<td></td>
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</table>

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

Andy Haber is the Telecommunications Technician. This position is currently 80% FTE, and must be increased to 100% FTE to keep up with the increasing demand. Originally there was a full-time technician and technical supervisor for the Media Services department in addition to the current staff. Since the staff in these technical positions left, Andy has been the only technician for the district during a period when the demand for instructional technology has doubled. He is the only staff member to maintain, install, modify and repair all the instructional equipment at both campuses. In addition, Andy researches and purchases all new equipment, maintains an inventory database, and designs and installs smart classrooms. He served for years on the Technology Committee and now serves on the Instructional Equipment Committee. In order to allow the department to install new equipment and properly maintain current equipment in classrooms in a timely manner, his position needs to be increased from .80% FTE to 100% FTE.

#### List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
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<tbody>
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<td>Andy Haber</td>
<td>Part-Time</td>
<td>Other</td>
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<td>200Classes</td>
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#### Leadership: List involvement in committees or other service

IEC

#### List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
<th>Hours/Week</th>
<th>To support</th>
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<tbody>
<tr>
<td>Cathy White-Lambert</td>
<td>Lab Tech</td>
<td>37</td>
<td>allClasses</td>
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#### Leadership: List involvement in committees or other service

Instructional Equipment Committee

#### List of Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Type</th>
<th>Purpose</th>
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<tr>
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<td>9.</td>
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#### Leadership: List involvement in committees or other service


Leadership: List involvement in committees or other service
Technology Committee

List of Support Staff

<table>
<thead>
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<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
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<tbody>
<tr>
<td>Steve Brown</td>
<td>Lab Tech</td>
<td></td>
<td>37</td>
<td>all</td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service
Instructional Equipment Committee. CSEA grievance officer.

II. Request for additional support staff (clerical, lab tech, IS, comp tech, tutor, etc.)
Area Directors and Deans Comments
Media-Services-2009

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

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.
   
   Media Services seriously needs more equipment to maintain the level of service that has always been available to faculty and students at COM.

3. Please comment on the faculty and staff sections.
   
   Andy should be made full-time. This area is seriously understaffed.

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

5. Other comments