

IMC 2005 PROGRAM REVIEW

SELF-EVALUATION

I. CURRICULUM

Introduction

The Instructional Media Center supports and assists the instructional program with its potential to enhance learning and administrative efficiency. Technology is used to enhance the college mission by contributing to employee growth, administrative efficiency, curriculum development, and instructional delivery. The IMC enhances student success by providing faculty and staff training opportunities to improve and expand the use of appropriate technology to enhance the efficiency and effectiveness of instruction and thereby empowering all members of the campus community to contribute to the educational goals of the college.

The Instructional Media Center directly supports teaching and learning by providing services to faculty on the main campus and at the South Valley site. The IMC meets curriculum needs through instructional development services, equipment circulation, media circulation, college-wide event support, CD duplication, DVD recording and duplication, placing media on reserve, media brochures, collection development, consultation/recommendation for equipment purchases, videoconferencing, satellite downlinks, a wide variety of instructional graphic support including digital imaging services and specialized lecture support illustrations, charts and diagrams, equipment and software training, comprehensive audiovisual repair and maintenance support services; assistance with film/video rental and media previewing, audio recording of class lectures, and a beta test project in fall 2005 to record the NS 102 classes on DVD with duplication of the DVD available to students.

In addition, the Instructional Media Center provides extensive production resources such as production for instruction, recruitment and public relations, editing and other postproduction services. IMC provides camera-ready art for the college catalog and printed recruitment and public information materials. It also arranges for broadcasting of distance education to the community over cable television. IMC provides mass duplication services for media-based curricula in programs such as foreign language, and classes with recorded lectures.

Over 5,000 pieces of multimedia across all disciplines support the College's academic and vocational programs. Development of the media collection is addressed in a systematic collaborative manner to support instructional programs and cultural activities. The IMC Coordinator works closely with instructional faculty to develop and maintain a collection that meets the needs of the curriculum. Media purchases are based on curricular and student learning needs. The coordinator documents instructional equipment needs and proposes equipment purchases, upgrades and replacements in consultation with the Instructional Resources dean, faculty and administrators.

The IMC supports the curriculum of the foreign language classes with French TV5 access in BE 118 and BE 132. Access to French TV5 is also available in the four small collaborative group study/media rooms. The IMC provides essential media and research support for students fulfilling Physical Education, Music, English as a Second Language, Spanish, and Sign Language curriculum requirements of IMC lab use each week.

The IMC provides two smart classrooms equipped with videoconferencing and satellite technology to enhance or provide classroom instruction. We are a member of the CENIC dedicated videoconference system and have the ability to host and/or connect to all campuses within the CSU, UC, and California Community College systems. Videoconferencing is also available through IP addressing. Satellite downlinks are available on C and KU band coordinates. Downlink license fees (if required) must be paid by the division/department making the request. In addition, the IMC has access to California Community Colleges Satellite Network (CCCSAT) programming. CCCSAT provides free informative, educational and entertainment satellite and Internet programming. Focus hours include Health, Technology, Arts, Professional Development, Culture and Diversity, CCC News and student produced programs.

In spring 2003, the nursing program began meeting twice per week in BE 132 and executing a multi-site videoconference with BE 118 and a classroom in Bishop, California, with one instructor. The nursing class has

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continued multi-site videoconferences each semester since that time. In addition, the French 102 classes have met numerous times with the Language Institute at Rutgers University -- an exciting field trip for the French students. Moreover, they never left the Instructional Multimedia Center. How, you ask? They took a virtual field trip via videoconferencing technology in the Instructional Multimedia Center.

Interactive video technology provides advanced technology to bring students together with the world. Through distance education, a teacher can expose students to people, places, and experiences without the traditional restrictions of time limitations or geographical barriers. You can take your students around the world, but have them home in time for lunch!

There are multiple benefits of videoconferencing:

- Links rural areas to educational facilities otherwise not available.
- Allows educational institutions and students to share resources.
- Provides access to field experts.
- Enables electronic field trips.
- Promotes curriculum development.
- Corporate Education and Training.

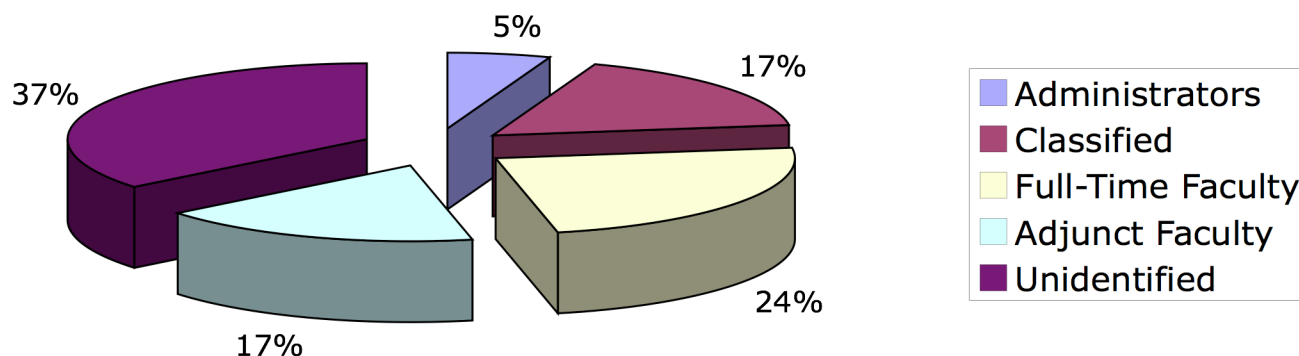
The IMC webpage (<http://www.avc.edu/student-services/imc/index.htm>) and the IMC page on myAVC support access to the IMC Multimedia Catalog, IMC forms, equipment lists, lists of new media, hours of operation, the IMC mission statement, the IMC Policy and Procedure Manual and copyright laws with interpretations to both the main campus and the South Valley location as well as to all remote users.

Evaluation

There is an ever-increasing demand for multimedia support and services. It is a challenge for the limited staff to meet the increased demand. Yet, in spite of a staffing shortage and budgets that are never large enough to meet growing demands for technology, the IMC serves as a reliable resource, providing faculty with technology and media that enhance their teaching and learning environment by providing media technology, properly functioning equipment, a diverse multimedia library, assistance in media production, and a wide variety of graphics.

A fall, 2005 survey netted a disappointing 92 responses from a total of 750+ surveys put in all administrator, classified, full-time faculty and adjunct faculty mail boxes (Doc 1). This was certainly a much lower response than hoped for. Nevertheless, the responses were found to be helpful and insightful. A breakdown of the respondents can be found in diagram 1a below.

Ia. Breakdown of Survey Respondents

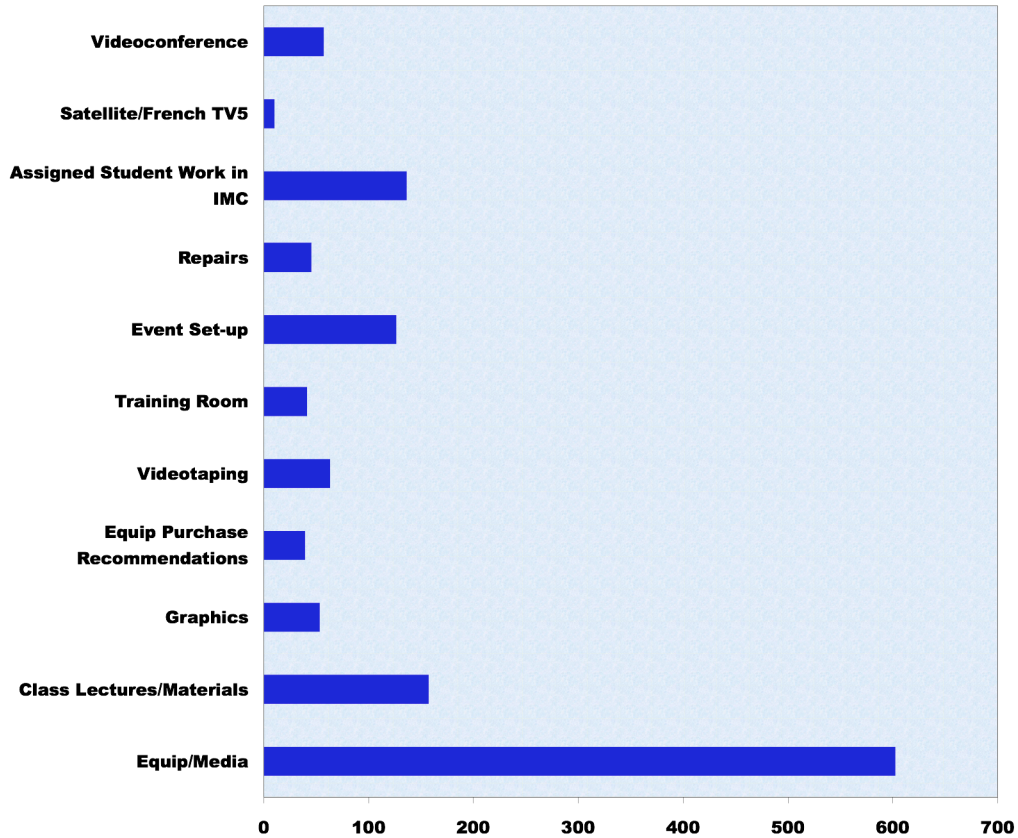


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The service used in greatest quantity was identified as equipment/media use. A complete breakdown of service use can be found in diagram Ib. Service performance categories were averaged from responses given on a scale of 0-5.

0	1	2	3	4	5
No Opinion	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied

Ib. Service Use



The questions receiving the highest satisfaction ratings (an average score of 4.8 or higher) are:

- Satellite and or French TV5 service (5.0)
- Lecture duplication service (4.9)
- Video conference service (4.88)
- Assigning students to the IMC (4.8)
- Courtesy and respect shown by the IMC staff (4.8)
- Event setup (4.8)

Other ratings of note relate to satisfaction with:

- Equipment distribution (4.70)
- Accessibility for disabled (4.73)
- Quality of service provided (4.6)
- Overall usefulness of IMC (4.6)

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While not low scores, there were a few areas of concern:

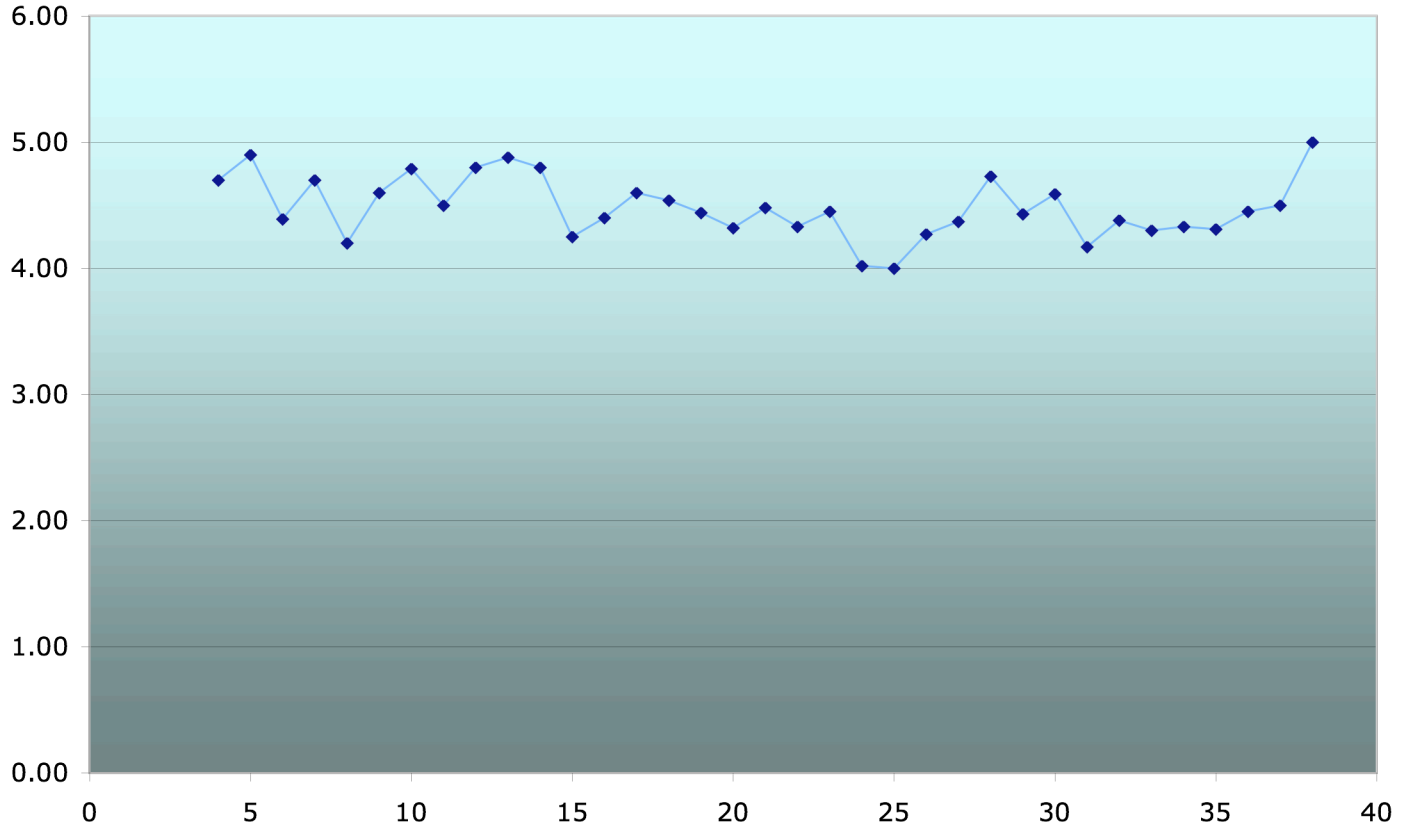
- Amount of media to meet needs (4.02)
- Videotaping (4.2)
- Department hours (4.25)

Overall, 100% of the questions received an average score of 4.0 or higher, with the 4.25 – 4.49 range receiving the largest percentage. All average scores are shown by percentage below.

4.0 – 4.24	4.25 – 4.49	4.5 – 4.74	4.75 – 4.99	5.0
11%	46%	26%	14%	3%

A complete breakdown of average scores can be found in diagram Ic.

Ic. Average Scores On Questions



Id. Breakdown of Average Scores

Question Number	Question	Average Score
Services		
How satisfied are you with each of the IMC services you have used?		
1	Equipment and/or Media	4.7
2	Leave media for duplication of class lectures/materials for students	4.9

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3	Graphics	4.39
4	Equipment pricing/recommendations	4.7
5	Videotaping	4.2
6	Use of training room as a presenter	4.6
7	Event set-up	4.79
8	Repairs	4.5
9	Assign work for your students to complete in the IMC or leave Media on Reserve	4.8
10	Satellite downlink or French TV5	5.0
11	Videoconference	4.88
Service Performance		
03	How satisfied are you with the courtesy and respect shown to you by the IMC staff?	4.8
04	How satisfied are you with our department hours?	4.25
05	How satisfied are you with the availability of staff?	4.4
06	How satisfied are you with the quality of advice and guidance provided?	4.6
07	How satisfied are you with the reliability of technical knowledge provided?	4.54
08	How satisfied are you with the reliability of equipment and media to be in working condition?	4.44
09	How satisfied are you with the ability of the IMC staff to develop solutions to your instructional technology needs?	4.32
10	How satisfied are you with requests being met in a timely manner?	4.48
11	How satisfied are you with the graphic service?	4.33
12	How satisfied are you with the accuracy and clarity of IMC communications?	4.45
13	How satisfied are you with the amount of media in meeting your needs?	4.02
14	How satisfied are you with the media content in meeting your needs?	4.0
15	How satisfied are you with the amount of equipment inventory in meeting your needs?	4.27
16	How satisfied are you with the types of equipment in meeting your needs?	4.37
17	How satisfied are you with the IMC's ability to be accessible and responsive to those with disabilities?	4.73
18	How satisfied are you with the comfort and convenience the IMC facility?	4.43
19	How satisfied are you with the overall usefulness of the IMC?	4.59
Outcome of Service		
How satisfied are you with the knowledge you have gained or the progress you have made in each of the following areas, due to your experiences in the IMC?		
20	Increasing my ability to understand/use instructional technology.	4.17
21	Increasing my ability to perform my job more effectively.	4.38
22	Increasing my ability to incorporate instructional technology into my curriculum/duties.	4.3
23	Developing my ability to create multimedia on my own.	4.33
24	Increasing my ability to use software more effectively.	4.31
25	Increasing my ability to demonstrate an idea more successfully.	4.45
26	Providing additional resources to students.	4.5

The media collection includes over 5,000 pieces of media that are catalogued for ease of faculty use to support the academic curriculum. The coordinator collaborates closely with faculty in media collection development. Although not complete, the media collection is being converted onto the Horizon system to allow faculty to search the collection from any computer with Internet access. As pieces of media are entered into the new system, they are

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immediately available from the IMC webpage. The IMC staff has worked closely with the Access Technology/Alternative Media Specialist to ensure that all materials are captioned and accessible for students with disabilities.

Moving into the new building in 2001 has provided the IMC an opportunity to add new services and equipment, and enhance the media collection. The first videoconference class (Nursing: VN 201) took place in the spring 2003 semester and has continued each semester since. The multi-site videoconference connects two to three classrooms, depending on class enrollment. One to two classrooms are situated within the IMC with one instructor in BE 132 and an IMC facilitator in BE 118, and another classroom is located at the Owens Valley Career Development Center, an Indian reservation in Bishop, California. Though enrollment fluctuates each semester, this class can potentially reach up to 70 students twice per week.

Videoconference technology is also being used to enhance classroom instruction, such as taking virtual field trips. Video technology makes interactive resources available to classroom instruction not only for virtual field trips, but special events, collaboration efforts and professional development. Imagine connecting with museums around the world, speaking directly with the scientist that your class is studying, participating in a Calculus II class at another campus or another country or collaborating on projects with international partners. According to Dr. John G. Flores, Executive Director of the United States Distance Learning Association, "Videoconferencing and Distance Learning represent the merging of technology and application in a most cost effective, beneficial and advantageous manner for today's learners regardless of age level, subject matter or constituency."

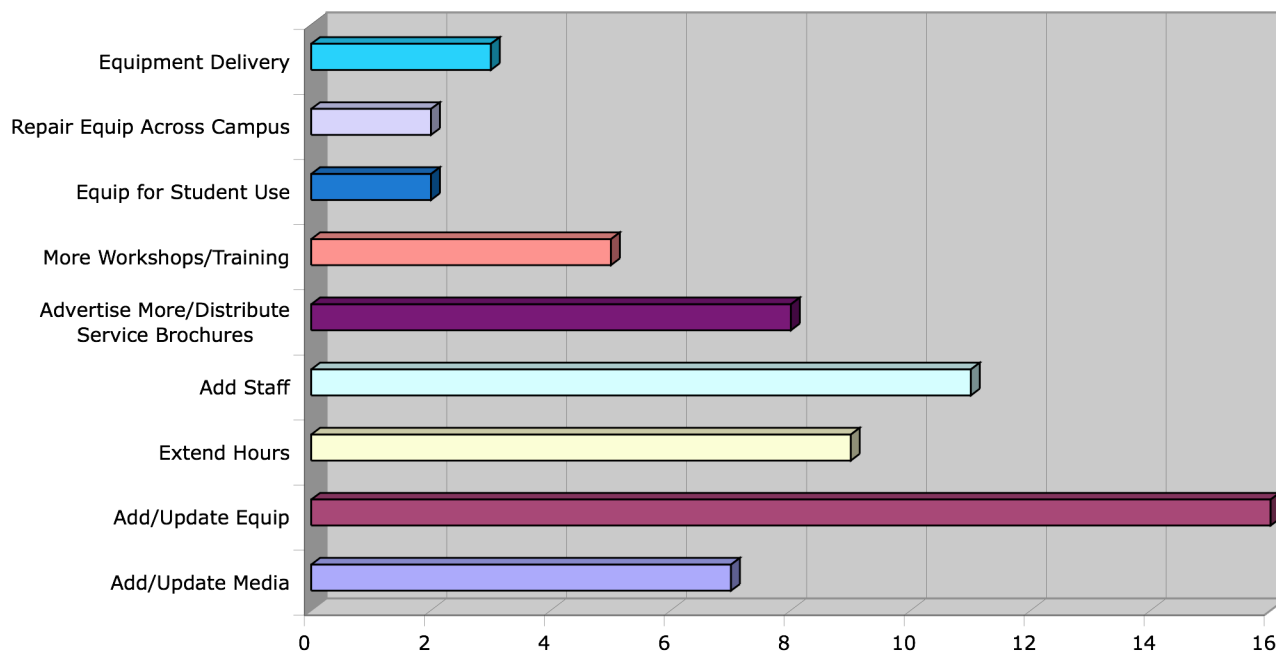
Today's students expect schools to use technology to enrich the curriculum content and to offer more options. It's really inspiring to walk into the IMC smart classroom and see instructors, students, and guest lecturers interacting using an array of tools — all integrated with video. Distance learning is definitely driving the creation of new and exciting educational opportunities at Antelope Valley College.

Staff and faculty were given the opportunity and encouraged to write in suggestions at the end of the fall 2005 survey. (Doc 2) Fortunately for the growth and betterment of the IMC, a number of individuals did just that. It comes as no surprise to find the highest number of suggestions geared toward the purchase of equipment – new, replacement and upgraded. What did come as a surprise was the number of individuals who requested more smart carts with Mac laptops. This could be to meet the need of incorporating more graphic driven curriculum. There is also a growing Mac market and larger numbers of staff and faculty are purchasing Mac computers for home use. In a multimedia intense world, Macintosh is undeniably the leader. In addition, the Mac has a strong operating system that is needed for multimedia use. The IMC will keep these suggestions in mind as new purchases/equipment updates are considered.

As will be shown throughout the *IMC Program Review* and emphasized in a majority of suggestions from the survey, the number one need of the IMC is additional staffing. Manpower is required to effectively support technology in instruction and curriculum. Most of the suggestions, from extending IMC hours, to providing additional workshops/training, to the repair of equipment – all require additional manpower to achieve. See diagram Id for a full review of faculty and staff suggestions.

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Id. Staff and Faculty Suggestions



Probably most surprising, is the large number of staff and faculty that know very little or nothing about the IMC. The IMC advertises its services in the class schedules, in two window displays outside of the IMC, in the faculty handbook, by handing out service brochures (Doc 3) and providing IMC tours at new full-time and adjunct faculty orientations, in the college catalog, in various IMC brochures (Docs 4-7), on the AVC website, with an IMC page on *myAVC* and through campus-wide email. However, responses to the latest IMC Services survey tend to identify a rather large portion of faculty who still remain unaware of the IMC and the services provided by the IMC.

Although it would seem evident that additional advertising should be undertaken to reach the growing number of new full-time and adjunct faculty, this solution is a double-edged sword. An increase in advertising will significantly increase the demand for services. Without additional staffing, it will be impossible to meet a much greater demand. The IMC has the capability to increase services to render classroom instruction more efficient and effective, not to mention much easier for faculty. A great deal of support can be provided for a relatively low investment in additional personnel. Yet, even though the IMC's number one priority for budget requests for the past nine years has been personnel, the need remains unmet. Nevertheless, the IMC will continue its efforts to make faculty aware of its services.

Likewise, workshops offered by the IMC, such as the PowerPoint workshops, have been well received and well attended. There have been many faculty requests for a repeat of the Intro to PowerPoint workshops as well as the more advanced workshops and was also requested through comments on the survey. (Doc 2) This is a service the IMC is qualified and capable of providing as well as willing to provide, though rarely able to provide due to staff limitations.

An issue addressed by faculty numerous times in survey responses is the frustration with equipment that requires troubleshooting and repairs across the campus. A great deal of this frustration stems from the perception that the IMC is responsible for the repair and maintenance of all multimedia equipment campus-wide. Prior to 1998, this

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was true. All multimedia equipment purchases were made, maintained and repaired by the IMC. This ensured an equipment quality standard and guaranteed that only professional quality equipment was purchased, accompanied by repair manuals or repair manuals purchased, were purchased with warranties and/or extended warranties and exchange programs as available and needed.

However, when multimedia equipment purchases were decentralized, each division was given the choice to purchase the brands and types of equipment they felt would best meet the need of the respective division. Along with the freedom to choose and have equipment available for individual use, came the responsibility to maintain and repair the equipment. However, divisions have been ill prepared to handle the preventive maintenance and repair of the equipment. Equipment is used until it stops, then pushed into a corner or placed in a cupboard and replaced with a new piece of equipment --- the result is faculty left without usable equipment and forced to return to using IMC equipment again.

Another example is the recent installation of overhead projection systems in a number of rooms across campus. The IMC has been questioned repeatedly since the spring semester began about providing training on the new equipment. However, the IMC has no knowledge of who installed the equipment or even what equipment was installed. There are no instructions on the equipment or note to direct faculty to the proper individuals for instructional information. After a number of phone calls, it appears that the equipment may have been purchased and installed with Title V grant funds. Although we have not been able to confirm this information, apparently, a faculty member will eventually be providing training for the equipment. This type of confusion could be resolved or avoided completely with proper communication and the involvement of departments directly related to the service.

Even though the IMC is not responsible for equipment purchased by divisions, an attempt has been made to assist with troubleshooting and repairs whenever possible. What we have found is that all too often, consumer quality equipment is purchased – cheaper when initially purchased, but unable to hold up under excessive daily use; no-name brands where casings/housings are welded closed and can't be opened to even attempt a repair, or require odd sized bulbs not stocked by the IMC, are difficult to find or are unavailable on the market after a couple years. As a result again, equipment is found in corners, left unused for months or even years, when, in many cases, the purchase and installation of a proper bulb would solve the repair issue.

Plan of Action

01. Create sustainable, robust and reliable systems for delivering multimedia resources within a determined standard environment.

Strategies

- a. Continue to advocate for the hiring of additional IMC staff (technician, graphic artist, IMC assistant, curriculum development trainer).
- b. Centralize campus-wide multimedia equipment purchases through the IMC.
- c. Replace equipment when it is no longer cost effective or possible to repair.
- d. Upgrade software used in the delivery of instructional multimedia on a regular basis.
- e. Create a spares inventory for technology and media equipment to minimize disruptions in service and staff work environments and classroom instruction.
- f. Retrofit a predetermined number of classrooms per year with ceiling mounted LCD/VHS/DVD. Classrooms to be determined by high technology usage instructors and areas.

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- g. Seek increase in equipment budget to bring equipment available for circulation up to a reasonable number and to provide new technologies within a reasonable time.
 - h. Develop a plan to systematically upgrade equipment. (Redistribution of older equipment throughout main campus and South Valley/Palmdale site as needed and donate remaining equipment to elementary, middle and high schools in the valley. Salvage for auction only when no longer useful.)
02. Provide greater access to multimedia and technology resources.
- Strategies
- a. Provide one to two viewing opportunities per week of a variety of multimedia for training/staff development purposes.
 - b. Advertise and provide satellite downlinks from CCCSAT for classroom instruction and staff development on a regular basis.
 - c. Continue to advocate for the hiring of adequate staffing to extend the IMC hours of operation later into the evening and on Saturdays and submit this request in the 2006-07 budget request.
 - d. Offer staff & faculty development resource hours with use of 2 Mac G5's with CD/DVD burner, high quality color printer, scanner, digital camera and mini DV camera.
 - e. Provide greater equipment troubleshooting/repair support as IMC staffing increases.
 - f. Stuff all faculty and staff mailboxes with IMC Service brochures and continue to send targeted *myAVC* emails to faculty.
03. Support development of technology enhanced curriculum and distance learning aids.
- Strategies
- a. Provide faculty training and assistance for integrating multimedia resources and technology into the curriculum through the creation of a *Staff Resource* area and hours complete with use of two (2) Mac G5's with CD/DVD burner, a high quality color printer, scanner, digital camera and mini DV camera to support and assist faculty in curriculum development for traditional classroom instruction and distance education courses.
 - b. Develop web-based instructional tutorials to be available on *myAVC* for easy and timeless access.
 - c. Require equipment usage and troubleshooting training prior to use of IMC equipment. Require certification on file to assist in lowering the number of emergency trouble calls.
 - d. Expand IMC workshops to include basic computer graphics workshops.
04. Provide timely services to remote users (students, staff and instructors at home; South Valley/Palmdale site; distance education students)
- Strategies
- a. Plan for the provision of direct and indirect IMC services at the new Palmdale campus.
 - i. Provide graphic support to South Valley/Palmdale site with the purchase and use of iSight.
 - ii. Provide equipment use training every semester at remote site.
 - iii. Advocate for a smart classroom, complete with videoconference and satellite technology, in the early stages of the new campus to provide the opportunity for classes taught on the main campus to be attended by students at the Palmdale site – this will provide a two-fold benefit: first, greater access to

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the hard-to-get classes and second, doubling the enrollment of the class and increasing enrollment overall without the need for an additional faculty.

- a. Complete the electronic multimedia catalog.
- b. Provide interactive IMC forms online.
- c. Evaluate and improve new reservation/repair trouble call line and initiate an electronic reservation/repair request.

05. Expand support of distance education

Strategies

- a. Hire a Media Specialist to assist faculty with technology enhanced curriculum during development resource hours.
- b. Provide editing equipment and training for curriculum development.
- c. Provide graphic support and training for curriculum development.
- d. Interface closely with ITS regarding infrastructure.
- e. Purchase and provide training on equipment to support curriculum development for classroom and online classes.
 - i. Web-in-a-Box (simplified video streaming production)
 - ii. Podcast-in-a-Box (simplified audio streaming production)
 - iii. (2) Mac G5 computer systems
 - iv. Digital camera
 - v. Printer
 - vi. High quality scanner/fax
 - vii. Mini DV camera
- f. Record and provide CD or DVD of class lectures, materials, etc., as requested.

06. Further develop IMC page on *myAVC* for greatest use.

Strategies

- a. Provide access to logos and photographs.
- b. Develop equipment training and troubleshooting using streaming video and PowerPoint.
- c. Store a collection of podcasts relevant to classroom instruction and college life.

07. Upgrade training rooms

Strategies

- a. Reconfigure videoconference system to include hands-free phone line for CCCConfer and phone-in satellite downlinks.
- b. Upgrade videoconferencing system software.
- c. Upgrade videoconferencing hardware.
- d. Purchase 60" plasma screens for BE 118 and BE 132.

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- e. Provide disabled access to videoconference system.
08. Update *IMC Departmental Policy and Procedure Manual*.

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II. STUDENT SUPPORT & DEVELOPMENT

Introduction

The IMC supports and assists students and the instructional programs by offering a personal approach to academic success through independent study, media-assisted tutoring, and alternative modes of instruction. The IMC provides instructional multimedia resources in many formats to guide and assist students in understanding and learning course subject matter; to assist students in achieving their academic goals; to help prepare them for their future educational experiences; to help students learn good study habits and become independent and life long learners; and to help students make their educational experience at AVC a successful one. Instructional multimedia resources are essential for student success.

Effective support is accomplished by providing a variety of multimedia resources including a media collection containing over 5,000 pieces of multimedia and materials covering all disciplines. Four small collaborative group study/media rooms provide access to DVD and video media. Three of the rooms seat 3-4 students each. The fourth seats 5-6 students. There are twelve individual workstation carrels located in the IMC lobby, nine with PC computers, one with a Mac computer, three with audiocassette players, and one with a TV/video combo unit. All computers have Internet access, CD players, and have printing capabilities. Disabled access is available at the entrance, at the carrels and in the group study/media rooms.

Although not complete, the media collection is being converted onto the Horizon system to allow students to search the collection from any computer with Internet access. As pieces of media are entered into the new system, they are immediately available from the IMC web page and on the IMC page in *myAVC*. The IMC staff has worked closely with the Access Technology/Alternative Media Specialist to ensure that all materials are captioned and accessible for students with disabilities. The new electronic catalog provides basic bibliographic information and identifies whether the media is available or checked out. In addition to the regular media collection, the IMC houses a special collection of nursing materials provided by the Health Sciences division. Similarly, the Tech Ed division has placed a large Fire Technology multimedia collection in the IMC. An IMC-developed Fire Science brochure provides titles and accession numbers to faculty and students. (Doc 5)

The IMC provides crucial media and research support to students who are writing papers and/or fulfilling Physical Education, Music, English as a Second Language, Spanish, and Sign Language curriculum requirements to be completed in the IMC lab each week. All computers are loaded with Microsoft Office to afford students the opportunity to type and print their papers while in the IMC.

Assistance is given to students who lack the background and skills needed to use technology. The IMC staff answer technical questions about computer use, software and access to the Internet. Students are encouraged to come to the IMC for assistance in basic computer skills, such as using e-mail, *myAVC*, printing PowerPoint slides and the Internet.

The IMC provides mass duplication of foreign language lab (Spanish, French, German) and lecture audiotapes and CD's (Physiology, Anatomy, Biology, EMT, Nursing) and is currently experimenting with recording and mass duplication of nursing lectures on DVD. Students have the choice of bringing in a blank cassette for free duplication or can purchase prerecorded tapes and CD's at a nominal fee.

Faculty can place multimedia on reserve for student viewing in the IMC for up to one year at a time with unlimited extensions. Currently reserved media includes Biology classroom lecture videotapes, dissection illustration videotapes, dance videos, music appreciation CD's and DVD's, CPR instruction and ESL audiotapes, just to mention a few.

The IMC is a support service that strives to prepare students for their careers as well as to further their education. The IMC hires approximately 20-25 student assistants per year. Due to limited classified staffing, the IMC depends

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heavily on the student assistants it employs. Student employees receive a vast amount of training and experience in visual, oral and written communication, project management, creative problem solving, teamwork, technology skills and self-learning skills as well as work ethics and professionalism and self-confidence.

Often, employment at the IMC is the student worker's first introduction into the work force. Much of the learning takes place through IMC employees modeling of positive and appropriate professional attitudes. Attendance and arriving on time for a shift tends to be one of the biggest problems with student workers. As a result, the IMC fills out a Late/Absent Report for each incident to show students how quickly missed hours can add up and result in lost productivity. (Doc 12) Student workers are assessed on a daily basis and take part in a monthly departmental meeting. The meetings give student workers an opportunity to suggest changes and additions to IMC services and to thoroughly discuss issues. Student involvement in the planning and improvement of the IMC has shown to be positively affected by high levels of interaction with faculty, staff and students as customers. Written student employee evaluations are made only when verbal evaluations have not been successful in correcting an issue. (Doc 13) Tasks that student workers are to complete are written in detail in the IMC manual. The IMC manual also provides a guide to and instructions for IMC services to assist the student worker in learning the daily functions and maintaining consistency in services. (Doc 8)

Two display cases outside of the IMC are planned and prepared by the IMC to communicate special events, issues and services. This often involves collaboration with various departments. The displays include a coordinator-prepared bibliography or weblibliography and media that tie the themes, issues and images to the curriculum and IMC resources.

Services to disabled students are a priority at the IMC. Disabled students may ask for assistance in IMC equipment. Special equipment includes computer workstations and media rooms with wheel chairs access. Collaborations between Disabled Students Services (DSS) and the IMC are ongoing. One example involves the close captioning of videos. The IMC is in the fifth year of working with DSS staff on a project to caption existing videos within the collections, and purchase closed-captioned or DVD equivalents. Closed captioning not only addresses access issues for hearing-impaired students but also helps students who are not fluent in English. This grant-funded project has provided a way for the IMC to augment the video collection during the time that materials budgets have not increased.

The IMC strives to maintain the maximum number of open hours as budget and staffing levels permit. The Fall 2005 survey provided similar results as previous surveys in which students expressed the need for more IMC evening and weekend hours as well as earlier morning hours. (Doc 9)

Evaluation

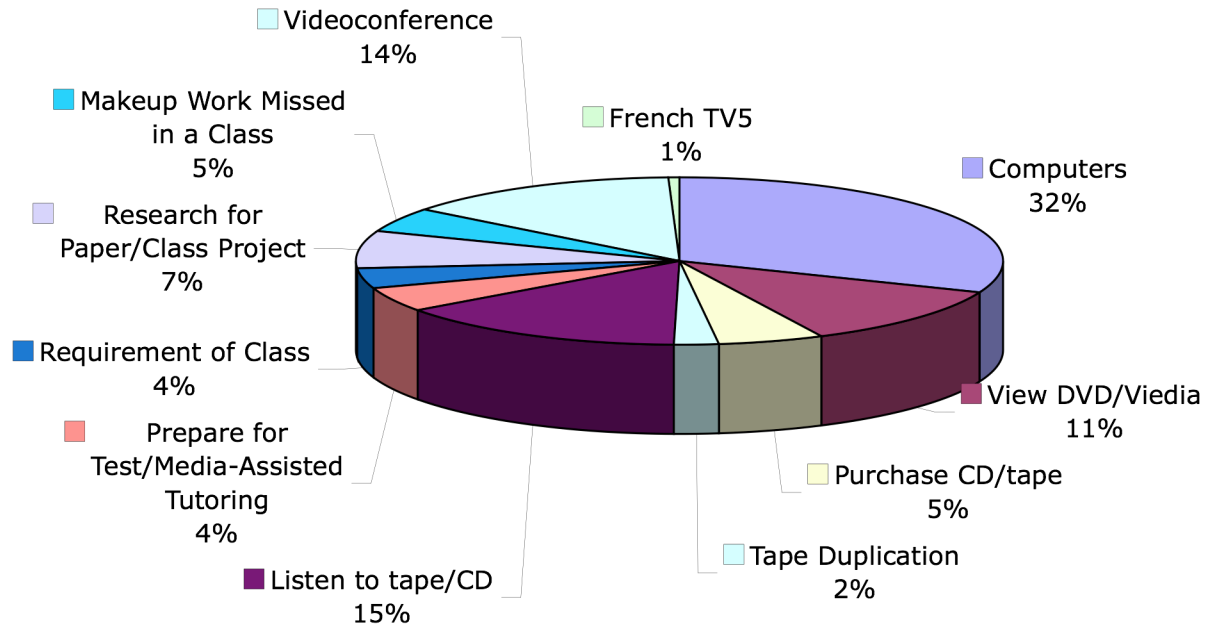
A process for evaluating the effectiveness of innovative uses of technology in education is crucial, though not always easily measurable. Yet, in order to ensure that students are properly served and to justify the commitment of resources, appropriate evaluation methods have been designed and the results integrated with the IMC's planning and budgeting. Statistics measuring equipment, media, and service usage are also recorded on a daily basis.

To ensure that the IMC is effectively providing learning opportunities and meeting student needs and to assist in the evaluation of student learning outcomes, student surveys were conducted in fall, 2003 and during the fall, 2005 semesters. A greater effort was made to reach more students in the fall, 2005 semester than had been made in 2003. The responses identify which services are used most, how effectively the services are performed and the benefit students gain from the services. (Doc 9)

Results of the most recent survey show that 32 percent of the students find the computers in the IMC helpful. Twenty-six percent watch or listen to multimedia. A full breakdown of service use can be seen in diagram IIa below.

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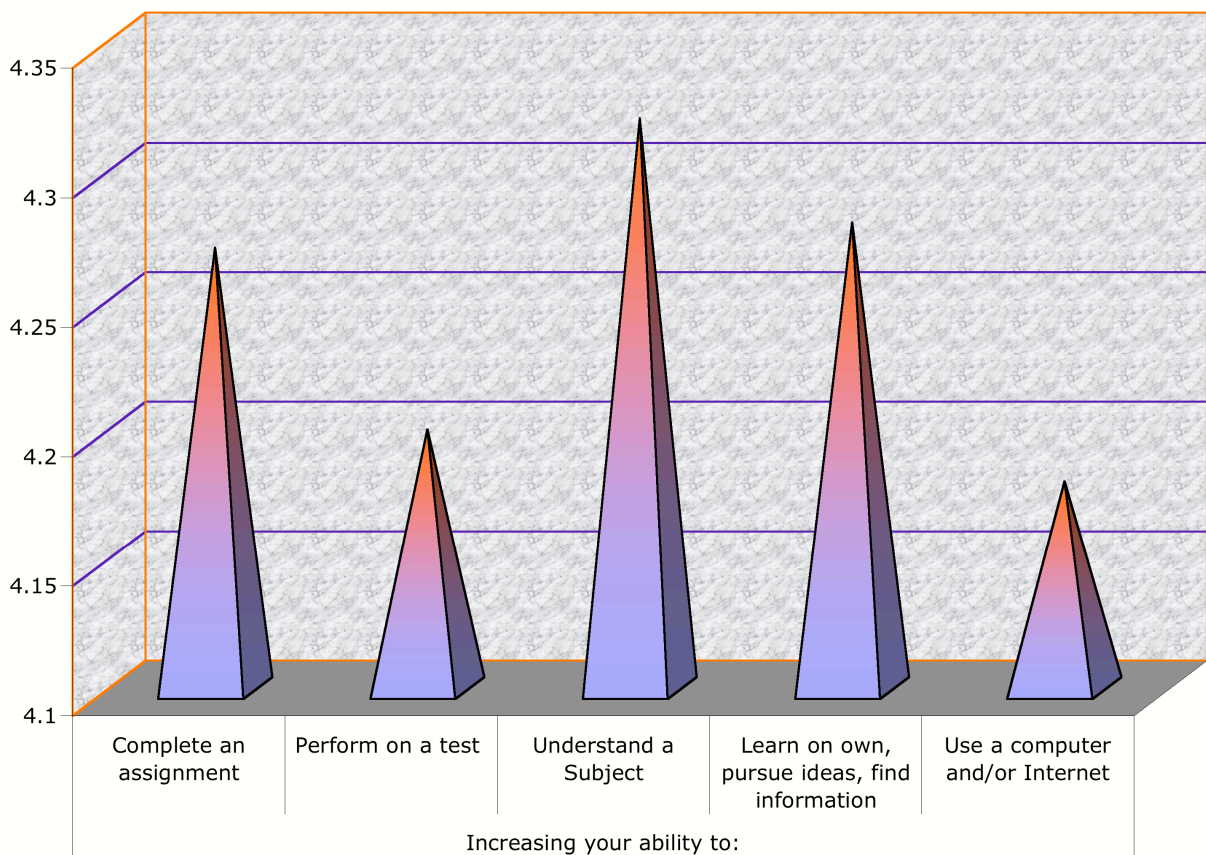
IIa. Student Use of IMC Services



Students say that the IMC has helped them gain skill and knowledge in a variety of ways. The highest average score (4.31) given under the category; *Gain in Skill and Knowledge* was given to, *Increasing your ability to understand a subject*. Students also gave IMC high scores for helping them *Learn on their own*, *Pursue Ideas*, and *Find information*, and *Complete an assignment*. A graph showing all five scores in the *Gain in Skill and Knowledge* category can be found on diagram IIb below.

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I Ib. Gain in Skill and Knowledge



Students scored *Viewing DVD/Video* the highest average rating of 4.4 for *Service Satisfaction*. *Computers and Makeup work missed in a class* followed with close second and third highest ratings, both with an average score of 4.3.

The lowest average score of 3.7 was given to, *How satisfied are you with lecture duplication?* There is no proof; however, based on verbal complaints that have been received, the low score is probably the result of several factors – not all a result of IMC inadequacy. One certainly is human error. Mistakes are occasionally made during the mass duplication of hundreds of tapes and CD's. A tape or CD can be returned blank or with the wrong information recorded. However, this is amazingly low in numbers. The IMC has gone to great lengths to ensure quality assurance in the duplication process and continues to do so.

A second complaint comes from students regarding the 24-hour turn over for the duplication process. Most often duplication is completed within an 8-12 hour period. However, during peak times of the semester, students may have to wait 24 hours. When a student doesn't plan ahead, waiting for duplication could result in their assignment being completed late.

A third complaint occurs when students believe they have a defective tape or CD and are unable to complete their assignment as a result. In actuality, the situation is that the student simply requested the wrong tape or didn't know how to use the tape/CD.

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A complete representation of how students rated their satisfaction with IMC services can be seen in diagram IIc below.



The survey also provided students an opportunity to suggest services currently not available through the IMC or improvements that could be made to enhance the services. As with the faculty and staff survey, requests were made for longer hours, more assistance, and more instructional multimedia. In addition, students voiced a need for additional viewing rooms and the need to upgrade the slow computers. Not surprisingly, there are a lot of students who had never heard of the IMC and questioned why. (Doc 10)

Plan of Action

1. Review the duplication process to ensure all possible means are being used to eliminate errors.
2. Continue to advocate for additional IMC staffing to extend hours of service longer into the evening and on Saturday.
3. Increase the number of instructional multimedia to adequately present users with diverse points of view and enhance student media competency skills.

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Strategies

- a. Explore returning to a film rental system until the budget allows for sufficient development (Netflix, Los Angeles County Film Rentals, Borrow from other colleges, etc.)
 - b. Continue to advocate for additional funding to support an increase in multimedia holdings and replacement of outdated multimedia.
4. Find more effective ways to advertise and promote student use of the IMC.
- Strategies
- c. Explore with faculty the possibility of meeting with students for 15-20 minutes in various classrooms each semester to outline IMC services and encourage use of the IMC to promote student success.
 - d. Participate in first week activities held in the Library quad to advertise and promote the IMC.
 - e. Encourage instructors to bring their classes to the IMC for tours.
 - f. Advertise in college newspaper.
 - g. Target students using *myAVC*.
5. Create sustainable, robust and reliable systems for delivering multimedia resources to students.
- Strategies
- a. Purchase new computers for student use.
 - b. Replace equipment when it is no longer cost effective or possible to repair.
 - c. Pursue increase in budget and seek inclusion with TTIP funding to provide students with adequate equipment.
 - d. Develop a plan to systematically upgrade student use computers.
6. Support development of technology enhanced curriculum and distance learning aids.
- Strategies
- a. Assist faculty in curriculum development for traditional classroom instruction and distance education courses.
 - b. Develop web-based instructional tutorials to be available on *myAVC* for easy and timeless access.
7. Update *IMC Departmental Policy and Procedure Manual*.

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III. STUDENT OUTCOMES

Introduction

With the new accreditation focus on student learning outcomes, the college has taken an active step in assuring that all student services participate in obtaining outcomes. The IMC Coordinator serves on the campus-wide Student Learning Outcomes Committee and submitted the following student learning outcomes for the IMC:

- Student will use multimedia technology regarding contemporary issues in the world and relevant to their everyday life to integrate knowledge and make informed judgments based upon sound assessments.
- Students will gain awareness of the resources available to them in the IMC to assist in improving their learning skills and their ability to manipulate technology to retrieve, evaluate, and process a wide variety of information.
- Students will develop and practice successful media assisted study skills and strategies for learning and academic success at their own pace.
- Students will utilize technology to email, access and evaluate data from a variety of sources including the Internet and multimedia to produce documents for reports.
- Students will gain skills in resolving differences with others and learn how to balance personal values, beliefs, and needs with the values, beliefs, and needs of others as they interact with a diverse student population in a small intimate setting.
- Students will discover career options and choices through multimedia use and Internet research to prepare for local job opportunities.
- IMC student workers will learn work ethics, office and technology skills that will prepare them to be productive community members.

Evaluation

Whether direct or indirect, the IMC has placed student learning outcomes in the center of its instructional development and revision processes for all IMC instructional services. Services, resources and facilities directly supporting student learning include: 1) service, support and training for faculty and classroom instruction; 2) one-on-one learning support services provided by IMC staff to students; 3) the facilities and services of graphics for one-on-one specialized classroom material; 5) the provision of production support services; and 6) IMC display cases.

To help determine the effectiveness of IMC services in student learning, a survey was distributed during the fall, 2005 semester to students. (Doc 9) We received 222 responses to the survey. Students were asked to fill out the survey describing their use and experiences with the IMC. They were given the opportunity to evaluate the services, resources and facilities in connection to how well the IMC contributes to their educational achievement. Findings from the survey will be used to identify areas of needed improvements.

In particular, we asked students if they are satisfied with their increased gain in skills and knowledge as a result of using IMC services. While the technological information provided to students is adequate, there is no way of assuring successful competence on the part of the individual student. Diagram IIb shows the results of their responses. Clearly, those who use the IMC have found it to be beneficial.

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It should be noted that there was a significant bias in the survey group. The survey was taken well past the midpoint in the semester. The survey was given to students using the IMC as well as to a random sample of classes regarding the awareness and use of resources provided by the IMC. Since most respondents were current students, we were asking the students who were still active at this point in the term. Many faculty indicate that there is a very large early attrition in classes, so the large number of students who drop out early are not represented in the survey group.

Despite our best efforts to advertise the IMC to students, some of the services are not heavily used and many students are still totally unaware that the IMC even exists. This may be due to a variety of factors. One problem may be that although the IMC's web page has comprehensive information about services and contact information, it is difficult to find. The IMC is found under the heading of Student Services, which is not common. Because it provides instructional support, IMC would more commonly be found under Academic Affairs – where the IMC has always been placed in the organizational structure until the recent reorganization in 2004. Moreover, not all faculty are informed about IMC services and to what extent those services can benefit students. As a result, it will be important for the IMC to get this information out to the faculty as well as the students.

Students can find links to the IMC from *www.avc.edu* and *myAVC*. An advertisement is placed in class schedules, the college catalog, in two display cases outside of the IMC, and subject and service brochures are handed out. The IMC staff interacts with students daily and apprises them of IMC services. Yet there is still a great need to reach a wider audience.

The IMC uses a variety of methods in addition to surveys to evaluate service and student learning outcomes.

- Anecdotal information
- Persistence of student use
- A student's ability to use technology for class presentations
- Observation of student ability to operate various types of technology and software
- Student ability to differentiate between equipment that is needed
- Student worker's ability to display a good work ethic and display a courteous manner to the public by serving them with respect and patience
- Observation of a student worker's ability to operate various types of technology and software.
- Observing student worker's level of improvement.

Statistical information regarding equipment, media and service usage also provide insight into student learning outcomes and provide guidance for improvements.

An area of great concern to the IMC staff is the IMC's minimal or complete lack of inclusion into the Technology Master Plan and the technology section of the Strategic Plan. This shows a lack of understanding on the part of the district to the important technological role the IMC plays in student learning outcomes and academic success. With inclusion of the IMC into the full technology picture of the campus would come funding from sources such as TTIP funds. This could make the difference of increased enrollment through additional distance education classes as well as additional support to the traditional classroom.

Plan of Action

1. Provide students with the opportunity to view multimedia and use the Internet to research and analyze information that will assist and aid their academic development.
2. Provide materials that will keep students informed about and encourage the use of IMC resources as an avenue to identify, connect, and integrate classroom learning and out-of-class life experience.
3. Provide computers, peripherals, Internet access, a wide assortment of audio-visual equipment and video

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conferencing access to expose students to cutting edge technology and its uses.

4. Provide an atmosphere in the IMC where students can gain skills in resolving differences with others and learn how to balance personal values, beliefs, and needs with the values, beliefs, and needs of others as they interact with a diverse student population in a small intimate setting.
5. IMC staff will serve as role models, explain procedures, serve as advocates, advise and be of assistance to student population and student workers.
6. Provide multimedia on career choices, planning and job search techniques.
7. In addition to teaching media skills, IMC staff will explain procedures, serve as advocates, advise and be of assistance while exposing student workers to a breadth of information spanning all disciplines that will enhance their skills and prepare them to contribute to the community.
8. Bring the SPBC's attention to the need for including multimedia technology in a much greater way to the Strategic Plan and especially to the Technology Master Plan.
9. Pursue additional ways of informing students of IMC services.
10. Explore TTIP funding to assist in bringing multimedia equipment used by students up to a higher standard, i.e., replace old slow computers with new computers.

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IV. PERSONNEL & SUPPORT SERVICES

Introduction

The Instructional Multimedia Center is staffed 55 hours per week with a full-time Coordinator, one full-time Graphic Artist (currently vacant), one full-time Technician, one full-time Clerical Assistant II, and one full-time Clerical Assistant III. The Clerical Assistant II was the last position to be added to the IMC staff. The position was filled in 1999 for 32 hours per week. IMC staffing has remained unchanged since 2004 when the Clerical Assistant II was increased from 32 hours per week to 40 hours per week. Graphics has been in transition for the past two years due to the retirement of the long-term graphic artist in 2003. A new graphic artist was hired in December of 2004. However, the position became vacant again in September of 2005. To minimize the effect of the loss, the retired graphic artist has been retained as a part-time hourly employee over the past two years and another hourly graphic artist has also recently been added to help with the workload. IMC is expected to rehire a full-time graphic artist in 2006.

Governance of the IMC is executed through the very interactive teamwork of the IMC employees, working together to promote communication and to oversee operations, review policies, and improve the media services and environment. The clerical assistant III oversees daily operation of the office, while the clerical assistant II oversees the counter and student assistants. The technician provides technical support and training to District personnel, performs repair and maintenance of audio-visual equipment and event setups. Likewise, the graphic artist oversees graphic services. The coordinator provides leadership and directs the department as a whole including writing, implementing and evaluating policies, projects and procedures, reviewing operational procedures, overseeing and approving budget requests; and providing frontline knowledge affecting the services of the IMC. The Instructional Resources Dean (currently an interim position) meets as needed with the coordinator and monthly with the entire IMC staff. The dean supports and advocates for the IMC's overall interests at the administrative level; provides input on policies, procedures and services; provides final sign-off on budget items; and supervises and evaluates all IMC staff.

Evaluation

The IMC is able to accomplish a tremendous amount of work in spite of the present level of staffing. However, the services provided by the IMC are severely hindered by the lack of sufficient staffing in a number of ways. The first way service is hindered is by the hours IMC is open. The open hours have been cut little by little, first cutting the Saturday hours in 1998, then, cutting the evening hours in 2002. Once boasting the longest hours on campus, the IMC has had to cut open hours from 80.5 hours per week to 55 hours per week. Overall, the open hours have been cut by 32% since 1998 due to limited staffing. As reflected in both the surveys completed by faculty/staff and by students, this is a major issue. Faculty and students need to have access to the IMC – in particular, the evening faculty and students. (Doc 2, 10)

Second, one technician can not possibly meet all the maintenance, repair and setup demands of a campus with 12,000 students, and 800+ faculty and staff. Once responsible for IMC equipment and instructional setups only, the IMC now is expected to support off-campus event requests and support ASO activities. The IMC is also responsible for providing and maintaining equipment at the South Valley site, as well as training the staff on how to use the equipment. In addition, the IMC is not responsible for maintenance and repair of equipment purchased by other departments/divisions. However, the IMC is constantly called to do both – often on an emergency basis. A technician is needed on campus at all hours the campus is open and on occasional weekends to meet the growing equipment and setup demands. Campus-wide equipment left un-repaired results in equipment being pushed into corners and closets while new equipment is purchased to replace the non-working equipment – when many times all that is needed is a bulb. This results in twice the amount of money being spent on one singular use and doesn't represent the best use of district funds.

The growing demand on the graphic artist is very similar. Instructional demands alone could keep two full-time graphic artists busy. Add to that the public relations and foundation demands and a third artist could be added.

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Rather than grow with the demand, the IMC has had to turn away many instructional requests due to lack of manpower. In many cases, faculty has stopped making requests based on knowledge of the staffing restriction. The IMC is also put at a disadvantage as a result of inappropriate job titles and an inefficient organizational structure. The IMC has grown tremendously over the past thirty years in equipment and media inventory and in the services that are provided. Yet the organizational structure and the inappropriate job titles remain unchanged. Even though currently going through a classification study, it seems impossible to get those in charge to understand or pay attention to the need for proper and effective job descriptions and titles. In a unique area such as the IMC it is essential that job titles and descriptions accurately reflect the positions. With accurate job titles and descriptions, employees are paid correctly and can be replaced appropriately when necessary. For example, a media specialist cannot be replaced with a qualified employee if the position is listed as a clerical assistant. In the long run the net effect is a decline in the overall effectiveness of support services to the campus.

The organizational structure stunts the IMC because there is no one on site, observing the day-to-day operation, to make final decisions and officially supervise the staff. For the past 25 years, the coordinator has been the unofficial IMC supervisor with all the duties of a supervisor (with the exception of signing employees annual evaluation) and the duties of a Director --- without the title. The dean, who is already overworked and spread way too thin to give appropriate attention to any one department, deals with the official final decisions and personnel issues, as well as supervision. Fortunately, the IMC currently has an interim dean with a background in the type of services offered by the IMC. This saves IMC staff from having to explain issues from the ground floor up. However, issues can't always be resolved in a timely manner and the dean cannot be up on every need and new development at the times when she must represent the IMC in meetings. Although personnel issues are rare in the IMC, it would benefit the department to have a supervisor on site to resolve personnel issues when they arise rather than waiting until the dean can be contacted. It is always better to resolve personnel issues when they occur, if possible.

Plan of Action

1. The hours of operation for the IMC should be expanded later into the evening to accommodate evening classes and students. This could be achieved, in part, by hiring a second full-time technician. However, it would be more efficient to hire a second full-time technician and at least a part-time IMC assistant to cover for the technician when he is needed to do a setup on campus or must go to a class to help faculty with equipment. In order to expand the hours of operation to include Saturday service, the IMC assistant would need to be hired on a full-time basis, rather than on a part-time basis.
2. An emphasis should be put on hiring additional qualified IMC staff. A second full-time technician and a second graphic artist must be hired to efficiently and effectively address campus requests. The choice is simple: the IMC either adds the staff to accomplish all the tasks – to enhance classroom instruction and campus life, to keep equipment running and available -- or many of the tasks and issues cannot be addressed or accomplished with the current level of staffing.
3. Continue to pursue appropriate job titles and descriptions to optimize the hiring of qualified staff when funds are available.
4. Address the IMC organizational structure through the reorganization process to seek a more effective structure.
5. Pursue greater inclusion of the IMC in the campus Technology Plan and Strategic Plan.

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V. FACILITIES

Introduction

The IMC occupies a large portion of the first floor of the Business Education building with disabled access at the main entrance. The public area of the IMC includes four small collaborative group study/media rooms. Three of the rooms seat 3-4 students each. The fourth seats 5-6 students. There are twelve individual workstation carrels located in the IMC lobby, nine with PC computers, one with a Mac computer, three with audiocassette players, and one with a TV/video combo unit. All computers have Internet access, CD players, and most are connected to a printer. Disabled access is available at the entrance, at the carrels and in the group study/media rooms.

There are two multimedia rooms. BE118 is setup in a mini-theater format, the smaller, more intimate setting of the two rooms with swing-away desktop chairs. The room seats 20 and is ideal for training workshops, satellite downlinks, and videoconferences. BE132 is structured for a classroom atmosphere or hands-on training and allows for computer use with Internet access at each station. It is equipped with an electronic white board and presenter laptop and has satellite, French TV5 and videoconference capabilities. The furniture is modular and allows for a variety of room configurations. The room seats 24 at tables with room for an additional six chairs without desk access. Both rooms are equipped with a ceiling mounted LCD as well as DVD and VHS capability.

The staff areas of the facility include three offices, an office/repair room, equipment storage room, general media stacks housing a multimedia collection of approximately 189 audio cassettes, over 2,960 videocassettes, 455 DVDs, 230 CD-ROMs and over 320 CDs with about 150 videos placed on reserve by individual instructors every semester; an editing room, circulation counter, a repro/cutting room, graphics room, meeting/break room, and an open supply storage/work room.

The graphics area is a well-designed room specifically for graphics work. There is horizontal and vertical storage for large poster and foam boards, as well as numerous cupboards for supplies and books. A large corner counter provides room to layout and cut larger media while counters on two sides of the room allow for computers and various peripherals. A large opening in the center of the room was purposely designed to allow for extra large posters to be laid on the floor during preparation.

The repair room is designed to provide the technician with both a repair area and desk. The room provides cupboards to house supplies and manuals. Drawers hold small parts and provide an area for office supplies. A countertop on two walls provides a repair counter and doubles as a desk.

The equipment room is an open area with shelving on three of its walls. This allows for the many carts needed to provide portable media access to the campus. A multimedia rack housed in a locked utility closet within the equipment room holds four DVD players. Video signals are sent from the DVD players to each of the four student media rooms. Although the DVD is loaded in the equipment room, the students have complete control of the player from their respective viewing rooms.

A second multimedia rack housed within the open area of the equipment room serves a multi-purpose function. First, the multimedia rack houses equipment that provides two satellite signals (which include service of French TV5, CCCSAT and regular cable), VHS signal and/or a DVD signal to BE 118 and BE 132. Second, the multimedia rack holds VHS and DVD recorders for recording the satellite signals, cable or videoconferences from BE 118 and/or BE 132 with simultaneous capabilities. In addition, videoconferencing from either or both rooms can be recorded individually or simultaneously.

Equipment available for circulation is housed within the equipment room on carts and can be prepared for carry out in some cases. Equipment available for circulation is listed below.

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Equipment Available for Circulation			
Quantity	Equipment Type	Quantity	Equipment Type
2	TV/VCR	4	TV/DVD/VCR Combo
1	TV/DVD	3	Record Player
3	Video Camera	9	LCD Projector
20	Projector, 35mm Slide	20	Overhead Projector
1	Power Strip	1	Videodisc Player
3	Projector, 16mm Film	2	Laser Pointer
3	Cable, SLR Microphone	5	Easel (3 whiteboard, 2 plastic)
1	Podium	5	Cassette Player/Recorder
4	Boom-box	2	CD/Cassette Combo Player
11	Laptop (6 PC, 5 Mac)	2	Mini-Vox
2	Extension Cord	1	Tripod
5	Zip Drives	2	Dukane System
2	DVD Player (stand alone)	3	Microphone
3	Portable Cart	5	Wireless Mouse
3	Microphone Stand	15	Scientific Calculator
2	Cable, VGA	2	Cable, RJ 45 Ethernet
6	Smart-Cart (LCD, PC-laptop, VCR/DVD)	3	Cable, S Video
1	Screen, Rear Projection (10x10)	2	Screen (5x7)
1	Screen (5x10)	1	Screen (5x8)
1	Visualizer		

A small storage closet provides extra protection for DVDs and houses the racks that hold the control equipment for the student group study/media rooms. A rack within the equipment room holds the switches and controls for both videoconference rooms.

Behind the front counter and open to the lobby, is the area that houses over 5,000 pieces of media on ten two-sided metal media racks. A workstation is provided in this area for student assistants who attend to the counter.

The work/storage room houses an additional two workstations used for processing media, a table that holds oversized paper cutters, and a laminator. Shelves on two walls hold various office supplies and a specially designed cupboard holds various bulbs for projectors.

A small editing room has counters on two walls that hold two CD burners, and a CD burner/printer robot and computer. A portable workstation holds a Mac G3 computer system with FinalCut Pro and iMovie for editing. The shelves above the counters hold blank audiocassette, video, CD and DVD stock.

Three office spaces are designed with four work areas. The front office is designed with a window to oversee the counter and lobby areas. This office is intended to hold one day and one evening media assistant. The other two offices house the office manager and the coordinator.

The IMC does not have an assigned area at the South Valley site. However, the IMC does provide the South Valley site with multimedia equipment. In fact, the South Valley site has just two less smart-carts than the main campus. Equipment available for circulation at the South Valley site is listed below.

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Equipment Available for Circulation			
Quantity	Equipment Type	Quantity	Equipment Type
3	TV/VCR	4	Overhead Projector
4	Smart-Cart (LCD, PC-Laptop, VCR/DVD)		

Restricted access to the IMC has greatly improved its ability to effectively secure materials within the facility. Video cameras are used to monitor the student viewing rooms to limit theft and equipment damage. Campus police respond quickly when called for an emergency.

Overall, physical access to the IMC has greatly improved since the last program review and plans are in place that will continue to address access issues, such as installation of a platform behind the videoconference console in the IMC smart classroom (BE 132).

Evaluation

The IMC staff has been very happy in the new Business Education building. There was a seven-year gap between the time the plans were drawn for the Business Education building and construction of the building began. In addition, it was originally planned for the IMC to house the entire first level of the building. However, as completion of the building neared, additional departments were added to the bottom floor (mail, copy, and faculty work rooms). As a result, what appeared to be an abundance of space twelve years ago is now merely adequate for the present level of service and inventory of equipment.

Similarly, although original plans called for eight collaborative group study/media rooms, this number was cut in half to accommodate the addition of the mail, copy and faculty rooms on the first floor of the building. All four collaborative group study/media rooms and all twelve individual workstation carrels are often filled to capacity. However, there is no room to add additional collaborative group study/media rooms or individual workstation carrels for students. Therefore, service to students will remain confined to the amount of space we currently have.

The dilemma is that the district appears to be encouraging campus-wide multimedia technology through distance education and classroom instruction enhancement. However, additional IMC service and equipment inventory will be needed to accommodate this campus-wide multimedia technology growth. Likewise, the IMC, already in need of additional and updated equipment and additional staffing, will soon need additional space to house the additional equipment inventory and service rooms. There is already an outcry from the students for more collaborative group study/media rooms and individual workstation carrels. (Doc 10) Similarly, faculty are in need of a staff resource room where they can receive training and assistance for the development and integration of multimedia resources and technology into the curriculum --- a room in the original IMC plan that was lost to the addition of the mail, copy, and faculty work rooms to the first floor of the Business Education building.

Although stressed during the planning stage, there are a number of important items that were neglected during construction of the building. First, the graphic, repair, and bathroom areas do not have proper ventilation. The graphic and repair rooms are to be ventilated to offset the regular use of chemical based solutions with strong and hazardous odors. Bathrooms without windows are supposed to be ventilated to meet building code. Second, the two doorways leading into the equipment room were to be made much wider than normal to accommodate large and heavy equipment carts with one-sided moveable wheels. However, both are the normal 34.5 inches wide. This makes maneuvering unusually large carts, loaded with heavy equipment, into the equipment room a challenge. The walls surrounding the doors as well as the staff have taken quite a beating as a result.

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The automatic door into the entrance of the IMC has been a step in the right direction for the disabled and those transporting equipment into the IMC. However, disabled persons in wheelchairs cannot reach the button to open the door and must still solicit assistance to enter the IMC.

Lastly, the IMC entrance is fitted with a metal fire door that deploys automatically in case of fire. On those occasions when the door has deployed accidentally, it has been necessary for maintenance to call the installation company to come and raise the door. The normal time IMC is left without access through the front door to the lobby is 3-4 days. Moreover, when the installation company comes to raise the door, the clerical assistant is displaced from the work area for two to four hours to allow the technician access to the mechanical system in the ceiling above the work area.

Plan of Action

1. At some point in the future, it will become necessary to explore the possibility of expanding the IMC. However, at this time it would be beneficial to find a second location on campus to store a small inventory of equipment. The benefit would be two-fold. First, this would open up the needed space to house additional equipment. Second, if the room is strategically placed, it would make transportation of the equipment much easier for those faculty who have classes located the furthest distance from the IMC, such as the APL building.
2. Per Doug Jensen, adding ventilation to the bathroom would be a “too expensive after thought”. Therefore, the two alternatives are: either seal up the bathroom or live without ventilation. The IMC has chosen the latter alternative for the bathroom as there are many times where one employee is working alone. On these occasions, it is not a good option to have to close the department to use the restroom outside of the department area.

However, ventilation for the graphic and repair rooms is more critical. For the purpose of health and safety, proper ventilation must be pursued.

3. Retrofitting the equipment room doors would apparently be very expensive (per facilities). The alternative is to ensure that we do not purchase carts any wider than we currently have in the inventory. Additionally, it is important that staff be trained to maneuver the equipment with the least amount of physical stress.
4. Having doors that open automatically when an individual approaches the door would be the ultimate solution to disabled access and for those transporting equipment. A second, and most likely less expensive, solution would be to lower the button that opens the doors.
5. To prevent extended lengths of time that the IMC entrance is blocked due to accidental deployment of the fire door, IMC staff should be trained on the procedure to lift the fire door. An alternative would be to have the maintenance staff trained on the procedure.

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VI. Fiscal Support

The IMC participates in the annual budget building process by submitting requests to the Dean of Instructional Resources. Within the department, the IMC Coordinator oversees the budget and signs all requisitions. The requisition is then sent to the dean prior to going to the Vice President of Student Services.

Staffing is the first major issue regarding funding that has impacted the quality and quantity of instructional multimedia services. There is a need for the college to develop a plan to address a chronic shortage of IMC staff, which has been documented and has persisted for the past eight years. This issue is addressed each year in the budget requests as the number one priority for the IMC. It is critical that at least three positions be added to the IMC staff as soon as possible. In priority, the positions include: an additional technician, a graphic artist, and a multimedia equipment repair/maintenance person. In order to extend IMC hours in the evening and on Saturdays, it would also be necessary to hire an additional Clerical Assistant II.

The second major issue regarding funding that has impacted the quality and quantity of instructional multimedia services is the inability to purchase an adequate amount of new and replacement equipment. The current block grant budget of \$10,452.42 is woefully inadequate to supply the instructional technology needs of the campus, not to mention the needs of the IMC to upgrade and improve computers and peripherals in areas dependent on technology like graphics, multimedia production and editing services. The graphics computer is five years old. It is slow and doesn't possess the current technology standard for graphics. Additionally, it is worn out and no longer functions effectively. The cost to upgrade a computer system for graphics would cost approximately \$6,000. Numerous peripherals are needed for graphics as well, including a 44" wide banner printer (\$5,500), a wide format scanner (\$1,500) and other various peripherals. Similarly, there are many new equipment needs for instructional support such as, document cameras (\$1500 each), DVD burners (\$1500 each) and smart-carts (\$6,500 each) for circulation. There is a great need to upgrade the computers for student use. Many of the iMacs are 6+ years old and very slow for Internet use. They can be replaced with new iMacs at \$1300 each. The PC's are 6+ years old. In addition, the IMC needs to purchase a printer for student use from CMS, Inc. This would provide consistency of use with the Library and Learning Center printers. This would allow students to use the same printer card at all three departments (\$5,000).

Looking at the quantity, variety and currency of the multimedia collection, it is clear that additional media is needed. Currency of the multimedia collection is very important and use of outdated material could detrimentally affect student learning. Analysis of multimedia publication dates in the multimedia catalog found that of the 3,149-multimedia titles in the database, only 299 (9.5%) were produced between 2000 and 2005. An additional 434 (13.8%) were produced between 1995 and 1999. Sadly, an overwhelming majority of the multimedia was produced prior to 1995. These numbers by themselves may not be convincing, but when combined with qualitative data that faculty and students provided in the Fall 2005 survey, a solid case exists for making improvements. The current budget for media is \$7,000. An ongoing 100% increase in the media budget will be necessary to adequately increase and maintain the currency of multimedia

A fourth major need is the addition of multimedia equipment to support a staff resource room. The cost of a computer system, digital still camera, digital video camera, scanner, printer, document camera, video streaming and audio streaming box would cost approximately \$16,000. Although this may initially sound like a huge investment, it will provide an invaluable service and support to faculty as they attempt to include new classes for online learning and attempt to stay abreast of the new technology infused curriculum.

Costs of nearly all types of materials and equipment have increased, especially when it comes to technology. In addition, as the integration of technology becomes a greater part of the campus curriculum, the IMC receives far more requests for equipment to support the integration of technology. However, no additional funds have been allocated to the IMC to allow for inflation or for the growth of technology on campus; therefore the purchasing power has eroded. The California higher education economic situation compounds this situation.

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VII. Community Outreach

The use of computers and materials is restricted to current AVC students, faculty, administrators and staff members. With the purchase of a \$10 Community Borrowers Card from the AVC Library, non-students have access to the multimedia viewing rooms equipped with video and DVD players, carrels with audiotape players, audiotape and CD lectures and foreign language audio, nursing lecture DVD's, use of computers with CD players, printing capabilities, and access to the Internet.

In 2004 the events technician was no longer allowed to provide sound setups for outside organizations. As a result of this change, the sound setups for outside organizations have become a responsibility of the IMC. Sound setups have been provided for the Special Olympics, Paraclete football games, Desert Song Music Festival and others.

In addition, the IMC is periodically asked to provide support of community organizations, such as multimedia setups and graphic support for the AVC Foundation and other outside organizations. For example, the IMC was asked to create a CD label graphic, burn and label 300 CDs for the Antelope Valley 2006 Women's Conference through the Foundation office.

Evaluation

It is an added strain on the IMC to provide support for outside organizations with an already stretched staff. Although the IMC staff would like to be more involved in community support, time spent with the community reduces support to the instructional needs of the campus even more.

As the IMC staffing issues are resolved, there are many useful ways the IMC could support the community. One example would be to make the smart classroom available for a fee. The IMC has already received numerous requests for use of the videoconferencing system.

Plan of Action

1. The IMC will only be able to support the community on a minimal basis until additional staff is hired.

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VIII. State and Federal Compliance

Introduction

The IMC must abide by OSHA guidelines where it affects the multimedia equipment. In addition, the IMC must abide by and be versed on copyright law. Lastly, the IMC must follow the AVCFCE Collective Bargaining Contract that governs the working conditions of the classified staff.

Evaluation

IMC has contributed to the institution's various ways of displaying integrity and honesty to all stakeholders. For example, the IMC took a leadership role in developing the Copyright Information web page to inform the entire campus community about the legal and ethical issues related to copyright.

Plan of Action

Continue to uphold laws pertaining to the IMC and personnel. Read updates and stay abreast of new laws and/or changes in law or the contract pertaining to the IMC and personnel.

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DOCUMENTS

1. 2005 Faculty and Staff IMC Service Survey
2. Faculty and Staff Suggestions from 2005 Survey
3. Staff Service Brochure
2006 Staff Service Brochure DRAFT
4. Deaf Studies Subject Heading Brochure
5. Fire Technology Subject Heading Brochure
6. Math Subject Heading Brochure
7. ESL Subject Heading Brochure
8. IMC Policies and Procedure Manual
9. 2005 Student IMC Service Survey
10. Student suggestions from 2005 survey
11. Student Pocket Guide
12. Student Assistant Late/Absent Report
13. Student Assistant Evaluation