

SBVC College Council MINUTES April 10, 2013

Glen Kuck, SBVC Interim President, Chair	Celia Huston A
Jeremiah Gilbert, Academic Senate President, Co-Chair	Haragewen Kinde A
Marco Cota	Sheri Lillard A
Gloria Fisher	Robert Shields A
Colleen Gamboa A	James Smith
Leticia Hector	Nori Sogomonian
Rick Hrdlicka	Scott Stark A
	Cassandra Thomas

TOPIC	DISCUSSION and ACTION
Approval of March 27, 2013 minutes	James motioned to approve the minutes, Gloria second the motion, all were in favor and the minutes were approved.
Foundation	Glen informed the group that Donna Hoffmann has accepted a position at CHC as Marketing Director as of July 1, 2013. The Foundation Director position will need to go out for recruitment.
Research and Planning, Grants, Foundation	<p>Considering the volume of time and responsibility for which the president's direct reports impact the schedule of the president, Glen recommended researching other institutional models for which Research and Planning, Grants, and Foundation umbrella under administration.</p> <p>With consensus from the group, Glen asked James Smith research various models of other institutions, bring the findings back to the group for discussion and to come up with suggestions for the new president coming in.</p>
Budget Sub-committee	Glen gave a brief report on the current state of the budget for funding positions, fall out, current vacancies, ongoing funds, and funds for construction projects.
Accreditation	Glen informed the group that Casey (as part of the Standard IV committee) is in the process of designing a decision making and participatory processes handbook similar to Crafton's Crafton Hills College Organizational Handbook for our campus. This handbook would give our college some guidance on participatory processes for decision making and benefit the college where accreditation is concerned.

Strategic Planning	<p>James held a workshop during to update the group on collected data on the character and image, strategic direction, and mission and values of the campus as part as part of the Flex Day activities. He also collected data from the group of their interpretation of the findings.</p> <p>James continues to collect data for the Campus Climate survey and send out surveys to local business. He will present to this group for the final set of goals and measurable objectives. Currently he is looking at improvements to the Strategic Plan.</p>
Construction	Tabled
Student Learning Outcomes	<p>Jeremiah shared information on the training webinars for Elumens, CurricUnet and Blackboard and discussed the pros and cons for each program. Celia will address Academic Senate regarding the programs next.</p>
Committee Reports	<p>Nori reported on the flex day activities (with regard to planning, program review, SLO's, training for board of trustees, and mission statement), flex hours due date, Professional Development funds, and planning for Classified Staff Week.</p> <p>Rick reported on the Technology Plan, the OrgSync program for Student Government, a mobile application for Blackboard, iTunes, and the move for the Technology department.</p> <p>Marco reported on the purchase the SARs Alert program and training to be ready for the summer session, online orientation improvements and demonstrations, virtual tours of campus to incorporate steps to enrollment on the website, the DCS group revisiting the release of new components to Web Adviser for Ed Plans which students can do themselves online and submit to counselors, and priority registration recommendations which will go to Enrollment Management (James will serve as co-chair on committee) then move forward to Academic Senate.</p> <p>Gloria reported the Arts, Lectures and Diversity approved funding of three information booths which student workers would work to disseminate general information and student government approved flyers/brochures, ASG Honor society dance on campus, and <i>college hour</i>.</p> <p>Jeremiah reported two counseling and the Professional Development Coordinator positions have been posted and are open for recruitment, reviewed Faculty Ethics statement, Ad Hoc committee for student academic support, review of resolutions including disciplines list,</p>
OTHER:	

Comprehensive Colleges	<p>In a meeting which Casey Thomas called to discuss the shift differential in the budget she made a recommendation to go to the district as one unit to represents SBVC and present concerns of the college as a whole. The general consensus was to bring forward the following recommendations:</p> <ol style="list-style-type: none"> 1. Put off the shift differential for 2-3 years to allow time to go through accreditation. 2. Work to establish a communication protocol for this process. 3. Require more understanding and dialog on where we stand financially as a college. <p>Scott, Casey, Ed Milligan, and a representative from Academic Senate will go to the district budget committee to discuss recommendations collectively.</p>
International Education	<p>Ad Hoc committee for international education has been established and Ailsa Aguliar-Kitibutr will chair the committee.</p>
Call attendant phone/voice system	<p>A program is in the process of being purchased to address the issues we currently have when students call departments such as Admissions & Records. The phone system has many features that will aid with call volume and assist the students in a more effective manner.</p>
Recruitments	<p>Several positions are waiting to be recruited while human resource is short staffed, Glen has sent a priority list to HR (as they have requested) for filling the positions.</p> <p>Currently the Presidential and VP of Instruction search committees have been established and are moving forward. Glen will share information on recruitments as they move forward.</p>
Alternate Text Production Center (ATPC)	<p>The Alternate Text Production Center (ATPC) converts text books into digital and braille format for accessibility and is currently located in Camarillo. The center will be relocated from the district office to our campus in what used to be the Middle College portables. This will also provide the opportunity of jobs for students and offset costs of portables due to grant funding in support of the ATPC program.</p>
Salary Study	<p>A salary study will be moved forward for board approval at the next meeting.</p>

Parking

A city councilman will be submitting a recommendation to the city council to restrict parking along the outskirts of the campus on both the residential and the campus side of the street. Craig wrote a letter on behalf of the college opposing permit parking on the campus side of the street. Scott is looking into the possibility of extending parking hours in the swap meet parking lot. Gloria informed the group that she is looking into the possibility of having access to the new MCHS parking lots.

SBVC College Council MINUTES April 24, 2013

Glen Kuck, SBVC Interim President, Chair **A**
 Jeremiah Gilbert, Academic Senate President, Co-Chair
 Marco Cota
 Gloria Fisher
 Colleen Gamboa
 Leticia Hector **A**
 Rick Hrdlicka
 Celia Huston

Haragewen Kinde
 Sheri Lillard **A**
 Robert Shields **A**
 James Smith
 Nori Sogomonian
 Scott Stark
 Cassandra Thomas **A**

TOPIC	DISCUSSION and ACTION
Approval of April 10, 2013 minutes	Scott motioned to approve the minutes with the correction to the location of the ATPC program, Rick second the motion, all were in favor and the minutes were approved.
K-16 Bridge Program	<p>Gloria, Scott and Haragewen attended a meeting with the San Bernardino City Super Intendant of Schools, Dale Marsden, to discuss building partnerships which would include K-12 institutions, community colleges and four year institutions to work together on the K-16 Bridge Program.</p> <p>Gloria shared information packages on the program (also presented at Chancellors Cabinet) with the group and requested everyone review the information for future discussion regarding requirements, resources, personnel and commitment from us as an institution.</p>
Priority Registration	<p>Gloria informed the group that we are currently seeking to implement a priority registration process for fall 2013. The new state regulations do not require the change until fall of 2014 but the goal is to start the implementation process with input from all constituent groups by fall of 2013 so there is room for needed adjustments before the 2014 deadline. Input from all groups will come to this group, discussed and a final recommendation moved forward.</p> <p>Gloria will send the priority registration lists to the group. She requested information be shared with constituent groups and recommendations from those groups forwarded to her. She suggested starting the groups at level C priority registration so as not to interfere with the guidelines set by the state.</p>

<p>Active Shooter Hardware</p>	<p>Scott is working on getting Active Shooter Hardware implemented on campus as a security and safety measure. The hardware is programmed to lock classrooms and major entrance doors from the inside without using a key and disabling entrance without key access. The cost for the hardware campus wide is about 215K. The hope is to have this implemented by the fall semester. The fund 41 monies would be an appropriate funding source for this hardware.</p> <p>After discussion regarding eventually moving to the card system from the hardware system Gloria motioned to approve the funding up to 250K to install the Active Shooter Hardware throughout campus as designed and approved through the Office of Administrative Services, Rick second the motion all were in favor and the motion was approved.</p>
<p>Lighting and Surveillance Camera Project</p>	<p>Gloria and Scott informed the group of a project to correct/install lighting along Esperanza and K street, and the upgrade of interior surveillance cameras is in process. The project is estimated to cost 150K for lighting and 50K for the expansion of cameras on campus. The technology behind the cameras will be reviewed with SBPD to see if our system is compatible with their system so we may be able to develop a partnership with them as far as surveillance goes. ASG has offered to participate in the project.</p> <p>Discussion ensued regarding current student parking policies as far as employee parking lots go. Scott will send clarification out to the campus regarding the staff and student parking lots and citations.</p>
<p>Classified BBQ</p>	<p>Event flyers for the Classified BBQ will go out to campus soon.</p> <p>Colleen updated the group with details and participation on the Classified Employee Shadowing program sponsored by CSEA held May 1, 2013.</p>
<p>Budget Sub-committee – S. Stark</p>	<p>The Budget committee meeting was canceled due to the safety forum and will be rescheduled.</p> <p>The Facilities and Safety committee's next meeting will be held May 6, 2013. Discussion will include prioritization of facility needs across the campus. Recommendations will be submitted to this body.</p> <p>The first budget draft went out to the state and a May revise should be received in May from the governor's office. The budget is balanced.</p>

<p>Accreditation/SLO's – H. Kinde/C. Huston</p>	<p>Haragewen asked that Accreditation and Student Learning Outcomes (SLO's) be combined for reporting purposes and reported on the release of the first Self-Study Report draft. The hope is to have the final report released to the campus by November.</p> <p>Celia has been researching software for reporting SLO's. Out of the six tested three moved forward. Feedback from the survey at Flex Day was collected, reviewed and considered. Celia made a recommendation for the purchase of Elumens. An action plan for the summer has been outlined for fall implementation and disseminated among faculty and Deans.</p> <p>James motioned to accept the recommendation, Rick second the motion, discussion on funding of the software ensued and consensus among the group is to leave the floor open for discussion and Haragewen will report back to the group with the funding source/amount; all were in favor and the motion was carried.</p>
<p>Strategic Planning – J. Smith</p>	<p>James reported that all information on the Survey Data has been collected and turned into a set of activities/recommendations and linked into 16 strategic directions. James will bring an exercise to this group to narrow down the strategic directions. James will email the list for review to the group for review before the next meeting.</p>
<p>Construction – S. Stark</p>	<p>In May the Auditorium project will go out for bid and moved forward. The Auditorium will be available for use through May and then closed for construction. The Gymnasium project is moving forward.</p>
<p>Committee Reports</p>	<p>A report by each constituent group was given.</p>
<p>OTHER:</p>	

SBVC College Council MINUTES August 29, 2012

Larry Buckley, SBVC Interim President, Co-Chair
 Jeremiah Gilbert, Academic Senate President, Co-Chair
 Dan Angelo
 Marco Cota
 Gloria Fisher
 Colleen Gamboa
 Leticia Hector
 Rick Hrdlicka
 Celia Huston

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TOPIC	DISCUSSION and ACTION
Approval of May 9, 2012 Minutes	The minutes were approved by consensus
Introductions - L. Buckley	The group introduced themselves and shared a brief description of their current position and background.
Program Viability - L. Buckley/J. Gilbert	<p>Last spring this committee made the recommendation to develop a program viability committee, which was affirmed by Academic Senate.</p> <p>It has been determined, through deliberation and agreement among constituents, this committee will work independently of and report to the Academic Senate President and College President. The goal of the committee is to review campus programs and submit findings/recommendations through the collegial consultation process. The charge and assignment of this committee will be officially outlined by the end of October, 2012.</p>
November Ballot (Prop 30, 32 and 38) - J. Gilbert	<p>Jeremiah presented the results of a survey done by the CA Business Roundtable, Pepperdine University on Aug 16th :</p> <p>Prop 30- 56.7% in favor, 37.3% oppose, and 6.1% unsure. If approved The Community Colleges will receive \$210M in additional funds in 2013, most to be used on deferred funding commitments made by the state. If not approved Community Colleges will be cut by \$338M in the middle of the academic year which translates into 180 thousand fewer students' state wide.</p> <p>Prop 38- 45.3% in favor, 41.9% oppose, and 12.8 % unsure. If both 30 and 38 are approved the one with the most votes prevails. If prop 38 prevails and 30 does not the trigger cuts built into the budget still go into effect, only prop 30 blocks those triggers.</p> <p>Prop 32- 55.2% in favor, 33.6% oppose, and 11.2 % unsure. The language in 32 is for Unions and Corporations that cannot take payroll deductions for political deduction. The banning on this appears to have the greatest impact on unions.</p>
Accreditation Update – H. Kinde	Dr. Kinde gave a brief update on the Accreditation committee meetings and ACCJC training which will take place on campus on October 5, 2012.

SLO Report – C. Huston	Celia brought a draft of the SLO report (approved by Academic Senate last week) which included a change in the Strategic Planning Model, for the group’s approval. A brief discussion ensued and the group’s consensus was to review the report in final format at the next College Council meeting.
Group Updates – All	<ul style="list-style-type: none"> • Nori gave a brief update on Professional Development, upcoming activities, and changes to conference attendance form requirements/changes. • Cassandra gave a brief update on Classified Senate including resolutions, activities and surveys. • Rick Hrdlicka gave a brief update on the Technology Plan, campus technology and ongoing projects. • Leticia gave a brief update on curriculum: content review cycle and TMC’s (transfer model curriculum). • Haragewen gave a brief update on projects the Instruction Office is working on as a whole. • Colleen gave a brief update on CSEA and current priorities. • Shari gave a brief update on Program Review: needs assessment and programs under going efficacy review this year. • Gloria reviewed new changes in Student Services. • Marco gave an update on Counseling and Assessment. • Jeremiah gave an overview on Academic Senate: debating resolutions (2), Campus Climate commitment, propositions, and Core Competencies dialog. • Dan gave an update on Admissions/Records, Financial Aid and Outreach: increase in applications, petitions for re-admission, petitions to repeat courses and workload. • James gave an update on the Basic Skills report, data collected for the EMP and Accreditation, reports, course surveys, and Professional Development surveys. • Robert gave an overview of ASG: WOW information booths and student participation on campus committees.
OTHER:	

SBVC College Council MINUTES February 13, 2013

Glen Kuck, SBVC Interim President, Chair	Celia Huston
Jeremiah Gilbert, Academic Senate President, Co-Chair	Haragewen Kinde
Dan Angelo A	Sheri Lillard A
Marco Cota	Robert Shields
Gloria Fisher	James Smith
Colleen Gamboa A	Nori Sogomonian
Leticia Hector	Scott Stark
Rick Hrdlicka A	Cassandra Thomas

TOPIC	DISCUSSION and ACTION
Approval of January 23, 2012 minutes	The minutes were approved via email by majority vote on 2/7/13 and posted to the College Council website.
Accreditation	<p>Celia presented the new evaluation responsibilities (for compliance with the US Department of Education Regulations) with regard to our institutional set standards on student success and student learning as they relate to our institution and mission to the group (handouts attached).</p> <p>The updates will need to be put into place and recorded to complete one cycle by the end of next year. A process needs to be established to do the following things: incorporate the set standards into existing or developing plan process, embed into the planning documents which are measures of the core competencies, and circle it around a continuous cycle of improvement (all under the umbrella of the campus mission and in support of it).</p> <p>After discussion among the group consensus was to share the information among the following groups for their involvement in the decision making to identify and tailor the standards: Academic Senate, Student Government, Deans, Management, and Classified. Once standards are set and tailored the group will need to show evidence of what has been transpired, analyze the gaps, and come up with strategies to bridge the gaps.</p> <p>Celia will present to the listed groups and bring the feedback to this group. Following, the next step will be to tailor the standards.</p>

Strategic Planning	<p>James reviewed a model the process of converting data collected (SWOT survey) from stakeholders (students, staff, faculty and community members) into goals, objectives and initiatives for the Strategic Planning document. This plan will be written in a manner that will be incorporated into and coordinate with other campus planning documents, it will serve as the master plan for achieving the mission of the college. The document will also be a basis to identify weaknesses and address them, and continue to build on strengths (see attachments: <i>2011-12 SWOT Survey Results, Summary of Comments from Campus and Community Stakeholders for the SBVC Strategic Plan 2013</i>).</p> <p>The group gave consensus that this group will be the center of taking the data, making decisions about goals, objectives, time tables, and converting those into information that makes a coherent strategic plan.</p> <p>James will bring a list of all other plans on campus to the next meeting so that they can be part of the discussion and linked to the Strategic Plan.</p> <p>James administered an <i>Image and Character Survey</i> (attached) to the group and the individual survey responses were discussed in breakout sessions and reported back to the entire group. The summary of the results will be available at the February 27th meeting for further discussion.</p>
Prioritization for filling positions	The group gave consensus to use the Program Review recommendations for prioritization of faculty positions.
Construction	Tabled
Student Learning Outcomes	Tabled
Committee Reports	Tabled
Budget Committee	Tabled
OTHER:	

**Institutions must set standards for satisfactory performance of student success
(student achievement and student learning)**

Recent regulations require institutions to set standards for student achievement: These standards may be tailored to the institution and its mission. The regulations also require accreditors to ask institutions to assess their own performance against the institution set standards for student achievement.

(ACCJC Letter 1/31/13)

34 CFR 602.16 (a) (1) (i). Standards must effectively address success with respect to student achievement in relation to the institutions mission... including as appropriate **course completion, licensing examinations, and job placement rates.**

34 CFR 602.17 (f). Agency reports must assess institutional performance with respect to institution-set student achievement standards

Evaluation teams **examine the institution-set standards for student success and achievement and assess their appropriateness.** Evaluation teams examine intuitional summary data on course completion rates, licensure pass rates where available, and job placement rates where available. The team also **examines program/certificate completion data and graduation data** provided by the college. These **data are examined in the context of the institution-set standards of satisfactory performance and goals for improvement of student success** (student achievement and student learning). The evaluation team cites this information as evidence of the institution's accomplishment of mission. The evaluation teams report cites the use of this evidence in describing its evaluation of how well the institution fulfills its mission. *(from: ACCJC External Evaluation Team Responsibilities for Compliance with U.S. Depart of Education Regulations... See also attached letter from ACCJC)*

What institution-set standards do we need to consider?

- Couse Completion
- Licensing Examination
- Job Placement
- Program/Certification completion
- Graduation

Additionally we should consider institution-set standards for

- Retention
- Persistence
- Success Rate
- Core Competencies

Commission will assess the appropriateness of institution-set standards/goals

- Need to have a rationale for the standards of student success that we set.

Data examined in the context of the institution-set standards of satisfactory performance and goals for improvement of student success

- Consider having separate institution-set standards for Basic Skills classes

Thoughts

- Campus should consider embedding institution-set standards for student success in our strategic plan.
- Institution-set standards for student success should be one of the measures of our core competencies (almost as if institution-set standards are SLOs). For instance an institution-set standard such as “Student’s will achieve a grade of “B” or above in all 100 level Courses” could be mapped to CC 1.1; 1.2; 3.3; 6.1. This would define an institution-set standard; measure the core competencies; allow us to do an analysis of our core competencies and create a continuous cycle of improvement.

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TOPIC	DISCUSSION and ACTION
Approval of February 13, 2012 minutes	Scott motioned to approve the minutes, Robert second the motion and the minutes were approved.
University of Redlands MOU	Glen shared information on a community college articulation agreement with the University of Redlands which provides a tuition discount to students from our college and other colleges participating in the program, provided they meet certain performance levels and application requirements. Marco discussed the incentives to students at no cost to us and expressed the support of the MOU on behalf of the Student Services areas.
International Programs	Glen handed out a preliminary spreadsheet outlining a costs analysis for an International Programs budget and discussed the baseline and growth costs of the program with the group. He asked the group to take the information to review for further discussion at the next meeting.
Budget Committee Recommendations	<p>Scott presented a draft model of the charge and membership for the new Budget Committee which will serve as a sub-committee of College Council. The group will act as an advisory group for College Council.</p> <p>After discussion, Glen made a recommendation to accept the charge as is and change the membership to include eight members total, two members from each constituent group: management, faculty, classified staff, and student government. The VPAS (Scott Stark) will serve as one management assignment, chairing the committee, and reporting to the College Council. Rick Second the recommendation, all were in favor and recommendation was approved.</p> <p>The term of memberships will be determined at a later date. Scott will contact the representatives of the constituent groups for assignments, work on meeting times and dates for the Budget Committee and report back to the group.</p>

<p>Accreditation</p>	<p>Celia presented the group with an analysis of recommendations to institutions on warning, probation and show cause from ACCJC. The group compared findings and discussed current planning processes, their strengths, weaknesses, areas of improvement, and uncontrollable issues.</p> <p>Glen informed the group that he has asked Celia if she would consider increasing her current reassigned time for accreditation to include the coordination of SLO's.</p>
<p>Strategic Planning</p>	<p>James reported on the preliminary findings of the Image and Character Survey. The group discussed the summary of themes from the perspective of faculty. The survey will go out to staff, students, local businesses, K-12, and four year institutions at a later date. James will report the progress of findings along with the focus groups feedback at the April 10th meeting. He will also make the raw data and updated summaries available for access online.</p> <p>As tasked at the last meeting, James provided the group with the list of current plans for the campus. James proposed combining the Student Equity and Enrollment Management plan together. Following discussion, consensus of the group was to further analyze the data collected for both plans and outline overlaps, have James meet with the Enrollment Management & Student Equity committee (as recommended by Glen) to discuss plans, and bring back the committee's joint recommendation for discussion.</p> <p>James handed out and reviewed the calendars for focus group meetings and developing and completing the Strategic Plan.</p>
<p>Construction</p>	<p>Scott gave a brief update on the construction around the Administrative Student Service building, Physical Science building, Business building, and the water tower.</p>
<p>Student Learning Outcomes</p>	<p>Glen asked Celia to come up with a recommendation on an approach to start making the Institutional Set Standards.</p>
<p>Committee Reports</p>	<p>Nori reported on the Great Teachers retreat.</p> <p>Leticia informed the group that a presentation will be presented to board of trustees during their next study session on curriculum.</p>
<p>OTHER:</p>	



Ad-hoc Budget Committee Task Group
Recommendations to College Council
February 27, 2013

Charge

The Budget Committee serves in an advisory capacity to College Council in all aspects of budget development and management to protect the financial well-being of the college and to operate successfully within our budget. The Budget Committee makes data-driven recommendations that align resource allocations with resource planning, utilizing the college mission, institutional planning documents, and program review recommendations.

The Budget Committee serves in all three areas of the College Council's primary functions including Planning, Issue Management, and Communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. The Budget Committee reviews and makes recommendations for resolution of emerging budget issues and creates processes for better budget development and management. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions.

Membership

The Budget Committee membership totals eight, including the Vice President of Administrative Services (Chair) representing management, three additional members of College Council representing Faculty, Classified Staff, and Associated Student Government, and four members outside of College Council as appointed by, and representing each of the constituencies.



Image and Character Survey

As part of Valley College's strategic planning process, we need input from students, faculty, staff, managers, community, K-12, four-year universities, and the business industry. Please take a moment to answer the questions below about your view of our image and character as a college. We also want your recommendations about what the college can do to enhance its image and improve its services to students and the community. If you need more space, please feel free to use the space on the back of this page. Thank you for participating.

What is your relationship to the campus?

- | | | |
|--|---|--------------------------------------|
| <input type="checkbox"/> Student | <input type="checkbox"/> Local Business | <input type="checkbox"/> K-12 System |
| <input type="checkbox"/> Faculty member | <input type="checkbox"/> Community Member | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Classified Staff Member | <input type="checkbox"/> Manager | |

1) How do you view the image of the campus? What are its major strengths and weaknesses?

2) How do you think the campus is viewed by students? What are its strengths and weaknesses?

3) What can the campus do to enhance its image with students?

4) What do you think the image of the campus is within the local business community? What are its strengths and weaknesses?

5) What can the campus do to enhance its image with the local business community?

6) What do you think the image of the campus is with local school districts (K-12 system)?

7) What can the campus do to enhance its image with the local school districts (K-12 system)?

6) What do you think the image of the campus is with 4-year institutions?

7) What can the campus do to enhance its image with 4-year institutions?

8) Additional comments

Thanks again for your participation!
Use the space below for additional comments

COMMUNITY COLLEGE PARTNER AGREEMENT: STUDENT

This Memorandum of Understanding (MOU) between the University of Redlands (herein referred to as "Redlands") and _____ (herein referred to as "MOU Partner") documents the commitment of both parties to enter into a mutually beneficial education and training agreement.

Through this agreement, Redlands offers a tuition discount to _____ students who transfer directly to the University of Redlands School of Business or School of Education.

MOU Partner offers opportunities for Redlands to promote programs and recruit students. The promotion and recruitment process may include on-site information meetings, education fairs, and advertisements as approved by the MOU Partner; use of MOU Partner logo in Redlands promotions and on the Redlands website; and other means of promotion and recruitment mutually supported by Redlands and MOU Partner.

Discounts:

The tuition discount applies provided that students meet all admission requirements, student accounts remain current and the student matriculates into a University of Redlands School of Business or School of Education program directly from a California Community College with a minimum of 40 credits, transferring in at least 21 credits earned at MOU Partner.

School of Business Degree Programs

MOU Partner transfer students shall receive the tuition discount of 10%.

School of Education Programs

MOU Partner transfer students shall receive the tuition discount of 10%.

*School of Education Ed.D. – Doctorate in Leadership for Educational Justice degree program is excluded from this discount.

On-site Programs: On-site programs are delivered at MOU Partner facilities, at the request of MOU Partner. MOU Partner agrees to provide classroom/computer lab facilities as required for particular courses, programs and degrees, subject to Redlands approval. Redlands shall set minimum enrollment requirements. Should minimum enrollment requirements not be met (or subsequent to the start of the program, fall below minimum requirements), students may be offered the opportunity to register at another Redlands regional facility, and discount rate would be adjusted according to the terms listed above. Additional restrictions may apply.

Program Delivery: Each course and program has unique requirements, and prospective students should examine all requirements before registering.

Academic Policies: All policies stated in the current *University of Redlands Catalog* apply. These policies pertain to graduation requirements, academic honesty, withdrawal, re-enrollment, grade disputes and other policies important to all students undertaking degree work at the University of Redlands.

Application, Admission and Registration Requirements: Where applicable, students must meet all current application, admission and registration requirements.

Transcripts: Where applicable, prospective undergraduate students must provide official transcripts from each college or university ever attended. Prospective graduate students must provide an official transcript from each institution from which they earned a degree.

Tuition and Fees: Tuition and fees are charged according to the *University of Redlands Catalog* in effect at the time of the student's enrollment. Tuition and fees are subject to change.

Payments and Billing Statements: Students are billed directly by Redlands for tuition and fees. Students are responsible for submitting payment within 45 days and are solely liable for payment of all tuition and fees regardless of financial aid. Students enrolled in the School of Continuing Studies are required to pay for courses before attending their first class.

MOU Expiration: This MOU will expire three (3) years after acceptance by both parties unless renewed by both parties after review.

Entire Agreement: This MOU contains all of the agreements and understandings relating to this educational partnership and obligations between MOU Partner and Redlands in connection therewith and neither party and no agent thereof has made or is making, and neither party in executing and delivering this MOU is relying upon, any warranties, promises or agreements, except as set forth in this MOU. All understandings and agreements heretofore between MOU Partner and Redlands relating to educational programs are merged in this MOU, which alone fully and completely express their agreement.

Redlands Contact: For all issues regarding this MOU, please contact the Associate Vice-President for Enrollment Management, 1200 E. Colton Avenue, Redlands, CA 92373-0999, (909) 748-8739.

Agreed:

For the University of Redlands: _____ Date: _____

Nancy C. Svenson
AVP for Enrollment Management

Nancy_Svenson@redlands.edu

For _____: _____ Date: _____

Address:

SBVC College Council MINUTES January 23, 2013

Glen Kuck, SBVC Interim President, Chair Jeremiah Gilbert, Academic Senate President, Co-Chair Dan Angelo Marco Cota Gloria Fisher Colleen Gamboa Leticia Hector Rick Hrdlicka	Celia Huston Haragewen Kinde Sheri Lillard Robert Shields <i>A</i> James Smith Nori Sogomonian Scott Stark Cassandra Thomas
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TOPIC	DISCUSSION and ACTION
Approval of August 29, 2012 Minutes	Gloria moved to approve the minutes, Haragewen second the motion and the minutes were approved.
Ground Rules	Glen reviewed a hand out with the group (<i>College Council Norms</i>) to outline expectations of the group and communication strategies that will lay the foundation of how the group will move forward collectively with planning and the integration of how they will come together.
Review of Charge	Glen reviewed the charge with the group. After discussion the group came to consensus to re-infuse the Strategic Plan and revisit the charge when the discussion of plans and the planning portion take place.
Plans & Planning	<p>Glen reviewed the <i>Strategic Initiatives Five Year Plan (2007-2012)</i> with the group. He proposed focusing on the development of a Strategic Plan over the next 5 months by defining who we are and what we want to become.</p> <p>Discussion ensued among the group regarding other planning documents, how they align with the Strategic Plan, their purpose and value, and the need to incorporate a cycle of improvement to close the loop and tie into the budget.</p> <p>After discussion the group gave consensus to focus on developing the Strategic Plan and look at other plans and processes underneath it so that they align with it.</p> <p>As part of the planning process the mission statement will also be reviewed and, if necessary, revamped to align with the Strategic Plan.</p>

<p>Budget</p>	<p>Glen opened the floor for discussion on the necessity of a budget committee.</p> <p>After discussion among the group, Glen recommended the reinstatement of the budget committee and the group gave consensus.</p> <p>Scott Stark was charged with the research and development of a working budget committee model, defining a position within the planning framework, and committee charge. Gloria Fisher, Haragewen Kinde, Celia Huston, Nori Sogomonian, and a member of classified staff (selected by Cassandra Thomas and Colleen Gamboa) will also serve on the budget sub-committee with Scott Stark.</p>
<p>Athletics</p>	<p>Glen updated the group on the current status of the Athletics facility.</p> <p>Safety issues have been identified in the Technical building which may require usage of funding planned for the Athletics facility.</p> <p>HMC has completed a \$10M design phase for the Auditorium project but the funding for that has not been spent.</p> <p>Ideas have been discussed with HMC to see what the options are to keep the Athletics Facility project moving forward and address the safety issues of the Technical building.</p> <p>The Academic Senate has passed a resolution which included a couple key points:</p> <ol style="list-style-type: none"> 1. Keep the Athletics Facility project moving forward: If we can construct it the building phase would begin; if we cannot, we would move forward with the field facilities. 2. The PE and Athletics faculty will be involved in the planning process. Scott is working on a master calendar with all meetings scheduled with HMC related to the facility. <p>This group will be part of the discussion that takes place about which direction the college as an institution wants to go collectively with the listed projects.</p>
<p>OTHER:</p>	

Committee Reports

Cassandra reported on the status of Classified Senate voting, the Athletics Resolution, and Constitution.

Leticia reported on Curriculum, transfer degrees and leveling out courses.

Nori reported on the revision of Conference Request and the 3 yr. Professional Development plan.

Rick reported on the progress of the Technology Plan and troubleshooting the Wi Fi issues.

Marco reported on assessing and aligning impacts of Matriculation, Student Success, and Counseling.

Jeremiah announced the Academic Senate meeting.

Dan Angelo reported on Enrollment Management meetings and plans, and the progress of the Enrollment and Student Equity plan.

Celia advised the group that a rough draft Accreditation report will be ready by April 2013. The SLO committee is seeking alternative software to track SLO's, a demo is scheduled next week.

Gloria reported on the issues of priority registration.

SBVC College Council MINUTES March 13, 2013

Glen Kuck, SBVC Interim President, Chair A	Celia Huston A
Jeremiah Gilbert, Academic Senate President, Co-Chair	Haragewen Kinde
Dan Angelo A	Sheri Lillard A
Marco Cota	Robert Shields A
Gloria Fisher	James Smith
Colleen Gamboa A	Nori Sogomonian
Leticia Hector	Scott Stark
Rick Hrdlicka	Cassandra Thomas

TOPIC	DISCUSSION and ACTION
Approval of February 27, 2012 minutes	Rick motioned to approve the minutes, Marco second the motion, all were in favor and the minutes were approved.
Campus Wide Committees Summary	<p>On behalf of Glen, Gloria opened the floor for discussion on developing a mechanism for summarizing committee reports and getting them out to the campus.</p> <p>The group brainstormed ideas to possibly include summaries on the <i>Campus Committee</i> webpage and add summaries to <i>Monday Morning on Mt. Vernon</i> as a "Hot Topics" item with links to individual committee minutes.</p> <p>Consensus was reached to send notifications to the constituent groups not present at this meeting to devise "Hot Topic" committee summaries for further discussion and finalization at the next meeting.</p>
Nursing Accreditation Summary	Haragewen reported on the Nursing Accreditation visit with the NLNAC which took place March 5-7, 2013. She discussed the team's evaluation of standards I through V. Overall the group received positive feedback from the NLNC and feel the visit went well. The results will be publicly announced by the NLNC in August 2013.
Appreciating Classified Employees	<p>On behalf of Glen, Gloria passed around a brochure announcing the <i>Appreciating Classified Employees</i> activity on May 1, 2013; this state wide program will give the managers (district wide) the privilege of shadowing classified staff and is geared towards promoting understanding between district, staff and administration.</p> <p>Gloria opened an invitation for six managers to volunteer for the activity. In addition to Gloria, Haragewen, Scott, Marco, Rick and James volunteered for the activity. The information will go out to those who volunteered once it becomes available.</p>

Budget Sub-Committee	<p>Scott informed the group that the membership for the budget committee is in process and should be complete by the end of Spring Break. Once the membership is complete, this group will finalize approval and move forward to District Assembly for approval of the addition in AP225.</p>
Accreditation	<p>Common Core: Haragewen reported on a meeting held March 1st to bring members from the community, high schools and four year institutions to participate in dialog on a resolution to align curriculum within K-12 with higher education so students are prepared for college level course work. Our role will be to take part in identifying standards for college readiness. Jeremiah discussed the Academic Senates stance on the initiative at a state level and Marco discussed his findings on the initiative for English curriculum. Those who participated in the discussion are in favor of the initiative but further discussion and planning is necessary in order for the initiative to move forward.</p> <p>Annual Report: Haragewen reviewed a draft of the 2013 Annual Report with the group.</p>
Strategic Planning	<p>James updated the group on the data collected from the Image and Character Survey and focus group meetings. A comprehensive report with preliminary findings of the survey and focus group will be presented during flex day in held in April.</p> <p>Once all data has been collected and finalized this group will narrow down the data into goals and initiatives for the Strategic Plan. James reviewed an example of initiatives and goals with the group as part of what to expect during the process.</p>

Construction	<p>Scott update the group on campus construction:</p> <ul style="list-style-type: none"> ➤ Esparanza Street will be closed during spring break and possibly one day into the next week, an email will go out to campus. ➤ Middle College is moving from the portables to the new school this week. Scott is looking into purchasing the portables for extra space. ➤ The portables as part of the Bond program will be removed before fall. ➤ The water tower is now chilling the buildings. ➤ The central plant project is in process and should be complete by the beginning of May. The old central plant and Physical Science chiller will be used as backup. ➤ The ADA project will be complete within 3 weeks. ➤ Signage is close to completion. ➤ The Gymnasium is back in the division state architect for plan review process. ➤ Cost estimates are in process for the safety hazards in the vocational technology and athletics areas. ➤ Auditorium is on the table for discussion and will move forward.
Student Learning Outcomes	Tabled
Committee Reports	<p>Nori reported on flex day activities and time slots. Notifications will go out to the campus.</p> <p>Cassandra will send out PDF for classified employee of the year nominations.</p> <p>Rick gave an update on the computer recycle project. Several issues in the plan have prompted the Technology Committee to recommend the project not move forward as planned and computers be donated to non-profit organizations.</p>
OTHER:	

SBVC College Council MINUTES March 27, 2013

Glen Kuck, SBVC Interim President, Chair Jeremiah Gilbert, Academic Senate President, Co-Chair Dan Angelo A Marco Cota Gloria Fisher Colleen Gamboa Leticia Hector Rick Hrdlicka	Celia Huston Haragewen Kinde Sheri Lillard A Robert Shields A James Smith Nori Sogomonian A Scott Stark Cassandra Thomas
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TOPIC	DISCUSSION and ACTION
Approval of March 13, 2012 minutes	Scott motioned to approve the minutes, James second the motion, all were in favor and the minutes were approved.
Campus Wide Committees Summary	<p>Gloria briefed the group on dialog which took place at the last meeting regarding the creation and implementation of committee summaries. Summaries would include brief bullet points of highlighted actions, and a link which would direct readers to committee websites/minutes so that they are publicized to all constituencies.</p> <p>Glen motioned to approve a process where Stacy would collect the summaries form each committee and work directly with Craig for inclusion on <i>Monday Morning on Mt. Vernon</i>. Rick second the motion. All were in favor and to motion was carried.</p> <p>Stacy will send an email to the group with details on due dates.</p>
Inland Empire Scholarship Fund <ul style="list-style-type: none"> • 14th Annual Awards Dinner 05/11 6-9 p.m. 	UCR is hosting the Inland Empire Scholarship Fund 14 th Annual Awards Dinner on May 11 th , the Chancellor has sponsored four tickets, Glen and Haragewen will use two of the tickets. Glen opened up an invitation for the remaining two tickets to any student, staff, faculty or management to attend the event. Interested parties should contact Stacy.

<p>International Education</p>	<p>Currently, we have 30 international students which contribute about 180K to our general fund. In comparison to our surrounding colleges we offer fewer services than any other college in the nation. Glen opened the floor for discussion of developing a task force which would look at international education and how a program would look with regard to cost, service, and the impact on faculty/students. Discussion ensued with regard to program needs, models, and dialog with other international schools.</p> <p>Glen motioned to establish ad-hoc committee to explore international students, and how a program would benefit and impact our college. All were in favor and the motion was carried. Glen, Jeremiah, Haragewen, Gloria, and Marco volunteered to serve on the ad-hoc committee.</p> <p>Glen extended the invitation to serve on the committee to anyone outside of college council and requested interest be sent to Stacy for inclusion onto the committee.</p>
<p>Comprehensive Colleges</p>	<p>During a strategic planning retreat of the Chancellor's Cabinet, one of the recommendations moved forward was for both campuses to become comprehensive colleges. Valley College is considered a comprehensive college and Crafton is not. After considerations of all factors involved the Board of Trustees has determined that in order to move forward with two comprehensive colleges it is necessary for slight shift in the 2013-2014 budget model. SBVC will move from a 70% allocation to a 69.2% allocation and CHC will move from a 30% allocation to a 30.8% allocation. The shift will result in an additional \$400K for Crafton to begin transitioning over to a comprehensive community college and Valley will get an additional 800K in funding. This doesn't take away from funding we receive from the state; the change will be in the percentage of additional funding we will receive from the state. We also have 2.5M in fall out and 700K in ongoing funds for us to plan with.</p> <p>Discussion among the group ensued regarding details of the budget shift, past practices, and concerns. Consensus among the group was to invite Charlie Ng to the next meeting to address this topic collectively.</p>

<p>Priority Registration</p>	<p>There have been some changes within the student success task force, and questions on how some groups are prioritized for registration have been raised. A look at past practices indicates the need to develop a defined process for priority registration and documentation.</p> <p>The Enrollment Management committee is comprised collectively of all constituent groups, including students. With reference to the description of charge in AP2225, it would make sense that recommendations for priority registration would fall under the umbrella of this committee's charge, and then be forwarded to College Council for review and finalization.</p> <p>Glen motioned to use the Enrollment Management committee to look at current competing priorities and come up with recommendations of what priorities should be moving forward. All were in favor and the motion was carried.</p>
<p>Aeronautics Partnership</p>	<p>Kevin Kammer, Haragewen, Scott, and Glen met with TET at the San Bernardino Airport to discuss a partnership where the Aeronautics program will be housed at the San Bernardino Airport facility. In doing so, the program would benefit by building direct relationships with different airports and aeronautic agencies, students would have internships with different aeronautic companies which would enable the students to have meaningful experiences throughout their education.</p> <p>There are some reservations concerning renovations that would need to be done to accommodate the program so that it runs effectively and the cost/funds to contribute to the renovations. However, Achala Chatterjee (area Dean), faculty and adjunct faculty, Kevin, Haragewen, and Glen are open to exploring the option.</p> <p>Glen motioned to approve exploring a partnership with the San Bernardino Airport to house the Aeronautics Program at their facility, leaving total instructional control of the program at the campus, and bringing the proposed outcome to this group before moving forward with a formal agreement. All were in favor and the motion was carried.</p>
<p>Recruitment Update</p>	<p>Gloria informed the group that currently they are seeking approval of revised job descriptions for the Director of Admissions & Records, Director of EOPS&CARE (which will include CalWORK's, STAR, and DSP&S), and the Library Director. Once those are approved HR will begin the search process. The coordinator of DSP&S and financial aid director positions will open for recruitment as is.</p>

<p>Research and Planning, Grants, Foundation</p>	<p>James updated the group on the following projects:</p> <ul style="list-style-type: none"> • The Educational Master plan is currently being developed. Data sheets have been sent out to every program and received back with narrative explanations of data along with a plan to improve weaknesses and build on strengths. Since there is no committee or task force charged with the development of the plan, the document will continue to be constructed by James and brought to this group for finalization. • Data is currently being produced for Program Review. • The Campus Climate survey is currently going out to students and faculty and will go out to managers and classified staff during the summer. • The Data for the Enrollment Management and Strategic Master Plan is currently being updated. • Two surveys on IPEDS are currently in process to meet the upcoming deadline.
<p>Salary Classification Study</p>	<p>Glen shared an information item regarding a salary classifications study which includes all positions across the board that Tanya (Interim Vice Chancellor of Human Resources) is moving forward with. Human Resource is currently looking at different companies to conduct the study and the plan is for the study to take place next spring. Glen will share information on the study as it becomes available.</p>
<p>Budget Sub-committee</p>	<p>Scott informed the group that the budget committee is assembled and the members are Laura Gowen, Celia Huston, Janet Johnson (staff), Stacy Garcia (staff), Ed Millican, Lyndsie Zinicola, Roger Powell, Sergio Mendoza, Scott Stark, and Cassandra Thomas. The first task of the group will be to formalize and approve the charge of the committee for inclusion onto AP2225.</p>
<p>Accreditation</p>	<p>James, Celia, and Haragewen have been meeting to finalize the numbers for the 2013 Annual Report. Haragewen will send the report to Glen this afternoon for review and submission before the Friday cutoff date.</p> <p>Celia and Haragewen have been working on a submission format on how they want drafts of the self-study sent to them, which will be discussed in the next Accreditation meeting.</p>

Strategic Planning	<p>The Image Character survey data already sent out has been received. James received the list of counselors of four-year institutions and surrounding businesses leaders from Matthew and will be sending the Image Character survey to them next.</p> <p>James has been conducting two focus groups a week for the last part of the strategic direction set, he will have that report complete for the next College Council meeting.</p>
Construction	<p>Scott update the group on following construction projects:</p> <ul style="list-style-type: none"> • ADA project is wrapping up this week. • V ball is going up on the water tower, and he is working with SCE to capture savings and/or incentives. • Funds have been identified for the Vocational Technology project and advanced projects. • Prop 39 funds - based on FTES for our campus we have 480K for energy projects, Scott is working with district and partners involved to capture the funds.
Student Learning Outcomes	<p>SLO's are in a holding pattern until April 9th when the webinars for software will take place. Confirmation from CurricUnet and Blackboard has been received. Once confirmation from Elumens has been received and the webinars on software complete, faculty feedback will be collected for a decision on the best software to move forward with. Training and professional development will be provided to faculty on new software.</p>

Committee Reports

Rick reported on the Technology Plan, firewalls, and switch gear equipment.

Leticia reported on the review of curriculum, TMC's state level approval, and course leveling with regard to the repeatable mandate.

Scott reported on facilities and safety with regard to the use of the unisex/staff restrooms by disabled students, signage for new AED equipment on campus, and bicycle racks installed on campus.

Celia reported on topics of discussion for the next Accreditation/SLO meeting scheduled for next week.

Marco reported on the preparations of the Student Success Act with regard to SARS, and enhancement of online student orientation.

Casey reported on the progress of conference paperwork, strategic planning, mission and value statements, constitution, and scholarship criteria. The educational philosophy statement is on the agenda for the CSEA meeting scheduled next month.

Jeremiah reported on agenda items for the Academic Senate meeting scheduled for today.

Colleen reported on the progress of the Appreciating Classified Employees activity and luncheon.

James and Glen reported the progress of the Professional Development Coordinator position.

OTHER:

SBVC College Council MINUTES May 22, 2013

Gloria Fisher, SBVC Interim President, Chair	Haragewen Kinde
Jeremiah Gilbert, Academic Senate President, Co-Chair	Sheri Lillard
Marco Cota	Robert Shields A
Colleen Gamboa A	James Smith
Leticia Hector A	Nori Sogomonian
Rick Hrdlicka	Scott Stark
Celia Huston	Cassandra Thomas

TOPIC	DISCUSSION and ACTION
Approval of May 8, 2013 minutes	Rick motioned to approve the May 8 th minutes, Scott second the motion, all were in favor and the minutes were approved.
Strategic Planning Activity – J. Smith	<p>James presented the revised strategic directions and goals the group edited at the last meeting. He also included an appendix of campus plans and codes which will be used to identify each plan. In a breakout session the group coded each goal and objective within the Strategic Plan and additional edits to the objectives were made. James collected the work from the group and will revise the draft of the Strategic Plan and have Stacy send out for further input from the group.</p> <p>Shari will work with James over the summer to complete a plan for Program Review and James will work over the summer to integrate other plans not on the current list into the Strategic Plan. The goal is to align all campus plans into the Strategic Plan while making sure the SBVC Strategic Plan aligns with the District's Strategic Plan. Following the completion of the plan, the next goal will be to create measureable objectives over a five year period.</p>
Accreditation/SLO's – H. Kinde/C. Huston	Celia updated the group on the Elumens training and upgrade. Assessment has been transferred to the new server and there will be student workers to help build the architecture of the program. Over the summer Celia will continue to work on developing a process for program measurements and learning outcomes assessment plan.
Construction – S. Stark	Gymnasium, Auditorium and the Vocational Technical Building will go to the June board meeting to re-establish the priority of funding. Once that is complete the planning process will begin.
Budget Sub-committee – S. Stark	The Budget Sub-committee will have their first meeting in August and will work to their recommendations on immediate needs in September.

<p>Priority Registration – J. Gilbert</p>	<p>On behalf of Gloria Fisher, Jeremiah presented the group with the recommendations of the proposed priority registration categories from the Enrollment Management committee (attached). Discussion ensued with regards to the categories and state requirements, priority levels, labeling of categories and levels, and the number of students expected to group in categories. The priority categories would be implemented in the fall 2013 semester.</p> <p>Rick motioned to support the said recommendations (attached), James second, all were in favor and the motion carried.</p>
<p>Instructional Programs Reserve Surplus – H. Kinde</p>	<p>Haragewen presented the group with a list of needs from the Instructional Area Deans.</p> <p>Gloria reiterated the process of one-time money vs. needs assessment as in the last meeting. This process does not abandon program review and the needs assessment process. The requests submitted are for one time funded requests with an urgent need. All other requests are to be reviewed and prioritized within program review, needs assessment, and facilities safety.</p> <p>The group reviewed and consented on the following:</p> <p><i><u>Social Science</u></i> <i>Platforms (TuffStuff)</i> <i>\$5,787.21</i></p> <p>Scott motioned to approve funding of \$5,787.21 for the P.E. platforms, Jeremiah second, Rick and Celia abstained, the majority was in favor and the motion carried.</p> <p><i><u>Applied Technology</u></i> <i>10 large fans</i> <i>\$1,419.50</i></p> <p>Nori motioned to approve funding of \$1,419.50 for 10 large fans for the automotive technology program, James second; all were in favor based on the contingency to further evaluate the need for 10 fans total to meet safety issue, fewer fans may meet the need.</p>

Arts
Electric Kiln
\$3,368.00

Shari motioned to recommend this project be forwarded to needs assessment process for evaluation during the fall, Rick second, all were in favor and the motion was carried.

Science - Biology
120 Microscopes (4 class sets)
\$200,000.00

Rick motioned to recommend this project be forwarded to needs assessment process for evaluation during the fall, James second, all were in favor and the motion was carried.

Mathematics
Netlab
Cisco equipment
Dell Servers
\$81,124.65

Rick motioned to recommend this project be forwarded to needs assessment process for evaluation during the fall and that more information is provided with regard to support staff to maintain the program, James second, all were in favor and the motion was carried.

Arts & Humanities
Steck-Vaughn Read On – Reading Intervention Software
\$15,000.00

Shari motioned to recommend this project be forwarded to needs assessment process for evaluation during the fall and information be provided on how program will be advertised, Jeremiah second, all were in favor and the motion was carried.

Applied Technology
2 Air compressors including air dryer
\$40,000.00

Jeremiah motioned to approve the funding of \$40,000.00 for installation and the purchase of two air compressors for the Applied Technology department, James second, all were in favor and the motion carried.

	<p><u>Perkins Program</u> <i>Program needs</i> <i>\$110,000.00</i></p> <p>Discussion ensued on the history of the Perkins Funds allocated not being spent in recent years. Concern is that all allocated funds are not utilized prior to requesting funds from other sources.</p> <p>Rick motioned to consider request for funding later in the year when allocation of Perkins funds have been determined and spent in a timely manner, Nori second, all were in favor and the motion was carried.</p>
<p>Committee Reports</p>	<p>Nori reported on the professional development budget, flex hours and the Classified Staff Appreciation Week, she thanked the managers for their participation and discussed pros and cons of the event and planning for next year.</p> <p>Gloria informed the group that she plans to work with Scott and Haragewen to identify a day over the summer to close the campus and dedicate a day of activities for classified staff to participate in. Discussion among the ensued regarding the idea of including student (Title IV) and classified training with Flex Day activities.</p> <p>Cassandra reported the classified senate conference attendance arrangements have been complete.</p> <p>Shari reported that program efficacy review was completed during spring (results will be sent out soon) and is planning to streamline the committee process for efficacy review. The committee is looking at extending the review cycle from a 3 to 4 year cycle, including a mini committee review within the cycle which would include a one page update and institute data deadlines.</p> <p>James reported the Enrollment Planning committee is putting together the Enrollment and Student Equity plans.</p>

	<p>Rick reported the Technology committee has prioritized program review needs request for technology and will send the needs list to Gloria for her review. Discussion ensued on the process of needs assessment and the process for needs assessment was outlined as follows:</p> <p>The needs assessment from each constituent group will be forwarded to the president for review. Once the president has reviewed she will bring the items to College Council with recommendations (based on a global view) to weigh and prioritize.</p> <p>The Technology Plan is finished with goals and strategies to meet goals. During the summer Rick will make any edits and have the plan ready for the committee to add objectives and approve in the fall.</p> <p>Marco reported on the details of the onsite high school assessment process which is now complete. The online orientation program is in the processes of enhancement, vendors will give onsite demonstrations and Marco will work with Scott to get the contract board approved.</p> <p>Jeremiah reported on Academic Senate's last meeting for the FY:</p> <ul style="list-style-type: none"> • Edits were made to the Bylaws and Student Success infrastructure (currently on campus vs. what's needed). • The Chancellor addressed the budget allocation and the status of the campus president's position. • Algie Au was selected as the new VP and the current secretary will remain the same. • Four focus points Academic Senate will concentrate on during the next fiscal year include: accreditation, SLO's, AB1456 and student success initiatives.
OTHER:	

APPLIED TECHNOLOGY, TRANSPORTATION, & CULINARY ARTS

- 1)** The Auto Collision Repair & Refinishing Lab, Welding Lab, Auto Technology Lab, and Aeronautics Lab use a central, stationary, air compressor that is over 25 years old. It has been breaking down periodically. None of these departments could operate their equipment without the use of a compressor. The compressor is continuously on when students are in the labs. It is economical to replace it with two new, more energy efficient compressors than to continue to fix it. By buying two, somewhat smaller compressors, reliability and efficiency will increase. Even if one compressor breaks down, we will have at least one operational. One compressor will be operational when only one or two departments are using it and another one will activate when all departments simultaneously need to use the compressors. A dryer needs to be connected to the compressor so that the pressurized air from the compressor does not emit droplets of water when used.

This request supports the campus wide strategic initiatives of student success and institutional effectiveness.

Approximate Cost: \$40,000 for installation and purchase of two air compressors including air dryer

- 2)** The Auto Collision students work outdoors to repair damaged cars. During late spring, summer and early fall the temperature outdoors can go upwards of 95° in shade. The department needs ten large fans to move air. Maxx Air 30" Heavy Duty pedestal Fan HVPF 30 4800 CFM model T9CB736566, the price is \$141.95 each. Cost \$1,419.50 from Grainger Tools.

- 3) Perkins funding depends on the vocational student survey by CTE students throughout the campus. We have found that many CTE departments that do not receive Perkins do not bother to have their students do the survey. The student data from 2010-11 was used to determine funding for 2013-14 funding. This year SBVC campus received \$292,000. Last year we had received \$404,000. Out of the twelve programs that receive Perkin's grant money, eight are in the Technical Division – Auto Collision, Auto repair, Welding, Machining, Aeronautics, Electricity/Electronics, Culinary Arts, and Diesel. We depend on Perkins to help update some of our equipment and supplies. Since last April I have trying to get TESS to automate the registration system so that all students enrolling in CTE courses have to take the survey but so far the efforts have not yielded any results.

The Automotive Department

Replace brake resurface lathes used in brake and suspension courses in order to complete NATEF required lab task for resurfacing brake rotors and drums. It is not cost effective to repair existing lathes as they are old and the availability of parts is a problem. The two machines we have now are not up to industry standards and the students have to spend a lot of time on setup due to the condition of the machines. The final products are not within safety specifications. Replacement machines \$16,910.64 from Napa Parts.

Transmission lab is furnished with of tables and stools. The students heave the 200 lb transmissions on top of the benches during lab. In order to disassemble and reassemble the transmission the students have to roll the transmissions around on the table surface. If the transmission rolls down from the table, it may injure a student or a faculty. Transmission department needs to purchase holding fixture for the front wheel drive and rear wheel drive transmissions that students work on. Fixtures will allow the student to move the transmission safely and make the disassemble and reassemble jobs much easier and safer to perform. These fixtures are currently used in industry. There are twelve work-stations (2 students per station). Cost \$5,619.34 from Trans Tool.

The Machine Department

Society of Manufacturing engineering Maestro's CNC Turning Center Programming and set-up CD-ROM and advanced metal cutting calculators required for the CNC class. Cost \$1479.95

The Aeronautics Lab and Tool Room

Update the old punching type of time clock with a biometric clock. It is hard to verify who actually clocks in and out without using a biometric system. FAA recommends biometric clock for accurate data recording for the Part 147 Aviation maintenance program data. Chaffey has Biometric clock for many years. New punch clock will enable the department to send all time/recorded data to the FAA in a format that they approve. It will bring the program into compliance with FAA Advisory Circulars for data recording. It will also be used by the tool room for tracking Federal Work Student time cards. 196899 Wasptime V7 Pro with Biometric Clock \$3,495.00

The Welding Department

A set of American Welding Society codebooks. The codes are required as a reference in a certified lab. When the last fulltime faculty left, these codebooks disappeared from the faculty office. When LA City Building department came for inspection, we realized codebooks were packed with personal belongings. Cost approximately \$4000

The Electricity/Electrical Department

PLC training is really important for our students to work as mechanics in industry such as automated warehouse, manufacturing, utility. Target Warehouse would like to hire mechanics trained using Allen Bradley PLC. SLC-500 pgmg software # ABPC93240RLO300ENE \$1780

Integrated circuit capture, simulation, and layout with NI Multisim and Ultiboard. Prototype designs on NI ELVIS and compare simulated data and measurement in Multisim. Transfer designs from Multisim with the click of a button to Ultiboard for PCB layout and routing. Easily export to industry-standard Gerber or DXF formats for fabrication with Ultiboard. Ideal for the project class to drive innovation and teach electronic fabrication and production. Ni.com Circuit Design Suite Site license #779888-35 \$8949

The Diesel Department

Tool boxes for each station so that tools do not walk away. Tools were bought this year with plans to buy tool boxes with next year's Perkins budget. However the budget was reduced. \$8,500/ 4 tool boxes

Need a new engine module for students to work on. Plan was to purchase one engine a year using Perkins funds, till the program acquired four engines that are compliant with the new EPA regulations for emission (2010). This year one Cummins engine was bought but one engine does not give enough practice time for a class of 20 students. \$60,000

ARTS & HUMANITIES

1) ART

The ceramics kilns are operating at full capacity with work produced by the ceramics students. The additional volume of work requiring firing by the sculpture classes now exceeds the capacity of the existing ceramics kilns. This is partially due to increased FTES in the art department, from 280.82 in 2006-2007 to 384.65 in 2010-2011. Retention rates have also increased. Retention was 78% in 06-07 and 83% in 2010-11. The shortage of kiln space has resulted in production backups, and overcrowding the kilns has resulted in damaged or ruined student projects. There is also a concern for safety in overextending the capacity of the existing kilns and space near the kilns. An electric kiln for sculpture students will maximize productivity levels and help to maintain a high quality of student work. As far as installation is concerned, a dedicated electrical outlet and space for the kiln are already available.

Item	Cost	Shipping	Tax	Total
Skutt KM1227 240v 1PH Kiln	3100.00	20.00	248.00	3368.00

2) READING

A major challenge that the Reading Department faculty are facing is the need for additional software for supplemental instruction in the lab. Previously, a software program was used by faculty specifically in the Reading Department but was discontinued by the publisher. Also, Plato, the software program that was used in the former Academic Advancement Lab, was used by members of the department but is no longer being supported by the college.

Supplemental support for the college's basic skills students has been traditionally used by the department and provided the added instruction that struggling readers need in order to acquire the competencies and knowledge to improve their reading levels, thus improving their abilities to succeed in courses across the disciplines.

The Department is aware of the needs that will be placed on it in the coming years. According to the 2012 Accountability Report for the Community Colleges (ARCC report), "In the surrounding community, household income is 75% of the state average; the high school dropout rate is above the state average, with a low CAHSEE pass rate, low college attendance rate, and a weak economy." This report also states that the annual successful course completion rate for basic skills courses is 60.3%, and basic skills improvement rate is 50.5%--down from 54.4% in 2006/07 to 2008/09. According to San Bernardino County census data (2009), 39.6% of households in San Bernardino County speak a language other than English. These are true barriers to students who need to bring themselves from a basic skills level to college ready. Because reading is a basic skill that impacts all disciplines, the department has been, and will continue to advocate for resources and provide services that will increase our students' success. (Information can be found on p. 9 of Program Efficacy report.)

The Basic Skills Initiative addressed best practices for developmental students as focusing on the student's specific learning needs. The computer software affords the students with supplemental

instruction that “can facilitate learning by providing opportunities to practice skills” that are linked to “direct instruction, modeling, and guidance” from the faculty and the curriculum that is delivered in the classroom (Basic Skills Initiative, p. 64).

The trends that impact the Reading Department most problematically are those that are connected to the assessment data. The department is linked to that data since it determines student placement in our courses. 72% of students who assessed into the college between December 2010 and December 2011 assessed into Read 015 or lower—remedial or pre-college level courses. With the anticipated implementation of basic skills prerequisites, the department will also see an increase in the need for basic skills courses and resources. At the basic skills levels, supplemental instruction/resources are critical for those students in order to improve those skills and allow them to participate successfully in college-level instruction.

The department/division is currently unable to fund the software that is needed and does not have any alternative funding source. There is a one-time cost of \$15,000.

Item	Cost
Steck-Vaughn Read On—Reading Intervention Software System	\$15,000

3) **ENGLISH**

We are requesting funding not to exceed \$300 to provide up to six MyWritinglab/MyComplab programs for students in English 015 classes in general and English 015 Big Bear classes. Professor Joe Notarangelo has been trying to develop an effective curriculum for studio classrooms and distance- learning classrooms, and over the past two semesters he and other English faculty have become concerned that the e-texts and other digital resources needed for success in these "studio" classes are too expensive for our students, so some students are inadvertently being priced out of the classroom. For example, in Professor Notarangelo's ENGL 015 class, about six times in the last two semesters (six total classes), he observed students fall behind and eventually drop who were unable to provide themselves these online resources in a timely fashion and weren't able to bring their basic grammar skills up to speed sufficiently to pass.

We believe this funding directly relates to the following Student Success Initiative's Recommendations:

2.3 Technology applications to better guide students; 2.4 Support resources for students lacking college readiness; and 5.1 Alternative basic skills curriculum.

Each MyWritinglab/MyComplab package costs \$45 (at the moment), and if we were able to pilot these six programs, we could readily see who might benefit from this investment because we could identify the students who signed up for the trial program and kept current in their online work. In that way, we could basically invest public funds in someone who was already investing in him/herself. Depending on the success of these six examples, perhaps we could explore further expansion to help more students at basic composition levels up to college-level succeed in future semesters.

MATHEMATICS, BUSINESS AND COMPUTER INFORMATION TECHNOLOGY

1)

The re-opening of the Business Building is an opportune time to refresh and expand the remote lab capabilities available to SBVC CIT and CS students. This proposal will accomplish that task and prepare SBVC to support new courses in cyber security and computer virtualization.

The total cost of the proposed project is \$81,124.65 and covers three basic needs.

1. The Netlab provides a centralized and management system for student computer lab activities. Students can access NetLab and schedule their own lab sessions at any time from anywhere with an Internet connection. Crafton Hills College has used NetLab for their Cisco Academy for several years. RCC and Chaffey both have Netlab for their Cisco Academies. The configuration proposed here for would provide SBVC Cisco Academy students with lab capabilities comparable to neighboring Community Colleges.
2. The Cisco equipment will be connected to the NetLab for student labs. The updated equipment is needed because the existing Cisco lab equipment is too old and outdated to work with NetLab and is inadequate for the new Cisco NetSpace system that is launching on July 1, 2013.
3. The Dell servers will provide a virtual machine environment accessible to students for computer labs. This approach will support existing CIT and CS course as well as allow expansion into new areas such as cyber security and the VmWare virtualization Academy.

The acquisition of this system will move SBVC from last place in CIT & CS online lab resources to parity with surrounding Community Colleges.

These are one-time purposes that need no ongoing software costs. All of the required software can be acquired at no cost by SBVC by virtue of its participation in the Cisco Academy Program, the Microsoft Dreamspark program, and the VmWare academy program that SBVC will be eligible to participate in with availability of NetLab at SBVC.

2)	Student Success Center	Tables (4)	Current shortage of tables for student use	\$2400
3)	Student Success Center	Chairs (16)	Current shortage of tables for student use	\$2400
4)	Student Success Center	Lockers (w/18 individual compartments)	Storage for student tutor backpacks/books during working hours	\$1200
5)	Student Success Center	Scanner (database)	For checkout of study resources in the Student Success Center -additional scanners can be used in other areas such as tool room-	\$10000
6)	Mathematics	iPads	Any mathematics classroom can be transformed into a computer lab to explore learning with technology without the purchase of additional furniture and desktop computers.	\$11000

SCIENCE

1) BIOLOGY COMPOUND STEREO MICROSCOPES, 4 CLASS SETS (120 MICROSCOPES), \$200,000

The Biology Department was granted, in 1998, one-time funds of (\$300,000) to replace all of its microscopes. These microscopes have been diligently serviced since, at various time intervals, as far as the maintenance funds have allowed. The microscopes are used by all biology students, serve as a critical tool for understanding the discipline and are linked to one of the focus areas in the Student Success, to improve career readiness. Most students taking biology are for success in careers, such as nursing, psych tech, or pharmacy tech.

Since the microscopes are the primary observational tool used in nearly every biology course the use of these microscopes has been extremely heavy. For example, during the last 2 years an average of 71% of all students taking biology courses used microscopes. Assuming 6hrs of microscope (conservative estimate) use by each of these students, the department's microscopes accrue a per semester average use of 12700 hours, which works out to approximately 70 hours of use per microscope.

Inevitably, as a result of their frequent use, the number of functional microscopes has diminished. Where possible, replacement parts for non-functional microscopes have been scavenged, in order to attempt to maintain a sufficient number of classroom sets. It is clear that the time has arrived to purchase new microscopes as replacements. Since the use of the microscopes is stereotyped to the make and model of the scope, complete classroom sets of microscopes must be purchased.

During Program Review Needs Assessment, the department asked for repair money. But as more microscopes have been scavenged there are not enough scopes functioning. Furthermore, we cannot purchase a few microscopes a year to replace damaged ones, since every student needs to be using identical microscopes for the practical purpose of common instructions and the eventual task of using parts from one scope to create functioning scope.

Once again, this is linked to one of the focus areas in the Student Success Task Force Report, to improve career readiness.

SOCIAL SCIENCE, HUMAN DEVELOPMENT AND PHYSICAL EDUCATION

1) Platforms (TuffStuff) Physical Education \$ 5,787.21

The platforms are used in all of the PE/I-108 Weight Training courses. The current platforms are worn down and not as safe as they could be for our students. Considering the number of students that take our PE/I-108 courses, we need to get these replaced to ensure safety.

2) Computer Lab Division Lab \$ 160,500.00

With regard to the computer lab a couple of points: we have rooms available to house the lab, but the lab may require staffing that currently doesn't exist. If a lack of proper staffing makes the lab not feasible at this time, we'd like the money for the lab to be set aside until staffing becomes available by means of growth money allocated through Program Review. There was a less expensive alternative on this item – a cart supplied with laptops – which would serve much the same purpose as the computer lab. The price tag on that is \$ 72,000.00. If the computer lab is deemed too expensive, or if staffing concerns render it impractical, the cart/laptop option should be considered, with the same priority. I'm told that we are the only Division without a computer lab.

Perhaps 40 lap top computers to take into our class rooms. We are about the only division without a lab. In the past when Economics was part of Business, we had a lab for us to use, but with the reorganization, no such luck. Econ 208, statistics, should have a computer lab component, some of the classes should be held in a lab for students to learn how to use statistical software. It is an unusual statistician who does statistical work by hand, they use the software. With a lab component, this course would articulate with more colleges. I believe other disciplines in the division also have a need for a computer lab.

I believe we have two choices. One is a traditional computer lab and the other is a computer cart that holds 40 lap top computers and can be used in any room.

Computer Lab

- Advantages
 - It is more secure
 - Less difficult to set up on daily bases
 - Could be open for students to use when not used for class
- Disadvantages
 - It costs much more
 - It requires a class room
 - Requires staff to keep open

Laptops and computer cart

- Advantages

- Can be used in any room in North Hall
- Division does not lose a class room
- It costs less
- Disadvantages
 - Needs security procedures, check in and out of computers to students
 - Needs a room to store lap tops
 - More difficult to keep equipment secure

Costs

- Computer Lab

○ 40 computers at \$1500 each	\$ 60,000
○ Furniture \$3,500 for two stations	\$ 70,000
○ Printers two \$750 each	\$ 1,500
○ 40 network connectors \$300 each	\$ 12,000
○ Switch gear	\$ 7,000
○ Other equipment (cables, surge Protectors, etc.) 40 at \$250 each	\$ 10,000
TOTAL	\$ 160,500
- 40 lap tops with cart

○ 40 computers at \$1500 each	\$ 60,000
○ One cart (vault)	\$ 10,000
○ Two wireless printers	\$ 2,000
TOTAL	\$ 72,000

There exists a general need to provide training in computers and computer software in all of the disciplines. More specifically, in Statistics the need is critical. Professional statisticians do most of the work on computers using the various statistical software. Without the equipment to educate our students we will be providing out of date skills. It will be difficult to articulate our Statistics courses with other colleges and universities without this component.

3) Interactive Whiteboard (NH344) Rick Hrdlicka \$1,225-2,500

The Interactive White Board could be used for small groups or larger presentations. Anything written on the interactive white board becomes visible. The stand makes it portable to any room. This can be used for tutoring sessions in any room. It does not require markers. This can help with tutoring for students in small groups but can also be used for any presentations. (If there is enough money for a computer lab, this request can be ignored.)

4)

Dumbbell Aerobic Pack (MF Athletic) Physical Education

\$ 907.45

The rack of hand weights for the Women's Gym would allow the students taking courses in this facility to use the same weights available to the students in the Snyder Gym. Many times, classes are being run simultaneously in both gyms. The weights are not available to the students from the Woman's Gym. Even if they are available, time is wasted on retrieving and then replacing the weights when done. There is also the issue of security when transporting weight from gym to gym; inevitably weight end up missing.

Marker boards –Rolling (School Outfitters) Physical Education

\$ 985.30

The rolling whiteboards (1 for each gym) are essential for the instructors to present information for that day's lesson plan/lecture. Currently, we are relegated to a mounded chalkboard that is not easy for all of the student to see. If we are able to purchase rolling whiteboards, we can move them into positions that are most pedagogically sound for our students to learn from.

CorDisc (Power Systems) Physical Education

\$ 1,009.20

The CorDisc's are used by all Low Impact Aerobics, Body Conditioning and Physical Fitness classes as well as some of the athletic teams. A large number of students will benefit. Currently we do not have enough discs to allow students in the class to use them. This purchase would allow all the students in the classes to use their own and, therefore, minimized down time waiting for one to become available.

Whiteboards (School Outfitters) Physical Education

\$ 635.49

The whiteboards (1 each for the Fitness Center and Weight Room) are essential for the instructors to present information for that day's lecture. Currently, the chalkboards are difficult to write on and also present a problem in regard to the dust the chalk generates.

Football Equipment (Medco) Physical Education

\$ 142.81

SUMMARY

1) SAFETY

Social Science - Platforms (TuffStuff) \$ 5,787.21

The platforms are used in all of the PE/I-108 Weight Training courses. The current platforms are worn down and not as safe as they could be for our students. Considering the number of students that take our PE/I-108 courses, we need to get these replaced to ensure safety.

Applied Technology

The Auto Collision students work outdoors to repair damaged cars. During late spring, summer and early fall the temperature outdoors can go upwards of 95° in shade. The department needs ten large fans to move air. Maxx Air 30" Heavy Duty pedestal Fan HVPF 30 4800 CFM model T9CB736566, the price is \$141.95 each. Cost \$1,419.50 from Grainger Tools.

Arts

The ceramics kilns are operating at full capacity with work produced by the ceramics students. The additional volume of work requiring firing by the sculpture classes now exceeds the capacity of the existing ceramics kilns. This is partially due to increased FTES in the art department, from 280.82 in 2006-2007 to 384.65 in 2010-2011. Retention rates have also increased. Retention was 78% in 06-07 and 83% in 2010-11. The shortage of kiln space has resulted in production backups, and overcrowding the kilns has resulted in damaged or ruined student projects. There is also a concern for safety in overextending the capacity of the existing kilns and space near the kilns. An electric kiln for sculpture students will maximize productivity levels and help to maintain a high quality of student work. As far as installation is concerned, a dedicated electrical outlet and space for the kiln are already available. Skutt KM1227 240v 1PH Kiln \$3368.00

2) PROGRAM CRITICAL

Science

Biology compound stereomicroscopes, 4 class sets (120 microscopes), \$200,000

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The department/division is currently unable to fund the software that is needed and does not have any alternative funding source. There is a one-time cost of \$15,000 (Steck-Vaughn Read On—Reading Intervention Software System)

Applied Technology

The Auto Collision Repair & Refinishing Lab, Welding Lab, Auto Technology Lab, and Aeronautics Lab use a central, stationary, air compressor that is over 25 years old. It has been breaking down periodically. None of these departments could operate their equipment without the use of a compressor. The compressor is continuously on when students are in the labs. It is economical to replace it with two new, more energy efficient compressors than to continue to fix it. By buying two, somewhat smaller compressors, reliability and efficiency will increase. Even if one compressor breaks down, we will have at least one operational. One compressor will be operational when only one or two departments are using it and another one will activate when all departments simultaneously need to use the compressors. A dryer needs to be connected to the compressor so that the pressurized air from the compressor does not emit droplets of water when used.

This request supports the campus wide strategic initiatives of student success and institutional effectiveness.

Approximate Cost: \$40,000 for installation and purchase of two air compressors including air dryer

3) PERKINS PROGRAM

Perkins funding depends on the vocational student survey by CTE students throughout the campus. We have found that many CTE departments that do not receive Perkins do not bother to have their students do the survey. The student data from 2010-11 was used to determine funding for 2013-14 funding. This year SBVC campus received \$292,000. Last year we had received \$404,000. Out of the twelve programs that receive Perkin's grant money, eight are in the Technical Division – Auto Collision, Auto repair, Welding, Machining, Aeronautics, Electricity/Electronics, Culinary Arts, and Diesel. We depend on Perkins to help update some of our equipment and supplies. Since last April I have trying to get TESS to automate the registration system so that all students enrolling in CTE courses have to take the survey but so far the efforts have not yielded any results.

The Automotive Department

Replace brake resurface lathes used in brake and suspension courses in order to complete NATEF required lab task for resurfacing brake rotors and drums. It is not cost effective to repair existing lathes as they are old and the availability of parts is a problem. The two machines we have now are not up to industry standards and the students have to spend a lot of time on setup due to the condition of the machines. The final products are not within safety specifications. Replacement machines \$16,910.64 from Napa Parts.

Transmission lab is furnished with of tables and stools. The students heave the 200 lb transmissions on top of the benches during lab. In order to disassemble and reassemble the transmission the students have to roll the transmissions around on the table surface. If the transmission rolls down from the table, it may injure a student or a faculty. Transmission department needs to purchase holding fixture for the front wheel drive and rear wheel drive transmissions that students work on. Fixtures will allow the student to move the transmission safely and make the disassemble and

reassemble jobs much easier and safer to perform. These fixtures are currently used in industry. There are twelve work-stations (2 students per station). Cost \$5,619.34 from Trans Tool.

The Machine Department

Society of Manufacturing engineering Maestro's CNC Turning Center Programming and set-up CD-ROM and advanced metal cutting calculators required for the CNC class. Cost \$1479.95

The Aeronautics Lab and Tool Room

Update the old punching type of time clock with a biometric clock. It is hard to verify who actually clocks in and out without using a biometric system. FAA recommends biometric clock for accurate data recording for the Part 147 Aviation maintenance program data. Chaffey has Biometric clock for many years. New punch clock will enable the department to send all time/recorded data to the FAA in a format that they approve. It will bring the program into compliance with FAA Advisory Circulars for data recording. It will also be used by the tool room for tracking Federal Work Student time cards. 196899 Wasptime V7 Pro with Biometric Clock \$3,495.00

The Welding Department

A set of American Welding Society codebooks. The codes are required as a reference in a certified lab. When the last fulltime faculty left, these codebooks disappeared from the faculty office. When LA City Building department came for inspection, we realized codebooks were packed with personal belongings. Cost approximately \$4000

The Electricity/Electrical Department

PLC training is really important for our students to work as mechanics in industry such as automated warehouse, manufacturing, utility. Target Warehouse would like to hire mechanics trained using Allen Bradley PLC. SLC-500 pgmg software # ABPC93240RL0300ENE \$1780

Integrated circuit capture, simulation, and layout with NI Multisim and Ultiboard. Prototype designs on NI ELVIS and compare simulated data and measurement in Multisim. Transfer designs from Multisim with the click of a button to Ultiboard for PCB layout and routing. Easily export to industry-standard Gerber or DXF formats for fabrication with Ultiboard. Ideal for the project class to drive innovation and teach electronic fabrication and production. Ni.com Circuit Design Suite Site license #779888-35 \$8949

The Diesel Department

Tool boxes for each station so that tools do not walk away. Tools were bought this year with plans to buy tool boxes with next year's Perkins budget. However the budget was reduced. \$8,500/ 4 tool boxes

Need a new engine module for students to work on. Plan was to purchase one engine a year using Perkins funds, till the program acquired four engines that are compliant with the new EPA regulations for emission (2010). This year one Cummins engine was bought but one engine does not give enough practice time for a class of 20 students. \$60,000

SBVC College Council MINUTES May 8, 2013

Gloria Fisher, SBVC Interim President, Chair
 Jeremiah Gilbert, Academic Senate President, Co-Chair
 Marco Cota
 Colleen Gamboa
 Leticia Hector **A**
 Rick Hrdlicka
 Celia Huston

Haragewen Kinde
 Sheri Lillard **A**
 Robert Shields **A**
 James Smith
 Nori Sogomonian
 Scott Stark
 Cassandra Thomas **A**

TOPIC	DISCUSSION and ACTION
Approval of April 24, 2013 minutes	Rick motioned to approve the minutes, Colleen second the motion, all were in favor and the minutes were approved.
Nursing Curriculum Update – S. Bangasser	<p>Susan Bangasser proposed funding in support of updating the Nursing programs curriculum which was a recommendation during the NLNAC visitation. She suggested contracting the services Linda Capitol to help guide the revision. A handout with cost break down was provided to the group, total cost estimates to be a one-time expense of \$15K for the consultant to start services in December 2013.</p> <p>A separate discussion among the group ensued regarding the process of which to vote, approve and fund contract services. Haragewen motioned to approve funding of 15K for the contract services of Linda Capitol or other selected person(s) for the consultant guidance to revise the nursing program curriculum to meet NLNAC's recommendation, Marco and Scott second the motion all were in favor and the motion carried.</p>
RTVF Needs – D. Dusick	<p>Diane Dusick proposed funding in support of the purchase of 4 computers from Avid to support the needs of the Media Academy, specifically to more efficiently and effectively produce the <i>I.E. Scene</i>, a 90 second weekly series for KVCR. The estimated costs of the computers are \$34,777. A second option is to build the computers with specs more closely aligned with KVCR through our Campus Technology department at an estimated cost of \$18K-\$20K.</p> <p>A separate discussion among the group ensued regarding the options discussed with Diane and the possible offset of expenses supported by the Perkins Grant. Rick recommended the second option on the bases that the systems can be supported by the Campus Technology Department and is more cost effective. Gloria requested a motioned to approve the purchase of 4 computers built by the Campus Technology department not to exceed \$20K and any funding approved by the Perkins Grant be used to supplement the costs of the computers. Rick motioned to approve, James second the motion all were in favor, and the motion carried.</p>

<p>District Wide Library Catalog Conversion – G. Evans-Perry and P. Wall</p>	<p>Genny Evans-Perry and Pattie Wall proposed funding \$4.5K in support of exporting the Library bibliographic records from the current system, Innovative Interface (III) to OCLC WorldShare for both campus libraries. Contract services with III will expire June 30th and the new vendor will need to be contracted and the exporting of library records complete before the new FY.</p> <p>A separate discussion ensued regarding the urgent need for this transformation and the process of emergency funding. Gloria requested a motion to approve \$4.5K to fund the exportation of the Library records. Rick motioned to approve, James second the motion, all were in favor and the motion was carried.</p>
<p>Reserve Surplus – H. Kinde</p>	<p>Haragewen presented the group with a list of needs from the Instructional Area Deans. Gloria requested Haragewen separate the request that have to do with facilities and send them to Scott so that he can include them into his facilities and safety list which is reviewed and prioritized by the facilities and safety committee, and then organize and prioritize what is left of the list by item and cost and bring to the next meeting.</p> <p>Discussion and clarification ensued regarding the process of one-time money vs. needs assessment. This process is not to abandon program review and the needs assessment process. The request submitted here are for one time funded requests that come up since program review with an urgent need, such as those brought to the meeting and approved today. All other request need to be reviewed and prioritized within program review, needs assessment and facilities safety for which ever umbrella they fall under.</p>
<p>Budget Sub-committee – S. Stark</p>	<p>Scott updated the group on the status of the Budget Sub-committee meeting schedule and gave a brief explanation of how the fund balance works.</p>
<p>Accreditation/SLO's – H. Kinde/C. Huston</p>	<p>Haragewen and Celia reported on SLO's and Accreditation. Celia updated the group on the Elumens training and upgrade. A rough draft of the Accreditation document is close to completion and there will be a mini forum to collect feedback from campus.</p>

<p>Strategic Planning Activity – J. Smith</p>	<p>James presented the themes of objectives and activities, goals and strategic directions to the group for reduction of the 17 objectives into smaller groups without losing the content.</p> <p>In a breakout session to collapse categories and come up with category names which best fit the goals and strategic direction, the group as a whole consented on the following:</p> <ul style="list-style-type: none"> • Group goals 10, 14, and 3 and name category <i>Resources</i> • Group goals 4, 8, and 9 and name category <i>Facilities</i> • Group 1, 11, 13, and 15 and name category <i>Communication</i> • Group 6, 7, and lower part of 12 and name category <i>Access</i> • Group upper part of 12, 17 and name category <i>Student Success</i> • Group 2, 5, and 16 and name category <i>Leadership and Development</i> <p>James will send the updated version and continue the work progress at the next meeting.</p>
<p>Construction – S. Stark</p>	<p>Tabled</p>
<p>Committee Reports</p>	<p>Tabled</p>
<p>OTHER:</p>	

Request for funding for Nursing Program: Consultant for updating curriculum

The National League of Nursing Accreditation Commission (NLNAC) visited our Nursing Program this past March. Although the final report from NLNAC will be sent in August, the accreditation team provided this synopsis.

We are not in compliance with one section of Standard 6 and must revise curriculum to meet national standards. Our curriculum is good and solid but needs updating. The site team advised us to call in external consultation to help and guide the revision. It is imperative that the curriculum be revised to meet the NLNAC standards as well as the Quality and Safety Education for Nurses (QSEN) standards. A follow up report is due in two years and the NLNAC wants to see that our National Council Licensure Examination (NCLEX) scores are improving and that we are working on the curriculum.

The faculty took this recommendation seriously and developed a list of questions to find consultants. Dr. Caputi was recommended by the member of the site visit team. Also, our faculty networked with other nursing faculty in California, and Dr. Caputi's was repeatedly recommended. About nine nursing faculty attended a workshop by Dr. Caputi and were inspired, motivated and enthusiastic to get started with the curriculum changes. As a result, Dr. Taylor contacted her to determine the overall cost and available dates. Nursing faculty were hoping to start this process as soon as possible, but she is booking quickly. Early November is the earliest date she currently has available and she will schedule us only when we have a signed contract. In spring, 2014, we have an accreditation visit by the Board of Registered Nursing (BRN) and they will want to see progress also. We anticipate the cost will be a maximum of \$15,000.

To review curriculum and develop a plan	1,000.00
Daily rate for consulting	2,800.00
Daily rate for consulting	2,800.00
Answer questions 3 hours	450. 0
Airfare (American Airlines) transportation in Chicago	1,500.00
Hotel accommodation	400.00
Additional meals	300.00
Review final curriculum 2 days	1,000.00
Pay for faculty for 1 day*	4,500.00
Lunch for 2 days	500.00
Rental Car	200.00

TOTAL 15,000.00

*If a meeting must be scheduled during a break, I budgeted funds for faculty for one day at a non-instructional rate.

The nursing faculty are eager to get started and hope to meet with the consultant as early as possible. Once we have the commitment for funding, I will then proceed with the contract and board approval.

Thank you for your efforts.

* **Request:** Support funding for the cost of exporting the Library bibliographic records from current system, Innovative Interface (III), to OCLC WorldShare (OCLC) for both campus libraries.

Funding Amount: \$4,500.00

Justification: District does not own the supportive software or possess the staff expertise to design a successful export of complete libraries records and without that process the new OCLC system will not be operational.

OCLC WorldShare: District Library System

- OCLC fully integrates print and electronic resources. One stop shopping for all library resources: books, e-books and articles!
- Problem:
 - In April, samples of the III library catalog data were requested by OCLC to help gauge the scope of the conversion project.
 - The district was unable to supply a data sample because “export tables” were never purchased (software upgrade) nor were the staff trained (additional cost) to do this.
 - Migration schedule requires complete District data records to be received by OCLC on May 30, 2013.
- Solution:
 - Pay III, our current catalog vendor, to create the exports for \$4,500 dollars. On June 30th our contract with Innovative (III) expires and there is a huge concern that the cost for exiting the data could grow -- after the contract expires III may charge more for this service.
- Consequences:
 - Current library catalog may fail with no support to keep it running and OCLC cannot guarantee that we will have a catalog for the students in the fall.
 - A project of this magnitude should not be implemented during the regular semester. Current schedule allows for implementation just before the fall semester.
 - If not, all student records (for library cards) and new book records will have to be entered manually during the peak-service period, and all system integration will be delayed.
 - District will continue to pay more for an inferior product, that requires DCS support and upgraded hardware expenses.



The District has a contract for a new Library Management System, WorldShare (OCLC), that replaces the existing outdated system (III) with dynamic and up-to-date technology.

OCLC fully integrates print and electronic resources. One stop shopping for all library resources: books, e-books and articles!

The Problem:
The District-Wide Library Data Conversion Project is Stalled

- In April, samples of the III library catalog data were requested by OCLC to help gauge the scope of the conversion project.
- The district was unable to supply a data sample because "export tables" were never purchased (software upgrade) nor were the staff trained (additional cost) to do this.
- Migration schedule requires complete District data records to be received by OCLC on May 30, 2013.

Recommendation for Solution

- Pay III, our current catalog vendor, to create the exports for \$4,500 dollars. On June 30th our contract with Innovative (III) expires and there is a huge concern that the cost for exiting the data could grow -- after the contract expires III may charge more for this service.

The Consequences

- Current library catalog may fail with no support to keep it running and OCLC cannot guarantee that we will have a catalog for the students in the Fall.
 - The Libraries (III) service contract ends June 30, 2013.
- A project of this magnitude should not be implemented during the regular semester. Current schedule allows for implementation just before the fall semester.
 - All student records (for library cards) and new book records will have to be entered manually during the peak-service period, and all system integration will be delayed.
- District will continue to pay more for an inferior product, that requires DCS support and upgraded hardware expenses.

How this request ties to Program Review

<p>Program Efficacy</p> <ul style="list-style-type: none"> • The Library has received the highest recommendation from Program Review for the past two Program Efficacy cycles. • The Library's Program Efficacy 2011 planning section discusses the goal to link e-book records into the library online catalog (p. 14). OCLC provides this. • The Library's Program Efficacy 2009 technology section has a stated goal of migrating the library online catalog to a graphical interface (p.12). OCLC provides this. 	<p>Needs Assessment</p> <ul style="list-style-type: none"> • The Library has submitted Needs Assessment requests and been approved for e-books several times (12/13; 10/11; 08/09). • Based on the District purchase of OCLC World Share and World Share's ability to seamlessly integrate e-books, the Library has reallocated database subscriptions to include EBSCO's Academic eBook Collection for 2013/2014. The collection contains over 114,000 titles.
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Why does the RTVF Department need expensive computers??????

The Mission of the Inland Empire Media Academy is to establish an active partnership among local school districts, community colleges, universities, and businesses in order to

- 1) provide extraordinary learning opportunities in the areas of radio, television, and film to high school, community college, and university students, as well as members of the SB community;
- 2) ensure that students of all ages receive the best theoretical and practical training in these media fields;
- 3) facilitate the smooth transition of students from high school to community college to 4-year universities and beyond; and
- 4) provide opportunities for job placement in the media industry and local businesses.

This premiere program offers students opportunities to produce radio, television, and film programs to build professional-level portfolios. Our graduates go to USC, CSU-Fullerton, CSUSB, and other prominent four-year universities. SBVC RTVF graduates work in radio, television, and film around the country.

In fall 2012, students in the RTVF department started producing I.E. Scene, a 90 second weekly series for KVCR. This news program offers students valuable real-world experience and portfolio quality projects that will lead to jobs.

Because the students are using low-end computers without appropriate video cards, networking, memory, and other 'accoutrements' necessary, (a) the computers often crash because the video file sizes are too large, (b) it can take between 30 and 40 minutes just to upload the video into the computers, (c) because we are using external hard drives rather than internal memory, links between the video clips and the program get lost, wasting up to an additional hour to retrieve the video, and (d) it can often take over half an hour to render and export the minute and a half video.

In fall 2013, the RTVF program is expanding to a monthly half hour show in addition to I.E. Scene, the 90 second weekly series. It will be virtually impossible to create broadcast quality productions of the file size necessary without high end computers. Students will virtually waste hours, if not days, rendering effects and importing/exporting without these computers.

Our goal is to give the students the tools they need to be productive in this field. They need to have high quality tools to produce at a professional level of expertise. By us not giving them the tools they need, it is the equivalent of entering a VW bug into NASCAR. As cute as Herbie the lovebug is, that was Hollywood; this is real live.

— Budget request: bid from Avid-recommended computer supplier is \$34,777 for 4 computers.

Alternative — KVCR Engineer believes that we could build these computers (with specs more closely aligned with KVCR) for about \$12,000-\$14000 for hardware plus approximately \$6000 for software.
TOTAL: \$18,000-\$20,000.

APPLIED TECHNOLOGY, TRANSPORTATION AND CULINARY ARTS

TECHNICAL BUILDING

On the SBVC campus, there is a significant disparity between the buildings and the facility provided to the faculty, staff and students of different divisions. The occupants and users of the newer buildings have better lighting, new furniture, better equipment, adequate HVAC, functional labs and classrooms, code compliant bathrooms, landscaping, adequate faculty offices, conference rooms, and so on.

Many critical repairs and maintenance problems in the Technical Building were not addressed in the last decade because the tech. building was slated for replacement with a new building. With each change in management, the priority list of buildings to be replaced shifted depending on which way the political winds blew. Thus, the Tech building was neglected. Much needed routine maintenance was not performed in a timely manner. The campus leaders must address the disparity in facilities and confront it head on, recognizing that it is not a Technical Division issue, but a campus issue. Basic level of parity in facility between academic divisions and the CTE division would benefit the entire campus.

I was surprised when I was asked to submit a list of my priorities for the reserve funds along with all the deans and managers. The entire current (and future) surplus should automatically be used to fill this gaping hole. All campus facility should be brought to a minimum acceptable level of functionality, code compliance, and safety before any other plans are made to use the surplus money.

The PE building has been selected as the next building to be replaced. That leaves the Tech Building as the oldest building on the campus (built in 1963), still in use by a significant number of students, staff and faculty. November 30th, 2012, Architect's report(enclosed) addresses all the code violations and safety issues that plague the Technical Building. I will list a few which are critical.

- Connect the building to the central plant for cooling. Building does not have adequate cooling or heating. It is ironic that Tech Building was not connected to the central plant last year when all new buildings on the campus were connected, because the building was going to be replaced.
- Replace the leaking roof, which is past its useful life.
- Replace a 25+ year old central compressor that serves labs in four different departments. If this compressor breaks down it will be impossible for aero, auto tech, auto collision, and welding to conduct lab classes.
- Update the faculty offices to provide acoustic privacy.
- Replace plumbing in the building. Drinking water lines need to be separated from the water lines used for irrigation and for washing parts to meet the current codes. Repair the leaking sewage lines.
- Provide adequate drainage around the building so that standing water does not hinder access to and from the building when it rains.
- Move the welding lab out of the main building to the adjoining East Building and move the two classrooms out of the East Building to the main building. Then upgrade the ventilation and exhaust system for both the welding and the auto lab to meet the current codes. This will

remove some of the environmental contamination associated with the Technical building as it houses labs, classrooms, and offices.

- Provide the division dean with adequate office and conference space. Currently the office is housed in a storage area using furniture that was discarded by other divisions.
- Provide landscaping and outdoor furniture on the periphery of the Tech Building. Connect the outdoor sprinkler around the Technical Building. Sprinkler systems around the building have not been operational since 2006. It makes the area surrounding the building very dusty and weedy. Purple stones, river rocks, grass and plants are not seen anywhere in the proximity of the Technical Building.
- Install ceilings in the refrigeration lab and machine classroom so that acoustics improve and the HVAC systems function.
- Provide awning to shade the area outside the Refrigeration lab so that students are protected from the elements. This was planned when the Refrigeration lab was moved from the North Hall but the work was not completed by the contractor.
- Repair the sidewalks that are a trip hazard
- Realign the chain link fence at south end of Paint booth. This was to be accomplished to provide clearance for aircraft movement when the T-125 classroom was installed.
- Install / replace shelving units in the tool room that are not compliant or properly secured to the ground or supporting structure for earthquake compliance.
- Seal all asphalt around the building and in lab areas. There are several large cracks that are a safety hazard.
- Bring the steam clean area, used by auto and aero department, in compliance with the local and state codes.
- Provide an area that is accessible and sheltered from the elements for students to have lunch or provide break area. Currently the only break area is a single rustic table designated as a smoking area.
- Provide faculty and staff with a lunch/refreshment area with access to a sink and a refrigerator.
- Bring the number of bathroom in compliance with the code. Currently there is one stall in the men's bathroom and one in the women's bathroom.
- Improve ventilation in rooms and areas designated for cleaning parts and tools
- Replaced carpeted area by a durable hard surface material which is more suitable for lab use
- Provide shade awning as necessary
 - For students working in laboratory environments that require out door facilities.
 - For student who work outdoor due to lack of adequate lab space

TRANSPORTATION BUILDING

The Transportation building was built to house the Maintenance Department. The Maintenance Department found that the building did not meet their needs. The building was re-purposed as instructional facility for the Diesel program in 2011. The Diesel program was moved into a building that was never designed to be an instructional building. No modifications were done to the building to repurpose it to meet the needs of the Diesel program. The move saved the college \$70,000/year in

rental yet the savings were not used to modify the building to make it suitable for instructional purposes. The two classrooms are small and house maximum of 19-20 students so the classes are very inefficient (WSCH/FTF are low).

It appears that the Maintenance building was planned and built without adequate planning and due diligence because the building was abandoned by the Maintenance dept. in less than 3 years. What were the lessons learned? What steps have been taken to prevent the district/SBVC from repeating this type of mistake in future?

This is the list of immediately needed fixes for the Transportation Building.

- Replace light fixtures in the classrooms and the lab area so that there is adequate lighting to see the white board or work in the laboratory
- Install larger white boards in the classroom.
- High ceilings echo voices, making it difficult for students to hear the instructor. Install ceilings in both the classrooms.
- Re-stripe the parking lot and limit vehicular access to the building so that items are not easily stolen.
- Paint the floor in the lab to make it easy to wipe off spills. Concrete floor absorb oils and other fluids and are hard to keep clean.
- Install cameras to prevent thefts.
- Provide a drinking fountain in the building near the classroom area.
- There is inadequate space for conducting laboratory instruction in the building. Install HVAC in the large room on the south end of the building so that it can be used as a lab. This room was originally purposed as a storage space by the Maintenance dept.
- Provide awning for students to work and be protected from UV rays and elements.

The important thing to remember is that the Measure M Bond measure was named “College Skilled Career and Job Training Facility Measure”. Yet none of the bond money have so far been spent on the Technical Building.

I have cut and pasted the following from the Election Handbook Presidential Primary Election February 5, 2008

Measure M

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT BOND ELECTION

“College Skilled Career and Job Training Facility Measure. To provide vocational and technical training programs, enhance nursing, firefighter, paramedic, public safety and hi-tech job training, repair, construct, acquire and equip classrooms, sites and facilities for science, technology, college transfer classes, vocational and technical training, modern buildings/libraries, shall San Bernardino Community College District issue \$500 million of bonds at legal rates, appoint a citizens’ oversight committee, and perform annual audits to ensure no money is used for administrators’ salaries?”

SUNROOM

The chef/faculty does not have an office in the Campus Central building where the Culinary Arts program is housed. There is inadequate storage for instructional supplies. The Sunroom is also used as a lecture classroom and ceiling are high and acoustics is terrible and lighting is inadequate.

The division also has other traditional needs such as newer equipment and tools. However it is it futile to address those needs in face of the challenges faced by the division due to outdated and inadequate facilities.

Achala D. Chatterjee, MSCE, PE
Dean, Applied Technology, Transportation and Culinary Arts

ARTS & HUMANITIES

ART

The ceramics kilns are operating at full capacity with work produced by the ceramics students. The additional volume of work requiring firing by the sculpture classes now exceeds the capacity of the existing ceramics kilns. This is partially due to increased FTES in the art department, from 280.82 in 2006-2007 to 384.65 in 2010-2011. Retention rates have also increased. Retention was 78% in 06-07 and 83% in 2010-11. The shortage of kiln space has resulted in production backups, and overcrowding the kilns has resulted in damaged or ruined student projects. There is also a concern for safety in overextending the capacity of the existing kilns and space near the kilns. An electric kiln for sculpture students will maximize productivity levels and help to maintain a high quality of student work. As far as installation is concerned, a dedicated electrical outlet and space for the kiln are already available.

Item	Cost	Shipping	Tax	Total
Skutt KM1227 240v 1PH Kiln	3100.00	20.00	248.00	3368.00

ENGLISH

We are requesting funding not to exceed \$300 to provide up to six MyWritinglab/MyComplab programs for students in English 015 classes in general and English 015 Big Bear classes. Professor Joe Notarangelo has been trying to develop an effective curriculum for studio classrooms and distance-learning classrooms, and over the past two semesters he and other English faculty have become concerned that the e-texts and other digital resources needed for success in these "studio" classes are too expensive for our students, so some students are inadvertently being priced out of the classroom. For example, in Professor Notarangelo's ENGL 015 class, about six times in the last two semesters (six total classes), he observed students fall behind and eventually drop who were unable to provide themselves these online resources in a timely fashion and weren't able to bring their basic grammar skills up to speed sufficiently to pass.

We believe this funding directly relates to the following Student Success Initiative's Recommendations: 2.3 Technology applications to better guide students; 2.4 Support resources for students lacking college readiness; and 5.1 Alternative basic skills curriculum.

Each MyWritinglab/MyComplab package costs \$45 (at the moment), and if we were able to pilot these six programs, we could readily see who might benefit from this investment because we could identify the students who signed up for the trial program and kept current in their online work. In that way, we could basically invest public funds in someone who was already investing in him/herself. Depending on the success of these six examples, perhaps we could explore further expansion to help more students at basic composition levels up to college-level succeed in future semesters.

READING

A major challenge that the Reading Department faculty are facing is the need for additional software for supplemental instruction in the lab. Previously, a software program was used by faculty specifically in the Reading Department but was discontinued by the publisher. Also, Plato, the software program that was used in the former Academic Advancement Lab, was used by members of the department but is no longer being supported by the college.

Supplemental support for the college's basic skills students has been traditionally used by the department and provided the added instruction that struggling readers need in order to acquire the competencies and knowledge to improve their reading levels, thus improving their abilities to succeed in courses across the disciplines.

The Department is aware of the needs that will be placed on it in the coming years. According to the 2012 Accountability Report for the Community Colleges (ARCC report), "In the surrounding community, household income is 75% of the state average; the high school dropout rate is above the state average, with a low CAHSEE pass rate, low college attendance rate, and a weak economy." This report also states that the annual successful course completion rate for basic skills courses is 60.3%, and basic skills improvement rate is 50.5%--down from 54.4% in 2006/07 to 2008/09. According to San Bernardino County census data (2009), 39.6% of households in San Bernardino County speak a language other than English. These are true barriers to students who need to bring themselves from a basic skills level to college ready. Because reading is a basic skill that impacts all disciplines, the department has been, and will continue to advocate for resources and provide services that will increase our students' success. (Information can be found on p. 9 of Program Efficacy report.)

The Basic Skills Initiative addressed best practices for developmental students as focusing on the student's specific learning needs. The computer software affords the students with supplemental instruction that "can facilitate learning by providing opportunities to practice skills" that are linked to "direct instruction, modeling, and guidance" from the faculty and the curriculum that is delivered in the classroom (Basic Skills Initiative, p. 64).

The trends that impact the Reading Department most problematically are those that are connected to the assessment data. The department is linked to that data since it determines student placement in our courses. 72% of students who assessed into the college between December 2010 and December 2011 assessed into Read 015 or lower—remedial or pre-college level courses. With the anticipated implementation of basic skills prerequisites, the department will also see an increase in the need for basic skills courses and resources. At the basic skills levels, supplemental instruction/resources are critical for those students in order to improve those skills and allow them to participate successfully in college-level instruction.

The department/division is currently unable to fund the software that is needed and does not have any alternative funding source. There is a one-time cost of \$15,000.

Item	Cost
Steck-Vaughn Read On—Reading Intervention Software System	\$15,000

Kay Weiss
Dean, Arts and Humanities

MATHEMATICS, BUSINESS AND COMPUTER INFORMATION TECHNOLOGY

Based on the Fall 2013 Program Needs Assessment document, the Division had not need that could not be considered as an item with recurring cost. At its last Division meeting, faculty and staff brainstormed and suggested the items for consideration. They are separated into three categories:

- Campus-wide needs (no costs are given for these items)
- Division/Department specific needs
- Computer Information/ Computer Science needs

CAMPUS-WIDE

- Cement benches and/or picnic tables for various areas across campus
- More trash receptacles for various areas across campus
- Employee gym
- More functioning emergency call boxes across campus
- More functioning security cameras
- Scholarships for students to revamp college website

DIVISION/DEPARTMENT

Location/Area	Item	Reason	Associated Costs
Student Success Center	Tables (4)	Current shortage of tables for student use	\$2400
Student Success Center	Chairs (16)	Current shortage of tables for student use	\$2400
Student Success Center	Lockers (w/18 individual compartments)	Storage for student tutor backpacks/books during working hours	\$1200
Student Success Center	Scanner (database)	For checkout of study resources in the Student Success Center -additional scanners can be used in other areas such as tool room-	\$10000
Student Success Center	Soundproofing	To dampen sound between study rooms in the Student Success Center	?
Mathematics	iPads	Any mathematics classroom can be transformed into a computer lab to explore learning with technology without the purchase of additional furniture and desktop computers.	\$11000

COMPUTER INFORMATION TECHNOLOGY/ COMPUTER SCIENCE

The re-opening of the Business Building is an opportune time to refresh and expand the remote lab capabilities available to SBVC CIT and CS students. This proposal will accomplish that task and prepare SBVC to support new courses in cyber security and computer virtualization.

The total cost of the proposed project is \$81,124.65 and covers three basic needs.

1. The Netlab provides a centralized and management system for student computer lab activities. Students can access NetLab and schedule their own lab sessions at any time from anywhere with an Internet connection. Crafton Hills College has used NetLab for their Cisco Academy for several years. RCC and Chaffey both have Netlab for their Cisco Academies. The configuration proposed here for would provide SBVC Cisco Academy students with lab capabilities comparable to neighboring Community Colleges.
2. The Cisco equipment will be connected to the NetLab for student labs. The updated equipment is needed because the existing Cisco lab equipment is too old and outdated to work with NetLab and is inadequate for the new Cisco NetSpace system that is launching on July 1, 2013.
3. The Dell servers will provide a virtual machine environment accessible to students for computer labs. This approach will support existing CIT and CS course as well as allow expansion into new areas such as cyber security and the VmWare virtualization Academy.

The acquisition of this system will move SBVC from last place in CIT & CS online lab resources to parity with surrounding Community Colleges.

These are one-time purposes that need no ongoing software costs. All of the required software can be acquired at no cost by SBVC by virtue of its participation in the Cisco Academy Program, the Microsoft Dreamspark program, and the VmWare academy program that SBVC will be eligible to participate in with availability of NetLab at SBVC.

NetLab Budget

Product	Function	Unit Price	Quantity	Extended Price
NetLab PE Server	Lab Controller	25,985.00	1	25,985.00
Dell PowerEdge R720	Virtualization Controller	5,323.53	1	5,323.53
Dell PowerEdge R720	Virtual hosting Server	5,889.31	2	11,778.62
APC 7900 Switched PDU	Remore Power Control	469.83	4	1,879.32
Cisco2901/K9	Async Access Server	698.25	2	1,396.50
Cisco HWIC-16A=	16 Async ports	1,517.28	2	3,034.56
CAB-HD8-ASYNC	8 port Async Cable	98.96	4	395.84
WS-C2960-24TT-L	Pod management switch	453.25	4	1,813.00
Cisco1941 w/ Security Bundle	Pod Lab Router	558.25	12	6,699.00
Cisco HWIC-2T	Pod Router Serial Network	245.00	12	2,940.00
CAB-SS-26MTC-02	Pod Router Serial Net. Cables	12.00	12	144.00
WS-C2960-24TT-L	Pod Lab Switch	453.25	12	5,439.00
Cisco ASA5505	Pod Security Appliicance	208.50	4	834.00
CAB-Console-USB=	Console Cable USB	10.50	12	126.00
CAB-Console-RJ45=	Console Cable Rj45	10.50	15	157.50
CAB-SS-V35MT	HS Serial Cable V.35 DTE	35.00	20	700.00
CAB-SS-VCF	HS Serial Cable V.35 DCE	35.00	20	700.00
Cisco 7911G IP Phone	Pod Voip Handset	124.94	8	999.52
19" Relay Rack (7')	Equipment Racks	159.99	3	479.97
Mounting Hardware	Misc Hardware	500.00	1	500.00
Rack Shelf	Small Device Support	35.00	6	210.00
Cat 6 Cables 3'	In Lab Connections	1.14	25	28.50
Cat 6 Cables 3' xover	In Lab Connections	1.14	15	17.10
Cat 6 Cables 7'	In Lab Connections	2.90	25	72.50
Cat 6 Cables 7' xover	In Lab Connections	2.90	15	43.50
Cable Mgmt 2U	Cable Management	29.99	6	179.94
APC Smart UPS1000-RM	Power Conditioner	569.00	3	1,707.00
Sub total				73,583.90
Sales Tax				5,702.75
Shipping				1,838.00
Total				81,124.65

Teri Strong, PhD
Interim Dean, Mathematics, Business & Computer Technology

SCIENCE

These items are ranked:

1. Office space and furniture for new physics faculty and water grant coordinator – modify room PS for 2 offices. If funds are not available, we can take room PS 138 and PS139
2. Microscopes for biology
3. Two portables for Nursing Simulation Lab and computers for expansion of computer lab
4. Equipment for biology and physics (include all items from program review)
5. Equipment for chemistry

These items are not ranked because they need to be done regardless of rank:

- These items are not ranked because they need to be done regardless of rank:
- HLS ventilation system – problem has been identified and part of Measure M, but not done. Safety/health is the main concern. The explanation for this item is given at the end of the document.
- Expansion of Student Success Center (In Program Review Needs assessment). This is definitely linked to student success.
- Funds for consultant for Nursing curriculum – Accreditation requirement, submitted already, proceeding through College Council.

OFFICE SPACE FOR PHYSICS FACULTY – COST UNKNOWN

The Physical Sciences building was designed with offices for the number of faculty that were in the disciplines in 2008. No additional office was provided. Here is some historical information as well: 10,000 square feet of space from the old chemistry and the old physical science building was given to the new North Hall; In addition, the faculty gave up space and agreed to smaller classrooms, labs and offices to provide space for the Math and Science Student Success Center, now called the Success Center.

With the addition of a new faculty member, there is no office space in PS or in HLS. Science faculty in different disciplines work together on projects, mentors each other, and share ideas. It is important for the new faculty to be involved in this network. Space from Computer Technology will be available when they move. Office PS 138 can be used for the director of the water grant (Achala confirmed) and office PS 139 may be able to be converted to two offices, one for the new physics instructor and one for the next faculty member in the division.

BIOLOGY COMPOUND STEREOMICROSCOPES, 4 CLASS SETS, \$150,000

The Biology Department was granted, in 1998, one-time funds of (\$300,000) to replace all of its microscopes. These microscopes have been diligently serviced since, at various time intervals, as far as the maintenance funds have allowed. The microscopes are used by all biology students, serve as a critical tool for understanding the discipline and are linked to one of the focus areas in the Student Success, to improve career readiness. Most students taking biology are for success in careers, such as nursing, psych tech, or pharmacy tech.

Since the microscopes are the primary observational tool used in nearly every biology course the use of these microscopes has been extremely heavy. For example, during the last 2 years an average of 71% of all students taking biology courses used microscopes. Assuming 6hrs of microscope (conservative estimate) use by each of these students, the department's microscopes accrue a per semester average use of 12700 hours, which works out to approximately 70 hours of use per microscope.

Inevitably, as a result of their frequent use, the number of functional microscopes has diminished. Where possible, replacement parts for non-functional microscopes have been scavenged, in order to attempt to maintain a sufficient number of classroom sets. It is clear that the time has arrived to purchase new microscopes as replacements. Since the use of the microscopes is stereotyped to the make and model of the scope, complete classroom sets of microscopes must be purchased.

During Program Review Needs Assessment, the department asked for repair money. But as more microscopes have been scavenged there are not enough scopes functioning. Furthermore, we cannot purchase a few microscopes a year to replace damaged ones, since every student needs to be using identical microscopes for the practical purpose of common instructions and the eventual task of using parts from one scope to create functioning scope.

Once again, this is linked to one of the focus areas in the Student Success Task Force Report, to improve career readiness.

TWO PORTABLES FOR NURSING PROGRAM

Renovation Request: From Program Review Needs Assessment Fall 2012. We have requested this for several years, each time there is a Needs Assessment.

The nursing department is requesting 2 portables (placed near the HLS building) for the simulation labs. Two portables would give us the room and privacy to set up specialty units, for example a critical care unit, maternity unit, and medical/surgical units and run real life simulations. The room for the simulators in our present skills lab is small and cramped, which makes it impossible to run the simulations properly. Presently these simulations are frequently interrupted by others using the other equipment in the skills lab. Currently there are 3 simulators lining one wall in the skills lab. The new building (HLS) is smaller in area than the buildings that were replaced.

One portable would be used for a simulation lab and the other for the nursing computer lab. One teaching method that is receiving increasing interest from nursing educators is computer-integrated simulation. Two of the major challenges that confront nursing educators are the accelerating need for education of students and the imperative to maintain and improve patient safety in a rapidly changing healthcare milieu. This educational mission will not be achieved with traditional approaches alone. The educationalists tell us that adult learners absorb and retain more knowledge and are able to apply their understanding to new problems if their learning is experiential and immersive. Simulation in its many forms and faces offers incredible promise for advancement of education technique in nursing. Patient safety depends on the performance of highly skilled individuals. The nursing department has purchased new patient simulators through Perkin's Grant funding. These computerized simulators are capable of speaking, coughing, giving birth, and simulating many medical conditions. They are used to teach students vital nursing skills before students work at the hospitals with live patients. The Board of Registered Nurses (BRN) recognizes the importance of using these computerized simulators and allows up to 25% of the required clinical hours using simulators instead of going to the clinical setting.

The other portable is needed for extra skills space. Many of the nursing skills are initially taught and then practiced with specific equipment but there is not enough room for the different semesters to demonstrate, practice, and check the students off on the required skills. We would like the portables side by side so that students can move easily from practicing skills to working with the simulators.

This new allocation of space will address the strategic initiatives of Access, Institutional Effectiveness & Resource Management, Student Success, and Technology. The Science Division ranked this number 3 under facilities category.

These facilities will support student success by addressing the imperative in the Student Success Task Force Report, to improve career readiness.

EQUIPMENT FROM PROGRAM REVIEW NEEDS ASSESSMENT

Equipment for Science Division Based on Program Review Needs Assessment: Cost \$38,000

The equipment prioritized by the Science Division in the Program Review Needs Assessment includes these items: biology micropipettes, Biology hot plates and stirrers, Physics Vernier Computer Interphases. Other items were requested but since we could only submit the top four, they were not on the list submitted by the Division. A description of need copied from Program Review Needs Assessment is included. This equipment is used by students in the courses that prepare them for careers in the health care industry, such as Nursing, Psych Tech, and Pharmacy Tech or in the engineering fields. Therefore the requests are linked to one of the focus areas in the Student Success, to improve career readiness.

Biology Equipment: Hot Plates: \$2800

The hot plate stirrers are equipment for laboratory preparation and laboratory experimentation to be used in association with courses in Human Anatomy & Physiology and Human Physiology (Bio 155, Bio 250, Bio 251, Bio 261). In the process of preparation of solutions for lab experiments associated with these courses, and to for use in lab experiments, the lab technician must have access to hot plate stirrers. These courses serve our CTE students in Nursing, Pharm Tech, and Psych Tech, and therefore address student success in the focus area of improving career readiness (Student Success Task Force.)

Biology: Micropipettes: \$6000

Microbiology courses are dependent upon equipment that can precisely and accurately dispense very small volumes of liquids as part of performing routine experiments that are an integral part of the microbiology lab course work. Micropipettes are standard pieces of lab equipment that the students taking microbiology will encounter in many of the professional laboratory settings for which they are receiving training. This course serves our CTE students in Nursing and Biotech and therefore addresses student success in the focus area of improving career readiness (Student Success Task Force.)

Physics Vernier Computer Interfaces: \$29,000

The present Physics/Astronomy labs are using equipment that is quite a number of years old, and, with increased use, more of this equipment is falling into disrepair. None of our present

labs use modern technology with respect to computerized data acquisition and analysis; although there is much inherent value in the students' using analog measurement methods with devices such as stopwatches, meter sticks, thermometers, calipers, micrometers, and balances, at least some of the labs should have automated data acquisition capabilities in order to introduce the students to more modern lab measurement methods. The lab probe/data logging/analysis packages would be an asset for the labs, as the students could analyze their data in the lab itself, rather than going to a computer lab on campus or to their own personal computers. Furthermore, with these lab packages, the department would have the option of developing/performing labs using automated data acquisition; this, combined with the hands-on/manual data acquisition labs that we presently use, would greatly improve our laboratory program.

The physics courses from PHYS 101 through the PHYS 200 series, prepare students for jobs as technicians or engineers and therefore meets the focus area of improving career readiness (Student Success Task Force.)

EQUIPMENT FOR CHEMISTRY PROGRAM

The Chemistry Department requests a total of \$100,000 to update common laboratory equipment necessary to prepare students to successfully transfer. The Student Success Task Force recommendations 1 (Increase College/Career Readiness) and 8 (Align Resources with Student Success Report) both align with this request. Students in the chemistry laboratory require hands-on experience using basic laboratory equipment to be prepared to succeed upon transfer to the four-year colleges and universities. The three items listed below will be used in general chemistry, organic chemistry, and quantitative analysis classes. Only students who wish to transfer take these courses and all science and engineering majors are required to take some or all of these courses. A large percentage of our UC transfers occur from the science fields and a successful laboratory experience in chemistry is necessary to maximize the potential for success at the bachelor's degree level and eventual employment in STEM careers. The three items are GC-MS - \$60,000 + tax; FT-IR - \$19,480 + tax; Volatile Liquid Pipettes - \$9000 + tax

HLS VENTILATION SYSTEM

This is one of the campus items that needs to be done due to health issues and has been "in the works" for five years. Ventilation of 2nd floor teaching lab spaces in HLS -Reconfiguration of air handling units servicing teaching lab spaces in the second floor of HLS.

The inadequacy of the ventilation in meeting requirements for ventilation of lab spaces where volatile chemicals are used in the processes of dissection and microbiological labs has been unaddressed since our initial occupation of these spaces during the spring semester of 2005.

Reduction of some volatile chemicals has been achieved through judicious purchasing of preserved materials with reduced volatiles, however, because of the nature of lab work, it is impossible to adequately manage potential hazardous exposure without a substantial reconfiguration of the air handling units in HLS 213, 218, 222, 230 involving increasing the mixing of room air with fresh air.

The remedial fix has been to increase the rate of air exchanges per unit time to compensate for the inadequate room air/fresh air exchanges. This has resulted in running the air handling units at high rates which has degraded the acoustical environment of these teaching spaces. Such acoustical degradation in teaching environments has been correlated with selective impairment of cognitive functions in many studies (for example see Evans, Gary W., Staffan Hygge, and Monika Bullinger, "Chronic Noise and Psychological Stress," *Psychological Sciences*, Volume 6, November 1995). Together these rooms service classes with total caps in excess of 630 students.

This item was prioritized by the Biology Department in the 2010 needs assessment as number 1. This item was identified by the College as a priority one item in a proposed outlay of Measure M funds.

Susan Bangasser, Ph.D.
Dean, Science Division

SOCIAL SCIENCE, HUMAN DEVELOPMENT AND PHYSICAL EDUCATION

These items are ranked:

1.	Interactive whiteboard	\$ 1,225.00 - \$ 2,500.00
2.	Computer lab	\$ 160,500.00
3.	Platforms	\$ 5,787.21
4.	Dumbbell Aerobic Pack	\$ 907.45
5.	Marker Boards – Rolling	\$ 985.30
6.	CorDisc	\$ 1,009.20
7.	Whiteboards	\$ 635.49
8.	Football Equipment	\$ 142.81
9.	History DVDs	\$ 500.00
10.	Computer(s) for NH 344	\$ 1,000.00 - \$ 2,000.00

The item details are listed below. We have some more information on costs and vendors, which I can supply to whoever needs it.

Interactive Whiteboard (NH344)

Rick Hrdlicka

\$1,225-2,500

The Interactive White Board could be used for small groups or larger presentations. Anything written on the interactive white board becomes visible. The stand makes it portable to any room. This can be used for tutoring sessions in any room. It does not require markers. This can help with tutoring for students in small groups but can also be used for any presentations. (If there is enough money for a computer lab, this request can be ignored.)

Computer Lab

Division Lab

\$ 160,500.00

With regard to the computer lab a couple of points: we have rooms available to house the lab, but the lab may require staffing that currently doesn't exist. If a lack of proper staffing makes the lab not feasible at this time, we'd like the money for the lab to be set aside until staffing becomes available by means of growth money allocated through Program Review. There was a less expensive alternative on this item – a cart supplied with laptops – which would serve much the same purpose as the computer lab. The price tag on that is \$ 72,000.00. If the computer lab is deemed too expensive, or if staffing concerns render it impractical, the cart/laptop option should be considered, with the same priority. I'm told that we are the only Division without a computer lab.

Perhaps 40 lap top computers to take into our class rooms. We are about the only division without a lab. In the past when Economics was part of Business, we had a lab for us to use, but with the reorganization, no such luck. Econ 208, statistics, should have a computer lab component, some of the classes should be held in a lab for students to learn how to use statistical software. It is an unusual statistician who does statistical work by hand, they use the software. With a lab component, this course

would articulate with more colleges. I believe other disciplines in the division also have a need for a computer lab.

I believe we have two choices. One is a traditional computer lab and the other is a computer cart that holds 40 lap top computers and can be used in any room.

Computer Lab

- Advantages
 - It is more secure
 - Less difficult to set up on daily bases
 - Could be open for students to use when not used for class
- Disadvantages
 - It costs much more
 - It requires a class room
 - Requires staff to keep open

Laptops and computer cart

- Advantages
 - Can be used in any room in North Hall
 - Division does not lose a class room
 - It costs less
- Disadvantages
 - Needs security procedures, check in and out of computers to students
 - Needs a room to store lap tops
 - More difficult to keep equipment secure

Costs

- Computer Lab
 - 40 computers at \$1500 each \$ 60,000
 - Furniture \$3,500 for two stations \$ 70,000
 - Printers two \$750 each \$ 1,500
 - 40 network connectors \$300 each \$ 12,000
 - Switch gear \$ 7,000
 - Other equipment (cables, surge Protectors, etc.) \$ 10,000
 - 40 at \$250 each
 - TOTAL \$ 160,500**
- 40 lap tops with cart
 - 40 computers at \$1500 each \$ 60,000
 - One cart (vault) \$ 10,000
 - Two wireless printers \$ 2,000
 - TOTAL \$ 72,000**

There exists a general need to provide training in computers and computer software in all of the disciplines. More specifically, in Statistics the need is critical. Professional statisticians do most of the

work on computers using the various statistical software. Without the equipment to educate our students we will be providing out of date skills. It will be difficult to articulate our Statistics courses with other colleges and universities without this component.

Platforms (TuffStuff) Physical Education \$ 5,787.21

The platforms are used in all of the PE/I-108 Weight Training courses. The current platforms are worn down and not as safe as they could be for our students. Considering the number of students that take our PE/I-108 courses, we need to get these replaced to ensure safety.

Dumbbell Aerobic Pack (MF Athletic) Physical Education \$ 907.45

The rack of hand weights for the Women's Gym would allow the students taking courses in this facility to use the same weights available to the students in the Snyder Gym. Many times, classes are being run simultaneously in both gyms. The weights are not available to the students from the Woman's Gym. Even if they are available, time is wasted on retrieving and then replacing the weights when done. There is also the issue of security when transporting weight from gym to gym; inevitably weight end up missing.

Marker boards –Rolling (School Outfitters) Physical Education \$ 985.30

The rolling whiteboards (1 for each gym) are essential for the instructors to present information for that day's lesson plan/lecture. Currently, we are relegated to a mounded chalkboard that is not easy for all of the student to see. If we are able to purchase rolling whiteboards, we can move them into positions that are most pedagogically sound for our students to learn from.

CorDisc (Power Systems) Physical Education \$ 1,009.20

The CorDisc's are used by all Low Impact Aerobics, Body Conditioning and Physical Fitness classes as well as some of the athletic teams. A large number of students will benefit. Currently we do not have enough discs to allow students in the class to use them. This purchase would allow all the students in the classes to use their own and, therefore, minimized down time waiting for one to become available.

Whiteboards (School Outfitters) Physical Education \$ 635.49

The whiteboards (1 each for the Fitness Center and Weight Room) are essential for the instructors to present information for that day's lecture. Currently, the chalkboards are difficult to write on and also present a problem in regard to the dust the chalk generates.

Football Equipment (Medco)	Physical Education	\$ 142.81
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Documentaries DVDs	History	\$ 500-1000
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Laptops or Desktops (NH344) (Rick Hrdlicka/Dell)	Psychology/Economics	\$ 1,000-2,000
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This would help students taking statistics succeed by having a space with computer access so small groups could review statistics, discuss research methods, data collection, and data analysis with the instructor or possibly a tutor.

Ed Millican

Interim Dean, Social Science, Human Development, and Physical Education

SBVC Office of Research and Planning

Strategic Planning: 2013-2018 Five-Year Goals Planning Exercise for College Council May 8, 2013

The college has made substantial progress on the revised SBVC five-year strategic plan. We are finalizing the data collection phase and moving into the goal-setting phase. The Office of Research and Planning collected input from a wide range of stakeholders on and off campus. Over 2000 on-campus stakeholders responded included faculty, students, classified staff, managers, foundation members, and SBCCD Board Members. Over 1000 off-campus stakeholders responded included community residents, business leaders, K-12 representatives, and political officials. Dialogue, input, and data collection made use of surveys, focus groups, community forums, SWOT questionnaires, and individual interviews. At this point, most of the raw data has been grouped into themes.

Now, it's time for College Council to organize and rank the themes into goals for strategic directions. These themes will be ready for the new president to review before the committee proceeds to generate measurable objectives and annual benchmarks in the revised plan for the next five-year cycle. The final product will be designed to have inclusiveness and flexibility to respond to current and future needs of the campus and the community.

Exercise:

- (1) **Combine Goals (by collapsing categories)**--Review the items in the left column of Table 1 (Objectives and Activities) and determine whether the listed items can be grouped with other Goals and Strategic Directions identified in the column on the right.
- (2) **Rank Goals and strategic directions**—After the number of categories in the right column has been reduced to 10 or fewer, rank the goals and strategic directions, where 1= most important to the mission and vision of the campus.

Table 1 Summary of comments

Objectives and Activities	Goals and Strategic Directions	Rank
<ul style="list-style-type: none">• More community visibility for sports and cultural events• More accessible website (more user friendly)• Increase access to campus information• More use of social networking tools, i.e., Facebook• Build upon the long history and deep roots of the campus to build community recognition and networks• Regular communication about budget and planning• More campus-wide information forums• Committee minutes posted on line	(1) <u>Improve communication</u>	

SBVC Office of Research and Planning

Table 1 Summary of comments

Objectives and Activities	Goals and Strategic Directions	Rank
<ul style="list-style-type: none"> • Fewer interims • Improve morale • Less turnover among managers • Firm direction • Involve campus and community in college culture • More opportunities for leadership training to prepare internal leaders 	<p><u>(2) Stable leadership</u></p>	
<ul style="list-style-type: none"> • Increase student access to computers • More use of low-cost and free online resources • Stay current with technology trends • Encourage faculty and staff to learn new software and hardware • Faster support services • More support staff 	<p><u>(3) Efficient use of Technology</u></p>	
<ul style="list-style-type: none"> • Install more surveillance cameras around campus, • Provide more police patrol • Improve emergency preparedness • Maintain visible emergency phones around campus 	<p><u>(4) Security and security</u></p>	
<ul style="list-style-type: none"> • Offer more professional development activities • Provide more professional development publicity • Accessible professional development calendar • Provide training opportunities to keep pace with a changing educational environment • Encourage faculty and staff to learn new skills by connecting it to a career ladder • Encourage faculty and staff to participate in professional organizations 	<p><u>(5) Professional development</u></p>	
<ul style="list-style-type: none"> • Increase library hours, • Increase access to counselors and counseling, • Fewer student services office closures, • Improve customer services on campus • More counselors • More access to clubs and student-life activities • More Evening and Saturday access to student services 	<p><u>(6) Increase access to student services</u></p>	
<ul style="list-style-type: none"> • Restore classes that resulted from budget cuts in recent years • Improve access to basic skills courses • Improve access to courses that students need for graduation • Increase access to courses that students need for transfer • Increase access to courses that students need for CTE certificates • Increase the number of accelerated basic skills courses • Increase access to learning communities • Provide classes for students who need a flexible schedule 	<p><u>(7) Increase access to instructional services</u></p>	

SBVC Office of Research and Planning

Table 1 Summary of comments

Objectives and Activities	Goals and Strategic Directions	Rank
<ul style="list-style-type: none"> • Conserve resources • Install solar power collectors • Improve heating and cooling system • Maintain landscaping that matches to the climate • Support the sustainability committee (integrate sustainability planning objectives into this plan) 	<p><u>(8) Environmental sustainability</u></p>	
<ul style="list-style-type: none"> • More signage • Upgrade technical building • Build/improve swimming pool • Build/improve gym complex • Maintain adequate parking • Maintain attractive landscaping 	<p><u>(9) Continue to improve facilities</u></p>	
<ul style="list-style-type: none"> • Develop and expand alumni networks • Promote a stronger relationship between the campus and the SBVC foundation • Pursue more grants • Support the grants office to adequately manage grant funds • Provide training on grants through professional development • Find businesses that might adopt our students 	<p><u>(10) Develop more funding sources</u></p>	
<ul style="list-style-type: none"> • Streamline and expedite hiring practices • Maintain open communication about district budget • Regular information, about the board meetings • Streamline and expedite contracts procedures 	<p><u>(11) Improve working relationship with the district</u></p>	
<ul style="list-style-type: none"> • Assess SLOs at every level • Compensate faculty for time spent on SLOs • Promote academic excellence • Educate the whole person (academic, social, ethical) • Use SLOs in a cycle of improvement • Maintain a curriculum that is relevant to the need of the community • Increase the number of students with terminal education plans • Promote learning communities • Increase the percentage of students who succeed in basic skills • Make better use of web content for online and traditional courses • Provide more tutoring opportunities • Maintain balance between transfer and CTE • Maintain an up-to-date curriculum • Improve performance as measured by the State Chancellor's Scorecard • Increase the number of full-time faculty • Use early alert systems • Increase and maintain high transfer rates 	<p><u>(12) Promote innovative methods of student learning and assessment (student success)</u></p>	

SBVC Office of Research and Planning

Table 1 Summary of comments

Objectives and Activities	Goals and Strategic Directions	Rank
<ul style="list-style-type: none"> • Stronger relationship with the SBVC foundation • Local K-12 system • Local businesses • Four-year colleges • Community organizations • Adult schools • Initiate an Adopt-a-School program for local schools • Initiate an Adopt-a-Business program • Encourage all members of the campus community to participate in local community organizations • Encourage more participation in CTE advisory groups • Partner with local governments to place student interns 	<p><u>(13) Partnerships</u></p>	
<ul style="list-style-type: none"> • Budget to serve the largest number • Align expenditures with student access and success • Restore programs that have been cut or downsizing in recent years 	<p><u>(14) Budget to manage scarce resources—Sustainability</u></p>	
<ul style="list-style-type: none"> • Promote enthusiasm for professional development • Ensure good customer service in campus offices • Promote diversity (students, staff, and faculty) • Identify a clear identity for the campus (branding) • Nurture students • Encourage the development of independence in students • Promote a sense of community and solidarity with the campus (students, staff, faculty) • Support student clubs • Sponsor more faculty and staff events (bowling with alumni, pizza night, happy hour) • Offer competitive salaries (increase to state median) • Promote collegial consultation with free expression 	<p><u>(15) Improve social environment--campus climate and culture</u></p>	
<ul style="list-style-type: none"> • Be more responsive in the job market • Be more responsive to changes in technology • Plan for economic cycles • Plan for demographic changes • Be flexible to respond to changes in state policy • Integrate all campus planning • Promote budgetary transparency 	<p><u>(16) Effective planning and leadership</u></p>	
<ul style="list-style-type: none"> • Conduct regular campus climate surveys • Improve and maintain Program Review procedures • Maintain current evaluation data on all support programs • Conduct regular SWOT surveys and focus groups • Support the program review process • Evaluate all campus plan regularly • Improve data quality for current students, transfers, and graduates • Regularly evaluate data quality and recommend methods of improvement 	<p><u>(17) Effective evaluation and accountability</u></p>	

SBVC College Council MINUTES September 26, 2012

Larry Buckley, SBVC Interim President, Co-Chair Jeremiah Gilbert, Academic Senate President, Co-Chair A Dan Angelo Marco Cota Gloria Fisher Colleen Gamboa Leticia Hector A Rick Hrdlicka Celia Huston	Haragewen Kinde A Sheri Lillard A Robert Shields A James Smith Nori Sogomonian Scott Stark Cassandra Thomas
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TOPIC	DISCUSSION and ACTION
Approval of August 29, 2012 Minutes	The minutes were approved by consensus
SLO Report – C. Huston	Celia handed out the final draft SLO Report (attached) for review, as suggested at the August meeting. After discussion and review of the report the group voted to accept the report by unanimity.
Proposition 30, 32 and 38 – L. Buckley	<p>On behalf of Jeremiah, Larry presented the group with a handout (attached) which outlined facts and bottom line for propositions 30, 32 and 38.</p> <p>Discussion ensued among the group regarding the impact the passing or failing of prop 30 will have on the budget and what the Districts actions will be with each case scenario. Once the elections are complete there will be an all campus meeting to address the current state of the budget and the plan which will be implemented to accommodate the budget.</p>

Round Table – All

Nori reported on the upcoming flex day training, professional development activities, conference attendance and travel program.

Celia reported on program viability and the SLO report.

Marco reported on services provided to students, year-end reports, graduation checks and requirements, hourly counseling for registration, and the upcoming transfer fair.

Gloria updated the group on the new Library hours.

Dan updated the group on registration, the new wait list system, same day registration payment, and the CA Dream Act for AB540 students.

Colleen reported on the CSEA promotion of prop 30/32, and site visits.

Cassandra updated the group on the progress of the Prop 30 resolution which was passed and will be presented to the Board of Trustees at their next meeting, the name change of classified staff to classified professionals, and the appointment of classified to the accreditation team.

Rick updated the group on the Technology Plan as it relates to Accreditation and the Strategic Master Plan, and the computer rotation for the campus.

Scott announced the start of construction on the Auditorium in April which will make the Auditorium inaccessible for one year.

James reported the cut scores for Reading, English, and Math. He announced that Strategic Plan workshops will be scheduled to outline goals and objectives for the campus and retain input from the community.

OTHER:

DRAFT 1.9: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report:

Institution's Name:

Name and Title of Individual Completing Report:

Telephone Number and E-mail Address:

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO:

Signature: _____
(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE

QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED

1. Courses

- a. Total number of college courses* (active courses in the college catalog, offered on the schedule in some rotation): 867
- b. Number of college courses with defined Student Learning Outcomes*: 867
Percentage of total: 100%
- c. Number of college courses with ongoing assessment of learning outcomes*: 612
Percentage of total: 70%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 121
- b. Number of college programs with defined Student Learning Outcomes: 116;
Percentage of total: 96%
- c. Number of college programs with ongoing assessment of learning outcomes: 9
Percentage of total: 7%

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 27
- b. Number of student learning and support activities with defined Student Learning Outcomes: 23;
Percentage of total: 85%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 23 Percentage of total: 85%

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 7
- b. Number of institutional learning outcomes with ongoing assessment: 7

* See Glossary

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

Development of course SLOs began in 2005/2006, currently assessment is in place for 100% of courses. Discipline faculty develop, assess and review course and program SLOs. For instance Mathematics, Business, and Computer Technology Division [1.2] identified lead faculty in each discipline. Lead faculty assigned two faculty to each course to establish assessment protocols, assessment cycles, and analyze assessment results. Development and assessment of program level SLOs began in 2011/2012 with 96% of programs developing SLOs. While only 7% of programs have assessed their SLOs, 65% will begin assessment in 2012/2013 [1.3].

Institutional Learning Outcomes [Core Competencies (CC)] were developed in 2004/2005 [1.4]. Collegial processes are used to assess and review CCs on a yearly basis. Assessment instruments include the Campus Climate Survey, ARCC report, and statistical data [1.5].

Eight-five percent (85%) of Student Learning and Support Activities (Student Services and Administrative Services) have ongoing assessment SAOs [1.6].

All SLOs, SAOs and CCs and course/program mapping are available on the Vice President of Instruction's (VPI) Website [1.7]. SLOs, SAOs and CCs are integrated in campus planning including the Educational Master Plan, [1.8] Strategic Initiatives [1.9], Faculty Handbooks, Program Review, Curriculum, and Basic Skills. Eighty-two percent (82%) of new and updated courses have met the Curriculum requirement to have SLOs [1.10].

All Instructional, Administrative, and Student Services departments that impact student learning undergo Program Review processes. In 2005/2006 Program Review incorporated Question(s) relating to SLOs/SAOs into the Program Efficacy process to ensure program SLOs/SAOs are aligned with campus planning [1.11].

(248 words)

[Note: I am trying to strictly answer the question and focus on number of SLO/Assessments in place rather than our poorly developed SLO processes. A spreadsheet is being developed to show planned assessments]

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

Programs developed their own processes and forms within the existing campus framework. The Accreditation and Student Learning Outcomes Committee (ASLO) will assume a leadership role in SLOs [2.1]. ASLO will be having campus-wide dialogue on development standardized processes and forms.

The SLO Step-by-Step Process [2.2] is inclusive of discussion and assessment by discipline faculty at the department/division level. The SLO Plan Cycle [2.3] reinforces the Step-by-Step process for the departments and ensures interaction and dialogue and the Division and Administrative levels.

Ongoing SLO assessment dialogue takes place at all campus levels to identify learning gaps. Examples of identified gaps and institutional changes:

SLOs for Biology 100 were assessed and revised in Fall 2010 and Spring 2011. The result of the assessments included: assessment methodology being rewritten to include in-depth learning skills; plans to place emphasis on the classroom student learning environment; and plans for uniformity of testing criteria for all classes [2.4].

READING used data from course assessment, combined with ARCC Report & Strategic Initiative data to support the development of contextualized learning environment. Reading outcomes resulted in an innovative partnership with the Automotive department to offer are Read/Auto cohort. Reading has been successfully using assessment results to seek funding from the Basic Skills committee to fund textbooks for the cohort and additional adjunct faculty to staff the reading lab [2.5].

NON-CREDIT COURSES: Learning gaps identified in ARCC Reports, SLO and Strategic Initiatives assessments and ARCC Reports led to the collegial development and implementation of Non-Credit Courses in ESL [2.5].

(250 words exactly)

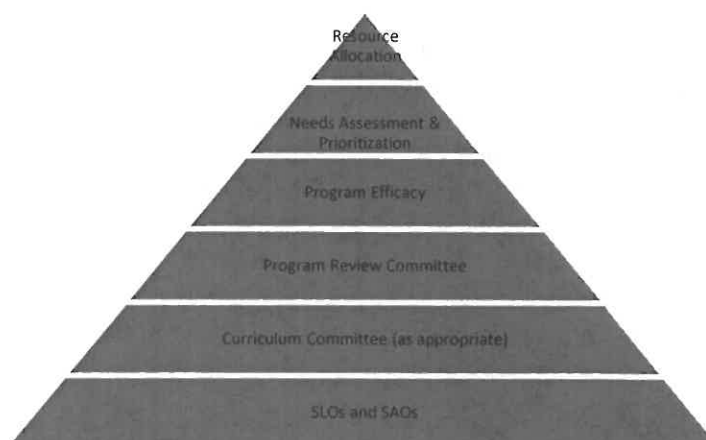
PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

SBVC Strategic Planning model [3.1] illustrates the campus decision-making process. Collegial dialogue takes place at each step in the decision process including, but not limited to faculty, departments, divisions and campus governance committees. The pyramid below illustrates that SLOs /SAOs assessment plays key role in Curriculum and Program Review processes, thereby aligning resource allocation with SLO/SAO assessment. For instance Counseling incorporated assessment results in their Program Review documents. Program Review recommended additional staff and funding as a campus priority. The result was the hiring of one additional full-time generalist counselor [3.2].



The CC s are assessed yearly. The assessment results are used as a springboard for collegial conversation and decision-making. Over the last several years, campus-wide discussions on basic skills have led to proportionately increasing the number of basic skills course offerings to serve the needs of our student population [3.3]. Additionally, ongoing funding has been provided to enhance counseling for remedial students [3.4].

The Campus Climate survey includes questions to ensure that SLO/SAO assessment is involved in decision-making processes and campus-wide discussions are taking place. The 2010/2011 Campus Climate Survey noted that 70% of faculty believe that SLOs are considered in program review and institutional planning and 91% of faculty believe that the college facilitates ongoing dialogue about improving student learning and institutional processes [3.5].

(216 words)

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The Strategic Planning Model [3.1] clearly illustrates how SLO assessment is integrated into institutional planning and resource allocation. SLOs and SLO assessment interact directly with the campus.

Program Review reevaluates their Program Efficacy and Needs Assessment forms every year to ensure that forms are aligned with the SLOs cycle and working toward sustainability [1.11; 4.4]. Campus programs that have not received a recommendation of Conditional or Continuation are unable to participate in the Needs Assessment process driving campus resource allocation decisions. The current budget crisis has limited purchasing and hiring, but Needs Assessment recommendations continue to be consulted when funds become available. The Planning Priorities 2008 -2011 document [4.1] shows which Needs Assessment equipment recommendations were purchased. Committee will do a full Needs Assessment in 2012/2013. Campus decision-making processes and results are disseminated via e-mail, the campus website, and at campus-wide meetings [4.2; 4.3].

In 2009/2010 Program Review revised and streamlined their processes to incorporate existing Educational Master Plan data and Curriculum reports into committee forms [4.5]. As SLO reporting becomes standardized, Program Review intends to examine how SLO reports and data can be incorporated into committee forms.

The Curriculum committee requires courses to attach the appropriate SLOs to move forward in the content review process. Vocational courses/programs go through content review every two years; all other courses/program are on a six-year cycle. Currently 751 courses have SLOs attached. Curriculum processes are reviewed yearly.

(233 words)

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

The SLO Flow Chart [2.2] and SLO Cycle Plan [2.3] demonstrate the process and cycle of SLO assessment. All courses currently being taught must assess SLOs at least once in a three-year period [5.1]. Student Services programs assess and review SAOs yearly. Administrative Services and Offices have aligned SAO assessment with Program Review processes and include Program Efficacy as one of their assessment tools [5.2].

Course Level Reports are held at the division level and include results of assessment cycles [5.3]. Course Sections Reports are held by faculty and forwarded to the Division. Divisions write an Executive Summary Report [5.4] which is forwarded to the Office of the Vice President of Instruction (VPI). The VPI produces a yearly Executive Summary Report [5.5]. The Accreditation and Student Learning Outcomes Committee (ASLO) will review the Campus Executive Summary Reports, seeking to identify institutional learning gaps. Any identified gaps will be brought to the attention of campus governance committees. Physical reports are located in the Library and VPI's office. Executive Summary Reports are also available on the Campus Website.



(176 Words)

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

The mapping procedure will be as follows: SLOs are mapped to Degree & Certificate Level SLOs. Degree and Certificate Level SLOs are mapped to Core Competencies. One hundred percent (100%) of courses without a discipline-specific degree or certificate are mapped directly to the Core Competencies. Each discipline has developed its own mapping system using a variety of formats including tables, flow charts, and spreadsheets. ASLO is piloting a standardized spreadsheet [6.1] for all instructional programs in 2012/2013.



The mapping procedure will be as follows: Student Learning and Support Activities SAOs are mapped to their supervising Administrative Office or Student Services Divisions SAOs. Administrative Offices or Student Services Divisions SAOs are mapped to the CCs. Each Student Services area has developed its own mapping system using a variety of formats including tables, flow charts, and spreadsheets. Administrative offices use a standardized spreadsheet to map SAOs.



(144 words)

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.	
Standards: I.B.5; II.A.6; II.A.6.a; II.B.	
<p>EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.</p>	
<p>PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE Students have access to SLOs in a variety of locations and formats. SLOs are available on the campus website [7.1]. SLOs and Course Objectives are course syllabi and are attachments to course outlines of record in CurricNet [7.2]. SBVC published the Core Competencies in each College Catalog [7.3], and assessment results for Core Competencies are available on the Office of Research and Planning website [7.4].</p> <p>Inclusion of SLOs/SAOs in the College Catalog and the schedule of classes has been previously discussed [7.5], and at the time the decision was made not to include SLOs/SAOs in the catalog for the following reasons:</p> <ul style="list-style-type: none"> • College Catalog is gathered 4 – 6 months prior to publication. As course SLOs are often rewritten after assessment there was concern that SLOs published in the College Catalog would become outdated before the next catalog is published. • It is environmentally and fiscally unsound to significantly increase the length of the print catalog and schedule of classes to include SLOs/SAOs. • Website is current at all times. <p>The ASLO will be revisiting student awareness of SLOs in 2012/2013 to determine the best place to disseminate course and program level SLOs to students.</p> <p><i>(191 Words)</i></p>	
SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?
<p>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE</p> <p>SBVC is moving through Proficiency to establishing Sustainable Continuous Quality Improvement. SBVC has established institutional behaviors for Awareness and Development levels. SLOs/SAOs have been developed, assessment instruments identified and predominately assessed. SLOs developed for courses apply to every section, regardless of mode of delivery. Distance Education sections are assessed the same as on-campus sections. There is a planned date for assessment in areas that are not fully proficient [1.3]. Campus has established ongoing dialog and decision-making processes about student learning and student support services [2.2; 2.3; 2.6; 3.1]. Learning outcomes are linked to</p>	

Program Review and used for continuous quality improvement.
Improvements [1.11; 4.1].

- Executive Summaries from Divisions have recommended standardization of SLO forms and processes, and the establishment of a reporting timeline. These improvements will be incorporated in the 2012/2013 update of the SLO Cycle Plan [8.1].
- Extend reporting timeline to allow more time for dialogue before SLO reports are due [8.2].
- Discussion will take place regarding assessment frequency at the course and program level [8.3].
- SLO issues between CTA and District will be arbitrated and resolved [8.4].
- Accreditation & Student Learning Outcomes Committee comprising faculty, staff and administrators will assume a leadership role to ensure continuous quality improvement, frequency of dialogue, identification of learning gaps, and resource allocation [8.5].
- Coordinate with institutional researcher regarding centralization of assessment data and outcomes.
- Explore allocation of budget for SLO processes.
- Explore development of online submission forms with Campus Technology Services.
- Further integration of SLO Assessment, Program Review and Campus Planning.

(249 words)

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Draft of Table of Evidence

- | | |
|------|--|
| 1.1 | Glossary of terms |
| 1.2 | Mathematics SLO Process |
| 1.3 | Program SLO Assessment Schedule |
| 1.4 | Core Competencies |
| 1.5 | Core Competencies Assessment Mapping |
| 1.6 | 2012/2013 SLO Table |
| 1.7 | Link to VPI's Website Course Mapping |
| 1.8 | Educational Master Plan |
| 1.9 | Strategic Initiative |
| 1.10 | Curriculum Report |
| 1.11 | Summary of Program Review SLO Questions 2008/2009 – 2011/2012 |
| 2.1 | Accreditation and Student Learning Outcomes Committee Charge |
| 2.2 | SLO Step by Step Process |
| 2.3 | SLO Cycle Plan |
| 2.4 | Biology 100 SLO Assessment |
| 2.5 | Reading SLO Assessment |
| 2.6 | Non-Credit; Academic Senate & College Council Minutes (check with Dirkson) |

- 3.1 SBVC Strategic Planning Model
- 3.2 Student Services SLO Report 2011/2012
- 3.3 *Enumerate Minutes supporting Basic Skills*
- 3.4 Basic Skills Report 2011/2012
- 3.5 Faculty Campus Climate Survey 2011/2012

- 4.1 Planning Priorities 2008 -2011
- 4.2 Link to Presidents site
- 4.3 Rah-Rah Meetings Powerpoint
- 4.4 Program Review Committee Minutes
- 4.5 Sample Report with Curriculum Data included

- 5.1 SLO 14 Step Process (Item # __)
- 5.2 *Sample SLO Assessment from Administrative Services*
- 5.3 Sample SLO Course Reports
- 5.4 Sample SLO Division Summaries
- 5.5 Link to VPI Yearly Executive Summaries

- 6.1 Standardized Mapping Spreadsheet
- 6.2 *Sample Student Services Mapping*
- 6.3 Sample Administrative Services Mapping
- 7.1 Link to SLOs on VPI Website
- 7.2 Samples from CurricuNet
- 7.3 Scanned image from College Catalog; Link to online Catalog
- 7.4 Link to Institutional Research Website
- 7.5 *Are there minutes for this??*

- 8.1 *Excerpts from Division Summaries*
- 8.2 *Draft of SLO Reporting Document*
- 8.3 *Future Agendas??*
- 8.4 *Documentation of Arbitration*
- 8.5 *Committee Membership with titles*

- 1.1 Glossary

GLOSSARY

ASLO	Accreditation and Student Learning Outcomes Committee
CC	Core Competencies/Institutional Student Learning Outcomes
Core Competencies	Equate to Institutional Student Learning Outcomes. There are 7 Core Competencies with 31 sub-competencies.
Core Competencies,	Core Competencies have identified several assessment instruments

Assessment of	including, but not limited to: Campus Strategic Initiates; ARC Report; Campus Climate Survey
Courses, Total Number of:	SBVC defines total number of colleges courses as all courses in the college catalog
Courses, with defined SLOs	Excludes Work Study; Independent Study; courses out of curriculum cycle; courses in the processes of being deleted and courses not currently being offered
Courses, with ongoing assessment	Courses that have been assessed one or more times with plans to assess again within three years
Institutional SLOs	SBVC uses the terminology Core Competencies for Institutional SLOs. There are 7 Core Competencies with 31 sub-competencies.
Institutional SLOs, Assessment of	Core Competencies [Institutional SLOs] have identified several assessment instruments including, but not limited to: Campus Strategic Initiates; ARC Report; Campus Climate Survey
Programs	SBVC defines programs as disciplines in which students can earn a certificate of degree. Does not include transfer degrees.
Student Learning and Support Activities	Student Learning and Support Activities include all students services and administrative programs that impact student's learning environment.

1.3

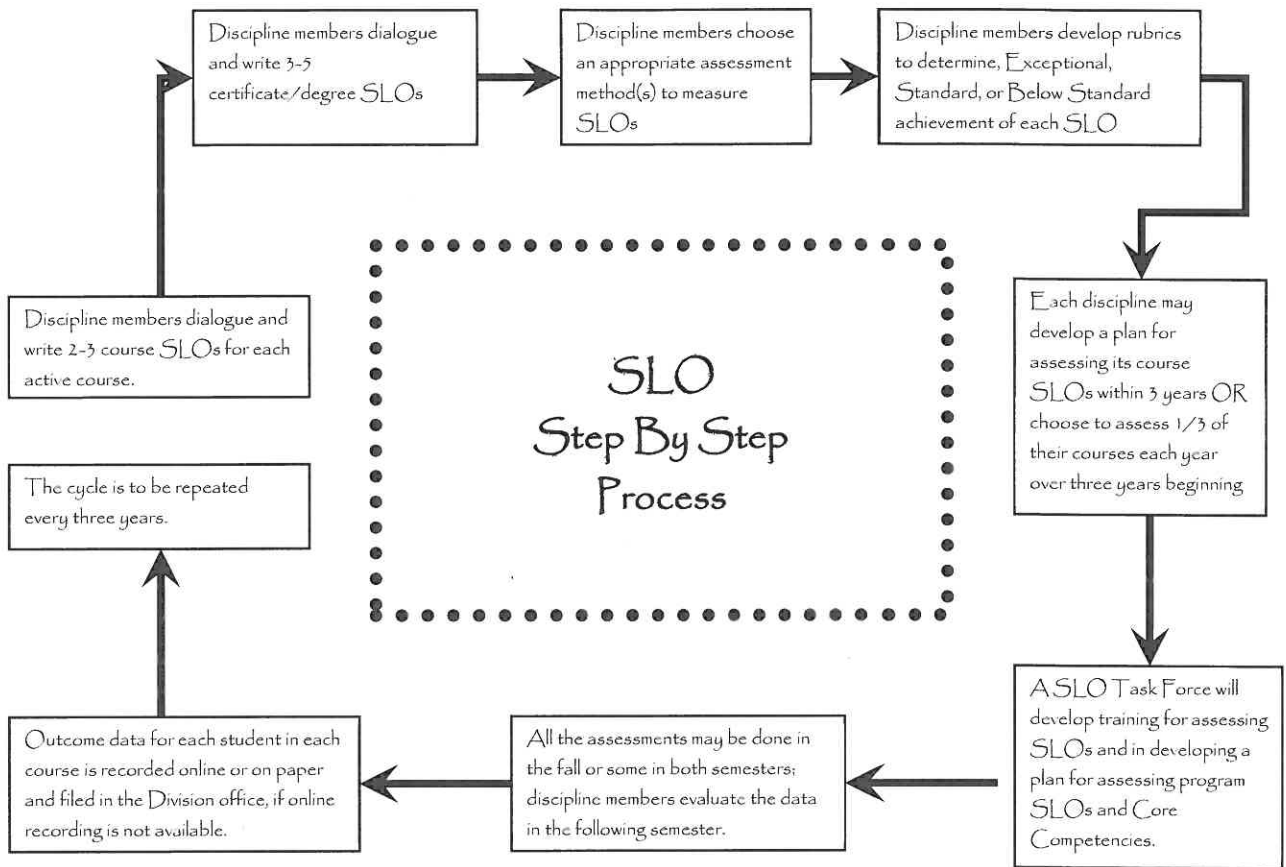
<i>DRAFT: PROGRAM LEVEL SLOs Ongoing Assessment Plan</i>			
<i>Ongoing: SLO has been defined; assessed once; next assessment is planned</i>			
	Dept SLO	First Assessment Date	Next Assessment
ARTS & HUMANITIES			
Art	x		
Dance	x		
English	x		
Modern Languages	x		
Music	x		
RTVF	x		
Reading	x		
Speech	x		
Theaer Arts	x		
SCIENCE			
Biology	x	11/12	14/15
Psych Tech	x	12/13	15/16
Chemistry	x	12/13	15/16
Geography	x	12/13	15/16
Geology/Oceanography	x	12/13	15/16
GIS	x	12/13	15/16
Nursing	x	12/13	15/16

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Pharmacy Tech	x	12/13	15/16
Physics/Astronomy	x	12/13	15/16
Architecture	x	12/13	15/16
Water Supply Tect	x	12/13	15/16

Accrediting Commission for Community and Junior Colleges (ACCJC)
10 Commercial Blvd., Suite 204, Novato, CA 94949
Telephone: 415-506-0234 ◊ FAX: 415-506-0238 ◊ E-mail: accjc@accjc.org

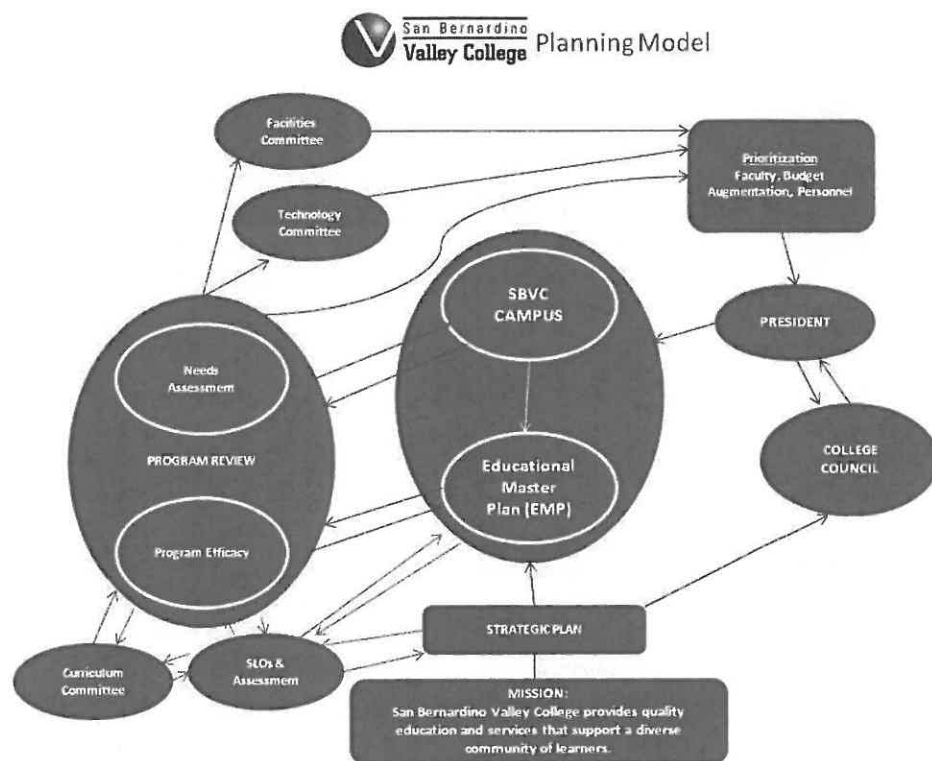
2.2 SLO Flowchart



2.3 SLO Plan Cycle 1-18-08

Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2010
Program SLOs				
Complete for each program submitted to VPI	Program SLOs ready for 2008-09 catalogue	Assess program outcomes	Program outcomes discussed for improvement and reassessed	Re-evaluate program outcomes for inclusion in catalogue (2010-2011)
SLO's				
#1 Course SLO assessed	#1 Course SLO discussed for improvement & reassessed	#1 Course SLO Re-evaluated & revised	#1 Course SLO reassessed	Repeat cycle if necessary
	#2 Course SLO assessed	#2 Course SLO discussed for improvement & reassessed	#2 Course SLO re-evaluated & revised	#2 Course SLO reassessed
	#3 Course SLO assessed	#3 Course SLO discussed for improvement and reassessed	#3 Course SLO re-evaluated & revised	#3 Course SLO reassessed
Core Competencies				
	Dialogue & develop plan using competencies w/ course SLOs	Incorporate 1st overall competencies w/ 1 course & program SLO	Evaluate/assess and improve 1 st overall course competency	
			Incorporate 2nd overall core competency w/ 1 course & program SLO	Evaluate/assess and improve 1 st overall course competency
				Incorporate 3 rd new overall core competency with 1 course & program SLO

3.1 Strategic Planning Model: Draft Needing Approval



6.1 Sample of Course/Program/Core Competency Mapping Spreadsheet Pilot

	Certificate SLOs				
		The student will effectively purchase, catalog and maintain a library's collection.	The student will demonstrate knowledge of computer technology and media to library operations and procedures	The student will be able to utilize appropriate data for research work from both print and online materials.	The student will be able to apply public services skills in the library setting
CLASSES					
LIB 062	X				
LIB 064			X		X
LIB 065	X			X	X
LIB 066	X				
LIB 067	X				
LIB068	X	X		X	
LIB069			X		
LIB110			X	X	
CORE COMPETENCIES					
1.2 Write clearly				X	X
1.3 Speak clearly				X	X
1.4 Employ vocabulary of the subject studied	X	X			X
1.5 Demonstrate active listening skills					X
2.1 Find and interpret information	X			X	X
2.2 Evaluate authority and bias of information	X				
2.3 Utilize technology to organize and present information	X	X			
2.4 Demonstrate working knowledge of basic computer function	X	X			
3.1 Evaluate strengths, weaknesses and fallacies of logic	X			X	
3.2 Locate, evaluate and select evidence to support or discredit an argument					
3.3 Construct a persuasive argument					
3.4 Apply learned knowledge to new situations	X			X	
3.5 Apply principles of scientific reasoning to solve problems					
3.6 Defend a logical hypothesis to explain observed phenomenon					
4.1 Accept responsibility for own actions					
4.2 Demonstrate respect for a diversity of ideas and the rights of others	X				
4.3 Exhibit personal, professional and academic honesty					
4.4 Display behavior consistent with ethical standards w/in a discipline	X			X	
4.5 Apply lessons from the past to ethical issues faced in the present					
4.6 Evaluate own ethical beliefs in relationship to moral dilemmas	X				
4.7 Assume civic, political or social responsibilities					
5.1 Recognize own strengths and weaknesses					
5.2 Recognize own biases and values					
5.3 Recognize own learning style					
5.4 Give and receive constructive feedback					
5.5 Develop time management skills					
5.6 Set goals for educational, personal and professional development					
5.7 Set goals to create balance in personal and professional life					
5.8 Evaluate diverse artistic works					
5.9 Demonstrate creative thought through original expression					
6.1 Demonstrate etiquette in face-to-face and written interactions				X	

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College Status Report on Student Learning Outcomes Implementation*

6.2 Work effectively in group settings				
6.3 Utilize conflict resolution skills				X
6.4 Demonstrate knowledge of and respect for other cultures		X		X
6.5 Demonstrate knowledge of and respect for one's own culture				X

Information on Propositions 30, 32, and 38

*Based on a presentation made to the SBVC Academic Senate August 29, 2012
by Jeremiah A. Gilbert, Ph.D., SBVC Academic Senate President*

Proposition 30

Prop. 30 increases the sales tax rate by one-quarter cent for every dollar for four years. It also increases personal income tax rates on upper-income taxpayers (single filers making more than \$250,000 per year or joint filers making more than \$500,000 per year) for seven years. It would raise about \$6 billion in additional annual state revenues from 2012-13 through 2016-17, with smaller amounts in 2017-18 and 2018-19.

- If approved by voters, additional revenues will be available to help balance the state budget through 2018-19.
- If rejected by voters, the 2013-14 budget would be reduced by \$6 billion. State revenues would also be lower through 2018-19.

Bottom Line:

- If approved, community colleges would receive \$210 million in additional funds in 2012-13. Most of that money would be used to make good on deferred funding commitments by the state to colleges.
- If not approved, community colleges would be cut by another \$338 million in the middle of the academic year, which translates into 180,000 fewer students.

Proposition 32

Prop. 32 would change campaign finance rules by banning corporations and unions from contributing to candidates. It also would ban spending for "political purposes" any money received from payroll deductions, including campaign contributions, independent expenditures, and other spending to influence voters.

- If approved by voters, unions and corporations could not use money deducted from an employee's paycheck for political purposes and would be subject to additional campaign finance restrictions.
- If rejected by voters, there would be no change to existing laws regulating the ability of unions and corporations to use money deducted from an employee's paycheck for political purposes.

Bottom Line:

Currently, unions may use payroll deductions for political purposes in addition to their regular activities, such as collective bargaining. Prop. 32's banning of this appears to have the greatest impact on unions, since, as the legislative analyst estimates, few corporations finance their political activities this way.

Proposition 38

Prop. 38 raises personal income taxes on most California taxpayers from 2013 through 2024 (single filers making less than \$7,316 and joint filers making less than \$14,632 are exempt). The revenues raised by this tax increase would go into a special fund called the California Education Trust Fund to be used for three specific purposes: to pay for schools (60%), to pay for Early Care and Education programs (10%), and to pay down state debts (30%).

- If approved by voters, state personal income tax rates would increase for 12 years. The additional money would be used for schools, child care, preschool, and state debt payments.
- If rejected by voters, state personal income tax rates would remain at their current levels. No additional funding would be available for schools, child care, preschool, and state debt payments.

Bottom Line:

- If both Prop. 30 and Prop. 38 are approved, then the one with the most votes prevails.
- If Prop. 38 prevails, then Prop. 30 cannot, and a series of trigger cuts built into the state budget will go into effect.
- Prop. 38 education funds go to K-12, not colleges.

Latest Polling Numbers (as of September 13, 2012)

- Prop. 30: 54.4% favor and 39.9% oppose
- Prop. 32: 53.0% favor and 37.1% oppose
- Prop. 38: 43.4% favor and 46.9% oppose

If you would like to see how these or any of November's propositions are trending, you can go to: <http://www.cbirt.org/initiative-survey-series-2012/>