

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tarif Halabi</b>
Program or Service Area:	<b>Aeronautics</b>
Division:	<b>Applied Technology, Trans. &amp; Culinary Arts</b>
Date of Last Program Efficacy:	
What rating was given?	<b>Conditional</b>
Equipment Requested	<b>Magneto Tester, Digital Meters, Vid-Mar Cabinets ,A65 Test Stand</b>
Amount Requested:	<b>\$28,500</b>
Strategic Initiatives Addressed:	3.2,6.1 <a href="#"><u>Strategic Directions + Goals</u></a>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement X

Additional X

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes X

NO

If yes, what are they? Perkins/Ramp-up

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Aeronautics Program offers the Airframe and Powerplant (A&P Technician that prepares students for employment in the aviation Maintenance industry. The program also prepares our students to take and successfully pass The Federal Aviation Administration's (FAA) Airframe & Powerplant Mechanic examination. The program is highly regulated by the FAA.

In order to provide the students the skills and competences they need to pass the FAA test and compete for jobs in the aviation field, existing outdated equipment and tools in the Aero laboratory must be upgraded.

- The upgrades would be for a new Magneto Tester the current one is over 50 years old and quickly becoming a safety issue. The department can't afford to have this tester fail because part of the students FAA test requires them to time magnetos with tester.
- Fluke 87 digital multi-meters are required to replace outdated meters currently in stock. Modern aircraft rely heavily on electronics more so than any time in the past. The new meters would place relevant industry meters in the hands of the students and help them better trouble-shot repair and inspect aircraft electrical and electronic systems
- Four Vid-Mar cabinets are required for the tool room to store required hardware and tools for the aeronautics students. This cabinets are industry grade and are relevant to keep hardware and tools organized. Past visits from the FAA Inspectors have brought to our attention the dis-organization of our hardware and tools. Out in the industry organization of aviation hardware and tools is top priority for the FAA and aircraft operators. We currently have old wooden shelves that are overload.

\*\*\*\*The current shelves are quickly becoming a safety issue.

- A-65 test stand for engine runs after re-building it .The power plant program runs 5 to 7 engines. The department has only one Test Stand for the A-65 engine. This has proven to be frustrating to the students, as they have to wait up to 4 weeks to run and test their engine. In the mean time they lose continuity with what they have learned. An additional test stand would help alleviate this problem.
2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

To support the goals of the department, updating the instructional technology and its curriculum will help towards learning needs of the student to pass the FAA Written, Practical and oral portions of the FAA test. We have increased our relationship with industry and employee partners through advisory board meetings ,in which they have conveyed their concerns of graduates being trained on relevant equipment. As well we are upgrading our method of tracking local employer's needs. All the preceding will enhance student success rates and increase program effectiveness as well as enrollment.

The following are extracted from 2016-2017 EMP, this reflects continued budget support for the Aeronautics Program.

- Student Success has increased to 82%, a high for the last four reporting periods
- FTES increased 7.5% from last year 2015-2016 although still higher than the previous 2 periods the increase in this current period is a positive step forward for the program.
- FTEF is at 5.98 which is an overall increase over the last 3 periods.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

- New practical portion of the FAA exam, which was updated on November 1 of 2015.(14 CFR 183.25) Which requires newer updated troubleshooting standards.
- Industry employer's request relevant training (ref. 09-22-16 aeronautics advisory meeting minutes)

The following are extracted from 2016-2017 EMP, this reflects continued budget support for the Aeronautics Program.

- Student Success has increased to 82%, a high for the last four reporting periods
- FTES increased 7.5% from last year 2015-2016 although still higher than the previous 2 periods the increase in this current period is a positive step forward for the program.
- FTEF is at 5.98 which is an overall increase over the last 3 periods.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

- The estimated cost for the Magneto Tester is \$4,000 no further maintenance cost is needed after the initial purchase.
- The digital Meters would require no further costs after purchase.
- Vid-Mar cabinets are a onetime cost.
- Engine test stand is a onetime cost.

5. What are the consequences of not funding this equipment?

A few of the consequences of not funding this requests includes,

- Students not being prepared for the FAA mandated testing
- Students lacking skills which employers' require of our graduates.
- Students unable to compete with other students who have acquired the same knowledge but were exposed to using updated aviation equipment.
- \*Safety\*

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>James Stewart</b>
Program or Service Area:	<b>Art Department</b>
Division:	<b>Arts and Humanities</b>
Date of Last Program Efficacy:	<b>Spring 2015</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>30 Shimpo VC-Whisper Pottery Wheels</b>
Amount Requested:	<b>\$34,749.38</b>
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>	<ol style="list-style-type: none"> <li>1. Increase Access</li> <li>2. Promote Student Success</li> <li>3. Improve Communication, Culture + Climate</li> <li>6. Provide Exceptional Facilities</li> </ol>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement

Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The current pottery wheels are over 10 years old and due to faculty design the speed controls are exposed to water and frequently quit functioning. The parts are in constant need of replacement. Approximately 75 students, both program majors and non-majors, use the wheels per semester

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The most current EIS data indicates the FTES in the Art Department for 16-17 are 288.67. The student success rate is 78% and retention rates are at 91%. While students remain in art classes we also want to ensure their success by having working equipment. Working equipment and safety must be considered in the studio and lab classes. This request is tied to program productivity (p. 19) of the 2015 Program Efficacy Report.

3. Indicate any additional information you want the committee to consider (for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.).

The new wheels are more reliable and will require less down time. Having functioning wheels allows for students to have access to the pottery wheels and ties directly to successful student outcomes for the projects.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

The new wheels should be relatively maintenance free and the Department's budget can cover maintenance costs.

5. What are the consequences of not funding this equipment?

If the wheels are not replaced we will have continual and more frequent breakdowns of the pottery wheels. This not only effect student outcomes but also impacts the Department's budget. At this time, the cost for repair is \$1,200 per year to keep the wheels working.

The vendor has offered the program a superb deal. They know the problem exists with our wheels and have offered to replace wheels with a superior model upgrade at a lower cost than last year's quote by \$10,000. The new wheels will not have the same problem our current wheels have.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>James Stewart</b>
Program or Service Area:	<b>Art Department</b>
Division:	<b>Arts and Humanities</b>
Date of Last Program Efficacy:	<b>2015</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Glass Furnace</b>
Amount Requested:	<b>\$30,000</b>
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>	<ol style="list-style-type: none"> <li>1. Increase Access</li> <li>2. Promote Student Success</li> <li>3. Improve Communication, Culture + Climate</li> <li>6. Provide Exceptional Facilities</li> </ol>

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Replacement

Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

Our furnace has a life span of approximately seven years and it was last replacement was 2010. The quality of the furnace runs parallel with the glass, students, and the program. The appliance is showing signs of stress and fatigue through "cording"—visible defects in the glass—usually resulting in structural and aesthetic problems.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The most current EIS data indicates the FTES in the Art Department for 16-17 are 288.67. The student success rate is 78% and retention rates are at 91%. While students remain in art classes we also want to ensure their success by having working equipment. Working equipment and safety must be considered in the studio and lab classes. This request is tied to program productivity (p. 19) of the 2015 Program Efficacy Report.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The glass area is the primary fundraising source for the Art department. We partner with; the Art club, Friends of the gallery, San Bernardino Symphony, Redlands Glass Museum, Santa Clause group and other community service groups providing trophies, donations, demonstrations,

presentations and campus tours. In addition, we raise money to support the department through scholarships and awards for students, guest artists, and provide resources needed to run the 3D area.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

Any maintenance needed to operate the furnace is almost "zero". It is rare any parts need replacement. It simply melts the glass, without it we would have no class.

5. What are the consequences of not funding this equipment?

Ongoing appliance deterioration will surely affect student motivation, their personal artistic growth, while lowering the value of their opportunities to learn and experience the glassblowing discipline here at our state of the art facility. As an advantage, a good number of our students transfer to CSUSB or other state or UC system glass programs. A glass melting furnace replacement will ensure we are able to provide our students with the highest quality program.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>James Stewart</b>
Program or Service Area:	<b>Art Department</b>
Division:	<b>Arts and Humanities</b>
Date of Last Program Efficacy:	<b>Spring 2015</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Soldner Professional Clay Mixer</b>
Amount Requested:	<b>\$7,660.36</b>
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>	<ol style="list-style-type: none"> <li>1. Increase Access</li> <li>2. Promote Student Success</li> <li>3. Improve Communication, Culture + Climate</li> <li>6. Provide Exceptional Facilities</li> </ol>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement

Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The current mixer is over 14 years old and is wearing out. In the past, the clay mixer has been replaced after 11-12 years. The current mixer is past its duration of service and showing significant wear and tear.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The most current EIS data indicates the FTES in the Art Department for 16-17 are 288.67. The student success rate is 78% and retention rates are at 91%. While students remain in art classes we also want to ensure their success by having working equipment. Working equipment and safety must be considered in the studio and lab classes. This request is tied to program productivity (p. 19) of the 2015 Program Efficacy Report.

3. Indicate any additional information you want the committee to consider (for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.).

A new mixer will be more reliable and require less down time. In addition, a new mixer will help with waste reduction, cost reduction, and be environmentally responsible.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

A new mixer should be relatively maintenance free and the Department's budget can cover maintenance costs.

5. What are the consequences of not funding this equipment?

The mixer allows for the recycling of clay and we are currently in danger of the motor going out. Without recycling clay the program's operating cost would increase by \$3,000-\$4,000 per year. This would increase the cost of students' materials fees.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2016**

Name of Person Submitting Request:	<b>Mark Williams</b>
Program or Service Area:	<b>Automotive 0949</b>
Division:	<b>Applied Tech.</b>
Date of Last Program Efficacy:	<b>2016</b>
What rating was given?	<b>Meets</b>
Equipment Requested	<b>MIG/TIG Welders</b>
Amount Requested:	<b>\$12,000</b>
Strategic Initiatives Addressed: (See	2.5.1, 2.5.1.1, 2.5.2, 2.6.6

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional XX

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_Perkins, Strong Workforce

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

New technology will support special populations by providing up-to-date technology that is required by industry. The program desires to upgrade the facility with new technology, required by the industry. New equipment, power & hand tools will be identified and purchased Perkins funds, and brings the program up to industry standards. All of the major manufactures are now producing and marketing Aluminum - plug-in or hybrid electric vehicles which require new repair technics which include special welding equipment.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

2017 EMP - Several of the department goals are to assist the students in all aspects of their education plan and provide support whenever needed. Another goal is to add EV and Hybrid Diagnostic and Repair to our curriculum and eventually its own certificate. The department continues to service all diverse groups and recruits underserved populations in the community and local feeder High Schools.

3. Indicate any additional information you want the committee to consider (for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.).

Riverside, San Bernardino and Ontario ranks fifth for the number of clean vehicle rebates and sixth for green tech patents in the state. Four hundred and sixty-two (462) automotive service technicians will be needed each year to fill new positions between 2015 and 2020, totaling 2,300 over the five year period, according to LMI reports from the Center of Excellence.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

After initial cost, the department will cover maintenance with General budget funds and Perkins Budgets.

5. What are the consequences of not funding this equipment?

The students in our automotive program do not receive the skills they need for EV & Hybrid vehicles. We need to current with the community and industry needs.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2016**

Name of Person Submitting Request:	<b>Richard Jaramillo</b>
Program or Service Area:	<b>Auto Mechanical</b>
Division:	<b>Applied Technology</b>
Date of Last Program Efficacy:	<b>Mini 2015</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Meter Certification Kit EEDM525 SnapOn</b>
Amount Requested:	<b>\$ 8000</b>
Strategic Initiatives Addressed: (See <a href="http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf">http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf</a> )	2.6.6, 2.8.7, 2.8.10, 2.9.1, 2.11, 2.11.2

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? Strong Workforce Funds

**1. Provide a rationale for your request. (Explain, in detail, the need for this Equipment.)**

One of the issues that our students come across when seeking employment is that the industry is asking for more hands on or work experience which we as a college have limited time in labs for each course. The department has met with the regional sector to align curriculum and has discussed the need for more Electrical training across all courses. This is to provide the students with additional work experience in the area of electronic diagnosis. With the technology being put in the new cars of today the demand for technicians with certified electrical training is high.

**2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.)**

The department conducted a Mini review in Fall 2015 and was give continuation. Current EMP shows FTES down about 18.84 FTES, enrollment down 79 students, FTEF down .7, WSCH PER FTEF down 64, success up 4% at 80%, Retention up 3% at 93% and 3 Degrees and 26 certificates awarded. The department enrollment will reflect opposite of the community unemployment rate which shows about 1.5% reduction each year from 2010 to 2014(CalPass) I am sure 2015 will have the same results. The total amount of people employed has increased 1187 people in last 5 years. Projected 5 year openings 2510. Median regional annual salary for entry level is \$20717 and for median is \$32302. The success and retention increase is a result of

the departments upgrade in tools and equipment which has provided the students with additional work stations (modules) and equipment that reflects industry.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The Department is working with third party to give the students the opportunity to achieve a certificate in Multi-meters use. This will provide additional electrical training to the students and require them to perform lab task recommended by industry. Achieving this Certificate from SnapOn an industry leader in Automotive support.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

No Additional cost

5. What are the consequences of not funding this equipment?

It will take the students more time to achieve a higher skill level in electrical diagnosis

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Richard Jaramillo</b>
Program or Service Area:	<b>Automotive 0948</b>
Division:	<b>Applied Tech.</b>
Date of Last Program Efficacy:	<b>2016</b>
What rating was given?	<b>Meets</b>
Equipment Requested Object Codes Object Code Guidelines	<b>Parts cleaning Equipment 6400</b>
Amount Requested:	<b>\$7678.93</b>
Strategic Initiatives Addressed: Strategic Directions + Goals	<b>2.5.1, 2.5.1.1, 2.5.2, 2.6.6</b>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? Perkins, Strong Workforce

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

One of the skills the students need to develop is the proper way of removing and replacing parts correctly. In that process cleaning of the parts is an important step. Currently our parts washer is over 20 years old the motor is extremely loud and water pressure very low which results in the parts not being cleaned properly. The students have to spend more time with alternative methods of cleaning which take longer uses more lab time. This becomes very frustrating to the students and faculty.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

2017 EMP - Several of the department goals are to assist the students in all aspects of their education plan and provide support whenever needed. The department continues to service all diverse groups and recruits underserved populations in the community and local feeder High Schools and provide the students with tools and equipment that mirror industry.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

Automotive service technicians will be needed each year to fill new positions between 2015 and 2020, totaling 2,300 over the five year period, according to LMI reports from the Center of

Excellence. The SBVC Automotive program works towards staying current with technology and tools and equipment that mirror our local industry and training the students to be able to use that equipment when they begin their career.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

After initial cost, the department will cover maintenance with General budget funds and Perkins Budgets.

5. What are the consequences of not funding this equipment?

The students in our automotive program will not clean their projects as required and will waste lab time trying to do the job right. We need to stay current with the community and industry needs.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Mark Williams</b>
Program or Service Area:	<b>Automotive 0948</b>
Division:	<b>Applied Tech.</b>
Date of Last Program Efficacy:	<b>2016</b>
What rating was given?	<b>Meets</b>
Equipment Requested Object Codes Object Code Guidelines	<b>Scan tools &amp; Diagnostic Equipment 6400</b>
Amount Requested:	<b>\$26,000</b>
Strategic Initiatives Addressed: Strategic Directions + Goals	<b>2.5.1, 2.5.1.1, 2.5.2, 2.6.6</b>

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Replacement

Additional XX

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? Perkins, Strong Workforce

**1. Provide a rationale for your request. (Explain, in detail, the need for this position.)**

New technology will support special populations by providing up-to-date technology that is required by industry. All of the major manufactures are now producing and marketing plug-in or hybrid electric vehicles. Clean transportation was the hottest sector for venture capital investment in the nation Zero emission vehicles registrations increased by 244 percent between 2012 and 2014, driven by a 115 percent increase in all electric vehicles and a 550 percent increase in plug-in hybrid vehicles.

**2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)**

2017 EMP - Several of the department goals are to assist the students in all aspects of their education plan and provide support whenever needed. Another goal is to add EV and Hybrid Diagnostic and Repair to our curriculum and eventually its own certificate. The department continues to service all diverse groups and recruits underserved populations in the community and local feeder High Schools.

**3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).**

Riverside, San Bernardino and Ontario ranks fifth for the number of clean vehicle rebates and sixth for green tech patents in the state. Four hundred and sixty-two (462) automotive service technicians will be needed each year to fill new positions between 2015 and 2020, totaling 2,300 over the five year period, according to LMI reports from the Center of Excellence.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

After initial cost, the department will cover maintenance with General budget funds and Perkins Budgets.

5. What are the consequences of not funding this equipment?

The students in our automotive program do not receive the skills they need for EV & Hybrid vehicles. We need to current with the community and industry needs.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2016**

Name of Person Submitting Request:	<b>Richard Jaramillo</b>
Program or Service Area:	<b>Auto Mechanical</b>
Division:	<b>Applied Technology</b>
Date of Last Program Efficacy:	<b>Mini 2015</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Tire Mount And Balance Machines</b>
Amount Requested:	<b>\$22000</b>
Strategic Initiatives Addressed: (See <a href="http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf">http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf</a> )	2.6.6, 2.8.7, 2.8.10, 2.9.1, 2.11, 2.11.2

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Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? **Strong Workforce Funds**

1. Provide a rationale for your request. (Explain, in detail, the need for this Equipment.)

One of the issues that our students come across when seeking employment is that the industry is asking for more hands on or work experience which we as a college have limited time in labs for each course. As an entry level technician the students will be asked to perform the task of mounting and balancing tires on a daily basis. With the purchase of these two pieces of equipment the department will be able to provide the students an opportunity to achieve a certificate in this area. Strengthening their resume and skillset.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The department conducted a Mini review in Fall 2015 and was give continuation. Current EMP shows FTES down about 18.84 FTES, enrollment down 79 students, FTEF down .7, WSCH PER FTEF down 64, success up 4% at 80%, Retention up 3% at 93% and 3 Degrees and 26 certificates awarded. The department enrollment will reflect opposite of the community unemployment rate which shows about 1.5% reduction each year from 2010 to 2014(CalPass) I am sure 2015 will have the same results. The total amount of people employed has increased 1187 people in last 5 years. Projected 5 year openings 2510. Median regional annual salary for entry level is \$20717 and for median is \$32302. The success and retention increase is a result of the departments upgrade in tools and equipment which has provided the students with additional work stations (modules) and equipment that reflects industry.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The Department is working with third party to give the students the opportunity to achieve a certificate in Tire Mount and Balance. This certificate will provide the students with a stronger skillset and resume that shows competency in performing the task of mounting and balancing tires. Achieving this Certificate from SnapOn an industry leader in Automotive support will provide the employer with documentation that the student knows how to use the equipment safely and can perform both task.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

No Additional cost

5. What are the consequences of not funding this equipment?

The student cannot document their competence in area.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2016**

Name of Person Submitting Request:	<b>Richard Jaramillo</b>
Program or Service Area:	<b>Auto Mechanical</b>
Division:	<b>Applied Technology</b>
Date of Last Program Efficacy:	<b>Mini 2015</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Torque Certification Kit</b>
Amount Requested:	<b>\$58000</b>
Strategic Initiatives Addressed: (See <a href="http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf">http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf</a> )	2.6.6, 2.8.7, 2.8.10, 2.9.1, 2.11, 2.11.2

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? Strong Workforce Funds

**1. Provide a rationale for your request. (Explain, in detail, the need for this Equipment.)**

One of the issues that our students come across when seeking employment is that the industry is asking for more hands on or work experience which we as a college have limited time in labs for each course. One of the issues entry level technicians have is the proper tightening (torque) of fasteners (nuts and bolts). With this torque kit the students will learn all aspects of torque and the effect on components. This equipment is required by SnapOn in order to certify students in Torque. This will also lower group size giving each student more hands on training and improve their skills in torqueing fasteners. This is a great certificate to strengthen the students resume and skillset because of the time and money that will be saved by securing components properly and reduction of damage caused by over or under torqueing fasteners.

**2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)**

The department conducted a Mini review in Fall 2015 and was give continuation. Current EMP shows FTES down about 18.84 FTES, enrollment down 79 students, FTEF down .7, WSCH PER FTEF down 64, success up 4% at 80%, Retention up 3% at 93% and 3 Degrees and 26 certificates awarded. The department enrollment will reflect opposite of the community unemployment rate which shows about 1.5% reduction each year from 2010 to 2014(CalPass) I am sure 2015 will have the same results. The total amount of people employed has increased 1187 people in last 5 years. Projected 5 year openings 2510. Median regional annual salary for

entry level is \$20717 and for median is \$32302. The success and retention increase is a result of the departments upgrade in tools and equipment which has provided the students with additional work stations (modules) and equipment that reflects industry.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The Department is working with third party to give the students the opportunity to achieve a certificate in Torqueing Fasteners. This certificate will provide the students with a stronger skillset and resume that shows competency in performing the task of Torqueing Fasteners. Achieving this Certificate from SnapOn an industry leader in Automotive support will provide the employer with documentation that the student knows the importance of proper torque on all fasteners.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

No Additional cost

5. What are the consequences of not funding this equipment?

The student cannot document their competence in area.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tatiana Vasquez and Joan Murillo</b>
Program or Service Area:	<b>Biology</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Electrocardiogram Machines</b>
Amount Requested:	<b>\$7772.35</b>
Strategic Initiatives Addressed: <a href="#"><u>Strategic Directions + Goals</u></a>	Goal 1, Access Goal 2, Student Success

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

1. Provide a rationale for your request.

Currently, the Anatomy and Physiology courses have four electrocardiogram machines that we share among the Bio 155, Bio 250 and Bio 261 students. These machines are at least fifteen years old and they are wearing out electrically. These machines are required to collect electrocardiogram waveforms (ECG's) that students have to interpret for lab, exams and as a critical skill for their allied health careers. As the machines begin to wear out electrically the waveforms get noisy and they are hard to interpret. When the machines wear out permanently they can no longer be used as they flat-line. It is critical that students know how to measure, understand and evaluate ECG's before they get into their clinical professional programs. In addition, ECG machines are what students will be using clinically and universally around the world. Although these machines are expensive initially, they are virtually indestructible, they do not require software updates or maintenance once purchased, and they can be shared among the Anatomy and Physiology courses. The Human Physiology yearly budget is very minimal compared to most of the courses in the division because we use ourselves as the experiment.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

3. The 2017 Program Efficacy document, Student Success p. 8 and Planning p. 19 illustrates the high demand for Registered nurses. The department is committed to expand articulation agreements to increase enrollment of high school students into allied health courses (EMP p. 2). Nevertheless, their preparation with meaningful skills for transfer and employment are required. Scientific equipment is not cheap; the funds available to the department are limited

(see Program Efficacy Report, *challenges* p. 20). Students going into the nursing program need to have an understanding of heart function. The ability to use and read an EKG machine is part of our COR for our Bio 155, Bio 250 and Bio 261 courses.

4. Indicate if there is additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

5. Evaluation of initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources (*for example Department, Budget, Perkins, Grants, etc.*).

The cost for four Schiller CARDIOVIT AT-1 EKG Interpretive Electrocardiograph machines would be \$7772.35 (\$1795/machine X 4 machines + shipping costs).

6. What are the consequences of not funding this equipment?

The consequences of not funding this equipment means that we will not have enough ECG machines to replace the older worn out machines as they fail. As a direct result of non-funding students will not be able to examine the electrophysiology of the heart.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tatiana Vasquez and Soha Sobhanian</b>
Program or Service Area:	<b>Biology</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Human Anatomy Models</b>
Amount Requested:	<b>10,000</b>
Strategic Initiatives Addressed:	Goal 1, Access <a href="#"><u>Strategic Directions + Goals</u></a> Goal 2, Student Success

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

**1. Provide a rationale for your request.**

Biological models are the bedrock of anatomical science. They provide the student with an experience that is visual and kinesthetic. Approximately 60% of the sections taught in Biology are in the subject areas of anatomy and physiology. These courses prepare students for the health science courses taught at Valley College. These models are critical to anatomical studies and support the needs of more than one program as it prepares students to do well in Nursing, Psych Tech, etc.

We request some new models that will provide valuable addition to our current model collections and will further enhance our instructional abilities and the replacement request for older and worn out models because of extensive student use. All the models that we use can be taken apart to reveal internal structures. The process of continually working with the models semester after semester wears on the general structure of the models and they must be replaced periodically. We have surveyed our current models and have determined that those listed in this category should be replaced as soon as possible.

Anatomy and Physiology classes primarily support the CTE goals of our program. A majority of the courses in Biology prepare students to enter Allied Health courses. Therefore, the support of these classes impact not just student success in Biology, but other programs in the college. The impact of student success reaches well beyond these courses. Students that complete the Allied Health programs, like Nursing, enter careers that enrich both the student and the local community. Instructional programs in Human Anatomy enriched by physical models benefit all levels of student success.

**2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)**

The 2017 Program Efficacy document, Student Success p. 8 and Planning p. 19 illustrates the high demand for Registered nurses. The department is committed to expand articulation agreements to increase enrollment of high school students into allied health courses (EMP p. 2).

Nevertheless, their preparation with meaningful skills for transfer and employment are required. Scientific equipment is not cheap; the funds available to the department are limited (see Program Efficacy Report, *challenges* p. 20).

3. Indicate if there is additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

Students have a variety of learning styles. Models enables students, such as kinesthetic learners to visualize concepts. However, absence of the models or utilization of damaged models hinders their learning. This could also affect visual learners who require 3D representation of human body organs/structures rather than the drawing or pictures of the models.

4. Evaluation of initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources (*for example Department, Budget, Perkins, Grants, etc.*).

The requested models are Nerve plexuses, brain, and muscles of the human body.

Nerve plexus: 2000 (\$ 390 x 5)

Brain models: \$2400 (\$200 x 12)

Arm model: \$3600 (\$880 x4)

Half lift size muscular figure: \$2000 (\$950 x2) + shipping costs

These are essential structures that are necessary to create an effective learning environment for our students so they can fully comprehend the inner working of the human body.

5. What are the consequences of not funding this equipment?

Shortage of appropriate models or utilization of worn out ones, significantly affect the success rate of our students in the course, the overall success of the program, and the future career of our students. Furthermore, some of the muscle models pose dangers to students, as the worn-out pieces do fall out as models are used which creates a hazardous environment for our students and instructors.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tatiana Vasquez</b>
Program or Service Area:	<b>Biology</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Micropipets</b>
Amount Requested:	<b>\$900</b>
Strategic Initiatives Addressed:	Goal 1, Access <a href="#"><u>Strategic Directions + Goals</u></a> Goal 2, Student Success

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO  X

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

Biotechnology is universal now in different areas of Biology. Contemporary lab activities in biology require instruments of precision especially for measurement of micro-volume. This request is for micropipets, instruments that have applications in many aspects of our biology course offerings including Cell & Molecular Biology, Organismal Biology, and Evolutionary Ecology. The department requests four additional micropipets to facilitate hands on learning for Biology students in courses directly related to the AS and AS-T Biology degree.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

Our Program Efficacy report (pp. 18-19) demonstrates the wide diversity of employment opportunities that our Biology students face today. But they must be ready with various technical skills. The average percentage of occupations designated in the Biotechnology Industry range in the upper 70s (p19). The EMP data for AS degrees (p. 1) demonstrate our commitment to leading the Biology students' academic pathways. Nevertheless, their preparation with meaningful skills for transfer and employment are required. Scientific equipment is not cheap; the funds available to the department are limited (see Program Efficacy Report, challenges p. 20).

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

None

5. What are the consequences of not funding this equipment?

Limited implementation of Biotechnology labs.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tatiana Vasquez</b>
Program or Service Area:	<b>Biology</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Microscopes</b>
Amount Requested:	<b>\$115,000</b>
Strategic Initiatives Addressed:	<a href="#"><b>Strategic Directions + Goals</b></a>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO  X

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Biology Department's microscopes are the most commonly used pieces of scientific equipment in the department. They provide the versatility that allows students to perform qualitative and quantitative analysis of the diversity of life that cannot be encountered by any other means. The importance of microscopes to biology might be illustrated by equating them to brushes in a painting class, works of literature in English courses, or glassware to chemistry. The life expectancy of the microscopes is 10 years. Last year the Program review committee made this #1 on the list but we only received enough funds to replace microscopes in 3 of our 7 laboratory rooms. Most laboratory rooms support more than 6 sections of different courses that require microscopic experiences. The original microscopes were purchased in 1998.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The use of microscopes is identified explicitly and implicitly in COR's lab activities for Biology 100, 109, 155, 201, 202, 250, 251, 270. The department offers courses to meet the demands of various areas as listed here and described in our EMP p. 1 and Efficacy Report pp. 12-13. Assuming 6hrs of microscope (conservative estimate) use by each of the 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 per semester. The increase in number of sections offered also in the past year and for the past five years (EMP p. 1) should also be noted as an increase in usage of lab equipment per student.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

New microscopes would cause a decrease in the cost of repairs; there are limited funds for maintenance of this and other lab equipment in the department. The Science division is requesting support for these costs every year.

5. What are the consequences of not funding this equipment?

Without funding these laboratory resources, many courses will be inadequate in training students for transfer to four-year universities and professional schools. The efficacy of the Department's laboratory courses is based on the availability of supplies and equipment

The last two rooms of microscopes are in various states of disrepair and definitely need to be replaced. Without replacements microscopes will need to be removed from the lab and only repaired if funds become available. This puts a strain on the classes that need those microscopes for their lab experiments, students will have to be grouped and will not get the benefit of learning the skills of using a microscope nor learning the material as well.

- Constraint microscopic laboratory exercises; negative effect on our COR commitments.
- Under preparation of Biology students in lab knowledge and skills.
- Weaken employability and/or career success of allied health students, and transfer students (Program Efficacy report p. 19).

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tatiana Vasquez and Soha Sobhanian</b>
Program or Service Area:	<b>Biology</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	Mini refrigerator
Amount Requested:	\$700
Strategic Initiatives Addressed:	Goal 1, Access <a href="#"><u>Strategic Directions + Goals</u></a> Goal 2, Student Success

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

Two of the mini fridges are associated with laboratory preparation equipment for biology courses. Currently, the perishable items are stored in fridges that are no longer functioning, which results in faster loss of the items required for lab experiments.

The request for the third refrigerator is for the conference room (HLS 201) to replace the broken fridge used by all our biology faculty to keep food/perishable items.

Anatomy and physiology classes prepare students for their nursing program. As part of the course work, students complete physiology experiments that require perishable items stored in the mini fridges for each class. Absence of working min-fridges limit experiments and therefore hinders students' learning and their future success in the program. Furthermore, accomplishment of our department depends highly on our instructors' effort. Therefore, replacing the fridge in the conference room, help enhance the working environment for our adjunct faculty, which in turn benefit the program and our campus.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The 2017 Program Efficacy document, Student Success p. 8 and Planning p. 19 illustrates the high demand for Registered nurses. The department is committed to expand articulation agreements to increase enrollment of high school students into allied health courses (EMP p. 2). Nevertheless, their preparation with meaningful skills for transfer and employment are required.

Scientific equipment is not cheap; the funds available to the department are limited (see Program Efficacy Report, *challenges* p. 20).

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

The total cost for all three mini-fridges is about \$700 (\$150/ fridge x 3 + shipping cost)

5. What are the consequences of not funding this equipment?

Without the funding to replace the fridges for the classrooms, the storage environment for the perishable items will not be ideal, causing supplies to be expired at a faster rate. Therefore, stocks need to be replenished that increases the cost and place further strains on the department budget.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tatiana Vasquez</b>
Program or Service Area:	<b>Biology</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2018</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Precision Balances</b>
Amount Requested:	<b>\$1800</b>
Strategic Initiatives Addressed:	Goal 1, Access <a href="#"><u>Strategic Directions + Goals</u></a> Goal 2, Student Success

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO  X

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

Mass determination by use of a precision balance is a required step for many laboratory activities in the general/majors biology program. The precision balances currently used were purchased in 1997. Electrical power sources are failing and parts are missing and damaged. Replacement parts cannot be obtained due to the age of the balances. At present the program has four working precision balances and only three functional power supplies. The speed of attrition that would normally be expected is thus increased by increased use.

Replacement to new technology is imperative to the performance in laboratories for GE lab courses for both majors and non-majors Biology. Many experiments are dependent on the use of these precision balances.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

2017 Program Efficacy Pattern of Service (p. 7), explain the different areas that we support in the department while having challenges with budget limits (Program Efficacy Report p. 20) to support renovation and replacement of vintage technology. The ability of the Biology Dept. to teach labs is contingent upon having the necessary resources.

3. Indicate any additional information you want the committee to consider (for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.).
- \_\_\_\_\_

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

5. What are the consequences of not funding this equipment?

- Limited implementation of laboratories of Biology majors and non-majors courses.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tatiana Vasquez</b>
Program or Service Area:	<b>Biology</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Spectrophotometers</b>
Amount Requested:	<b>\$6000.00</b>
Strategic Initiatives Addressed:	Goal 1, Access <a href="#">Strategic Directions + Goals</a> Goal 2, Student Success

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO  X

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The spectrophotometers are equipment utilized in laboratory experimentation associated with Microbiology (Bio 270) courses. Currently we have 8 very old spectrophotometers for 6 sections of labs; there are only 5 in active use while 3 are out in need of repair. However, repair will not happen as the machine models are out of circulation. Currently the manufacturer of the machines is no longer supporting them for repair or parts. The use of 5 spectrophotometers for a lab of 28 students is unpredictable. As the remaining five machines are old. Currently, students must wait for their use and their application to experimental knowledge and data collection. This limits experimental experiences, teaching opportunities, and creativity in lab experiments.

Replacement to new technology is imperative to the student performance in laboratories. Five different experiments are dependent on the use of these five machines per lab section offered in Microbiology.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The ability of the Biology Dept. to meet and take advantage of changing technology is contingent upon having the necessary resources and take preventive measures so that students are not negatively impacted. If we are to support the community enter CTE-related fields in biology (EMP p. 2), then we must have the resources before they fail. Microbiology is directly influencing one of the major areas of our programs' purpose which is to support the nursing and professional allied health programs such as pharmacy and physician's assistant, among many others (Program efficacy report pp. 12-13). Failure of equipment could in turn have large negative impacts on supporting a regional growth in allied health careers (Program efficacy

report pp. 12-13) as the opportunity of growing number of sections (EMP p.1) would need to be scaled back.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

There is a scarcity of funds available by the college to support the maintenance of this and other lab equipment. The Science division is requesting support for these costs every year.

5. What are the consequences of not funding this equipment?

- Limit microbiological laboratory exercises; negative effect on our COR commitments.
- Under preparation of students in Microbiological lab activities and skills.
- Weaken employability and/or career success of allied health students (Program Efficacy report p. 19).

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tatiana Vasquez and Joan Murillo</b>
Program or Service Area:	<b>Biology</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Spirogram Machines</b>
Amount Requested:	<b>\$10,803.35</b>
Strategic Initiatives Addressed: <a href="#"><u>Strategic Directions + Goals</u></a>	Goal 1, Access Goal 2, Student Success

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

1. Provide a rationale for your request.

Currently, the Anatomy and Physiology courses have four electrocardiogram machines that we share among the Bio 155, Bio 250 and Bio 261 students. These machines are at least fifteen years old and they are wearing out electrically. In 2009, funding was approved to purchase these machines for Human physiology and they were not purchased, so we have been asking to replace these machines for seven years. These machines are required to collect lung function data that students have to interpret for lab, exams and for their allied health careers. As the machines begin to wear out electrically the waveforms get noisy and they are hard to interpret. When the machines wear out permanently they can no longer be used for collecting data; they flat-line. It is critical that students know how to measure, understand and evaluate spirometers before they get into their clinical professional programs. In addition, spirometer machines are what students will be using clinically and universally around the world. Although these machines are expensive initially, they are virtually indestructible and they do not require software updates or maintenance once purchased and they can be shared among the Anatomy and Physiology courses. The Human Physiology yearly budget is very minimal compared to most of the courses in the division because we use ourselves as the experiment.

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

The 2017 Program Efficacy document, Student Success p. 8 and Planning p. 19 illustrates the high demand for Registered nurses. The department is committed to expand articulation agreements to increase enrollment of high school students into allied health courses (EMP p.

2). Any lab experiment listed in the aforementioned courses that rely upon studying and testing respiratory function will require these pieces of equipment. Therefore, the necessity of spirometers can be linked to any laboratory COR items where respiratory function is tested.

3. Indicate if there is additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

4. Evaluation of initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources (*for example Department, Budget, Perkins, Grants, etc.*).

The cost for four Schiller Spirovit SP-1 Spirometer with SP-150 Sensor, Calibration Syringe and printer would be \$10,803.35 (\$2495.00/machine X 4 machines + shipping costs).

5. What are the consequences of not funding this equipment?

We have two functional machines out of the four machines. The other two machines are falling apart. One of the poorly functioning machines buttons are broken and hard to depress and the other machine's waveforms are unstable and inaccurate to interpret. The consequences of not funding this equipment means that we will not have enough spirometer machines to replace the older worn out machines as they fail and students will not be able to examine the respiratory physiology of the body. Students need to perform this lab to understand respiration and breathing patterns.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Tatiana Vasquez</b>
Program or Service Area:	<b>Biology</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Ultra low temp freezer</b>
Amount Requested:	<b>\$11,000.00</b>
Strategic Initiatives Addressed: <a href="#"><u>Strategic Directions + Goals</u></a>	Goal 1, Access Goal 2, Student Success Goal 6, Infrastructure to meet needs of students

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

**1. Provide a rationale for your request. (Explain, in detail, the need for this position.)**

The ultra-low temp freezer is equipment for laboratory preparation in association with courses in Microbiology (Bio 270). The biological organisms that we utilize in our microbiology experiments are stored in the ultracold temperature freezer to prevent their deterioration in the long-term. When placed in a regular household freezer, they are damaged and cannot be used for laboratory activities. The current ultracold temperature freezer has past its warranty period, parts have been replaced without any guarantee in its longevity. This essential equipment could fail anytime, thus placing the 6 laboratory sections of microbiology in jeopardy of completion. Microorganisms are used every week in each of the sections per semester. All activities stem from their availability to 28 students per section. Microbiology is a five-unit course that means that it would impact the lab activities twice per week per section. Microbiology is also offered during the summer session, often as a double section. These students would also be impacted.

**2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)**

The ability of the Biology Dept. to meet and take advantage of changing technology is contingent upon having the necessary resources and take preventive measures so that students are not negatively impacted. If we are to support the community enter CTE-related fields in biology (EMP p. 2), then we must have the resources before they fail. Microbiology is directly influencing one of the major areas of our programs' purpose which is to support the nursing and professional allied health programs such as pharmacy and physician's assistant, among many

others (Program efficacy report pp. 12-13). Failure of equipment could in turn have large negative impacts on supporting a regional growth in allied health careers (Program efficacy report pp. 12-13) as the opportunity of growing number of sections (EMP p.1) would need to be scaled back.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

There is a scarcity of funds available by the college to support the maintenance of this and other lab equipment. The Science division is requesting support for these costs every year.

5. What are the consequences of not funding this equipment?

- Cancellation of laboratory activities in Microbiology. Negative effect on our COR commitments.
- Surcharge and/or raise budget supply costs to make microorganisms available from biological vendors on a weekly basis.
- Limit microbiological laboratory exercises. Negative effect on our COR commitments.
- Under preparation of students in Microbiological lab activities and skills.
- Weaken employability and/or career success of allied health students (Program Efficacy report p. 19).

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Mark Raymundo</b>
Program or Service Area:	<b>Chemistry</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>March 2016</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>3 Reversible Mobile 6'x 4' Whiteboard from ULINE</b>
Amount Requested:	<b>Total cost: \$1,800.00 (\$600 each with tax) will pickup</b>
Strategic Initiatives Addressed:	Increase Access + Promote Student Success + Provide Exceptional Facilities <a href="#"><u>Strategic Directions + Goals</u></a>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement

Additional  X

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  **NO X**

**1. Provide a rationale for your request. (Explain, in detail, the need for this position.)**

Currently, the chemistry department utilizes five rooms for laboratory instruction for all of the chemistry courses offered. Out of the five rooms, only 2 rooms have a reversible mobile whiteboard (6' x 4'); one whiteboard is placed in a Chem 101 lab room, while the other is placed in a Chem 101 and 151 lab room. With respect to the set up of the classroom, the projector screen will cover up the permanent white boards installed in each room if it is brought down. This poses a problem for instructors who utilize both types of equipment during lab. As a result, instructors are taking lab time away from students to search and transfer an available whiteboard from one room to another to accommodate their teaching style in lab.

This is not okay for several reasons: 1. Students are left unattended in a lab room, which raises the concern of lab safety. As per lab policy, lab rooms should always be under the supervision of an instructor if students are present in the room. 2. The lab time lost could be used to enhance the learning experience of students. In addition, labs performed in the second half of general chemistry and organic chemistry is time consuming, so it is of the utmost importance that students are given the maximum time possible. Students rushing to finish a lab could lead to accidental chemical spills, injury or poor use of chemical techniques, resulting in inadequate data.

As we offer more chemistry courses we have to hire qualified instructors to properly teach them. Each instructor hired, has a different teaching style that our facilities must be able to complement. By having these mobile whiteboards placed in every lab room, the department is able to provide the necessary facilities for instructors to explore different teaching methods in a

laboratory setting. In addition, having an extra whiteboard in each room will resolve the issue of the projector screens covering up the permanent whiteboards.

Overall, the addition of a whiteboard in each classroom increases the potential for an instructor to create a dynamic learning environment. An instructor can use these mobile white boards to better relay information to students such as creating a flow chart of the procedure or a table of results that students will fill for the class to compare and contrast.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

One of the goals of the department is to expand the offering of classes to allow students to fulfill transfer requirements to UC, Cal State and allied health programs. Thus, the department is reinstating some classes that were cut during the economic downturn and offering more classes in the evening and weekend (Chem 101 and Chem 150). To provide quality education, our facilities need to complement various teaching styles for new and current instructors as best as possible.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

Instructors leaving the lab leave students unattended, which does not comply with lab policy. Students should always be supervised at all times during a lab period.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

The cost for one mobile 6' x 4' whiteboard is \$600 with tax as quoted from ULINE. So for three whiteboards, the total cost is \$1,800. Other than replacement of a damaged or irreparable whiteboard there are no costs for upkeep. There will be no cost for shipping since it will be picked up.

5. What are the consequences of not funding this equipment?

1. Students are left unattended in a lab room, which raises the concern of lab safety. As per lab policy, lab rooms should always be under the supervision of an instructor. 2. The lab time lost could be used to enhance the learning experience of students. In addition, labs performed in the second half of general chemistry and organic chemistry is time consuming, so it is of the utmost importance that students are given the maximum time possible. Students rushing to finish a lab could lead to accidental chemical spills, injury or poor use of chemical techniques, resulting in inadequate data.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Sheri Lillard</b>
Program or Service Area:	<b>Chemistry</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>2016</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Gas Chromatographs (3)</b>
Amount Requested:	<b>\$7,000 (\$1989 ea + tax, shipping, etc.)</b>
Strategic Initiatives Addressed:	Student Success <a href="#"><u>Strategic Directions + Goals</u></a>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The equipment requested, **Vernier Mini GC Plus Gas Chromatograph** (GC), is standard instrumentation for laboratory experiments in Organic Chemistry (CHEM 212 & 213), and quantitative analysis (CHEM 205). The antiquated, low-grade instrument that we used for many years stopped functioning and has since been salvaged. Although we received a donated instrument a few years ago, it is much fancier and more suitable for the small class sizes in CHEM 205. The 3 instruments we are requesting are education-grade portable devices by Vernier, rugged enough to accommodate the 100 or so students per semester in the Organic Chemistry labs. Expertise in the technique of GC is expected when our students transfer to the university.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

A main focus of the last efficacy report and current EMP is to increase the number of degrees awarded in Chemistry (which have doubled from 7 to 14, since 2014-15). Organic Chemistry is required to complete the degree and as we have increased the offerings, in response to demand for this class, the equipment utilized by this sequence of classes needs to be upgraded.

Furthermore, we have had successful honors students rank highly at the Honors conference held each year at UC Irvine, as well as go on to undergraduate research opportunities when they transfer. These experiences will be enhanced and expanded by securing the requested equipment.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

When this building was designed, the typical offering of Organic Chemistry was one section that was on-sequence; in other words, CHEM 212 in the Fall and CHEM 213 in the Spring, for a total of 2 sections per year. In Fall 2011, when we began using the new building, we had 3 sections in the Fall and 2 sections in the Spring, for a total of 5 for the year. This already represented a 150% increase in Organic lab sections, compared to what had been offered for many years. If we further compare 2011–2012 (5 sections) to 2016–2017 (11 sections), we have doubled the number of sections offered, or have experienced another 100% increase in 5 academic years. This number of sections remains stable at 11 sections for 2017 – 2018.

We are doing a disservice to our students by lacking robust equipment to teach them how to separate organic compounds. They will not have the hands-on skills that they need when they get to their junior-level laboratories at the 4-year institution.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

None expected.

5. What are the consequences of not funding this equipment?

Without funding, the students will not gain experience in analyzing organic samples with GC. This will undermine their success in CHEM 212, 213, and 205, by not permitting them to document hands-on experience with this instrumentation.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Sheri Lillard</b>
Program or Service Area:	<b>Chemistry</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>2016</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Spectrophotometers (10)</b>
Amount Requested:	<b>\$25,000 (\$1999 ea + tax, shipping, etc.)</b>
Strategic Initiatives Addressed:	Student Success <a href="#"><u>Strategic Directions + Goals</u></a>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The equipment requested, **Vernier UV-Vis Spectrophotometer** (UV-Vis), is standard instrumentation for laboratory experiments in General Chemistry (CHEM 150 & 151), Organic Chemistry (CHEM 212 & 213), and Quantitative Analysis (CHEM 205). In other words, students use the technique of absorption measurements in 5 semesters of lab classes here at SBVC. Our current instruments are being phased out of support, and the cable that connects them to the laptop computers is already obsolete. We only have about 5 or 6 functioning cables at any one time, to use for one or two classes of 24 students. The software no longer functions, so when the students do take measurements with these instruments, they do not have the benefit of modern data-collection procedures. Finally, our existing instruments do not have deep-UV capability, as they can only measure down to 340 nm (compared to the requested instrument of 200 nm). The importance here is that being able to measure absorbance at 200 nm means that our students can analyze nearly any organic molecule that we have available, without spectral limitation. Our current instruments only reliability permit measurements of absorbance in the visible range.

Because of the deficiency in the number of spectrophotometers accessible to students, students are forced to perform laboratory experiments in partners due to lack of equipment. One of the measurable course objectives for CHEM 150 is to be able to record accurate measurements. When students are partnered often only one of the pair becomes proficient in this skill. In CHEM 151 one of the SLOs is “Given a lab with multi-step aqueous reactions, students will design a sequence of steps in order to collect the necessary information, analyze the experimental data using principles of equilibrium, and form conclusions based on data and calculations. Students will show evidence of the application of the scientific method in their conclusions and analyze

their results for sources of possible error.” If the students are not becoming sufficient in accurately collecting data at the CHEM 150 level due to a limited number of instruments available, then achieving this SLO for CHEM 151 becomes increasingly difficult.

2. Indicate how the content of the department/program’s latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

A main focus of the last efficacy report and current EMP is to increase the number of degrees awarded in Chemistry (which have doubled from 7 to 14, since 2014-15). As we have increased the offerings of majors’ prep courses over the years, in response to demand, the equipment utilized by this sequence of classes has undergone increased use, and is now beginning to break down.

Furthermore, we have had successful honors students rank highly at the Honors conference held each year at UC Irvine, as well as go on to undergraduate research opportunities when they transfer. These experiences will be enhanced and expanded by securing the requested equipment.

If we are to continue to provide first-rate laboratory-based education, which is necessary for students to succeed in the competitive disciplines of science majors requiring Chemistry, we will need to begin to replace these instruments, with those that include functioning software.  
*(Efficacy report, page 34).*

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

We currently run 7 sections of CHEM 150 and 3 sections of CHEM 151, for a maximum of 240 students in these classes per semester. If we include the CHEM 212/213 students, this brings the total to 340 students per semester. We must begin phasing-in the purchase of new spectrophotometers, in order to continue to offer first-rate laboratory experiences.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program’s plans to support those costs.

None expected.

5. What are the consequences of not funding this equipment?

Without funding, the students will have to continue sharing the few fully-functioning setups we have or will need to record their measurements by hand. Performing a lab in partners will decrease the number of students who will test proficient in certain measureable course objectives and subsequently SLOs as they will not have sufficient enough practice in obtaining and recording accurate measurements.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>John Banola</b>
Program or Service Area:	<b>Kinesiology/Health</b>
Division:	<b>Social Sciences, Human Development, &amp; Physical Education</b>
Date of Last Program Efficacy:	<b>Spring 2015</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Free Motion Heavy Commercial Dual Cable Cross</b>
Amount Requested:	<b>\$5500</b>
Strategic Initiatives Addressed:	Access, Student Success, Institutional Effectiveness, Planning, Campus Climate <a href="#"><u>Strategic Directions + Goals</u></a>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement

**Additional X**

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes       **NO X**

If yes, what are they? \_\_\_\_\_

**1. Provide a rationale for your request. (Explain, in detail, the need for this position.)**

Currently, we only have 5 machines that are wheelchair accessible. This severely limits the amount and types of exercise that our wheelchair users could participate in. The Free Motion Heavy Commercial Dual Cable Cross unit is an extraordinarily versatile and durable strength and cable system. This strength training apparatus includes several premium design features that safely and effectively target every part of the body. Each independently rotating arm rotates vertically and horizontally with 12 vertical and 9 horizontal settings to accommodate virtually any pattern of movement. And, the independently moving handles offer virtually unlimited exercise. The Free Motion system permits a diverse range of activity for a more custom and comprehensive workout. Users perform a variety of strength exercises including those that mimic sports-specific activities to condition different sets of muscles. And, each weight stack is cleverly enclosed to limit access to moving parts for improved user safety. Additionally, the Dual Cable Cross is ADA compliant in order to accommodate wheelchair users.

**2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)**

For years now, there has been an increased focus on living healthier, more active lifestyles. The Healthy People 2020 (HP 2020) campaign is one of the driving forces behind getting the nation more active. In regards to physical activity (PA), the goal of HP 2020 is to "Improve the health, fitness, and quality of life through daily PA." In addition, one of the objectives in regards to PA is to "Reduce the proportion of adults who engage in no leisure-time PA." This machine could

help improve the enrollment, retention and success of students with disabilities, as well as those without, by providing a way for them to better participate in the fitness class.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The activity courses that will be using this equipment are sections that run back-to-back from 8:00A-2:00P, as well as in the evenings,. The equipment will be used constantly and justifies the initial cost. Most importantly, since the Free Motion Dual Cable Cross is ADA compliant, it can accommodate wheelchair users, which will allow more students the ability to participate safely and successfully in our activity courses. In fact, due to its versatility, this piece of equipment is used in virtually every gym and fitness center.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

Estimated total amount is for the purchase of the equipment, which includes a 1-year service warranty. Therefore there will not be any additional related costs for the first year. After that time period, we will use our contracted service technician (who maintains our other equipment) on an as-needed basis for maintenance. The department is currently covering this ongoing cost for the contracted service technician.

5. What are the consequences of not funding this equipment?

We will continue to severely limit the amount of participation our students in wheelchairs can have in our activity courses. Additionally, general population students would be deprived of a number of different exercises that this piece of equipment would allow.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Miguel Ortiz</b>
Program or Service Area:	<b>Machinist Technology</b>
Division:	<b>Applied Technology, Transportation and Culinary Arts</b>
Date of Last Program Efficacy:	<b>Spring 2015</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Machine tool accessories</b>
Amount Requested:	<b>\$15,000.00</b>
Strategic Initiatives Addressed:	<b>1 and 2 <a href="#">Strategic Directions + Goals</a></b>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional  x

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  x NO

If yes, what are they? \_\_\_\_\_ Department Budget and Perkins \_\_\_\_\_

Provide a rationale for your request. (Explain, in detail, the need for this position.)

The requested equipment will provide the machine tool accessories needed to ensure students have the required training to achieve industry recognized certifications. Much of the Machinist Technology Department budget is for wages and benefits. The department would like to request \$15,000 to cover the costs for machine tool accessories used in the program including needed for student projects: indexing head, rotary table, punch former, radius grinder former etc. . .

1. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

As the machinist technology program works to increase the robustness of its curriculum and alignment of the NIMS credentials, machine tool accessories are required to teach the skills needed to acquire certifications. Machinist technology has not received much funding, resulting in inadequate amounts of supplies, tools, and equipment. Improved equipment will help retention and enrollment with students' as the program offers the necessary equipment for their success.

2. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The SBVC Machinist Program strives to comply with the National Institute for Metalworking Skills (NIMS) certification standards the program is also in the process of re- accreditation. Maintaining the quality of the program through the needed hands-on applications, by providing

the necessary equipment, will increase student's ability to earn industry required certification and higher paying jobs.

3. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

The requested equipment is a part of the much needed update to the Machinist Program. We will continue to do our best to reduce cost as much as possible and partner with our advisory committee to receive donations when available.

4. What are the consequences of not funding this equipment?

The "hands-on" projects required in each of the certifications will have to be delayed or left out and will affect the practical learning aspects of the students in the program, as well as, the students' ability to achieve certifications due to missing skill sets.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Chris Hylton</b>
Program or Service Area:	<b>Maintenance &amp; Operations</b>
Division:	<b>Maintenance</b>
Date of Last Program Efficacy:	
What rating was given?	
Equipment Requested	<b>Main Sewer Line Jetter</b>
Amount Requested:	<b>18580.96</b>
Strategic Initiatives Addressed:	Strategic Directions + Goals

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

We are required to perform scheduled maintenance on our sewer lines to prevent them from clogging, which could result in effluent running into storm drains. The schedule is determined by the Sewer System Management Plan. We are also asked to clean out the main line for the Campus Center due to the grease introduced into the line by the cooking functions in that building.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*)

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

5. What are the consequences of not funding this equipment?

We have to depend on an outside contractor to provide maintenance to our systems on their schedule, and at their cost.

## **Hylton, Christopher L**

---

**From:** Vivar, Jorge O  
**Sent:** Friday, October 13, 2017 9:41 AM  
**To:** Hylton, Christopher L  
**Subject:** Fwd: FW: Email Bid# B608802

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**From:** Gerardo.Montalvo@Ferguson.com <Gerardo.Montalvo@Ferguson.com>  
**Sent:** Friday, October 13, 2017 9:29:03 AM  
**To:** Vivar, Jorge O  
**Cc:** Juan.Gonzalez@Ferguson.com  
**Subject:** FW: Email Bid# B608802

Here you are sir,

I kept all the pricing the same as it was originally quoted for you then, these items are made to order and typically take 4-6 weeks for delivery out of Pittsburg please let me know if there is anything else I can help you with.

**Gerardo Montalvo**  
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San Bernardino, CA 92408  
T: 909-885-0701 F: 909-884-1599  
E: [GERARDO.MONTALVO@FERGUSON.COM](mailto:GERARDO.MONTALVO@FERGUSON.COM)  
[www.ferguson.com](http://www.ferguson.com)

### **Price Quotation # B608802**

#### **FEI SAN BERNARDINO #1071**

1090 E COOLEY AVE  
SAN BERNARDINO, CA 92408

Phone : 909-885-0701  
Fax : 909-796-8304

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Bid No.....: B608802  
Bid Date...: 10/13/17  
Quoted By: GM  
Customer.: SAN BERNARDINO COMMUNITY  
COLLEGE DISTRICT

Cust Phone: 909-382-4000  
Terms.....: NET 10TH PROX  
Ship To.....: SAN BERNARDINO COMMUNITY  
COLLEGE DISTRICT  
114 S DEL ROSA DRIVE

## EQUIPMENT NEEDS ASSESSMENT APPLICATION

### Fall 2017

Name of Person Submitting Request:	<b>Chris Hylton</b>
Program or Service Area:	<b>Maintenance &amp; Operations</b>
Division:	<b>Maintenance</b>
Date of Last Program Efficacy:	
What rating was given?	
Equipment Requested	<b>Portable Electric Arc Welder</b>
Amount Requested:	<b>1348.92</b>
Strategic Initiatives Addressed:	
<u>Strategic Directions + Goals</u>	

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Maintenance Shop does not have a welding machine! We depend on contractors to perform minor repairs that could be completed by staff in a fraction of the time it takes to get an estimate from a contractor, create a requisition, and wait for the purchase order. The price of the requested welder will be paid back with the first two jobs we do in house.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*)

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

5. What are the consequences of not funding this equipment?  
**We will continue to pay outside contractors prevailing wage to make minor repairs around the campus.**



AIRGAS USA, LLC  
 175 S ARROWHEAD AVE  
 SAN BERNARDINO CA 92408-1326  
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 F: 909-381-5191

## QUOTATION

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 SAN BERNARDINO COMM COLLEGE  
 114 S DEL ROSA DR  
 SAN BERNARDINO CA 92408-0108  
 T: 909-382-4070

Quote Number	2006559373
Quote Date	10/02/2017
Prepared By	Eric Hernandez
Contact Phone	909-350-2551
Account Manager	JEREMY GROSSMANN
PO Number	
Release Number	
Ordered By	

Item	Material/Description	Plant	Order Qty	UM	Vol/Wt	UM	Unit Price	UM	Ext Price
10 MIL907693	W065 WELDER MULTIMATIC 215 120/240V 60HZ 1 PHASE		1	EA			1,249.00	EA	1,249.00

### Incoterms

Customer Pick up Airgas

### Shipping Method

Customer Pick Up

### Payment Terms

NET 30

Quote Amount	1,249.00
Sales Tax	99.92
Quote Total	1,348.92

### PLEASE REFER TO THIS QUOTATION WHEN ORDERING.

Terms and pricing are valid for a limited time only.

### SURCHARGES, TAXES & FREIGHT MAY NOT BE INCLUDED OR MAY CHANGE AT TIME OF BILLING.

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Rental and lease charges are invoiced separately from gas purchases.

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\$100  
REEMBOLSO



\$1,319

PRECIO TRAS  
REEMBOLSO

Cortadora por Plasma  
907529

\$1,419 PSF

Diversion™ 180

\$700  
REEMBOLSO

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REEMBOLSO



Soldadora TIG  
907627

\$2,139 PSF

Syncrowave® 210

\$200  
REEMBOLSO

\$2,639

PRECIO TRAS  
REEMBOLSO



Soldadora  
TIG/Palo  
951684

\$2,839 PSF

Bobcat™ 225

\$200  
REEMBOLSO

\$3,490

PRECIO TRAS  
REEMBOLSO



Soldadora/  
Generador  
907498001

\$3,690 PSF

Precio sugerido por el fabricante (PSF) indicado para modelos básicos.

**2**

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**ADQUIERA \$150**

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OBTENGA UN  
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**\$50**

**ADQUIERA \$300**

DE PRODUCTOS INCLUIDOS  
EN ESTA PROMOCIÓN

OBTENGA UN  
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**\$100**

**ADQUIERA \$500**

DE PRODUCTOS INCLUIDOS  
EN ESTA PROMOCIÓN

OBTENGA UN  
REEMBOLSO DE  
**\$200**



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Plazo límite para la presentación de reclamaciones: 15 de enero de 2018



**Miller**

The Power of Blue®

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Chris Hylton</b>
Program or Service Area:	<b>Maintenance &amp; Operations</b>
Division:	<b>Maintenance</b>
Date of Last Program Efficacy:	
What rating was given?	
Equipment Requested	<b>Proximity Access Control System for M&amp;O and CDC</b>
Amount Requested:	<b>\$22,260</b>
Strategic Initiatives Addressed:	<b>Strategic Directions + Goals</b>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement

Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes

NO

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

This system includes hardware and software that allows controlled access into buildings using a RFID imbedded fob or card instead of a key. If someone loses their fob or card we just turn it off and it becomes inactive. If someone loses their key, it can still be used for unauthorized entry into our facilities. In the event of an emergency, we can remotely lock all of the equipped doors to prevent unauthorized entry. As the system expands across the campus we can add doors to an employees card instead of giving them more keys.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)
- \_\_\_\_\_

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).
- \_\_\_\_\_

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.
- \_\_\_\_\_

5. What are the consequences of not funding this equipment?



# Proposal

Date	Proposal #
8/28/2017	1011098

Customer
San Bernardino Valley College 701 S. Mt Vernon Ave. San Bernardino, CA 92410

Ship To
San Bernardino Valley College 701 S. Mt Vernon Ave. San Bernardino, CA 92410

Qty	Description	Rate	Total
1.00	Wireless Access Control System Installation for M&O and CDC Buildings		
	System Software		
1.00	Open Options DNA Fusion - 2 Client Connection 10 Subcontrollers	2,252.59	2,252.59T
3.00	Control Panels, Wireless PIM's and Antennas		
	E2-SSP-D2		
	Open Options Teal 16 x 20 x 4.5 Enclosure with Tamper Switch, SPS-10 Power Supply and PDD8 Power Distribution Board, SSP-D2 (on-board Ethernet connection and two reader support, 4 output and 8 input relays, single down stream 485 port with 6MB)	3,009.10	9,027.30T
5.00	AD-400 Locks		
	AD-401-MS-70-FMK-626-RHO-BD		
	Schlage AD-400 Networked Wireless Electronic Lock	1,173.58	5,867.90T
44.00	Labor for Installation and Programming		
	Access Control System Lead Technician	85.00	3,740.00
	CMAS Contract Numbers: - 4-16-84-0052A - 3-15-84-0039B		
	- CDC Building to get 2x doors with electrified AD hardware and controller to support doors - M&O Building to get 3x additional doors with electrified AD hardware and controller to support those plus the 1x existing AD door - Dispatch to get lockdown reader and wireless interface hardware to support it - System software to be installed on campus server - 2x clients installed on workstations		
	Customer is responsible for providing the following:(where applicable) - 110 VAC power outlets at controller locations - Internet connection/IP address - Switch ports within IDF's for controllers - Client workstation PC or PC's - Server to run system on - PC's that are to run DNA clients - Lock installation is to be by Dan Lyman as per campus request - Access to work areas during work hours		0.00T
	WARRANTY: American Security Group will warranty its installation to be free of defects in material and workmanship for a period of one year. All equipment carries its full manufacturer's warranty.	0.00	0.00
		Net 30	
			<b>Subtotal</b>
			<b>Tax (8.0%)</b>
			<b>Total</b>



# Proposal

Date	Proposal #
8/28/2017	1011098

Customer
San Bernardino Valley College 701 S. Mt Vernon Ave. San Bernardino, CA 92410

Ship To
San Bernardino Valley College 701 S. Mt Vernon Ave. San Bernardino, CA 92410

Qty	Description	Rate	Total
	Information obtained from the buyer or his agent was used to formulate this proposal. American Security Group reserves the right to submit a change order if items are discovered during the implementation of this proposal that will require additional equipment, special insurance requirements and/or labor.	0.00	0.00
	The sale price reflected on this proposal does not include project performance and payment bonding. Should bonding be required for this project it will be billed at additional cost. Current bonding rate for ASG is 3.729%	0.00	0.00
	TERMS: The terms of payment for products and services are described in the quotation. Time is of the essence on all payments. All invoices due with NET-30 terms.	0.00	0.00T
	The sale price reflected on this proposal includes a 3.7% cash discount. Major credit cards are accepted, however, payment by credit card will negate the 3.7% discount.	0.00	0.00

I hereby authorize performance of this proposal and agree to the following payment terms:	Net 30	Subtotal	\$20,887.79
ACCEPTED BY: _____	DATE: _____	Tax (8.0%)	\$1,371.82
PO Box 48 Vista CA, 92085 www.amsecgroup.com Voice 760-727-4020 Fax 760-727-4027 CA LIC 665638 ACO LIC 4234		Total	\$22,259.61

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Chris Hylton</b>
Program or Service Area:	<b>Maintenance &amp; Operations</b>
Division:	<b>Maintenance</b>
Date of Last Program Efficacy:	
What rating was given?	
Equipment Requested	<b>Utility Vehicles (Electric Carts)</b>
Amount Requested:	<b>37975.00</b>
Strategic Initiatives Addressed:	<b>Strategic Directions + Goals</b>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement

Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes

NO

If yes, what are they? \_\_\_\_\_

- Provide a rationale for your request. (Explain, in detail, the need for this position.)

The primary form of transportation for the maintenance workers to do their job is the electric cart. They are set up with ladder racks and flat beds to install tool boxes. There are no extra carts in the fleet, so when one breaks down, whoever uses the cart must curtail some of the work orders they would have completed until the cart is repaired. We are requesting three new carts. One will replace the cart used by the Electrician, which was beyond its useful life and could not be repaired due to a lack of parts. The second cart is for the Plumber. His cart is a 2005 model and continues to have mechanical difficulties. The third cart is for the Locksmith. His cart is a 2003 model and has reached the end of its useful life.

- Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

- Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

- Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

- What are the consequences of not funding this equipment?



8089 Cherry Ave Fontana CA 92336 Cell: 909-721-3829 johng@yalechase.com

San Bernardino Valley College  
701 S Mount Vernon Ave.  
San Bernardino, CA 92410  
Christopher Hylton



## Sales Quotation

Quote Number: 000389

Date 10/16/2017 Quote Expires on: 11/15/2017

Description	Price	Extend	Qty
2017 Taylor Dunn 48 Volt Bigfoot Electric Burden Carrier, 4 Wheel, Speed (Unloaded): 12 mph, Load Capacity: 3,000 lb, Batteries Trojan :210 amp-hour 8 each, GT Drive, Automotive Differential, Motor: 12.5 hp, Fully Enclosed AC, Brushless, Controller: Solid State Self Diagnostic AC Speed Controller, Charger: Built-In, 48 volt, 17 amp SCR with Interlock, 115 VAC / 60 Hz, Rear Hydraulic Disc Brakes with Hand Parking Brake, Tires: 5.70 x 8, Load Range C, Pneumatic, Frame: Steel Smooth Skin, Unitized Body, Heavy Duty 12 Gauge, Flush Deck: 44" X 77" with Black 5/8" Plywood Deck Board, Steering: Rack and Pinion, Instrumentation: Horn, Reverse Alarm, Smart View Display: (Battery Status Indicator, Hour Meter, Fault Code Display), Key Switch, Dual USB Port, Light Switch, Emergency Power Cut-off Switch, High / Low Speed Switch, Forward / Off / Reverse Selector, and DC/DC Converter (on with key switch) Lights: LED Dual Headlights, Taillights, and Brake Lights, Seats: Adjustable Black Dual Bucket Seats with Driver's Seat Electrical Interlock, Standard Colors: White, Green, Orange, Yellow	\$11,120.00	\$11,120.00	1
Econo Cab (Steel)	\$795.00	\$795.00	1
Windshield wiper	\$175.00	\$175.00	1
Ladder Rack	\$1,700.00	\$1,700.00	1
Mirror, Multi-Panel, Rear View	\$65.00	\$65.00	1
Front Axle, Hydraulic Disc Brakes	\$440.00	\$440.00	1
Controller, 48v AC, 500 amp, DC-DC converter, Smart View Display, USB port 500 amp controller requires front brakes	\$230.00	\$230.00	1
Tires, 20.5 x 8, Pneumatic, Load Range E	\$220.00	\$220.00	1
Less 15% discount		(\$2,211.75)	
Delivery	\$125.00	\$125.00	1
LEAD TIME - 6 WEEK FACTORY ORDER			

I accept the terms and conditions of this quotation.

Signed: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Terms: Net on delivery. 30% restock fee for cancelled factory orders

Major credit cards accepted.

I decline my option for an extended service contract.

Sub-Total \$12,658.25

Tax

Total \$12,658.25

Thank you for considering Yale/Chase. If you decide not to buy from us, we would appreciate your feedback so that we can serve you better in the future!

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Chris Hylton</b>
Program or Service Area:	<b>Maintenance &amp; Operations</b>
Division:	<b>Grounds</b>
Date of Last Program Efficacy:	
What rating was given?	
Equipment Requested	<b>Zero Turn Riding Lawn Tractor</b>
Amount Requested:	<b>13604.00</b>
Strategic Initiatives Addressed:	<b>Strategic Directions + Goals</b>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO

If yes, what are they? \_\_\_\_\_

- Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Grounds division has three riding lawn tractors. One of the tractors is a 2005 John Deere 1420 II. We had two of this type, but one of them recently broke the transaxle and a replacement was over \$9,000. The value of the tractor was less than \$2,500. With the number of operating hours on the existing unit, we would like to replace it before it fails. We have a lot of turf at SBVC, and being down one mower causes a lot of grass to grow un-mowed, which gives the campus an unkempt look.

- Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

- Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

- Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

- What are the consequences of not funding this equipment?

The existing equipment will fail. When it does, we have to defer some grounds maintenance until a replacement can be funded and purchased. The current unit has reached the end of its



ZD1211L-72 WEB QUOTE #864480  
Date: 10/9/2017 1:28:53 PM  
– Customer Information –  
Hylton, Christopher  
San Bernardino Valley College  
chylton@sbccd.ca.us  
909-387-1608

Quote Provided By  
Glenn B. Dorning, Inc.  
Bob Lavery  
1744 E. Holt Blvd.  
Ontario , CA 91761  
email: bob@gbdorning.com  
phone: 9099832089

– Standard Features –



ZD1200 Series

ZD1211L-72

\*\*\* EQUIPMENT IN STANDARD MACHINE \*\*\*

**DIESEL ENGINE**  
3 Cylinder, Kubota Model #  
D1105  
24.8 Gross HP @ 3000 rpm  
68.5 cu. in. Displacement  
12v 430 Amp Hr. Battery  
14 Amps Charging Output

**SAFETY EQUIPMENT**  
Electric Key Shut Off  
Control Lever Safety Switch  
Parking Brake Safety Switch  
Foldable ROPS  
Seat Safty Switch

**TRANSMISSION**  
Hydrostatic Drive  
(2) HST w/Gear Reduction  
Brake - Wet Multi Disks  
Forward Speeds 0 - 10.6 mph  
Reverse Speeds 0 - 5.3 mph

**DIMENSIONS**  
Height 78.7"  
Length 93.7"  
Width Overall 85.8"  
Wheelbase 61.4"

**STEERING / MOTION CONTROL**  
(2) Hand Levers, Adjustable  
Hydraulically Damped,  
Adjustable

**OPERATING FEATURES**  
Zero Turn Radius  
Adj. Front Axle: Rigid/Oscillating  
Dual Element Air Filter  
Deluxe Suspension Seat  
Hands-free Hydraulic Deck Lift  
Hands-free Parking Brake  
Cup Holder

**POWER TAKE OFF**  
Hydraulic Independent PTO  
Shaft Drive Mower Deck  
Wet Disk Clutch

**FLUID CAPACITY**  
Fuel Tank 13.1 gal  
Engine Coolant w/ Recovery tank 3.96 qts  
Crankcase w/ Filter 4.1 qts  
Transmission Case and Axle Gear 12.8 qts

**SIDE DISCHARGE MOWER**  
60" and 72" Kubota PRO Deck w/ACS  
8 Gauge, 6" Deep Deck  
1-5" Cut Height, Adjustable  
1/4" Increments  
Flexible Discharge Cover  
3 Blades

+ Manufacturer Estimate  
**TIRES AND WHEELS**  
Front 15 x 6.0 - 6 Flat-free  
Rear 26 x 12.0 - 16 Turf, Low Profile

– Custom Options –

ZD1211L-72 Base Price:	\$16,543.00
(1) MULCH KIT FOR 72" SIDE DISCHARGE MOWER	\$250.00
ZD3167-MULCH KIT FOR 72" SIDE DISCHARGE MOWER	
<b>Configured Price:</b>	<b>\$16,793.00</b>
NJPA Discount:	(\$3,694.46)
<b>SUBTOTAL:</b>	<b>\$13,098.54</b>
Dealer Assembly:	\$85.00
Freight Cost:	\$170.00
PDI:	\$250.00

Total Unit Price: \$13,603.54  
Quantity Ordered: 1  
Final Sales Price: \$13,603.54

Purchase Order Must Reflect  
the Final Sales Price

To order, place your Purchase Order directly with the quoting dealer

\*All equipment specifications are as complete as possible as of the date on the quote. Additional attachments, options, or accessories may be added (or deleted) at the discounted price. All specifications and prices are subject to change. Taxes are not included. The PDI fees and freight for attachments and accessories quoted may have additional charges added by the delivering dealer. These charges will be billed separately. Prices for product quoted are good for 60 days from the date shown on the quote. All equipment as quoted is subject to availability.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Melinda Fogle</b>
Program or Service Area:	<b>Theatre Arts</b>
Division:	<b>Humanities</b>
Date of Last Program Efficacy:	<b>2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Best-Rite Reversible Dry-Erase Board, 30" x 40"</b>
Amount Requested:	<b>1 qty. @ \$525.51</b>
Strategic Initiatives Addressed:	2. Promote Student Success <a href="#"><b>Strategic Directions + Goals</b></a> 6. Provide Exceptional Facilities

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  **X**

Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO  X

If yes, what are they? \_\_\_\_\_

**1. Provide a rationale for your request. (Explain, in detail, the need for this position.)**

The white board housed in the Auditorium was not returned after the renovation, and this oversight has negatively impacted instruction.

Theatre courses often require a nontraditional classroom such as the scene shop or light booth. Faculty need a rolling white board to provide lecture information in nontraditional locations, thereby providing both theory and practice.

**2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.)**

As indicated in the EMP and Efficacy Report, the Theatre Arts Department is working to build and grow the number of Theatre Arts majors. The Theatre Arts degree includes many courses that require a nontraditional classroom setting, such as the scene shop. Students need to be able to take notes in the nontraditional classroom setting.

**3. Indicate any additional information you want the committee to consider (for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.).**

SBVC Theatre Arts students need to learn theory as well as practical application. Our students need the highest level training to compete in the industry and to succeed in higher education.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

NA

5. What are the consequences of not funding this equipment?

Incomplete instruction in technical theatre could result in a serious safety issue. For instance, students learning to operate the fly system need to have a complete understanding of the procedures and rules for raising and lowering set pieces onto the stage while actors perform below. Safety concerns also arise when students learn to operate machinery in the scene shop and to hang and focus lighting instruments up on the grid.

Further, without the ability to integrate theory and practice into the Theatre Arts coursework, student success, and consequently, recruitment and retention will be negatively impacted.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Melinda Fogle</b>
Program or Service Area:	<b>Theatre Arts</b>
Division:	<b>Humanities</b>
Date of Last Program Efficacy:	<b>2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Portable Dance Mirrors</b>
Amount Requested:	<b>\$1,500 + shipping (3 qty. 4'x8' rolling mirrors)</b>
Strategic Initiatives Addressed:	2. Promote Student Success <a href="#"><u>Strategic Directions + Goals</u></a> 6. Provide Exceptional Facilities

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement   Additional

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  NO  X

If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

The Theatre Arts students need mirrors for coursework in performance and technical theatre classes. Because the dance studio was removed from the Auditorium, the Theatre Arts students no longer have access to mirrors.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

Dance mirrors are a standard piece of equipment for a Theater. Mirrors serve multiple uses in Theatre Arts. For instance, performers use mirrors to develop physical characterization, to learn about alignment and proper vocal production, and to aid with dance and combat choreography. Mirrors serve a range technical theatre purposes as well, including lighting, film/video projection, and costume design and construction.

As stated in the Department/Program Goals in the EMP, the department seeks to offer high quality instruction and productions and to increase student enrollment. Standard equipment is necessary to achieve these goals.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The Theatre Arts transfer degree requires a full range of performance and technical theatre courses. Students must have the proper equipment to complete their coursework.

Additionally the Theatre Arts Department produces two full length mainstage productions each year, and those productions are entered into the Kennedy Center American College Theatre Festival and the Inland Theatre League Awards. We strive to offer superior training and to produce high quality productions.

Students will not be able to learn basic skills and techniques without this standard equipment; and, therefore, they will not be competitive in the educational or professional arenas.

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

NA

5. What are the consequences of not funding this equipment?

Without the standard equipment, the Theatre Arts Department cannot provide the instruction as stated in the program curriculum. The lack of mirrors will continue to have a negative impact on student learning, and, subsequently, student recruitment and retention. This failure to meet student needs will be revealed in a very public way in public performances.

**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Name of Person Submitting Request:	<b>Joshua Milligan</b>
Program or Service Area:	<b>Welding Technology</b>
Division:	<b>Applied Technology, Transportation and Culinary Arts</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>Welding Machines</b>
Amount Requested:	<b>\$15,000</b>
Strategic Initiatives Addressed:	1 and 2 <a href="#"><u>Strategic Directions + Goals</u></a>

NOTE: To facilitate ranking by the committee, submit separate requests for each item; however, multiple items can be submitted as one request if it is required that the equipment is packaged together.

Replacement  Additional  X

Are there alternative funding sources? (for example, Department, Budget, Perkins, Grants, etc.)

Yes  X NO

If yes, what are they? \_\_\_\_\_ Department Budget and Perkins \_\_\_\_\_

**1. Provide a rationale for your request. (Explain, in detail, the need for this position.)**

The industry has shifted focus from several of the older welding processes to newer processes. These include: Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), Metal Cored Arc Welding (MCAW) and Regulated Metal Deposit Welding (RMD). The program has already submitted for approval eight new Welding Technology courses and four new Welding Technology certificates. These have been proposed for the Fall 2018 Semester by the request of the program's advisory committee. Because of the high demand for welders in this region and the shift to these newer welding technologies, it is vital that the San Bernardino Valley College Welding Program acquire new machines to properly train students for the demands of the industry and accurately prepare them to receive high paying jobs.

**2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)**

The duplicated enrollment went from 326 for the 15-16 year to 463 for the 16-17 year and the FTES went from 49.52 to 67.31 for the same years. This shows a 34.73% increase for the duplicated enrollment and a 30.45% increase in FTES. Because of these significant improvements, one of the major goals for the program's most recent EMP is increasing funding for new equipment. The program is continuing to sustain an increased growth for the current year and for this to continue successfully and support the needs of the students, additional funding is required.

3. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

Providing adequate equipment in the practical learning process of the welding students will help improve and maintain the high retention and completion rates (student success). Adequate equipment will also help with students' enrollment once the students see that the program offers the necessary equipment for their success within the local industry. The Welding Program also performs certification testing which requires the proper equipment to perform. It is vital for the program to upgrade the equipment to meet the demands of the required industry certifications

4. Indicate any related costs (including any ongoing maintenance or updates) and department/program's plans to support those costs.

There is no anticipated ongoing cost with the purchase of the proposed equipment.

5. What are the consequences of not funding this equipment?

The hands-on/lab projects in each of the curriculums will have to be deferred and will affect the practical learning aspects of the students in the program which will, in turn, affect the students' ability to receive high paying jobs.