

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	David Casillas
Program or Service Area:	AERONAUTICS
Division:	Applied Technology, Transportation, and Culinary Arts
Date of Last Program Efficacy:	Fall 2017 Full review
What rating was given?	Continuation
Equipment Requested	Purchase 4 (A-360 engines) and associated components
Amount Requested:	\$ 36,000
Strategic Initiatives Addressed:	1,2,4
	<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 equipment.)

A budget increase is required due to additional class's Power plant in the evenings.

- The additional 055,055L and 655L courses in the evening requires additional equipment.
- The lab portion of Power plant has group projects, due to limited engines and components the groups would have to be larger thus reducing the learning experience of the students. Some of the students would be relegated to watching. Or having to reassemble portions of engines so then they could disassemble them. This would be time prohibitive.
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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 current EMP supports this request for additional engines as necessary for the success of the program.

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

1. As per the FAA part 147 the students are required to accomplish level 3 projects .Level 3 projects requires students to be able to inspect , repair reassemble and troubleshoot engines and components.
2. It is difficult to do if not impossible without sufficient engines and components

The student success rate would be affected due to not enough engines and components.

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

Related cost would be minimal as only basic hardware and parts would be required . Cost could be covered with current budget.

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

Due to time constraints and not enough engines some students would not be able to fulfill FAA part 147 requirements. Possible cancellation of evening AMT classes .

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	David Casillas
Program or Service Area:	AERONAUTICS
Division:	Applied Technology, Transportation, and Culinary Arts
Date of Last Program Efficacy:	Fall 2017 Full Review
What rating was given?	Continuation
Equipment Requested	Red Bird FLIGHT SIMULATORS
Amount Requested:	\$ 24,000
Strategic Initiatives Addressed:	2,4 Promote Student success, program improvement, maintain leadership 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 equipment.)

The flight operations and management degree program requires 2 additional flight simulators.

- Currently with 2 flight simulators, the students are required to wait for Flight simulator time, thus reducing their learning experience due to lack of sufficient training equipment.
- Students are relegated to watch other students fly during class time as the average time on a flight simulator may run up to 15 minutes.
- When night flying is required students are unable to watch , as flight simulators must me covered to remove all lighting.

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 current EMP supports this request for additional flight simulators as necessary for the success of the program.

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

The additional Flight Simulators are FAA approved for signing student’s flight logbooks for up to 2.5 (source redbirdflight.com) hours of flight time thus reducing the amount of time students must pay for an aircraft. Furthermore, the more students are in the simulators the less time is required for them to obtain their Private pilot Certificate. This program was offered in the past here at SBVC but is new to SBVC this semester . With that said, it has had initial success in student enrollment with just word of mouth. The program is expected to grow as the minimum

age to receive a private pilot license is 16 , thus making a program that may be marketed to the 22 feeder high school as well as the community.

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

Cost for the FAA approved Flight simulators are \$12,000 each for a total of \$24,000. There are no ongoing costs with simulators as software updates included.

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

The consequences of not funding this equipment is lower enrolment to the program as students become frustrated with the lack of equipment required for their education.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Mark Williams
Program or Service Area:	Aero ,Automotive 0948, Collision 0949, Diesel 0947, Culinary Arts ,Welding , Machine Trades , Refrigeration, Maintance & Operations
Division:	Applied Tech.
Date of Last Program Efficacy:	2016
What rating was given?	Meets
Equipment Requested	Steam cleaner for CTE Division
Amount Requested:	\$15,000
Strategic Initiatives Addressed: Strategic Directions + Goals	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

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

Yes NO

If yes, what are they? _____ Perkins _____

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

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.*)

2018 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 more hybrid and electric vehicle training to more of our programs and their respect curriculum. Each instructor will have the opportunity to be trained and teach from this trainer and program. 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 2018

Name of Person Submitting Request:	David Rosales
Program or Service Area:	Art Department
Division:	Arts and Humanities
Date of Last Program Efficacy:	Spring 2015
What rating was given?	Continuation
Equipment Requested	10 Easels and 20 stools
Amount Requested:	\$2,700.00
Strategic Initiatives Addressed: Strategic Directions + Goals	<ol style="list-style-type: none"> 1. Increase Access 2. Promote Student Success 3. Improve Communication, Culture + Climate 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

If yes, what are they? _____

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

The easels and stools in the drawing and painting areas are coming apart. In 2014 the art department received a one-time special allocation of \$2,300 to replace ten large and ten small easels. The old easels were replaced with wooden easels, which have not held up under student use. The 10 large wooden easels may be able to be repaired, but the 10 smaller easels cannot. The requested ten new easels will be metal and should hold up better under student use. The stools requested have back and will be easier and more comfortable for students with physical issues.

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 17-18 are 277.51. The student success rate is 81% and retention rates are at 89%. 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.*).

Broken equipment may affect task performance and be a safety hazard to the students.

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

There should be no related costs.

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

The drawing and painting areas will not function at optimal level,

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	James Stewart
Program or Service Area:	Art Department
Division:	Arts and Humanities
Date of Last Program Efficacy:	Spring 2015
What rating was given?	Continuation
Equipment Requested	30 Shimpo VL-Whisper Pottery Wheels
Amount Requested:	\$32,971.50
Strategic Initiatives Addressed: Strategic Directions + Goals	<ol style="list-style-type: none"> 1. Increase Access 2. Promote Student Success 3. Improve Communication, Culture + Climate 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

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 11 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 17-18 are 277.57. The student success rate is 81% and retention rate is 89%. 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. The vendor is also including 30 potters' stools with adjustable legs at no charge.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	David Rosales
Program or Service Area:	Art Department/Gresham Art Gallery
Division:	Arts and Humanities
Date of Last Program Efficacy:	Spring 2015
What rating was given?	Continuation
Equipment Requested	Moveable Walls
Amount Requested:	\$8,750.00
Strategic Initiatives Addressed: Strategic Directions + Goals	<ol style="list-style-type: none"> 1. Increase Access 2. Promote Student Success 3. Improve Communication, Culture + Climate 4. Maintain Leadership + Promote Professional Development 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

If yes, what are they? _____

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

The Gresham Art Gallery currently has 20 moveable walls that were purchased when the art department moved to the new Art Gallery in 2007. Due to frequent use of installing and removing the walls for each exhibition the art department holds, some of the walls have become damaged. With less walls in use, we become very limited to configuring the walls in different ways. This request will replace some of the damaged walls that will eventually no longer be used as well as add a few extra walls and accessories that will help us build the walls in a variety of different configurations.

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 request addresses the need for multicultural experiences that can be usefully applied in other areas of education and life. Through art exhibitions and the presence of exhibiting outside artists our students expand their cultural awareness. The Gresham Art Gallery provides a culturally rich learning environment for our students and the campus community. Without the use of our moveable wall system, we would have very limited opportunities to exhibit quality art shows to our campus community and the public, as the walls are used for the majority of our gallery exhibits. The request is tied to Strategic Directions and Goals, numbers 1, 2, 3, 4, 6.

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

The Gresham Art Gallery hosts eight shows per year including the Dia de los Muertos Show and the Annual Student Art Show. The Gresham Art Gallery is a community-gathering place that makes art accessible, enjoyable and integral to all visitors. The Art Gallery is an inclusive place where all SBVC students and community members have access to work by a variety of artists, and advances SBVC as an institution dedicated to life-long learning.

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?

The fewer walls we have available to use to build our exhibitions, the lower the exhibition quality will be and the less variety we will have in artist representation. If we cannot provide the proper hanging space for installation of the art pieces in our gallery it limits access to work by a variety of artists.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	James Stewart
Program or Service Area:	Art Department
Division:	Arts and Humanities
Date of Last Program Efficacy:	Spring 2015
What rating was given?	Continuation
Equipment Requested	Glass Furnace
Amount Requested:	\$35,000
Strategic Initiatives Addressed: Strategic Directions + Goals	<ol style="list-style-type: none"> 1. Increase Access 2. Promote Student Success 3. Improve Communication, Culture + Climate 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

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 the last replacement was in 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. The furnace is now at a crucial state of deterioration. The interior tank is perforated, and the molten glass has migrated into the exterior insulation, resulting in energy loss and poor material quality that frustrates teacher and students.

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 17-18 are 277.51. The student success rate is 81% and retention rates are at 89%. 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 student success, guest artists, and providing resources needed to run the three-dimensional area. Additionally, we provide the District with glass trophies that are presented to employees at their annual service award event. Jim Stewart is currently working with Katherine Grey (CSUSB) and the “Garcia Center for the Arts” to develop a public glass facility for the city of San Bernardino. Also, he is working with the city to reopen the ceramics studio at Perris Hill Park.

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 2018

Name of Person Submitting Request:	Mark Williams
Program or Service Area:	Automotive 0948, Collision 0949,
Division:	Applied Tech.
Date of Last Program Efficacy:	2016
What rating was given?	Meets
Equipment Requested	Front End Alignment machine
Amount Requested:	\$25,000
Strategic Initiatives Addressed: Strategic Directions + Goals	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

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

Yes NO

If yes, what are they? _____ Perkins _____

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

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.*)

2018 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 more hybrid and electric vehicle training to more of our programs and their respect curriculum. Each instructor will have the opportunity to be trained and teach from this trainer and program. 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 2018

Name of Person Submitting Request:	Mark Williams
Program or Service Area:	Automotive 0948, Collision 0949,
Division:	Applied Tech.
Date of Last Program Efficacy:	2016
What rating was given?	Meets
Equipment Requested	Waste Oil Reclaiming tank Removal, Replacement and Haz Mat accessories
Amount Requested:	\$7,000
Strategic Initiatives Addressed: Strat Goals egic Directions +	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

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

Yes NO

If yes, what are they? _____ Perkins _____

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

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.*)

2018 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 more hybrid and electric vehicle training to more of our programs and their respect curriculum. Each instructor will have the opportunity to be trained and teach from this trainer and program. 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 2018

Name of Person Submitting Request:	Richard Jaramillo
Program or Service Area:	Auto Mechanical
Division:	Applied Technology
Date of Last Program Efficacy:	Mini 2015
What rating was given?	Continuation
Equipment Requested	Tire Mount And Balance Machines
Amount Requested:	\$28000
Strategic Initiatives Addressed: (See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)	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. 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 15.38 FTES, enrollment down 73 students, FTEF down .68, WSCH PER FTEF down 27, success down 8% at 69%, Retention down 4% at 89% and Degrees and Certificates awarded should be up. 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 2018 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 rate slight decline are due to some of our students need to gain immediate employment but the students that are goal orientated will finish with a certificate or degree and begin their automotive career.

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 2018

Name of Person Submitting Request:	Richard Jaramillo
Program or Service Area:	Auto Mechanical
Division:	Applied Technology
Date of Last Program Efficacy:	Mini 2015
What rating was given?	Continuation
Equipment Requested	Torque Certification Kit
Amount Requested:	\$60,000
Strategic Initiatives Addressed: (See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)	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 is 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 torquing 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 torquing 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 and a full Review in 2017 with continuation was given. Current EMP shows FTES down about 15.38 FTES, enrollment down 73 students, FTEF down .68, WSCH PER FTEF down 27, success down 8% at 69%, Retention down 4% at 89% and Degrees and Certificates awarded should be up. 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 2018 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 slight decrease is a result of the local economy increase in jobs. The college going students still need to achieve their goal of starting a career in the automotive industry and not just obtain a job.

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 2018

Name of Person Submitting Request:	Mark Williams
Program or Service Area:	Automotive 0948
Division:	Applied Tech.
Date of Last Program Efficacy:	2016
What rating was given?	Meets
Equipment Requested	Car-Train Hybrid & Electric Vehicle Trainer
Amount Requested:	\$48,000
Strategic Initiatives Addressed: Strategic Directions + Goals	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

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

Yes NO

If yes, what are they? _____ Perkins _____

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

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.*)

2018 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 more hybrid and electric vehicle training to more of our programs and their respect curriculum. Each instructor will have the opportunity to be trained and teach from this trainer and program. 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:	Richard Jaramillo
Program or Service Area:	Auto Mechanical
Division:	Applied Technology
Date of Last Program Efficacy:	Mini 2015
What rating was given?	Continuation
Equipment Requested	Meter Certification Kit EEDM525 SnapOn
Amount Requested:	\$ 14600
Strategic Initiatives Addressed: (See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)	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 meet 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 15.38 FTES, enrollment down 73 students, FTEF down .68, WSCH PER FTEF down 27, success down 8% at 69%, Retention down 4% at 89% and Degrees and Certificates awarded should be up. 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 slight decrease is a result of the local economy increase in jobs. The college going students still need to achieve their goal of starting a career in the automotive industry and not just obtain a job.

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 2018

Name of Person Submitting Request:	TATIANA VASQUEZ AND SOHA SOBHANIAN
Program or Service Area:	BIOLOGY
Division:	SCIENCE
Date of Last Program Efficacy:	Spring 2017
What rating was given?	Continuation
Equipment Requested	Models for Human Anatomy
Amount Requested:	\$10,000
Strategic Initiatives Addressed:	Goal 1, Access Strategic Directions + Goals 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 equipment.)

This **request is to acquire additional Models for Anatomy and Physiology** which are utilized in a number of biology courses including Bio 155, Bio 250, Bio 251, Bio 260, and Bio 261. 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 that lead CTE certificates in allied health (Strategic goals 1.9, 2.5, 2.9, EMP p. 2 Department Goals).

Based on campus statistics, the number of biology sections offered in the past year increased by 5.9% and by 15.9% in the past 5 years (EMP p. 1). Keeping in mind that these models support the needs of programs such as Nursing, Psych Tech, Pharmacy tech, etc. by preparing students for their future courses and subsequent careers, the department is not equipped with enough anatomical models to support the growing population of students and increase in section number.

Purchase of additional models ensures that all students have access to resources that enhance their learning environment and ensure their success in the course (Strategic goals 1.11, 2.6). Furthermore, this request features models that will replace current models that have been worn out through 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.

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 funds available to the Biology department are limited (see Program Efficacy Report, *challenges* p. 20). The 2017 Program Efficacy report (*planning* p. 19) details the high job demand for medical and clinical laboratory technicians ranging between 11.9% - 41.4%. In the recent academic year, there have been increases in all of the measures of the EMP (p.1) such as FTES (up by 6.12% and by 10.30% since 2013-2014), FTEF (up by 2.57%, and by 14.3% since 2014-2015), duplicated enrollment (up by 7.82%), the number of sections (up by 5.09% and by 15.9% since 2013-2014) and WSCH per FTEF (up by 3.61%).

Growth is associated with courses that have laboratory instruction. Growth in the number of sections impacts the department greatly at multiple levels (e.g., faculty, classified, equipment). These sections belong to each of the areas of the mission of our department (EMP p. 1 description of program/area, EMP p.2 Departmental goals). Growth in Anatomy and Physiology sections directly influence professional allied health programs (Program efficacy report pp. 12-13) for transfer degrees and CTE certificates (EMP p.2 Departmental goals; Strategic goals 1.9, 2.6). The Biology department is instrumental in preparing students for allied health professional schools (e.g., Physician's assistant, Pharmacy) and our Anatomy and Physiology classes primarily support the CTE goals of our students. Many of their CTE goals are at Valley College. Therefore, the support of these classes impacts 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.

The department has been committed maintaining affiliations for articulation agreements to increase enrollment of high school students into allied health courses (EMP p. 2; Strategic goal 2.8)

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?

Students either will not have access to models or will use broken, worn, or damaged models for their learning. Such condition would impede students' success and in turn the overall success of the program.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	TATIANA VASQUEZ
Program or Service Area:	BIOLOGY
Division:	SCIENCE
Date of Last Program Efficacy:	SPRING 2017
What rating was given?	CONTINUATION
Equipment Requested	Museum Storage Cabinet
Amount Requested:	\$2,500
Strategic Initiatives Addressed:	Goal 1, Access Strategic Directions + Goals 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 equipment.)

This **request is for one large Botany Specimen Museum Cabinet**. Over the past three years, Biology faculty have revived the botanical collection that dates to specimen collections in Biology courses between 1920-1970. As part of the current skill-based training in the Biology major courses, students learn museum practices to catalog local vegetation of Southern California. As a result, students collect specimens to maintain a record in the college's Botanical Teaching Museum which is also curated into a digital database by faculty (Strategic goal 1.11, 2.5, 2.6).

Collected specimens must be secured in an adequate storage to protect them against physical (e.g., solar radiation) and biological damaged (e.g., infestation of plant-eating insects). The desired cabinet is designed for the permanent storage of botanical specimens. In this way the most detrimental influences can be counteracted. Moreover, the cabinet also provides organized access for students, faculty, researchers, and community members to observe and study collected specimens. The current museum storage is limited to past historical collections and the cabinets are also in very poor quality. There is no space for the specimens curated by students in majors Biology courses.

Biology students and faculty are engaged in a number of bio-monitoring projects with different agencies (San Bernardino National Forest Service, San Bernardino County Special Districts, Pomona College, Cal Poly Pomona, and Rancho Santa Ana Botanical gardens). Thus, reliable data and access to collected specimens are vital. These affiliations have been developed to enrich students' hands-on training and provide them with job skills (Strategic goals 1.6, 2.8.5, 2.8.7) and labor force access.

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 funds available to the Biology department are limited (see Program Efficacy Report, *challenges* p. 20). The budget supply does not allocate funds to special permits such as the one requested here. Our Program Efficacy report (pp. 18-19) demonstrates the wide diversity of employment opportunities that our Biology students have today. But they must be ready with various technical skills. The EMP data for AS Biol degrees (p. 1) demonstrate our commitment to leading the students' career pathways. According to the Efficacy Team Analysis and Feedback (p. 4), "the department has many strengths which are utilized to support the goals and objectives of the department" and "these strengths support the greater college community..."

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

In Biology courses in which the outdoor classroom has been implemented, student success rates range between 70-77% (B.O.R.G Data Cubes). Science courses are typically perceived to make gains in the lab, but in the life sciences the lecture and lab spaces are actually outside. A study published in *Bioscience* (At a Crossroads: The Nature of Natural History in the Twenty-First Century, Apr 2016), reveals that early-career scientists benefit greatly when exposed to "opportunities to gain desired skills" and "opportunities for exposure to natural areas and environments."

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

None. Cabinet does not require maintenance or updates.

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

- Eliminate experiential learning approach from the courses in the Biology major and Independent Study as specimens will not be growing without having a storage unit.
- Eliminate opportunities for students to gain job skills and job access.
- Reduce opportunities for students and faculty to collaborate with outside agencies (e.g., US Forest Service, RSABG, Big Bear Pebble Plain Committee)

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	TATIANA VASQUEZ AND SARAH YEARYEAN
Program or Service Area:	BIOLOGY
Division:	SCIENCE
Date of Last Program Efficacy:	Spring 2017
What rating was given?	Continuation
Equipment Requested	Spectrophotometers (for three programs)
Amount Requested:	\$12,000
Strategic Initiatives Addressed:	Goal 1, Access Strategic Directions + Goals 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 equipment.)

This **request is to support the replacement of spectrophotometers** that affect three different programs in the Department (Major Biol, Non-major Biol, and Microbiology). The spectrophotometers are equipment/machines utilized in laboratory experimentation. Currently we have *vintage* spectrophotometers for 20 sections of labs of various courses (Bio 205, Bio 206, Bio 100, Bio 270). Parts are no longer available in the market (including e-bay and amazon) because these machines are simply old-fashioned. The manufacturer no longer supports supplies nor maintenance for a machine *launched in 1985 and that is out of circulation*. To support the observed growth (EMP p. 1) in each of the programs aforementioned (Strategic goal 1.9) means that we will need even additional machines to the ones that are requested here. But at this time, we are only requesting replacement of existing old-fashioned equipment.

We are in dire need of replacements since some of the spectrophotometers are no longer working and are unrepairable. For a lab of 28 students, equipment number is currently insufficient, so we cannot provide small group utilization and learning; we must resort to larger student numbers per machine. As a result, students must wait for the use of equipment while their experimental knowledge and data collection gets delayed depending on the speed of use between students. This limits experimental experiences, teaching opportunities, and even creativity in lab experiments. Replacement to recent/modern technology is imperative to the student performance in laboratories. Seven different experiments are dependent on the use of these five machines. If we are to support the community complete AS degrees, CTE certificates in related fields (Strategic goal 1.9), and GE in biology (EMP p. 2; Strategic goals 2.5, 2.6, 2.8.10), then

we must have the resources before they fail. We must also have the ability to repair the equipment too.

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.*)

In the recent academic year, there have been increases in all of the measures of the EMP (p.1) such as FTES (up by 6.12% and by 10.30% since 2013-2014), FTEF (up by 2.57%, and by 14.3% since 2014-2015), duplicated enrollment (up by 7.82%), the number of sections (up by 5.09% and by 15.9% since 2013-2014) and WSCH per FTEF (up by 3.61%). Growth is associated with courses that have laboratory instruction. Growth in the number of sections impacts the department greatly at multiple levels (e.g., faculty, classified, equipment). These sections belong to each of the areas of the mission of our department (EMP p. 1 description of program/area). Biology major courses and Microbiology directly influence 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 and science careers (Program efficacy report pp. 12-13 and p. 19) and the opportunity of growing number of sections (EMP p.1; Strategic goal 1.9) and maintaining an up to date curriculum (Strategic goal 2.8.10) would need to be scaled back. The funds available to the Biology 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.

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 major Bio, GE Bio, and Microbiological laboratory exercises; negative effect on our COR commitments. Failure in accreditation standards.
- Inadequate scientific training in experimentation, its content and skills.
- Weaken employability and/or career success of allied health students and transfer students.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	TATIANA VASQUEZ AND SOHA SOBHANIAN
Program or Service Area:	BIOLOGY
Division:	SCIENCE
Date of Last Program Efficacy:	Spring 2017
What rating was given?	Continuation
Equipment Requested	Spirometers-ECG machines
Amount Requested:	\$9,000
Strategic Initiatives Addressed:	Goal 1, Access Strategic Directions + Goals 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 equipment.)

This **request is to acquire additional Spirometer-ECG machines** which are utilized in a number of biology courses including Bio 155, Bio 250, and Bio 261. These machines are required to collect heart and lung function data that students have to interpret for laboratory activities and exams. Allied health students must be familiar with the physiological theories but also be proficient in how to use, analyze, and evaluate spirometer and ECG data before they get into their clinical professional programs. Therefore, this equipment is an essential component of the learning environment that leads to CTE degrees in allied health and is directly tied into student success (Strategic goals 1.9, 1.11, 2.5, 2.6).

Furthermore, compare to 5 years ago, we offer 15.9% more sections and that included a 5.09% growth just in the past year (EMP p.1, Strategic goals 1.9, 2.5, 2.6). Increase in sections offered has led to further strain on the existing equipment utilized to teach the lab courses. Although these machines are expensive initially, they are virtually indestructible, and do not require software updates or maintenance once purchased.. These Spirometer-ECG machines can be shared among many Anatomy and Physiology courses and their numerous sections.

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 funds available to the Biology department are limited (see Program Efficacy Report, *challenges* p. 20). The 2017 Program Efficacy report (*planning* p. 19) details the high job demand for medical and clinical laboratory technicians ranging between 11.9% - 41.4%. In the

recent academic year, there have been increases in all of the measures of the EMP (p.1) such as FTES (up by 6.12% and by 10.30% since 2013-2014), FTEF (up by 2.57%, and by 14.3% since 2014-2015), duplicated enrollment (up by 7.82%), the number of sections (up by 5.09% and by 15.9% since 2013-2014) and WSCH per FTEF (up by 3.61%).

Growth is associated with courses that have laboratory instruction. Growth in the number of sections impacts the department greatly at multiple levels (e.g., faculty, classified, equipment). These sections belong to each of the areas of the mission of our department (EMP p. 1 description of program/area, EMP p.2 Departmental goals). Growth in Anatomy and Physiology sections directly influence professional allied health programs (Program efficacy report pp. 12-13) for transfer degrees and CTE certificates (EMP p.2 Departmental goals; Strategic goals 1.9, 2.6).

The department has been committed maintaining affiliations for articulation agreements to increase enrollment of high school students into allied health courses (EMP p. 2; Strategic goal 2.8) and in maintaining equipment that matches curriculum needed for the labor force. Any lab experiment listed in the aforementioned courses that rely upon studying and testing respiratory or cardiovascular functions will require Spirometer-ECG equipment. Therefore, the necessity of these machines can be linked to any laboratory COR items where cardiovascular and respiratory functions are tested.

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?

- Insufficient numbers of Spirometer-ECG machines to meet current and growing demands in course section numbers.
- Failure to replace older worn out machines as they fail.
- Limit laboratory exercises for Cardiovascular and Respiratory systems; negative effect on our COR commitments. Failure in accreditation standards.
- Inadequate skills training in data acquisition and analysis as it pertains to the cardiovascular and respiratory systems.
- Weaken employability and/or career success of allied health students and transfer students.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	TATIANA VASQUEZ AND SARAH YEARYEAN
Program or Service Area:	BIOLOGY
Division:	SCIENCE
Date of Last Program Efficacy:	SPRING 2017
What rating was given?	CONTINUATION
Equipment Requested	ULTRA COLD FREEZER
Amount Requested:	\$12,000.00
Strategic Initiatives Addressed: Strategic Directions + Goals	Goal 1, Access Goal 2, Student Success Goal 6, 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

If yes, what are they? _____

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

This request is for replacement of the outdated ultra-low temperature freezer. The organisms that are utilized in bacteriological experiments are stored in the ultracold temperature freezer to prevent their deterioration. When placed in a regular household freezer, microorganisms are damaged and cannot be used for laboratory activities. The current ultracold temperature freezer has long past its warranty period and parts have been replaced without any guarantee in longevity.

This special freezer is used for laboratory preparation in association with courses in Microbiology (Bio 270), Cell and Molecular Biology (Bio 205), and Organismal Biology (Bio 206). These courses link to our Department goals of enhancing the number of AS degrees and CTE certificates (EMP p.2). Many sections with bacteriological laboratory experiences are in jeopardy of losing fundamental laboratory material because the freezer storage can fail any day. In the Microbiology course (Bio 270) with 6 laboratory sections, microorganisms are used every week in each of the sections per semester. All activities use available microorganisms (stored in freezer) for 28 students per section. Most of the use is per individual student. Furthermore, Microbiology (Bio 270) is a five-unit course which has distinct lab activities twice per week per section and it is always offered during the summer session, often as a double section.

Failure of this essential equipment will result in cancellation of all laboratory activities for this course. Students could also be enormously impacted on their career pathway if after equipment failure they were to get an Incomplete (I) or a Withdrawal (W) grade due to the Department's

inability to recover organisms from freezer failure. These grades would handicap the students' admissions to allied health certificate programs and financial aid (Negative effects on Strategic goals 1.9, 2.5, 2.6).

Since this equipment is also outdated, it results in higher energy costs for the College. Thus, acquisition of a recent/modern model could impact the College's goal of conserving resources (Strategic goal 6.1).

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 funds available to the Biology department are limited (see Program Efficacy Report, *challenges* p. 20). The 2017 Program Efficacy report (*planning* p. 19) details the high job demand for medical and clinical laboratory technicians ranging between 11.9% - 41.4%. In the recent academic year, there have been increases in all of the measures of the EMP (p.1) such as FTES (up by 6.12% and by 10.30% since 2013-2014), FTEF (up by 2.57%, and by 14.3% since 2014-2015), duplicated enrollment (up by 7.82%), the number of sections (up by 5.09% and by 15.9% since 2013-2014) and WSCH per FTEF (up by 3.61%).

Growth in major's Biology and Microbiology sections directly influence professional allied health programs (Program efficacy report pp. 12-13) for transfer degrees and for CTE certificates (EMP p.2 Departmental goals; Strategic goals 1.9, 2.6). If we are to support the community entry to biology's CTE-related fields (EMP p. 2), then we must have the resources before they fail. The Biology department is instrumental in preparing students for allied health professional schools (e.g., Physician's assistant, Pharmacy) and our Microbiology sections primarily support the CTE goals of our students. Therefore, the support for this special equipment impacts not just student success in Biology, but other programs in the college. Failure of this equipment could in turn have costly impacts on the College's opportunity to take advantage of the allied health careers regional growth (Program efficacy report pp. 12-13).

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 bacteriological laboratory activities (mostly all labs in Bio 270 course). Negative effect on our COR commitments. Failure in accreditation standards.
- Reduce number of CTE certificates awarded due to lack of course completion.
- Surcharge costs and straining demands to the instructional budget supply to purchase microorganisms on a weekly basis from biological vendors in summer and regular semesters.
- Weaken employability and/or career success of allied health students (Program Efficacy report p. 19).

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Amy Avelar
Program or Service Area:	Chemistry
Division:	Science
Date of Last Program Efficacy:	March 2016
What rating was given?	Continuation
Equipment Requested	3 Reversible Mobile 6'x 4' Whiteboard from ULINE
Amount Requested:	Total cost: \$1,800.00 (\$600 each with tax) will pickup
Strategic Initiatives Addressed: Strategic Directions + Goals	Increase Access + Promote Student Success + 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

If yes, what are they? _____

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

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. As indicated in the **EMP** under **Improve student success**, the different classroom and laboratory techniques discussed are difficult (if not impossible) to put into action if we are hindered with the lack of whiteboards.

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. As indicated in the EMP under **Acquiring resources to ensure rigor of the curriculum**, white boards are used as part of effective communication in the classroom.

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 are 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 2018

Name of Person Submitting Request:	Sheri Lillard
Program or Service Area:	Chemistry
Division:	Science
Date of Last Program Efficacy:	2016
What rating was given?	Continuation
Equipment Requested	Gas Chromatographs (3)
Amount Requested:	\$7,000 (\$1989 ea + tax, shipping, etc.)
Strategic Initiatives Addressed:	Student Success 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 equipment.)

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, and are 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 goal of the last efficacy report and the current EMP is to increase the number of degrees awarded in Chemistry (which have increased to 12 – 14 in the past three years, compared to 7 – 8 in the two years prior). 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 continues to remain stable at 11 sections.

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. As mentioned under Challenges & Opportunities in the EMP, acquiring resources such as equipment to maintain the rigor of the curriculum is an ongoing challenge.

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 2018

Name of Person Submitting Request:	Sheri Lillard
Program or Service Area:	Chemistry
Division:	Science
Date of Last Program Efficacy:	2016
What rating was given?	Continuation
Equipment Requested	Spectrophotometers (10)
Amount Requested:	\$25,000 (\$1999 ea + tax, shipping, etc.)
Strategic Initiatives Addressed: Strategic Directions + Goals	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 equipment.)

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 student 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 and CHEM 151 levels 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 goal of the last efficacy report and the current EMP is to increase the number of degrees awarded in Chemistry (which have increased to 12 – 14 in the past three years, compared to 7 – 8 in the two years prior). 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 6 sections of CHEM 150 and 3 sections of CHEM 151, for a maximum of 216 students in these labs per semester. If we include the CHEM 212/213 students, this brings the total to 316 students per semester. We must begin phasing-in the purchase of new spectrophotometers, in order to continue to offer the first-rate laboratory experiences that the 4-year transfer institutions expect out of our students.

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 likely decrease the number of students who will test proficient in certain measurable course objectives and subsequently SLOs as they will not have sufficient enough practice in obtaining and recording accurate measurements.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Paul Dennis
Program or Service Area:	Criminal Justice – Police Science
Division:	VSOC
Date of Last Program Efficacy:	2017-2018
What rating was given?	Continuation
Equipment Requested	Conference Table & Chairs
Amount Requested:	8,000
Strategic Initiatives Addressed: Strategic Directions + Goals	Our program’s EMP reveals the continuation of student population increasing due to the demand of law enforcement

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 equipment.)

In 2016, our faculty room NH-151 used for conferences was converted to a classroom. We would like to convert NH-140 into a conference room now that Middle College program is moving from our area.

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.*)

Part of our departmental goal is to improve partnerships with outside agencies and San Bernardino County Sheriff’s Department. Having a confidential place to host meetings will enhance not only the relationship that we hold with our partners, but service outcomes of our students.

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

The Commission on Peace Officer Standards and Training require we hold Advisory Committee meetings.

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

At this time, we are only requesting a conference table and chairs, not much maintenance is required.

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

Last minute meetings can be challenging in locating a confidential room. Our consequence is to use Administrative Services to reserve a room.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Paul Dennis
Program or Service Area:	Criminal Justice – Police Science
Division:	VSOC
Date of Last Program Efficacy:	2017-2018
What rating was given?	Continuation
Equipment Requested	Conference Table & Chairs
Amount Requested:	8,000
Strategic Initiatives Addressed: Strategic Directions + Goals	Goal 1: Increase Access Goal 2: Promote Student Success Goal 3: Improve Communication, Culture and Climate

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 equipment.)

Our program’s EMP reveals the continuation of student population increasing due to the demand of law enforcement. To continue our partnerships and relationships with other outside agencies we would like to convert NH-140 into a conference room. In 2016, our faculty room NH-151 used for conferences was converted to a classroom now that Middle College program is moving from our area.

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.*)

Part of our departmental goal is to improve partnerships with outside agencies and San Bernardino County Sheriff’s Department. Having a confidential place to host meetings will enhance not only the relationship that we hold with our partners, but service outcomes of our students.

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

The Commission on Peace Officer Standards and Training require we hold Advisory Committee meetings.

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

At this time, we are only requesting a conference table and chairs, no maintenance is required.

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

Having the ability to maintain a professional divisional, that is self-equipped to provide adequate and private meeting space for confidential discussions that are required with our law enforcement partners for the success of the program.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Todd Heibel
Program or Service Area:	Environmental Science, Geography-GIS, and Geology-Oceanography
Division:	Science
Date of Last Program Efficacy:	SP 15 for GEOG-GIS, SP 16 for ENV SCI-GEOL-OCEAN, and SP for GIS (2-year)
What rating was given?	Continuation for all
Equipment Requested	Augmented Reality Sandbox – Virtual, Interactive Topography and Geomorphology
Amount Requested:	\$8,000
Strategic Initiatives Addressed: Strategic Directions + Goals	Student Access, Student Success, and 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

If yes, what are they? _____

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

Currently, there is no budget to support any equipment expenditures, including the augmented reality sandbox. The augmented reality sandbox is an interactive tool that provides a hands-on approach to understanding abstract, esoteric fundamentals of topography. Essentially, students create topographic relief (e.g. hills and valleys) using sand as a medium. A camera, computer, and projection unit project superimposed contour lines onto the sand surface. Virtual bodies of water can also be created within valleys, and base levels can also be manipulated (e.g. water levels raised or lowered).

Because topography is a fundamental concept within a variety of physical sciences, the departments will “leverage” (share) this resource with other departments (e.g. Biology, Environmental Science, Geography, Geology-Oceanography, GIS, Physics, and others). This equipment could also play a starring role in outreach activities.

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 augmented reality sandbox has the potential to positively impact the efficient operation of lecture, laboratory, and field activities. Therefore, overall enrollment, success, retention, recruitment, and efficiency could be positively impacted. A full-time faculty member was hired in the fall 2016 semester, there is now an AS-T degree option for GEOL students, and OCEAN courses are being offered on a regular basis following a multi-semester hiatus. Within the EMP document, the need for an increased equipment budget is clearly identified within Goals, Challenges and Opportunities, and Action Plan sections. In addition, the SP 2016 GEOL-OCEAN Efficacy document explicitly identifies the need for equipment on page 12.

There is also a transfer degree option available for Geography students, and the Environmental Science program will soon have this option available for students. In addition, the GIS program has recently updated its course- and certificate-level curriculum.

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

Students require hands-on demonstration in order to reinforce concepts and knowledge that are typically difficult to acquire. In addition, students who wish to transfer to four-year institutions will be expected to understand the basics of topography, structure, and geomorphology within upper-division geology, oceanography, environmental, geography, and Earth science courses. Students who wish to enter the job market will also be expected to know how to utilize these important pedagogical tools. Please refer to the labor market information below. These career opportunities will be foreclosed to students who are not properly prepared:

Occupation:	Mean Hourly Wage:	Annual Average Openings:
Geological and Petroleum Technicians	\$39.23	80
Geoscientists	\$46.63	260

Source: State of California Employment Development Department (2013).

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

Although \$8,000 is a significant amount of money, this is a one-time need. In addition, this resource will be shared among several departments and utilized during STEM-related outreach events. Furthermore, this funding is needed, as demand for Earth, Spatial, and Environmental Science courses is anticipated to increase with the recent hire of full-time faculty and approval of transfer degrees, as well as improved job market prospects (especially within the energy, geospatial, and environmental sectors). To date, the departments have relied upon other departments and one-time sources of funding to sustain equipment. However, this piecemeal approach is unsustainable and not pedagogically sound. While grant funding could be pursued, there are no guarantees that funding would be procured, especially within the current grant funding climate. In addition, grant writing and administration requires significant time and energy that existing faculty, staff, and administrative resources may not be able to provide.

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

Without an augmented reality sandbox, students will continue to struggle with fundamental concepts of topography and geomorphology. In addition, student recruitment, retention, and success may diminish. Other community colleges and universities use this equipment to great effect and their students are much more competitive in future academic and career pursuits.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2017

Name of Person Submitting Request:	Miguel Ortiz
Program or Service Area:	Machinist Technology
Division:	Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:	Spring 2015
What rating was given?	Continuation
Equipment Requested	Machine tool accessories
Amount Requested:	\$15,000.00
Strategic Initiatives Addressed: Strategic Directions + Goals	2.8.10, 2.5.1, 2.6, 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 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

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 its fair share of funding, resulting in inadequate amounts of supplies, tools, and equipment. Supplies 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 supplies, 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 supplies are an ongoing cost for 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.

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Stephanie Lewis Briggs
Program or Service Area:		CIT
Division:		Math, Bus. & Comp Tech
Date of Last Program Efficacy:		2016
What rating was given?		Met
# of FT faculty 5	# of Adjuncts 20	Faculty Load (per semester):1.0
Position Requested:		Replacement for Roger Powell
Strategic Initiatives Addressed: Strategic Directions + Goals		Increase Access (1) and Promote Student Success (2)

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

In response to faculty attrition, we need to replace retiree Dr. Roger Powell

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 maintain growth and improve access to computer information system course, the replacement is needed.

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

As there continues to be a greater demand for technology courses, we will need to increase our offerings, thus needing faculty to teach the courses.

4. What are the consequences of not filling this position?

Reduce access and growth will result if the position is not filled.

NEEDS ASSESSMENT DIVISION/AREA SUMMARY

Fall 2018

Due by NOON on Monday, October 22, 2018

The purpose of this summary is to ensure that discussion addressing the needs of departments and individuals is taking place in the Division; to gather any additional information at the division level that supports a needs request; and to provide the committee with some feedback on how requests are integrated into Division planning and goals. It is the responsibility of the Division to check for duplicate applications and advise requestors to consolidate their requests.

Division Name:	Mathematics, Business and Computer Information Technology
Division Meeting Date:	September 21, 2018
Number of Participants:	27

Rankings (Required)

Budget	Classified Staff	Equipment	Faculty
			1.Zadock Reid - Retired
			2.Roger Powell – Retiring 12/18
400,000.00		3. Convert B216 into a computer lab	
67565.50		4. 30 Chromebooks in Business Building classrooms 123, 124, 131, 202, 214.	

Provide any comments/explanations if needed:

Divisions should only submit overall Division rankings and division requests with this form.

Departments must submit their own requests.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Dr. Stephanie Briggs
Program or Service Area:	Mathematics, Business and CIT
Division:	Mathematics, Business and CIT
Date of Last Program Efficacy:	2016
What rating was given?	Met
Equipment Requested	Desktop computers, desks, and wiring
Amount Requested:	400,000.00
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>	Access and promoting 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 xx

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

Yes NO xx

If yes, what are they? _____

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

To address AB705 and student access the equipment is needed.

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 maintain growth and improve access to technology.

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.

100k for a Computer Technician (Rick Hrdlicka area)

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

Reduce access and limit student success

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Dr. Stephanie Briggs
Program or Service Area:	Mathematics, Business and CIT
Division:	Mathematics, Business and CIT
Date of Last Program Efficacy:	2016
What rating was given?	Met
Equipment Requested	Chromebooks and wall cabinets (5 classrooms)
Amount Requested:	67,565.50
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>	Access and promoting 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 xx

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

Yes NO xx

If yes, what are they? _____

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

To address AB705 and student access the equipment is needed.

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 maintain growth and improve access to technology.

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.

100k for a Computer Technician (Rick Hrdlicka area)

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

Reduce access and limit student success

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:		Stephanie Lewis Briggs
Program or Service Area:		CIT
Division:		Math, Bus. & Comp Tech
Date of Last Program Efficacy:		2016
What rating was given?		Met
# of FT faculty 5	# of Adjuncts 20	Faculty Load (per semester):1.0
Position Requested:		Replacement for Roger Powell
Strategic Initiatives Addressed: Strategic Directions + Goals		Increase Access (1) and Promote Student Success (2)

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

In response to faculty attrition, we need to replace retiree Dr. Roger Powell

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 maintain growth and improve access to computer information system course, the replacement is needed.

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

As there continues to be a greater demand for technology courses, we will need to increase our offerings, thus needing faculty to teach the courses.

4. What are the consequences of not filling this position?

Reduce access and growth will result if the position is not filled.

NEEDS ASSESSMENT DIVISION/AREA SUMMARY

Fall 2018

Due by NOON on Monday, October 22, 2018

The purpose of this summary is to ensure that discussion addressing the needs of departments and individuals is taking place in the Division; to gather any additional information at the division level that supports a needs request; and to provide the committee with some feedback on how requests are integrated into Division planning and goals. It is the responsibility of the Division to check for duplicate applications and advise requestors to consolidate their requests.

Division Name:	Mathematics, Business and Computer Information Technology
Division Meeting Date:	September 21, 2018
Number of Participants:	27

Rankings (Required)

Budget	Classified Staff	Equipment	Faculty
			1.Zadock Reid - Retired
			2.Roger Powell – Retiring 12/18
400,000.00		3. Convert B216 into a computer lab	
67565.50		4. 30 Chromebooks in Business Building classrooms 123, 124, 131, 202, 214.	

Provide any comments/explanations if needed:

Divisions should only submit overall Division rankings and division requests with this form.

Departments must submit their own requests.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Dr. Stephanie Briggs
Program or Service Area:	Mathematics, Business and CIT
Division:	Mathematics, Business and CIT
Date of Last Program Efficacy:	2016
What rating was given?	Met
Equipment Requested	Desktop computers, desks, and wiring
Amount Requested:	400,000.00
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>	Access and promoting 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 xx

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

Yes NO xx

If yes, what are they? _____

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

To address AB705 and student access the equipment is needed.

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 maintain growth and improve access to technology.

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.

100k for a Computer Technician (Rick Hrdlicka area)

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

Reduce access and limit student success

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Dr. Stephanie Briggs
Program or Service Area:	Mathematics, Business and CIT
Division:	Mathematics, Business and CIT
Date of Last Program Efficacy:	2016
What rating was given?	Met
Equipment Requested	Chromebooks and wall cabinets (5 classrooms)
Amount Requested:	67,565.50
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>	Access and promoting 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 xx

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

Yes NO xx

If yes, what are they? _____

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

To address AB705 and student access the equipment is needed.

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 maintain growth and improve access to technology.

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.

100k for a Computer Technician (Rick Hrdlicka area)

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

Reduce access and limit student success

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Michael Lysak
Program or Service Area:	Physics/Astronomy/Engineering
Division:	Science
Date of Last Program Efficacy:	Spring/Fall 2016
What rating was given?	Continuation
Equipment Requested	Cenco Behr Free-Fall Apparatus (2)
Amount Requested:	\$4600
Strategic Initiatives Addressed: Strategic Directions + Goals	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 equipment.)

The present Physics/Astronomy experimental labs are using equipment that is quite a number of years old, and, with increased use, more of this equipment is falling into disrepair. Due to its significant age, the Free fall equipment that is presently in use is constantly breaking down, and, instead of having two functional Free Fall devices, the students are often forced to work with only one, while the Physics lab tech attempts to repair the failed device. As a result, students need to wait their turn to use the Free Fall devices, a most inefficient and frustrating situation. Further, the Free Fall devices presently in use have gotten out of alignment, and they often fail to properly record the free-falling plumb bob position with spark timers that are less effective than in previous years. This Free Fall lab is an important laboratory exercise to introduce students to the basic physics of motion, and it offers them a valuable, direct view of free-fall motion together with an opportunity to use hands-on, basic kinematic analysis to determine the velocities and acceleration of the falling plumb bob. The replacement of the well-used but deteriorating Free Fall devices that we presently use would greatly improve our overall laboratory program.

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 Physics/Astronomy Department as stated in the EMP is to update the Physics/Astronomy labs and their equipment needs, together with maintaining/updating labs and associated equipment. Further, on pg. 30 of the Physics/Astronomy Program Efficacy Report of Spring 2016, it states that "Our level of permanent funding is often not consistent with what is required to run this program by way of lab equipment, lecture demonstration equipment, supplies, and what is used and/or consumed on a regular basis in lecture and lab". The present

Free Fall devices that the Department uses in its labs are very, very old and are rapidly falling into disrepair; the Department would like to make use of the newer Free Fall devices so that students will have the advantage of being able to make lab measurements in the introductory and more advanced labs with more accurate and more reliable lab equipment. With these lab equipment improvements, the Department will be in a better position not only improve the present Physics labs, but also to choose future appropriate equipment to be able to further update our Physics and Astronomy labs, both at the introductory and advanced course levels.

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

The Science Division had ranked this Equipment request as 11th of all the Science division equipment requests in Fall of 2018.

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

Cenco Behr Free Fall Apparatus (2) with Wax-coated Recording tape; \$ 4600

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

Without the new equipment, the Physics/Astronomy program will suffer as many of our labs will continue to be outdated, more present labs will fall into disrepair, and students will not have the opportunity to experience proper, fundamental lab measuring and data acquisition techniques.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Melinda Fogle
Program or Service Area:	Theatre Arts
Division:	Humanities
Date of Last Program Efficacy:	2017
What rating was given?	Continuation
Equipment Requested	4 Quantity - Festnight Office Steel Locker Cabinet with 2 Doors Gray 35.4" x 15.7" x 70.9"
Amount Requested:	\$875.48 + tax (\$227.94x4)
Strategic Initiatives Addressed:	2. Promote Student Success Strategic Directions + Goals 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 equipment.)

The SBVC Auditorium hosts on campus and off campus groups for a variety of gatherings, including performances, guest lectures, meetings, and graduations. Those who use the Auditorium need an appropriate and safe place to hang their costumes/clothing and store personal effects.

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 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. Costumers, Wardrobe Crew, and Actors must learn to handle and store costumes in a professional manner. Students need to be able to hang costumes and store hats, shoes, and accessories properly and safely between performances.

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.

NA

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

Without the lockers, students and guests will continue to pile costumes and personal apparel on the floor and counters or attempt to hang them on doors or overhead pipes. Irreplaceable costume pieces and personal items will continue to go missing or get ruined in the shuffle of students and groups using the Auditorium.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Melinda Fogle
Program or Service Area:	Theatre Arts
Division:	Humanities
Date of Last Program Efficacy:	2017
What rating was given?	Continuation
Equipment Requested	The WorkBox 3.0
Amount Requested:	\$1,995.00
Strategic Initiatives Addressed:	2. Promote Student Success Strategic Directions + Goals 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 equipment.)

Technical Theatre courses and theatrical productions require a dedicated space for sewing costumes and building props. A small room previously used for scene storage has been cleared and designated as a sewing room. Working in such a small space requires organization for efficiency, safety and productivity. It is absolutely necessary to have an appropriate storage cabinet for the many tools, materials, and supplies required for sewing (needles, pins, thread, buttons, scissors, seam rippers...).

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 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. Costume Design is a core course for the Theatre Arts degree. As stated in the EMP, a greater commitment to technical courses is necessary. This commitment will be critical as the department explores the development of a new technical theatre certificate. Students must have a safe and organized space that supports the specific needs of the courses.

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.

NA

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

Students have been attempting to sew costumes in hallways, the lobby, and dressing rooms, essentially wherever they can find an outlet with a bit of space. They have been carrying plastic bags of supplies around the Auditorium with them. This experience does not train students to work at a professional level, nor does it produce high quality costumes/props for SBVC's theatrical productions. A lack of commitment and support for the technical theatre courses diminishes the value of the Theatre Arts degree and will hinder the development and success of the technical certificate.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Melinda Fogle
Program or Service Area:	Theatre Arts
Division:	Humanities
Date of Last Program Efficacy:	2017
What rating was given?	Continuation
Equipment Requested	The WorkBox 3.0
Amount Requested:	\$1,995.00
Strategic Initiatives Addressed:	2. Promote Student Success Strategic Directions + Goals 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 equipment.)

Technical Theatre courses and theatrical productions require a dedicated space for sewing costumes and building props. A small room previously used for scene storage has been cleared and designated as a sewing room. Working in such a small space requires organization for efficiency, safety and productivity. It is absolutely necessary to have an appropriate storage cabinet for the many tools, materials, and supplies required for sewing (needles, pins, thread, buttons, scissors, seam rippers...).

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 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. Costume Design is a core course for the Theatre Arts degree. As stated in the EMP, a greater commitment to technical courses is necessary. This commitment will be critical as the department explores the development of a new technical theatre certificate. Students must have a safe and organized space that supports the specific needs of the courses.

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.

NA

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

Students have been attempting to sew costumes in hallways, the lobby, and dressing rooms, essentially wherever they can find an outlet with a bit of space. They have been carrying plastic bags of supplies around the Auditorium with them. This experience does not train students to work at a professional level, nor does it produce high quality costumes/props for SBVC's theatrical productions. A lack of commitment and support for the technical theatre courses diminishes the value of the Theatre Arts degree and will hinder the development and success of the technical certificate.

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Melita Caldwell-Betties
Program or Service Area:	Water Supply Technology (WST)
Division:	Applied Technology
Date of Last Program Efficacy:	Two-Year Mini Review: March 19, 2018
What rating was given?	Continuation
Equipment Requested	Total Coliform Test Kits
Amount Requested:	7,000.00
Strategic Initiatives Addressed: Strategic Directions + Goals	Access and 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? Perkins and Grants

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

Public water systems must deliver safe and reliable drinking water to their customers continuously. If the water supply becomes contaminated, consumers can get seriously ill. One of the most important steps program students must be able to replicate is regular testing for coliform bacteria. The program is requesting the purchase of Hach's total coliform testing laboratories to provide all equipment necessary for Total Coliform and/or E. coli testing in the field using membrane filtration (MF or most probable number (MPN) method. The kits also include Hach's portable incubator and apparatus required to complete testing (e.g. sampling bags, thermometer).

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 WST Program has a limited budget provided by the college. The program focus is to acquire facilities, equipment, and supplies that cover core training necessities, first. The department continues to prioritize its budgetary needs to procure additional equipment and supplies to effectively offer the water/wastewater analysis laboratory class.

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

Recent regulatory changes by the certifying entity the California Water Environment Association (CWEA) to the knowledge, skills, and abilities (KSA's) of the occupation requires additional subject matter content and instructional hours. The laboratory analyst vocation deals with testing water in the laboratory. An essential duty is the performance of standard physical, chemical and biological tests on treated and polluted water, potable water, industrial and domestic wastewater

and related materials, including proper sampling and preservation techniques. Understandably, to validate the curriculum it is important to replicate actual on-the-job conditions, whenever feasible.

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

Specifically, the program will seek in-kind contributions of resources such as those offered by the United States Department of Energy (DOE). The Laboratory Equipment Donation Program (LEDP), was established by the (DOE) to grant surplus and available used laboratory equipment to universities and colleges for use in energy oriented educational programs. Sponsored by the Office of Workforce Development for Teachers and Scientists (WDTS), this grant program invites any non-profit, educational institution of higher learning, located in the U.S. and interested in upgrading educational programs in the life, physical, and environmental sciences to apply. The WST Program is also attempting to acquire the proper equipment and supplies by asking water agencies and industry vendors to donate items earmarked as salvage.

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

Due to the limited availability of facility resources, the course has been relegated to mostly a lecture course, which runs contrary to the approved Course of Record (COR). Not funding this facilities' request also runs contrary to "Strategic Initiative 6: SBVC will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community."

EQUIPMENT NEEDS ASSESSMENT APPLICATION
Fall 2018

Name of Person Submitting Request:	Joshua Milligan
Program or Service Area:	Welding Technology
Division:	Applied Technology, Transportation and Culinary Arts
Date of Last Program Efficacy:	Spring 2017
What rating was given?	Continuation
Equipment Requested	2 RMD Welding Machines
Amount Requested:	\$25,000
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? _____ Department, Budget, SWP _____

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

The welding industry has shifted focus from several of the older welding processes to newer processes. These newer processes include: Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), Metal Cored Arc Welding (MCAW) and Regulated Metal Deposition Welding (RMD). The program has also been approved for eight new Welding Technology courses and four new Welding Technology certificates. These are part of the department's curriculum beginning 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. We are requesting 2 new multi process machines that are capable of the new RMD process.

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 then continued to increase to 513 for the 17-18 year. This is a 57% increase from the 15-16 year to the 17-18 year. The FTES increased by 35.9% from the 15-16 year to 16-17 year and then 33.6% from the 16-17 year to the 17-18 year. This is an 81.7% increase in just the 2 years. Because of these significant increases in both the duplicated enrollment and FTES, 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.