

**TECHNOLOGY NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. *Technology that is listed in this category will be forwarded to Campus Technology Services to evaluate through their own processes.*

Name of Person Submitting Request:	<b>Rick Hrdlicka</b>
Program or Service Area:	<b>Campus Technology Resources</b>
Division:	<b>Administrative Services</b>
Date of Last Program Efficacy:	<b>2016-2016</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$50,000</b>
Strategic Initiatives Addressed:	Provide Exceptional Facilities.
	<a href="#">Strategic Directions + Goals</a>

Replacement  Growth

- 1. You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or [rhrdlicka@sbccd.cc.ca.us](mailto:rhrdlicka@sbccd.cc.ca.us). Please provide the date and time of your meeting.**

9/21/2017

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

No.

3. What technology-based equipment or software are you requesting?

Purchase and install electric projector screens in 25 classrooms. We will target the rooms that have the greatest need first. This will be the first phase of a multiphase project.

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

Our program efficacy report identifies the challenge of addressing the aging technology infrastructure in older buildings.

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

We have had issues with manual screens. They tend to fail because users must raise and lower them. We have had some users that are not able to lower and raise the screens themselves. This would allow them to push a button and lower or raise the screen.

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

Screens	1250 each
Installation	750 each
Total per screen	\$2000

25 Screens @ \$2000.00 for a total of \$50,000  
CTS would cover ongoing costs from its budget.

7. What are the consequences of not funding this request?

We will still need to cover malfunctioning screens as they fail.

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Name of Person Submitting Request:	<b>Jessy Lemieux and Michael Torrez</b>
Program or Service Area:	<b>Chemistry</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2016</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$8,000 (for 3 perpetual licenses)</b>
Strategic Initiatives Addressed: <a href="#">Strategic Directions + Goals</a>	<b>1.114.</b> Make better use of web content for online and traditional courses <b>2.6/2.6.1.</b> Increase student success for both traditional and online (hybrid) students

Replacement  Growth

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Talked on phone with Rick 10:30AM 10/24/16, these are additional licenses needed from last year's request. We were unable to purchase 6 licenses last year due to a quote error and were only able to purchase 3 last year.

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

None.

3. What technology-based equipment or software are you requesting?

Department set of licenses (6) [ChemDraw Prime 15.1 Perpetual Named User Win](#) for use in lecture prep/lab prep/instruction within classroom or lab as well as online hybrid content augmentation. We are currently using outdated versions (several years) or shareware, which do not have spectral capabilities (see explanation below about this requirement for courses).

4. 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.*)

Under SP16 Efficacy report: **Pattern of Service** in offering classes to serve the community (p.8): it states: "The program offers an online-hybrid Chem104 class each semester for transfer nursing majors. In addition, a new one semester General, Organic and Biological Chemistry course designed specifically for the requirements of allied health majors, CHEM 105, is currently under development and will debut in Fall 2016." Efficacy (p. 35) & EMP: Working to improve student success (55% in Efficacy; 60% in 2015 – 2016 EMP).

This software is **NECESSARY** for organic chemistry; it draws chemical structures and generates simulated spectroscopic data based on chemical structure. Both of these features are **necessary** for quizzes/exams/problem-sets in CHEM 213 and structure-drawing is **necessary** for quizzes/exams/problem-sets in CHEM 212, 104, 105, 101, and 150. Student success for both traditional

classes such as the new CHEM 105 and online hybrid CHEM 104 will increase due to the effective teaching material the software will allow us to implement. The software will allow for easy access to web content in the classroom by allowing molecules that will be studied to be created, cross-checked and referenced in real-time with other molecules in on-line chemistry databases. This will enhance student learning thereby enhancing student success. In addition, the software will allow instructors to meet demands of online coursework required for online hybrid chemistry students through the software's robust online web utilities further enhancing existing discussion and increasing online student success.

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

1. The tools are NECESSARY for preparing tests and problem-sets for organic chemistry.
2. Validation and correction of student nomenclature in time-sensitive lecture and laboratory settings. Software can allow for prediction of issues or critical errors that might otherwise be missed until after the assignment is completed.
3. Ease of Implementation of 2-D structures to: 3-D visualization of molecular, pKa, nomenclature, reaction, MSDS information, and other properties.

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

\$8,000 for 3 perpetual licenses for ChemDraw. No other costs needed.

7. What are the consequences of not funding this request?

Instructors will not be able to include molecular structures for reactions, synthesis, or nomenclature for CHEM 101, 104, 105, 150, 212, and 213 or be able to provide NMR spectra in CHEM 213. **These topics are part of the course outlines of record.** In addition, students require constant interaction in conceptual learning and problem solving of chemistry related material. This requires instructors to incorporate state of the art molecular sketching with key names, properties, and reactions for the molecules studied in a timely fashion that students can learn from. Using this software, the process can be streamlined. In addition, the generated sketches can be cross-referenced with online databases for various lecture and lab assignments to help students in the learning process. This software is especially critical for online hybrid student classes where online material for discussion and instruction needs to be constructed and formatted in a way suitable for easy, streamlined access by online students. Current software is outdated and interferes with the student's ability to successfully access and navigate the discussion and instruction content, potentially undermining student success.

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Name of Person Submitting Request:	<b>Carol Jones</b>
Program or Service Area:	<b>Chemistry</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2016</b>
What rating was given?	<b>continuation</b>
Amount Requested:	<b>\$23,039.44 to modernize the equipment (LCD projectors and add new screens) in PS-228</b>
Strategic Initiatives Addressed: <a href="#">Strategic Directions + Goals</a>	2. Promote Student Success 6. Provide Exceptional Facilities

Replacement X      Growth x(both)

1. **You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or [rhrdlicka@sbccd.cc.ca.us](mailto:rhrdlicka@sbccd.cc.ca.us). Please provide the date and time of your meeting.**

Meeting 10/03/17 at 2:00-2:30 pm in PS-196 SBVC

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

No, my meeting with Bob and Rick ended suggesting that no facilities request would be needed for this.

3. What technology-based equipment or software are you requesting?

Two new LCD projectors, mounting equipment and two new motorized projector screens for PS-228 to replace (or complement) the current projector and screen in PS-228. We will also need cables, a switchboard display and other accessories that are needed to make this modification possible.

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

Our 2015-2016 EMP “Goals” are to “continue to improve student success” and to “increase the number of science and engineering majors to affect the economic viability of the region”. Over the last few years (2012-2017) the Chemistry success rates have been about 54-60%, the chemistry department seeks innovative ideas to improve student success (EMP, action plan). The modifications to the classroom will allow for a more interactive lecturing experience. The current set up has one large screen that almost completely prevents instructors from using the whiteboard while the screen is down. The new split screens will allow instructors to use different technologies at the same time (one screen for the computer (PC or laptop) to show PowerPoint slides or videos from the Internet, etc. and the other screen for the document camera to show a molecular model, a demonstration, how to use the advanced features on a scientific calculator, to write out and solve problems, etc.) or the option of using only one screen, freeing up the other side to use the whiteboard space. Instructors would be allowed more freedom of how to show material to students without having to choose one media source or waste 2-3 minutes of time each time they want to switch between different technologies. Freeing up whiteboard space is also of major importance in the sciences (a single word problem or reaction

mechanism may require the use of multiple whiteboards) and the current setup prevents use of most of the white board if the LCD projector is in use.

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

1. Our LCD projector & computer in PS-228 were installed in 2011, they are due for replacement. We would like to take this opportunity to improve the layout and technology in this room.
2. Our current technology and whiteboard space in PS-228 is not as advantageous to the advancement of our students' ability to learn compared to neighboring campuses. Other campuses like RCC and UCR have newer lecture halls with a large whiteboard space and more advanced technology to assist in an instructors' ability to affectively teach. While I was an instructor at UCR, one of the main lecture halls had three separate projectors and screens and an entire wall of whiteboard space. Each lecture period I would take advantage of this technology and use one projector for the document camera, one for my laptop and one for the computer in the classroom – this allowed me to have no time lag between showing a) a demonstration under the document camera, b) going over my PowerPoint slides on my laptop, c) using the PC to show any videos or blackboard/Canvas issues (etc.) and d) using the whiteboard. The ability to use multiple technologies at once was of huge benefit to my students. With this technology, instructors do not have to choose between lecturing options or deal with the several minute time lag that exists when switching between technologies. At RCC, all the chemistry lecture rooms have plenty of whiteboard space as well as built-in tablets that are attached to the classroom computer which allow instructors to digitally ink the screen – which is of great benefit to the students' understanding of course material.
3. Having the ability to use two different screens at one time will allow instructors the ability to manipulate their lecturing format to maximize student learning. This update will make learning more interactive, keeps students more engaged, and therefore is expected to increase success rates. The success rates at RCC for the 2014/2015 school year (most current data they had available) for introductory chemistry, general chemistry, GOB course, and organic chemistry were 57%, 73%, 72%, and 77% respectively (Dr. Leo Truttmann, Dept. Chair of Chemistry, RCC), whereas the same courses at SBVC have between 54-60% student success rates for 2012-2017. We have a similar population of students and this modification will likely help our students succeed.
4. With the current projector in the classroom, instructors have been projecting an image that becomes distorted when instructors move up the screen to use the whiteboard behind it. With two projectors and screens in the room – instructors can keep one screen down and use the other to show the problem-solving process on the other screen (using the document camera) or on the now available whiteboard space that is no longer blocked by the other screen.

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

Touchpanel (\$1,618); Crosspoint Presentation Switcher (\$6,606); Two LCD projectors (\$3,476) 24' Monitor (\$239); Motorized screens (\$3,000); Two Projector mounts and power (\$1,000); Various other equipment/cables/etc. that are also needed (\$1,850); tax and 20% contingency (\$5262)

Rick Hrdlicka provided an itemized list that is attached.

7. What are the consequences of not funding this request?

Success Rates will likely remain around 54-60% for chemistry courses without funding of this classroom modification. Students require constant interaction in conceptual learning and problem solving of chemistry and related topics for effective learning. This classroom modification makes learning more interactive, eliminates the current frustration with teaching in this room, keeps students more engaged and therefore is expected to increase success rates.



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**Campus Technology Services - ESTIMATE ONLY**

**Project Name: PS Lab 228 Lecture Hall Upgrade**

Workorder No.

**CLIENT : Carol Jones**

**CONTACT : Coral Jones**

Part No.	Qty	Description	Link	Unit Price	Extended
60-1601-02	1	Extron- TLP Pro 1022T Touchpanel 10" Inch Panel	<a href="#">Link</a>	1618	1618
60-1233-01	1	Extron- PS Series Power Supply 12V, 1A, Captive Screw Connector	<a href="#">Link</a>	168.2	168.2
60-1515-22	1	Extron- DTP CrossPoint 84 4K IPCP SA	<a href="#">Link</a>	6,606.20	6606.2
60-1331-13	1	Extron- DTP HDMI 4K 330 Rx	<a href="#">Link</a>	319	319
28-575-01	1	Extron- CSM 6 Captive Screw to Femal RCA Stereo Jack	<a href="#">Link</a>	15.08	15.08
12795	1	Monoprice- Thunderbolt to a 4K HDMI	<a href="#">Link</a>	7.99	7.99
15430	1	Monoprice- Certified Premium High Speed HDMI® Cables 15ft	<a href="#">Link</a>	8.99	8.99
2029	1	Monoprice- DVI-D Single Link Male to HDMI Female Adapter	<a href="#">Link</a>	2.49	2.49
5378	1	Monoprice- Cat6 Punch Down Keystone Jack - Black	<a href="#">Link</a>	0.81	0.81
6727	1	Monoprice- Wall Plate for Keystone, 2 Hole - White	<a href="#">Link</a>	0.32	0.32
6539	1	Monoprice- Black Insert For Wall Plate - 10pcs/Pack (White)	<a href="#">Link</a>	0.67	0.67
7013	1	Monoprice- 1-Gang Low Voltage Mounting Bracket	<a href="#">Link</a>	1.15	1.15
15428	1	Monoprice- Certified Premium High Speed HDMI® Cables 6ft	<a href="#">Link</a>	3.79	3.79
15429	1	Monoprice- Certified Premium High Speed HDMI Cable 10ft	<a href="#">Link</a>	4.39	4.39
87	1	Monoprice- Super VGA (SVGA) Monitor cable 10ft	<a href="#">Link</a>	3.81	3.81
13371	1	Monoprice- Select DisplayPort 1.2a to HDTV cABLE, 6FT	<a href="#">Link</a>	10.99	10.99
659	1	Monoprice- 6ft 2 RCA Plug/2 RCA Plug	<a href="#">Link</a>	0.83	0.83
9766	2	Monoprice- 10ft 3.5mm Audio Cable	<a href="#">Link</a>	1.74	3.48
-----	2	Troxell- Hitachi CP-WU5505	<a href="#">Link</a>	1738	3476
-----	2	Troxell- Da-Lite DAL85324 Model B X/CSR-106D 52x92	Quote	273	546
-----	2	Troxell- Chief - RSMAU	<a href="#">Link</a>	169.6	339.2
-----	2	Troxell- Peerless - CMJ455	<a href="#">Link</a>	57.58	115.16
-----	2	B&H- Middle Atlantic VTF3 3U Vented Rack Mounted Plate	<a href="#">Link</a>	21.75	43.5
ODARSCLP1	1	B&H- Odyssey Innovation Designs ARSCLP-1 2U Security Cover	<a href="#">Link</a>	17.99	17.99
RAPNTX100	1	B&H Raxxess Pin Torx Security Screw, Model PNTX-100 (Black)	<a href="#">Link</a>	25.36	25.36
AURS2U	2	B&H Auray RS-U2 Rack Mounted Shelf	<a href="#">Link</a>	29.99	59.98
4034615	1	CDW- Microsoft Wireless Display Adapter - v2	<a href="#">Link</a>	58.99	58.99
413639	1	CDW- Tripp Lite Rackmounted Power Strip	<a href="#">Link</a>	68.99	68.99
4138024	1	CDW- Dell P2417H-LED Monitor-Full Hd (1080p)-24"	<a href="#">Link</a>	238.99	238.99
1269577	1	CDW- Tripp Lite 6ft Power Strip	<a href="#">Link</a>	10.99	10.99
	2	Cost of two screens plus screen install w power and relay control.		1500	3000
	2	Cost of Two additional Projectors Mounted and power.		500	1000
					0
					0
					0
					0
					0
					0

Parts Total	17777.34
Tax 8%	1422.19
Sub Total	19199.53
20% Contingency	3839.91
Grand Total	23039.44

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Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. *Technology that is listed in this category will be forwarded to Campus Technology Services to evaluate through their own processes.*

Name of Person Submitting Request:	<b>Michael Torrez</b>
Program or Service Area:	<b>Chemistry</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>2016</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$450.35 for two licenses “education pricing” plus 2 backup CDs and 1 year maintenance/upgrade</b>
Strategic Initiatives Addressed: <a href="#">Strategic Directions + Goals</a>	<p><b><u>Strategic Initiatives addressed:</u></b></p> <p><b>1.114</b> Make better use of web content for online and traditional courses</p> <p><b>2.6/2.6.1</b> Increase Student Success for both traditional and online (hybrid) students</p> <p><b><u>Strategic direction and Goal:</u></b></p> <p>2: Promote Student success</p> <ul style="list-style-type: none"> <li>• Increase the use of low-cost and free online resources</li> <li>• Maintain up-to-date curriculum that is relevant to community needs</li> </ul>

Replacement

Growth

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10/10 emails

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

None

3. What technology-based equipment or software are you requesting?

Department set of licenses (2) **Camtasia** for use in supplemental lecture video for flipped classrooms/lab as well as online hybrid content augmentation

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



Under the **Program Efficacy Report Spring 2016** on **Page 5** Part V: Technology, Partnerships & Campus Climate: Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate. Our department has stated **“The department has begun to offer online/hybrid courses to better meet the needs of allied health majors.”** The purchase and implementation of this software will help meet the needs of allied health majors for the hybrid online courses by providing updated, relevant online media for online hybrid students to review. Currently, the “online lecture” component consists of specialized online videos and quizzes that are becoming outdated (8 years old). Older online video editors originally used to make necessary changes to update videos are out of date. This software will allow an instructor to update existing video media while providing ease in the creation of more modern videos. This will help students in the learning of the content and by extension increase student success.

Although many online video editors already exist, they are often cumbersome to use or not reliable in producing quality education videos. Camtasia will allow for easy video production in a timely manner.

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

1. Because instructor/institution feedback is important for student success, the software will allow for more dynamic interactions with students by offering embedded Quizzes within videos for quick feedback on learning retention
2. The software can also be used to also reinforce student learning in traditional courses by offering students quick online video introductions to content before coming to class or online introductions to chemistry labs.

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

2 licenses at a cost of \$160 each with 2 \$10 backup CD fee for each license and 1 year maintenance/upgrade put tax.  
(Total : \$450.35)

7. What are the consequences of not funding this request?

Current videos are becoming outdated and some components of the videos are no longer in-line with current course record of outline requirements. First, many students will continue to have trouble learning the content affecting student success. Next, many students will seek other institutions offering the same online hybrid course with more modern online media for ease of student learning, which affects student retention.

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Program or Service Area:	<b>Chemistry</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2016</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$6,150.00 (Surface Pro or equivalent - purchase 3 portable laptops with digital inking ability - \$2,050 each)</b>
Strategic Initiatives Addressed: <a href="#">Strategic Directions + Goals</a>	2. Promote Student Success 6. Provide Exceptional Facilities

Replacement

Growth

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Meeting, in person, on 10/03/17 at 2:00-2:30 pm in PS-196 SBVC with Rick Hrdlicka.

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

No

3. What technology-based equipment or software are you requesting?

Three sets of touch screen systems (Surface Pro computer or comparable product), as well as the external keyboards and five digital pens (one per device plus two extra), for use by various chemistry faculty (on a checkout bases) that would benefit from this technology within classrooms and laboratories that have limited whiteboard space.

4. 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 Chemistry/Physical Science 2015-2016 EMP "Goals" are to "continue to improve student success" and to "increase the number of science and engineering majors to affect the economic viability of the region". Over the last few years (2012-2017) the Chemistry success rates have been 54-60%, the chemistry department seeks innovative ideas to improve student success (EMP, action plan). The Surface Pro will allow for a more interactive lecturing experience. Screen capture technology can be used to record processes that students often want to view repeatedly (such as arrow pushing mechanisms, complex organic structure modifications, problem-solving strategies, etc.). These devices allow a digital pen to digitally "ink" PowerPoint or PDF and can easily zoom in/out to give the instructor a larger canvas in which to connect major points in complex problems. We can also cover more complex material without worrying about the time lag needed to redraw structures. Feedback from students that have an instructor that uses a Surface Pro have all been positive. Allied health and engineering majors find this method of instruction easier to follow and more fitting with current technology to help them compete in this modern workforce.

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

1. Our current technology and whiteboard space in laboratories and classroom is not as advantageous to the advancement of our students' ability to learn compared to neighboring campuses. Other campuses like RCC and UCR have newer lecture halls with a large whiteboard space and more advanced technology to assist in an instructors' ability to affectively teach. At RCC, all the chemistry lecture rooms have plenty of whiteboard space as well as built-in tablets that are attached to the classroom computers which allow instructors to use a digital pen to digitally ink the screen. Feedback from students indicates that this technology is of great benefit to their understanding as well as making it easier for students to follow along working math-related problems.
2. This technology makes learning more interactive, keeps students more engaged and therefore is expected to increase success rates. The success rates at RCC for the 2014/2015 school year (most current data they had available) for introductory chemistry, general chemistry, GOB course, and organic chemistry were 57%, 73%, 72%, and 77% respectively (Dr. Leo Truttmann, Dept. Chair of Chemistry, RCC), whereas the same courses at SBVC have between 54-60% student success rates for 2012-2017. We have a similar population of students as RCC and it is likely that this technology will help our students to better learn such basic skills as note-taking as they learn how easily a lecture slide can be manipulated.
3. This new technology will allow instructors the ability to manipulate their lecture slides and handouts in a way that can be instantly saved and allow screen capture of lecture material, such as recording the steps of a reaction so that the video of the problem can be posted online for later viewing.
4. Many concepts in chemistry are complex and students have given positive feedback that have had instructors that have used Surface Pro's for lecture. It makes notetaking more understandable and eliminates the loss of time caused when a student asks about material that has already been covered. In current lecture formats, the instructor would have to rewrite the information again, whereas with this technology the instructor can go back to the previous digitally "inked" slide and discuss the answer and make adjustments as needed.
5. The images are clearly visible and the ink colors are vibrant, eliminating student struggles to read the whiteboard when old dry erase markers are used.
6. Previous to use of this new technology, with the current computers in the classrooms instructors have been projecting an image that becomes distorted when the screen is raised to project onto the whiteboard and wall (image displays over whiteboard screen split section as well as onto the wall itself) in order to show the problem solving technology for work problems or reaction mechanisms using the whiteboard and the image projected from the LCD projector at the same time.

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

- \*Touch screen system or Surface PC or equivalent device (3 at a projected cost of \$1350 each + tax {estimate based on Microsoft Surface Pro – 12.3" – Core i5 7300U – 8 GB RAM -256 GB SSD})
- \*Keyboards with trackpad (\$160 each plus tax) {estimate based on Microsoft Surface Pro Signature Type Cover – keyboard – with trackpad}; \*Microsoft Surface Pen – stylus – Bluetooth 4.0 -platinum (5 at \$100 each + tax) – we want extra digital pens in the event the pen is lost.; \*Mini DisplayPort to VGA Adapter (5 at ~\$35 each); \*Laptop cases ( 3 at ~\$100 each); \*Extra power cords (2 at ~\$80 each)

7. What are the consequences of not funding this request?

Success Rates will likely remain around 54-60% for chemistry courses without funding of this technology. Students require constant interaction in conceptual learning and problem solving in chemistry and will struggle more often to understand concepts without this interactive media.

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Program or Service Area:	<b>Science</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring 2016</b>
What rating was given?	<b>continuation</b>
Amount Requested:	<b>\$43,000 - \$55,501 (~\$8,600-\$11,100 per lab room - 1 vs 2 projectors per room) – to modernize the equipment in Chemistry lab rooms PS-310, 312, 315, 316 &amp; 318</b>
Strategic Initiatives Addressed: <a href="#">Strategic Directions + Goals</a>	2. Promote Student Success 6. Provide Exceptional Facilities

Replacement  Growth

- 1. You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or [rhrdlicka@sbccd.cc.ca.us](mailto:rhrdlicka@sbccd.cc.ca.us). Please provide the date and time of your meeting.**

Meeting 10/03/17 at 2:00-2:30 pm in PS-196 SBVC. Meeting with Bob Jenkins at 11:30 am -12:00 noon 10/06/17 in PS-318 & PS-310

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

No. Rick Hrdlicka and Bob Jenkins both met with Carol Jones and said this would be a technology request. We are also submitting a facilities request as well as minor room modification may be needed

3. What technology-based equipment or software are you requesting?

We would like one new LCD projector, mounting equipment and one new motorized projector screens for each chemistry lab room (PS-318, PS-316, PS-315, PS-312, & PS-310) to replace or complement the current projector and screen in this room. We will also need cables, a switchboard display and other accessories that are needed to make this modification possible. {PS-310 is of highest priority}

4. 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 Chemistry/Physical Science 2015-1016 EMP “Goals” are to “continue to improve student success” and to “increase the number of science and engineering majors to affect the economic viability of the region”. Over the last few years (2012-2017) the Chemistry success rates have been about 54-60%, we are seeking innovative ideas to improve student success (EMP, action plan). The modifications to the laboratories will allow for a more interactive lecturing experience which often occurs in lab due to time constraints. The current lab setup has one large screen that completely prevents instructors from using the whiteboard and projector at the same time. Adding a new screen and projector to a new location will allow use of the whiteboard while the projector is also in use. This would allow instructors more freedom of how to show material without having to choose one media source or waste 2-3 minutes each

time they want to switch between different technologies. The current setup prevents the use of the whiteboard if the LCD projector is in use.

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

1. Our LCD projectors & computers in the chemistry lab rooms were installed in 2011, they are due for replacement. We would like to improve the layout and technology in these rooms.
2. We need new screens because the old screens are embedded within the ceiling and cannot easily be moved to a new location that does not block the whiteboard.
3. Our current technology and whiteboard space in the chemistry laboratories is not as advantageous to the advancement of our students' ability to learn compared to neighboring campuses and other departments on this campus. Other campuses like RCC and UCR have newer lecture halls with a large whiteboard space and more advanced technology to assist an instructors' ability to teach. At RCC, all the chemistry lab rooms have plenty of whiteboard space as well as an LCD projector and screen that allows the instructor to use the projector at the same time as the whiteboard. Lecture and lab rooms in the HLS building here at SBVC have also been modified to make the whiteboard space accessible while using the LCD projectors.
4. The success rates at RCC for the 2014/2015 school year (most current data available) for introductory chemistry, general chemistry, GOB course, and organic chemistry were 57%, 73%, 72%, and 77% respectively (Dr. Leo Truttmann, Dept. Chair of Chemistry, RCC), whereas the same courses at SBVC have between 54-60% student success rates for 2012-2017. We have a similar population of students as RCC and it is likely that these updates will help our students succeed.
5. With the current projectors in the chemistry lab rooms the image becomes distorted when instructors must move up the screen to use the whiteboard behind it. (The image is now distorted over the whiteboard split section as well onto the wall.) By installing a new screen and new LCD projector instructors can now use the whiteboard and projector at the same time! Having the ability to have the whiteboard available for use while using the projector screen will allow instructors the ability to manipulate their lecturing format to maximize student learning and understanding.
6. Some instructors have used a rolling whiteboard to gain additional board space in laboratories but this is proving to be a safety issue as the legs of the rolling whiteboards can easily be tripping hazards in the lab room. Additionally, the rolling whiteboards have occasionally been accidentally placed in front of a lab's safety shower – making them a safety hazard preventing students and faculty from rapid access to the shower in the event of an acid spill or fire on one's body. This lab modification makes learning more interactive, keeps students more engaged and therefore is expected to increase success rates.

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

Touchpanel (5 at \$127.60 each); Control Processor Switcher (5 at \$2894.20 each); LCD projector (5-10 at \$1738.00 each: we can keep the location of the old projector and add an additional projector if funds are available) ; Screens (5 at \$273.00); 24' Monitors (5 at \$239); Various other devices/cables/mounting equipment, etc. that are also needed (\$5,650-\$6,600); tax and 20% contingency (\$9,822-\$12,676)  
**Rick Hrdlicka provided an itemized list that is attached.**

7. What are the consequences of not funding this request?

Success Rates will likely remain around 54-60% for chemistry courses without funding of this classroom modification. Students require constant interaction in conceptual learning and problem solving of chemistry and related topics for effective learning and will struggle more often to understand concepts without the interactive nature of this media.



Office: (909)384-8940  
 Email: usifuentes@sbccd.cc.ca.us  
 Email: rhrdlicka@sbccd.cc.ca.us

**Campus Technology Services - ESTIMATE ONLY**

**Project Name:** PS Lab 310, 312, 314, 316, 318 Upgrade

**Workorder No.**

**CLIENT :** Carol Jones

**CONTACT :** Coral Jones

Part No.	Qty	Description	Link	Unit Price	Extended
80-1582-02	5	Extron- TLP Pro 725T 7" Tabletop TouchLink Pro Touchpanel	<a href="#">Link</a>	127.6	638
70-775-01	5	Extron- XTP PI 100 Power Injector	<a href="#">Link</a>	168	840
80-1238-85	5	Extron- IN1808 xi IPCP SA Control Processor and Stereo Amp Scaler	<a href="#">Link</a>	2,894.20	14471
80-1331-13	5	Extron- DTP HDMI 4K 330 Rx	<a href="#">Link</a>	319	1595
28-575-01	2	Extron- CSM 6 Captive Screw to Femal RCA Stereo Jack	<a href="#">Link</a>	15.08	30.16
2028	5	Monoprice- DVI-D Single Link Male to HDMI Female Adapter	<a href="#">Link</a>	2.48	12.45
5378	15	Monoprice- Cat6 Punch Down Keystone Jack - Black	<a href="#">Link</a>	0.81	12.15
8727	10	Monoprice- Wall Plate for Keystone, 2 Hole - White	<a href="#">Link</a>	0.32	3.2
8539	1	Monoprice- Black Insert For Wall Plate - 10pcs/Pack (White)	<a href="#">Link</a>	0.67	0.67
7013	10	Monoprice- 1-Gang Low Voltage Mounting Bracket	<a href="#">Link</a>	1.15	11.5
15428	10	Monoprice- Certified Premium High Speed HDMI® Cables 8ft	<a href="#">Link</a>	3.79	37.9
15429	5	Monoprice- Certified Premium High Speed HDMI Cable 10ft	<a href="#">Link</a>	4.39	21.95
87	5	Monoprice- Super VGA (SVGA) Monitor cable 10ft	<a href="#">Link</a>	3.81	19.05
13371	5	Monoprice- Select DisplayPort 1.2a to HDTV cABLE, 8FT	<a href="#">Link</a>	10.99	54.95
859	5	Monoprice- 8ft 2 RCA Plug/2 RCA Plug	<a href="#">Link</a>	0.83	4.15
9768	5	Monoprice- 10ft 3.5mm Audio Cable	<a href="#">Link</a>	1.74	8.7
-----	10	Troxell- Hitachi CP-WU5505	<a href="#">Link</a>	1738	17380
-----	5	Troxell- Da-Lite DAL85324 Model B X/CSR-106D 52x92	Quote	273	1385
-----	10	Troxell- Chief - RSMAU	<a href="#">Link</a>	169.6	1696
-----	5	Troxell- Peerless - CMJ455	<a href="#">Link</a>	57.58	287.9
413639	5	CDW- Tripp Lite Rackmounted Power Strip	<a href="#">Link</a>	50.19	250.95
4034615	5	CDW- Microsoft Wireless Display Adapter - v2	<a href="#">Link</a>	58.99	294.95
4138024	5	CDW- Dell P2417H-LED Monitor-Full Hd (1080p)-24"	<a href="#">Link</a>	238.99	1194.95
1269577	5	CDW- Tripp Lite 8ft Power Strip	<a href="#">Link</a>	11.12	55.6
-----	5	Amazon- Quartet Wall Bracket for Projection Screens, 6 Inches, x2	<a href="#">Link</a>	12.63	63.15
ODARSCLP1	5	B&H- Odyssey Innovation Designs ARSCLP-1 1U Security Cover	<a href="#">Link</a>	17.99	89.95
MIVTF3	10	B&H- Middle Atlantic 3U Blank Mounted Spacer w/ Venting	<a href="#">Link</a>	15.95	159.5
RAPNTX100	3	B&H Raxxess Pin Torx Security Screw, Model PNTX-100 (Black)	<a href="#">Link</a>	25.36	76.08
AURS2U	5	B&H Auray RS-U2 Rack Mounted Shelf	<a href="#">Link</a>	29.99	149.95
	2	Moving up lights near Projector Mounting Screen		750	1500
	2	Power Ran to new Projector location		250	500
					0
<b>Parts Total</b>					<b>42824.81</b>
<b>Tax 8%</b>					<b>3425.99</b>
<b>Sub Total</b>					<b>46250.8</b>
<b>20% Contingency</b>					<b>9250.16</b>
<b>Grand Total</b>					<b>55500.96</b>

**TECHNOLOGY NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. *Technology that is listed in this category will be forwarded to Campus Technology Services to evaluate through their own processes.*

Name of Person Submitting Request:	<b>Melinda Fogle</b>
Program or Service Area:	<b>Theatre Arts</b>
Division:	<b>Humanities</b>
Date of Last Program Efficacy:	<b>2017</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$34,449.85</b>
Strategic Initiatives Addressed: <a href="#">Strategic Directions + Goals</a>	2. Promote Student Success 3. Improve Communication, Culture + Climate 4. Maintain Leadership + Promote Professional Development 6. Provide Exceptional Facilities

Replacement  Growth

1. You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or [rhrdlicka@sbccd.cc.ca.us](mailto:rhrdlicka@sbccd.cc.ca.us). Please provide the date and time of your meeting.

10/23/17

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

No

3. What technology-based equipment or software are you requesting?

Wireless Microphones

4. 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.)*

This is a campus-wide need. The Auditorium hosts events for countless on and off-campus based groups. The Auditorium seats just under 600 people, and the microphones are necessary in order to continue to host these public events.

In terms of Theatre, the Theatre EMP and Efficacy Report highlight the need for a stronger commitment to the Technical Theatre courses. The Department now has a transfer degree and is exploring the possibility of creating a Technical Theatre Certificate. Students need the proper equipment to safely integrate and run the technical elements for department productions and for technical theatre coursework.

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

The recently renovated Auditorium has sophisticated technical systems, but will soon lack wireless microphones, very basic but essential equipment.

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

Equipment:ULXD4Q –H50 Quad Digital Receiver  
4 4,690.00 18,760.00T  
Equipment:ULXD1-H50 Body Pack Transmitter  
12 399.00 4,788.00T  
Equipment:ULXD2/SM87-H50 Handheld Transmitter  
6 669.00 4,014.00T  
Equipment:ULXD8-H50 Goose Base Transmitters  
4 399.00 1,596.00T  
Equipment:SB900A Lithium Ion Rechargeable Batteries  
16 99.00 1,584.00T  
Equipment:SBC800-US 8-Bay Shure Battery Charger  
2 499.00 998.00T  
Shipping Charges:Shipping Estimated Shipping Charges  
1 250.00 250.00

SUBTOTAL 31,990.00 TAX (7.75%) 2,459.85 TOTAL \$34,449.85

The related ongoing costs are minimal. Batteries will be needed for the belt packs. These costs are currently covered with Departmental Funds.

7. What are the consequences of not funding this request?

The safety, efficiency, and quality of classes, plays, concerts, meetings, and graduations will be compromised. Wireless microphones are standard, necessary equipment for a facility like the Auditorium.

The consequences of not funding this equipment could be dire. When the Auditorium is filled to capacity (nearly 600 people), it is important that event hosts have a reliable method to communicate with attendees, especially in the case of emergency. The quality and safety of Auditorium events will be compromised without the wireless mics. Additionally, Theatre productions and coursework will not rise to the current industry standards.



**TECHNOLOGY NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. *Technology that is listed in this category will be forwarded to Campus Technology Services to evaluate through their own processes.*

Name of Person Submitting Request:	<b>Michael Lysak</b>
Program or Service Area:	<b>Physics/Astronomy/Engineering</b>
Division:	<b>Science</b>
Date of Last Program Efficacy:	<b>Spring/Fall 2016</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$70,000</b>
Strategic Initiatives Addressed: <a href="#">Strategic Directions + Goals</a>	<b>Student Success; Communication, Culture, &amp; Climate</b>

Replacement  Growth

- 1. You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or [rhrdlicka@sbccd.cc.ca.us](mailto:rhrdlicka@sbccd.cc.ca.us). Please provide the date and time of your meeting.**

Meeting on 10/17/17 at 8:30am by phone, and subsequent e-mail contacts 10/18-10/20/17

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

No

3. What technology-based equipment or software are you requesting?

A New Planetarium Dome Projection System

4. 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.)*

According to the EMP for Physics/Astronomy, some of the program goals/challenges/action plans are: to hire a new Planetarium specialist to maintain the Planetarium programs and community outreach activities; hiring a replacement Planetarium specialist will maintain or increase the present student success and retention rates. The Physics/Astronomy 2016 Program Efficacy document states (pg. 28) that “Planetarium shows have been presented throughout each academic year for the general public, for elementary and secondary school programs, for various SBVC physical sciences classes, for various SBVC groups/programs/organizations, and for special outside groups/programs. For the past four years, from September 2011-May 2015, the average combined yearly audience of the Planetarium shows has been approximately 3858 with an average yearly income of \$3726; the department plans to continue this most valuable outreach program. Following the public shows, the N.A. Richardson Observatory has also been opened to provide views of the Moon and planets, with an average yearly total of approximately 250 people attending the viewings. This is the oldest observatory in the valley and contains a very historic telescope. The planetarium has participated in and presented shows for many of the “Science Day” activities, and will continue to do so. The planetarium instrument was professionally serviced recently to ensure its successful, continued operation for both academic and public outreach purposes.

Given the myriad services that the Planetarium provides under the guidance of the Planetarium Specialist, it is clear that the Planetarium is clearly a most valuable academic resource, it provides vital community outreach activities, and it is of paramount importance to the academic programs at SBVC and to the local community. However, according to the retired Planetarium Specialist and the Physics Lab Tech, we need upgraded technology in the Planetarium Audio-Visual show presentation technology to include both the image projection system and the sound system. Further, since the Physics/Astronomy department program has rapidly grown and expanded, if the department is to maintain quality instruction, to successfully plan for future enrollment increases, and to meet the continuing need of the Planetarium programs and services for our college classes as well as for other various academic and community outreach activities, we must replace the outdated Planetarium Audio-Visual equipment.

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

According to the retired Planetarium Specialist and the Physics Lab Tech, we need upgraded technology in the Planetarium Audio-Visual show presentation technology to include both the image projection system and the sound system; these upgrades are needed to support our Astronomy program, Planetarium presentations, and other classroom experiences. Presently, the Planetarium is using 15-30 year-old slide projectors, run by 15-year old computers with 20-year-old software designed to run slide projectors, an obsolete technology. The present audio system is using amplifiers which are 40 years old (some equipment from 1977), and some audio equipment at least 20 years old. During presentations, because of the advanced age and the near dilapidated state of the audio-visual equipment, the Planetarium Specialist often has needed to make quick, last-minute repairs on either the slide projectors and/or the sound system; further, since most of the equipment is so outdated, replacement parts are unavailable, and the Planetarium Specialist has needed to swap out parts of damaged equipment with some of the other, non-functioning spares.

The laser projectors of the New Planetarium Dome Projection System will provide low maintenance, no lamps required, and will last for several years, which, in the long term, is more cost-effective than a system with LCD lamp bulbs for four projectors that cost \$300-450 each; if one bulb fails and/or dims (a typical bulb lifetime is 1-2 years), one would need to replace them all.

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

A New Planetarium Dome Projection System \$70,000; This includes a High-End Laser Projector (6000 lumens), Lenses, Vioso Micro-Server, Installation, and Training

7. What are the consequences of not funding this request?

As stated earlier, since all of the Planetarium audio-visual equipment is very outdated, and running presently in varying states of near-disrepair, we need upgraded technology in the Planetarium Audio-Visual show presentation technology to include both the image projection system and the sound system; these upgrades are needed to support our Astronomy program, academic and outreach Planetarium presentations, and other classroom experiences. In light of increasing numbers of Physics/Astronomy lecture and lab sections, without proper support from resources such as provided by the Planetarium Specialist, high quality instruction for our students would not be possible, and such lack of support stifles successful attempts of program growth, development and expansion, and negatively impacts enrollments, and, ultimately, productivity.

The department will soon be hiring a replacement for the retired Planetarium specialist, and this individual will need to be able to train and work with high-quality, upgraded audio-visual equipment, and not the present audio-visual equipment which is barely functional.

**TECHNOLOGY NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. *Technology that is listed in this category will be forwarded to Campus Technology Services to evaluate through their own processes.*

Name of Person Submitting Request:	<b>Amy Jennings &amp; Sandra Moore</b>
Program or Service Area:	<b>Psychology</b>
Division:	<b>Social Science, Human Development and Kinesiology</b>
Date of Last Program Efficacy:	<b>Spring 2017</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$6,000 for SPSS software licensing</b>
Strategic Initiatives Addressed:	Increase Access and Promoting Student Success
	<b>Strategic Directions + Goal</b>

Replacement  Growth

1. You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or [rhrdlicka@sbccd.cc.ca.us](mailto:rhrdlicka@sbccd.cc.ca.us). Please provide the date and time of your meeting.

Email Meeting with Rick on 9/27/2017

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

No.

3. What technology-based equipment or software are you requesting?

SPSS statistical software. This is a request for continued funding for this software.

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

Psychology, and Economics students need to know statistical software for most Economics classes and for PSYCH 105 (Statistics) and PSYCH 201 (Research Methods). The Psychology EMP sheet notes under “progress from last year’s action plan” that to support teaching Statistics (PSYCH 105) and Research Methods (PSYCH 201), the technology request from last year provided copies of SPSS for the computers in GYM 140 and the library computers. Program Goals for this year include continuing the funding for SPSS statistical software. SPSS is being requested again because it is the most widely used program in the social sciences. Without the software, the students will not have the experience doing the data analysis that is expected when they transfer. Also noted on our Psychology EMP is the increase in the Psychology transfer degree rates. As these rates continue to increase, so will our need to teach using SPSS. The SPSS software would give instructors the opportunity to demonstrate different aspects of statistical analysis to students using the most common software in the social sciences. Instructor use will be expanded with this continuation as the psychology department would be able to train instructors on how to use and teach SPSS in their classes.

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

The student population in the Psychology Department reflects the diversity of students at SBVC in that Campus demographic data from Fall 2014 to Fall 2015, indicates that approximately 77% of the students attending SBVC are Black and Hispanic (Efficacy Report, p. 4). According to 2011 U.S. Census poverty rates in San Bernardino city:

(<http://quickfacts.census.gov/qfd/states/06/0665000.html>), the per capita money income for 2007-2011 was \$15,762 and persons living below the poverty level in 2007-2011 was 28.6%. SBVC students may have smartphones, but smartphones do not have the ability to run the sophisticated data analysis programs such as SPSS that is needed for Statistics, Research Methods, and other SSHDPE Division courses (ECON) requiring data analysis. Students will be able to learn how to input data and conduct statistical analyses along with their instructors using the software. Access and continued Student Success will be met by having this software.

Additionally, according to IBM, most colleges already use their SPSS software:

- 80 percent of all U.S. colleges and universities
- All Ivy League schools
- All 25 of Forbes 2009 America’s Top Best Colleges
- 97 percent of Forbes 2009 America’s 100 Best Public Colleges
- 95 percent of Forbes 2009 America’s 100 Best Private Colleges
- 9 out of the Top 10 Online Colleges

Locally, both CSUSB and UCR use the SPSS software for their statically and research courses. Most psychology majors at SBVC have the goal of transferring to CSUSB, where they will be expected to know how to use SPSS in their upper division psychology courses.

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

Ongoing costs would be \$6,000 to continue to use the software (we will get a better deal to continue).

Software >

## View Pricing and Buy

4 title(s) found matching your search criteria. All prices are shown in USD.

### Detailed price list

Select	Part description	IBM price excluding tax
<input type="checkbox"/>	IBM SPSS Statistics Standard Authorized User License + SW Subscription & Support 12 Months (D0EKZLL)	5,930.00
<input type="checkbox"/>	IBM SPSS Statistics Standard Authorized User Initial Fixed Term License + SW Subscription & Support 12 Months (D0EEMLL)	2,610.00
<input type="checkbox"/>	IBM SPSS Statistics Standard Concurrent User License + SW Subscription & Support 12 Months (D0EK0LL)	14,800.00
<input type="checkbox"/>	IBM SPSS Statistics Standard Concurrent User Initial Fixed Term License + SW Subscription & Support 12 Months (D0EEJLL)	6,530.00

[http://www-01.ibm.com/software/passportadvantage/about\\_software\\_licensing.html](http://www-01.ibm.com/software/passportadvantage/about_software_licensing.html)

7. What are the consequences of not funding this request?

If this request is not funded, the Strategic Initiative Goals of Increased Access and Promoting Student Success will not be met in terms of course success and transfer rates. This software will help students learn how to input and analyze data which will enhance their learning in courses required for degree and certificate programs. Without using SPSS in our psychology and economic courses, students will not have the experience they need to succeed after transfer.

**TECHNOLOGY NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. *Technology that is listed in this category will be forwarded to Campus Technology Services to evaluate through their own processes.*

Name of Person Submitting Request:	Kimberly Jefferson
Program or Service Area:	Reading and Study Skills Department
Division:	Arts and Humanities
Date of Last Program Efficacy:	Spring 2016
What rating was given?	Continuation
Amount Requested:	\$63,917.00
Strategic Initiatives Addressed: <a href="#">Strategic Directions + Goals</a>	<p><b><u>Increase Access</u></b>  <b>Supporting Action:</b></p> <ul style="list-style-type: none"> <li>• Improve access to technology.</li> </ul> <p><b><u>Promote Student Success</u></b>  <b>Supporting Actions:</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students who succeed in basic skills classes.</li> <li>• Increase the use of low-cost and free online resources (for students).</li> <li>• Improve performance on all Student Success Scorecard measures.</li> </ul>

Replacement  Growth

**1. You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or [rhrdlicka@sbccd.cc.ca.us](mailto:rhrdlicka@sbccd.cc.ca.us). Please provide the date and time of your meeting.**

As required, prior to submitting our department’s Technology Needs Assessment Application, I met with Rick Hrdlicka, Director of Campus Technology, on October 5, 2017, 11:00 a.m. - 11:30 a.m., at SBVC, room CTS 101.

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

This request does not require facilities changes.

3. What technology-based equipment or software are you requesting?

The Department is requesting a 3-year subscription renewal of its web-based, remediation reading program “Reading Plus” (RP), which is used in its reading and study skills classes.

4. 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.)*

Per the Department’s 2016-17 EMP narrative, securing continued funding for RP is the Department’s #1 goal.

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

## **Funding History**

March 30, 2016, the Department secured funding for a 3-year RP subscription, which ends March 30, 2019.

The total cost of the 3-year subscription was around \$50,000, and was divided between two funding sources: \$15,000 was provided by the Technology Committee, and \$35,000 was provided by Dr. Ricky Shabazz, previous Vice President, Student Services, through Student Equity funds.

## **Need for Technology in Reading and Study Skills Courses**

There is a need for technology in reading and study skills courses. READ 920, 950 and 015 have required lab components, which supplement and individualize classroom instruction. RP is the Department's sole, individualized, technological component for its on-campus, hybrid, and online lab sections.

Please consider SBVC's Assessment Placement-level data, September 2016-September 2017.

- 69% of students who completed the SBVC placement test assessed into developmental reading classes designed for 10<sup>th</sup> grade-level reading to pre-primer grade-level reading: READ 905 (pre-primer to 4<sup>th</sup> reading grade-level reading; 2%), READ 920 (4<sup>th</sup> grade-level reading to 6<sup>th</sup> grade-level reading; 9%), READ 950 (6<sup>th</sup> grade-level reading to 8<sup>th</sup> grade-level reading; 16%), and READ 015 (8<sup>th</sup> grade-level reading to 10<sup>th</sup> grade-level reading; 41%).
- 31% of students who completed the SBVC placement test assessed into a reading class, instructionally designed above 10<sup>th</sup> grade-level reading: READ 100/101 (31%).

It is important to note that 27% of students who completed the SBVC placement test were required to complete a reading class(es) before enrolling in the first course in the English composition sequence: ENGL 914, Basic Writing. Those reading classes include READ 905, 920, and/or 950.

## **RP's Impact on Student Success, FA16, SP17 and SM17: (READ 905, 920, 950, and 015)**

### **Fall 2016**

# of Student using RP: 1,003

#### **ReadAround (Vocabulary Development)**

Average Start Level: 9.0

Average End Level: 9.5

Average Gain: 0.5

#### **SeeReader (Reading Comprehension)**

Average Start Level: 4.8

Average End Level: 6.2

Average Gain: 1.4

### **Spring 2017**

# of Student using RP: 1,586

#### **ReadAround (Vocabulary Development)**

Average Start Level: 9.1

Average End Level: 9.7

Average Gain: 0.6

#### **SeeReader (Reading Comprehension)**

Average Start Level: 4.5

Average End Level: 6.3

Average Gain: 1.8

### **Summer 2017**

# of Student using RP: 146

#### **ReadAround (Vocabulary Development)**

Average Start Level: 9.3

Average End Level: 9.4

Average Gain: -0.1

#### **SeeReader (Reading Comprehension)**

Average Start Level: 4.7

Average End Level: 6.2

Average Gain: 1.5

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

#### **Complete Itemized List of Total Costs**

RP's 3, 5, and 6-year quote, dated October 19, 2017, was forwarded to Rick Hrdlicka, Director of Campus Technology, on October 21, 2017.

#### **Identification of Alternative Funding Sources**

Alternative funding inquiries have been made to Dr. Scott Thayer, Interim Vice President, Student Services (e-mail dated 09/21/2017); Carmen Rodriguez, Interim Dean, Student Equity and Success (e-mail dated 10/05/2017); and to the Faculty Co-Chair, Basic Skills Committee, Joan Murillo (e-mail dated 10/12/2017).

7. What are the consequences of not funding this request?

The consequences of not funding this request will have a direct, negative impact on student success as 69% of students who complete the SBVC placement test assess into basic skills reading and study skills courses. Most of those reading and study skills courses require lab components to supplement and individualize lecture instruction. However, if this request is not funded, after the Fall 2018 semester, the Department will no longer be able to provide SBVC students individualized, developmental reading technology in its current credit, and future noncredit, reading and study skills courses.

**TECHNOLOGY NEEDS ASSESSMENT APPLICATION**  
**Fall 2017**

Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. *Technology that is listed in this category will be forwarded to Campus Technology Services to evaluate through their own processes.*

Name of Person Submitting Request:	<b>Diane Dusick</b>
Program or Service Area:	<b>RTVF/IEMA</b>
Division:	<b>HUM</b>
Date of Last Program Efficacy:	<b>2017</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$27,000</b>
Strategic Initiatives Addressed:	Student success
	<a href="#">Strategic Directions + Goals</a>

Replacement  Growth

- 1. You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or [rhrdlicka@sbccd.cc.ca.us](mailto:rhrdlicka@sbccd.cc.ca.us). Please provide the date and time of your meeting.**

10/16/2017

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

3. What technology-based equipment or software are you requesting?

New Macs for the RTVF lab

4. 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.)*

Each of our three areas (radio, television, and film) includes capstone projects that require students to use skills learned in prior classes. Every year faculty review the projects and revise requirements based on new technology (e.g., new editing software, new distribution means in the Internet, etc.) to help students keep pace with the evolving media industry.  
 In laboratory classes, evaluation is project-based so students demonstrate technology (e.g., computer/camera) skills as well as critical thinking skills as writers, producers, directors, and other crew members. Students need up-to-date computers to meet this goal

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

The current Macs are nearly 10 years old

6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. *(for example, Department, Budget, Perkins, Grants, etc.)*

Per Rick Hrdlicka, each computer is approximately \$2700, and we would like 10 Macs in the lab.



7. What are the consequences of not funding this request?

Students will end up working on old technology, which is not acceptable in RTVF.