

## SBVC College Council MINUTES May 8, 2013

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

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

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

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

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

## Request for funding for Nursing Program: Consultant for updating curriculum

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

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

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

To review curriculum and develop a plan	1,000.00
Daily rate for consulting	2,800.00
Daily rate for consulting	2,800.00
Answer questions 3 hours	450.00
Airfare (American Airlines) transportation in Chicago	1,500.00
Hotel accommodation	400.00
Additional meals	300.00
Review final curriculum 2 days	1,000.00
Pay for faculty for 1 day*	4,500.00
Lunch for 2 days	500.00
Rental Car	200.00

TOTAL 15,000.00

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

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

Thank you for your efforts.

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

**Funding Amount:** \$4,500.00

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

### **OCLC WorldShare: District Library System**

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



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

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

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

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

Recommendation for Solution

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

The Consequences

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

How this request ties to Program Review

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

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

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

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

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

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

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

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

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

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

# APPLIED TECHNOLOGY, TRANSPORTATION AND CULINARY ARTS

## TECHNICAL BUILDING

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

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

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

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

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



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

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

### **TRANSPORTATION BUILDING**

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

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

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

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

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

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

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

*Measure M*

*SAN BERNARDINO COMMUNITY COLLEGE DISTRICT BOND ELECTION*

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

## **SUNROOM**

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

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

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

## ARTS & HUMANITIES

### ART

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

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

### ENGLISH

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

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

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

## READING

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

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

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

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

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

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

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

Kay Weiss  
Dean, Arts and Humanities

## **MATHEMATICS, BUSINESS AND COMPUTER INFORMATION TECHNOLOGY**

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

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

### **CAMPUS-WIDE**

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

### **DIVISION/DEPARTMENT**

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

## COMPUTER INFORMATION TECHNOLOGY/ COMPUTER SCIENCE

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

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

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

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

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

## NetLab Budget

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

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



## SCIENCE

These items are ranked:

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

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

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

### **OFFICE SPACE FOR PHYSICS FACULTY – COST UNKNOWN**

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

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

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

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

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

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

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

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

### **TWO PORTABLES FOR NURSING PROGRAM**

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

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

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

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

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

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

### **EQUIPMENT FROM PROGRAM REVIEW NEEDS ASSESSMENT**

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

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

#### **Biology Equipment: Hot Plates: \$2800**

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

#### **Biology: Micropipettes: \$6000**

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

#### **Physics Vernier Computer Interfaces: \$29,000**

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

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

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

### **EQUIPMENT FOR CHEMISTRY PROGRAM**

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

### **HLS VENTILATION SYSTEM**

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

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

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

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

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

Susan Bangasser, Ph.D.  
Dean, Science Division

## SOCIAL SCIENCE, HUMAN DEVELOPMENT AND PHYSICAL EDUCATION

These items are ranked:

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

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

### **Interactive Whiteboard (NH344)**

**Rick Hrdlicka**

**\$1,225-2,500**

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

### **Computer Lab**

**Division Lab**

**\$ 160,500.00**

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

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

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

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

#### Computer Lab

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

#### Laptops and computer cart

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

#### Costs

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

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





<b>Football Equipment (Medco)</b>	<b>Physical Education</b>	<b>\$ 142.81</b>
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<b>Documentaries DVDs</b>	<b>History</b>	<b>\$ 500-1000</b>
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<b>Laptops or Desktops (NH344)</b>	<b>Psychology/Economics</b>	<b>\$ 1,000-2,000</b>
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(Rick Hrdlicka/Dell)

This would help students taking statistics succeed by having a space with computer access so small groups could review statistics, discuss research methods, data collection, and data analysis with the instructor or possibly a tutor.

Ed Millican

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

# SBVC Office of Research and Planning

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

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

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

### Exercise:

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

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Table 1 Summary of comments

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

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## SBVC Office of Research and Planning

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**Table 1 Summary of comments**

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

## SBVC Office of Research and Planning

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**Table 1 Summary of comments**

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

# SBVC Office of Research and Planning

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**Table 1 Summary of comments**

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