

**FACULTY NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

Name of Person Submitting Request:		<b>Elaine Akers</b>
Program or Service Area:		<b>Student Health Services</b>
Division:		<b>Student Services</b>
Date of Last Program Efficacy:		<b>Spring 2014</b>
What rating was given?		<b>Continuation</b>
# of FT faculty	# of Adjuncts	Faculty Load:
Position Requested:		FT Nurse Practitioner shared with Crafton
Strategic Initiatives Addressed: (See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )		Access and Student Success

1. Provide a rationale for your request.

It is difficult to recruit and retain qualified nurse practitioners who specialize in college health issues without offering full time work and benefits. Our students also benefit greatly when they have consistent access to the same clinician who knows them and has built rapport with them. The American College Health Association recommends that college health clinics be staffed by clinicians specializing in college health. We are proposing that we hire a full time N.P. with a College Health focus that can be shared between San Bernardino Valley College and Crafton Hills College campuses. (Allocated 60/40 between the two colleges).

Access to a nurse practitioner on campus supports student success by providing students services quickly before problems exacerbate and interfere with class attendance and their academic success. Nurse Practitioners specializing in the unique needs of college students provide care that is culturally sensitive and in tune with the college environment. The Nurse Practitioner is pivotal in providing Family PACT and reproductive health services to both men and women on campus. Pregnancy is a known barrier to continuation in college. Concerns about sexually transmitted infections, pregnancy, and other reproductive issues are a common stressor and distraction for students that can be address. Common acute illnesses such as colds, flu, sore throats, allergies, back pain, asthma, urinary tract infections, ear infections, and strep throat can derail students from completion of important projects, courses, exams, and class attendance. This can lead to an inability to persist and stay in school if not treated promptly. Nurse Practitioners are attuned to the needs of the whole person and often identify emotional difficulties, substance abuse, sexual/physical abuse, and undiagnosed medical issues that may also impede success in college and quality of life. Stress, Depression, and Anxiety create academic barriers for many of our students (see EMP) and the NP as part of the mental health team can assist students with immediate access to medication and medical support for these issues long before they could access those services in the community. These can often be addressed in Student Health or appropriate referrals made for assistance in the community. Nurse Practitioners are also skilled at educating students and empowering them for self-care and lifestyle changes that will support current and future successes and quality of life. Often a visit to student health is the students first time accessing medical care as an individual adult creating an important opportunity for health education.

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

From last program efficacy report limitations: Lack of coverage for some NP clinic hours. Continue to recruit to cover those slots and have referrals available if it cannot wait until the next NP is available. Usually we can see a student within a week at the most. Working around their class schedule limits when they can utilize our services at times.

From 2016 EMP: **Program Goals:**

- Improve the overall health and quality of life for SBVC students through healthy lifestyle changes.
- Develop targeted services to meet the most prevalent mental and physical health needs of SBVC students.
- Facilitate access to needed mental health and health care services for SBVC students

From 2014-15 EMP action plans: Continue Family PACT services to increase access to reproductive health services for men and women.

Most prevalent health problems in our population from NCHA are obesity, overweight, back pain, allergies, and asthma. Most prevalent mental health problems are depression and anxiety.

From 2015-2016 EMP Develop key staff position to enhance student success and access to services, FT Nurse Practitioner.

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

The current NP is in a professional expert position and is paid an hourly wage by both campuses that could be applied to the FT position. Our ability to provide prescription and examination services keeps students successful and in school because they receive treatment early and on campus between classes. Primary Care appointments in the community may be scheduled 4-10 weeks from the request. By then the problem is resolved or the student is at risk of failure because the problem has persisted and worsened creating significant interference with academics and life tasks.

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

Risk not being able to staff the student health center with a nurse practitioner due to inability to recruit or retain qualified candidates. Our current NP is actively looking for a permanent FT position. Nurse Practitioners are in high demand especially now that the affordable care act is fully implemented increasing the need for qualified clinicians in the community. A small percentage of nurse practitioners are experienced in college health. Often nurse practitioners are the main source of income for their families due to their advanced education and therefore seek full time employment with benefits.

**FACULTY NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

Name of Person Submitting Request:		<b>Elaine Akers</b>
Program or Service Area:		<b>Student Health Services</b>
Division:		<b>Student Services</b>
Date of Last Program Efficacy:		<b>Spring 2014</b>
What rating was given?		<b>Continuation</b>
# of FT faculty	# of Adjuncts	Faculty Load:
Position Requested:		FT Behavioral Health Counselor (Therapist) shared with Crafton
Strategic Initiatives Addressed: (See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )		Access and Student Success

1. Provide a rationale for your request.

Mental Health issues such as stress, depression, anxiety, panic attacks, sleep disorders, and anger issues create significant barriers to academic success and the ability to persist in school for a large number of our students. (See EMP for breakdown of top 5 mental health issues identified by a representative sample of 815 SBVC student) Students also face relationship difficulties and developmental crisis that interfere with their ability to focus on their studies. Currently we provide crisis oriented and behavioral health counseling staffed by a mix of trainees, interns, and licensed staffs who are independent contractors or professional experts. Our students benefit greatly when they have consistent access to the same clinician who is visible on campus, knows them, and has built rapport with them individually as well as the campus. We would like to have one full time behavioral health counselor who could be the face of mental health and crisis intervention counseling for the campus. This person would help set the goals and objectives for counseling services in student health, identify trends in our student body, supervise trainees and interns, and provide direct services to students in need. A consistent person on campus would also provide a connecting point and resource for faculty and staff on campus who may be struggling with how best to manage and support a student exhibiting high risk behavior. When the campus has a behavioral intervention team this person could be the consistent representative on the team.

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

Our Current EMP data shows that 4 of the 6 Impediments to Academic success identified on the NCHA survey in 2013 were related to mental health. Over 25% of student experienced stress levels that negatively impacted their ability to succeed academically.

The top five mental health issues identified by our student sample were anxiety, depression, insomnia, panic attacks, and other sleep disorders. Depression and Anxiety are tied to poor academic performance and persistence in the literature.

Our EMP overall program goals include targeting services to meet the most prevalent needs on our campus. Mental Health issues are at the top of the prevalent needs list. An additional goal is to improve access to needed mental health services which this position

would do.

Our action plan calls for the development of key staff positions to enhance student success and access to needed services and includes one Behavioral Health counselor.

Information regarding current services from 2014 program efficacy document: *Mental Health Services* are offered for acute crisis intervention, aid in adjustments to the educational setting, and development of student skills to cope with common issues such as stress, anxiety, sleep disorders, relationship issues, and substance abuse issues to name a few. These services are provided by 1 licensed Psychologist, 1 licensed Marriage and Family Therapist, and two post masters interns. The post master interns have been added since our last program review to meet increased demand for services. Trainees and Interns are supervised by the licensed Psychologist and MFT.

How mental health services support student success from our 2014 efficacy document:

Our NCHA results revealed a high prevalence of mental health issues in our students including sleep problems, depression, anxiety, and panic attacks. In addition life events such as death, sick children, poor academic performance, or relationship difficulties to name a few can cause an acute crisis reaction in students who are already stressed. Depression is strongly correlated to decrease GPA, Klein, M.C., 2013, and can be treated through our mental health counseling and Nurse Practitioner services at no cost to our students. (In the community by the time you got an appointment if you could afford one the semester would be too far gone) Dual diagnosis of depression and anxiety are the single largest predictor of attrition in college student, Klein, M.C., 2013. In addition students may experience substance abuse, post-traumatic stress disorder, or anger issues which may interfere not only with their success but may be disruptive or frightening to others in the classroom. Mental health counseling can help with these and many other conditions that may exist to support the student minimize classroom disruption. . . .

The strength based success training provided to students by SHS has been shown to help them define their strengths, instills hope, and improves self-image all qualities leading to self-efficacy and the confidence to succeed academically and socially. All students need to feel connected and safe while on campus. Our office is often that safe and stabilizing place for students. We also focus on the simple things that students can do to keep themselves healthy and functioning at a high level such as adequate sleep, good nutrition, water, exercise, stress management, limiting alcohol, not smoking, and maintaining supportive relationships.

In conclusion SHS support the San Bernardino Valley College's mission by keeping our community of diverse learners healthy so they can achieve their academic goals and become informed health care consumers.

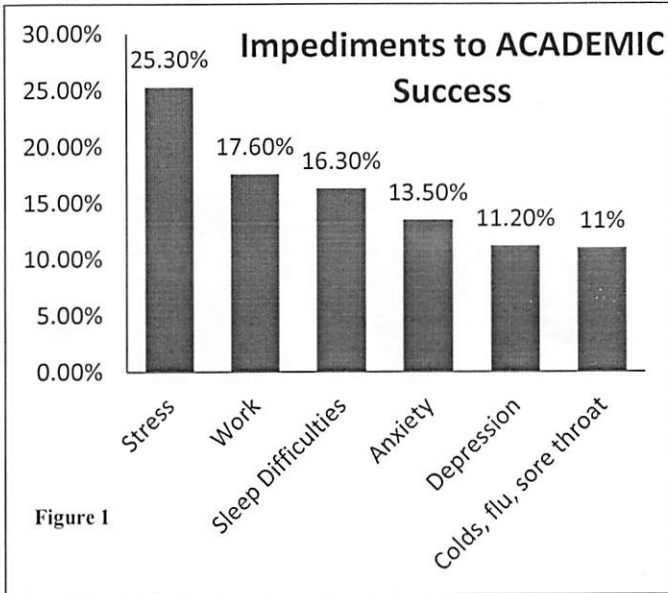
3. Provide updated or additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

Current salaries for professional expert and independent contractor clinicians could support this position.

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

Mental health counseling services will continue to be offered by fragmented staffs that are not as fully invested in the fabric of campus life as a permanent employ is due to their part time and independent contractor status. We deal with frequent turn over due to lack of full time work or benefits so students have to change therapists frequently and loose the valuable connections that have been made with a prior therapist. Currently we do not have a consistent face for mental health counseling on campus but when that can happen the path to care for students is always strengthened due to the relationship the campus has with a consistent individual. Direction for the mental health counseling program would also be strengthened if a licensed clinician was involved in planning and evaluating services.

# Student Health Services Educational Master Plan 2015-2016

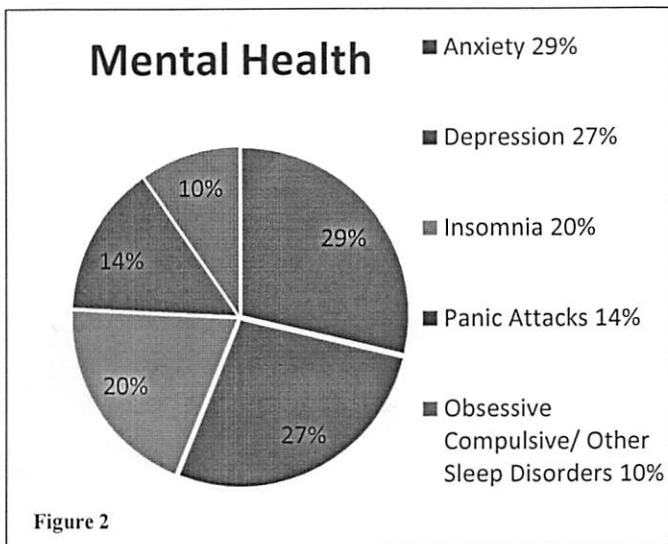


**Description:**

Student Health Services at SBVC keeps our community of diverse learners healthy so they can achieve their academic goals and become informed health care customers. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All members of our staff are dedicated to assisting students in accomplishing their personal and educational goals. We assist them to achieve optimal health by providing mental health, physical health, strengths development, and health education services.

**Assessment:**

The American College Health Association; National College Health Assessment II was administered during Spring semester 2013 and revealed the most prevalent Physical and Mental Health issues at SBVC. A representative sample of 815 SBVC students completed the survey. Some of the most prevalent findings are displayed in figures 1, 2, and 3.

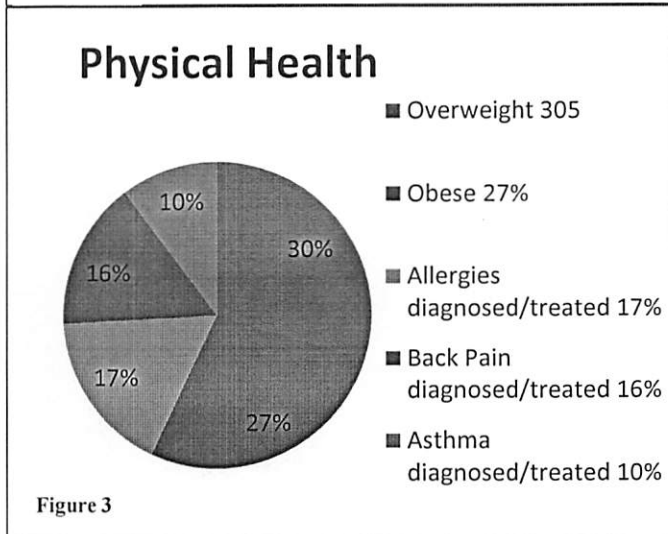


**Program Goals:**

- Improve the overall health and quality of life for SBVC students through healthy lifestyle changes.
- Continue to refine targeted services to meet the most prevalent needs.
- Facilitate access to needed mental health and health care services for SBVC students.

**Challenges and Opportunities:**

- Creative and effective use of physical facilities to meet the increased demand of students for services during peak hours.
- Incorporating the campus community in the early identification and referral of students in need of our services.
- Acquire full-time support staff to address the high volume of calls, administrative paperwork, and the competing demands of a blended health office.
- Acquire full-time faculty licensed mental health provider to plan mental health services, be a consistent presence on the campus, respond to mental health crisis, and supervise trainees and interns.



**Action Plan:**

- Sustain activities such as Strengths, Kognito, Blue carpet, and Mental Health Fairs, begun in 2012 to encourage a campus climate of caring, early identification, and referral for suicide prevention and reduction of stigma associated with seeking help for mental health issues.
- Expand strengths based student success offerings to support student success, equity, and reduce mental health risk.
- Develop key staff positions to enhanced student success and access to services. (FT Nurse Practitioner and MH Counselor)
- Continue "PHQ-4" early identification screening, of students visiting SHS, for symptoms of depression and anxiety.

**FACULTY NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

Name of Person Submitting Request:		<b>Marty Milligan</b>
Program or Service Area:		<b>Disabled Student Programs and Services</b>
Division:		<b>Student Services</b>
Date of Last Program Efficacy:		<b>March 2012</b>
What rating was given?		<b>Continuation</b>
# of FT faculty 0	# of Adjuncts 3	Faculty Load: 1.0
Position Requested:		DSPS Counselor
Strategic Initiatives Addressed: (See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )		Access and Student Success

1. Provide a rationale for your request.

Prior to the 2009-2010 academic year DSPS had 5 adjunct counselors which was adequate to meet the needs of students with disabilities. In the aforementioned academic year, the DSPS budget was cut by 40 percent. Consequently, all 5 adjunct DSPS counselors were laid off due to the lack of funds. In past year, DSPS has enjoyed a modest budget increase. While the budget increase did not returned us to our pre-2009-2010 funding level, it did allowed us to hire three adjunct DSPS counselors. The addition of these adjunct counselors certainly helps DSPS serve the needs of students with disabilities; however, an unmet demand exists which requires the addition of a full-time DSPS counselor. That is, DSPS currently serves 1030 students. With regard to the availability of our three adjunct DSPS counselors, one works 15 hour per week and the other two each work 8 hours per week. In addition to providing students with educational planning and academic advisement, these counselors must also perform other duties including reviewing disability documentation, corresponding with on-campus and off-campus professionals, preparing for counseling sessions, etc. Therefore, these counselors can collectively provide only 25 hours of face-to-face counseling services to students per week. The lack of a full-time DSPS counselor makes it difficult for students to get the academic counseling that they need to help them determine their educational goals and make their educational plans. One specific area where students with disabilities could benefit from access to a full-time DSPS counselor is completing their required Student Educational Contract. The Student Educational Contract is the form on which students state their long-term educational goal. Having the opportunity to meet with a DSPS counselor and discuss this goal will allow students to become informed about the paths that are available and choose an appropriate path. Further, access to a DSPS counselor will ensure that students pursue their goals with appropriate accommodations and services in place from the outset of each semester. This level of service cannot be provided to students with the current number of DSPS counselors. We are making this request so that students can meet at least once a year with a DSPS counselor to develop and/or update their educational plan. The DSPS counselor would also be able to work with students on academic probation and dismissal.

We are also making this request so that students with disabilities have the best chance to transition to gainful employment. That is, many students who are eligible for DSPS are also clients of the California Department of Rehabilitation. DSPS counselors are uniquely qualified to tailor educational plans that correspond to each student's Individualized Plan for Employment from the California Department of Rehabilitation.

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

Page 16 of the most recent Program Efficacy report notes that the number of students served by DSPS increased by 14 percent from academic years 2008-09 to 2010-11. As reflected in the current EMP Sheet, DSPS has a current goal of increasing the number of students with disabilities by 5 percent. DSPS is pursuing this goal through outreach to local high schools special education departments. In this academic year, students at 12 high schools have already been visited by DSPS staff and/or will be given a tour of the SBVC campus. DSPS expects to meet and possibly exceed this goal of a 5 percent increase. As mentioned above, DSPS does not have enough Counselors to meet current student needs, let alone the anticipated increase in the number students seeking services from DSPS. Having a full-time DSPS counselor is necessary in order to meet the needs of existing and future students served by DSPS.

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

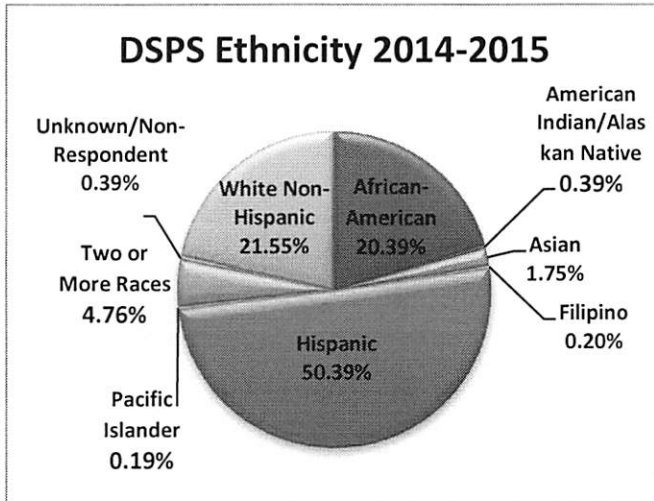
SBVC is obligated to meet the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. DSPS assists SBVC meet its legal obligation by providing services and accommodations for students with disabilities. In doing so, DSPS is a complicated program and poses unique legal risks to the college in terms of Americans with Disabilities Act and Section 504 of the Rehabilitation Act complaints or litigation. Counseling (e.g., educational planning, advisement, counseling, and follow-up) is a vital and required services provided by DSPS counselors. Granting this request for a full-time DSPS counselor will assist SBVC in meeting its legally mandated obligations as well as avoid Office of Civil Rights complaints which would have costs to SBVC that would far exceed the salary of a full-time DSPS counselor.

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

There are many consequences of not filling this position. One is that special education students transitioning to SBVC will not receive the academic accommodations and services in a timely manner. Existing students might experience similar delays in their receipt of DSPS services. This has the potential of compromising the academic success of both new and returning students, as well as rendering SBVC out of compliance with its legal obligations. Another consequence that cascades from students lack of access to a DSPS counselor is that they may eventually be in jeopardy of losing their Board of Governors Fee Waiver (BOG Waiver) due to poor academic success. Such a consequence would be especially unfortunate since the BOG waiver is the primary means of access to higher education for many students with disabilities. Further, initial poor academic performance due to lack of access to a DSPS counselor can eventually lead to students being placed on academic probation and/or dismissal. In sum, lack of access to a DSPS counselor can at a minimum, needlessly delay students' progress toward graduating with an associate's degree or transferring to a 4-year university. For some students, it might result in the termination of their academic goals altogether.

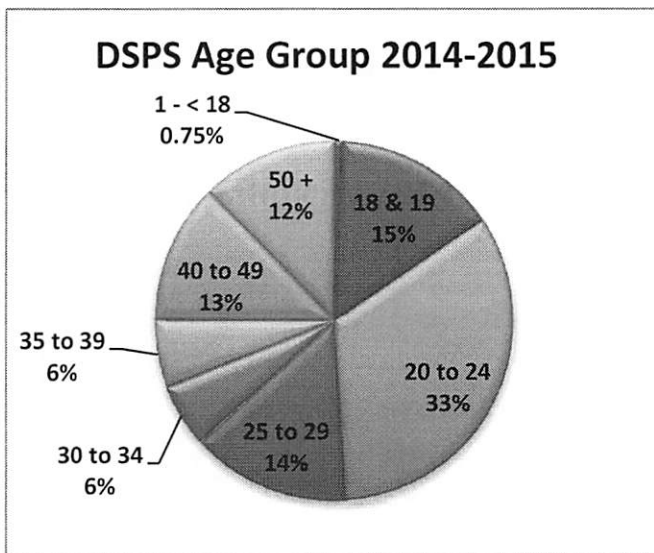


## Disabled Student Programs & Services (DSPS)



#### Description:

Disabled Student Programs & Services (DSP&S) provides support services and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation. Examples of services available through DSPS that are over and above those regularly offered by the college would be academic support, assessment for learning disabilities, specialized counseling, interpreter services for hard-of-hearing or deaf students, note taker services, alternate media, access to adaptive equipment, adaptive physical education, and registration assistance.



#### Assessment:

- African-American and Hispanic students comprise 71% of the program.
- The age distribution of DSP&S students shows a wide diversity between all age groups. 63% are under 30 with 37% age 30 and above.
- We serve a wide range of disabilities with the highest percentage of students having psychological, mobility, and learning disabilities, and other disabling conditions. The lowest percentages of students served have speech/language impairments, acquired brain injuries, and are developmentally delayed learners.

#### Program Goals:

- Increase enrollment of students with disabilities from feeder high schools by 5%.
- Increase the number of student enrollment in Student Development 900, 905, and 906 courses

### DSPS Disability Types 2014-2015

Disability Type	Percentage
Acquired Brain Injury	2.04%
Developmentally Delayed Learner	2.82%
Hearing Impaired	5.73%
Learning Disabled	11.36%
Mobility Impaired	14.95%
Other Disability	38.45%
Psychological Disability	21.36%
Speech/Language Impaired	0.49%
Visually Impaired	2.82%

#### Challenges and Opportunities:

- Improve students' understanding of their rights and responsibilities in regards to their accommodations through yearly mandated appointments.
- Continue to provide accommodations to students despite reduction in funding.
- Maintain compliance with Title V and ADA regulations.
- Continue to develop workshops/trainings for staff regarding accommodating students with disabilities.
- Conduct student service satisfaction surveys.
- Add classified staff and faculty as the budget permits.

#### Action Plan:

- Dialog with the campus regarding DSP&S students' needs that can be served in their areas.
- Collect data related to Service Area Outcomes (SAO)
- Collect data related to Student Learning Outcomes (SLO)



**FACILITIES NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

Facilities: Programs should list no more than three facility or renovation items. Identify the area in need of physical renovation, maintenance and/or repair. Requests for additional space should also be listed here. *Requests listed in this category will be forwarded to the Facilities Committee to evaluate through their own processes.* Provide a thorough rationale, **using data to support your request**, in order to help the Facilities Committee with their evaluation. List the approximate cost of your request.

Name of Person Submitting Request:	<b>Ron Hastings, Angie Gideon</b>
Program or Service Area:	<b>Library</b>
Division:	<b>Library &amp; Learning Support Services</b>
Date of Last Program Efficacy:	<b>2011</b>
What rating was given?	<b>Continuation</b>
Strategic Initiatives Addressed: (See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )	Facilities

Replacement

Growth

Provide a rationale for your request.

As reported in the current EMP, the library served 625,513 visitors over the past year.  
 1) The library carpeting is over 11 years old.  
 2) The original building design did not foresee today's increased demand for electrical outlets.

**1. Renovation Request**

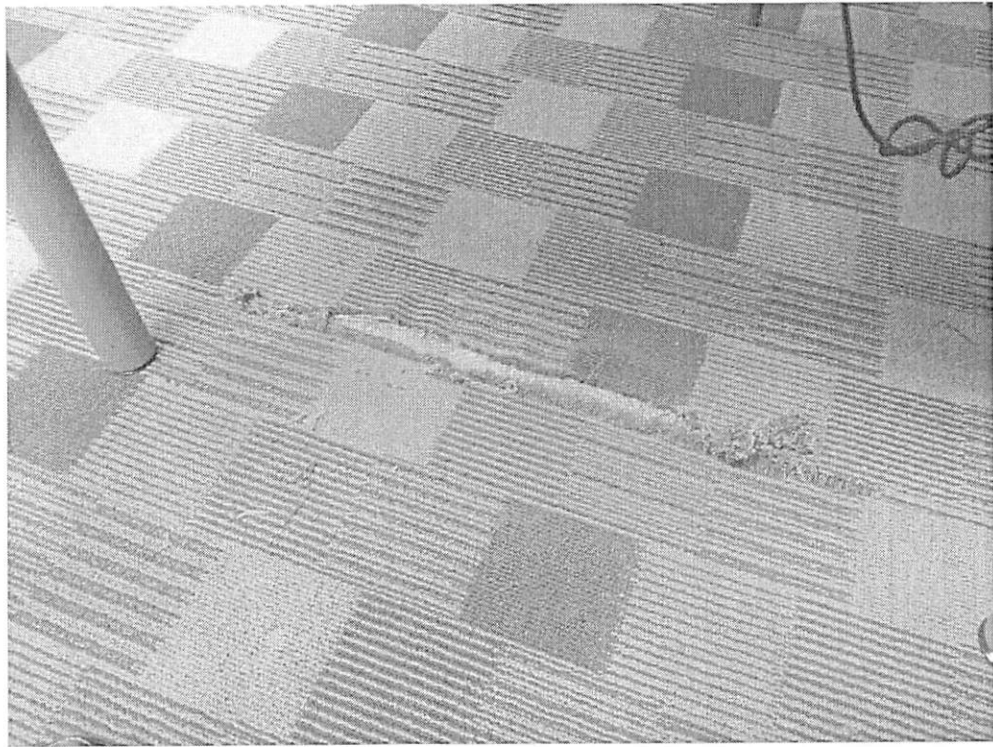
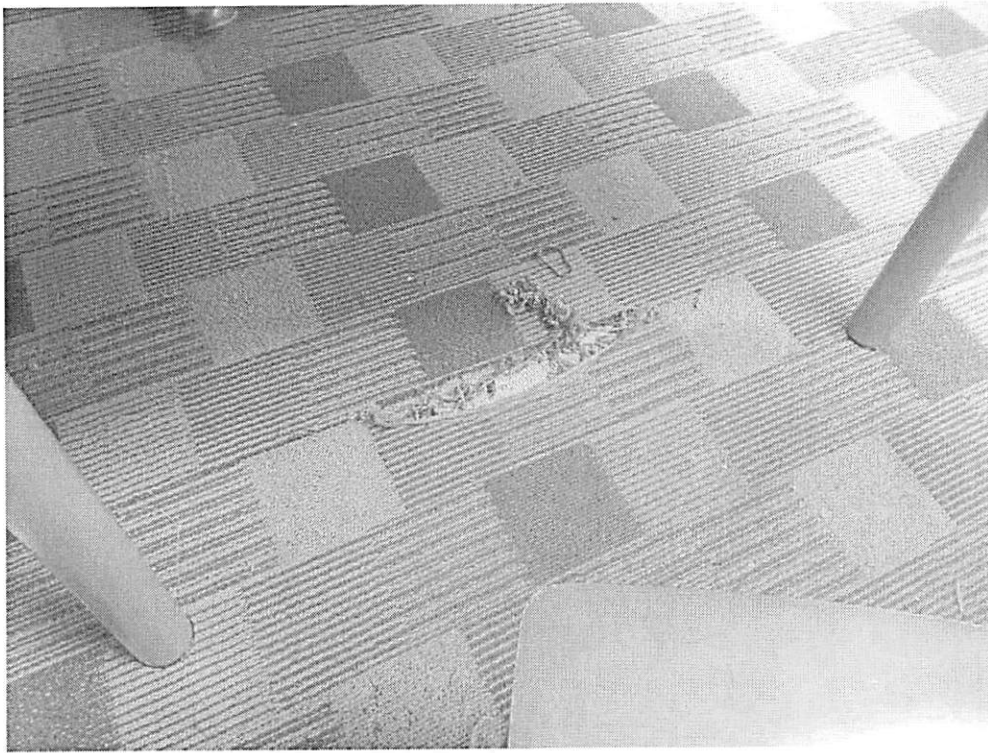
Several sections of carpeting on the 2<sup>nd</sup> floor are badly damaged and in need of repair or replacement. (photos on reverse)

Approximate Cost: Less than \$1,000

**2. Renovation Request**

Additional electrical outlets along the south wall of the 2<sup>nd</sup> floor, to accommodate students' laptops, phones, etc.

Approximate Cost: Unknown, depending upon whether current breakers can handle added load.



**TECHNOLOGY NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

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>Marty Milligan</b>
Program or Service Area:	<b>Disabled Student Programs &amp; Services</b>
Division:	<b>Student Services</b>
Date of Last Program Efficacy:	<b>March 2013</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$40,204.00</b>
Strategic Initiatives Addressed: (See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )	Access, Student Success, Communication Culture & Climate, Effective Evaluation & Accountability

Replacement  xx

Growth

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

Through the careful utilization of our existing computer resources, we are generally able to meet disabled students' computer needs. We are nevertheless, requesting that 30 computers (28 PCs and 2 Macs) be added to the DSPS High Tech Center as part of the ongoing SBVC computer rotation plan. We are also requesting 6 large print keyboards and 6 Wide Screen Desktops (24x14 in.). The reasons for our request are as follows: First, a number of computers in the DSPS High Tech Center are over 5 years old. On occasion, these computers break down which renders them temporarily non-operational for students. During these situations, our computer resources are stretched to the limit. Further, when computer breakdowns occur during high volume periods of the semester, students simply do not have access to the technology that they need in order to be successful. Second, student use of the High Tech Center is high. In fact, there were 9,964 High Tech Center student use sign-ins during the 2014-15 academic year. Third, we anticipate an increased demand for computer in the near future. Finally, the request for large print keyboards and wide screen desk tops is to ensure that blind/visually impaired and learning disabled students have the special technology support that they need.

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

Our anticipated increased demand for High Tech Center computer resources (mentioned above) is based on one of our program goals stated in our current EMP sheet. That is, through our current outreach efforts our goal is to increase enrollment of students with disabilities from feeder high schools by 5 percent. In this academic year, students at 12 high schools have already been visited by DSPS staff and/or will be given a tour of the SBVC campus. Through our outreach efforts, DSPS expects to meet and possibly exceed this goal of a 5 percent increase.

The latest DSPS Program Efficiency Report highlights the historical use of the High Tech Center. Specifically, page 17 notes the increasing trend of student use sign is from **2,662** in 2008-2009 to **3,950** in 2010-2011. This trend continued into 2014-2015 during which there were **9,964** student use sign ins.

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

The SBVC is obligated to meet the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. DSPS assists SBVC in meeting its legal obligation by providing services and accommodations for students with disabilities. In doing so, DSPS is a complicated program and poses unique legal risks to SBVC in terms of Americans with Disabilities Act and Section 504 of the Rehabilitation Act complaints and/or litigation. The High Tech Center is a vital component of DSPS and uniquely meets an important part of the SBVC's above-mentioned legal obligation by providing training in the use of computer-based assistive technology systems to help students with learning disabilities, visual impairment, mobility limitations, and other disabilities. Granting this request will maintain state-of-art technology in the High Tech Center which is essential to ensuring that the SBVC students with disabilities have access to the resources that they need in order to be successful. In addition, granting this request will assist SBVC in meeting its legally mandated obligations as well as avoid Office of Civil Rights complaints which would have costs to the campus budget that would far exceed the funds sought for this request.

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

The initial cost is as follows:

28 Dell Computers @ \$1250.00/ea.	= \$35,000
2 Mac Computers @ \$1750.00/ea.	= \$ 3,500
6 Wide Screen Desktops (24 X 14) @ \$250.00/ea.	= \$ 1,500
6 Large Print Keyboards @ \$34.00/ea.	= \$ 204

At this time, DSPS has no alternative or ongoing funding source for the requested computers.

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

Students with disabilities have unique educational limitations that can only be met on a large scale by the High Tech Center. For example, students with reading disabilities utilize High Tech Center as a means acquire and retain text-based course material through the use of computer-based reading software. In a similar vein, students with disorders of written expression or limitations in their upper extremities utilize computer-based speech-to-text software in order to complete course written assignments. Both of the aforementioned computer-based software systems also provide the only means for these students to show their proficiency on exams and quizzes. Therefore, the main consequence of not funding this request is that it could deny students of a critical, and in some circumstances, the only computer-based interface that they have to access, acquire, retain, and demonstrate their mastery of course material.

**TECHNOLOGY NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

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>Ron Hastings, Patti Wall</b>
Program or Service Area:	<b>Library Computer Classroom</b>
Division:	<b>Library &amp; Learning Support Services</b>
Date of Last Program Efficacy:	<b>2011</b>
What rating was given?	<b>Continuation</b>
Amount Requested:	<b>\$10,000</b>
Strategic Initiatives Addressed: (See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )	Student Success, 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.**

Patti Wall and Rick Hrdlicka met on October 13 at 1:30 to discuss this need.

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?

We are requesting an additional eight (8) student workstations in the Computer Classroom.

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.*)

The central importance of Information Literacy instruction is discussed on page 8 of the 2011-12 Program Efficacy Report: “Librarians work with students individually at the Reference Desk and provide informal instruction on Library research to student so they may become independent, lifelong learners... Faculty librarians offer Library orientations to classes that include hands-on learning in the use of Library resources. Orientations can be introductory or specialized depending on the needs of the class and instructors.”

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.*).

Since July 2015, 66 course sections (1,658 students) have received Information Literacy instruction in the Computer Classroom. 10 sections exceeded the room's current capacity, in terms of available workstations. Additionally, the Computer Classroom is frequently used for Library 110 instruction for the two First Year Experience Cohorts, both of which exceed the room's capacity, and additional FYE cohorts are anticipated next year.

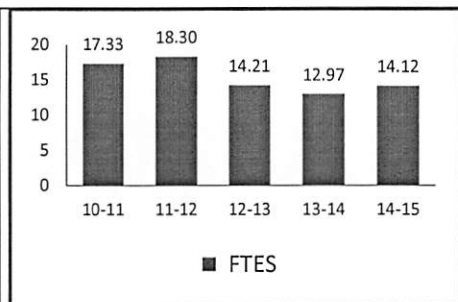
6. Provide a complete itemized list of the initial cost, as well as related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (*for example, Department, Budget, Perkins, Grants, etc.*)

8 workstations @ \$1,250 ea = \$10,000

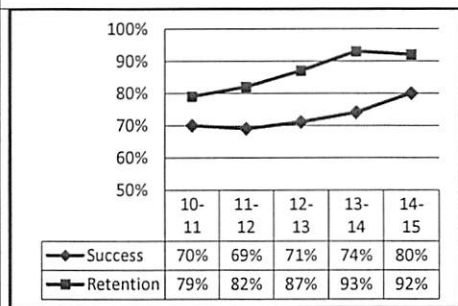
7. What are the consequences of not funding this request?

Without additional workstations, an increasing number of students will be denied the benefit of hands-on Information Literacy instruction.

LIBRARY TECHNOLOGY 2014-2015



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	208	216	185	174	169
FTEF	1.09	1.09	1.09	1.09	1.09
WSCH per FTEF	477	504	391	358	388



	10-11	11-12	12-13	13-14	14-15
Sections	7	7	7	7	7
% of online enrollment	71%	71%	71%	71%	71%
Degrees awarded*	3	2	5	4	6
Certificates awarded*	2	3	14	6	7

\*TOP Code: 160200

\*Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

\*Data will be available in October 2014

**Description:** This program is designed for students who are interested in working in the library field as support staff or paraprofessionals. One of four programs in Southern California, the Library Technology Program especially benefits Inland Empire school districts, as a certificate (or certification) fulfills the educational requirements set forth by the "No Child Left Behind" law for school library staff.

Library skills are fundamental to student success, especially in today's information-laden society. The Library Technology Department course *Information Literacy and Research* (LIB110), designed to teach students how to access both print and online information sources more efficiently and effectively, is now a part of the First Year Experience courses curriculum.

**Assessment:**

Library faculty:

- Updated curriculum for Library Technology courses, the certificate and the degrees, deleting two outdated courses and creating two new courses that better reflect the needs of the program and profession; and
- Mapped and evaluated PLOs.
- Additionally: Course SLO Three-Year-Evaluations rotation for 2015/2016-2017/2018 has been developed and is on schedule; and
- Student success continues to increase.

**Department Goals:**

- Now that Content Review is complete, Library faculty plan to have all courses aligned with and approved for the American Library Association's (ALA) Library Support Staff Certificate (LSSC).

**Challenges & Opportunities:**

- The Library Support Staff Certificate (LSSC) through American Library Association (ALA) no longer approves partially-approved programs as they did when we began pursuing their partnership. Communication with them has also been challenging. Still, former students have let us know that they have been able to apply our currently approved courses toward their LSSC.
- Although we have load for 1 FT faculty, Library Technology courses are still taught by library faculty as overload or by adjuncts.

**Action Plan:**

- Work with faculty to update reserve materials which will reflect in the catalog.
- Continue to provide a quality Library Technology program that is only one of four in the Southern California area.
- Offer more sections of LIB110 so that the general student population can benefit from the course.

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto

Formatted: Font color: Auto



**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

Name of Person Submitting Request:	<b>Ron Hastings</b>
Program or Service Area:	<b>Library</b>
Division:	<b>Library &amp; Learning Support Services</b>
Date of Last Program Efficacy:	<b>2011</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>6 additional study carrels</b>
Amount Requested:	<b>\$7,000</b>
Strategic Initiatives Addressed:	<b>Facilities, Student Success</b>
(See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )	

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

Replacement  Additional

1. Provide a rationale for your request.

We seek to replace several less-useful pieces of upholstered furniture with study carrels, as pictured on the reverse. Offering electrical outlets and a larger working surface, the carrels are in high demand.

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

As reported in the current EMP, the library served 625,513 visitors over the past year.

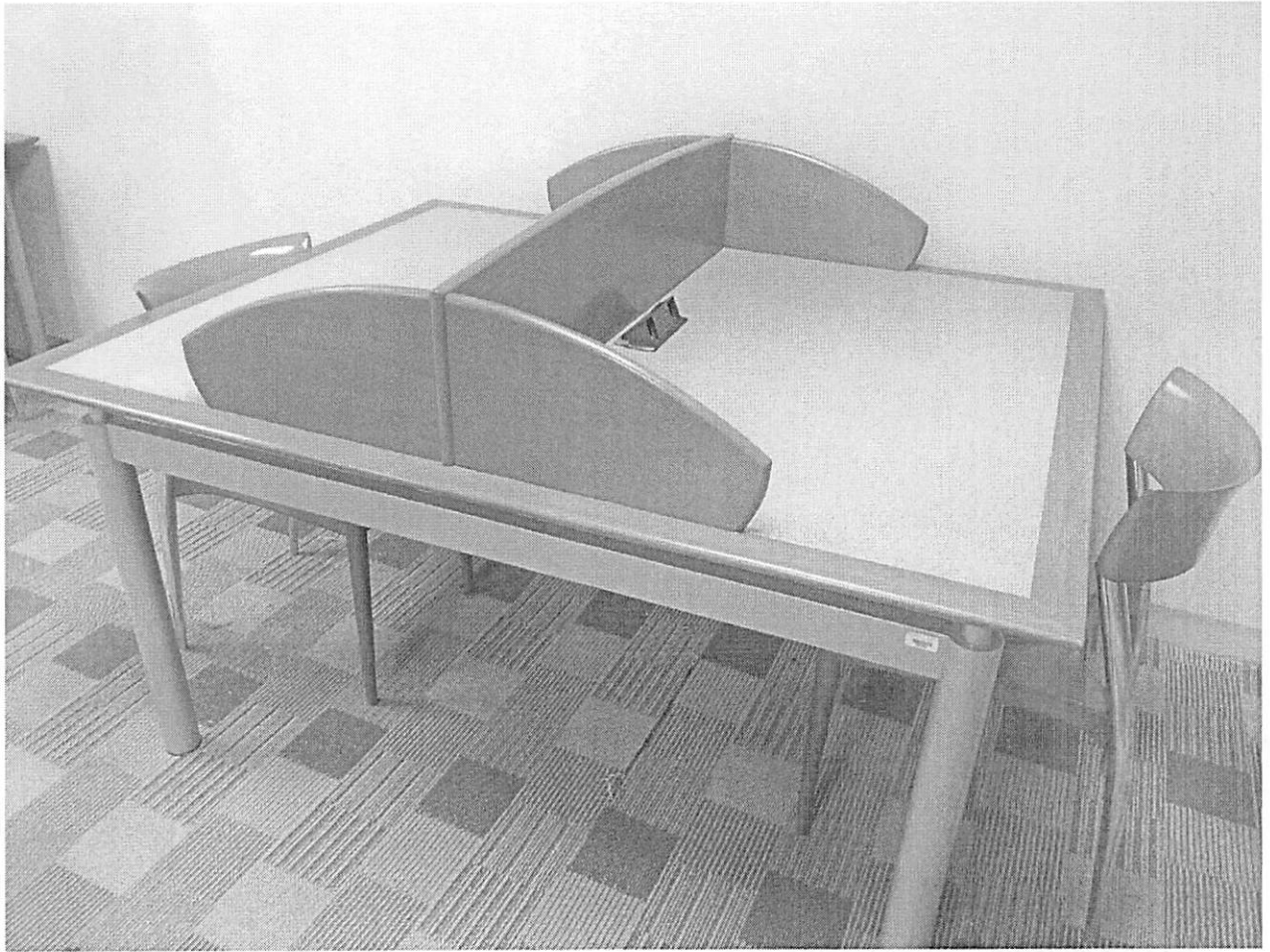
3. Indicate if there is additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

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

Some shopping around will be necessary to match existing furniture as closely as possible, but given current prices, units should not exceed \$1,000 each.

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

Demand for study carrels and the working space they provide will remain increasingly unmet.



**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

Name of Person Submitting Request:	<b>Ron Hastings, Angie Gideon</b>
Program or Service Area:	<b>Library</b>
Division:	<b>Library &amp; Learning Support Services</b>
Date of Last Program Efficacy:	<b>2011</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>new seating</b>
Amount Requested:	<b>\$130,000 over 3 fiscal years</b>
Strategic Initiatives Addressed: (See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )	<b>Facilities, Student Success</b>

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

Replacement  Additional

1. Provide a rationale for your request.

The current public seating was installed when the “new” library opened over 11 years ago. Virtually every chair shows the sort of wear illustrated in the photos on the reverse, and several have been retired due to broken legs.

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

As reported in the current EMP, the library served 625,513 visitors over the past year.

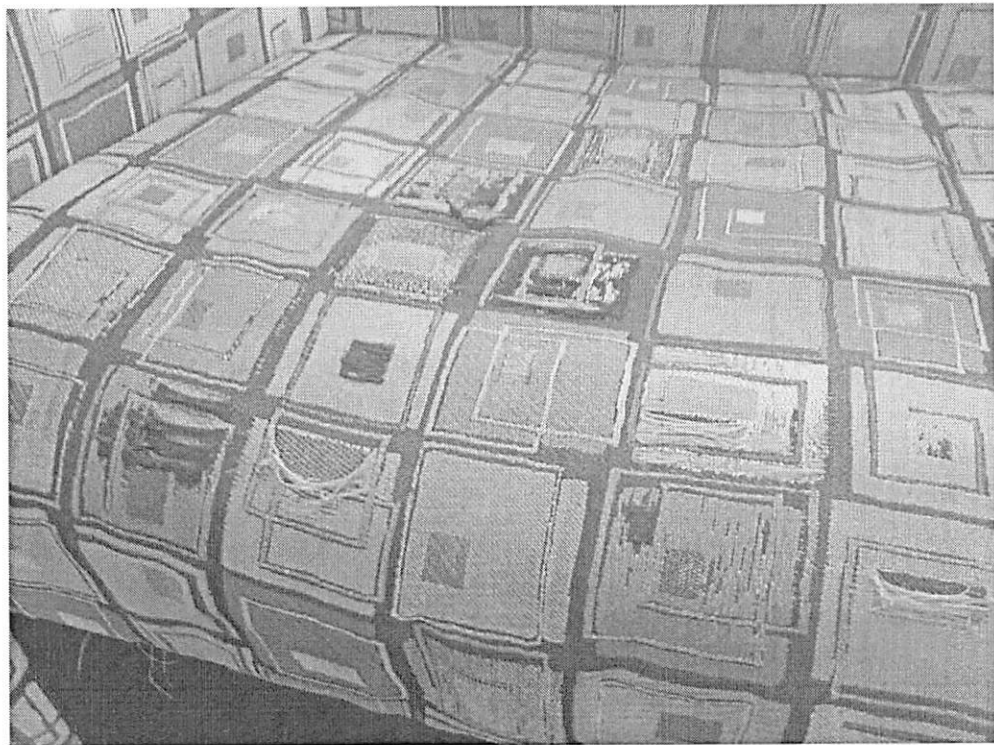
3. Indicate if there is additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

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

Assuming the total cost to replace all seating at once would be prohibitive, an estimated average of \$45,000 over the next three fiscal years should cover the purchase of new “wired” library seating.

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

Deterioration of existing furniture will worsen.



**EQUIPMENT NEEDS ASSESSMENT APPLICATION**  
**Fall 2015**

Name of Person Submitting Request:	<b>Ron Hastings</b>
Program or Service Area:	<b>Library</b>
Division:	<b>Library &amp; Learning Support Services</b>
Date of Last Program Efficacy:	<b>2011</b>
What rating was given?	<b>Continuation</b>
Equipment Requested	<b>charging station</b>
Amount Requested:	<b>\$1,000</b>
Strategic Initiatives Addressed: (See Appendix A: <a href="http://tinyurl.com/l5oqoxm">http://tinyurl.com/l5oqoxm</a> )	Facilities, Student Success

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

Replacement  Additional

1. Provide a rationale for your request.

Students frequently request a more convenient way to charge their phones, tablets, etc. As a courtesy, we are requesting a branded self-service charging station, as pictured on the reverse, to be installed near the Circulation Desk.

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

As reported in the current EMP, the library served 625,513 visitors over the past year.

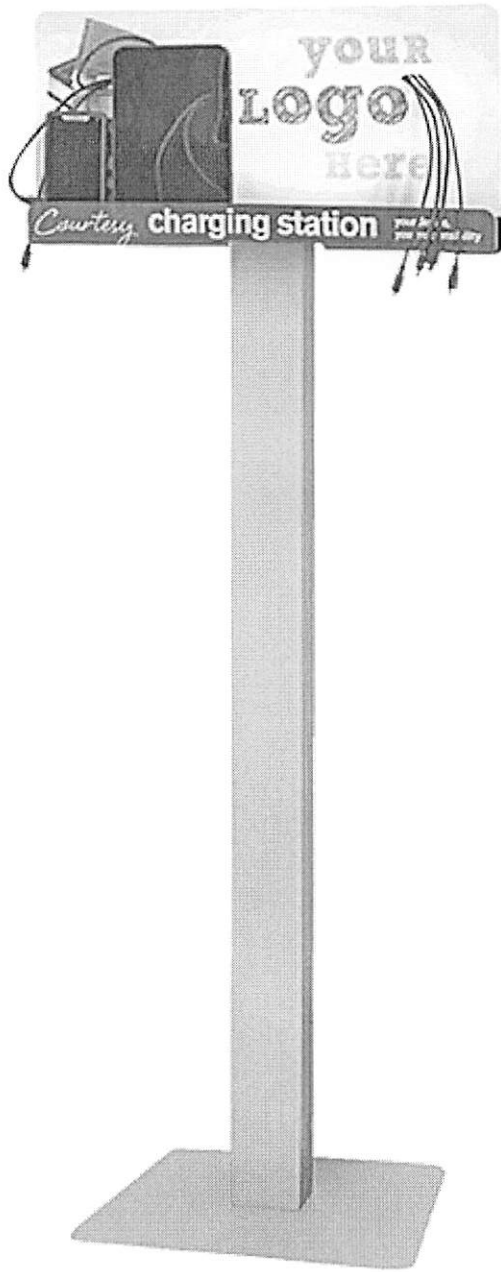
3. Indicate if there is additional information you wish the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

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

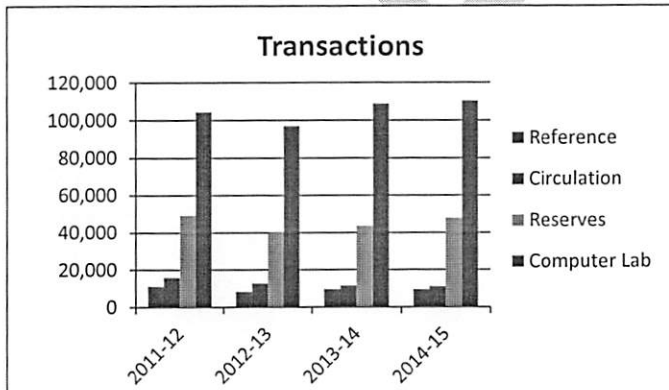
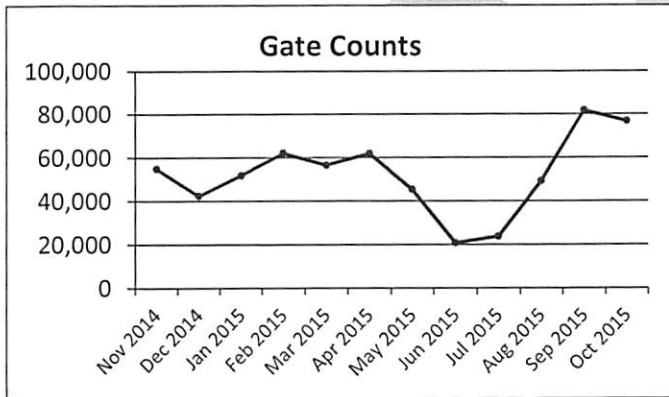
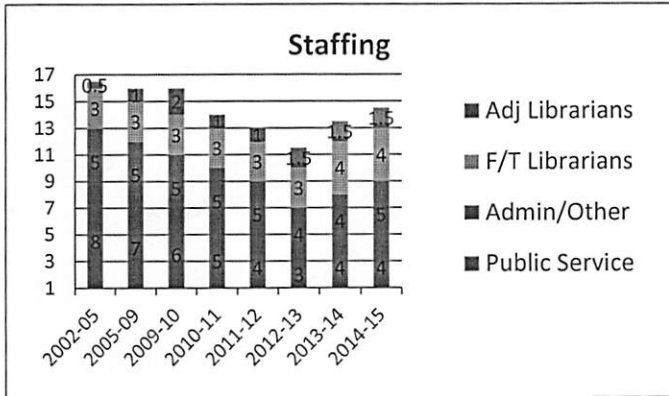
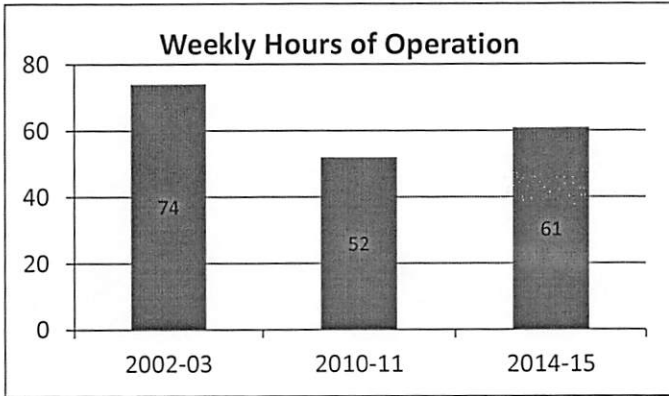
Negligible, beyond initial purchase. Students currently recharge devices all around the building. This would centralize that to an extent.

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

Students will continue to recharge devices, often stretching cords across aisles.



## LIBRARY & LIBRARY COMPUTER LAB 2014-15



### Description:

The Library supports the academic programs of SBVC by providing a wide range of learning resources at varying levels of difficulty, with diversity of appeal, and representing differing points of view, to meet the needs of students and instructors. The 40,000 square foot building houses a collection of more than 75,000 volumes and 200,000 eBooks and articles. Students and faculty also have access to numerous full-text research databases. The Library Computer Lab provides currently enrolled students with 120 computers as well as cash/coin-operated printers and photocopiers. Computer technicians are available to provide basic technical support. The Reference Desk is staffed, usually by two Faculty librarians, during all regular hours of operation, offering one-on-one research assistance, orientations, workshops and information literacy instruction, as well as courses in the Library Technology AA and certificate programs. Books and other items in the general collection normally circulate for 3 weeks. Textbooks and other reserve items (available at the Circulation Desk) normally circulate for 2 hours, and are limited to in-library use. When classes are in session the library is open:

Mon-Thu 8:00-8:00, Friday 8:00-5:00, and Saturday 10:00-2:00.

### Assessment:

- From Nov 2014 to Oct 2015, the library served **625,513** visitors.
- The percentage of Spring 2014 Survey respondents reported below agreed or strongly agreed with the corresponding statements.
  - I feel welcome in the library, and comfortable asking staff for help. – **97%**
  - Library services and resources are sufficient to meet my needs as a student and a member of the community. – **96%**
  - Library hours of operation are sufficient and match my schedule well. – **91%**
  - The library environment (noise level, temperature, lighting, furnishings, etc) are conducive to study. – **90%**
  - As a result of my visit I have a better understanding of how to conduct my own research. – **89%**
  - The resources and/or assistance I received during my visit will help me earn a better grade. – **92%**
- One Library Media Clerk position, previously lost to attrition, was restored and filled, and the new employee will begin work in October.
- *Information Literacy & Research* (LIB 110) is being taught as part of the Fall 2015 *First Year Experience* curriculum
- *Cybrarian* was deployed on all public access computers, to streamline student authentication and use of computers and printers.

### Department Goals:

- Continue to systematically gather and analyze hard data to support and inform planning and needs assessment.
- Enhance and expand the Library's primary role as purveyor of Information Literacy instruction, as a core competency.
- Continue to apply existing and emerging technologies to streamline procedures and improve services.
- Optimize allocation and utilization of Library spaces.
- Increase hours of operation to better meet students' needs.

### Challenges:

- Professional growth opportunities and departmental meetings are difficult to arrange, due to the desire to maintain current hours of operation.
- Relying on one-time funds for ongoing costs can lead to future shortfalls.
- Without significant reconfiguration, public study space is at capacity.

### Opportunities

- Technological solutions are available to potentially streamline and ease some of the workload generated by current practices and procedures.
- Library services and resources contribute particularly to the success of targeted at-risk students, as described in SBVC's *Student Equity Plan*, for which additional funds are flowing from the state. If hard data can be gathered to support anecdotal evidence, the Library can argue for a share of those additional funds.

### Action Plan:

- Continue to capture and analyze data for all service transactions.
- Optimize work schedules of classified staff and student workers, to reduce reliance on overtime and increase hours of operation.
- Re-establish a Library Advisory Committee.
- Solicit ideas and make recommendations for space allocation.