Instructional Technology Committee (ITC)

To: Academic Senate

From: Instructional Technology Committee

Date: May 1 ,2013

Re: Recommendations for District Computing Labs

ITC members: E. Bullock, E. Carey, S. Bursten, K. Neufeld, E. Frankel, S. Sanders, J. Kruidenier, M. Gottwald, T. Owehand, D. Vasey, D. Wong, F. Rodriquez, C. Barr, J. Pike, K. O'Connor (Senate liaison), D. Hersh (Dean, Ed. Programs), J. Walker, J. Clark, J. Mooy, L. Auchincloss, J. Thornell,

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Background

Motivated by budget changes, SBCC identified a need to understand the usage patterns of the 57 district computing labs. This effort began in the spring of 2012 and continued through the spring of 2013. The goals of the study were to understand actual lab usage patterns since prior to this study most labs only had anecdotal evidence of lab usage. Additionally, there was a desire to understand the needs of departments which had unfulfilled computing needs, document and establish partnerships between labs, understand software and hardware requirements needed to support departmental instruction, and look at using labs for direct classroom instruction. To gather data on actual lab usage, statistical software was installed during the summer of 2012 to track lab utilization during the fall 2012 semester.

Senate Charge

The Academic Senate President charged the Instructional Technology Committee with the task of submitting a formal recommendation for each of the district's instructional computer labs to the Academic Senate.

ITC meetings to discuss issues

Nov. 9 - Committee given Senate charge and ITC's role in lab discussions.

1. To look at how labs are used and how people want to use labs so by working together all parties can learn about the College's needs and capabilities in a more efficient manner.
2. By understanding what instructional technology we have in our labs, ITC would be well prepared to answer questions about future technology initiatives and how those fit in with the College's infrastructure.

3. Expectation that this request would be fulfilled by the end of the Fall 2012 semester and that the work product from this would be to provide input to the report being drafted by the Lab Utilization Workgroup

Nov. 30, 2013 – Executive summary and draft lab recommendations presented to committee

March 8, 2013 – Report on department trends and the changes in instructional technology

March 22, 2013 – Meeting with ITC Science Reps (Tannowitz & Bullock), Stephen Strenn, Jason Walker, Laurie Vasquez

March 22, 2013 – Jackie Kuehn from Computer Science met with committee

April 5, 2013 – (additional potential partnership meeting) – Stephanie Dotson, Ed Inks, Brian and Chris Campbell, Jason Walker, Laurie Vasquez

April 5, 2013 – additional ITC meeting called to report out to committee re: Art dept. needs and finalize program review

April 12, 2013 – Jason Walker, Laurie Vasquez, Jackie Kuehn, and Stephen Strenn met in order to update Computer Science faculty on the needs of the Art faculty

April 25, 2013 – Meeting with computer science representative (Dean Nevins), Ignacio Alarcon (STEM project coordinator), Stephanie Dotson (Chair, Art department,) Brian Campbell and Chris Ulivo (art faculty), Jason Walker (Director of Educational applications), Joe Rivas Science ICLC), Eric Bullock (ITC Science representative). Purpose was to restate the needs of both departments and gain agreement going forward.

Presentations

This recommendation was submitted to the Instructional Technology Committee (ITC) to review, discuss, and modify as they see fit. This recommendation, by combining the work of the *District's Lab Advisory workgroup* with the *Instructional Technology Committee*, represents the faculty and staff's best effort at grappling with a difficult and important issue.

In order to understand department needs and lab structure, presentations were given to both the lab advisory workgroup and ITC by faculty lab coordinators or representatives tasked with over-sight of the instructional computer labs. The following presentations were given:

- Allied Health and Nursing – Jane Metiu
- Achievement Zone - Ryan Burke
- Art Department - Stephanie Dotson
- BC Labs - Esther Frankel
- CNEE – Angel Cardenas

- Computer Science and Science Division Labs – Stephen Strenn
- Counseling/Orientation - Scott Brewer/Wendy Peters
- DAC & SoMA - Alejandra Jarabo
- Demo on LabStats – Allison Chapin
- Disabled Student Programs and Services - Jana Garnett
- Earth and Biological Science – Barry Tanowitz
- ESL/ML Lab – Sonia Zuniga-Lomeli
- Journalism's Need for Lab Access/Facility - Patricia Stark
- Math Labs - Allison Chapin
- Psychology Department - Stanley Bursten
- Photography Lab - Linda Lowell
- Physics – Don Ion
- Transfer Center - Kathie Adams
- Wake Center (Rooms 3, 4, and 5) – Dean Diane Hollems

Critical needs

Critical needs relating to operations, curriculum, and matriculation agreements were identified during these presentations and informed the creation of this recommendation.

Recommendations supported by ITC

Three of the labs have limited access (assessment, IDC 103 and IDC 109). In all three of these labs, the absence of an *enhanced instructional media station* (bunkered instructor station) has created a significant limitation on open access.

The recommendation is for the district to provision these stations prior to the beginning of fall 2013 semester. IDC 103 and IDC 109 which were ranked by ITC are now incorporated into the phase II request for media-enhanced classrooms for Educational programs.

Included in the list of draft recommendations is to convert 2 instructional computer labs into traditional classrooms to address the district's growing need for instructional space. This recommendation also includes suggestions for labs that are currently discussing lab remodels, expansions, critical technical needs, and a scheduling need that was identified by Student Support Services Departments.

The recommendation to convert 2 of the district's 57 computing labs is based on statistical data captured during the fall 2012, presentation discussing "possible" partnerships being discussed, visual observations in terms of support being offered currently, and the current course offerings. One instructional computer lab is being recommended for conversion to a traditional classroom, **BC 301.**

One critical operational need that was identified during this process involves the need for Student Support Services to schedule computing labs for workshops hosted by the Counseling, Admissions Outreach, Transfer, and Financial Aid Departments. A large number of workshops are scheduled during the breaks between semesters, a time when labs are closed to students. Student Support Services has experienced significant challenges in working with departments to accommodate student workshops.

The recommendation is to give responsibility for scheduling all district computing labs, during board approved intersessions, to members of the Student Support Services Departments via the office of the Dean of Student Services. Representatives assigned with the responsibility for scheduling labs during the break should be given full access to computing labs and should be assigned responsibility for the facilities while in use. Departments should be expected to provide lab maintenance schedules to those assigned scheduling responsibilities. The recommendation is for the district to take action on this specific recommendation immediately.

Business Division Proposal for Lab Utilization:

- The proposal is to convert BC301 to a traditional classroom, and to set up a "Nova desk" configuration in BC302 for the Accounting Department. This will allow Accounting to have more computers in their classroom. (BC302 is a larger room.)
- The request is for new Nova desks because they are ergonomically superior to the desks that we currently have. We have also been told by IT that it would be next to impossible to move Nova desks of our "vintage".

Concerns:

- Converting one lab to a traditional classroom may significantly limit the ability of the ACCT, COMP, and CIS departments to "grow". As an example, all labs are "booked" in the evenings.
- Converting the lab will result in the open lab being unavailable to students during certain times of the day and at least one evening a week.
- It is difficult to accommodate all of the requests that we received. In particular, we won't be able to provide the "extra" rooms that Psych needs for their two weeks of experiments.
- Expenses will be offset with potential growth.

Science

Currently, there are two labs which are the responsibility of the Computer Science (CS) Department. One lab is the CS Lab, dedicated to only CS uses, and adjacent to the CS Lab is the Science Division Lab. The Science Division lab is primarily for use by the science division but CS can and does overflow into it. In order to more efficiently utilize the College's resources and to help support our colleagues the following proposal is submitted by the CS Department, Art Department, and Science Division (in particular, the GIS component of Earth Science). This

proposal is the outgrowth of talks by all of the Departments involved and builds upon the work of the Lab Advisory Workgroup and the Instructional Technology Committee.

The proposal is to:

- Consolidate the CS Lab and the Science Division lab under CS control. This reflects the current practice for many years but formalizing it allows the CS Lab Coordinator to more effectively respond to the needs of CS, the Science Division, and Art.
- Convert the Science Division Lab in to a CS Mac Lab by replacing the (approximately) 24 PC machines to dual-boot Macintosh computers. The dual-boot machines would run Windows and Mac OS.
- Technical support for the CS PC and Mac Labs would be provided by CS LTAs. Additional support for the CS Mac Lab will be made available by Instructional Lab Support (Devin and Ryan) upon CS lab coordinator request.
- Scheduling would be the responsibility of the CS Lab Coordinator working in cooperation with the Chairs of Departments within the Science Division and the Chair of the Art Department.
- Scheduling Priorities would be: 1. CS Courses, 2. Science Division Courses (particularly GIS), 3. Art Department Courses.
- Art will phase in lab use starting with Tuesdays and Thursdays from 8:30 A.M. to 11:30 A.M. and Fridays all day. These times will be available for both classroom instruction and drop-in open lab hours for art students.
- Art department will provide tutor or hourly support for drop-in lab use. Upon discussion with CS, the Art department will continue to request adequate lab support prior to any increase in drop-in lab use (i.e. Saturdays or evenings)
- GIS will retain its current days and times.

There are concerns expressed by all parties that all the departments are growing and it is unclear if the CS Mac Lab will be able to support all of the needs in the long term. It is generally agreed that this is a good short-term solution but we will need to keep our lines of communication open to allow us all to plan any increases in lab utilization.

All of the groups shares a common desire to have the labs open on Saturdays.

It is also understood that the STEM grant will pay for the new computers which need to be high-end enough to meet the needs of the STEM students taking CS and Science Division courses.

Information about STEM grant guidelines relevant to CS and Science Division Computer labs was provided by Ignacio Alarcon, STEM projector Director.

(a) Program Officer has told us that there are no objections to sharing equipment with non-STEM areas. Our only concern is that grant objectives are met, and the decision regarding sharing with other departments is an internal one.

(b) Purchase of computers: Last year, STEM thought they were purchasing "upgrades" to computers, and when I described this to external evaluator, he said that this is something we shouldn't do. Grant

should buy "full" computers. So, if the idea is to supplement some district budget, what needs to happen is that the grant buys a number of the computers, and these should be clearly identified.

Journalism

This year the Channels transitioned to a fully-online 24/7 publication available to students, faculty, staff and the public via computer and mobile devices. Even with such a major instructional and organization shift, the publication continues to receive numerous local, state and national accolades.

Ironically, the Channels newsroom has been plagued for many years with serious "health and safety" issues, including but not limited to water leakage, flooding and mold. The Campus Center, in which the newsroom is housed, has been deemed unworthy of repair. As a result, the Channels lab sought relocation.

In 2010 EVP of Educational Programs Dr. Jack Friedlander stated that there is no new space available for the Channels and informed the School of Media Arts (SoMA) that the lab must be relocated within existing SoMA space.

After a year of consultation, the SoMA faculty and staff responded by developing a reasonable proposal, including a refined architectural diagram, to place the Channels lab in the Digital Arts Center (DAC). Thompson Naylor Architects was chosen to provide a bid, which came in at over $700,000. A year later the firm returned to discuss value-engineering the project. No changes in the proposal or price tag resulted from this discussion and, as a result, the relocation of the Channels Lab has stalled.

The Channels adviser has identified a second, less-expensive option using (as of now) uncommitted space.

ECC15 on East Campus houses the computer science department until the Humanities Building remodel is completed in late October. When that project is done, these two combined portables could be converted into a newsroom and adjoining classroom for journalism and other SoMA lecture and lab classes. This plan has several advantages: I

It would:

- Be completed faster and with less expense than the DAC remodel.
- Provide the J-Dept with dedicated classroom space. Our current classroom, ECC-18, is set for demolition.
- Take pressure over impacted labs and production studios through SoMA depts.
- Solve space problems that have intensified with online publication: soundproof audio-video booths, quiet workstations, an interview area, and storage for equipment, supplies and 50 years of irreplaceable Channels archival materials.

In the pursuit of a permanent solution ITC recommends that a new RFP be established towards the goal of rapidly developing and implementing a targeted, cost-effective plan for the remodel of the Digital Art Center lab, to include space for the Journalism department.   In view of health and safety concerns and related expenses, ITC supports this initiative.

<u>Summary</u>

ITC strongly recommends that the administration implements these recommendations as soon as possible, maintaining the timeline established in the proposal.

Respectfully submitted,

Laurie Vasquez
Chair, Instructional Technology Committee

2013/14 Fundraising Priorities
May 2013

Priority Naming Opportunities	Major College Initiatives	Student Success
Priority Naming Opportunities provide the opportunity to create a lasting impact upon the lives of students for generations.	*Major College Initiatives provide the opportunity to advance key campus initiatives by creating long-term resource support.*	*Student Success programs and services ensure access to a range of resources in support of students' academic progress, provide intervention and guidance, create well-defined pathways toward degree/certificate completion and goal attainment, and address life issues that may have the potential of impeding success.*
Campus Center Replacement *The Campus Center is the college's "family room" – the place where students congregate, engage in campus life, and nourish the mind and body. It also houses the highly regarded Culinary Arts academic program. A prominent naming opportunity is available to provide to support to replace this most important campus building.*	Thoroughfare to Goal Attainment Initiative *The college is focused upon strengthening the students' educational journey through the institution to completion of their goal (e.g., degree/certificate attainment; transfer; entry into the workforce). Our efforts include effective practices of cohort-based learning communities, structured and supported course-taking pathways, and intentional guidance and support.* MESA (Math, Engineering, Science Achievement) ESP (Express to Success) STEM (Science, Technology, Engineering, Math) Honors Program	• Counseling/Educational Planning/Career Exploration • EOPS: Extended Opportunity Programs and Services 　o SPARC (Single Parents Arriving Ready for College) 　o Running Start 　o CARE (Cooperative Agencies Resources for Education) 　o Transitions • DSPS: Disabled Students Programs and Services • Orfalea Early Learning Center • Scholarships • Book Grants
Humanities Renovation *The Humanities Building is undergoing a major renovation and will be re-occupied in 2013/14. The academic programs housed in the Humanities Building include art, film and television, modern languages, computer science, and the Atkinson Gallery. This naming opportunity will provide an endowment for long-term support of these hallmark*	Sustainability Initiative *This initiative supports the work of the Center for Sustainability and the college's efforts in the following three areas: promoting environmental and social responsibility; infusing sustainability education into the curriculum; and becoming a leader in sustainability practices.*	

instructional programs.		
	Professional Development/Innovation *The college's culture of excellence is fueled by a collective spirit of innovation, experimentation, and adoption of effective practices which together strengthen the teaching/learning process. Professional growth and development and support for innovation are key elements to ensuring that our hallmark of excellence is sustained.*	
	Entrepreneurship *SBCC's Scheinfeld Center for Entrepreneurship and Innovation cultivates and trains entrepreneurs using a comprehensive approach combining curriculum, application, mentorship, counseling, internships, networking, and post-start-up support. Providing budding and emerging entrepreneurs with education, support, and guidance through the Scheinfeld Center requires a focus on the long-term sustainability of this initiative.*	
	Center for Lifelong Learning *The Center for Lifelong Learning will provide community members with the opportunity to explore a passion, learn a new skill, discover a hidden talent, and engage in learning enrichment, growth, and exploration. It is conceived as a premier, first-class, fee-based program with a rich, dynamic, and vibrant set of offerings.*	

NOTE: Atkinson Gallery commitment for 13/14 and 14/15.

CPC Classified Staff Hiring Process

CPC Workgroup on Classified Staffing Priorities
April 11, 2013

Introduction

The purpose of this document is to describe a College-wide process for hiring **new** classified staff. This is a challenging problem due to the diversity of jobs classified staff perform. However, in order to give all units of the College the ability to articulate their needs, a process needs to be created that is as fair as possible.

This process is broken up into 4 pieces:
1   Identification of Need
2   Allocation of the Number of Positions
3   Ranking of Positions
4   Hiring

There is also a process for the exceptions to the process. The next several sections describe each part of the process.

1. Identification of Need

Periodically, a call for proposals is made campus wide with a special effort being made to inform line management in Ed Programs and Operations of the opportunity to ask for staff. The request would come in the form of a series of questions answered by the potential direct supervisor of the requested new position. All of the aggregate requests would be compiled into a pool to be evaluated and ranked.

Evaluations and ranking are performed by a subcommittee of CPC, the Classified Staff Hiring Subcommittee.

2. Allocation of the Number of Positions

The number of positions that would be allowed would be determined by CPC. This would be the number of positions or a dollar amount. This would be known before the ranking of positions.

3. Ranking of Positions

All positions to be ranked must be included in the relevant program review. To rank positions the Classified Staff Hiring Subcommittee would read all of the submitted requests and ask the requestors to come to the committee and answer questions regarding the requirements for the new position. This process is mainly to aid the subcommittee in learning about the College's needs which should improve the ranking process. Once all of the managers have been provided the opportunity to discuss the requirements for the new positions the subcommittee will rank all of the positions using a weighted ranking method (the "Wopat" method). In the event of a tie the two tied positions will be ranked separately and that ranking order use to resolve the tied order in the original ranking. Once ranked the positions within the allowed allocation of positions would constitute the subcommittee's recommendation. This would proceed to CPC.

4. Hiring

The recommendations of the committee would be brought to CPC for approval. If approved, hiring would follow normal College procedures.

5. Exceptions

If a manager feels that there is an emergency hire they can petition CPC for an emergency hire. This should be discouraged and It is hoped that exceptions to the process are reserved for emergencies of need rather than planning.

Suggested Items to be decided by CPC

Who is on the subcommittee? The committee recommends that we have a small committee (< 6 members) with wide representation.
How often do we put out the call for classified staff?
How often does the subcommittee meet?

Budget for Orfalea Early Learning Center

Orfalea Early Learning Center is the Early Childhood Education Department's instructional laboratory.

2012-2013 need for district support: $209.924
-per independent early childhood consultant who visited and reviewed the Center's staffing, operational practices and budget last fall

TOTAL PROJECTED INCOME for 2012-2013 = $487,416
-Projected income from state contract 185 day program = $98,116
-Projected other subsidized fees for 185 day program = $94,000
-Projected faculty, staff and community fees for 195 days = $195,400
-Projected other funding = $99,900
 [specifically: Children's Center Tax Bailout - $28,300; childcare food program - $25,000; SB School District (Special Ed placements) - $6,200; Orfalea donation with interest - $40,400]

TOTAL PROJECTED EXPENSES for 2012-2013 = $697,340
-Supply costs are "extremely modest ($3,500, or ~$53/child for supplies and materials/year)
-Salaries and benefits = $647,140
-OELC faculty and teacher salaries - "within range" on the low side compared to other city and community colleges
-Director's salary is "20%-30% lower than all directors' salaries" in colleges and school districts analyzed by consultant
-Budgeting for substitutes - essential to comply with legal ratios
-Cost of benefits - beyond OELC control.

All OELC faculty and staff teachers qualify as Mentor Teachers. Mentor teachers are not the norm in private sector/community facilities.

SBCC's state contract only funds subsidized children for 185 days of the year. There would be no subsidy for these children in a year-round program. Consultant had not seen programs successfully curb financial costs by operating on a full-year schedule.

Consultant comments:
"The Santa Barbara City College child care program is a model for other programs in that the administration has used every tool and strategy at its disposal to provide a program that serves the entire college community. . . The program supports the campus mission in many ways by functioning as an integral part of the academic program while providing care to student, faculty and staff children."

Program Review (PR) Resource Requests 2013-2014

Category	Original Institution Request Sub-Totals	Recommendation to Fund
Equipment (New)	$371,363.11	$227,894.44
Equipment (Replacement)	$439,469.83	$378,183.83
Hardware (New)	$341,248.33	$141,344.33
Hardware (Replacement)	$332,114.34	$330,514.34
Software (New)	$149,158.13	$133,852.00
Software (Replacement)	$237,988.00	$234,089.00
TOTAL	$9,193,494.39	$1,445,877.94

$200k +/- could be funded by lottery

Source: http://goo.gl/jIa18

Program Review (PR) Resource Requests 2013-2014

Category	Original Institution Request Sub-Totals	Recommendation to Fund
Staff	$3,721,469.00	
Faculty	$2,165,520.00	
TLU	$921,000.00	
Equipment (New)	$395,363.11	$114,894.44
Equipment (Replacement)	$439,469.83	$378,183.83
Hardware (New)	$341,248.33	$141,344.33
Hardware (Replacement)	$332,114.34	$330,514.34
Software (New)	$149,158.13	$95,444.00
Software (Replacement)	$237,988.00	$146,000.00
Service	$0.00	
Other	$514,163.65	
TOTAL	**$9,217,494.39**	**$1,206,380.94**

Source: http://goo.gl/jla18

COLOR CODING KEY AND OTHER NOTES

Funded in 2012-2013	DO NOT RANK -- Red	
Removed from Ranking by Committee based on incorrectly included (should be a Work Order or duplicate request), insufficient info, or by Department Chair. The dollar amount should be zeroed out but create a comment with original amount.	DO NOT RANK -- Orange	
Item was put into wrong category and has been reassigned to this corrected category. A new number was assigned when it moved and may include a letter. Keep in mind that some item numbers may be completely missing after moving.		
Identified as "Priority One" by Originator	REVIEW and RANK - Green	Only non-lottery included in totals