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| **Rank** | **Project Title** | **Description of Internal Projects** | **Est. Completion** | **Duration (est.)** | **Cost (est.)** | **Sponsor** |
| **1** | Enterprise Resource Planning (ERP) implementation | The District is going through a process to gain financial independence. A major part of this process is to move off County of San Bernardino Schools systems such as Financial 2000 and EPICS to our own Fiscal and HR ERP. Towards that end, the District has decided to go with Oracle for the Finance module and ADP for HR/Payroll. TESS is tasked with project managing this implementation as well as programming the necessary interfaces between Oracle/ADP to our various internal systems. There will also be a data warehouse implementation as well that ties in various data sources into a central system. | December, 2018 | 24 months | Time and materials | Yvette Tram/Jose Torres |
| **2** | Data Warehouse implementation | This project is to implement a district-wide data warehouse that researchers from both colleges and district can utilize to create dashboards, reports and other tools that aide in informed decisions. This project entails integrating data from various sources such as our student information system and our fiscal enterprise resource system. | October, 2018 | 500 Hours | Time and effort | Keith Wurtz, James Smith, Jeremiah Gilbert, Jose Torres/Andy Chang |
| **3** | Chart of Account (ERP) | With the implementation of the District’s new ERP system there have been district wide changes that need to be reflected in Colleague. The District has chosen to change the Chart of Account string to be more in line with the State’s numbering schema found in the California Community Colleges Taxonomy of Programs. Currently the colleges create contracts for their hourly and overload faculty that are printed out and sent to payroll. If the system is not updated with the new Account numbers, then they will be wrong on the contracts. Also the changes to the string schema should also be reflected in enrollment fees, financial aid awards, scholarships and sponsorships.  | TBD | 100 hours | Time and Materials | Yvette Tram/Jose Torres |
| **4** | SLO Cloud Service Area Outcomes | The purpose of this project is to update SLO Cloud to accommodate the entry of data and information related to program-level outcomes of service areas such as EOPS, maintenance, Library, etc…This is necessary for the 2016 follow-up report o ACCJC stating that a newly implemented cloud tool to accommodate service area outcomes was underway. The colleges wish to be able to demonstrate the use of the tool for their Midterm Repot to the commission. Currently there is no common repository for SAOs and every service areas process is different. The process for SAOs is not transparent to the college as a whole. | December, 2018 | 240 hours |  | Keith Wurtz/Wei Zhou |
| **5** | BOG Eligibility between campuses | To comply with Title 5 regulations, the District must implement a process to identify students within the district who fail to meet the academic and progress standards for BOGFW and Priority Registration eligibility. This request is made pursuant to the California Code of Regulations, Section 58621(a)(1) - Loss of Eligibility, which states:"Districts shall adopt policies providing that a student who is otherwise eligible for a Board of Governors (BOG) Fee Waiver shall become ineligible if the student is placed on academic or progress probation, as defined in section 55031(a) or (b), or any combination thereof for two consecutive primary terms "to determine if the student should be disqualified for BOGFW and Priority Registration at the two colleges. The district does not currently have a way to automatically remove BOGFW/Priority Registration eligibility based on the student's probationary status.Currently, the district is out of compliance with Title 5 regulations. | January, 2019 | 900 | Time and Materials | Joe Cabrales/Rebeccah Warren-Marlatt and Ricky Shabazz |
| **6** | To Be Announced (TBA) hours in online schedules | The issue with the appearance of TBA hours in the schedule. Specifically, in the XSCH report, and irregularly Webadvisor and eSchedule, total TBA hours (get divided by the number of weeks the class is offered) and appear as weekly hours. This is misleading to students and is in violation of TBA requirements. We are expected to inform students of Total TBA hours they should expect to complete in order to successfully meet the class requirements. | October, 2018 | 120 hours | Time and Materials | Keith Wurtz/Dina Humble |
| **7** | BankMobile migration | The District’s financial aid disbursement vendor, Blackboard, has been acquired by Bank Mobile. Bank Mobile will provide comprehensive student refund/disbursement services to the District including:1. Providing users access to a secure technology platform to select refund delivery preference
2. handling exceptions such as refund reversals and stale check returns
3. offering telephone and web-based customer services to all users
4. distributing email and mobile notifications to users
5. providing administrative support and reporting to the Institution
6. providing an optional financial account to users
7. providing the institution the ability to create a customized debit card which serves an institutional purpose and sending such debit card to all users

Our current “problem” is ensuring our Colleague system is configured to handle the new business processes resulting from the Bank Mobile acquisition of Blackboard | December, 2018 | 4 months | Time and Materials or $10,000 | Tenille Alexander/Larry Strong |
| **8** | Assessment Multiple Measures (Math, English) | AB 705, which takes effect on January 1, 2018, requires that colleges use evidence-based multiple measures for placing students and that when high school transcript data is difficult to obtain the community college uses self-reported high school information. Accordingly, some of the programming in Colleague will need to change in order to account for the changes in curriculum and the placement rules mandated by law. | TBD | 80 hours | $4000 | Keith Wurtz/Dina Humble |
| **9** | CCCID | As part of the CCCApply application process, a student gets a CCCID that is meant to be unique for the state. However, this isn’t always guaranteed. Sometimes a student will create a different account and get a different ID when submitting other applications. Other times they will share an account with other students and get the same ID.Recently the state has required that student’s CCCID be provided as part of the Single Sign-On (SSO) with state service providers (i.e. Canvas, Starfish) when using the SSO proxy and currently requests that it be provided as part of MIS. As a result, a problem has been identified in the current application import process: when an application is processed that has a different CCCID from that which is currently on a student record, the import will store all CCCIDs. As a result, we don’t know which to use for SSO and MIS.CCCApply has stated that they can’t guarantee unique CCCIDs. As a result, when used with SSO and for MIS, we have been directed to send only the CCCID from the latest application for a student. | TBD |  | Time and Materials | Jason Brady/Andy Chang |

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| **Rank** | **Project Title** | **Description of Vendor Projects** | **Est. Completion** | **Duration** | **Cost** | **Sponsor** |
| **1** | EPTDAS | This project request comes from CHC as they signed on to be a pilot college for the CCCCO’s Education Planning and Degree audit initiative. This initiative creates a centralized platform that all 112 CCC’s can eventually make use of that encompasses Degree Audit, Ed Planning, Early Alert and Connect.  | June 2019 | 12-13 months (vendor and local staff time) | Either grant funded or locally funded by CHC/SBVC | Benjamin Mudgett/Rebeccah Warren-Marlatt |
| **2** | District Website Redesign | The district website has not been updated with a new design in at least 7 years. The redesign will give the district website a new look, feel and features. Funds were identified for this through program review | TBD | 200 hours |  | Jason Brady/Jeremy Sims |
| **3** | CourseLeaf | SBVC has an outdated process in regards to it’s curriculum and catalog. Faculty enter their curriculum into CurricUNET after receiving approval from the Curriculum Committee and the Board of Trustees. A member of the office of Instruction then enters the data at the State Chancellor’s office. The Schedule/Catalog specialist then takes what was board approved and manually enters this into the catalog which is currently a Word document. With the high number of proposals the Curriculum Committee reviews and approves each semester, items get lost in the work flow.SBVC is looking to procure/implement an Electronic Catalog, Curriculum and Scheduling management software system to help automate and streamline the workflow | March 2019 | 120 | $19,200 | James Smith/Dianna Rodriguez |

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| **Rank** | **Project Title** | **Description of NEW and Non-Addressed Projects** | **Est. Completion** | **Est. Duration** | **Est. Cost** | **Sponsor** |
| **0** | SLOCloud enhancement – track at student level | In order to address Standard IB6 and improve student success by informing teaching, learning, and curriculum Crafton faculty have identified the following categories to disaggregate student learning outcomes data by: delivery mode (online, face-to-face, hybrid), section length (number of weeks, short-term), and section specific strategy (linked, compressed, SLA, LCs, etc.). All of this information is currently available in the SLO Cloud. However, faculty also identified the following: gender, ethnicity, and economically disadvantaged status. In order to be able to track outcomes by student demographics the SLO Cloud needs to be enhanced so that SLO results are tracked at the student level, not just at the section level, while at the same time providing the option to enter outcomes results at the section or the student level. | TBD |  | Time and Materials | Keith Wurtz/Wei Zhou |
| **0** | Presence Student engagement software | San Bernardino Valley College does not have a specific avenue in measuring student engagement. Research has proven that engaged students are more successful in completing their educational goals. Moreover, students who need “basic skills” are less likely to be successful because of the time it take for them to complete their educational goals. Currently, about ninety percent of students at SBVC are basic skills students. Ensuring that these specific students are engaged will assist in their retention and provide them with the support to complete their educational goals. In order to support students, we need to consider the groups of students that we support. These include traditional day time student, evening and weekend student, and online students. Fortunately, SBVC has events that provide our traditional day time students and, at time, our evening and weekend students opportunities to engage with the college. Further focus on online students must be addressed.  | TBD |  | Time and Materials | Raymond Carlos |
| **0** | Placeholder -  |  |  |  |  |  |
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