



INSTRUCTIONAL EQUIPMENT REQUEST

Due in Dean/Unit Head's Office on October 15, 2010 (FALL) and February 11, 2011 (SPRING)

The Definition of Instructional Equipment can be found in the California Community College's Budget and Accounting Manual. A copy of these definitions is on the PBC webpage at:

<http://grapevine.laspositascollege.edu/pbc/InstructionalEquipment.php>

Name of Requestor: Ext:

Division/Unit

Brief title of request (equipment or materials being requested must be similar, related or part of a system):

Request amount (unit cost and total cost, including tax and shipping; please include all costs, such as installation, modification to existing facilities to accommodate new equipment, etc...; this information should come from the vendor quote):

Item(s) cost	\$	<input type="text" value="1259.00"/>
Tax (.0975)	\$	<input type="text" value="122.75"/>
Shipping	\$	<input type="text" value="125.00"/>
Installation	\$	<input type="text"/>
Facilities Modification	\$	<input type="text"/>
Other	\$	<input type="text"/>
Total Cost		\$ <input type="text" value="1506.75"/>

Attach copy of quote(s), estimate(s) and requisition(s).

(Must attach quote & requisition; absence of either will delay processing)

Please provide a brief description of the specific equipment or materials requested, including the # of pieces being requested, and what they will be used for (e.g., 10 crayola crayons, sky blue, etc...) in 250 words or less:

Pair of volleyball poles to replace two existing damaged poles. This vendor is the initial vendor for the original poles used and only provides poles in pairs. Will be used for day and evening volleyball classes, for all semesters of instruction. Will be used by community education and outside rental groups also. The poles are adjustable to specific heights and the current poles that are broken can not be adjusted or are difficult to adjust.

Is this in your Program Review? Yes No

Please describe how this request is incorporated into your Program Review:

Physical education volleyball requires students to learn a set of different skills related to volleyball. These skills are setting, passing, serving, bumping and spiking. The court dimensions, and net heights are also learned. Students are to learn the rules, fundamentals, skills and strategies of volleyball and to learn how to correctly execute required skills and techniques as well as to use the equipment/facilities safely. Incorporated as an equipment request needed for class. In Program Review as part of the class necessary for 1 unit PE transfer.

Is it a replacement? Yes Upgrade? Yes New technology? Yes

Please explain?

Currently have one pole that is broken and set to one size and will not adjust. The adjustment is needed to get required heights for different level of play. The second pole will be a back up for any future equipment problems. With the other poles constantly being adjusted more for heights those are more likely to fail sooner.

Below is the evaluation criteria; please see corresponding Instructional Equipment Rubric at:
http://grapevine.laspositascollege.edu/pbc/documents/PBCInstructionalEquipmentRubric_2010-11.pdf

Teaching & Learning/Impact on Enrollment (Total = 10 points for A & B)

**A. How will this item have a positive impact on instruction and/or teaching and learning in the classroom?
Is this for use by the Instructor or students, or both?**

This item is necessary for the class to have three courts to accommodate all students levels of learning. It is used by both the instructor and students. Being able to adjust heights positively impacts the class. The fundamentals of volleyball include passing, serving, setting, and spiking. Students will learn rules and court strategy for playing the game. Emphasis on total fitness and recreational skills for leisure and lifetime fitness.

B. How will the equipment impact enrollment, attract, or increase the number of students participating in a course or program?

This will not increase enrollment however it will keep those enrolled more involved since a third court can be used at the proper height. More skilled players can have a competitive court. If the poles are not replaced the class is limited to two court use which is more difficult on students learning skills and playing. Average class is about 30 students. 12 students on are on each court, so 3 courts would allow for 36 students at one time to be playing at the same time with no waiting to play.

Outcomes (Total = 10 points)

How does this equipment enable or enhance SLOs? What are the consequences related to learning outcomes if request is not funded?

When the unit is completed the students are expected to have advanced from beginner to intermediate, and intermediate to advanced. Each court then could be divided into those three levels with having three functioning courts. The advanced would still be working at advanced but would be focused on perfecting their skills. Without a properly functioning poles to hold the net at the correct height some students are not able to utilize the court. Students are be assessed with skill tests weekly and at the end of the semester, but these test take longer without proper number of courts.

Total Cost of Ownership (Total = 5 points)

(This section attempts to identify what the ongoing costs of purchasing this equipment will be to the institution)

- a) What is the lifespan of the equipment? 5 years? 10 years? 20 years?**
- b) Is there sufficient current/planned space available for the storage and use of this equipment? If so, where will it be housed? If not, is there a proposed location and are there any costs associated with installation or modifications to the space?**
- c) Are there operating costs and how will they be covered by the department?**
- d) What will be required to maintain the equipment, such as regular servicing or upkeep? Who will perform maintenance, and what will the estimated costs be?**

We currently have the same equipment for the past five years and these are expected to last 10 years. However the vendors warranty only the first 2 years.
These new items will be stored with the current volleyball standards and the broken poles discarded or recycled
No operating cost associated just the labor of court set up and take down
Visual inspections of cable reel, pole/adjustment arm and crank will take place every time equipment is used.
Any maintenance will be performed by the PE/Athletics assistants.

Health and Safety (Total = 2 points)

Explain if this equipment responds to a security or health and safety need for faculty and students:

With the current poles broken there is a tendency for the sleeves on the poles to slide up and down thereby causing damage to the pole and to students. By using the poles in the current condition more cause for concern with poles completely malfunctioning.

Visibility/Profile within Community (Total = 1 point)

Is this a "flagship" item that will bring recognition/notoriety to the College or raise the stature of the program? Will it attract students and/or enhance the image of the College in the community because of its rare, one-of-a-kind status?

This item is just a set of volleyball poles. Nothing special associated with the items.

Commitment to Sustainability (Total = 1 point)

If the equipment exceeds basic sustainability goals or provides renewable resources to the College, provide specific details:

Yes, the equipment is in keeping with the College's commitment to sustainability as there is no additional cost or excess waste while reducing the need for additional storage. Actually by keeping equipment in better condition, and increasing the longevity, waste will be reduced. Poles are made of aluminum and other parts are metals which are recyclable.

Access (Total = 1 point)


Provide evidence that the requested equipment is consistent with universal design* and will ensure access above and beyond standard capability.

The poles are simple and easy to use. When all working parts are functioning the height adjustments are seamless.

**Universal design is an approach that addresses and redresses the primary barrier to making expert learners of all students. Some examples include: light switches with large flat panels rather than small toggle switches; buttons and other controls that can be distinguished by touch; bright and appropriate lighting, particularly task lighting; auditory output redundant with information on visual displays; visual output redundant with information in auditory output; contrast controls on visual output; use of meaningful icons with text labels; clear lines of sight to reduce dependence on sound; volume controls on auditory output; speed controls on auditory output; choice of language on speech output. Items incorporating the principles of universal design feature: equitable use; flexibility in use; simple and intuitive; perceptible information; tolerance for error; low physical effort; and size and space for approach and use. (Wikipedia)*

Signatures (required)

(If requesting computer-related equipment/software, LPC IT Department Review is **required**.)

Requested by  Dean/
Unit Head

IT Department Signature

Vice President 

LPC VP Admin. Svcs/President

LPC Business Office Use (Account Number)

COMMERCIAL SYSTEMS

Architectural Specialty Products

9/16/2010

Quotation

To: William Eddy
 Las Positas College
 3033 Collier Canyon Road
 Livermore, CA 94551

Ship to: Quote Ref. # 7804
 Project: Las Positas College Parts 2/5/10
 3033 Collier Canyon Rd
 Address: Livermore 94551

Fax # Room#:

We propose to furnish the following:

Vendor	Porter Athletic	Quantity	1
ProductNo	01971-000	Delivery	Common Carrier
Size	Standard	Lead Time	1-2 weeks
Accessories	Standard		

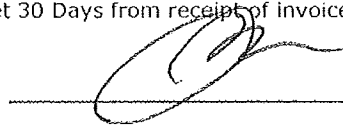
Description:

Power-RibII - Volleyball Standards (pair only)
 Porter model #01971-000

Terms and Conditions

- All products are limited to manufacturers standard construction and colors unless otherwise noted above.
- Standard ground freight one shipment to job-site is included unless otherwise noted above.
- Quote valid for 30 days unless otherwise noted above.
- This proposal shall be made part of the contract documents and shall take precedence over all like areas elsewhere in the contract. This is not an offer to perform work. It is an intent to provide only the materials listed on this document.
- Stated lead-time applies after we receive the following:
 - Our proposal returned with a signature from the person or persons authorized to purchase material from your firm, indicating acceptance or pricing, terms and a purchase order with the project # to process this order.
 - A signature on our submittals approving product, product size (verified in the field) and color.
 - Terms of sale are: Subject to Credit Approval - Net 30 Days from receipt of invoice. No Retention.

Quotation provided by: Jeff Miller



cc:

Athletic Equipment, Material Only	Materials	\$1,259.00
	Tax	\$122.75
	Freight	\$125.00
	Total	\$1,506.75

Accepted and authorized to proceed by: _____

Please print your name and title: _____

Date: _____ Your Reference Number _____