2019-2020 Program Review

CAN Program Review (Instructional) - Psychology (Odd Year)

Program Review Narratives

2019-2020

Instructional Program Review (IPR)

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Executive Summary

0. Executive Summary: The psychology program serves the community by providing opportunities for student success through in class, online, and hybrid, evening and weekend courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, core domains and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems and students who need prerequisite course requirements for many nursing and allied health majors. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, required courses for other majors, graduate school prerequisite, and general interest) all types of students are welcome.

The psychology department's strengths include robust course offerings that play a significant role in fulfilling the college's mission to provide opportunities for critical thinking, developing communication skills and understanding diverse cultures and societies. Further we offer our courses in a wide range of modalities including face-to-face, DE, hybrid, day, evening, weekend, and CWA. Consist with the college's mission to serve students from diverse backgrounds the psychology program includes students from diverse age groups, ethnicities and nationalities. Over the last 5 years efficiency of the psychology program load and fill rates continues to exceed the college average.

Despite these strengths, there are some challenges. First, although we had the addition of a full-time replacement hire in fall 2018, staffing of classes continues to be a challenge as we have had two of our regular part-time faculty retire. This continued inconsistent staffing negatively affects the expansion that had begun in our program and directly impacts students as at times it leads students to spread themselves thin by taking courses on more than one campus in order to take desired courses and quickly complete their degrees and transfer. Additionally, this also had an impact on the ability to meet the goal set forth in the prior annual plan to increase the variety of courses offered each semester as well as the number of sections.

Second, given the recent hire of the new full-time faculty most nonteaching activities are administered by one person. Although responsibilities will shift over time as the new hire progresses through the tenure process, heavy faculty workloads sometimes make it difficult to complete all tasks in a timely fashion and do everything we want to improve our program and support our students. Further, it makes it difficult to further serve other areas of the college as a whole.

Despite these challenges we have continued to support students directly through our courses as well as outside the classroom through assistance in obtaining external internships and research assistant opportunities, career guidance and mentorship, and encouraging them to participate in existing groups on campus. Further, the psychology department has actively participated in social science events.

The Psychology Department is part of the Social Science Division. It consists of 9 departments and benefits from the support of a coordinator as well as the Social Sciences Hub. The Social Sciences HUB is a space that is regularly used by Social Science students and faculty. To adequately provide support for the Psychology department and our students we have continued need for a Social Science Coordinator and the Social Sciences HUB. It is important to note that until a recent increase in FTE in Fall 2019 to .2, the duties that are set forth for the Social Sciences coordinator position have been in excess of the amount of release time that has been granted by the college thus the coordinator has not be able to complete the job and core duties. To fully

meet all of the core duties of this position the requested FTE .2 is needed. The Social Science Departments are requesting that the marketing department create a new college video to include all Social Science departments and the Humanities.

Program Context

1. Mission: Mission: The psychology program aligns with the college's mission by offering transfer level courses. It is the mission of the psychology program to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality education in general education/core transfer material in the field of psychology.

Vision: The psychology program strives to provide opportunities for student success through in class, online, and hybrid courses in psychology. The program strives to implement the highest level of teaching such that students will become familiar with the basic concepts, theories, methodologies, core domains and epistemological assumptions associated with the field of psychology. This program is designed to serve students interested in transfer, especially but not exclusively to the CSU and UC systems and students who need prerequisite course requirements for many nursing and allied health majors. It is designed to facilitate the completion of lower division psychology courses so that students will be able to transfer to nearby institutions as juniors. However, since psychology courses can serve various needs (i.e., GE requirements, required courses for other majors, graduate school prerequisite, and general interest) all types of students are welcome.

2. Articulation: No impact to the program is expected.

3. Community & Labor Needs: Studies have shown that enrollment in online classes continue to increase, and in particular within the public and private school, whereas there has been a decrease in the for-profit sector. Further, studies tracking trends in distance education at the community college level reported that distance education enrollments have continued to increase, in particular for students taking one or more classes compared to those students taking only online courses. Further, in studies that have shown a decrease in community college enrollment it has found that overall enrollment has fallen faster than online enrollment. College wide data from indicated that enrollment in face to face classes has dropped by 1.5 percent between 2014 and 2019, while enrollment in online courses has increased by 1.7%. Comparing enrollment in psychology courses for 2014 and 2019, the number of psychology students attending traditional face to face courses have dropped by 1.8 percent, the number of distance education students has been variable, while it is of note that the number of hybrid students have increased by 4.6%. In effort to meet student's needs, our program strives to add sections of high enrolled courses as well as continue to provide a robust offering of both online and hybrid courses.

Regarding increase in online/hybrid course variety, over the last several years we have added to our online offering by adding to our course variety (PSYC 300 and PSYC 410) as well as to the hybrid courses offerings. In the daytime weekday schedule, we have offered the following hybrid courses: PSYC 100, PSYC 200, PSYC 300 and PSYC 410. In the evening and weekend, we have offered hybrid courses geared toward students within the College for Working Adults program, including PSYC 100, PSYC 205, PSYC 300. Psychology has also offered a variety of online courses including PSYC 100, PSYC 200, PSYC 300 and PSYC 410.

Having these courses offered in multiple formats will help address the varied and busy schedules of our students who may have restrictive work schedules. Further, courses such as PSYC 100 and PSYC 200 (Developmental Psychology) are needed in many of the allied health fields. For example, these courses are required for licensure and preparation for upper division course work in nursing. In addition to projected job growth among the allied health fields there is projected job growth in careers in early childhood education, in which 2 of the 6 core courses are psychology courses and varied careers within psychology. Given this, it is important to offer these courses at variety of different times and in a variety of different modalities to meet the diverse needs of our students.

Looking Back

4. Curricular Changes: To accommodate students' increasingly busy schedules the psychology department introduced one new online course and one hybrid course offered as weekend course. Given the continued limited awareness and understanding of hybrid courses It expected that during an introductory period (2-4 semesters) hybrid courses within this program may experience a flux in enrollment until these relatively new modalities in our department have become more established within the college. The projected course offerings proposed in the prior program plan and review was met with the exception of consistency of 2 courses given the inconsistent staffing. Course offering will be monitored as no major changes in staffing in expected.

Thus, although the program was able to offer a robust course offering and maintained a strong fill rate, it was slightly short of reaching the projected growth in course offerings it had proposed; nor able to offer as wide of a variety of courses each semester as proposed.

Despite this, two new course platforms were added to the course offering (presented in all CAPS below).

Offerings at Last review	Courses during current review period
PSYC 100	PSYC 100
PSYC 100 hybrid	PSYC 100 hybrid
PSYC 100 online	PSYC 100 online
PSYC 106	PSYC 106
PSYC 200	PSYC 200
PSYC 200 hybrid	PSYC 200 hybrid
PSYC 200 online	PYSC 200 online
PSYC 205	PSYC 205
PSYC 205 hybrid	PSYC 205 hybrid
PSYC 300	PSYC 300
PSYC 300 online	PSYC 300 online
PSYC 300 hybrid	PSYC 300 hybrid
	PSYC 300 HYBRID CWA -SATURDAY
PSYC 340	PSYC 340
PSYC 410 hybrid	PSYC 410 hybrid
	PSYC 410 ONLINE

PSYC 300 hybrid CWA-Saturday and PSYC 410 online and were add to accommodate students who desire a face-to-face course but may have limited flexibility in their schedule.

5A. Progress Report - IPC Feedback: It was recommended that we "consider reviewing strategies to address student performance gaps, by student demographics and teaching modality." Strategies were reviewed in the current program review. Further strategies will be discussed within the Social Sciences and with ACES.

5B. Progress Report - Prior Action Plans: In the previous program review period it was indicated that faculty would provide additional readings to assist students enrolled in PSYC 410 and PSYC 106 who have not taken PSYC 100. It was indicated that changes made would be evaluated during the next 2 semesters that the course was offered. PSYC 106 was only offered once during this period thus further assessment will be conducted to evaluate any change that may have been made. Regarding PSYC 410, additional material was provided to students and this change was evaluated. It is of note that although it offered some assistance, further and more thorough assessment is needed. These changes will be further assessed during in the next 2 semesters that the courses are offered.

6A. Impact of Resource Applications: N/A

6B. Impact of Staffing Changes: Given demonstrated enrollment trends and ability to support 2 FT faculty in the department it was vital that the department return to a minimum of at least 2 FT faculty for the continued growth and stability of this department, as well as to ensure quality and innovative instruction. A replacement hire was requested and filled in Fall 2018 increasing returning the department size to 2 FT. Two long time part-time faculty retired between Spring 2018 and Spring 2019 reducing the number of part-time faculty from four to two, one of which was hired with minimal notice given in order to cover scheduled classes.   It may be necessary to hire additional part-time faculty to cover scheduled classes.

Current State of the Program

7. Enrollment Trends: Over the last 5 years the census headcount of the psychology program has remained consistent. Efficiency of the psychology program load and fill rate percentages consistently exceed those of the college-wide figures, with fill rate of 10-20% higher in the psychology program than the college-wide percentages. Overall retention and success rates have been comparable to those of the college. While the colleges WSCH numbers have decreased over the last 5 years, those of the psychology program have increased, with one slight drop in 2017-2018. Further, FTEF/S have both increased, with FTEF comprised primarily of full-time faculty in contrast to part-time faculty during the last program review.

In comparing "day" and "evening" course offering, differences in fill rate were not consistent. Although it is of note that success percent of evening courses appeared to have increased over the last 5 years it is unclear what courses were included as an evening course as the statistics provided indicate that there have been between 8 and 10 sections per semester and there are not that many sections were taught in the evenings within psychology. After speaking with PRIE regarding this discrepancy, data was adjusted as "evening" courses had also included online courses. However, it is of note that the correction made in labeling was changed to "Weekday Day" and "Non-Weekday Day" when comparing time of day thus no meaningful comparisons could be made in comparing daytime and evening courses with the updated labeling. Nevertheless both sets of labels of have higher full rate than the college average. Any trends in enrollment will be monitored for the next program review.

In examining headcount and fill rates by semester, comparing Fall and Spring courses, it appears that there is not consistent difference in the number of census headcount or fill rates.

The Social Science division as well as the psychology program would greatly benefit from increased assistance with marketing our programs. Great strides have been made in marketing other areas of the college, however in comparison to other divisions minimal emphasis has been given to the social sciences. We have scheduled and met with individuals who are in charge of marketing and this is a beginning, but continued and consistent marketing assistance is desired. Each program in our division currently has between 1-2 FT faculty in each program. Currently the psychology department has 2 FT faculty assigned to our department which does not leave time to commit to marketing newer courses and modalities or courses offered at various times. Assistance with marketing is something that could be particularly helpful to hybrid courses as there has been a significant increase in the number of hybrid courses offered in the psychology department and marketing could help with increasing course enrollment. An informal survey of students has shown an incomplete or inaccurate picture of the format of hybrid courses which may deter these students from registering for these courses. Given this, productivity numbers in psychology are expected to decline for a short period. Marketing could provide students and potential students with explanations of hybrid courses in a variety of locations as well describing the benefit of hybrid courses in order to reduce potentially lower productivity numbers.

Although a few ideas will be discussed in this section, there are many potential causal factors for the trends that can be further analyzed by the research department within the college. A trend that potentially influenced program performance was prerequisite requirements. The curriculum committee approved several courses with a prerequisite yet listed in the course catalog and schedule listing as courses without prerequisites. This impacted the programs retention and success rates of transfer students who make up the majority of enrollments in our courses.

Psychology courses continue to have high enrollments, however, these course are rigorous for transfer majors and for meeting career goals. Some students are not adequately prepared for the demands of a college transferable course which may negatively impact retention and success rates. Prerequisite course, psychology 100, has been added to several of the advanced courses to adequately prepare students for success. The department will continue to track this finding over the next several years and develop a plan of action as needed. It is of note that we continue to have this goal from the previous PR but given inconsistent staffing inadequate time has been available to fully assess this area.

8-A. Access & Completion: The following data was obtained from the following sources: Psychology – Student Characteristics [2014/2015 – 2018/2019]

GENDER

Over twice as many females compared to males have been enrolled in Psychology courses over the last 5 years. During the 2018/2019 academic year, there were 705 females enrolled in Psychology courses compared to males. There were no significant differences in course success and retention by gender. An equity access gap does appear between male and female students; however, when examined further, the access gap only appears in PSYC 200 (Developmental Psychology). Since this course is a requirement for Nursing and Early Childhood Education majors as well as Psychology students, it may be that the higher number of female students in these respective fields are skewing the data. Although it is common to have more females than males enrolled in Psychology courses, the college could increase marketing of Psychology courses to stress the importance of the discipline in both everyday life as well as within related fields such as criminal justice, business, and economics.

ETHNICITY

Over the past five academic years and across all identified ethnicities, retention rates have been high. Within the last two academic years across all identified ethnicities, retention rates have ranged from 68.2% to 96.3% with an average of 89%. This average is higher than the all college average of 85.3%. It is of note that there were no identified significant equity access gaps.

Based on the information provided, which at times was inconsistent, the following results should be interpreted with caution. With the exception of success rates for Asian students, which has been between 72.5% and 92.5% for the last five years, success rates for all other groups have varied. Of note, success rates for Black Non-Hispanic students have ranged from 40.4% in 2014/2015 to 67.6% in 2017/2018. Last year's success rate for Black Non-Hispanic students was 53.5%, which is lower than the all college average of 60.2%. Hispanic student success rates for the 2018/2019 academic year were 68.0%, which is similar to the all college success rate for Hispanic students at 67.8%. To improve access and completion rates across race/ethnicity, we encourage continued marketing of Psychology courses to various communities across the Peninsula and South Bay Area, as well as marketing of courses in ACES programming.

AGE

Comparing trends by age between the Psychology Department and the college showed varied results. For the 2018/2019 academic year, success and retention rates within the Psychology department were greater than the college average for students 18-22 years of age and 29-39 years of age. To illustrate, 2018/2019 academic year success rates for students 18-22

years of age were 71.4% compared to the college rate of 70.6%; success rates for students 29-39 years of age were 79.9% compared to 73.4%; retention rates for students 18-22 years of age were 89.7% compared to the college rate of 85.5%; and retention rates for students 23-28 years of age were 86.4% compared to 82.8%. It is of note that there were no identified significant equity access gaps. To continue to enroll older students within Psychology courses, we encourage the continued partnership between the College for Working Adults program and the Psychology Department to recruit and place students within our PSYC 100, PSYC 200, and PSYC 205 courses.

ENROLLMENT STATUS

The majority of students in the Psychology Department are continuing students, with 700 students enrolled as continuing students and 317 in one of the other five categories during the 2018/2019 academic year.

8-B. Completion - Success Online: The following data was obtained from the following source: Psychology – Success and Retention [2014/2015 – 2018/2019]

Unlike college-wide online courses, both success and retention rates of students taking Online Psychology courses were greater than non-online Psychology courses. Over the past several years there has been a general increase in the success rates of students in Psychology online courses. We hope to continue to see further success as the structure of several of our online courses (including PSYC 100 and 200) have been revised or are in the process of revision to address a student body who may be less academically prepared or familiar with the self-discipline needed for online courses while maintaining the integrity and rigor of the course.

Given the growing number of students who wish to have the convenience of online courses, we also expanded the number of daytime hybrid courses offered in our department to help with the flexibility needed by DE students while having the face-to-face portion which enriches the classroom environment and student connectedness. Hybrid courses have had higher success rate and similar retention rates as face to face courses, however a comparison between hybrid and online courses on success and retention has been inconsistent.

9A. SLO Assessment - Compliance: Please see Improve for the assessment plans, results and action plans by course. All course SLOs are being systematically assessed over the three-year cycle. At the beginning of the semester the current FT psychology faculty sends the department a spread sheet containing the SLOs that will be addressed within each course for that semester. Currently, at the end of the term all results are sent to this faculty member who then enters the assessment results into Improve.

9B. SLO Assessment - Impact: b.   For the most part, we have been pleased with the results of our SLO assessments. Nonetheless we continue to update assessments for new courses and courses taught by new faculty. Further, for PSYC 410 and PSYC 106 many schools require PSYC 100 as a pre-requisite to these courses. As it is not a pre-requisite at Canada it was found that students who had not taken PSYC 100 struggled in their foundation of understanding of theoretical approaches. In previous program review period, it was indicated that faculty would provide additional readings to assist students who have not taken PSYC 100. Additional material was provided to students and this change was evaluated. It is of note that although it offered some assistance, further and more thorough assessment is needed. These changes will be further assessed during in the next 2 semesters that the courses are offered.

10. PLO Assessment: The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2018-2019 assessment period the Social Science faculty examined the PLO "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

During the 2018-2019 assessment period 76 papers and exams were assessed. 92% (70/76) of the papers/exams received at

least a 1 "acceptable" score. The average score for the PLO "Produce evidence-based arguments" was 1.43 which is similar to the previous program review assessment period. The criterion was met. During the first 2 years using the current assessment method major areas of concern that were discussed during the scoring of the samples included: difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt) and confusion with sampling methods. Discussion from the above assessment period demonstrated continued improvement in random sampling. During the previous assessment period faculty discussed difficulty in identifying social science theories that the writing assignments were targeting. This concern was not addressed during the 2018-2019 assessment period as that PLO was not examined. Faculty will address this specific concern during the next assessment period. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

The Psychology Department is part of the Social Science Division which benefits from the support of a coordinator. Fortunately, the Social Sciences HUB is currently being regularly used by Social Science students and faculty. We have continued need for a Social Science Coordinator. It is important to note that the duties that are set forth for this position are in excess of the amount of release time that has been granted by the college thus the coordinator has not be able to complete the job and core duties. To fully meet all of the core duties of this position an increase in FTE to .2 has been requested for over 5 years. This increase was granted Fall 2019. To fully meet all of the core duties of this position the requested FTE of .2 needs to be maintained. The Social Science Departments are requesting that the marketing department create a new college video to include all Social Science department and the Humanities.

Looking Ahead

11. Program Planning: Currently the classrooms available use basic technology which includes a laptop connection, projector, DVD/VCR, and screen. Our department would benefit from the use of classroom space which has at a minimum intermediate Smart Technology which features a smart podium with a control panel, PC and laptop connection, projector, and screen. And it is preferred if a classroom with advanced Smart Technology were available which features a smart podium with a touch panel control system, PC and laptop connection, document camera, USB microphone, DVD/VCR Player, projector, and screen. A Smart classroom would allow for not only an improved and up to date college classroom experience but also allow for interactive classroom lectures to be captured and posted for use within face to face web-assisted, hybrid, and fully online courses.

Further, given the climate of community colleges nationwide and continued goal for classroom safety it is requested that the classroom come equipped with a Help Phone and not rely on the availability of a cell phone by the instructor or students.

For additional examination of assessments, including multiple choice SLO assessment, Scantron item analysis forms are needed.

Faculty should continue to stay current as Psychologists through travel, taking courses and/or attending professional workshops and conferences. The field changes rapidly with new discoveries and interpretations. Faculty need to stay current in the field to teach it accurately.

Research is an instrumental part of Psychology. A number of courses conduct small research projects and have needed access to statistics programs and online survey programs. We request that the college provide access to such programs for the use in our courses and instruction in order to support our student learning outcomes related to research and scientific methods (PYSC 100, PSYC 300, PSYC 205)

Psychology is one of nine disciplines within the Social Science program at the college. Most of the disciplines only have one full-time faculty. It is important for the program to have a space for Social Science students to congregate and study. Currently we have a Social Science Hub and we should maintain that space. The computers in the Social Science HUB are outdated and at times do not function adequately to use programs such as word or the internet. Further they do not easily connect with the projector. The Social Sciences students would benefit from having all computers in the Social Sciences HUB kept up to date and functional. To provide and enriched learning and study environment, the HUB would also benefit from having a SmartBoard. We have continued need for a Social Science Coordinator. The Social Science coordination should continue to receive the requested release time of FTE .2 in order to complete the job and core duties.

Program Review Narrative Status: Complete

Objective: Enhanced and enrich student learning experience

To enhance and enrich student learning experience through use of smart technology via a smart board which will accommodate different learning styles and engage students in interactive learning,

Objective Status: 1 - New (PR)
Objective Year: 2019-2020
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the district goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2019-2020 - Request a smart board and associated accessories for use in the Social Sciences HUB (Active)

Resource Requests

Samsung QB75H, Salamander PS1XL, Crestron AM-200 - As the Social Sciences faculty (9 departments/disciplines) do not teach in classrooms that are equipped with up to date Smart Technology it would be beneficial to have access to up to date technology within the Social Sciences HUB when providing study sessions, student study, speaker events, etc.

Status: New Request - Active
Type of Resource: Equipment (Items Over $5000)
Cost: 7000
One-Time or Recurring Cost?: One-Time Cost
Division/Department Priority: High Priority

Objective: Research in Psychology

Provide enriched methods of supporting Student Learning Outcomes related to research and scientific methods included in several psychology courses (PSYC 100, PSYC 300, PSYC 205) by having access to statistics programs and online survey programs.

Objective Status: 1 - New (PR)
Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the district goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2019-2020 - Request access to license to a statistics program and online survey tool that can be used in Psychology courses and fit the needs of these courses. Will also check with the district to see if we could gain access to a statistics program and survey tool they may already have that would be used to meet this goal. (Active)

Resource Requests

IBM SPSS Statistics (SPSS is preferred but have also requested alternate program STATA) - Research is an instrumental part of Psychology. A number of courses conduct small research projects and have needed access to statistics programs and online survey programs. We request that the college provide access to such programs for the use in our courses and instruction in order to support our student learning outcomes related to research and scientific methods (PYSC 100, PSYC 300, PSYC 205)

Status: New Request - Active
Type of Resource: Information Technology
Cost: 1290
One-Time or Recurring Cost?: Recurring Cost
Division/Department Priority: High Priority

STATA (or SPSS see other resource request) - Research is an instrumental part of Psychology. A number of courses conduct small research projects and have needed access to statistics programs and online survey programs. We request that the college provide access to such programs for the use in our courses and instruction in order to support our student learning outcomes related to research and scientific methods (PYSC 100, PSYC 300, PSYC 205)

Status: New Request - Active
Type of Resource: Information Technology
Cost: 470
One-Time or Recurring Cost?: Recurring Cost
Division/Department Priority: High Priority

Objective: Functional technology in student space

To replace outdated equipment with functional technology in the Social Science HUB, which is a student space.

Objective Status: 1 - New (PR)

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Action Plans

2019-2020 - Request at least one new computer for the Social Sciences HUB that connects with the projector as it is not consistently functional and out of date. (Active)

Resource Requests

Dell desktop OptiPlex 7070 i7
Dell UltraSharp 24 Monitor-U2415
Dell Stereo Soundbar- AC511M - The computers in the Social Science HUB are outdated and at times do not function adequately to use programs such as word or the internet. Further they do not easily connect with the projector. The Social Sciences students would benefit from having all computers in the Social Sciences HUB kept up to date and functional. The cost below only includes the computer that connects to the projector but it would be beneficial to replace all the computers in the Social Sciences HUB

Status: New Request - Active
Type of Resource: Information Technology
Cost: 1646.13
One-Time or Recurring Cost?: One-Time Cost
Division/Department Priority: High Priority