

TECHNOLOGY NEEDS ASSESSMENT APPLICATION

Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. Requests for one-time programmatic equipment should be listed in the appropriate category above. *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:	Walt Chatfield
Program or Service Area:	Economics
Division:	Social Science, Human Development and PE
Date of Last Program Efficacy:	Spring 2013
What rating was given?	Continuation
Amount Requested:	\$160,500 plus ongoing costs, approx. \$25,000/year
Strategic Initiatives Addressed:	Access, Success, Technology

Replacement Growth

1. What technology equipment are you requesting?

A computer lab with 40 desk top computers (PCs), furniture, 2 printers, network connectors, switch gear, other related equipment (cables, surge protectors etc.) and IBM-SPSS software.

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.*)

Economic classes use technology in the classroom. Often, the most recent economic data are only available from online sources. Students need to know where and how to access these data. Statistics for Business and Economics (Econ 208) requires that students become proficient in the use of statistical software. We are requesting SPSS because it is the most widely used program in the social sciences. In every Econ 100, Econ 200 and Econ 201 class, internet resources are accessed and utilized for assignments. On the EMP data sheet (Sept 2013) Program Goals include having a computer lab for students in Statistics. Under Challenges and Opportunities we state "Another challenge is to have a computer lab available for our Statistics students." In the same document (EMP) under Action Plan we state "To work with Program Review and our division to acquire a computer lab for Statistics students." Our Econ 208 class is currently taught for one hour per week in other division's computer labs. As enrollment increases in the Business Division, it is unlikely that the Economics Department will continue to be able to find the computer labs we need. A computer lab would give instructors the opportunity to demonstrate different aspects of online technology to students and assist students in online classes in the Hybrid classes that the department offers. Also, while the lab is required to meet the course outline of record for Econ 208, the utilization of the lab provides a preferred avenue for hands-on demonstration in all Economics sections and importantly in **all departments in the division.**

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

The student population in the Economics reflects the diversity of students at SBVC in that Campus demographic data from Fall 2009 to Fall 2012, indicates that approximately 69% of the students attending SBVC are Black and Hispanic (Efficacy Report, p. 4). According to U.S. Census data from 2011, only about 60% of Black and Hispanic households were likely to use the internet in their homes (<http://www.census.gov/hhes/computer/files/2011/p20-568.pdf>). According to 2011 U.S. Census poverty rates in San Bernardino city: (<http://quickfacts.census.gov/qfd/states/06/0665000.html>), the per capita money income for 2007-2011 was \$15,762 and persons living below the poverty level in 2007-2011 was 28.6%. These numbers demonstrate that low income is likely a contributor to the lack of household access to computers and the internet in Black and Hispanic households. Computer access in classes that require statistical analyses of data would benefit these students by helping them develop skills useful for transfer to 4-year colleges and the workplace. Having a computer lab for students would support the Strategic Initiative of Technology (goals 6.1 and 6.2). Smartphone usage was about 70% for Black and Hispanic households in 2011 according to U.S. Census data. SBVC students who have smartphones but no computers, do not have the ability to run the sophisticated data analysis programs needed for Statistics, Economics, and other SSHDPE Division courses requiring data analysis. New and current faculty in Economics and other SSHDPE disciplines will need computers to assist in engaging students and developing instructional innovations (<http://www.onlinecollege.org/2011/11/08/flipping-the-classroom-an-introduction/>). Students will be able to learn how to input data and conduct statistical analyses along with their instructors if they have a lab. Economics and several other SSHDPE disciplines have identified Information Competency (sub-competencies 2.1, 2.2, 2.3) as part of the Core Competencies for many courses. Other SSHDPE faculty may want to use the lab to demonstrate how to do find information online or how to use other technology available to students. Other Divisions would also be able to use this additional resource.

The Economics Department has identified NH 351 as a possible room for the computer lab. The Dean has confirmed that political science has **enough classroom-allocation in North Hall to accommodate a computer lab in NH351 without impacting the room requirements for other departments. Other departments could coordinate to share the computer lab alternating Monday/Wednesday or Tuesday/Thursday time slots for classes at the same time. It is the department's perception that if Math, Accounting, and other departments and divisions have dedicated labs, then so should SSHD&PE. The days of chalk and talk are way behind us.**

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 or Perkins)

Costs initial:

Computer Lab

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|----|------------------------------------|----------|
| 1. | 40 computers at \$1500 each | \$60,000 |
| 2. | Furniture \$3,500 for two stations | \$70,000 |

3. Printers two \$750 each	\$ 1,500
4. 40 network connectors \$300 each	\$12,000
5. Switch gear	\$ 7,000
6. Other equipment (cables, surge Protectors, etc.) 40 at \$250 each	<u>\$10,000</u>
TOTAL	\$160,500

Costs Ongoing:

Ongoing costs would be for the software licenses (\$16,000), repair and maintenance of the lab, computers, printers, etc.

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

If this equipment is not funded, students will transfer lacking the computer skills to support them in the Economics major, other SSHDPE majors, or jobs. The College Mission of providing quality education and services to a diverse community of learners will not be met without increasing student access to computers and data analysis techniques.