

TECHNOLOGY NEEDS ASSESSMENT APPLICATION
Fall 2015

Technology: Programs should list the technology needed to provide ongoing service or instruction, and an approximate cost of the request. *Technology that is listed in this category will be forwarded to Campus Technology Services to evaluate through their own processes.*

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| Name of Person Submitting Request: | Sandra Moore and Amy Jennings |
| Program or Service Area: | Psychology |
| Division: | Social Science, Human Development and PE |
| Date of Last Program Efficacy: | Spring 2013 |
| What rating was given? | Continuation |
| Amount Requested: | \$43,000 for N-use computer lab technology |
| Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm) | Access and Student Success |

Replacement Growth

1. You are required to meet with Rick Hrdlicka – Director of Campus Technology Services prior to submitting a Technology Needs Request. 909-384-8656 or rhrdlicka@sbccd.cc.ca.us. Please provide the date and time of your meeting.

Sept. 22, 12:30pm

2. Projects that require modification to Buildings or Rooms will require a Facilities Need Request. Will this project require facilities changes?

Yes. Modification to NH 341 to install desks for computers.

3. What technology-based equipment or software are you requesting?

N-Computing computers, network connections, switch gear, other equipment (cables, surge protectors, security devices, etc.), used monitors, keyboards, and mice provided by CTS, pay for print printer provided by CTS

4. 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.*)

Psychology students need to know how to input data and how to access data online as well as how to use statistical software for PSYCH 105 (Statistics) and PSYCH 101 (Research Methods). On the EMP data sheet (14-15) Program Goals include having a computer lab for students in Statistics. PSYCH 101 and PSYCH 105 have been submitted to the Curriculum Committee to change to 4 unit courses that include a lab component during the class. Having a computer lab for Statistics and Research Methods that can also be used by other disciplines in the Division to support Student Success is presented as one of the Challenges and Opportunities and is part of the Action Plan on the EMP document. PSYCH 105 and PSYCH 101 are currently taught without computer labs which makes it more difficult for students to succeed in these classes and for them to have the experience with technology that is expected when they transfer. The program has not been able to use other computer labs in other divisions because the labs are in use at the times our classes are offered. According to the Office of Research, Planning & Institutional Effectiveness, 73% of classes at SBVC are offered during the day. Psychology classes that need to use computer labs have the lowest or no priority when it comes to scheduling the classes in labs belonging to other Divisions. A computer lab would give instructors the opportunity to demonstrate different aspects of statistical analysis to students and assist/introduce

students to online classes that the department offers. A computer lab will be useful to all departments in the division and can be shared with other divisions. It is also likely that the CSU will require these courses to include labs as part of the transfer degree in the future. At CSUSB (where most of SBVC students transfer), Psychology has the highest student enrollment. As interest in Psychology increases, the goal of Access will be helped by offering more courses in Statistics and Research Methods.

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

The student population in the Psychology Department 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. SBVC students may have smartphones, but smartphones do not have the ability to run the sophisticated data analysis programs needed for Statistics, Research Methods, and other SSHDPE Division courses requiring data analysis. Students will be able to learn how to input data and conduct statistical analyses along with their instructors if they have a lab. Of the 42 transfer degrees awarded in 2014, 72% (Sociology-12, Psychology-11) were from this division (http://www.valleycollege.edu/~media/Files/SBCCD/SBVC/research/reports/6-Year%20Total%20Degrees%20Awarded_07-14.pdf). In 14-15 (EMP), Psychology AA-T degrees awarded increased by 82%. Students will be assisted in obtaining AA-T degrees by having a computer lab. Access and continued Student Success will be met by having a computer lab in this division.

6. Provide a complete itemized list of the 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, Perkins, Grants, etc.*)

Initial Costs: Computer lab (1. 40 N-Computing computers at \$300 each (\$12,000), 2. 40 network connectors \$350 each (\$14,000), 3. Switch gear (\$ 7,000), 4. Other equipment (cables, surge protectors, etc.) 40 at \$250 each (\$10,000), 40 used monitors, keyboards, and mice provided by CTS (\$0), 1 pay for print, printer provided by CTS (\$0).TOTAL = \$\$43,000.
Ongoing Costs: There are no ongoing costs. CTS can support the repair and maintenance of the computers, other equipment, and printers, etc. Potential funding sources: State equipment and/or technology block grants.

7. What are the consequences of not funding this request?

If this request is not funded, the Strategic Initiative Goals of Access and Student Success will not be met in terms of course success and transfer rates. This equipment will help students learn better use of web content, they will have increased access campus technology as well as access to low cost and free online resources. Students need access to computers and software that will enhance their learning in courses required for degree and certificate programs.