

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Technology Center***

2. Person(s) completing the questionnaire: *Lisa Kaaz and Fred Chow*

3. Date of completion: *11/27/07*

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

No new information - please see the Program Review for 2006

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

There continues to be a constant and steady increase in the demand for higher-end computer equipment and more sophisticated software by instructional faculty in their course instruction and students using the Technology Center computer lab. This trend has an exponentially increasing cost and technical support requirements. There has been a cross-campus increase in the adaption of curriculum to deliver either online or with technology augmentation. This has had the effect of increasing the demand for the services and equipment in the Technology Center, in particular printing services.

External to West Valley, the proliferation of affordable personal computers, music players, cameras, etc. has resulted in students having access to many of these items for personal use and thus increasing their level of skill and knowledge of the basics of computer usage. Perhaps more importantly, they are bringing with them an expectation of higher level of competency and a broader base of understanding on the part of the faculty and support staff in the Technology Center.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

The student usage of the Technology Center is moving away from class work and activities that are at the entry level of computer usage. Keyboarding and basic word processing are skills that many students have already attained and thus the demand for these types of application programs seems to be declining. The demand on the Technology Center still remains from our older and ESL students.

There is a marked increase in the use of graphics programs, computer aided drawing (CAD) programs, and geographic information systems (GIS) programs from a wide selection of classes and departments.

There is an increasing demand for student collaborative workspace and areas where tutorial assistance may be provided, and where faculty can discuss and collaborate on instructional technology.

There has been a decline in the need for Macintosh platforms in the open lab and an increase in the requests for DVD burners, scanners and color printers from the PC platform users.

The student usage of the Technology Center has shifted away from late afternoon, evening and end of the week usage, to more prime-time usage in the morning and early afternoons Monday through Thursday.

With the increasing adaptation of ANGEL by instructors and the increasing amounts of material posted to this learning management system and our internal servers, we are experiencing a marked demand for printing. Student needs for hard copies of PDF's and other online material is showing up in the demands being placed on our laser printers, paper supplies and ink/toner supplies. The issues of covering the cost of increasing printing demands with our existing lab fees and procedures are becoming an increasing concern.

The disk space being required on the instructional servers is increasing as more and more classwork is being stored in digital format for the instructors to evaluate and return. Instructors also are using this server as a place to post resources for their students.

All of these factors point to an expanding cost of providing service. The major needs which account for these increases are:

- *Software costs and licenses for the higher-end programs such as AutoCad, 3D animation, electronic music, Photoshop, etc. are going up rapidly. The increasing demand for the expensive software calls for more licenses than we currently provide.*
- *Replacement computers costs continue to increase more per unit as the higher memory requirements, faster processors, more robust graphics cards and need for built-in DVD and CD burning capability become our benchmark.*
- *To accommodate the student need for workspace and desktop area, flat-panel monitors will be required to maximize the limited desktop space in the existing classrooms and labs.*
- *Increasing requests for scanners and related equipment is going to reduce the number of available standard workstations so space needs will become an issue that must be addressed in the layout and configuration of the open labs and the specialized classrooms.*
- *Existing printing services allowed and provided in the labs will need to be restructured. There is increasing legitimate need for the student to be able to print material provided by the instructor. The increased paper and ink/toner usage as well as the anticipated useful life of the printer hardware all point to a need for either more printers, print servers, printer supplies, and support staff and/or a pay-per-print solution.*
- *The legitimate demand for color printing is increasing and will soon require an additional color print station to be brought and/or a pay-per-print service.*
- *The need for the 11 x 17 print is increasing. This demand comes from the Interior Design, Fashion Design, Engineering and Architectural program students. Currently only one printer is configured for this need. Another one should be available with color capability.*

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

N/A

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

N/A

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

- a) What significant trends are revealed in the data?
- b) What factors might contribute to any significant differences from the College averages? See attachment.

N/A

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

N/A

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
 - a) What relevant findings have been derived through the SLO assessment process?
 - b) What changes have been implemented, or are planned, based on the findings since the last program review?
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

Click once here and type your response

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?

Wireless internet access is the latest trend that is bring pressure upon our technology system both in the Technology Center and across campus. We are not prepared for this and the implementation planning has been slow.

Scheduling of computer classrooms for the classes offered by each department frequently brings into focus the ever changing face of the technology profile of West Valley College. Classes that have a historical presence in specific rooms are placed on the room use planning schedule. The times that they block out are then not available to newer or emerging classes. When this conflict reaches a level where the only way to resolve it is to create and outfit newer rooms, a major negative impact is placed on the financial and personnel resources of the Technology Center. The situation could be a positive one if the older classes continued to fill to capacity. However, what is too frequently the case is that the older classes only marginally fill or are cancelled after blocking the schedule. If there were more realistic and more global planning and co-operation between departments there could be methods of room sharing or changing of locations that could preclude the expense of adding additional rooms.

The ubiquity of email and text messaging is bringing a growing expectation that college-provided email will be available on demand in the Technology Center. Students and teachers alike are using this method of staying in touch and connected. A relatively high percentage of students do not have easy access to email accounts on their own, so they are seeking methods of obtaining this access. The recommendation to-date is for students to obtain access to one of the free e-mail services - yahoo mail, gmail, hotmail, etc.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

Continually revised the different types of software applications and versions of software applications available to students based on the different types and versions of software applications being taught throughout the college. See more in the Instructional Technology Support program review

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

The Technology Center and the computer rooms that are part of the Center's operation provides Internet access and technology enhanced instruction to many programs and classes classes from Accounting, Architecture, Art, Astronomy, Biology, Business, Computer Applications, Computer Information Systems, Court Reporting, Digital Media/Internet Services, English, ESL, Fashion Design, Health Care Technologies, Interior Design, Nutrition Studies, Paralegal, Park Management, Photography and Physical Education departments.

To provide for the needs of the students from these classes, the Technology Center is equipped with open labs housing sixty computer workstations and over thirty different software applications. The college planning and budgeting does not adequately reflect a positive solution to the increasing expense of supporting this growth.

The computer classrooms currently in use provide over three hundred computer workstations and instructional consoles with digital projectors and related support technology.

The Technology Center staff provides support, oversight and scheduling for these rooms with three full-time Lab Faculty Specialists, one full-time technology support person and a small number of student hourly lab aides and Federal work study aides.

2. Program Strengths:

The Technology Center has demonstrated an ability to adapt to change and to find innovative solutions to both technological as well as financial impediments to delivering on its mission.

The Lab Faculty Specialists bring a strong mix of experience from industry and academia that enables the focus on delivering student-centered service to be maintained. The Technology Center enjoys cooperation from all disciplines on campus as a result of the support it has provided to both faculty and students alike.

Each LFS teaches one or more classes within various departments on campus. As a result of this academic participation each LFS brings a perspective to the daily administration of the Center that aids in the understanding of the needs of students and instructional staff that would not be possible in any other way.

3. Program Challenges:

The most pressing challenge is to stay current in meeting the equipment and software needs of the expanding technology users on campus and in being able to provide the most current software needs for each course offered. The challenge also extends to include the need for the staff to stay software literate and up-to-date on trends and needs in the world of instructional technology in the classroom. The need to increase the Technical Support staffing is critical.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

The foremost objective will be to make access and use of the Technology Center as painless and as efficient for the students as is possible.

The Technology Center is actively involved in the planning and design of the new Fox Center on campus. This new facility will bring expanded ability to serve the instructional technology needs for the entire college when it is completed. This centrally located facility will serve multiple disciplines on campus, and, because of this universal service, there will continue to be a need for very close planning and consultation with all potential users. A major part of this future planning involves plans for returning several of the existing computer-outfitted classrooms to the inventory of technology enhanced conventional classrooms. This will, to some extent, relieve the pressure on computer classroom scheduling.

The Technology Center will be looking to expand the availability of wireless access in areas of the existing computer classrooms and collaborative learning centers in order to assist students who wish to employ their own laptop computers.

The Technology Center will be looking to provide a simpler and secure method of student check-in that will eliminate the need for personnel to staff a check-in window.

An improved and more cost effective solution to providing printing for each lab user is one of the highest priorities. Several existing models at similar institutions have been studied and evaluated.

The Technology Center will continue to seek to restructure the hours of lab availability to serve the changing demographics of our student body.

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

The schedule for the completion of the Fox Center and placing it online is targeted to be within the next few years. All events tied to that move then will take place on a parallel timeline.

Minor adjustments to policies and procedures may be implemented sooner, but a realistic look at the possibility of achieving significant improvement in service delivery via an investment in new technology does not indicate a shorter timeline.

A replacement for the current student check-in system for the lab.

Determine strategy and the implementation of a solution for managing student printing.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Wireless access should be made available as soon as possible. Resources and attention are needed to make this happen. In addition this needs to be a major priority for the District IS organization and the College for this to happen.

Again, given the same constraints of firm direction to make it happen and sufficient financial support, student access to adequate printing services could happen within one semester.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: <i>Reduced to 3.2 (down from 6 in 2001, including an LFS Webmaster replaced with Classified staff college webmaster)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): <i>New Scanners were deployed</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Click once here and type your response

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): *Click once here and type your response*

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): *Click once here and type your response*

Equipment (brief narrative description with estimated total cost): *On-going equipment needs to be replaced as technology equipment ages*

Supplies (brief narrative description with estimated total cost): *Software licenses are increasing in quantity and costs*

Staff Development (brief narrative description): *Funding to retool the LFS staff with technology skills*

Other: *Funding for all faculty to be able to access software tools such as graphics editing software tools, PDF file generators, etc. Currently there is no funding source at the college.*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu