Hartnell
Computer Center PPA 2018
Strategic Initiative Report

Date: 07/20/2018
Strategic Initiative Type: PPA Instructional
Strategic Initiative Description:

Department Information

Overview - Directions

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<th>Program/Discipline</th>
<th>Date Submitted to Dean (Deadline by 4/27/18)*</th>
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List of Contributors

Cheryl O'Donnell
Elizabeth Morales

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<td>Cheryl O'Donnell</td>
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Signature of Area Dean/Director

Please type the name of the area Dean/Director and the date they reviewed the rest of the document. They may also use this space to provide optional comments.

Good analysis. The instructors recognize the need to revitalize the Computer Center and expect to see increased enrollments as new courses, especially noncredit, are enrolled.

Kathy Mendelsohn, June 1, 2018
Questions Regarding Degree and Certificate Programs

A.1 Core Outcome I - Completion

Observing the number of students who got Awards in your program(s) using the Program Award Tool, compared to the College historical trends what insights can you share?

Notes: Is your program an awards producer or a “feeder” program? If you have multiple degrees and/or certificates, please analyze and compare the trends among them.

This PPA is for the Computer Lab/Center does not directly produce awards. We do offer classes in the lab that support the Business Office Technology program. Information regarding awards for the BOT program will be addressed in the BOT PPA.

The computer lab is available for students to take introductory courses in order to obtain basic computer skills using various application programs. In addition, we provide supplemental instructional support to students who come into the lab to complete assignments for other classes such as BUS 43, BUS 50, and a variety of other classes that require technology use.

How do you inform potential students about your program? How do students know which courses they should take for your program and in what sequence?

The staff in the computer lab interacts with many students on a daily basis. We are very familiar with the BOT and BUS transfer programs and are able to answer questions that students have and often times advise students on classes that they need to take. We keep a current catalog on hand in the office at all times! While the “lab” is not a program leading to a degree or certificate, we do try and promote the lab as a learning resource on campus. We participate in Panther Prep days and Majors Day Fair. We have been recently talking about moving to social media to try and promote awareness. We do often hear from students that they had "no idea" that the computer lab even exists.

A.2 Core Outcome II - Time and Units to Completion

Observing the Time & Units data, what insights do you get from the data in general?

Since the computer lab is not a designated program but the courses we offer fall under the BUS designator, we chose to look at the Business Administration and Business Office Technology degree information. We noted that the BUS ADM transfer students completion time was less than BOT. We
discussed that this might be due to the fact that the BOT degree has a very large number of required courses compared to that of the BUS ADM transfer degree: 14 required courses for BOT vs. 8 for transfer - and this does not include electives. Based on general knowledge that we have of who our student population is for the BOT program (they complete 3 lab classes for their degree) we did not that it took the female students longer to complete, but this did not surprise us because we know many of them personally since it is a small cohort of the students. Many of the students are 2nd language and have jobs and families to balance as well as their academics. The BUS ADM students who I have for BUS 50 and BUS 43 tend to be younger - more along the lines of coming out of HS. The male student statistics for completion time and units were close to the range of those for both the BOT and transfer degree with a slight variation.

When looking at the time to completion 3 year average for Hartnell, both categories of BUS students were more than the average. The BOT average was higher than the BUS ADM transfer. Comparing Hartnell in general ot peer colleges, it seems like we are about in the middle or slightly lower.

Observing the Subject Analysis tool, and focusing on the percentage of capacity of your program, is the college offering enough sections or too many sections of the courses in your program?

The data provided for the PPA really does not tell us a lot in terms of the BUS discipline because all of the data is lumped into one since we only have one designator. We really have three separate areas to look at:

- The transfer students for BUS ADM
- The students for the local BOT degree and certificates
- The students who take general computer skills classes in the lab that do not apply towards a degree

The report does not allow us to break this down. It would be very useful for future PPAs if this could happen!

Does the way the courses in your degree and certificate program are scheduled enable students to take courses when they need them, plan their lives around their classes from one term to the next, and complete their program on time? If it does not, are there any obvious fixes?

Lab courses are offered every semester without exception except for 1 class, BUS 172 Machine Calculations that is not offered in the summer. We have slowly been building back up the amount of hours that the lab is open. Many years ago we were open for 68 hours a week. During the course of years and budget cuts we were cut down to 24 hours. We have been able to build back to 38 hours a week. Students have expressed that they appreciate the flexibility that the lab courses offer since they are self-paced and open entry. It does allow them to work around their other schedules. We have had discussions regarding our courses being offered as self-paced over a 17.5 week semester vs. a shorter time span. We believe that if we schedule our courses as 8 week sections, students will feel more compelled to stay focused and be more diligent in their attendance. We are having discussions with the dean about this in terms of future scheduling of classes.

How do you work with underprepared students? How do you share the educational resources that are available on campus with all your students? Please give examples of when these resources have worked well and when they have not.

In the lab we work on an individual basis with the students. We are very good at working with students
to let them know about the resources that we have on our campus. I have been a lab instructor on and off for 24 years, the majority of those being here as a full-time faculty member. I can tell you without hesitation that Liz Morales is absolutely the most dedicated and student centered instructor I have ever had in the lab. She is a student advocate and is constantly talking to students and addressing questions and/or concerns that they have. She takes them to the Panther Lab, to Crisis Counseling, to DSPS, and to Early Support as the situations warrant. If every instructor were able to do that on campus, I can only imagine what a difference it would make!

A.3 Core Outcome III - Transfer

Observing the number of transfer students from the transfer volume data, what insights do you get from the data in general? Overall, our transfer rates for the CSU and UC system seem to be increasing in a steady manner. The transfer rates to in-state private or out-of-state seem to be declining. There are a few years where there are noticeable dips in the UC transfer rate (2008 and 2013). I am curious as to why those happened! As for the CSUs, the rates have gone up continuously since 2012 - 13. I know that this was following the years prior when the CSU system was impacted and they were not taking applications because that was the time when my daughters were looking to transfer and I was quite concerned if there would be space for them.

What interactions do you have with students about transfer options? Please give examples. As instructors in the lab we talk with students about transfer to the capacity that we were able. We are careful to not give incorrect information and advice and often times direct students to the counselor or we make a call to the counselors ourselves to verify information. As mentioned earlier, we always keep a catalog on hand in the office and often times pull it out to help students with their questions. For instance, just yesterday we had a student who is an Econ major. He was asking us about what elective might be the best to take. We were able to give him some background on his choices (I teach one of those courses and Ms. Morales has taken many of the courses herself as a recent student here) and we then pointed him to Tina Esparza-Luna so he could get more answers directly from her.

How are program learning outcomes aligned with the skills and knowledge students will need to succeed in transferring to baccalaureate degree programs? N/A

A.4 Core Outcome IV - Employment

Observing the Employment data, what insights do you get from the data in general? I am not 100% sure I am reading the data correctly. If I am, then I am a bit concerned about some of the low percentages of students who are attaining a liveable wage. These %s were definitely low for Office Technologies and this is one of the programs we support with our courses in the lab. I also noticed that %s were low for automotive technology which surprised me! The numbers were better for diesel technology although when I went to compare the two year brackets after 2012 - 2013 for these,
there was no data available.

I have questions as to why I don't see information for students in some areas such as networking and computer science? Are they falling under the Information Technology, general category? Where does this information come from - just curious!

**How and when do you inform students about prospective employment opportunities?**

I have put some announcements in my Canvas shell when opportunities arise. With my position in the lab, I actually end up going to other instructors when I become aware of an opportunity and make it known to them so they can inform their students.

**How are program learning outcomes aligned with the skills and knowledge students will need to succeed in their future employment?**

We don't have program learning outcomes in the lab per se since we aren't a "program". However, our courses are based on skill attainment for both college readiness and work force readiness. We will be having an advisory committee meeting in two weeks and I am quite eager to hear what the local employers have to say. I want their input so we can determine what courses we need to develop and/or modify to stay current with the labor market needs.

**A.5 - Recommendations**

Reflecting on your observations and analysis from A.1 through A.4, what recommendations do you have for your program?

Again, not speaking from the perspective of a program but I will say that one observation I have is that the Office Technologies area needs to take a more in-depth look at what is happening. I am alarmed by the data that was presented in the employment section, especially that addressing a liveable wage. The %s reflected for employment after a 2 quarter and 4 quarter period were decent but not the living wage.

When looking at the Subject Analysis Tool data, I did note that for BUS overall, our enrollments are at their lowest for the 5 year period and the FTEs generated are down. We need to keep in mind that given how the data is presented where 3 separate areas of data are pooled into one, it is challenging to take the analysis further and figure out where the problems are.

Reflecting on your observations and analysis from A.1 through A.4, what commendations do you have for your program?

The students in the BUS area seem to be in the ballpark in terms of time and completion. Some were a bit lower than the average while others were higher. And again, the students who come in the computer lab are students with declared degrees across the board. Some are students for BUS ADM and BOT but many are not. I do believe that the more we can provide to all students in terms of technology readiness, the better the success rates will be across the board.
Questions About Previous Activities

B - Questions About Previous Activities

Evaluate the success of each completed activity in Section D.1 (Previously Scheduled Activities) from your Spring 2017 PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success?

Purchase supplemental materials such as tutorials, site licenses, and books that provide additional learning resources that address multiple learning styles.

We were able to purchase sets of books for many of the subjects being taught as well as elab license keys. We have begun using those this year and they have been very well received! Students appreciate the fact that they do not have to buy books. They are indicating that they also like to have the video tutorial feature offered through eLab.

Provide training for Computer Center faculty in current methodologies and technologies.

Lab faculty were able to attend conferences on developing noncredit courses and we have moved forward with developing 3 noncredit classes. Two have been approved by the Chancellors Office and the third is being submitted soon. We continue to work on the development of noncredit courses with the goal of making our courses accessible to our students and the community. We recognize the need for technology skills in this day and age. Technology at a certain level should be considered a basic skill, and we are doing our best to make that happen!

Purchase hardware/computer technology to be used in the lab and classroom.

We were able to order some large 27” monitors that have been wonderful for our visually impaired students. They have been very appreciative. In addition, the MAC that was purchased has been useful in allowing use to help those students who come into the lab with MAC files that need to be converted, etc.