Proposal Title: Room 951 Hideaway Desk Conversion

Originator and Position: Caren Hennessy, Business Department Co-Chair

Area Dean: Joyce Johnson

Campus: Menifee

Area Vice President: Dr. Rudolph Besikof

Budget Account Code: Click here to enter text.

*Total Amount Requested: $35,618.22

*Please complete all applicable portions of “Section VI - Projected Expense File” now to determine the “Total Amount Requested” above.

Please check:

| One-Time Funding: ☒ | On-Going Funding: ☐ | Safety: ☐ |

1.) For what are you asking? 2.) Why is the request timely and important? 3.) Where was the need identified? Please answer these three questions in 250 words or less. See instructions for further explanation.

The business department is requesting funding to reconfigure room 951 with 17 hideaway computer desks to replace the current computer table top desks. The hideaway desks would enhance the overall learning environment for MSJC students taking BADM, CAPP, MGT, and OTEC courses. The current desks only promote computer interaction when in fact our students also require an environment that facilitates active team collaboration. An important learning objective for business students is to collaborate on projects in order to develop their team building skills. The current configuration poses obstacles to attain the learning objectives. The configuration of room 951 is so problematic that during collaborative group sessions we have had to move the students into the hallway to complete assignments. The department has used room 969 which has this configuration and discovered the configuration supports all collaborative learning activities, we however have limited access to the room.

Section I – Program Review and Learning Outcomes - 20 points possible
1.) Identify support from your 2014-15 Comprehensive Program Review (CPR) or 2015 – 16 Annual Program Assessment (APA) for this request (8 points). Link to Program Review – Business Admin Program Review - 2013-14 Program Review

During the 2012-2013 program review cycle, the department included the need for computers and hideaway desks in room 969. This was identified in the BADM NT, BADM T, Certificate in Clerical NT, and Management/Supervision NT programs reviews. In 2014 the department began a proposal to configure room 969 with hideaway computer desks, however this proposal was redirected to another funding source. Since the room was configured, the department did not include the request in the 2014-2015 program review cycle. However, because the funding was directed through another discipline this left the business department with limited access to 969 and directed a majority of business classes to computer lab room 951. This room has computers, however it is a lab and not conducive to support the collaborative active learning activities facilitated by business faculty.

2.) How will this request help improve student learning in the course and/or program (12 points)? Link to Learning Outcomes – Business SLO’s

The Business department oversees five areas: Accounting, Business Administration, Computer Applications, Office Technology, and Management for all these areas communication, collaboration, and active learning are common themes among all the learning outcomes. The BADM 103 course is our core course requiring students to "Discuss the issues of ethics and social responsibility and globalization" through the use of small groups. A computer lab room configuration does not promote small group discussions. In working with the configuration of room 951, during small group discussions and activities, faculty has had to move a group to the back of the room, front of the room, and even the hallway to complete the activity. The pictures below were taken during a small group discussion activity with BADM 103 students in 951.

An environment that promotes collaboration would have hideaway desks that we can use technology when needed and put technology aside for discussion. Below is a photo taken of MGT 103 students in room 969 during a small discussion activity.
This configuration promotes the program communication, collaboration, and active learning objective and specifically the learning objective "Practice organizational skills through team management, development ... and role playing managing individuals in a diverse work force." through the use of small groups.

The mission of the CTE Program is to "... to engage, prepare, and educate learners, communities, and employees for careers in a global and competitive workforce." With the current room configuration the Business department is not able to provide students with an environment that supports preparing them to learn collaborative skills necessary for business careers.

Section II – Alignment with Institutional Priorities via the Strategic Plan - 25 points possible

1.) How is your request aligned to the strategic goals below? Check all (typically 2 – 6 goals total) that apply. Click here for the 2016-17 Prioritization Allocation Rubric (PAR) for points-weighting during scoring.

2014-17 Strategic Plan Goals

<table>
<thead>
<tr>
<th>☑ 1. Reduce time to completion of student educational goals and increase degree, transfer and certificate completion.</th>
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</thead>
<tbody>
<tr>
<td>☐ 2. Drive institutional decision-making using internal and external data to inform planning and prioritize resources.</td>
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<tr>
<td>☐ 3. Refine staffing plan and process</td>
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<td>☑ 4. Improve fiscal responsibility that is sustainable for the long term</td>
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<td>☑ 5. Identify sustainability strategies to improve efficiencies in processes district-wide</td>
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<tr>
<td>☑ 6. Expand and improve student involvement in campus life</td>
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<tr>
<td>☐ 7. Promote quality of institution through enhanced communication within the community (internal/external)</td>
</tr>
<tr>
<td>☑ 8. Enhance the overall campus life experience</td>
</tr>
</tbody>
</table>
9. In an effort to serve students build bridges between instructional services, student services and administrative services

10. Increase the College’s visibility, value and recognition in the service area

2.) Please describe the connections between the goals you checked and your proposal (200 words maximum):

Our request for hideaway computer tables support several 2014-17 Strategic Plan Goals, specifically goals 1, 6 and 8. Active learning activities engage students in individual courses which intern promotes student course completion. Research conducted by the Center for Community College Student Engagement (2010) reported that engaged students are more likely to learn, persist, and complete their academic goals (Goal 1). They further identified that educational tools that promote student engagement lead to an increased probability of completion, which has become a national goal (Center for Community College Student Engagement, 2010) (Goal 1). Hideaway tables are an educational tool that promote student collaboration and an increase social environment. A 2008 study of 408 students concluded that active learning activities not only promote completions of individual courses, it also promotes student’s perception of the college and subsequently promotes the social integration students have on campus (Braxton, Jones, Hirschy, and Hartley, 2008) (Goal 6). The study further identifies that students who feel socially integrated in a course are more likely to feel socially integrated into the campus institution (Braxton, et al., 2008) (Goal 8). Funding this RAP is more global than the classroom and could be an influencing factor to promote student campus involvement.

Supporting this RAP will also turn room 951 into a sustainable multi-use room to be used by any MSJC service area, thus supporting goals 4, 5, and 9. Funding this grant is a long-term investment into the wide-ranging use of room 951 (Goals 4, 5). Multi-purpose rooms can be used by campus clubs, university workshops, continuing education groups, etc. to increase student participation in other programs and activities offered not only through instruction, but also through student services and administration (Goal 9).

References

Center for Community College Student Engagement. (2010). The heart of student success: teaching, learning, and college completion. Austin: The University of Texas at Austin, Community College Leadership Program.


Section III – Alignment with Institutional Plans - 15 points possible
Explain how your proposal is supported by the following plans: 2009-16 Educational Master Plan (4 points), Distance Education Plan (4 points), Technology Plan (4 points) and/or Facilities Master Plan (3 points).  [Link to Plans]

The purpose of the Educational Master Plan 2009-2016 correlates to one of the purposes of this RAP that is to plan for future needs of the faculty, staff, and student. Faculty are continually changing their teaching methodologies in order to improve student outcomes, so by having a facility that promotes versatility means faculty are able to incorporate varied teaching methods into the classroom. Palmer, (2002) identified that community college students have different learning motivators and concluded that mixed instructional methods that support a hands-on and career approach serves a majority of these motivators. This RAP supports technology, but also supports enhancing current and future career skills through practicing collaboration and group discussion.

The purpose of the Distance Education (DE) Plan of 2011 is to support the mission of MSJC through identifying distance education technology and methodologies that promote student success. The main component of this RAP is to maintain the use of technology in learning, but also the need for face-to-face collaboration. The DE plans support this model through the offering of hybrid courses (page 6). This RAP proposes a room configuration where students can use technology, and also a need to meet in a classroom setting. In this room setting, students can access their CMS and also meet for small group sessions on the MSJC campus.

The Technology Plan identifies that "The IT department will provide a technology infrastructure that is conducive to student learning" (p. 2). The objective of this RAP is also to provide a technology infrastructure that is conducive to student learning. Hideaway desks are part of the technology infrastructure that supports and protects technological investments. These desks provide a way to hide technology when not in use, and thus protect them from being damaged during non-computer activities and focus students' attention on other learning activities.

The Facilities Master Plan's district goals is to support student growth and provide a stimulating learning environment (p. 10). Funding this RAP will also support the goals of the Facilities Plan. Converting a single-use computer lab classroom into a multi-use computer, lecture classroom opens that room to be utilized by all MSJC stakeholders. Additionally, it opens that room to promote learning beyond a computer lab thus promoting a broader learning environment.

References

1.) Describe your goal(s) for this project (10 points). How will this improve student learning or enhance institutional services? For a review of goals, see pp. 18 – 20 of a presentation via this link.

The goal for this RAP is to furnish room 951 with hideaway computer desks so technology and active collaborative learning activities can be facilitated without having computers obstruct student interaction.

2.) What are the measurable outcomes for this RAP (10 points)? That is, how will progress toward meeting your goal(s) be identified and/or measured? Click here for learning outcome reference materials.

The outcomes of this RAP can be measured using qualitative and quantitative data. As students work on collaborative activities their engagement, enthusiasm, and participation can be observed. Moreover, in classrooms that promote collaborative learning activities students can be observed being relaxed in the classroom, seen freely engaging in conversation, and sharing ideas. Specifically, observations could include, students knowing each other’s names, wanting to answer questions, offering their opinions, and questioning classmates’ ideas. These observable activities support that students are opening engaging. A quantifiable measure would be to look at retention rates. Specifically, look at the rate of a BADM 103 course that is held in a computer lab environment and the rate of a BADM 103 course that is held in a classroom with hideaway desks. The increased rate in the later would identify that the classroom environment contributed to the increased retention rate.

3.) Explain how your outcomes are tied to your CLOs/PLOs/AUOs/SLOs (10 points).

This RAP supports varies level of learning outcomes within the MSJC district. First, the CTE outcome "is to engage, prepare, and educate learners for carriers (AUO). The purpose of this RAP is to provide a classroom that mirrors and office environment where students can learn technology skills and also the soft-skills required in the workforce. The Business department outcomes identify business students need to learn to communicate through several modes of communications and also use technology to research and analyze data (PLO). The department course outcomes and the course outlines of record promote active learning through small groups work and also the use of technology to obtain information (CLO,SLO). Funding this RAP will provide students the technical skills to obtain data and the personal skill needed to articulate that data, brainstorm with colleagues to use that data for decision making purposes.

Section V – Implementation Plan – 10 points possible

What are the steps that you will take or need to be taken to implement this proposal?

1.) Who is in charge of implementing the project (2 points)? Caren Hennessy will oversee the implementation of is proposal.
2.) What are the projected start and end dates (2 points)? The project can be implemented during the summer of 2016. Past practices support that this project can be completed in 10 days.

3.) What other departments will need to assist to assist with the acquisition/implementation of the project (2 points)?

The ITS department will need to assist in moving the computer equipment off the current desks. They will also be needed in setting up the existing computer equipment in the new desks. The facilities department will also be needed to complete any electrical work in room 951 and patch a few wall areas that were damaged by the current configuration.

4.) When will the outcomes be measured (2 points)? The outcome of this proposal will be measured during the fall 2016 semester.

5.) How will you measure the desired outcomes (2 points)? The desired outcome of this proposal will be measured by having instructors increase active learning activities in the classroom. It will also be measured by the retention rates for courses using room 951. The department has noted that course sections incorporating active learning sessions experience greater retention rates.

Section VI - Projected Expense Profile

For the object codes and titles below, please indicate the monetary amounts requested.

Object Code 4XXX
Supplies and Materials: 17 Hideaway tables  Amount requested: $35,618.22
Supplies and Materials:  Click here to enter text.  Amount requested:  Click here to enter text.
Supplies and Materials:  Click here to enter text.  Amount requested:  Click here to enter text.

Object Code 5XXX
Services:  Click here to enter text.  Amount requested:  Click here to enter text.
Services:  Click here to enter text.  Amount requested:  Click here to enter text.
Services:  Click here to enter text.  Amount requested:  Click here to enter text.

Object Code 6XXX
New Equipment/Building or Site Improvements:  Click here to enter text.  Amount requested:  Click here to enter text.
New Equipment/Building or Site Improvements: Click here to enter text. Amount requested: Click here to enter text.

New Equipment/Building or Site Improvements: Click here to enter text. Amount requested: Click here to enter text.

(S2) Subtotal from Non-Personnel Requests: Click here to enter text.

Total Proposed Budget (sum subtotals (S1) and (S2) above): $3,618.22

3. Secondary Effects (if this proposal is approved)

If a Classified/Administrative Personnel Prioritization Request is being submitted in tandem with this RAP, what additional space, if any, is needed to accommodate this position: N/A

For equipment and technology requests, will additional space be needed to accommodate the requested equipment? If so, where is the proposed location? N/A

Will requested equipment require maintenance agreements or support personnel? If so, what the projected costs? N/A

Please list future year anticipated needs and estimated financial needs. NOTE: This section refers to any anticipated funding not addressed by this RAP but required in the future. This will not be automatically funded. A new RAP must be completed in the future.

Fiscal Year: Click here to enter text. Anticipated need: Click here to enter text. Estimated amount: Click here to enter text.
Fiscal Year: Click here to enter text. Anticipated need: Click here to enter text. Estimated amount: Click here to enter text.
Fiscal Year: Click here to enter text. Anticipated need: Click here to enter text. Estimated amount: Click here to enter text.