Proposal Title: Interactive White Boards for SJ English Department

Originator and Position: Alma Ramirez, SJC English Department Chair

Area Dean: Carlos Tovares

Campus: San Jacinto Campus

Area Vice President: Rudolph Besikof

Budget Account Code: Click here to enter text.

*Total Amount Requested: $18,000

*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 San Jacinto English Department is requesting funds to purchase 3 interactive touchscreens and projectors for use in room 101, 1206, and 1250D. Interactive touchscreens and projectors would enhance the overall learning environment for students taking English. Interactive touchscreens can allow an instructor to go one-step further by making notations directly on the projected image. This would be especially useful when workshopping student essays and/or reviewing in class writing assignments. Annotated essays or student work can then be saved and emailed directly to students during class so that they have access to content created as part of a class discussion. Through this type of technology, students can engage in a more interactive learning environment. Students will also be better equipped to enter the 21st century workforce where the use of interactive technologies is common. The department identified the need in several department meetings and annual performance assessment. Currently classrooms are equipped with oversized screens that almost completely cover the whiteboard. Since the screens are so large, it creates a challenging teaching environment because there is very little space to write any additional instructor or student comments on the whiteboard that are generated as part of class discussion. To use the whiteboard, the projector has to be turned off and the oversized screen needs to be pulled up which is not easy to do given the size and age of the screens. This wastes valuable class time and leads to increased student and instructor frustration. Attempts to replace the oversized screen with additional mobile white boards in room 101 have resulted in only a minor addition of whiteboard space and unfortunately pose a danger if the room needs to evacuate. These technology limitations can be resolved with the purchase of an interactive touchscreen and projector that allows instructors to display images and provide supplemental written content simultaneously.

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).  

Our request for updated technology is supported by the department’s 2015-2016 Annual Program Assessment. In the APA report we state, “SJC English needs more smart classrooms and classroom space that is conducive for collaborative learning and encourages intensive writing opportunities during class time (i.e. more computers and lab space).”

Additionally, in our Comprehensive Program Review we provide detailed account of how difficult it is to teach in spaces that do not have updated technology and/or conducive to providing comfortable learning environments. We state, “San Jacinto Campus requires a classroom space that is large enough for collaborative learning/group learning. We need an English Writing Lab/space that has access to tables instead of desks, and also has computer or access to technology so that students can spend more time writing in class with instructor support and immediate feedback. San Jacinto campus needs classrooms that are teaching practical. In some rooms, the instructor computer stations are placed in awkward positions that make it difficult to teach (e.g. too many desks surrounding the whiteboard, instructor computers facing students, broken chairs, not enough whiteboard space when screen is down). Further, since many of San Jacinto campus English classes are supplemented with film, TED talks, etc., the speaker and sound systems in the classroom need to be sufficient so that all students can hear any supplemental videos shown in the class.”

We also note the need for updated technology in the Technology and Equipment section of Comprehensive Program Review. We state, “San Jacinto Campus is in immediate need of an English Writing Lab for our English courses, especially English 092. This could also be in the form of Google Chrome books or laptops that are stored away in a locked cabinet. There is also a need for smart rooms that have appropriate audio systems. Many classrooms have old speakers that do not work properly. Smart boards or Elmo document cameras would provide that much needed updated technology which would allow faculty to visually engage with texts on a metacognitive level as is recommended when working with basic skills students.” Furthermore, we add “More white boards in the classrooms used for English courses. Elmo document cameras instead of outdated technology.”

Ultimately, updated technology such as interactive white boards and projectors are an effective alternative to making all PowerPoint slide lectures available to students who may then not feel the need to attend class or take notes since the slides are provided to them. Selective sharing of slides generated together in class can highlight the key points addressed in lecture and improve student retention of course material. Furthermore, the SMART white board/screen has a notepad feature that allows instructors or students to write commentary that is then projected onto the screen, which is an incredible asset for any writing classroom. This would also overcome the current challenge of attempting to switch between the white board and the oversized screen that disrupts the flow of lectures and discourages instructors from using a variety of mediums as part of their teaching methodology. As MSJC focuses more efforts on student literacy, an interactive board and projector allows students and teachers to publicly annotate reading texts in the English classroom.

2.) How will this request help improve student learning in the course and/or program (12 points)?

The Department Learning Outcomes for English include:
1) Present a clear, reasoned, well supported, clearly-organized argument, demonstrating college-level writing skills.
2) Recognize writing as a process of developing, drafting, revising, and editing.
3) Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.

4) Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, well-reasoned arguments.

5) Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.

6) Analyze a variety of literary genres in their social, cultural and historical context.

7) Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

8) Synthesize, evaluate, and analyze historical problems using written or oral communication.

Interactive touchscreens and projectors would support all learning outcomes for the department. In particular, for DLO 2, instructors could project onto the screen a sample essay and use the technology to annotate the essay’s strengths and weaknesses by underlining, highlighting, and annotating key passages of the text to help students in the writing process. For DLO 3, instructors can display online resources and zoom in on specific images so if a student has a question about a specific source, an instructor can grab it, zoom in, and analyze the image in greater detail. DLO 4 is also addressed through the use of an interactive touchscreen since instructors can access sources from a variety of media with the touchscreen. A touchscreen heightens the accessibility of these options, particularly when class discussion spontaneously generates interest in a medium that is not directly addressed in lecture. An interactive touchscreen can also introduce students to multiple perspectives about the past from multiple disciplines which is the goal of DLO 5. Interactive screens help enable a class discussion of sources that provide contrasting and contradictory information that allows for critical thinking and analysis. Overall, an interactive touchscreen and projector will help the San Jacinto Campus English Department implement its Department Learning Outcomes and improve the educational classroom experience of Mt. San Jacinto College students.

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

| ☑ | 1. Reduce time to completion of student educational goals and increase degree, transfer and certificate completion. |
| ☐ | 2. Drive institutional decision-making using internal and external data to inform planning and prioritize resources. |
| ☐ | 3. Refine staffing plan and process |
| ☐ | 4. Improve fiscal responsibility that is sustainable for the long term |
| ☑ | 5. Identify sustainability strategies to improve efficiencies in processes district-wide |
| ☑ | 6. Expand and improve student involvement in campus life |
| ☑ | 7. Promote quality of institution through enhanced communication within the community (internal/external) |
2.) Please describe the connections between the goals you checked and your proposal (200 words maximum):

Goal 1: An interactive whiteboard and projector can contribute to student success by offering an innovative educational environment that enhances instructor-student and student-student interaction in the classroom.

Goal 5: Updated technology such as interactive whiteboards and projectors help eliminate unneeded printing costs, since any document can be emailed directly to students or posted on course management system.

Goal 6: Students could use updated classrooms for student events and/or faculty could host English department seminars for students which improves student life on campus.

Goal 7: Updated classrooms with this technology could be used to promote meetings between divisions and would promote the overall quality of the institution and communication among departments.

Goal 8-10: Updated technology improves the overall campus experience because it “Improve (s) the aesthetics of campuses to instill pride of ownership and creating a sense of place” and it “Provide (s) facilities that enhance student engagement and support learning outside the classroom.” Additionally, it would increase awareness in the community about MSJC’s state of the art facilities.

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]

This RAP is connected to the Educational Master Plan for 2009-2016, the Distance Education Plan, the Technology Plan, and the Facilities Master Plan of our college. For example, the employment challenges of college students are addressed on page 24 of the 2009-2016 Educational Master Plan. “Community colleges will experience growth in the 18-20-year-old age group of students because the costs of other forms of higher education are very high, while at the same time there will be a lack of employment opportunities for people in that age group. There will also be an increase in the number of persons 20 to 50 years old who are seeking retraining or upgrading, again due to the lack of job opportunities.” With that in mind, the purchase of an interactive whiteboard/screen will provide students with an opportunity to develop twenty-first century skills that focus on collaborative learning and problem solving, technology usage, and content creation through technology. These skills will make our students more competitive candidates for the workplace and provide them with the “retraining” and “upgrading” described in the Educational Master Plan.

The use of new technology such as an interactive whiteboard/screen is also supported by the Technology Master Plan that describes the mission of the Information Technology Department as providing “an institutional computing environment that manages and maintains accurate, reliable, and efficient technology services for the success of the College community” (page 2). The administrative unit outcomes listed on the same page emphasize the need to support “a technology infrastructure that is conducive to student learning and College operations, by providing an institutional computing environment that is robust, reliable, (and) secure.” Administrative support for the purchase of an interactive whiteboard/screen will be in keeping with the Technology Master Plan’s goal of creating a technology infrastructure that is conducive to student learning.
Lastly, the Facilities Master Plan supports the purchase and usage of an interactive whiteboard/screen since the goals of the Facilities Master Plan include creating “campuses that strongly support student learning and contribute to a high standard of student life” as well as creating “campuses and facilities that promote increased student-faculty interaction and interdisciplinary and collaborative learning.” An interactive whiteboard helps achieve these goals by helping facilitate student learning and encouraging instructor-student interaction in the classroom.

**Section IV – Goals and Measurable Outcomes – 30 points possible**

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 of this RAP is to increase the accessibility and usage of interactive technologies in the classroom for students and instructors. Another goal is to improve classroom aesthetic that will enhance the learning environment for students. Both will create a more dynamic and innovative learning environment and ultimately lead to improved student learning.

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.

Measurable Outcomes for this RAP:
- a) The English department will oversee the installation of the interactive whiteboard screen and projector.
- b) English department faculty will be trained on how to effectively use the whiteboard in class lectures and class discussions.

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

These measurable outcomes align with DLOs 1-8 that are listed in this RAP. The use of such technology enhances teaching which ultimately enriches learning for students. Additionally, course learning outcomes are also tied to this proposal. Student success, retention, and persistence is linked to learning experiences and using updated technology such as that described in this proposal will help the department increase those areas.

**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)? Alma Ramirez, SJC English Department Chair
2.) What are the projected start and end dates (2 points)? The projected start date is when the interactive whiteboard arrives at our college (ideally by the beginning of Fall 2016). The end date is after the whiteboard/screen is mounted, the accompanying projector is installed in the designated rooms on the San Jacinto Campus, and SJC English Department faculty have been trained to use them. These steps should occur by the middle of Fall 2016 and should end by Spring 2017.

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

Information Technology and Facilities will need to assist with the acquisition/implementation of the project in terms of mounting and installing the hardware equipment and software packages on the computer.

4.) When will the outcomes be measured (2 points)? The outcome of this proposal will be measured by June 2017 prior to the start of the fall semester.

5.) How will you measure the desired outcomes (2 points)? The desired outcome of this proposal will be measured by having instructors demonstrate how to use the interactive whiteboard technology to other instructors at the end of the training session to show that the technology is working appropriately and that instructors understand how to use the interactive whiteboard effectively as part of their class discussions and lectures.

### Section VI - Projected Expense Profile

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

**Object Code 4XXX**
- 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.](#)
- 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: 3 interactive white boards with projectors. **Amount requested:** $18,000.00
- 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: 18,000.00

Total Proposed Budget (sum subtotals (S1) and (S2) above): 18,000.00

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: Click here to enter text.

For equipment and technology requests, will additional space be needed to accommodate the requested equipment? If so, where is the proposed location? Click here to enter text.

Will requested equipment require maintenance agreements or support personnel? If so, what the projected costs? Click here to enter text.

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.