

LEARNING SUPPORT CENTERS PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Business Computer Labs LSC
Center Contact: Darrel Dorsett

Academic Year: 2012-2013
Program Review Submission Date: March 25, 2013

I. Description of Center

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), [5 in 5 College Strategies, Spring 2011](#), and other [institutional planning documents](#) as appropriate.

The Business Computer Labs learning support center provides support for the Business Microcomputer Applications program which is a computer skills based program designed to prepare students for immediate employment. The computer labs provide computers, software and skilled instructional aides to improve student success in completing assigned homework and projects required in the microcomputer applications courses and so also improve student retention. These labs also provide essential access to maintained computer lab facilities for the Middle College and for Community Education computer-based courses, as well as large labs for computer-based training for other college entities requiring a computer facility for training.

II. Summary of Student and Center Data

A. Student Learning Outcomes Assessment

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

SLO assessment done in Spring 2012 was conducted by emailing a survey to our students. The responses received showed 78% of users found the quality of the lab services provided to be Very Good to Excellent, 77% said they were Almost Always or Sometimes able to get the help needed when in the labs, and 100% found the procedures to use the lab clear and easy to follow. Since we only received 23 responses from the 317 lab users, we need to improve our method of conducting this survey to gather more assessment results. A more concerted effort to get student responses will be conducted in May 2013, including possibly posting the survey on our computers in the lab in May.

B. Center Usage Indicators

1. Review center usage and discuss any differences across demographic variables. Refer to [Planning, Research and Institutional Effectiveness \(PRIE\) reports](#), SARS records, and other data sources as appropriate.

PRIE reports show demographics of 1005 Business students who could have used the Business Computer Labs but demographics of the actual 317 lab users are not listed. SARS records do not show demographic records of the 317 actual users and the Spring 2012 survey did not collect demographic information.

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to [Delivery Mode Course Comparison](#).

Students enrolled in on-campus business microcomputer courses use the business computer labs more than students enrolled in online business microcomputer courses, as might be expected.

C. Center Efficiency. *Is the center efficient in meeting student needs?*

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Discuss center efficiency, including staffing, hours of operation, tutorial and other services, space utilization, equipment, or technology as appropriate.

There are 3 Business Computer Labs. The computer lab in 14-105 has 37 student computer stations and 1 printer; the computer lab in 14-103 has 32 student computer stations and 1 printer; and the computer lab in 14-101 has 24 student computer stations, 1 printer, and 1 flatbed scanner. When these labs are not being used for microcomputer business applications classes, they are open for students to use as a learning support center. All computers in the lab have the necessary software for the courses taught in those labs – currently Microsoft Office 2010, Windows 7, Project Management 2010. In addition software used in some of the accounting courses are installed on the computers, including QuickBooks 2011, Lacerte tax software, and GLEIM.

There is typically at least 1 of these labs available for student use between 8:30 am and 9:30 pm on Tuesday, Wednesday and Thursday. On Mondays there is at least one computer lab available for student use between 8:30 am and 5:00 pm and on Fridays between 8:30 am and 2:00 pm. Signage is posted outside the business computer labs directing students to other learning center labs available on campus when the business computer labs are not available for some reason.

The Business Computer Labs are staffed by instructional aides who aid instructors during the business microcomputer applications class meetings and so are proficient in the software, assignments, and projects the students may need help with in the computer labs. We have one full-time instructional aide and one part-time instructional aide staffing the computer labs during the day (8:30 am to 5:00 pm Monday through Thursday and 8:30 am to 2:00 pm on Friday) and one part-time instructional aide staffing the lab three evenings per week (5:00 pm to 9:30 pm on Tuesday, Wednesday and Thursday, which are the evenings that business microcomputer applications classes meet).

D. Course Outline Updates (if applicable)

Review the [course outline update record](#). List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the [Committee on Instruction website](#) for [course submission instructions](#). Contact your division's [COI representatives](#) if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
Not Applicable		
		Tab to add rows

E. Website Review

Review the center's website(s) annually and update as needed.

Contact(s)	Date of next review/update
Darrel Dorsett	Fall 2013
	Tab to add rows

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III. Student Learning Outcomes Scheduling and Alignment

A. Course SLO Assessment (if applicable)

Explain any recent or projected modifications to the Course SLO assessment process or schedule.

Not Applicable

B. Center SLO Assessment

Explain any recent or projected modifications to the Center SLO assessment process or schedule.

During 2012 all College of San Mateo learning support centers worked to align the manner in which centers were assessed. As a result all centers now have similar first SLOs that assess student knowledge about knowledge of and accessing the services provided in that center (SLO1: Students will have knowledge of the business computer lab resources, including how to access them). The department is discussing a second SLO (Possible SLO2: Students will be able to show improvement with specific skills or in understanding course content for which they have requested assistance) and how to assess that SLO. A student survey will be used in May 2013 for SLO assessment. Since we only received 23 responses from the 317 lab users in our last student survey assessment process (see II A above), the department is discussing ways to improve our method of conducting a survey to gather more assessment results than we received last time.

C. SLO Alignment (as applicable)

Discuss how Center SLOs support Program SLOs. Discuss how Course and/or Center SLOs support Institutional/GE SLOs. Refer to [TracDat](#) related program and institutional SLOs reports.

The business computer labs directly support all of the microcomputer business applications courses in the program and so support all of those course and program SLOs.

IV. Additional Factors

Discuss additional factors as applicable that impact the center, including changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal mandates, workforce development and employment opportunities, community needs. See [Institutional Research](#) as needed.

Workforce development and employment needs of the community drive the courses that are offered in the microcomputer applications program and the business computer labs are updated as the courses are updated to meet those needs.

V. Institutional Planning

[Note: For centers that serve a single department, a portion of the information included in a departmental program review may be referred to or inserted here.]

A. Results of Plans and Actions

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

We have followed the plans in recent program reviews of keeping the business computer labs updated to meet the software and staffing needs of courses taught in the program and will continue to do so.

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B. Center Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the [College Mission and Diversity Statements](#), [Institutional Priorities, 2008-2013](#), and other [institutional planning documents](#) as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section II. Summary of Student and Program Data.

[*Note*: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

We plan to continue to be at the leading edge of CTE programs by making sure our computer equipment/software are current and in alignment with State Business Education (BESAC) indicators, as well as with regional programs such as ROP, Adult Ed, Job Train

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student learning and success.

Attend state or national conventions, serve on advisory groups, participate in textbook publisher conferences and webinars to stay up-to-date

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

The faculty lead of the Business Computer Labs learning center is an active participant in the Learning Support Centers Coordination Committee and will continue to work with faculty in the Business Department and the LSCCC to seek ways to best provide student success support while becoming more efficient in how we offer services, seeking to identify and reduce duplications and investigating how by acting as a unit we can employ economies of scale. Last year's endeavors have given a much better understanding of the roles played by the many learning centers on campus and led to discussion of how we might better serve students by consolidation of services at times when our individual labs are not usually open (some evenings and all weekends). Currently the LSCCC is considering a joint contract for student printing services where student copy cards could be used in all participating learning centers. Also, the committee plans to share equipment needs and coordinate requests.

3. To guide the [Institutional Planning Committee](#) (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Equipment and Technology: Computer equipment is already 5 years old and will need to be replaced within the next 6 years. Software in the classroom will also need to be updated to keep current with what employers need our students to be able to use in the workplace.

Instructional Materials: 4T

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Classified Staff: 4T

Student Assistant: 4T

Facilities: 4T

C. Plans and Actions to Improve Student Success

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the [Institutional Priorities, 2008-2013](#). For each plan, list actions and measurable outcomes.

Plan 1

Title:

Keep computer applications software updated to match microcomputer courses

Description

Updating to match computer applications courses is expected to promote student success in the program since that is what they will need to successfully complete their courses and get jobs.

Action(s)	Completion Date	Measurable Outcome(s)
Update to Microsoft Office 2013	Spring 2014	Increased course enrollment and completions
4T		4T
4T		4T

Plan 2

Title:

4T

Description

4T

Action(s)	Completion Date	Measurable Outcome(s)
4T		4T
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

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[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. Itemized Resource Requests

List the resources needed for ongoing program operation and to implement the plans listed above.

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #s)	Cost
Upgrade to Microsoft Office 2013 by Spring 2014	1	Unknown

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost

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Description (for prioritized plans)	Plan # #(s)	Cost

Student Assistant

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan # #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a [CSM Facility Project Request Form](#).

Description (for prioritized plans)	Plan # #(s)	Cost

B. Cost for Prioritized Plans

Use the resources costs from Section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1	Upgrade to Microsoft Office 2013 by Spring 2014	unknown
2		
	For additional plans, add rows and number accordingly.	