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Learning Support Centers Program Review

Program Name: **Business Computer Center**

Program Contact: **Dorsett, Darrel M.**

Academic Year: **2013-2014**

Status: **Submitted**

1. 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 Program Planning** as appropriate.

The Business Computer Learning Center in 14-101, 103 and 105 provides a study support environment to help CSM students succeed in their business, business computer applications, and accounting courses, addressing the first Institutional Priority: to improve the academic success of all students (including course completion, retention and persistence), and the second: to promote academic excellence (and improve transfer rates). The Business Computer Learning Center consists of three spaces: one room with 37 computers for students, another with 32 computers for students, and a third with 24 computers for students.

Students enrolled in any course at CSM are welcome to use the Business Computer Learning Center but priority is given to students enrolled in Business courses, Business Computer Applications courses and Accounting courses.

The Business Computer Learning Center is open Monday through Friday mornings and afternoons and on Tuesday, Wednesday and Thursday evenings. It is staffed by 2 full-time instructional aides who are there during the day and 1 part-time instructional aide who is there on Tuesday, Wednesday and Thursday evenings. The Center offers a friendly, comfortable atmosphere, where students can get help from the instructional aides with homework or computer problems, work with other students in study groups, or work alone in the company of other students.

The computer labs in the Center are also used as classrooms for business computer applications courses and Dental Assisting courses, as well as for some accounting exams that are taken online but during class time and accounting software demonstrations and hands-on activities during some accounting courses.

The Business Computer Learning Center labs are also used by other district activities and departments such as Community Education courses, College for Kids courses, Career Center courses, Physical Education courses, VITA tax preparation courses and tax preparation, as well as other district approved organizations.

2. Student Learning and Center Data

A. Discuss Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for courses and degrees and certificates offered by the program.

http://collegeofsanmateo.edu/programreview/docs/lsc_business/2014/BusinessComputerCtr2014UserSurvey10-28-2013.pdf

http://collegeofsanmateo.edu/programreview/docs/lsc_business/2013/BusinessComputerCtr2013UserSurvey08-08-2012.pdf

Only 3 students completed the 2013 Business Computer Center User Survey but all 3 rated the quality of the Center's services Very Good or Excellent and all 3 reported that the Center was Very helpful in their academic performance in the courses for which they used the Center.

The 2012 survey had a somewhat better student completion (23 students) and 78% of those rated the quality of the Center's services as Excellent or Very Good. 77% of those responding reported that the Center was Very helpful in their academic performance in the courses for which they used the Center and another 128% responded that it was Somewhat helpful.

The Business Computer Center staff and the Business faculty are brainstorming ways to get more users of the Center to complete the User Survey in the future.

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.

(http://collegeofsanmateo.edu/labs/docs/lsc/SARSUsageReport_Spring2013.pdf)

Spring 2013 data reports 2426 student visits (1106 fewer than Spring 2012) and 285 non-duplicated students (135 fewer than Spring 2012) for a total of 3068 hours (1516 fewer than Spring 2012)

SARS data collected internally for Fall 2013 shows 3162 student visits for Business and Accounting courses (541 non-duplicated students) and another 2144 students visits (369 non-duplicated) for other discipline courses such as Career and Life Planning, Economics, Ethnic Studies, Geography, Health Science, History, Kinesiology, Library Studies, Music, Political Science, Psychology and Sociology.

CSM Community Education also uses our Center for their 1- to 4-day computer workshops (Word, Excel, QuickBooks) each semester but this usage is not captured in SARS for reporting purposes.

Spring 2013 demographic information indicated that students using the Business Center labs are: representative of the College demographics with respect to gender and age; more likely than College demographics to be Asian, Hispanic or Pacific Islander, but less likely to be African American, or White; less likely than college wide demographics to be enrolled in 3 units or less, but more likely than college wide demographics to be enrolled in 6.5 to 12.0 units and even in 12.5 and more units; and less likely than college demographics to be day students only or night students only, instead being almost twice as likely to be both day and evening students than college wide demographics.

(http://collegeofsanmateo.edu/programreview/docs/lsc_business/2014/BusinessComputerCtr2014StudentProfile10-28-2013.pdf)

2. Discuss any differences in student usage of center across modes of delivery. If applicable, refer to **Delivery Mode Course Comparison**.

Both online and traditional classroom students use the Business Computer Center but we do not track them separately so do not know how many users are online students and how many are traditional classroom students.

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

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

The Spring 2013 Business Center User Survey indicated that the students are satisfied with the services received.

Staffing: Students indicate that the Business Computer Center staff is helpful and they were able to get help when they needed it always or most of the time.

Hours of operation: 100% of students indicate that the Business Computer Center is "always or most of the time" available when they need it.

Tutorial and other services: The assistance-on-demand structure seems to be working well and there are no current plans to make changes.

Space Utilization: As more of the Accounting instructors want to use the computer center to proctor online exams or have students do an online homework assignment during class when the instructor is there to give help if needed, the morning hours sometimes result in no open labs for students. But students are aware of other locations on campus where they have access to computers that can be used to complete assignments.

Equipment and Technology: 100% of students indicate that computers were always or most of the time available when needed and had the software they needed. And students are aware of other locations on campus where they have access to computers that can be used to complete assignments.

The chairs at the student computer stations are all over 10 years old and no longer adjust well enough to be ergonomic; they should be replaced.

3. 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.

Business and Accounting faculty and staff will continue to be asked to provide input to improve the Center's effectiveness.

4. 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.

The Business Computer Learning Center continues to maintain updated software as needed by all Business, Business Computer Applications, and Accounting courses, as well as any software requested by Community Education or College for Kids courses. For Fall 2013 the computers in the Center will all be updated to Microsoft Office 2013 to provide students with the opportunity to learn and use the newest software used by business and other colleges.

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 Program Planning** as appropriate. Address trends in the SLO assessment results and student usage and data noted in Section 2.

[Note: Specific plans to be implemented in the *next year* should be entered in Section 4C.]

The Business Computer Learning Center plans to continue to provide quality student tutorial-type services unique to the needs of each student, including summer students and online students.

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.

Faculty and staff attending professional organization meetings and conferences are effective professional enrichment activities but faculty

and staff keeping apprised of upcoming changes in business technology software and conducting self-study practices to learn the new technology ahead of introducing it to students is probably more effective in improving student learning and success.

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.

Continue faculty and staff collaboration in the Learning Centers monthly committee meetings.

3. To guide the **Institutional Planning Budget Committee (IPBC)** in long-range planning, identify any major changes in resource needs anticipated during the next three years. Examples: faculty retirements, equipment obsolescence, space allocation.

Equipment and Technology

Chairs: The 97 chairs at the computer stations in the Center are all over 10 years old and no longer adjust well enough to be remotely ergonomic for the computer user in class or in open lab. They should be replaced as soon as possible.

Computers: The 97 PC computers should already be on the ITS list of scheduled replacements in the next 3 years.

Instructional Materials

Classified Staff

Student Assistant

Facilities

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. (Plans may extend beyond a single year.)

Plan 1: For Fall 2014 upgrade Business Learning Center computers to Microsoft Office 2013 **Supports Priority 1: Student Success, Priority 2: Academic Excellence, and Priority 3: Relevant, High-Quality Programs and Services**

Action: Install Microsoft Office 2013 on computers in the Center

Completion Date: Fall 2014

Outcome: Students will be able to learn and use the newest Microsoft Office software used at colleges and businesses

5. Resource Requests

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Darrel Dorsett	Spring 2014