*LRC Open Computer Lab*

*Program*

*Review*

*2011-12*

*Evergreen Valley College*

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***DEPARTMENT/PROGRAM NAME:*** *LRC Open Computer Lab/CII*

***LAST REVIEW:*** *None for Open Lab, New program as of summer 2008 for CII*

***CURRENT YEAR:*** *2011*

***Preparers’ Names:*** *Wendy Brashares****,*** *Frances Lau, Di Liu, Viet Dang, Sandra Wise*

***AREA DEAN:*** *Keith Aytch*

***Name of Program:***

*Learning Resources Center Open Computer Lab*

***Evergreen Valley College Mission Statement:***

*With equity, opportunity and social justice as our guiding principles, Evergreen Valley College’s mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.*

*We meet our mission through a wide spectrum of educational experiences, flexible methodologies, and support services for our students.*

***Program Mission Statement for LRC Open Computer Lab***

*To serve as a supportive environment for computer related courses featuring alternative instruction for students, faculty and staff. The Open Lab is also a flexible learning environment which provides academic support for students in computer-assisted learning.*

*Goal 1: To determine the open lab computing needs for faculty, staff and students.*

*Goal 2: To update the computer labs to meet the needs of classroom and discipline objectives.*

*Goal 3: To expand and enhance the CII curriculum by offering more delivery modalities (such as online or self-paced computer modules to a wider variety of disciplines) of current and new courses.*

***Program Description***

*The open lab ran under Business Division before fall 2007. Since fall 2007, it has been reorganized to a new division, Library and Learning Resources, becoming a centralized campus open computer lab with new Dean Keith Aytch’s leadership.*

*The open lab area serves three areas:*

1. *the LRC (Learning Resource Center) open computer lab,*
2. *CII (Computer Individualized Instruction) courses, and*
3. *computer classrooms on the 2nd floor of the Educational Technology building.*

*The open lab facilities for* ***CII classes*** *are not reviewed here since this is a Program review of the* ***Open Lab****. In 3 years the following CII courses will be reviewed:*

*CII 205 Introductory Keyboarding*

*CII 215 Introductory Word Processing*

*CII 220 Introductory Email and Internet*

*CII 225 Introductory Spreadsheet*

*CII 230 Introductory Presentation*

*CII 235 Introductory Windows*

*CII 275 Basic Computer Literacy*

*CII is a series of 0.5 unit basic computer courses taught by a full time instructor and two part time instructors. These cover a range of skills from basic computer literacy, typing, windows, word processing, internet, to spreadsheets and presentation. Any student can register for these classes (no prerequisite) and acquire basic skills for using computers for academic or general purposes.*

*Again, this is* ***not*** *a program review of CII. This is a program review of only the Open lab.*

***The LRC open computer lab (open lab)***

*Before summer 2008, students needed to register for CIS 194, which is 0.5 units, to use the open lab. Since summer 2008, while CIS classes changed to CII classes, students didn’t need to register for the 0.5 unit lab in order to use the computers. They just needed to log in/out of the open lab when using the computers. This simplified the procedure for students using the lab.*

***Location/Hours:***

*Location: LRC Open Computer Lab is located in the Library/Educational Technology Center Building on the main floor in room LE-200*

*Phone: (408) 274-7900/x6333 Front Desk*

***Summer Lab Hours***

|  |  |
| --- | --- |
| *Monday - Thursday* | *8:00 AM - 4:00 PM* |
| *Friday, Saturday, Sunday* | *Closed* |

***Fall and Spring Lab Hours***

|  |  |
| --- | --- |
| *Monday - Thursday* | *8:00 AM - 8:00 PM* |
| *Friday* | *8:00 AM - 2:00 PM* |
| *Saturday, Sunday* | *Closed* |

*There are 61 computers (including one computer reserved for DSP students), 2 scanners, and 3 network printers/copiers. Wireless access to the internet is also available in the open lab. The staff also provides directions for room and meeting locations.*

*The Learning Resource Center Open Computer Lab (referred as “open lab” below) provides services for registered EVC students to use the computers for their academic work. The open lab has the most current PC hardware and software. We have new Dell computers with Window 7 operating system and MS Office 2010, and we provide free internet access with Firewall security protection. The open lab provides a paid printing/copy system to students by charging a small fee for the printing/copy costs (15 cents per page for black and white copies and 50 cents per page for color copies).*

*Any registered EVC student can use computers in the open lab by logging in on the SARS-TRAK time keeper using their student ID number. Students can use computers for up to two hours when the lab is busy and can use them longer when no one is waiting for a computer during the non-busy hours. Students also need to follow the posted rules when using computers in the lab: Computers should be used for academic purposes only and there should be no game playing, no online chatting, no pornography viewing, etc.*

*Students can use the open lab computers to do their class assignments, research on the internet, or communicate with their instructors and classmates for their online classes using Moodle. The open lab provides the enhanced technology, equipment, and friendly environment that students need for their success on their classes and academic goals. The use of computers also helps students build their independent study skills as well as facilitating cooperation within study groups, and increasing their research ability using the internet.*

*The open lab supplements student services by providing students with internet use, such as searching and registering for classes, printing out a class schedule, buying campus parking permits online, and buying textbooks online, etc.*

*The open lab provides help for students having difficulty using the computer. The staff will help with questions about MS Word, Excel, PowerPoint, internet, online class login (using Moodle), etc. For the students who really need to build the basic computer skills, we have offered CII courses.*

***CII (Computer Individual Instruction) courses***

*The open lab area includes facilities for CII classes. These are not reviewed here since this is a program review of the Open Lab. CII courses are a series of 0.5 unit basic computer courses taught by a full time instructor and two part time instructors and aided by the tutors. These cover a range of skills from basic computer literacy, typing, windows, word processing, internet, to spreadsheets and presentation. Any student can register for these classes (no prerequisite) to acquire the basic knowledge of using computers for academic or general purposes. These classes are:*

*CII 205 Introductory Keyboarding*

*CII 215 Introductory Word Processing*

*CII 220 Introductory Email and Internet*

*CII 225 Introductory Spreadsheet*

*CII 230 Introductory Presentation*

*CII 235 Introductory Windows*

*CII 275 Basic Computer Literacy*

*Before summer 2008, these classes were taught as CIS 94 (for PC) and CIS 394 (for Mac). CIS 94 included all Word, internet, spreadsheet, presentation, Windows, and basic computer literacy for PC as individual modules; CIS 394 included the same modules for Mac. Students earned 0.5 unit for each module and up to 3 units for each class. Since summer 2008, the classes were revised and approved by the state, changing from two CIS classes to individual CII classes for each module as listed above. The business department no longer taught CIS courses so the CIS course designation disappeared. Each topic was given a separate course number under CII. This made it easier to see which topics the student had mastered.*

*CII classes are self-paced, individually instructed, and monitored by the instructors. Students follow the step-by-step instructions in their textbooks to practice the skills they need to master in and out of class time, and have all their questions answered by the instructors as well as the tutors. CII classes have proved to be broadly welcomed by student populations including continuing education students, ESL students, senior students, DSP students, community members, etc. The open lab provides limited copies of CII text books for students to borrow and use in the lab. This helps ease some hardship for the students with financial difficulty purchasing their textbooks.*

***Computer classrooms***

*The open lab area also includes four computer classrooms for use by instructors to allow their classes to do online research, show videos, conduct online tests, and do orientations for online classes, etc. The computer classrooms all have state-of-the-art high-tech equipment. There are a total of 146 computers in four classrooms and one or two projectors in each room with DVD and VCR players. The computer classrooms are scheduled by a staff member in the lab one semester in advance. The instructors can send their requests for the dates and times they need to use the computer classroom, and the staff member will make the schedule based on all the requests collected. The instructors can get assistance from the staff in the lab when they have questions and problems using the equipment.*

***List of Staff and Titles***

|  |  |  |
| --- | --- | --- |
| *Instructor* | *Job Title* | *Courses Instructed* |
| *Wendy Brashares* | *FT. Instructor* | *Computer Individualized Instruction (CII) courses, Supervised Tutoring* |
| *Viet Dang* | *PT. Instructor* | *Computer Individualized Instruction (CII) courses, Supervised Tutoring* |
| *Frances Lau* | *FT Instructional Support Coordinator* |  |
| *Di Liu* | *FT Instructional Support Assistant, Lab Lead* |  |
| *Sandra Wise* | *PT. Instructor* | *Computer Individualized Instruction (CII) courses, Supervised Tutoring* |
| *Harry Lichtbach* | *PT. Instructor* | *PT load in Computer Individualized Instruction. (Currently retired)* |

**Evergreen Valley College’s Commitments to Action (CTAs)**

**Student Centered:**

* + Access
  + Curriculum and Programs
  + Services

**Community Engagement:**

* + Increase Visibility
  + Develop Strategic Partnerships
  + Building Campus Community

**Organizational Transformation:**

* + Student Access: Completion of Educational Goals
  + Employee Development
  + Transparent Infrastructure

**LRC Open Lab Commitments to Action (CTAs)**

1. Student Centered
2. Improve Access

* Increase course offerings
* Offer basic computer skills to open lab students
* Provide free basic computer workshops to open lab students
* Work directly with open lab students getting campus information
* Increase CII enrollment

1. Curriculum & Program Development

* Support student learning by increasing educational opportunities and classes
* Introduce Computer Individualized Instruction CII Courses (offered previously as Computer Information System CIS 94 & CIS 394 courses)

1. Services

* Implement computer workshops for open lab students
* Provide tutors to assist students in the classroom and open lab
* Provide open lab printing, copying, and scanning services

1. Community Engagement
2. Increase Visibility

* Create department website for open lab and CII Basic Computer courses that is easily visible to students

1. Develop Strategic Partnerships

* Create more activities, workshops and events
* Attract the community members to take the basic computer skill classes (CII courses)

1. Building Campus Community

* Bring the college open lab to the community

1. Organizational Transformation
2. Student Access: Completion of Educational Goals

* Decrease achievement gaps in pre-collegiate basic skills by helping students complete the basic computer skill classes (CII courses)

1. Employee Development

* Provide facilities for faculty to create online classes and workshops

1. Transparent Infrastructure

* Faculty work closely with counseling department by helping students acquire learning skills

**LRC Open Computer Lab Funding Sources:**

The Learning Resource Center Open Computer Lab/CII department is supported by two main sources in the college general fund (fund 10). Allocations are:

1. **Hourly Instructional Tutors Account**. This has remained the same since year 2005 ($11,330.00 per year) in the current college’s budget. This funding is used to pay current student tutors helping in the CII classroom and the large (61 student workstation) open access computer lab.
2. **Supplies Account.** The current year 2012 funding is “$ 0”. This is a reduction from 2006 ($3,733.00). This reduction is due to incremental budget cuts. (In 2009 our budget was $1,700.00.) The major purposes of this budget are for open lab front desk, office supplies, all office supplies for employees, classroom and CII student’s lab materials, CII software programs, desktop computers and printers on the counter. These are dedicated to run the operational functioning of the department. This funding is insufficient to cover the basic needs of the program.

***External Contributing Factors  
These are national, state, and local conditions that influence and/or impact the program. An external contributing factor refers to conditions outside the college that have an impact on the program's ability to deliver services effectively (ex. labor market, new federal regulations, recent immigrant groups).***

*There are many factors that influence our program since we serve such a diverse student population. The most noticeable factor is the increased number of students who are interested in using the open lab and taking CII courses. This may be a result of the depressed employment market and the decreased availability of funding for the special program students. In the past when the employment market worsens, the unemployed use this period to come back to school and improve their skills. This is especially true in the computer field. Not all students can afford their own computers to do school work, so they use our computers in the open lab.*

*The recent increase in student fees and decrease in student financial resources has created a challenge for many students who want to use our learning resources. The harsh economy makes both getting employment and paying for education-associated expenses very difficult.*

*Fewer students are able to get assistance from financial aid. Also, students on scholarships and loans usually have a required level of units each semester. Our courses have been used to help them reach the required unit levels of 6 or 12 units.*

*There are fewer jobs available for students, so at times like this, we have many students who are coming back to school after years of working in careers. We have seen an increase in adult students who are retraining to qualify for employment.*

*Also, public libraries have had to decrease their hours so we are serving the community by providing computer access and assistance to those who cannot access the library during their hours. Some students enroll in classes just to gain access to our library and computer resources. Any registered EVC student may use our open lab facilities whenever we are open.*

***External On-Campus Factors***

***These are the influencing factors outside of the program, but on campus that impact the program (ex. new campus leadership, fee decreasing, and student demographics).***

*We at EVC have recently had many administrative changes. We are to be commended for continuing to provide quality education and service to the community with diminishing funding and a static administrative structure.*

*Funding has not been reliable. It takes optimism and skill to prepare students for their futures when the present on campus is tenuous at best. Our dean is the “dean of everything”, and is doing his best, but we are fortunate that the staff is experienced, and can function without much direction.*

***Internal Factors***

***These are the internal program changes or circumstances that have affected the program (ex. lost employee, budget, technology, funding, facilities, class scheduling).***

*These internal factors are often felt most intensely by the staff.*

*Although we teach System 7, none of the staff have system 7 on our computers. The computers in the labs have System 7, but as an instructor, I have to prepare for lectures in the student lab since the computer in my office only has the XP operating system. (I am teaching the new features of System 7 and the students are working on computers in the classroom and lab with system 7.)*

*The position of a fulltime evening lab assistant was eliminated. This person helped students and provided some consistency between the day and night programs. Another responsibility of this person was to visit classes and inform students of the availability of our services. The cut of this position has been followed by a subsequent drop in evening student attendance.*

*CII classes have been cut due to budget woes. PowerPoint and database classes are no longer offered.*

*We have grown increasingly conscious of turning off classroom projectors due to the cost of bulbs. This is good for the environment and our budget.*

*We definitely need a budget for computer supplies. Currently we need mouse pads on most student stations. The current ones are frayed and make mouse moves difficult.*

*An ancillary benefit of this budget crunch is that the employees have banded together to help each other through this crisis. It is very unnerving to not know if your job will be eliminated. Coworker and dean support have helped us tolerate this and continue to serve the students.*

***Student Learning Outcomes:***

*Program and Service Student Learning Outcome (SLO)*

*Program/Service: Open Computer Lab Year: 2010*

*Prepared by: Wendy Brashares, Harry Lichtbach, Viet Dang, Sandra Wise, Frances Lau, Di Liu*

1. ***What is the purpose of the program/service?***

*Provide an open environment for EVC students to work on computers, and use computers for other EVC classes.*

1. ***Identify 3-5 activities that deliver the purpose of the program/service***
2. *Complete and print class and homework assignments using Microsoft office tools such as MS Word, PowerPoint, Excel, etc.*
3. *Use computer aided tools for improving basic math skills.*
4. *Collaborate with instructors and classmates through online proprietary virtual learning environments such as Moodle, Blackboard, WebCT, and yahoo groups.*
5. *Use the internet to research classroom projects.*
6. *Communicate with instructors and classmates through email.*
7. ***What are the objectives of the program/service?***

*To be able to: Increase independence in learning that is self-paced and self-directed;*

*become active in the learning process through collaboration and discussion.*

***Identify 3-5 activities that deliver the objectives of the program/service***

*1.) Provide free workshops on computer related topics, such as typing, windows, word processing, internet, email and my web.*

*2.) Teach students computer skills by showing them step by step when required.*

*3.) Provide free workshops on computer related topics to help students master the basic computer skills needed for successfully completing their class assignments.*

*4.* ***What are the SLOs for your program/service?***

*What would you want students to be able to do after participating in your program or receiving your service?*

*Increase independence in learning that is self-paced and self-directed.*

*Become active in the learning process through collaboration and discussion.*

*Complete and print class and homework assignments using Microsoft office tools such as MS Word, PowerPoint, Excel, etc.*

*Use computer aided tools for improving basic math skills.*

*Collaborate with instructors and classmates through online proprietary virtual learning environments such as Moodle, Blackboard, WebCT, and yahoo groups.*

*Use the internet to research classroom projects.*

*Communicate with instructors and classmates through email.*

***5. How do you know your SLOs are met?***

*What assessment tools are used to evaluate them? (i.e. focus group, pre and post surveys, # of applications filed on time, etc.)*

*By student login/logout numbers in SARS-TRAK system and the feedback from instructors, we have seen that the number of computers needed by students is often beyond the capacity of the lab.*

*In CII, the instructor evaluates students’ projects to see if they are successfully completed. If all are completed, the student receives credit.*

***6. Planning Agenda: based on the results of your assessment of SLO, identify 2-3 areas that***

***you plan to improve for the following year.***

*1.) Some equipment in the lab needs to be replaced due to the years in service.*

*2.) Expand number of available workstations.*

*3.) Be open to new topics that need to be addressed by classes or workshops.*

*Identify 2-3 activities that will ensure improvements.*

*1.) Campus wide advertising about the services we provide.*

*2.) Ensure that our dean represents us adequately for equipment and course needs at budget and*

*administrative meetings.*

***Student Questionnaire***

*EVC Learning Resources Center Open Computer Lab*

*Spring 2011*

*Directions: For each item identified below, circle the number to the right that best fits your judgment of the EVC LRC Open Computer Lab. This is an anonymous survey meant to help students who use the Lab in the following semesters. You do* ***not*** *need to write your name on this.*

***Scale***

*Please answer the following questions honestly: 1-Strongly Agree*

*2-Agree*

*3-Disagree*

*4-Strongly Disagree*

1. *Are the open lab’s Hours convenient for you? 1 2 3 4*
2. *Did the Open lab help improve your computer skills? 1 2 3 4*
3. *Were lab assistants or tutors patient with you? 1 2 3 4*
4. *Was the Computer Lab front desk staff helpful in answering any questions 1 2 3 4*

*you had regarding the open lab services?*

1. *Did the printing facilities meet your needs as a student? 1 2 3 4*
2. *Did the Open Lab help make a difference in your academic performance 1 2 3 4*

*(e.g. your grade)?*

1. *Would you recommend the Open Computer Lab to your peers? 1 2 3 4*

***Tell us what you think …***

*What are your primary reasons for coming to the open lab?*

*What did you find most helpful about the Open Lab?*

*What would you change about the Open Lab, if anything?*

*Additional Comments:*

**

***Available Data and Establishment Baseline***

*Although there has been a decrease in the enrollment of the college, this is not the case for the Open Computer Lab and its classes. The Open Lab attendance has continued to increase from Fall 2009 to Fall 2011.*

***LRC Open Computer Lab/LE200 Students Reports from SARS-TRAK***

***Fall 2009 – Fall 2011***

|  |  |
| --- | --- |
|  | *Total Students* |
| *Fall 2009* | *2677* |
| *Spring 2010* | *2776* |
| *Summer 2010* | *897* |
| *Fall 2010* | *3247* |
| *Spring 2011* | *3251* |
| *Summer 2011* | *895* |
| *Fall 2011* | *3646* |

***Computer Classrooms***

We did an instructor survey in spring 2012 to ask what the instructors thought about the computer classrooms. Eleven (11) instructors conducted the survey. Here is the survey and the result.

**Survey for LRC Computer Classrooms**

Spring 2012

**5 Strongly agree 4 Agree 3 No opinion 2 Disagree 1 Strongly disagree**

Please circle:

1. Do computer classrooms meet your needs

for computers and AV equipment? 5 4 3 2 1

1. Are your computer classroom schedule

requests met? 5 4 3 2 1

1. Are you satisfied with the schedule request

procedure and scheduling services? 5 4 3 2 1

1. Are you satisfied with the support and services

provided regarding to the technology and

equipment in the computer classrooms? 5 4 3 2 1

What did you find most helpful about the computer classrooms, scheduling, and support?

What do you want to change about the computer classroom’s technology and equipment, scheduling, and support?

Additional comments:

**Computer Classrooms Survey Results**

Eleven (11) instructors conducted the survey. The result is as follow.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | No opinion | Disagree | Strongly Disagree |
| Do computer classrooms meet your needs  for computers and AV equipment? | 8 | 3 | 0 | 0 | 0 |
| Are your computer classroom schedule  requests met? | 10 | 1 | 0 | 0 | 0 |
| Are you satisfied with the schedule request procedure and scheduling services? | 10 | 0 | 0 | 1 | 0 |
| Are you satisfied with the support and services provided regarding to the technology and equipment in the computer classrooms? | 10 | 1 | 0 | 0 | 0 |
|  | | | | | |
| What did you find most helpful about the computer classrooms, scheduling, and support? | * Support/scheduling person is great * The process is easy – very organized * Staff so helpful * Always help with equipment/computer problem solving * Long range performance is all areas   Beyond reproach   * Everything is organized. Love it! * Including iTunes was very useful * Better setup than most | | | | |
|  |  | | | | |
| What do you want to change about the computer classroom’s technology and equipment, scheduling, and support? | * More availability (more computer rooms) * All equipment in working order * Replace broken computers * Later hours for evening classes * Wi-Fi * Can’t use projector and whiteboard at the same time. (The whiteboard is behind the projector screen.) * Scheduling online, easy to see availability (Actually the schedule is already posted in the Outlook public folder) | | | | |
|  |  | | | | |
| Additional comments: | * Keep up the great work * Staff always helpful | | | | |

***Computer Individual Instruction Program - CII***

*CII provides a self-paced, individualized study program for students with limited levels of computer experience. CII prepares students so they have the computer skills that are required to work on class assignments.*

***CII Statistics, Fall 2008 – Fall 2011***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | *Fall 08* | | *Spring 09* | | *Fall 09* | | *Fall 10* | | *Spring 11* | | *Fall 11* | |
|  |  | *#* | *%* | *#* | *%* | *#* | *%* | *#* | *%* | *#* | *%* | *#* | *%* | |
| *Seat Count* |  | *602* |  | *305* |  | *289* |  | *207* |  | *164* |  | *250* |  | |
| *Head Count* |  | *265* |  | *168* |  | *203* |  | *143* |  | *130* |  | *184* |  | |
| *Gender* |  |  |  |  |  |  |  |  |  |  |  |  |  | |
|  | *Female* | *186* | *70%* | *116* | *69%* | *135* | *67%* | *92* | *64%* | *87* | *67%* | *122* | *66%* | |
|  | *Male* | *79* | *30%* | *52* | *31%* | *68* | *33%* | *51* | *36%* | *43* | *33%* | *62* | *34%* | |
|  | *Unreported* | *0* | *0%* | *0* | *0%* | *0* | *0%* | *0* | *0%* | *0* | *0%* | *0* | *0%* | |
| *Enrollment Status* |  |  |  |  |  |  |  |  |  |  |  |  |  | |
|  | *Day* | *136* | *51%* | *60* | *36%* | *65* | *32%* | *59* | *41%* | *66* | *51%* | *84* | *46%* | |
|  | *Day & Eve.* | *129* | *49%* | *103* | *61%* | *110* | *54%* | *71* | *50%* | *64* | *49%* | *82* | *45%* | |
|  | *Evening* | *0* | *0%* | *5* | *3%* | *28* | *14%* | *13* | *9%* | *0* | *0%* | *18* | *10%* | |
|  | *Full-Time* | *92* | *35%* | *44* | *26%* | *50* | *25%* | *53* | *37%* | *41* | *32%* | *70* | *38%* | |
|  | *Part-Time* | *173* | *65%* | *124* | *74%* | *153* | *75%* | *90* | *63%* | *89* | *68%* | *114* | *62%* | |
| *Age* |  |  |  |  |  |  |  |  |  |  |  |  |  | |
|  | *<18* | *5* | *2%* | *1* | *1%* | *1* | *0%* | *3* | *2%* | *1* | *2%* | *0* | *0%* | |
|  | *18-22* | *73* | *28%* | *27* | *16%* | *51* | *25%* | *35* | *24%* | *21* | *16%* | *34* | *18%* | |
|  | *23-29* | *46* | *17%* | *26* | *16%* | *32* | *15%* | *13* | *9%* | *23* | *18%* | *25* | *14%* | |
|  | *30-39* | *43* | *16%* | *29* | *17%* | *39* | *19%* | *24* | *17%* | *23* | *18%* | *33* | *18%* | |
|  | *40-49* | *42* | *16%* | *38* | *23%* | *38* | *19%* | *27* | *19%* | *21* | *16%* | *33* | *18%* | |
|  | *50>* | *56* | *21%* | *47* | *28%* | *42* | *21%* | *41* | *29%* | *41* | *32%* | *59* | *32%* | |
| *Ethnicity* |  |  |  |  |  |  |  |  |  |  |  |  |  | |
|  | *African American* | *59* | *10%* | *29* | *10%* | *13* | *4%* | *10* | *5%* | *6* | *4%* |  |  | |
|  | *Asian (All other)* | *87* | *14%* | *55* | *18%* | *19* | *7%* | *25* | *12%* | *18* | *11%* |  |  | |
|  | *Asian/Cambodian* | *6* | *1%* | *6* | *2%* | *6* | *2%* | *2* | *1%* | *1* | *1%* |  |  | |
|  | *Asian/Chinese* | *4* | *1%* | *1* | *0%* | *5* | *2%* | *1* | *0%* | *2* | *1%* |  |  | |
|  | *Asian/Indian* | *6* | *1%* | *3* | *1%* | *5* | *2%* | *8* | *4%* | *5* | *3%* |  |  | |
|  | *Asian/Vietnamese* | *174* | *29%* | *73* | *24%* | *97* | *34%* | *65* | *31%* | *63* | *38%* |  |  | |
|  | *Filipino* | *27* | *4%* | *5* | *2%* | *1* | *0%* | *8* | *4%* | *3* | *2%* |  |  | |
|  | *Latina/o* | *170* | *28%* | *80* | *26%* | *98* | *34%* | *47* | *23%* | *34* | *21%* |  |  | |
|  | *Native American* | *3* | *0%* |  |  | *1* | *0%* | *8* | *4%* | *1* | *1%* |  |  | |
|  | *Pacific Islander* | *18* | *3%* | *6* | *2%* |  |  | *2* | *1%* | *1* | *1%* |  |  | |
|  | *White* | *26* | *4%* | *14* | *5%* | *4* | *1%* | *8* | *4%* | *7* | *4%* |  |  | |
|  | *Other/Unknown* | *22* | *4%* | *33* | *11%* | *40* | *14%* | *23* | *11%* | *23* | *14%* |  |  | |

*It appears that our courses appeal especially to the Vietnamese and (as shown in the chart below) older students.  Our courses were created to serve the underserved nontraditional students, and these numbers show that we are accomplishing this.  We try to allow flexibility for language challenges and different rates of learning.*

*We also realize the importance of word of mouth.  If we have satisfied students, they will take more courses, and bring their friends and families.  When they complete our courses we send them away with a piece of paper that recommends which course they should enroll in for the following semester.  Often students return with spouses or parents to enroll.*

***Program Strengths***

***a)*** *The open lab*

*The student survey we conducted shows that students are very satisfied with the equipment, services, and convenience the open lab has provided, especially with the long open hours and the help from the staff.*

*The open lab provides a very valuable tool and enhanced high-tech environment with the most current technology for student success in their school work. The lab has Windows and MS Office upgraded every a few years, and has fast and reliable internet access with the proper level of security. This equipment provides students who have no personal computer access a chance to have free computers to use to finish their assignments, do research, and conduct their online tests, etc. We want to aid them so they can complete their classes and achieve their academic goals.*

*The open lab supplements student services by providing students with internet use, and it adds great convenience to students’ campus life by allowing them to search the web and register for classes, print out class schedules, handouts, and assignments, buy campus parking permits online, and buy text books online.*

*The lab hours are very convenient for students. Students can access the computer at any time between 8 am and 8 pm Monday through Thursday and between 8 am and 2 pm on Friday. They can do their homework between classes and effectively use their intermittent intervals of time.*

*The knowledgeable lab staff members provide basic computer help to students using the lab software such as MS Word, Excel, PowerPoint, internet, Moodle, etc. If the students need to learn more computer skills, we also offer the CII classes.*

*Our program provides class instruction to students that are computer challenged, those wanting or needing more education in learning the computer and software.*

*The log in/out process is quick and easy. Students just need to input their student ID number into SARS-TRAK time keeper. This has helped reduce the long waiting line for log in/out during the busy hours.*

***Summary***

The LRC Open Lab now is serving more than 3,500 students per semester. Open Lab provides internet access and the Microsoft Office 2010 software program which support academic courses. Approximately 300 students visit the open lab every day - (29,510 hours per semester). Student hours logged in the LRC Open Computer Lab SARS-TRAK system have increased considerably in the last three years, from 21,683.64 hours in fall 2009 to 29,518.22 hours during fall 2011.

***b)*** *CII*

*CII offers basic computer skills classes, which are very good resources for some student populations, such as continuing education students, senior students, DSP students, etc. These students can get help with the computer skills needed for the college classes or for their life, and these classes are not provided everywhere. Some community members register for and take advantage of these classes at the low community college tuition rate. This serves the community, too, as well as our students. Students often come back to take more of our classes since the experience proves to be supportive and exciting rather than overwhelming and scary.*

***c)***  *Computer classrooms*

*The instructors can get help from the lab staff about how to use the equipment in the computer classrooms, such as printing systems, projectors, video and audio, etc.*

***Program Weaknesses***

*Since the budget crisis, we don’t have enough funding to replace accessories like the old mouses, the mouse pads, and the foam-worn-out headphones, etc. We have state-of-the-art computers and the most current software, but only have the old accessories that sometimes barely work, and we have no money to replace them.*

*Also since the budget crisis, the open lab has cut the evening staff position. There are only two staff members working the whole shifts from 8 am to 8 pm, one doing opening and one doing closing. While most of students are happy with the lab hours, the lab survey revealed that some students expect the lab to be open even longer hours, like from 7:30 am to 9:00 pm.*

*Much of the staff time is spent giving change to students. Having a change machine would free up staff to take care of higher level needs.*

*It would be more expedient for staff and students if the students could “swipe” their student ID cards rather than hand enter their student ID numbers.*

*The campus uses the printing services from a contracted outside company, Ricoh. The printing system sometimes doesn’t work very well, and there are some contract issues that need to be solved.*

*During the summer break, the computer classrooms are used by some staff members for student service purposes. Since the lab staff isn’t a 12-month staff, the computer classroom users can’t find help with equipment when they need it. This lack of support sometimes causes equipment misuse with some resultant breakage.*

***Program Goals and Areas for Improvement***

***This section allows the program supervisor/director to be creative with designing program goals. However, program goals must be achievable and measurable. The goals should cause the program to stretch and grow towards achieving a goal, and should still be realistic. Discuss the areas of the program that need attention and improvement and what will assist in achieving those goals.***

*The instructors and aids in the computer lab are committed to encouraging students to enroll in computer courses and take full advantage of the computer services we have to offer, such as use of computers, printing in color and black and white and helping with the use of the software.*

*Courses have been specifically designed to support a diverse student population by addressing their distinctive needs. The curriculum is continuously updated for relevance to the changing global dynamics. We teach a beginning level of Microsoft Office applications and typing. Our grading is credit or no credit.*

***ASSESSMENT OF PROGRAM IMPROVEMENT***

*The following are goals we would like to see for improving the Open computer Lab.*

1. *Offer 1 or 2 open lab classes per semester for any student wishing to learn Microsoft Office applications 2011, or the iPad.*
2. *Increase our budget for office and computer supplies. Replace headphones in the 4 class rooms as the current ones are* ***deteriorating****.*
3. *Continue to update our computer software to represent what is in the classrooms at Evergreen College.*
4. *It is necessary that we continue to expand our classes so that we can best serve our students’ needs.*
5. *Integrate Moodle exercises with our current teaching manuals.*
6. *Provide software on our computers that is on all campus computers.*
7. *Continue to revise and update computers in the labs to meet the needs of EVC classes and the changing technology.*
8. *Bring back classes on Saturdays in the computer lab.*
9. *Support instructors by offering classes in the latest new software.*

*Our responsibility in the computer lab is to assist students on the computer with various computer programs, or with the mechanics of the computer such as printing, encoding ID cards and making change. Tutoring is often a need.*

# *Actions, Strategies and Timeline*

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*Evergreen Colleges' computer lab on the second floor contains networked personal computers, printers, scanners, and copiers that are available on a first-serve basis. The classroom labs are configured with six to eight feet wide display tables, computer screens, computer projection systems and a network personal computer on every student desk. Scheduled classes have priority in classroom labs. A classroom lab may be used as an open lab when there are no classes in progress.*

*A major problem that comes up is students need change in order to use the machine to add money to their Evergreen ID cards for printing and copying services. We have provided change for the students only as a service, but as a result it has added additional work for the staff who must stop what they are working on and ontain change for the student. Not only is this not economically feasible, but it is also a security risk because many dollars are exchanged each day and it opens the staff to the risk of being robbed. The alternative to this would be to have a Bill changer machine.*

*We currently have 61 computers in the open computer lab. We often find our lab full and could use one of the extra rooms to use for overflow.*

*As mentioned earlier, an ancillary benefit of this budget crunch is that the employees have banded together to help each other through this crisis. It is very unnerving to not know if your job will be eliminated. Coworker and dean support have helped us tolerate this and continue to serve the student.*