DEPARTMENT STAFF INPUT

An important part of the Program Review process is the consultation and input of all members of the department or service area (hereafter "program"). Please have each member of the program (full-time and part-time, as possible) sign below to acknowledge that each was consulted during the process and was afforded an opportunity to provide input.

NOTE: This signature does not indicate "approval" of any information contained inside this document. It is an indication that program stakeholders had an opportunity to provide input in the process.

Name of Staff Member	Signature

I.   **ABSTRACT (Executive Summary)**
The Advanced Technology Center (ATC) serves as a hub of computer-related student activities and houses a large number of student support services, including the Math Lab, Writing Center, Basic Skills Lab, Digital Arts Lab, Allied Health Lab, ESL Lab, Teaching Learning Center and Tutoring Center as well as an Orientation/Guidance Classroom, and a Help Desk. This report focuses on the services provided in the ATC Mall by Instructional Assistants, student tutors, and Federal Work Study students.

Summary of Strengths and Supporting Evidence
Mini One-Stop: Instructional Assistants and ATC Tutors assist students with a range of services including individual and small group tutoring, assistance with computer software and responses to financial aid and admissions questions. The creation of a "mini one-stop" student help center has met a significant student need.

IT / MIS Support: The installation of new tracking software has improved the efficiency of ATC operations. IT staff have been instrumental as we re-imaged the ATC Mall to improve accessibility and security.

Summary of Improvements Needed and Supporting Evidence
Pay-to-Print: ATC staff notes a tremendous amount of paper waste generated from computer printouts that are not retrieved or academically related. The District absorbs the full cost of paper, toner and servicing for heavily used printing machines. In line with the district's goals of both offering students affordable educational options and striving to be environmentally friendly, a Pay-to-Print option would allow students a base number of free copies each semester while reducing costs associated with supplies and maintenance.

Hours of Use: Tracking software suggests that student use of the ATC is heaviest in the spring and fall semester, with a decrease during the winter and summer. The district may consider modifying hours to support with the greatest student need.

Mini "One Stop": With VVC enrollments projected to increase through 2013, the role of the ATC in assisting students with entrance to the college will continue to grow until the creation of an official "one-stop" is completed. The district may consider cross-training Instructional Assistants in computer applications that relate to Admissions and Records/Financial Aid functions or redeploy Financial Aid / Admissions and Records staff to the ATC in order to meet student needs in the building.

Creation of an Assessment Center: Instructional Assistants, Community Education personnel and local businesses report a growing need for assessment services. The

District may consider the creation of an Assessment Center that would provide a valuable student service while also serving as a source of revenue.

II.   ORGANIZATIONAL STRUCTURE

The Advanced Technology Center is comprised of A.) individual labs/centers housed in the building, and B.) Mall Support Staff including student tutors, Federal Work Study students, and Instructional Assistants assigned to the main Mall and those assigned to assist faculty in the labs housed in the ATC.

A. Labs / Centers located in the ATC with the Instructional Assistant assigned and reporting Dean:

    Math Lab – Sri Ananda / Paul Williams

    Writing Center – Diana Sisk / Paul Williams

    Basic Skills – Cathy Rodriguez / Paul Williams

    Teaching Learning Center – Michele Laveaux / Paul Williams

    BET – Mike Kwan / Paul Williams

    ESL – Xochitl Morales / Paul Williams

    Allied Health – Diana Sisk, Carole Ford / Patricia Luther

    o ATC Mall

        ▪ Sri Ananda   (Mon: 12:30 pm – 10:00 pm / T-F: 12:30 pm – 9:00 pm)

                                   (Math Lab (Room 155) M-F 1:30 – 5:15 pm)

        ▪ Xochitl Morales   (M-F: 7:30 am – 4:00 pm)

        ▪ Terrie Armstrong   (M-F: 9:00 am – 5:30 pm)

        ▪ Ann Hoppes   (M-Th: 9:00 am – 2:00 pm)

        ▪ Ray Navarro   (T-F: 1:30 pm - 10:00 pm / Sat. 8:30 am – 5:00 pm)

III. KEY MEASUREMENTS OF QUALITY

Meeting Demand/Maintaining Relevance

- *Relevant to campus needs*

How does this program ensure that its core competencies (services and functions provided) are relevant to campus needs?

According to tracking software, the ATC Mall last year provided computer access to 17,747 students and recorded 92,419 student lab hours. Broken down by semester, student use was as follows:

Spring 2009:	8,996 unduplicated visitors;	64,734 visits;	36,039 hours
Summer 2009:	2,977 unduplicated visitors;		9,417 hours
Fall 2009:	5,406 unduplicated visitors;	77,762 visits;	45,416 hours
Winter 2010:	368 unduplicated visitors;		1,547 hours

The services of a staff of Instructional Assistants and a team of ATC Tutors/Federal Work study students have created a "mini one-stop" in the ATC Mall that continues to meet a significant student need. Most student questions in the ATC Mall involve how to navigate word processing software, how to access online classes, and how to apply to the college, register for classes and apply for financial aid. Thousands of students have been referred to the ATC this year for matriculation services.

Instructional Assistants monitor the proper use of the labs and help students both in the labs and in the Mall with questions related to subject matter, software programs and equipment operation.

Additionally, students hired and trained as tutors and federal work study assistants served thousands of students. Tutors provide individual and small group tutoring largely in math and assist with computer software and matriculation in additional to answering questions about college applications, course registration, course management/authorization codes, and financial aid applications.

VVC enrollments are projected to increase through 2013 (VVC Presentation to Rating Agencies). The demand for student support and matriculation services within the ATC is expected to continue to remain high.

- *Relevant to established college priorities*

How does this program ensure that its core competencies (services and functions provided) are relevant to established college priorities pursuant to <u>Administrative Procedure 1202</u> (Implementing Institutional Effectiveness)?

The services offered in both ATC Labs and the Mall are consistent with the mission, vision, values and goals of the Victor Valley Community College District. The support and matriculation services provided throughout the building assist students in the threefold mission of the District: the attainment of basic skills, the development of marketable skills and the ability to transfer to a four year college. ATC services provide an excellent model of "an agile learning organization consistent with the needs of students and the communities that the college serves."

With an increased reliance on technology for both matriculation services and on-line courses, access to a computer becomes essential. While many students have access to personal computers, a large number continue to rely on the District for this access. The ATC Mall and associated labs and centers provide both access and support that begins when a student applies to the college and supports them throughout their academic and/or vocational program.

<u>**Effective Process Management**</u>

- *Formal Documentation*

Which of this program's main business processes and work systems are formally documented (*e.g.*, administrative procedures, written guidelines, process maps, operations manuals, *etc.*)?

This report will focus on the primary services provided in the ATC Mall: student computer assistance and tutoring.

<u>Student Computer Assistance</u>

Students receive assistance with computer software applications and other related processes from the Instructional Assistants and ATC tutors. The job description for the Instructional Assistants (IAs) formally documents their basic functions. Periodic meetings and frequent one-on-one interactions operationalize these functions. The job description for tutors is included with the Student Personnel Action Form. Upon hire, each tutor receives an orientation that includes written guidelines, expectations and procedures.

Tutoring

The selection and hiring process for tutors is formally documented through Human Resources and articulated, in part, through the Student Personnel Action Form. During their orientation, tutors receive additional written guidelines that outline expectations and procedures.

- *Evaluation and Improvement*

How are the main business processes and work systems evaluated and improved on a regular basis?

Business processes and work systems are evaluated and improved through periodic meetings and frequent one-on-one interaction with both IAs and tutors. Tutors receive an orientation upon hire and then reviews at least once each semester. During these interactions and reviews, suggestions are made, discussed and implemented. During this past year, discussions yielded positive improvements to business processes and work systems including:

- The reorganization of Instructional Assistants' hours and work locations to enhance service to students.
- The creation of a Tutor Area for individual / small group tutoring;
- The creation of a dedicated room for the Math Lab;
- The installation of more stable tracking software (kudos to MIS!);
- The creation and approval of an Internet Access / Academic Use procedure statement;
- In support of ASB goals, the creation of signage to better identify ATC services;
- The hiring of three federal work study students to better meet student needs;
- The creation of a dedicated area for student registration and financial aid.
- The movement of Office Suite 2007 to the West Mall in close proximity to IAs who are best able to support this software.
- The alignment of non-credit ACOM tracking in the Mall and tutoring programs to comply with the new rules regarding apportionment.

- *Communication with Stakeholders*

How do you officially communicate results of such evaluations and improvements plans to relevant stakeholders across campus?

The students are our primary stakeholders. Evaluations and improvements are made in response to student feedback or observed challenges that impede student learning. The Instructional Assistants and tutors are instrumental in opening the door for an exchange of new ideas to meet the diverse needs of students within the ATC.

Improvements that flow from this input are communicated through appropriate channels. For example, Steve Toner and Dean Lori Kildal have been instrumental in relaying the information regarding a dedicated Math Lab to their students.

The Offices of Admissions & Records, Financial Aid, ASB and Dean Paul Williams have been instrumental in alerting students to the locations where students can access computers and receive support for application, registration and financial aid.

The Coordinators and Instructional Assistants in the various labs have been instrumental in communicating unique needs and collegially brainstorming effective solutions.

Use of Available Resources

Pay-to-Print: The ATC computer mall provides students with a work area to access the Web, learn basic computer programs, process documents, and print their work. There is no separate ATC budget for supplies and materials, operating expenses and services, or capital outlay; however, a portion of the general fund is used to pay for printing equipment. ATC staff has noted a tremendous amount of paper waste generated from computer printouts that are duplicated or not retrieved. The District absorbs the full cost of paper, toner and servicing for heavily used printing machines.

Recommendation: In line with the district's goals of both offering students affordable educational options and striving to be environmentally friendly, a Pay-to-Print option would allow students a base number of free copies each semester while reducing costs associated with supplies and maintenance.

For human resources/staffing changes

The ATC is currently open approximately 80 hours per week. Currently, 4.5 Instructional Assistants provide coverage and service to an average of more than 7,000 students per semester. This service is supported by Tutors who provide direct assistance in the Mall as well as one-on-one and small group tutoring. While efficient, several recommendations relating to staffing assignments can support both efficiency and effectiveness.

Hours of Use: According to tracking data, students mainly utilize the ATC Mall Monday through Thursday. Data indicates that the Mall is busiest between 9:30 a.m. and 3:00 p.m. The building houses classes and labs on Saturdays. Moreover, tracking software suggests that student use of the ATC is heaviest in the Spring and Fall semester, with a significant drop during the winter and summer.
Recommendation: The district may consider modifying hours to mirror the times of greatest student need.

Mini "One-Stop": With VVC enrollments projected to increase through 2013, the role of the ATC in assisting students with entrance to the college will mirror that growth until the creation of a new "one stop." The job description for Instructional Assistants states that they will "assist in monitoring the proper use of the lab and associated equipment and software; respond to questions and equipment and software; respond to questions and assist students as needed with subject matter, software programs and equipment operation." Currently, Instructional Assistants monitor the proper use of the labs and help students both in the labs and in the Mall with questions related to subject matter, equipment operation, and software programs excluding Financial Aid and Admissions software.

Recommendation: The district may consider cross-training Instructional Assistants in computer applications that relate to Admissions and Records/Financial Aid functions in order to better meet student needs in the building. The district may also consider allocating additional Instructional Assistants to the ATC to accommodate the large number of students served in the building or re-positioning other members of the community to the ATC.

"Greeters": Instructional Assistants offer students professional skill and a knowledge of the campus and its programs that makes them a valuable resource to students. The expertise of the Instructional Assistants is best utilized in assisting students on the floor with computer-related, software-related, and subject matter questions as well as managing the environment on the Mall floor.

Recommendation: To assist Instructional Assistants in their professional roles, federal work study students can relieve them of basic "greeting" duties by answering basic questions regarding room locations and services offered in the Mall. This service would free IA time to more directly use their expertise to assist students.

Program Impact/Productivity:

Evidence of the efficiency (*i.e.*, responsible allocation and use of resources) and effectiveness (*i.e.*, impact on intended program outcomes or industry standards as supported by evidence) of key services and activities. Include contribution to college priorities.

Creation of an Assessment Center: Instructional Assistants and Community Education personnel report a growing need for assessment services that include proctored testing for online classes, proctored make-up tests for ground courses, typing tests (currently administered in the BET lab), and food handler tests. Local businesses also have expressed a need for an assessment center that would accommodate their periodic need to test applicants. In addition to being a valuable student service, an Assessment Center would also serve as a source of revenue for the District.

Recommendation: The District may consider identifying a room within the ATC to be used as an Assessment Center and assigning Instructional Assistants to proctor assessments. Proceeds from an Assessment Center should cover the cost of the proctor and produce additional income to the District in exchange for meeting a growing need and providing a community service.

PART IV: DEFINITION AND ANALYSIS OF SERVICE LEVEL OUTCOMES (SLOs)

ATC SLO 1: Organizational Excellence

Understanding Program/ Unit Services
Student service, retention and success require computer access and technical support from application through graduation. The ATC was designed to be a hub of computer-related activity for students and to provide students access to computers in order to process documents, access the Web, learn basic computer programs as well as receive individual and group assistance. The ATC Mall support staff, including Instructional Assistants and tutors, provides ready answers to student questions and support student access to technology.

Measurement of Outcomes
During this academic year, thousands of students have been supported through the use of a dedicated computer center and through the assistance of Instructional Assistants, tutors and federal work study students. The goal of the ATC Mall staff is to continue and expand this support and student service. Student tutoring hours now qualify for apportionment. Students will record their positive attendance through both sign-in cards and computer log-in. Contact hours will continue to be monitored and service adjustments made as necessary.

ATC Mall SLO 2: Institutional Commitment

Understanding Program/ Unit Services
Victor Valley College and ATC Instructional Assistants, tutors and federal work study students are committed to student retention and success by providing students with access to technology and technical support. ATC staff provide technical assistance to students who are working on course papers, conducting academic research or completing on-line classes for either credit or community education. ATC members also support students as they apply for admission, register for classes and apply for financial aid. Math success is a prerequisite of retention and is now the focus of our tutoring efforts.

Measurement of Outcomes
A dedicated student service center in the ATC Mall has and will continue to provide technology access to students who do not have computers and wish to complete on-line classes for credit or community education. Computers also provide students with technology access in order to complete job searches, college applications, class registration and/or federal financial aid forms. ATC staff will continue to monitor student utilization of a newly launched math lab. Articulation with the Math

Department will continue as we continue to assess how best to support student learning.

ATC Mall SLO 3: Economic and Community Development

Understanding Program/ Unit Services
ATC tutors, federal work study students and staff are committed to provide computer access and support to students who wish to register for classes, community members who wish to complete job applications and students completing on-line courses. These efforts are consistent with the tri-fold mission of assisting students in basic skills, job training and transfer opportunities. Tutors and staff members also assist students with writing and math skills from basic level through transfer courses. Tutors and staff also assist WIB applicants with the completion of their loan applications.

Measurement of Outcomes
Each semester ATC staff, tutors and federal work study students continue to assist a large number of students as they take courses to develop they prepare for employment or develop their job readiness skills. We currently do not collect independent data to verify the unique number of students who are in the ATC for job preparation or through WIB placement.

ATC Mall SLO 4: Diverse Populations

Understanding Program/ Unit Services
The expertise provided by ATC Instructional Assistants meets the needs of every facet of the college population. This effort is supported through tutoring and support services in the building. While the ATC currently possesses some software to meet the special needs of students, the building is not as well equipped as the DSPS Lab.

Measurement of Outcomes
The services provided in the ATC are available to all students. The ATC currently does not disaggregate data to measure the impact of services on sub-groups. Software is currently begin developed to assist students who are unfamiliar with computers to complete their application, register for courses and apply for financial aid. ATC tutors are also working with Guidance / Counseling to offer short skills based workshops on time management, study skills and the writing process.

ATC Mall SLO 5: Technology Integration

Understanding Program/ Unit Services
With the application, registration and financial aid processes being completed on-line, the Instructional Assistants, tutors and federal work study students have provided valuable support in assisting students who are not familiar with computers or lack computer access. Additionally, the ATC provides access to software resources to support classroom instruction including ADAM (Anatomy / Physiology), LogicCoach (Philosophy), ALEKS (Math), Course Compass (Math) and the MAC suite to support digital art courses.

Measurement of Outcomes
Over the winter, 2010 term, staff from the IT and MIS departments greatly assisted ATC Instructional Assistants as the Mall was re-imaged to better support student learning. The Math Lab was shifted from west to east to be more proximate to the tutor center. New, more stable tracking software was installed throughout the district to track student progress. Office 2007 was installed on the west computers in close proximity to an Instructional Assistant who also teaches these courses. Specialty software was marked to facilitate student access. Each of these changes has improved student access to support services.

ATC Mall SLO 6: Resource Management

Understanding Program/ Unit Services
Currently, 3.5 Instructional Assistants serve, on average, over 7000 students per semester and provide lab access for approximately 80 hours per week. While an additional Instructional Assistant is primarily dedicated to the Math Lab, he provides support on the floor and has sole responsibility to close Monday evenings.

The ATC experiences the greatest need during the fall and spring semesters with notable decreases in student demand during the winter and summer.

Students in the ATC most frequently need assistance with Word, Excel, PowerPoint applications and CCCApply (College Application), WebAdvisor (Registration, Course Management) and FAFSA (Free Application for Federal Student Aid). The creation of a "mini one-stop" student help center has met a significant student need.

ATC staff notes a tremendous amount of paper waste generated from computer printouts that are not retrieved or academically related. The District absorbs the full cost of paper, toner and servicing for heavily used printing machines. In line with the

district's goals of both offering students affordable educational options and striving to be environmentally friendly, a Pay-to-Print option would allow students a base number of free copies each semester while reducing costs associated with supplies and maintenance.

The ATC tutoring program strategically focuses on the development of writing and math skills. Writing Center tutors serve hundreds of students across disciplines and provide both one-on-one and small group tutoring as well as respond to student writing samples sent to the "Online Tutor." In addition to assisting on the floor, ATC Mall tutors provide one-on-one and small group tutoring to support student learning in math courses across the sequence. Students currently report that they are satisfied to highly satisfied with the tutoring services.

Measurement of Outcomes

The ATC will continue to measure success by the number of students that we are to appropriately serve. Excellent service may require placing the personnel with the most expertise in a position where they can provide the best service at times when it is most needed. It may also require additional support for these personnel.

With VVC enrollments projected to increase through 2013, the role of the ATC in assisting students with entrance to the college will continue to grow until the creation of an official "one-stop". The district may consider cross-training Instructional Assistants in computer applications that relate to Admissions and Records/Financial Aid functions or redeploy Financial Aid / Admissions and Records staff to the ATC in order to meet student needs in the building.
A pay-to-print solution would strike a balance between access and equity. The allocation of a reasonable number of free copies would provide students with reasonable access while not holding the district responsible for a large number of personal, non-academic copies.

Instructional Assistants, Community Education personnel and local businesses report a growing need for assessment services. The District could consider the creation of an Assessment Center that would provide a valuable student service while also serving as a source of revenue for the District.

We have fulfilled the necessary requirements to claim apportionment for basic skills level tutoring in math and language arts. This can be defined as Math 90 or below and English 50 and below. Students receiving tutoring services are asked to "log in" to our tracking software. Should the district need to count these services for the purpose of apportionment, it will be possible to do so to offset the cost of these programs. Additionally, tutors in both the Writing Center and the ATC Mall would be able to

partner with other departments on campus to offer "Supplemental Instruction" - workshops that would reinforce student skills for success.

PART V: CONCLUSIONS

The Advanced Technology Center (ATC) serves as a hub of computer-related student activities and houses a large number of student support services. The Instructional Assistants, student tutors, and Federal Work Study students are vital to our efforts to support student access and learning.

PART VI: GOALS FOR DEPARTMENT

Opportunities for program improvement

- Tutor Apportionment
  To offset the costs associated with the tutoring programs in both the Writing Center and the ATC Mall, the district may claim apportionment for non-credit tutoring when the following requirements are met. The following is list of required steps, progress to date on each, and a list of remaining items.
    - o Students must be enrolled in a non-credit tutoring course approved by the State Chancellor's Office in accordance with Education Code section 84711(a)(2). (Title 5, 58168 and 58170(d)). The course must be published in the college's Schedule of Classes. (Title 5, 58104)
      A course, "ACOM 35 – Supervised Tutoring," needs to be created and published in the college's Schedule of Classes.
    - o The tutoring must be conducted in a designated learning center, which is supervised by a person meeting minimum qualifications prescribed in Title 5 section 53415, Title 5, 58170 (a) and (b).
      Tutoring is conducted in the Writing Center, the Math Lab or the ATC Mall. All would qualify as designated learning centers. The Director meets the minimum qualifications prescribed in Title 5.
    - o Tutoring shall involve a student tutor who assists one or more students in need of special supplemental instruction.
      Student tutors are full time students enrolled who are typically enrolled in a minimum of 12 semester units during the fall and spring.
    - o Student tutors shall be students who have been successful in a particular subject or discipline, or who have demonstrated a particular skill, and who have received specific training in tutoring methods. (Title 5, 58168) All student tutors must successfully complete a course

in tutoring practices and methods, including the use of appropriate written and mediated instructional materials.

Tutors are required to obtain a letter of recommendation from an instructor in their primary area of tutoring. Tutors have also taken either Education 50 Tutor Principles or English 62 Writing Tutor Workshop.

o Students must be assigned to a non-credit supervised tutoring course by a counselor or instructor on the basis of an identified learning need. (Title 5, 58170 (e)) While Title 5 does not specify how students are to be "assigned," there needs to documentation as to how the student was referred, why and by whom.

Students are required to submit a referral form from an instructor or counselor prior to receiving tutoring services.

o Students must knowingly register in the tutoring class.

The language on the newly adopted tracking software will need to be modified to alert students to the fact that they are registering for a non-credit open-entry/open-exit class. The referral form will be modified to more closely resemble a traditional "add" form.

- Mini "One-Stop"
The ATC currently serves thousands of students who are referred by Admissions and Records and Financial Aid offices for assistance. Currently, federal work study students or tutors provide the majority of this assistance. The CSEA has filed a grievance against this practice.

Instructional Assistants are required to support software in the Mall. Questions related to application, registration and financial aid are among the most frequently asked questions in the Mall.

Instructional Assistants need to be trained to provide this service and/or additional support should be provided to meet student needs.

- Supplemental Instruction
Students in the ATC have many of the same questions related to similar needs. This semester, the Math Lab is launching a pilot supplemental instruction workshop program. Over six weeks this semester, the Instructional Assistant for the Math Lab will provide workshops on the following: Factor Trees, Divisibility, The Calculator, LCM, Factoring Polynomials, Percents, Radicals, and Signed Numbers. These workshops coincide with the sequence in Math 10 and Math 50 courses.

We propose that supplemental learning workshops be offered in the Writing Center. We also propose that skills workshops be offered in conjunction with Guidance / Counseling.

- Next Steps / Budget Implications
  - Tutor Apportionment
    - *A course, "ACOM 35 – Supervised Tutoring," needs to be created and published in the college's Schedule of Classes.*
    - *The language on the newly adopted tracking software will need to be modified to alert students to the fact that they are registering for a non-credit open-entry/open-exit class. The referral form will be modified to more closely resemble a traditional "add" form.*
    - *Apportionment can offset the cost associated with this program while maintaining a valuable student service.*

  - Mini "One-Stop"
    - This issue may be included in negotiations this year.
  - Supplemental Instruction
    - Workshops could be created using existing curriculum and co-presented by tutors for a low cost service aimed at increasing student success and retention.

PART VII: MAJOR INITIATIVES/ INNOVATIONS – FUTURE GOALS FOR DEPARTMENT

Creation of an Assessment Center: Instructional Assistants and Community Education personnel report a growing need for assessment services that include proctored testing for online classes, proctored make-up tests for ground courses, typing tests (currently administered in the BET lab), and food handler tests. Local businesses also have expressed a need for an assessment center that would accommodate their periodic need to test applicants. In addition to being a valuable student service, an Assessment Center would also serve as a source of revenue for the District.

Recommendation: The District may consider identifying a room within the ATC to be used as an Assessment Center and assigning Instructional Assistants to proctor assessments. Proceeds from an Assessment Center should cover the cost of the proctor and produce additional income to the District in exchange for meeting a growing need and providing a community service.