

**2000/2001 Annual Report from the Technology Learning Center
and
Goals and Objectives for 2001/2002**

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Program Mission

The mission of the Technology Learning Center is to provide faculty, staff, and administration with the training and support to use technology to improve the instruction, services, and operations of the District.

Program Goals

The TLC will fulfill its mission through the following goals:

- Provide faculty and staff with information, training and tools so that they can become self-sufficient users of technology.
- Improve student outcomes and teaching excellence by training faculty in general and in discipline-specific education technology.
- Improve the efficiency of college operations by training administration and staff in information technology pertinent to their work.
- Increase opportunities for faculty and staff to serve as mentors and trainers.
- Expand access to technology information for all faculty and classified staff.

Relationship to the Education Technology Plan

The TLC Coordinator and staff had input into the development of the new plan, which is under review. Our goals and objectives are aligned with the plan.

Ongoing Programs/Services

- Number of faculty and staff who signed in to use the Open Lab:
 - Fall 2000 406
 - Spring 2001 1394
 - Summer 2001 401

The actual numbers are significantly higher because many people do not sign in. Many of these people received assistance and tutorials from our lab aids and staff. See "Directions and Objectives for 2001/02" for plans for improving our ability to capture statistical information for planning purposes.

- Help Desk [includes on-site, phone and Web assistance]

The Help Desk staff has responded to hundreds of phone calls during the last year, and provided tutorials in a wide range of areas. They have also provided on-going Web development support for a number of departments, including: Vice Chancellor of Academic Affairs; Purchasing; Staff Development; Scholarships; EOPS; Fire Science; Study Abroad; and Working Adults Degree Program.

See “Directions and Objectives for 2001/02” for a description of our new unified Help Desk under ITS.

- A progressive series of workshops geared to a variety of skill levels, which are delivered by the TLC trainer, faculty workshop leaders and consultants. [See Appendix A for a list of workshop titles.]

○ Fall 2000	68
○ Intersession 2001	9
○ Spring 2001	75
○ Summer 2001	25

177 Total Workshops

Responses from Evaluations of Workshops

- 77% responded that the workshop was very useful. 33% responded that it was useful.
 - 76% responded that the workshop was excellent and 24% responded that it was good.
 - To the question “how likely is it that you will modify the way you teach or do your job because of today’s workshop?” 47% responded very likely and 40% responded likely.
- Lab Aides
With approximately 8 lab aides per semester, we have provided over a thousand hours of one-on-one tutorials and general assistance in our open lab.
 - Printed/Online Handouts
We increased the number of homegrown online tutorials and how-to’s and added access to over 100 commercial self-paced tutorials via our Web site.
 - Department Block Grants for training in department specific applications. They generally involve training faculty to integrate new software into the curriculum, but have also provided training for ITS. We helped develop and awarded nine of these during the past year.

- We funded WebCT training for the online course development team and online faculty.
- We provided funding for technology-related conference and travel.
- We provided funding for Banner training.
- We provide planning, scheduling, and technical support for technology-related Flex presentations.

Directions and Objectives for 2001/02

The Technology Learning Center has grown in the scope of services we provide, the range of applications we support, and contact hours with faculty and staff. Many more are using computers and expressing interest in new applications each semester, and we are increasingly hearing from supervisors/administrators who are interested in training for their staff. The rollout of computers to faculty offices increased the number of requests for assistance. Use of our open lab has increased even though more faculty have computers in their offices.

Changes in Workshop Delivery

During the last few years, one of the primary ways we have delivered training is through scheduled workshops. But, it is often difficult for faculty and staff to attend workshops, and though we try to rotate the days we offer each topic, it is still a problem. We are starting to address this problem by more often working directly with departments.

We will focus more of our staff resources on working with administrators and supervisors to tailor training programs specific to the department's needs. This has been highly effective in that rather than asking individual employees to try to cobble together the right combination of workshops and then try to get time off to attend, the whole department becomes involved in deciding what skills they need and when the best time to deliver the training will be. With only one full-time trainer, we are limited in the number of projects we can take on each semester, but we are having a greater impact and reaching more employees.

In Spring 2001, we worked with Admissions and Records. During the Fall 2001 semester, our trainer is spending one day a week conducting training at the District office. In spring 2002, we will be working with Buildings and Grounds on a general skills training program, with Matriculation in developing online orientations, and with Mission to develop basic Mac training.

Mentoring

Through the departmental workshop program, we have identified individuals who could serve as mentors and potential trainers for their departments, but we also recognize that there are problems with being able to take time away from their responsibilities for this purpose. We may be able to address this issue by making the identification of future internal support an issue as we work with departments to set up training programs.

Web Development

Web development has become a major training and support issue. In spring 2002, we will be supporting three Web editors: NetObjects Fusion, FrontPage, and Netscape Composer. During the coming year, we will run fewer basic skills workshops, relying more on online tutorials and self-paced training packages. We will increase the number of Web development and supplemental workshops in content, design, maintenance and graphics. We will offer these workshops during each semester and the Winter/Summer Intersessions.

For every workshop we offer, we need to be prepared to offer follow-up support in the form of tutorials and one-on-one help. Apart from those we are training in our workshops, our trainer and Help Desk staff are also providing ongoing support for departments that are developing Web sites.

We are also in the process of integrating accessibility issues into our Web development program. We are working with others on campus to create a plan to make CCSF Web sites accessible to those with disabilities. We are integrating accessibility issues into our Web workshops, and we are going to train our lab aides to assist those who need to make changes in pre-existing Web sites.

Online Training

It would be logical to follow the example of giving students increased access through online courses, and do the same with our faculty who are learning new technology skills. To this end, we continue to add to our online tutorials and "how-to's," in addition to the commercially produced self-paced training.

Department Block Grants

Starting in Fall 2001, rather than having one fixed deadline each semester for block grants, we are now reviewing applications as they come in. This will address the past problem of not being able to process the grant in time to make scheduled training sessions provided by outside trainers. In Fall 2001, we have awarded block grants to the Learning Assistance Center and Chemistry.

Classroom Applications

Possibly because of conflicts of schedules, other responsibilities, lack of departmental support or reward, or not having access to equipment/labs needed, there has not been good attendance on the part of faculty in learning classroom applications. Just as we are now working more directly with classified departments to develop workshops, we are now working directly with academic departments to provide training and support when they know what they want to do and are ready to implement.

We have worked with faculty from Fire Science and are currently helping Nursing, ESL and Chemistry faculty to develop workshops delivered by faculty. We will also be working with Technology Mediated Instruction [TMI] to develop workshops to train present and future online instructors, and on other possible projects like using technology to integrate SCANS skills.

Campuses

We are not currently pursuing our plans to create more workshops at campuses other than Phelan because the labs are fully used and not generally available for workshops. Even more important, it appears faculty do not have ready access to labs to take students for assignments. We are currently working with departments at campuses as they request help.

Unified Help Desk

We now have a unified Help Desk under ITS/Doug Re. This new system will impact the TLC in several positive ways. With the new online ticketing system, we will be able to track the nature of the calls, which will help us identify needs and target training. Our lab aides will assist in taking calls, which will give them valuable training and experience. We have integrated a record keeping procedure to the lab aides' duties in order to track the kinds of tutorials they are providing and questions they are answering.

2001/02 Objectives and Activities

Continue to provide, with modifications noted above:

- A progressive series of workshops geared to a variety of skill levels and delivered by the TLC trainer, faculty workshop leaders and consultants.
- Tutorials with lab aids and TLC staff
- Open Lab with technical support
- Help Desk support
- Assistance with development of departmental and individual Web sites
- Printed and online handouts and information

- Department Block Grants for training in department specific applications
- Department training programs
- Software application support
- Phelan campus Mac software and hardware support
- Support for training on campuses other than Phelan
- Support for the Staff Development offices in creating a technology program for Flex
- Funding for technology-related conferences and outside training

As time permits, we will do the following:

- Review training materials already available in areas generic enough to meet our needs at City College.
- Develop online training
- Provide training for the TLC staff
- Review other faculty/staff training programs
- Expand our Web sites