

# 1999/2000 Annual Report from the Technology Learning Center: Providing Professional Development Technology Training August 2000

Barbara Stewart, TLC Coordinator

## I. **Background [The Three-Year Plan]**

In March 1998, a working group of the TLTR created a three-year plan for professional development technology training at City College of San Francisco. This three-year plan, a detail plan for the Education Technology Master Plan, served as the framework and guideline for the proposal for a Technology Human Resources Fund Grant from the State Chancellor's Office. **[See attached Three-Year Plan.]**

While we won't review the goals of the Three Year Plan until the end of 2000/01, this report includes our performance during the last year in relationship to those goals.

When the plan was written in 1998, skill level assumptions were based on the Spring 1977 Needs Assessment Survey. At that time, 1,077 administrators, faculty and staff rated themselves in the following categories:

- Non-users of computer technology 5%
- Beginner 23%
- Intermediate 55%
- Advanced 17%

In December 1999, the Office of Research and Grants received 837 responses to a Technology Survey. **[The final Technology Survey Report will be available through the Office of Research and Grants in November 2000.]** There was only one significant demographic difference between these two groups: in 1999/00, 61.7% of respondents were full-time compared to 56.3% in 1997-98. In 1999, the faculty and staff rated themselves with a higher level of skills.

- Non-computer user 2.2%
- Beginner 16.6%
- Intermediate 59.9%
- Advanced 21.3%

The reasons for the higher self-ratings are complex, but certainly the TLC played a role. While the "importance of the TLC and Help Desk as sources of information" were not measured in the 1997/98 survey, in the 1999/00 Survey, the TLC was rated very important by 23.60 of the respondents and the Help Desk was rated as very important by 18.97 respondents. Many did not respond to these questions, suggesting a lack of familiarity or perhaps confusion between the TLC and Staff Development.

Since many of the technology workshops offered during Flex days are TLC workshops, and since Flex credit is awarded to TLC workshop attendees, there may be some confusion about the role of the Staff Development Office and the TLC in delivering technology training. This may account for the fact that 34.8% of the respondents rated Staff Development as a very important source of information in technology training.

The TLC and Help Desk have become increasingly visible during the past year, as evidenced by a 110% increase in Help Desk calls when comparing August 1999 and August 2000. The increase suggests that if a survey were taken today, familiarity with the TLC and Help Desk would be higher.

## **II. Relationship to the Education Technology Plan**

Our activities in the Technology Learning Center reflect the following goals of our Education Technology Plan:

- Increase opportunities for faculty and students to use education technology.
- Implement a systematic technology Staff Development Program for faculty, staff and students. This program must meet the needs of a wide range of users by providing:
  - Training at a number of levels
  - Upgrading of skills
  - School- and department-specific training
  - Funding for conference attendance
  - Flex credit
  - Grant stipends
  - Information about practices regarding educational technology and technical issues

- Demonstrations of educational technology in action
- Frequently Asked Questions and technical information online

### III. **Three Year Plan Objectives**

Many of these objectives have been met, fully or partially, and we now must evaluate and set new objectives. The Three Year Plan Objectives are stated below along with commentary in italics.

#### **A. TLC Staff and Office**

The mandate to establish a Technology Learning Center, which will coordinate workshops and classes for staff development with hardware, software, and technical support, has evolved into maintaining, improving and refining the services we provide.

#### **B. Training**

##### General Objectives

- Establish a progressive series of workshops, seminars, and classes, using a variety of delivery systems geared toward varying skill levels; provide faculty and staff with opportunities to attend outside conferences and institutes to address specific technical needs. *[See the attached Fall schedule for our Fall 2000 program and Accomplishments and Goals for additional information.]*
- Establish a stable source of funding for ongoing staff education and development in technology while pursuing funding available through grant opportunities and public-private partnerships.  
*The Technology Human Resources Fund Grant has been our main source of funding with additional funds coming from the ITS Department and one-time equipment block grants. With the establishment of the ETO Office in 2000/00, there is the possibility of tapping additional sources of funding.*
- Provide assistance for faculty integrating technology into the curriculum.  
*The TLC has worked with the Title III Office to provide assistance to faculty. In 2000/01, we will be working with the Office of Technology Mediated Instruction to facilitate training for those instructors developing online or hybrid courses. The TLC also works with various departments train*

*faculty and with the State Chancellor's @ONE program to deliver their training programs.*

### **Specific Objectives**

Some of the Three Year Plan objectives are unrealistic because of the way in which they were structured. The experience of the past two years has given us insight into how to set new goals to better reflect the learning patterns of workshop attendees. The old plan suggests that reaching Level 1 proficiency is linked to acquiring skills in a variety of areas. It is more likely that faculty and staff will only attend workshops on topics for which they have a specific need, rather than systematically achieving expertise in a range of prescribed areas.

Since we have not had the time to track the range of workshops each faculty or staff member attended, we can only assess the specific objectives in terms of the number of attendees in each workshop at the various levels.

The descriptions of levels are listed below, followed by the specific objectives of the Three Year Plan and related 1999/2000 statistics.

Level 1: Use of E-mail, Introduction to the WWW, Basic Word Processing and Spreadsheets, Basic Understanding of Computers  
Level 2: [Advanced] Skills in the Internet, Electronic Databases, Word Processing, Spreadsheets, Presentation Software, Web Design, and Desktop Publishing.  
Level 3: Multimedia Authoring, Programming

- **120 non-users will be trained to Level 1 proficiency**  
In 1999/00, 214 participants attended workshops in Level 1 workshops. An additional 430 participants attended Level 2 workshops.
- **538 hours of training workshops will be provided within the college academic year**  
In 1999/00, the TLC offered 372.5 hours of scheduled workshop training. In addition, we conservatively estimate that we offered in excess of 400 hours of individual tutorials and drop-in assistance. We have found there is a growing need for one-on-one tutorials and assistance in the acquisition of new skills and for skills reinforcement following workshop training. The 538 hours

does not include the training we funded through Department Block Grants.

- **120 hours of training will be provided during Intersession**  
In 1990/00, 115 hours of workshop training were provided during Winter and Summer Intersessions. The TLC is open during Intersessions, so an undetermined number of hours of private assistance were also offered during these periods.
- **240 employees will achieve level 3 proficiency**  
We only offered one workshop at the advanced level [JavaScript] with 10 attendees. Since the 1999/00 Technology Survey indicates that Advanced users increased from 16.8% to 21%, we can assume they are receiving advanced training elsewhere. Some may have received training in Multimedia Authoring from the Instructional Designer. We would expect that as we develop more online courses, these numbers will increase, but advanced courses in programming cannot generally be done in workshop format.

### III. Achievements in 1999/2000

*[See the attached Technology Professional Development Training Program for scheduled workshops and a description of new program opportunities.]*

#### A. TLC Staff, Labs, Help Desk and Websites

With the Technology Human Resources Fund from the State Chancellor's office and the ITS budget, we have established a Technology Learning Center [TLC] which coordinates workshops and classes for staff development with hardware, software, and technical support.

##### Staff

- TLC Coordinator [80% release paid for by the THRF grant]. This position will become full-time in the 2000/01 year.
- TLC Trainer/Lab Manager—duties split between training and hardware/software ordering, installation, troubleshooting and maintenance [full-time, paid for by the ITS department]
- Technical Support—provides TLC lab support and Phelan campus MAC support [full-time, paid for by the ITS department]
- Help Desk Supervisor—developing and maintaining the Help Desk; managing lab aides; providing support for lab users

[currently at 39 hours per week, paid for by the THRF grant]. This position will become full-time permanent during the 2000/01 year. This position will be partially funded by the Education Technology Office.

- Administrative Analyst—manages the budget and all fiscal/statistical information. He also manages the paperwork for hiring the workshop leaders and the Department Block Grants. [Currently at 39 hours per week, this position is paid for by the THRF grant.]
- Lab Aids and Student Interns—approximately eight per semester
- Workshop Leaders—approximately 15 hired each semester, generally from amongst our faculty and staff. Probably one of our best achievements is that some of our current workshop leaders are faculty and staff who honed their skills in our workshops. The number of workshop leaders will increase during the coming year as we establish workshops at other campuses.

#### Labs

- With one-time Block Grants funds, we were able to upgrade most of the training room computers. We added 2Mac G4s, a portable LCD projector, a laptop computer for checkout, and a new digital camera, and upgraded or purchased new software.
- We standardized the software and desktops of the training room PC's.

#### Help Desk

- Calls to the Help Desk have increased by approximately 110% over the course of the past year.
- The Help Desk Coordinator also provides one-on-one assistance and manages a crew of approximately 8 student lab aids each semester.
- We are developing a Lab Aid Training Program that will better prepare our Aids and Interns to work with the faculty and staff, and to maintain the open lab and training lab.  
**[See attached lab Aid Training and TLC Student Lab Aid/Intern Duties.]**

#### TLC Web Site

- We redesigned the TLC web site and added information, including our training booklet, calendar, program-at-a-

glance, online registration, and other helpful links at <http://www.ccsf.cc.ca.us/tlc>.

- The Help Desk Supervisor has expanded our online Help Desk at <http://www.ccsf.cc.ca.us/helpdesk/>. It currently includes forms to submit problems and requests, handouts from the TLC, tutorials, and other important information and links.
- The TLC Trainer and Lab Manager, Vic Fascio, has also developed a new web site on resources for online and hybrid courses, which we will launch this semester. This site will also become the link for the @ONE Resources site.

## **B. Training**

- We established a progressive series of workshops, using a variety of delivery systems geared toward varying skill levels through our scheduled workshop program.
- We provided training to meet specific needs through the Department Block Grant Program, which funds training not offered through the Technology Learning Center, the Staff Development Office or the Library. The TLC and the Oversight Committee set aside \$10,000 in the Spring semester in department grants for individual and multi-department groups to organize technology training to meet their specific needs. We awarded six grants for a total of \$7,546.69.
- We have not had the resources to provide faculty and staff with opportunities to attend outside conferences and institutes. However, in 2000/01 we will do so on a limited basis.
- The TLC revised the previous workshop program slightly to clarify the program choices for participants. The program features include:
  - Proficiency levels: Getting Started, Basic Skills, Intermediate Skills, Experienced Intermediate, Advanced
  - Content Areas: Getting Started, Email, The Internet, Web Development, Graphics, Classroom Skills, and The Office.

## **C. Workshop Offerings [Fall 1999, Intersession 2000, Spring 2000 and Summer 2000]**

We offered a total of 150 workshop sessions, approximately 369 hours of training.

#### **Faculty and Staff Affected**

- 707 employees took TLC workshops.
- Of this number, approximately 81% were faculty, 19% were staff, and less than 1% were administrators.
- The average workshop cost per attendee was \$25.89

#### **Responses from Evaluations**

In our Spring 1999 evaluation group, the participants responded accordingly:

- 98% indicated that the information presented was **very useful** while 2% responded that it was **useful**.
- 78% responded that the workshop was **excellent**. 20% 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?" 38% responded **very likely** and 48% responded **likely**, a combined total of 86%.

### **D. Other Training and Support**

#### **The Help Desk**

We have been imprecisely tracking the growth in the use of the Help Desk. There is an approximate **110% increase in logged calls when comparing August 99 and August 00**.

The Help Desk Supervisor has not had the time to collect as much data as we would like, but we conservatively estimate in the range of **150+ hour-long scheduled tutorials with more than double that in drop-in questions**.

#### **Lab Sign-In**

Not all employees sign in when they use the TLC facilities on a drop-in basis, but **in 98/99 there were 905 signatures on our sign-in sheets and in 99/00 the number was 2,414**. We have many repeat users in the TLC, so this number reflects the general traffic in the center. While this number includes many duplicate users, the TLC staff and lab aides provided daily support and answered questions for many of them on a repeat basis.

State Chancellor's Office @ONE Program

The TLC sponsored an Orientation to @ONE Training Packages workshop and a Simulations workshop.

<b>Total number of employees who received workshop training [including the @ONE, but not including those affected by Department Block Grant training or Flex workshops]</b>	<b>750</b>
<b>Approximate number of employees who used the lab [not all users sign-in]</b>	<b>2,403</b>
<b>Approximate number of scheduled individual tutorials [conservative estimate based on partial records]</b>	<b>150+</b>
<b>Approximate number requests for help on a drop-in basis. [conservative estimate]</b>	<b>1,000+</b>
<b>Departments receiving block grants [This training affects an undetermined number of members of the department]</b>	<b>6</b>

#### **IV. Additional Issues**

##### The Educational Technology Office

There will be significant changes in the Technology Learning Center in the coming year. We are remodeling our facilities to make room for the new Educational Technology Office and the Technology Mediated Instruction staff.

In bringing the staff together into the new ETO, we will be developing ways of working together that will no doubt influence

our program. We will also have a new training lab in the Rosenberg Library. Our current training room will become an open lab for staff and faculty and a development center for faculty working on online and hybrid courses.

#### The Technology Mediated Instruction Office

The establishment of an online course program also will affect the TLC in that we will work in yet-to-be-determined ways with the staff from this office. We will all benefit from this arrangement, but there will be an increase in traffic in the TLC.

#### The Classified Staff

With the increased activity that will result from the online and hybrid course development, we need to keep sight of our responsibility to provide training and outreach to the classified staff.

#### Campuses Other Than Phelan

It is difficult for faculty and staff at campuses other than Phelan to get to the TLC. In the coming year, we will develop workshops at five additional campuses, using site representatives for the TLC to determine lab/software availability and workshop needs.

#### Training of the TLC Staff

The TLC staff currently has little time for the training that is necessary to continually support new software and web applications. We must factor in time for training when we plan our activities for the coming year.

### **V. Areas of Concern**

- Technical support staff retention
- Administrative involvement with technical training for their departments
- Time for technical training for the TLC staff

### **IV. Some 2000/01 Objectives**

The first four items are critical, but they have been pushed out by the pressing demands of our day-to-day operation. There is an increased demand for on-site help and tutorials by appointment or drop-in. We provide all MAC and some PC support for the Phelan campus. We also must evaluate and install software, and deliver workshops. All of these immediate demands have taken

precedence over the first four items below. We may require additional technical support in the Help Desk area to relieve the added pressure on the Help Desk Supervisor, and to free our TLC trainer to develop new curriculum.

- Develop new TLC curriculum.
- Train the TLC staff to support new software.
- Continue to develop our Lab Aid training and recruitment program.
- Recruit workshop leaders from campuses other than Phelan to deliver workshops on their campus, and help them develop workshop curriculum. Begin offering workshops at five additional campuses.

#### Others

- Create a new Three Year Plan and coordinate it with the Technology Master Plan.
- Use lab aids as part of the Help Desk as well as for TLC user support, web development and schedule booklet publishing.
- Provide more one-on-one tutorials with lab aids.
- Use our call tracking system to determine what areas of support we want to develop.
- Improve data collection.
- Continue to develop and produce new workshops, handouts and online information on topics that have a clear and practical use.
- Provide WebCT training for instructors who are developing and delivering online or hybrid courses.
- Provide specialized tracks of workshops that meet specific departmental needs.
- Bridge the gap between training and application by including technical information in our workshops on how to implement the training.
- Offer Department Block Grants for training not offered through the TLC, Staff Development Office or the Library.
- Provide faculty and staff with opportunities to attend outside conferences and institutes.
- Launch the Resources Web Site, link it to the @ONE web site, and educate faculty in how to use the many @ONE resources. Sponsor @ONE workshops.
- Develop outreach strategies that target specific user groups for scheduled workshops.

- Evaluate our web editors and develop new curriculum for web development.

## **VI. Summary**

We have many changes to cope with and challenges to meet in the coming year. The traffic in the TLC will continue to grow and it will be imperative that we choose our projects and what we support carefully. We need to base those choices on immediate needs of the existing operation, the objectives and goals of the new Technology Master Plan, recommendations made by the Technology Roundtable, demands of online courses, recommendations and requests from departments, faculty, staff, and the limitations of our resources.

The TLC staff has done well adapting to a host of new demands over the past year while carrying on the job of delivering workshops, answering hundreds of questions, visiting staff in their offices to help with hardware and software problems, rolling-out new computers, providing support workshops, expanding web sites, developing training programs/workshops with faculty/staff, and recruiting workshop leaders and helping them with their curriculum. We also reviewed software and created handouts in hard copy and for the web.

Perhaps most important, we have tried to take a thoughtful approach to what we are doing and consider the long-range impact of what we support on the College.