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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

Instructional Technology Services (the name is listed wrong on the site - Instructional Media Services is just one area under this). This annual update includes the following areas: Instructional Computing Services, Instructional Media Services, Instructional Design, Website, Distance Education and Professional Development.

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Kerry Kilber Rebman

Q3 Dean/Manager:

VPI - Pat Setzer

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

Instructional Technology Services (the name is listed wrong on the program review site - Instructional Media Services is just one area). This annual update includes the following areas: Instructional Computing Services (ICS), Instructional Media Services (IMS), Instructional Design/Distance Education, Website, and Professional Development.

To address the retirements that occurred last year, we hired five new classified professionals in the spring and fall of 2019: Instructional Computer Lab Tech III, Instructional Computer Lab Tech I, Instructional Media Services, Lead, Instructional Media Services Technician, Senior and Specialty Lab Technician III - Theatre Production. We are very excited about the addition of these team members and look forward to continuing their successful on-boarding and contributions to the college in their respective roles.

ICS and IMS worked with the VPAA to establish a 5-year replacement plan for computer labs, smart classrooms, instructional software and employee computers. This is a significant accomplishment as we have been asking for fulfillment of the "rollover plan" since at least 2012. This will help the college understand and better plan for the Total Cost of Ownership of instructional technology utilized on campus in support of student learning.

The Distance Education (DE) Coordinator was increased from .40 to .60 for the fall of 2019 in order to put more focus on continuous improvement with online teaching and learning and identifying infrastructure needed to better support our online courses and programs. In the spring and fall of 2019, we implemented a pilot of EvaluationKit, an online student feedback system with great success. The college has adopted it officially for all formal/required online course evaluations and we will look at the possibility of expanding this to all online courses, whether they are up for evaluation or not. The college has provided a great deal of training and support to online teachers in the area of regular and effective contact (especially student to student contact which is now required by Title 5), accessibility, online pedagogy and Canvas. The college also adopted the OEI Course Design Rubric which contains standards relating to course design, interaction and collaboration, assessment, learner support and accessibility. It is likely that the adoption of this rubric and the training/support helped the college meet accreditation regulations in the area of Distance Education. The college is in discussions around whether to join the CVC/OEI Consortium which has several requirements, one being having a POCR (Peer Online Course Review) program in place. This, along with other requirements will take time and resources to support. Last year we submitted a faculty request to make the DE Coordinator a permanent 1.0 faculty position. We are not submitting this request again this year so that the college can take some time to determine infrastructure needs required to support a robust DE program. We will submit a request to increase the DE Coordinator reassign time position to 1.0. If this is not supported, and the college does want to move forward with the CVC/OEI Consortium, we will need funding for a POCR lead, 508 Accessibility specialist and a teacher to teach an online local fast track course for new and returning online faculty.

In the area of Professional Development, we implemented Cornerstone, a professional development solution that integrates all of our professional development needs and automates much of our workflow/tracking. This was a significant effort as we needed to work with District IT in integrating the system with Workday. We also supported faculty in learning more about Equity efforts by sending them to the NCORE conference (National Conference on Race and Ethnicity), the Umoja conference and conferences on Open Educational Resources (OER). In addition, we supported faculty in attending conferences in their disciplines, such as Music, Foreign Languages, Learning Assistance, Information Literacy, Child Development Automotive and others. The Professional Development Committee was reinstated Fall 2019 as it was determined that the Title 5 requirements for professional development were not being met with the new structure. The college has just begun a 'visioning' process on whether to create a Teaching & Learning Center, which will impact the Professional Development (PD) Coordinator position. Last year we submitted a faculty request to make the PD Coordinator a permanent faculty position. We are not submitting this request again this year so that the college can take the time to review needs for this area and determine next steps. We will request an extension of the reassign time position. The faculty and college as a whole should discuss and decide if they want to continue the PD coordinator position as reassign time with a rotation, or make it permanent position, and if permanent, whether it should be a faculty, administrative or classified role. If the decision is to keep the reassign time/rotation, then the college must seriously consider hiring an admin support person as this is the part of the job that requires the most training and is not conducive to rotation. Also, the college should consider extending the appointment of the current PD Coordinator for one year so that she can finalize the implementation of Cornerstone. The data is still problematic and has stopped us from building a schedule of activities. We also still need to begin the marketing campaign to get employees to use the Vision Resource

Center. This extra year would also give the college time to determine next steps for the Teaching & Learning Center.

A website redesign was funded by money from the regional Strong Workforce Program. They conducted extensive marketing of career education programs, but found they led to websites that weren't student-friendly. So the goal of redesign was to be student-first and to help drive enrollment. We worked with an agency called Civilian to redesign the site. This was a painstaking process that has come to completion and the college is now working on a plan to launch the new site in 2020. This will involve training on the new content management system, Omni Update, and content review by power users of the website. We are very much looking forward to launching this new student-centered website.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)?If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu.

No

Q6 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

Respondent skipped this question

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

We still need to re-establish our services outcomes and assessment methodologies for the various areas.

Q8 3. Does your department or discipline offer any degrees and/or certificates?

No, and it does not have Program Learning Outcomes (PLOs)

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

Respondent skipped this question

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?To access the College Catalog Associate Degree Programs and Certificates section, click here.

Respondent skipped this question

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Respondent skipped this question

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

N/A

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

N/A

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

N/A

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

N/A

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

N/A

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

N/A

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

N/A

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Respondent skipped this question

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses?   **No**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections?   **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address theses disparities?   **Respondent skipped this question**

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?   **Respondent skipped this question**

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)?   **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Identify stable base budget for technology replacement, supplies and tools. Streamline PPIS process, create clear web presence outlining the technology request process.

Q26 Which College Strategic Goal does this department goal most directly support?   **Organizational Health**

Q27 Please describe how this goal advances the college strategic goal identified above.

We need to ensure our internal planning processes occur on a systematic basis and allow for proper maintenance, replacement and life cycle management of our instructional technology assets. In addition, there needs to be a clear, transparent process for technology governance.

Q28 Goal Status   **In Progress - will carry this goal forward into next year**

Page 9: III. Previous Goals: Update (If Applicable) continued

Q29 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q30 Do you have another goal to update?   **Respondent skipped this question**

Page 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year:

In Fall 2019, we worked with the VPAA to establish a 5-year replacement cycle for computer labs, smart classrooms, instructional software and employee computers. We need to double check it to ensure it is comprehensive before posting it on the website (internet or intranet). Also, we will meet with the interim VPAA Spring 2020 to ensure funding is available to implement the established plan. This plan will eliminate or minimize the number of technology request received via Program Review / Annual update and will allow the College Technology Committee to focus more on innovation rather than replacement. This plan will also help the college understand the Total Cost of Ownership of this technology which is critical to the delivery of instruction and services on campus.

Q32 How will this goal be evaluated?

Completion, implementation and communication of the plan. Report out to ROC (Resources and Operations Council) and other committees or councils as needed.

Q33 Do you have another goal to update?   **Yes**

Page 11: III. Previous Goals: Update (If Applicable) continued

Q34 Previous Goal 2:

Improve the return rate of online student evaluations.

Q35 Which College Strategic Goal does this department goal most directly support?   **Student Validation and Engagement**

Q36 Please describe how this goal advances the college strategic goal identified above.

Student feedback is critical component of the continuous improvement process. It also helps to validate student experiences by ensuring their voices are heard in the course evaluation process.

Q37 Goal Status   **Completed**

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal:

We piloted a new online student evaluation system called EvaluationKit via Canvas. Previously the return rate was less than 5%. The spring 2019 pilot produced the following results:

- Teachers: 47
- Courses: 64
- Total Students: 2,183
- Completed: 1,255
- Average Completion Rate: 58%
- Completion Rate Range: 18 – 97%

Both Cuyamaca and Grossmont Colleges decided to move forward with purchasing EvaluationKit for online courses only. It will be in place for Spring 2020 for all required/formal evaluations for online courses. There will be on-going discussions around whether to implement EvaluationKit for all online courses so that faculty who are not up for evaluation can receive feedback from students for their own edification (and not the formal evaluation process).

Q39 Do you have another goal to update?   **Yes**

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year: **Respondent skipped this question**

Q41 How will this goal be evaluated?   **Respondent skipped this question**

Q42 Do you have another goal to update?   **Respondent skipped this question**

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:

Adopt Cornerstone, a professional development solution, that will help us deploy and track professional development for faculty, staff and administrators.

Q44 Which College Strategic Goal does this department goal most directly support?   **Guided Student Pathways**

Q45 Please describe how this goal advances the college strategic goal identified above.

This project supports all areas of the strategic plan by providing a system that can help us offer a robust professional development program focused on all areas, specifically Guided Pathways. Once set up, faculty and staff would be able to participate in a wide variety and large quantity of professional development as Cornerstone will suggest PD options based on faculty/staff interest.

Q46 Goal Status **In Progress-will carry this goal forward into next year**

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update? **Respondent skipped this question**

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year:

Cornerstone was prioritized by the College Technology Committee and the District Technology Coordinating Council and work to integrate it with the Workday HR system was completed. An announcement went out in Fall 2019 to current users of the state-wide Vision Resource Center (VRC) that they could now use their district network login to access professional development resources. The next steps are to work with various constituents on campus to identify specific training for our employees, such as data coaching for Guided Pathways or leading Guided Pathways reform. This work will start in the recently reinstated Professional Development Committee.

Q50 How will this goal be evaluated?

Identified of training for targeted college priorities, such as Guided Pathways, Acceleration, Student Validation and Engagement and Organization Health.

Q51 Do you have another goal to update? **Yes**

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:

Determine whether the college wants to participate in the state-wide Online Course Exchange (now the CVC/OEI Consortium)

Q53 Which College Strategic Goal does this department goal most directly support? **Organizational Health**

Q54 Please describe how this goal advances the college strategic goal identified above.

The demand for Distance Education continues to increase locally, regionally and nationally. An Inside Higher Ed article Number stated that the proportion of college and university students taking classes online grew solidly in 2017, as overall postsecondary enrollments fell. It further stated that without online education, college and university enrollments would be declining even more. If the college wants to remain competitive in terms of enrollment management, we need to explore every avenue available.

Q55 Goal Status **In Progress-will carry this goal forward into next year**

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q57 Do you have another goal to update? **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year:

The Distance Education Coordinator has been discussing this in the Online Teaching and Learning Committee and with Academic Senate. We were waiting on the release of the application for the CVC/OEI Consortium. It was released on January 17, 2020. The district-wide Canvas Working Group will start the discussions on how best to start the process. The DE Coordinator will also bring to OTLC and Academic Senate. A Self-Assessment packet must be completed, as well as some technical requirements, such as uploading our online courses to the Finish Faster site. An Off-Cycle Technology Request has been submitted for Finish Faster and the Statement of Work assessment is in progress, meaning that District IT is working on figuring out how to do this.

Q59 How will this goal be evaluated?

Completion of the Finish Faster request and the self-assessment packet. In addition, we need to demonstrate Academic Senate support via affirmation or resolution.

Q60 Do you have another goal to update? **No**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: **Respondent skipped this question**

Q62 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q63 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q64 Goal Status **Respondent skipped this question**

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: **Respondent skipped this question**

Q67 How will this goal be evaluated? **Respondent skipped this question**

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? **Yes**

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1:

Provide training to faculty and staff on the new Content Management System, Omni Update.

Q70 Which College Strategic Goal does this department goal most directly support? **Organizational Health**

Q71 Please describe how this goal advances the college strategic goal(s) identified above.

The website is a critical tool for future and current students as well as for faculty and staff and the larger Cuyamaca College community. Having a well-designed and current website allows us to market our course offerings and services and ensure we are meeting the demands of our students and community at large. The website also helps to the college to establish credibility as an educational institution.

Q72 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

The website redesign was funded by the regional Strong Workforce Program. They were marketing career education programs extensively, but found it led students to websites that weren't student-friendly. The goal of the redesign was to create a website that was focused on students and that would help to drive enrollment. The website has now been redesign and as a part of this process the college is moving to a new Content Management System, Omni Update and away from Cascade. Training of college super users will need to occur first to ensure that all critical parts of the website are migrated and updated in a timely fashion.

Q73 Action steps for this year:

Identify super users, create and implement a training plan.

Q74 How will this goal be evaluated?

Completion of the training.

Q75 Do you have another new goal? **Yes**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2:

Revise outcomes for the service areas and identify ways to assess them.

Q77 Which College Strategic Goal does this department goal most directly support? **Organizational Health**

Q78 Please describe how this goal advances the college strategic goal(s) identified above.

Connecting our work to the strategic priorities of the college will help us do a better job of prioritizing our work and ensuring that we are using our finite human and technological resources wisely. By defining clear service outcomes and ways to asses them we can better define our process and practices in support of college initiatives.

Q79 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

We have been needing to do this for some time and this was also a recommendation from the PRSC last year.

Q80 Action steps for this year:

Work with the IESE Office and SLO Coordinator to identify data that may be useful for service area planning and improvement (e.g., related to department goals and services). Work with classified staff in various areas to determine meaningful goals that can be assessed.

Q81 How will this goal be evaluated?

Completion of the revised goals and assessments.

Q82 Do you have another new goal? **Yes**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3:

Provide uninterrupted critical instructional design support services to faculty.

Q84 Which College Strategic Goal does this department goal most directly support? **Organizational Health**

Q85 Please describe how this goal advances the college strategic goal(s) identified above.

The Instructional Design Technology Specialist is a critical role that provides instructional design support services to both online and face-to-face instructors. Instruction is at the core of the college and faculty rely heavily on this role for not only Canvas support but also for instructional design and technical assistance.

Q86 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data:

The current Instructional Design Technology Specialist has notified me that she will retire December 2020. Since this is a critical role for the campus and there is no back-up for this role, I wanted to document this in my annual update that this will be a critical need once she officially submits her papers.

Q87 Action steps for this year:

Consider hiring a professional expert to assist with the transition.

Q88 How will this goal be evaluated?

If we are able to provide uninterrupted services in this area without negatively impacting instruction.

Q89 Do you have another new goal? **No**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **Yes**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **No**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **Yes**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **No**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)? **No**

Page 39: Final Check

Q102 Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next." **I am ready to submit my program review**