#11

COMPLETE

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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Instructional Technology Services. This is not a formal designation we use on campus but for the purposes of this document it includes the Help Desk, Instructional Computing Services (ICS), Instructional Media Services (IMS), and the Web Team.

Q2

I.2. Lead Author:

Kerry Kilber Rebman

Q3   **Respondent skipped this question**

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Q4

1.4. Dean/Manager:

Pat Setzer

Page 2: II. Program Reflection and Description

Q5

II.1. Provide your program's mission statement:

We don't have one just for the ITS area rather one for the division. The Learning and Technology Resources Division supports student success and retention by offering a wide variety of services, including:
* library support services for students, the curriculum and community users;
* proactive learning/tutoring centers;
* professional and responsive technical support for classrooms, computer labs, and events;
* professional training for faculty, staff, and students;
* current instructional technology and equipment; and
* up-to-date web content management.

Q6

II.2. How is this program advancing the college mission, vision and values?

ITS provides support for classroom instruction through the use of classroom technology such as smart carts, document cameras, projectors and other specialized classroom technology such as the new projector system in the Gym. There are 107 smart classrooms on campus. In addition, ITS supports 37 instructional computing labs for various program such as BOT, CADD, CIS, Cisco, Engineering, Graphic Design, Math, Music, and many more. For a list of computer labs and the disciplines they support, please see the attached 5-year replacement plan. This work supports the college in its mission to provide instructional programs that meet student needs for not only career technical education, but also transfer, general and basic skills courses. ITS also supports 5 faculty workrooms that provide our part-time instructors a place to work and prepare for class. This supports the college's overall organizational health in that our part-time faculty are have an opportunity to be better prepared for class through the support of technology. In addition, we provide support for faculty and students via the Help Desk, whose main function is to assist students with troubleshooting technical difficulties associated with their student accounts and report classroom technology issues.

We also provide support and training for posting information on the college's website that provides students access to information on applying to the college and enrolling in courses, as well as information on numerous student and academic services that will help them be successful. The Intranet is also an extremely useful information sharing tool accessible to employees only. We house internal committee and council agendas and minutes here, as well as course outlines, internal accreditation information and the college archives.

Q7

II.3. How does your program support the college's strategic goal of implementing guided pathways?

We help students stay on the path by providing technological assistance with the student accounts and referrals to other departments as necessary. We often get non-technology related calls on the help desk and ensure students are referred to the correct department.

Q8   **Yes**

II.4. Is the program description in the current college
catalog up to date and accurate?

Page 3: II. Program Reflection and Description continued

Q9   **Respondent skipped this question**

II.4a. What steps will you take to revise the college catalog
description?

Page 4: III. Course Curriculum, Assessment and Student Success

Q10   No, please explain::
                                           N/A - does not apply.
III.1. Access the Five Year Curriculum Review Cycle
(requires GCCCD login). Have all of your active courses
outlines been reviewed within the last five years?

Q11

III.2. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)?

N/A

Q12

III.3. Please list any planned changes for curriculum and the rationale for those changes:

N/A

Page 5: III. Course Curriculum, Assessment and Student Success continued

Q13   **Respondent skipped this question**

III.4. Please upload the most recent version of your
program's course SLO assessment plan. Click here for
an Assessment Plan Template

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and what changes, if any, were made
as a result:

Unfortunately we did not establish SLOs this past year. With the pandemic and me going out on maternity leave we just didn't get it
done.

Q15

III.6. What student learning-related successes and challenges have SLOs results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

I plan to set up a workshop for staff to determine what service or student learning outcomes would be most meaningful in terms of continuous improvement. In the workshop we will also identify ways to measure these outcomes whether its through RemdeyForce (ticketing system) data, surveys, usage reports of computers labs or other data.

Page 6: III. Course Curriculum, Assessment and Student Success continued

Q16

III.7. How was the department of discipline's success rate across all courses changed within the past 4 years (the time frame covered in this comprehensive program review)?

N/A

Q17

III.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. What is your department or discipline's four-year (2024-25) goal for success rate across all courses in the department or discipline?

N/A

Q18

III.9. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program?

N/A

Q19

III.10. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

N/A

Q20

III.11. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)?

N/A

Q21

III.12. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review?

N/A

Q22   **Respondent skipped this question**

OPTIONAL: Please use the upload button to attach any supporting documentation you would like to include.

Page 7: III. Course Curriculum, Assessment and Student Success continued

Q23   **No**

III.14. Does your program offer courses via distance education (excluding emergency remote teaching in 2020)?

Page 8: III. Course Curriculum, Assessment and Student Success continued

Q24   **Respondent skipped this question**

III.15. Are there differences in success rates for distance education (online) versus in-person sections?

Q25   **Respondent skipped this question**

III.16. If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Page 9: III. Course Curriculum, Assessment and Student Success continued

Q26   **Respondent skipped this question**

III.17. What mechanisms are in place to ensure regular and effective contact (see the Guide to Best Practices in Online) within online courses across the discipline or department?

Q27   **Respondent skipped this question**

III.18. What innovative tools and strategies are you using in your online courses to engage students and support student success?

Page 10: IV. Degree and Certificate Programs

Q28

IV.1. Does your program offer any degree/certificate programs?

No, and it does not have PLOs

Page 11: IV. Degree and Certificate Programs continued

Q29

IV.2. Please upload for each degree and certificate indicating how many awards were conferred in the past five years

Respondent skipped this question

Q30

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

Respondent skipped this question

Q31

IV.4. How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

Q32

IV.5. Are there any changes planned if the degree/certificates are not meeting these needs?

Respondent skipped this question

Q33

IV.6. Can students complete the degree/certificate requirements within a two-year period?**requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs continued

Q34

IV.7. How are you currently assessing your PLOs?

Respondent skipped this question

Q35

IV.8. Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Respondent skipped this question

Q36   **Respondent skipped this question**

IV.9. Are the PLOs mapped to the course SLOs?

Page 13: IV. Degree and Certificate Programs continued

Q37

IV.10. How is your program helping students explore careers in your program area?

N/A

Q38

IV.11. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Labor market data may be sourced from the Program Review Data webpage and California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

N/A

Q39

IV.12. What are the labor market implications for the program's curriculum (degrees, certificates, courses)?

N/A

Q40   **Respondent skipped this question**

If your program has labor market data to include in your program review, please use the upload button below to attach the file.

Page 14: IV. Degree and Certificate Programs continued

Q41

IV.13. Please describe your program's strengths:

Team Members. I would say our strength lies within our team members, their skill set and dedication to supporting educational technology on campus. We have an outstanding team of committed individuals whose focus is to support students and faculty. Our motto is "Instruction first" and the team members have a high capacity for getting things done as well as the basic tools and resources to do so.

Processes. While there is always room for improvement, we do have several processes in place to help us better support educational technology on campus. Our Help desk has a system in place for prioritizing help desk calls. For instance, if a projector is down in a classroom, this is considered a Priority 1 and it needs to be addressed immediately. In addition, we have a Software Request process for computer labs, a process for requesting Adobe software on employee computers, for reserving computers labs, for technology requests as a part of program review, and a process for Space Requests (which almost always involve technology) for office relocations, new employees, renovations and change in function of space. We also have an Equipment Receipt Protocol set up with the Warehouse that has helped us ensure the technology is appropriately inventoried, delivered to the correct location and not lost or stolen. In addition, during the pandemic we created a tracking process for equipment distribution for employees to be able to check out equipment in order to work remotely. We have also made progress with getting faculty to submit software requests on time by communicating directly with chairs and coordinators and sending them reminders in advance of the deadline.

Technology. While we do have funding challenges, I think it's important to say that we have some wonderful technology at Cuyamaca College for our students. We have 37 computer labs for student use and this is remarkable for a college our size. As a point of interest, I believe we have nearly as much instructional technology as our sister college and they are twice our size in terms of students served.

Campus Support. While there are many challenges ahead of us, we have tremendous support from faculty, our Vice President of Instruction and Vice President of Administrative Services. This is mainly in the form of general understanding and support of our needs (that ultimately support the campus) resulting in budgetary allocations and approval of facilities requests, such as an enclosure to secure the carts and protect them from being stolen or damaged. In addition, the VPAS provided solid base budgets for IMS, ICS and the Theatre so that we could purchase basic supplies to support classrooms and computer labs. This was in place 2019-2020 and we hope it will continue once the budget looks better.

Improved Security. Technology is expensive and needs to be secured. In the past we have had many issues with stolen equipment. In the last couple of years we have been given a secure location in the back of the library (former Graphics Office) to house technology.

Improved Technology Governance. In 2017 we collapsed two technology committees into one, the college technology committee. One of the goals of this new committee is to address all technology needs, not just instructional. This committee has been functioning well. There continue to be challenges within the district with our technology governance structure. There is a district-wide initiative underway to review our processes for planning, purchasing and supporting technology.

Q42

IV.14. Please describe your program's challenges:

Staffing. I think it's fair to say that one of our main challenges continues to be staffing Educational technology needs continue to grow and become more complex. In order to better support the curriculum needs we need to have appropriate staffing. We just had three retirements in this area, both our Network Specialists and our ICS Supervisor. Each computer lab often has its own unique image with various software. A Network Specialist creates that image, in consultation with faculty stewards who mainly use the labs. It can take days to weeks to create an image for a computer lab with new or upgraded software. And then another week to actually image and test the lab. There are 37 computer labs so with only two Network Specialists creating images, we must plan this work well in advance if we are to accommodate all needs. And this of course assume we will be able to replace both retired Network Specialists. The reality is that we don't always make it on time for the start of classes. This will be even more critical once we are back on campus again as those computers labs will not have been upgraded in over a year. We currently allow for changes to computer labs up to three times a year (spring, summer, and fall). I think it's important to note that other educational institutions only allow for one change per year, so we are generous in our desire to support curriculum needs. This may need to be reduced depending on the amount of staffing we are able to obtain.

Stable Funding. A major accomplishment in the past couple of years is that we worked with Administrative Services to establish a 5-year replacement plan for classroom technology, computer labs, instructional software and employee computers and we spent nearly 1.5 million dollars to replace and/or upgrade existing technology. However, it remains to be seen as to whether in lean budget times, the annual plan can be funded. For instance, there is an estimated need of nearly $282,000 for replacement in 2020-2021. It is unlikely those items will be funded this year, which means the costs get pushed into future years. Currently 2021- 2022 shows a need of nearly $418,000, which would increase to $700,000 if the items this year are not funded.

Communication. There seems to still be some confusion around how to request technology.

Professional Development for Technical Staff. It is important for our technical staff to stay current in their fields in order to best support the ever changing technology on campus. This training is often expensive. For instance, to send one Network Specialist to training to learn Microsoft Server 2016 (to support the campus moving to MS Office 2016), costs approximately $3000. The Professional Development office was able to fund us sending one person to this training which was very helpful as that staff member brought back information to teach others both on our campus at and Grossmont. We were also able to send one of our new staff members to a MAC iOS Essentials training, which cost $2100. We would like to be able to continue to support our staff in formal training opportunities.

Website Accessibility. It is extremely important that we ensure all of our webpages and documents posted on the web are 508 Compliant. One issue we currently have is that our catalog and schedule are not compliant.

Theatre Support. While there are staffing issues in relation to the Theatre, I wanted to specifically call out facilities and technology issues with the Theatre. For instance, there are hundreds of thousands of dollars of maintenance and repair that are needed in the Theatre to make it a proper performance venue. In addition, it is clear we need another full time staff member to support the Theatre fully and to allow for expansion, that is once we are back on campus again. We could be hosting more paying events in this venue if we had enough staffing. The paying events would most likely pay for the cost of the additional staff member.

Data Collection and Assessment. We continue to experience challenges in data collection for our Instructional Services Outcomes. We need a strategy for assessing the department's impact within the larger context of the college and we need to find better ways to collect meaningful data to help measure unit performance. One way for us to do this will be to utilize the new Help Desk software, RemedyForce. We believe it will allow us to better track the types of calls we are receiving and how they are resolved. Also, we need to determine if a satisfaction survey would be helpful in order to better understand whether we are doing a good job of supporting faculty and students. Another avenue for data collection would be to create a student technology survey to understand how we can better support students.

Q43

IV.15. Please describe external influences that affect your program (both positively and negatively):

Changing Technology. One of the main external factors that affects Instructional Technology Services is the fact that technology is constantly changing. This translates into many issues for us including, working with district to ensure the bid list includes standards that work with our infrastructure. This also means staying abreast of changes in educational software support needs. We often encounter situations where a software key to curriculum is no longer supported by the current operating system. This poses security and maintenance issues, not to mention the stress it causes the department in identifying and learning a new and/or updated software. State Initiatives. The California Virtual Campus (CVC) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. We worked with District IT for about a year to ensure our Distance Education classes are listed in the CVC Exchange so that students from all over the state could take our classes. This was in place Spring 2020 but needs to be set to upload automatically. In September 2018 both colleges submitted a technology request to be a part of the state-wide library services platform (LSP), ExLibris. At the time the state was offering to pay for implementation costs and annual subscription to the service. We went ahead and implemented the new LSP, which took about a year, with it launching successfully January 2020. Due to the state-wide budget constraints the state has now pushed the software costs back onto the colleges. Fortunately the state-wide Academic Senate provided a grant with offset some of the costs, but that still leaves the district with paying for the service for both colleges in 2021. Funding Sources. Another external factor is the number of funding sources we engage with to help ensure we can serve the technology needs of the campus. In the past we have worked with PPIS (Physical Plant and Instructional Support) funds, Prop R and Prop V funding and Equity funding. We have also received Perkins funding and now StrongWorkforce funding to upgrade computer labs and other technology for CTE programs. Managing these various funding sources can be time consuming, but definitely worth the return on investment.

District Technology Standards. It continues to be challenging to ensure we are involved with establishing "District Standards" for technology. We need to ensure that technology purchased as a part of new constructions or remodels is done in consultation with our technicians so that we can actually support it effectively and efficiently.

District Support. It is important to note that our main focus is instructional technology, including classroom technology, computer labs and faculty computers. District Information Technology (IT) is responsible for all other technology, including staff and administrator computer support, wireless infrastructure, the security of our network and data, Workday, all student service systems, such as Colleague and WebAdvisor and much more. While our area is responsible for instructional technology, we do need to work closely with District IT to do our work. Having a good relationship with them by communicating openly and working collaboratively is key to our success. ICS meets monthly with IT to address any issues that may arise and to plan for upcoming changes to the network or operating systems. Another area where we need to work closely with District IT is with the course management system, Canvas. While we have campus support for faculty, we need to communicate and collaborate with District IT on back-end support such as the integration of faculty and students into the system. This is the same for the website management.

Purchasing. When planning technology purchases, we need to ensure we are following appropriate purchasing processes and allowing enough time for the Purchasing department to process our requests. Prior to Workday, we had centralized all technology purchasing through the LTR Dean's office. While this created a great deal of work for the Administrative Assistant in the area, it was worth the return on investment in terms of ensuring the best technology was being purchased for the purpose. We said we would review this process once Workday was in place. This did occur and now any area can enter a technology request and depending on the purpose it is approved by either the ICS Supervisor, the LTR Dean or District IT before it moves forward. This has been a great improvement for technology purchasing. We still need to work on getting all software purchases and AV purchases approved centrally as we have had some situations where some software or equipment was purchased that wasn't compatible with our infrastructure.

Warehouse. When planning technology, another factor we must consider is storage space and the receipt process. While we now have a secure space in the back of the library for technology storage it's not large so we have to plan that orders arrive just in time for installation. This can be challenging with purchasing processes and product availability but we've made improvements in communication with both purchasing and the warehouse in the last year. The new Equipment Receipt Protocol has helped with this but should be reviewed for improvements.

Q44

IV.16. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

I think we have an opportunity to ensure we are supporting students with their technology needs, whatever they may be. A 2020 Student Technology Survey from Educause (https://library.educause.edu/resources/2020/10/2020-student-technology-report-supporting-the-whole-student) tells us that the most important technology students need is access to Wifi. And in a far second, was access to power outlets. We need to complete a survey like this with our students to better understand how we can support their technology needs. The college is getting ready to loan out 100 laptops and 100 hotspots to students in the spring of 2021. This program should be assessed for effectiveness and whether it should be expanded.

In addition, we need to ensure our website is current with relevant information and written in a way that speaks to our student population. While we did update the structure of our website to have a more student-centered focus, we still need to work on content.

Page 15: V. Previous Goals

Q45

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.

Q46	**In Progress - Please describe the goal and action steps in the 4-Year Goals section (Section VI)**
Goal Status	

Page 16: V. Previous Goals continued

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

Page 17: V. Previous Goals continued

Q48	**Yes**
Would you like to submit another previous goal?	

Page 18: V. Previous Goals continued

Q49

Previous Goal 2:

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

Q50   **Completed**

Goal Status

Page 19: V. Previous Goals continued

Q51

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

A "soft launch" of Cornerstone (the Vision Resource Center) was implemented April 2020 and full implementation coincided with fall 2020 Professional Development Week. We should look at conducting an assessment of the VRC once it's been in use for a full year. And then use that information to ensure it is being fully utilized, especially for training for targeted college priorities, such as Guided Pathways, Acceleration, Student Validation and Engagement and Organization Health.

Page 20: V. Previous Goals continued

Q52   **Yes**

Would you like to submit another previous goal?

Page 21: V. Previous Goals continued

Q53

Previous Goal 3:

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

Q54   **In Progress - Please describe the goal and action steps**
                                                                           in the 4-Year Goals section (Section VI)
Goal Status

Page 22: V. Previous Goals continued

Q55   **Respondent skipped this question**

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

Page 23: V. Previous Goals continued

Q56   **Yes**

Would you like to submit another previous goal?

Page 24: V. Previous Goals continued

Q57

Previous Goal 4:

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

Q58   **Completed**

Goal Status

Page 25: V. Previous Goals continued

Q59

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

Training on the new Content Management System, Omni Update, began in July 2020. By September 2020, training to 75 "super users" was provided. Additional training continues to be provided to secondary users as requested.

Page 26: VI. 4-Year Goals

Q60

Goal 1:

Continue to work with VP of Administrative Services to ensure funding for the 5-year technology replacement plan that was established. Better communicate the technology replacement and request process by create a clear web presence outlining the process.

Q61   **Organizational Health**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q62

Please describe how this goal advances the college strategic goal(s) 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 requests.
governance.

Q63

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Conversations in the College Technology Committee guided this work.

Q64

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Meet with the VPAS on available funding for the 5-year replacement plan. Create web content for technology requests and work with the Web Support Specialist to create the webpage.

Q65

How will this goal be evaluated?

Continuing support of the 5-year replacement plan. A webpage on the Cuyamaca College website with information on how to request technology and what technology will be automatically replaced.

Q66   **Yes**

Would you like to propose a new, 4-year goal?

Page 27: VI. 4-Year Goals continued

Q67

Goal 2:

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

Q68   **Organizational Health**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q69

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

The demand for Distance Education continues to increase locally, regionally and nationally. Without online education, it may be fair to say that college enrollments would decline. If the college wants
to remain competitive in terms of enrollment management, we need to explore every avenue available.
Making our online courses available to all community college students in the state of California could help increase our FTES, which would support our organizational health.

Q70

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This goal was informed by conversations in the Online Teaching & Learning Committee and Academic Senate.

Q71

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

The Distance Education Coordinator and the LTR Dean will continue discussions in the district-wide Canvas Working Group how best to move the process forward. In addition, a CVC Implementation Team has been created and will meet in February 2021. The Self-Assessment packet must be completed, as well as a technical meeting with the state. We have already completed the uploading of our online courses to the Finish Faster site, however we need to ensure this happens automatically going forward.

Q72

How will this goal be evaluated?

Formation and regular meetings of the CVC Implementation Team and completion of the Self-Assessment Packet.

Q73   **Yes**

Would you like to propose a new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q74

Goal 3:

Work with the college Public Information Officer (PIO) to establish a communication and training plan for ensuring website content is accurate, current and speaks to the intended audience.

Q75   **Guided Student Pathways**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q76

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

Having accurate, relevant information for students on the website that is easy to find will help them move forward with choosing and entering a path and staying on that path.

Q77

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This has been discussed in the district Web Communications Committee.

Q78

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Create a list of "owners" of webpages to help ensure all pages are kept current. Provide training and support to those "owners" to help them write student-centered content and organize their pages in a student friendly manner. Organize student focus groups to provide feedback on the website.

Q79

How will this goal be evaluated?

Completion of the list of "owners" of webpages. Completion of training and support provided. Complete of student focus groups.

Q80   **Yes**

Would you like to propose a new, 4-year goal?

Page 29: VI. 4-Year Goals continued

Q81

Goal 4:

Assess student technology needs.

Q82   **Guided Student Pathways**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q83

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

We need to better understand the technology needs of our students and take action steps to fulfilling those needs. Having the appropriate technology, such as access to WiFi, can help students stay on their educational path.

Q84

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

The IESE office conducted a student survey as we began to go remote due to the pandemic. We learned that access to technology was critical for student success. I'd like to follow-up on this need as we likely move back on campus in 2021 or 2022.

Q85

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Work with IESE office to create a comprehensive technology survey.

Q86

How will this goal be evaluated?

Completion of the survey and analysis of the results.

Page 30: VII. Resources Needed to Fully Achieve Goal(s)

Q87	**Classified Resource Needs**
What resources is your program requesting this year to achieve the program's goals? (Check all that apply)	

Page 32: Final Check

Q88	**I am ready to submit my program review**
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."	