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COMPLETE

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Page 1: I. Service Area Overview and Update

Q1

1 Service Area for Review:

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), the Web Team, and the Distance Education team. The Learning and Technology Resources (LTR) division includes Tutoring and Library, which do separate program reviews.

Q2

2 Lead Author:

Jodi Reed

Q3

3 Collaborator(s):

Bryan Cooper, James Neal, Brianna Brown

Q4

4. Manager(s):

Alicia Muñoz

Q5

5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the Fall 2021 program reviews on the program review webpage.

It's been a busy year for Learning and Technology Resources, particularly with regard to hiring. Following is a list of new hires.

1. Network Spec II (Matt Wyatt)
2. Network Spec II (Adam Andrews, who moved from IMS lead)
3. IMS Lead (out of class filled by James Neal, who moved from IMS Senior)
4. Instructional Designer (Amber Toland Perry)
5. Administrative Assistant (Rhonda Elsaad)
6. Librarian (Matthew Chase)
7. Librarian (Rita Ghazala)
8. Theatre Tech (Camillo Hernandez, replacing Robert Setzer)
9. Library Tech III substitute (Erika Stuart, replacing Cathy Long on partial leave)
10. Dean, LTR (Jessica Hurtado Soto starting January 3, 2023)
11. Instructional Computer Facilities Supervisor (Bryan Cooper)

The new faculty and staff have infused new energy, expertise, and life into many areas.

We have several positions in flux. These include 2 Library Tech positions opening January 1 due to retirements, IMS Lead (currently staffed Out of Class by James Neal), an Instructional Media Tech Senior position left open when James moved to IMS Lead, and a Tutoring Center Specialist position that will be vacant in January due to Dante Jones's resignation. The new Dean will work on filling these in spring.

These transitions offer great opportunity, but have also created some stress in a few understaffed areas.

LTR continues to support campus and remote work, which has meant more work for some areas.

INSTRUCTIONAL COMPUTING SERVICES (ICS) includes support for on-campus and remote technology. This means more and different help desk requests, supporting laptops checked out to students, supporting laptops checked out to faculty and staff, and updating aged computer labs. Our team has been deftly led by Bryan Cooper, and Matt Wyatt and Adam Andrews have made huge strides in eliminating the backlog caused by previous vacant positions and increased demands. Our help desk has also been quite responsive. It would be helpful to increase one help desk employee from 10 months to 12 months to support the increased demands. The new dean could explore this possibility in the coming year.

INSTRUCTIONAL MEDIA SERVICES (ICS) now supports HyFlex classrooms and has supported equipment ordering and coordination of installation plans. IMS will also work with contractors once the installation begins. This has been a challenge even without understaffing, but currently, there is only one IMS employee in an area formerly staffed by 3 people. We identified someone to step into the area out of class, but that person won't be able to begin until mid-January. The third position has not been categorized as essential and so we cannot fill it due to early retirement replacement requirements. IMS is also helping with design, coordination, and installation support for new digital signage technology. IMS staff also assisted with event support after Robert Setzer left that position.

DISTANCE EDUCATION (DE) now has a new Instructional Design Technology Specialist: Amber Toland Perry. DE has increased demands as online course enrollment is still about double what it was before the pandemic. DE is also leading efforts to improve online course quality via Peer Online Course Review (POCR) and faculty professional development focused on eliminating equity gaps and improving course quality. DE has also supported HyFlex courses and arranged for a HyFlex mentor Jessica Hernandez to lead training and support for our growing HyFlex program. Jessica was just appointed as the new HyFlex Coordinator to begin in Spring 2023 at .40 release time.

Bri Brown has done an amazing job leading DE,POCR, HyFlex, and Online Teaching and Learning Committee and Amber has been a skilled and effective instructional designer. Bri worked with the admin team to gain funding for ongoing POCR efforts and has also

written an ambitious DE plan with the Online Teaching and Learning Committee. Once finalized, this plan will be shared with relevant committees and councils. Our POER leadership team includes faculty teaching POER courses statewide at the California Virtual Campus (CVC) Online Network of Educators. Bri won several awards this year, including Cuyamaca's Outstanding Faculty Award and the League Excellence Award from the League for Innovation in the Community College.

Other highlights for DE include the district's agreement to join the California Virtual Campus (CVC) Consortium. This will eventually enable students to enroll in online courses at participating colleges without having to re-apply at those colleges, thus allowing students to complete degrees more easily if courses are not available at their local colleges. An increase in POER-badged courses is expected as part of the consortium agreement, and POER-badged courses will show first in the online course search results at cvc.edu.

DE continues to collaborate with Grossmont on training and decisions related to online learning and Canvas. The 2 colleges have offered focused training during winter and summer "camps" - these have been highly popular.

The LIBRARY has come back to life as the campus has opened. Our two new librarians have reinvigorated outreach and instruction, two services that we were not able to support during COVID after retirements left us without any librarians. The library does their own program review, but it's worth mentioning here that our new librarians have made a huge difference in LTR in their first semester.

TUTORING also does a separate program review, but deserves recognition for responding to the changing environment due to the pandemic.

Page 2: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success

Q6

6. Administrative service areas collect data in many different ways. Please discuss the access, success and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations.

DE has continued to dominate enrollment with about 70% of FTES. We expect this percentage to decrease as students return to campus, but fill rates continue to trend higher for online classes than for Face-to-face classes. The DE coordinator plans to analyze DE success and retention data and present findings to Online Teaching and Learning Committee in Spring 23.

HyFlex sections increased from 6 sections (spring 22) to 44 sections (spring 23). We currently have 11 HyFlex classrooms. The district is working with Gafcon to hire a vendor for phase 2 installation of 72 more classrooms and several conference rooms. We expect this to begin in summer 2023. Bri Brown and Nicole Hernandez plan to work with the Institutional Effectiveness, Success, and Equity Office to assess success and retention for HyFlex classes once there are enough sections to ensure adequate data.

Help Desk data shows increases in tickets related to changes in technology use since the pandemic. These are tracked at https://gcccd-my.sharepoint.com/:f/g/personal/c-ics_gcccd_edu/EqVxNAQbxIVItsvdhshRvnABYBWROxqDf9PP5PZEJUoH3g?e=SXDJga and show the need to increase one staff member from a 10-month position to a 12-month position to be able to cover help desk hours and allow vacations and other time off. While we were told this staff change isn't requested via Program Review, this shows one-way data is used to guide decisions.

The Network Specialist II staff members set up a system that scans our network. The resulting data guides decisions for purchasing replacement equipment for classrooms and faculty/staff offices. Our technology staff also works with faculty, staff, and admin to assess needs. One example of this is an online survey sent to deans to ascertain replacement needs for Mac users so some gently used Macs could be repurposed.

Q7

7. How has this data impacted the goals set in your Spring 2020 comprehensive program review?

Data affects decisions for technology replacement, DE training priorities and goals outlined in the new DE plan, and staffing requests.

Q8

Respondent skipped this question

OPTIONAL: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Q9

8. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year?

Our hiring processes have been equity-minded. We worked closely with Moriah Gonzalez-Meeks to refine our processes and practices.

Our ICS and IMS teams continue to support remote work and instruction.

The new DE plan (in progress) is tied to the new college goals and priorities. DE training is focused on improving success and retention and reducing equity gaps. The DE team continues to support Peer Online Course Review (POCR) to align online courses to the CVC Course Design Rubric adopted by the Academic Senate.

Q10

9. What did your service area learn from the transition to remote operations over the past few years? How can this be used to improve the student experience and operational improvements in the future?

Our teams have been an integral part of supporting remote teaching, learning, and work. We are optimistic that the huge investment in time by faculty and staff will vastly improve the student experience by continuing remote services and operations. We expect Zoom to remain the preferred meeting modality and a useful way to work with students. We expect Canvas to continue to see increased (and improved) use by teachers to more effectively teach students. We expect to see continued interest in online teaching and new modalities like HyFlex or online/hybrid classes that integrate Zoom.

Page 3: III. Previous Goals: Update

Q11

Previous Goal 1:

TECHNOLOGY PLANNING AND BUDGET.

Q12

Completed

Goal Status

Page 4: III. Previous Goals: Update continued

Q13

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

While we will continue to coordinate technology replacement and communication, the process and funding seems stable.

Q14

Yes

Do you have another goal to update?

Page 5: III. Previous Goals: Update continued

Q15

Respondent skipped this question

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

Q16

Respondent skipped this question

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 specify the type of request (e.g. submit technology request for new laptop computers).

Q17

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q18

Respondent skipped this question

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q19

Previous Goal 2:

CVC CONSORTIUM

Q20

Completed

Goal Status

Page 7: III. Previous Goals: Update continued

Q21

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

The district joined the CVC Consortium this year and will move forward to become part of the Exchange. This will allow students to enroll in online classes from other colleges listed at cvc.edu without having to go through the application process at that college. This should improve degree completion.

Q22

Yes

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

Respondent skipped this question

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

Q24

Respondent skipped this question

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 specify the type of request (e.g. submit technology request for new laptop computers).

Q25

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q26

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q27

Goal 3:

IMPROVE ONLINE SUCCESS AND RETENTION AND REDUCE EQUITY GAPS

Q28

In Progress-will carry this goal forward into next year

Goal Status

Page 10: III. Previous Goals: Update continued

Q29

Respondent skipped this question

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

Q30

Respondent skipped this question

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

Q31

Eliminate equity gaps in course success (passing grade in class)

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

Q32

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 specify the type of request (e.g. submit technology request for new laptop computers).

- Continue Peer Online Course Review progress to improve Online Courses and enrollment.
 - Continue 1.0 LED for DE Coordinator
 - Continue training focused on improving success and retention and reducing equity gaps.
-

Q33

Respondent skipped this question

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q34

Yes

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q35

Goal 4:

PROVIDE UNINTERRUPTED TECHNOLOGY SUPPORT SERVICES

Q36

In Progress-will carry this goal forward into next year

Goal Status

Page 13: III. Previous Goals: Update continued

Q37

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

Most of the action steps have been completed and hiring permanent IMS staff is expected to be completed by summer.

Page 14: III. Previous Goals: Update continued

Q38

Increase equitable access (enrollment)

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

Q39

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 specify the type of request (e.g. submit technology request for new laptop computers).

- Hire a permanent replacement for the Instructional Media Lead (Sr) position.
 - Hire a permanent replacement for the Instructional Media Senior position.
 - Increase the Computer Lab Tech 1 position from 10 month to 12 months.
 - Provide Internet access for staff by purchasing Hotspots for loan.
-

Q40

Technology

What resources, if any, are needed to achieve this goal?
Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 15: IV. New Goals

Q41

No

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

Page 16: IV. New Goals continued

Q42 Respondent skipped this question

New Goal 1:

Q43 Respondent skipped this question

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

Q44 Respondent skipped this question

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

Q45 Respondent skipped this question

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:

Q46 Respondent skipped this question

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 specify the type of request (e.g. submit technology request for new computer hardware).

Q47 Respondent skipped this question

How will this goal be evaluated?

Q48 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q49 Respondent skipped this question

Do you have another new goal?

Page 17: IV. New Goals continued

Q50

Respondent skipped this question

New Goal 2:

Q51

Respondent skipped this question

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

Q52

Respondent skipped this question

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

Q53

Respondent skipped this question

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:

Q54

Respondent skipped this question

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 specify the type of request (e.g. submit technology request for new computer hardware).

Q55

Respondent skipped this question

How will this goal be evaluated?

Q56

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q57

Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q58

Respondent skipped this question

New Goal 3:

Q59 Respondent skipped this question

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

Q60 Respondent skipped this question

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

Q61 Respondent skipped this question

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:

Q62 Respondent skipped this question

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 specify the type of request (e.g. submit technology request for new computer hardware).

Q63 Respondent skipped this question

How will this goal be evaluated?

Q64 Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q65 Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q66 Respondent skipped this question

New Goal 4:

Q67 Respondent skipped this question

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

Q68

Respondent skipped this question

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

Q69

Respondent skipped this question

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:

Q70

Respondent skipped this question

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 specify the type of request (e.g. submit technology request for new computer hardware).

Q71

Respondent skipped this question

How will this goal be evaluated?

Q72

Respondent skipped this question

What resources, if any, are needed to achieve this goal? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 20: V. Resources Needed to Achieve Goal(s)

Q73

Respondent skipped this question

1. Administrator Position Request 1:a. Description

Q74

Respondent skipped this question

b. This position is being requested to advance the following Program Goal(s):

Q75

Respondent skipped this question

2. Administrator Position Request 2:a. Description

Q76

Respondent skipped this question

b. This position is being requested to advance the following Program Goal(s):

Page 21: Final Check

Q77

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 and click "Next."
