#3

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Page 1: I. Service Area Overview and Update

Q1

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

Q2

2. Lead Author:

Jessica Hurtado Soto

Q3

3. Collaborator(s):

Respondent skipped this question

Q4

4. Dean/Manager(s):

Jeanie Machado Tyler

Q5

5. Initial Collaboration Date with Dean/Manager:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests:
MM/DD/YYYY   **02/28/2024**

Q6

6. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access Fall 2022 program reviews on the program review webpage.

The Learning and Technology Resources division had a lot of changes. Many focused particularly on hiring permanent staff. Following is a list of new hires.

Instructional Media Services Lead (Andrew Al-Shamas)
Theatre Tech (Vacant)
Instructional Computer Facilities Supervisor- (Out of Class – Camillo Hernandez-Lutu) Will begin recruitment to fill position permanently, April 2024
Library Tech III (David Shamoon- Permanent Hire - March 2024)
Library Tech II (Erika Stuart- Permanent Hire March 2024)

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. Camillo Hernandez-Lutu, Matt Wyatt and Adam Andrews have made huge strides in decluttering the ICS offices and removing old equipment to provide a more organized and accurate technology inventory. The ICS team has found a way to improve our internal helpdesk ticketing system by implementing the JIRA software. This system functions like a real ticketing system, instead of the old method that was used to track support tickets through regular email. The JIRA system allows for better ticketing response times, proper record keeping for help desk tickets and fair distribution of assigned help desk tickets. The JIRA software was vetted and approved by District. This is in alignment with our strategic goals to improve the student experience in distance education/hybrid learning environments as well as in-person learning environments. The implementation of this software does not require students to learn anything new. It just makes the response time faster. This system only impacts our internal process. Due to increase in enrollments, our helpdesk team has seen a rise in student, staff, and faculty support tickets. Our team would greatly benefit if we were able to increase one of our current employees who is on a 10-month contract instead of a 12-month contract. Our division struggles to fill her hours when she must take leave without pay. If her contract is increased to 12-months, this would support and align with our strategic goal of "optimizing staffing to ensure manageable workloads" and therefor increasing retention of diverse employees.

I would like to explore the idea of shifting spaces/locations between the Tech Mall and the ARC Tutoring Center. I would like to move the help desk into the C-building, creating a smoother process for students. Again, aligning with the goal to "improve the student experience and creating a stronger sense of community among students and employees." As our technology lending program continues to expand, more students are requesting technology from the library. It would be great if students could access all the technology and instructional materials in one building. Once the student picks up their laptop or hotspots they can visit the helpdesk for technical support before exiting the C-building. This change would align with the strategic goal of "improving the student experience in distance education/hybrid learning environments as well as in-person learning environments."

INSTRUCTIONAL MEDIA SERVICES (ICS) now support HyFlex classrooms and supported equipment ordering and coordination of installation plans. IMS supported the installation of HyFlex equipment for 75 classrooms and 3 specialty rooms which included the Digital Theater, the Gym and the Student Center. This was as an extremely challenging project since it was completed during a time when our division was facing understaffing. There was only one IMS employee in an area formerly staffed by 3 people. We now have 2 IMS staff members with the third position categorized as essential and so we cannot fill it due to early retirement replacement requirements. IMS is no longer supporting with the design, coordination, and installation support for new digital signage technology since this project was discontinued back in May 2023. IMS staff has been feeling overwhelmed due to an increase in events and request for evening and weekend event support.

DISTANCE EDUCATION- 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. On May 24, 2024, the Cuyamaca college DE division was awarded a Culturally Responsive Pedagogy & Practices (CRPP) Innovative Best Practices grant in the amount of $298,854 which was awarded in two installments FY2023-2024 and FY2024-2025. This grant will absorb the cost for POCR for the next two years, approximately $44,300 per year. Funds that will not be requested from the college general funds saving close to $88,600 for the next two years. This grant will also provide the EMTLI training an annual amount of $18,905 for the next two years. With this grant the DE team will also develop and offer a new professional development course for Faculty. The Equity Pedagogy and Practice Academy (EPPA) course is adopting content from three courses that are available on the Canvas Commons: the Peralta Equity course, the @ONE Equity and Culturally Responsive Online Teaching course, and the @ONE Humanizing Online Teaching and Learning course. Which is in alignment with the campus strategic goal to "expand equity-minded professional development" and "improve the student experience in distance education/hybrid learning environments as well as in person learning environment." DE also continues to provide badging for Distance Learning and HyFlex. Nicole Hernandez continues to be our appointed HyFlex Coordinator and had provided training to Faculty since Spring 2023 at .40 release time.

Bri Brown also led the Online Teaching & Learning Committee's efforts to endorse the Equity Affirmation Framework, a document which outlines 9 principles for equitizing classes across modalities. It also includes a guide for using the framework as well as an Academic Senate Resolution outlining the Framework's intended uses (self-reflection, PD, updating COR's and teaching evals). I brought it to the 5/11 Academic Senate meeting for information and 5/25 for action (as well as numerous committees prior to AS-- OTLC, TLC, SSEC, Curriculum, ILAT, CTC, and SOC). The AS voted to endorse the Equity Affirmation Framework, and the final version was also approved by CCC.

Other highlights for DE include the district's commitment to the California Virtual Campus (CVC) Consortium. Cuyamaca College is currently a Home College and is well on its way to become a Teaching College in the next few months. The CVC Exchange will help students from participating colleges, register for classes 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 POCR-badged courses is expected as part of the consortium agreement, and POCR-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, AI and Canvas. Bri Brown and Amber Toland-Perry have been instrumental in enhancing the Distance Education Professional Development offerings. The Summer Camp and Fall Flex week have been a success, with well over 50 attendees in every session.

Although the LIBRARY and TUTORING have their separate program review documents, I would like to highlight some of the important conversations:

With the support of the new Librarians, the LIBRARY has been able to offer
The library has seen substantial growth in presence and activities. Our library staff (librarians and circulation staff) are supporting a new vision for the library. The library is in desperate need of new furniture. Before asking to purchase new items we have been resourceful in shifting furniture around to provide a more modern look. We were able to replace the old desks in the open student computer lab area with 8 modern desks that were not being fully utilized in another area of the library. With this shift we were able to set up 23 desktop computers, which now have desks with hydraulics that make the space conducive to desktop or laptop use. Every desk also provides students direct access to electrical plugs which are in high demand. The back room which had these desks became a community room with comfortable one seater couch chairs with swivels desks. Each seat was intentionally places next to electrical plugs so that students can easily charge their electronics. The library also added what we call Zoom rooms, these two (one seater) studies rooms are located downstairs next to the Coyote Den. Students can use the Zoom rooms to complete their online courses. We know that many of our students are learning online and in person. Many of our students do not have a quiet space to learn from home, therefore we want to create intentional space in the library, which serve al modalities of learning. Online students also need physical spaces to study.

TUTORING also does a separate program review but deserves recognition for responding to the changing environment due to loss of employees. We recently hired Saba Shafizadeh as the new Tutoring Center Specialist, we now have 3 tutoring center specialists, but

we need to fill two (0.50) roles for Tutoring Support. This has limited our ability to open all 3 centers (STEM, ARC, and the Writing Center). Once we fill the two part time positions we will be able to open the 3 centers. At this time ALL tutoring has been located at the STEM center. Our goal is to open the Writing Center during the Fall 2024 semester. Eventually we hope to launch the ARC reopening but in the new location.

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

Q7

7. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

DE continues to be pivotal when it comes to enrollment data. The Spring 2024 Cuyamaca College enrollment data shows that DE represents 50% of our FTES. Fill rates continue to trend higher for online classes than for Face-to-face classes. This means our campus needs to find ways to support students who are learning online. The DE department will continue to look at POCR data, and partner with the VPI to determine how we can use current DE data to drive professional development and technology decisions.

Help Desk data shows consistent increases in support tickets, especially during the beginning of the Fall and Spring semesters. See link for actual April 2023-January 2024 data https://docs.google.com/spreadsheets/d/1tZLmqEUw1mWAHGMs0-SHHu9rDPpKMo8VV2AFd9zjiEI/edit?usp=sharing

There is a need to increase one of our staff member's contract 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.

Q8

8. Please discuss any equity gaps in access or success the data revealed.

The data we have collected from our Help Desk demonstrates that we have a demand during our busy time in the semester. As our enrollment numbers continue to rise there is also an increase in support tickets.

The data also shows that 50% of our students are accessing online courses. This means that online resources will be critical for their success. How can our technology lending program support students? How can our LTR spaces become more conducive to the online learning modalities? Are we investing technology funds in the right places?

Q9

9. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

As the Dean of Learning Technology and Resources my goal is to work closely with Instruction and Student Services in order to create a more holistic approach to support the in person and virtual learning environments.

We have partnered with student services to make sure we support our technology inventory- from 2023 we expanded the laptop inventory from 120 laptops to almost 300 laptops through partnerships with departments like (Engineering, Graphic Design, Rising Scholars and EOPS/CALWorks.

I would like to develop new online readiness resources (Learning how to navigate Canvas and Online tutoring). I would like to work closely with Student Services to expand and implement a new version of the online student support hub (virtual online one stop shop for student services in Canvas).

These efforts can address the strategic goals of increasing equitable access and eliminate equity gaps in course success.

Q10

10. How has this data impacted the goals set in your previous comprehensive program review {Data: Instruction/Student Services}?

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

Q11

11. 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 LTR team which includes (ICS, DE, IMS, Library and Tutoring) have taken a moment to evaluate our internal protocols and where there is a need to adjust our procedures and policies to meet our student needs. A few of our accomplishments include:
1. Doubling the Lending Technology Program inventory through campus partnerships.
2. Successfully hiring permanent staff (in critical roles that serve students).
3. Awarded a $300,000 grant to support and increase equity-minded professional development.
4. Created physical student centered spaces in the library to support students learning online. To improve the online learning experience.
5. Increased library outreach efforts and events to increase student engagement.

Q12

12. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

We are in need of support to revision the library space. We would like to see murals, student pictures, new furniture and a food pantry satellite in the library. I believe the library is the heart of the campus and with support we can bridge to only instructional support but student support services in one space.

We are still facing some challenges with technology and in preparation for future budget changes, we will need to review cost saving ideas when we replace technology.

We need ongoing funding to support the amazing work our DE Coordinator contributes to the campus.

We will also need support as we pilot new systems to automate and streamline how we manage campus wide technology requests.

Now that we have 75 HyFlex classrooms we will need to keep in mind the cost of ongoing maintenance and how our current IMS job descriptions match the new type of support that comes with these upgrades.

Q13

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Respondent skipped this question

Q14

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Respondent skipped this question

Q15

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Respondent skipped this question

Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

Q16

13.   Did your program complete and submit SLO/SAO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates. Which SLO/SAOs did you assess in the last year? If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

No, please describe the department's plan to update them: Since I just completed my first year as Dean there are some areas I am still learning. I do not believe I completed this. I will work with Bri Hays to provide this in the next report.

Q17

14.   Please share any outcomes assessment projects your program has worked on in the last year, including SLO/SAOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

Help Desk SLOs See link for actual April 2023-January 2024 data https://docs.google.com/spreadsheets/d/1tZLmqEUw1mWAHGMs0-SHHu9rDPpKMo8VV2AFd9zjiEI/edit?usp=sharing

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Page 4: III. Previous Goals: Update

Q18

1. Previous Goal 1:

TECHNOLOGY PLANNING AND BUDGET.

Q19   **Completed**

3. Goal Status

Page 5: III. Previous Goals: Update continued

Q20

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.

Q21   **Yes**

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q22   **Increase equitable access (enrollment)**

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

Q23   **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).

Q24

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.

Respondent skipped this question

Q25

Do you have another goal to update?

Yes

Page 7: III. Previous Goals: Update continued

Q26

Previous Goal 2:

CVC CONSORTIUM

Q27

Goal Status

Completed

Page 8: III. Previous Goals: Update continued

Q28

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

Cuyamaca is a Home College and we are on our way to become a Teaching College. This is an ongoing process but the Home College milestone and the steps to become a Teaching College have been accomplished. 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.

Q29

Do you have another goal to update?

Yes

Page 9: III. Previous Goals: Update continued

Q30

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

Respondent skipped this question

Q31

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).

Respondent skipped this question

Q32

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.

Respondent skipped this question

Q33

Do you have another goal to update?

Respondent skipped this question

Page 10: III. Previous Goals: Update continued

Q34

Previous Goal 3:

IMPROVE ONLINE SUCCESS AND RETENTION AND REDUCE EQUITY GAPS

Q35

Goal Status

In Progress-will carry this goal forward into next year

Page 11: III. Previous Goals: Update continued

Q36

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

Respondent skipped this question

Q37

Do you have another goal to update?

Respondent skipped this question

Page 12: III. Previous Goals: Update continued

Q38

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

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

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).

DE will work closer with the VPI to address where we see equity gaps. We will do our best to find innovative ways to improve online success and retention.

Q40   **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.

Q41   **No**

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q42   **Respondent skipped this question**

Previous Goal 4:

Q43   **Respondent skipped this question**

Goal Status

Page 14: III. Previous Goals: Update continued

Q44   **Respondent skipped this question**

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

Page 15: III. Previous Goals: Update continued

Q45   **Respondent skipped this question**

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

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 laptop computers).

Q47

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.

Respondent skipped this question

Page 16: IV. New Goals

Q48

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

Yes

Page 17: IV. New Goals continued

Q49

New Goal 1:

To increase student engagement and retention by shifting the instructional support services provided in the C-building:

1. Help Desk move to C-building (trade spaces with ARC)
2. The Teaching and Learning Space can move into the C-building
3. Equity and Social Justice Library
4. Satellite food pantry (collaboration with Cuyamaca Cares)
5. Visually appealing spaces for students to feel engaged (murals, new furniture, etc)

Q50

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

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

Q51

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

Improve the student experience in distance education/hybrid learning environments as well as in person learning environments. Creating the teaching and learning space will also support professional development by providing a physical space to expand equity minded professional development (which is also part of on of our accreditation goals).

Q52

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

No data collected. I will work with our research office to get support.

Q53

Action Steps for the Next Year:

We will spend the next year collecting the necessary dat to prove how this goal will meet the advancement of the college strategic goals listed above.

Q54

Action steps for this year: 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.

Supplies, equipment, and/or furniture

Q55

Do you have another new goal?

No

Page 18: IV. New Goals continued

Q56

New Goal 2:

Respondent skipped this question

Q57

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

Respondent skipped this question

Q58

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

Respondent skipped this question

Q59

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q60

Action Steps for the Next Year:

Respondent skipped this question

Q61

Action steps for this year: 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.

Respondent skipped this question

Q62

Do you have another new goal?

Respondent skipped this question

Page 19: IV. New Goals continued

Q63

New Goal 3:

Respondent skipped this question

Q64

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

Respondent skipped this question

Q65

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

Respondent skipped this question

Q66

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q67

Action Steps for the Next Year:

Respondent skipped this question

Q68

Action steps for this year: 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.

Respondent skipped this question

Q69

Do you have another new goal?

Respondent skipped this question

Page 20: IV. New Goals continued

Q70

New Goal 4:

Respondent skipped this question

Q71

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

Respondent skipped this question

Q72

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

Respondent skipped this question

Q73

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

Respondent skipped this question

Q74

Action Steps for the Next Year:

Respondent skipped this question

Q75

Action steps for this year: 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.

Respondent skipped this question

Page 22: Final Check

Q76

Are you ready to submit your program review?To go back and review a section, select the section below and click "Next"

I am ready to submit my program review