



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Admin - Instructional Technology Services

ARC and Helpdesk Relocation

Program Goal: Relocate the Tech Mall and Helpdesk from the E-building to the C-building (current ARC Tutoring Center) by Fall 2025 to streamline technology support.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Relocate the Tech Mall and Helpdesk from the E-building to the C-building (current ARC Tutoring Center) by Fall 2025 to streamline technology support. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Relocate the Tech Mall and Helpdesk from the E-building to the C-building (current ARC Tutoring Center) by Fall 2025 to streamline technology support. (X)
- **Increase Completion and Eliminate Equity Gaps:** Relocate the Tech Mall and Helpdesk from the E-building to the C-building (current ARC Tutoring Center) by Fall 2025 to streamline technology support. (X)

Summary of Progress or Results

Summary Date: 01/12/2026

Summary of Progress or Results: In Progress

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Revise the LTR Technology Plan

Program Goal: Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)
- **Eliminate Equity Gaps in Course Success:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)
- **Increase Completion and Eliminate Equity Gaps:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)

sustainable technology purchasing strategies. (X)

- **Increase Hiring and Retention of Diverse Employees:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)

Summary of Progress or Results

Summary Date: 01/12/2026

Summary of Progress or Results: In Progress

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Now that we have a new VPA, we are looking at the funding and policies that impact the Technology Plan, I hope to be able to accomplish this goal in the next year.

DE Funding

Program Goal: Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)
- **Eliminate Equity Gaps in Course Success:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)
- **Increase Completion and Eliminate Equity Gaps:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)
- **Increase Hiring and Retention of Diverse Employees:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)

Summary of Progress or Results

Summary Date: 01/12/2026

Summary of Progress or Results: Active

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Our DE budget was reinstated but the amount that was allocated does not include enough funds to continue offering the same amount of PD

Summary of Progress or Results

opportunities. Our grant is coming to an end on June 30th, 2026. We will continue to request DE budget funds.

Distance Education Partnership with ACMM

Program Goal: Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation. (X)
- **Eliminate Equity Gaps in Course Success:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation. (X)
- **Increase Completion and Eliminate Equity Gaps:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation. (X)
- **Increase Hiring and Retention of Diverse Employees:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation. (X)

Summary of Progress or Results

Summary Date: 01/12/2026

Summary of Progress or Results: Partnership Accomplished

Reporting Period: 2025 - 2026

Status: Completed

Distance Education Partnership with UCSD

Program Goal: Expand salary advancement opportunities for faculty professional development.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Expand salary advancement opportunities for faculty professional development. (X)

- **Eliminate Equity Gaps in Course Success:** Expand salary advancement opportunities for faculty professional development. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Expand salary advancement opportunities for faculty professional development. (X)
- **Increase Completion and Eliminate Equity Gaps:** Expand salary advancement opportunities for faculty professional development. (X)
- **Increase Hiring and Retention of Diverse Employees:** Expand salary advancement opportunities for faculty professional development. (X)

Summary of Progress or Results
<p>Summary Date: 01/12/2026</p> <p>Summary of Progress or Results: Accomplished</p> <p>Reporting Period: 2025 - 2026</p> <p>Status: Completed</p> <p>Action steps for this academic year.: We officially have a partnership with UCSD and we are able to offer Faculty the options to earn quarter units for salary increase.</p>

Service Area Overview and Update

Lead Author

Jessica Hurtado Soto

Collaborator(s)

Dr. Brianna Brown, Amber Toland-Perry, Camillo Hernandez-Lutu and Andrew Al-Shamas

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

The Instructional Technology Services program review represents a collaborative effort among the Distance Education team, Instructional Media Services and Instructional Computing Services. Accordingly, the report is organized into three distinct sections, each aligned with one of these functional areas. The departments worked collaboratively through regular, in-person team check-in meetings, engaging in synchronous planning and coordination throughout the review process. Multiple team members contributed to the identification, collection, and organization of data to support this program review, as well as related assessment initiatives. In addition, the team partnered with Institutional Effectiveness, Student Equity, and Success (IESE) to collect and analyze distance education equity gap data.

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

As Dean of Learning and Technology Resources, I collaborated closely with team leads and staff to complete the Instructional Technology Services annual program review. I also met with the Vice President of Instruction to ensure that our vision, goals, and resource requests are aligned with the College's strategic priorities. Collaboration occurred through both in-person meetings and asynchronous communication, including email.

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

Distance Education, Instructional Computing Services, Instructional Media Services

The Instructional Technology Services Annual Report highlights major changes and accomplishments from the 2024–2025 academic year. The report emphasizes cross-departmental collaboration and institutional impact, while outlining key outcomes aligned with student success, equity, sustainability, and instructional innovation. In this report, instructional support services encompass both the technologies that support the college's physical infrastructure, such as buildings and classrooms and the systems that enable instruction, information processing, and information dissemination. The Distance Education program focuses on creating an online learning environment that supports students through a holistic understanding of their online learning needs. Online education is supported through ongoing training and resources for online instructors, while ensuring the college's compliance with accreditation standards. Our team strives to align with student success and equity initiatives, support online education across multiple learning modalities, and advance technology modernization and accessibility. It is also important to acknowledge that the Instructional Technology Services area has been influenced by external factors driving change, including staffing constraints, funding considerations, statewide initiatives, and evolving compliance requirements.

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Distance Education (DE)

The Cuyamaca College distance education mission is to optimize the students' experience in online courses and to help them succeed and reach their educational goals by ensuring high quality, innovative, equity-minded and accessible online instruction, offering robust support and training to faculty teaching online or using Canvas in their face-to-face courses. Advancing efforts to equitize protocol and policies and increasing the retention of diverse faculty. Distance education plays a critical role in creating a welcoming instructional and student support ecosystem. The distance education team has developed strategies to reduce equity gaps in online learning. In Fall 2025 data showed that 57.4% of Fall 2025 duplicated enrollments were online. Up from 30.7% in Fall 2019, a 78.18% increase. 82% of 2023-2024 students took at least one DE course. Over the last 3 years, Spring data has changed but we see an increase in on campus sections and enrollments have not impacted DE enrollments since they remained steady. Online offerings are not negatively impacted by face-to-face enrollments. Online fill rates compared to face to face and hyflex courses showed that Online classes have consistently filled at higher rates than face to face. It is important to recognize that students continue to seek flexible schedules.

Cuyamaca College continues to offer face to face options along with HyFlex and fully online courses.

2022-20228 DE Goals include:

Goal 1: Equitize Online Instruction

Goal 2: Equitize DE PD

Goal 3: Equitize DE Resources

Goal 4: Equitize DE Protocols

Goal 5: Infuse DE into Cuyamaca's Culture

Key Changes and Additions

- The Distance Education budget was reinstated in Summer 2025. This was a major addition since this budget was not accessible since Summer 2023. The reinstated budget allowed the DE Coordinator funding to work during the summers to support DE Certifications and prep for the Winter professional development camp.
- An extension for the 2023-2025 Culturally Responsive Pedagogy & Practice Innovative Best Practices Grant was submitted. This was a request for additional time to ensure all funds are exhausted by June 30th, 2026. This request was approved, allowing our team to extend PD opportunities. PD funding has not been secured beyond June 30, 2026. We are urgently seeking other ways to fund FY 2025-2026. If funding is not secured, we will have to scale back on POCR and EPPA professional development opportunities.
- New Legislation specifically Title II mandates that ALL campus materials must be fully accessible by April 2026. Cuyamaca College is part of the Accessibility Capability Maturity Model cohort. This is critical since there is no dedicated role on campus for faculty and staff accessibility support. Campus leadership is currently looking into this urgent request, since it is a districtwide need.
 - The Accessibility Capability Maturity Model cohort requires colleges to focus on:

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- Governance and Strategic Planning
- Educational Materials & Technology
- Web content
- Digital Content
- ICT Procurement and Adoption
- Training and Professional Development
- Accessibility College Culture

Major Achievements

- The Distance Education program is focused on strengthening online course quality through ongoing improvement and review processes, advancing accessibility and compliance efforts, contributing to statewide and systemwide Distance Education initiatives, and supporting professional development initiatives that promote meaningful faculty engagement.
- Ongoing support and creation of Regular Substantive Interaction Resources: RSI Cats and RSI PlayLab and we are looking at possibly piloting the Pronto tool.
- 2024-2025 Peer Online Course Review (POCR) faculty submitted their courses and successfully aligned a total of **10 courses**. Cuyamaca College is currently leading the way for most POCR aligned course in the California Community College system.
- 2024-2025 Equity Pedagogy and Practice Academy (EPPA) **19 Faculty** completed this training. Our new partnership with UCSD's Division of Extended Studies offers Cuyamaca College faculty the option to earn 4.5 quarter units towards salary advancement.
- 2024-2025 GCCCD Summer and Winter Camps were well attended with over **90 attendees per camp**. Topics included *Canvas updates, Validating Student Engagement, Feedback in a Flash, Using &N Designing Task Specific GPT's, Save Time with Accessibility Hacks, Save Time with Design Plus, Survey Announcements, Time Saving Discussion Tips and Save Time with Shared Resources*.

DE Resources

[Comprehensive one-stop-shop](#) for DE-related resources (RSI, accessibility, course design) and professional development opportunities!

RSI Resources

Accreditation is approaching the RSI resources are critical for faculty:

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[GCCCD RSI Policy](#)

[CC Faculty Resources RSI Module](#)

[RSI Cats](#)

[Interactive RSI bot](#)

Accessibility Resources

[Fall 2024 Accessibility Lightning Sessions](#)

[Winter Camp 2025 Accessibility Session](#): "Save Time with Accessibility Hacks"

[Summer Camp 2025 Accessibility Session](#): "The Accessibility Spellbook: Using PopeTech, Canvas, and Design Plus"

[Winter Camp 2024](#): "Accessible PDFs"

CC Faculty Resources [Accessibility Module](#)

[Make sure Pages & Docs are Accessible](#)

[Previous FLEX Workshops](#)

Instructional Computing Services (ICS) or also referred to as Instructional Computer Facilities (ICF)

The ICS Support Team provides customer-oriented support to members of the Cuyamaca College community to make the best use of technology on and off-campus through teamwork, universal access principles, and a proactive approach to identifying and solving problems. This includes installation, configuration and troubleshooting of District-owned desktops, laptops and related peripherals for Cuyamaca College faculty and staff. This team works closely with the District Information Systems, and Instructional Media Services to resolve any number of instructional technology issues facing the campus as well as any outside events.

ICS Services

- Provide technology quotes campus-wide
- Software Licensing and renewals
- Technology solutions for Teaching and Learning
- Collaborate with District IT to support campus technical and software application support
- Problem-ticket tracking with Jira

Key Changes and Additions

- Limited staffing continues to be a huge burden for our helpdesk team. We currently have only (2) 12-month contract employees, our third team member is a 10-month employee. This means the employee must take Leave Without Pay (LWOP) negatively impacting our helpdesk hours and ability to answer calls and tickets. With the recent Districtwide Colleague refresh and Single Sign-On, we had to ask the Vice Chancellor of Technology for support.
- The Dean of LTR and Camillo Hernandez the ICS Supervisor have made improvements to the purchasing process for campus technology and currently working with district IT to properly use the "needs assessment form" to identify if we can implement the

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requested software. District will help us verify any software that needs access to our Student Information System, to ensure compliance with data privacy and accessibility.

- Hardware/software refresh cycles needed a review since we found that some of the class caps had been adjusted. We were mainly concerned with one that was above the class cap creating fire safety and ADA compliance concerns. We have since fixed this situation.
- Our Library technology lending program is updated and maintained by our ICS team. The team works to turn around about 350 Library checkout laptops before each semester. Unfortunately, we have students facing technology issues when attempting to log in to the borrowed laptops and other equipment. To provide students, the best experience, we have decided to move the helpdesk and the Canvas support to the ARC tutoring center in the C-building. The ARC tutoring space would then move to the E building, specifically the Tech Mall. We hope to have the opportunity to officially complete the move, Fall 2026. We will need to submit an official move request. We will also ask ROC for money to buy new furniture for the ARC tutoring center.

Major Achievements

- Improvements to classroom technology reliability and user experience. For scheduled computer lab rollovers during 2024-2025, the ICS team replaced B154 (30 computers), H119 (40 computers), High-end computers for CAD/Engineering in the Tech Mall (20 computers), Instructor computers in the Automotive Engine Bays, (19 computers), and E230 (30 computers).
- The ICS Supervisor works closely with the department chairs and deans to ensure deployment of new instructional technologies and software.
- Increased efficiency in operations and response times. Our helpdesk services are now expanding remote support for Dual Enrollment application sessions.
- The ICS team conducts semi-annual walk-throughs of each classroom and lab to ensure that any computers that are non-functional can be addressed before the next semester starts. They make sure to do this well in advance of each semester so that we have time to engage manufacturer repairs, minimize downtime, and keep as many operational workstations as possible.
- Between July 1, 2024- June 30, 2025, the helpdesk team routed and responded to approximately 4,000 student and employee helpdesk tickets. By reviewing this data each month, the ICS team can identify any critical IT issues and, in some cases, identify campuswide student support issues.

Instructional Media Services (IMS)

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Instructional Media Services supports A/V (audio visual) technology in all classrooms as a priority and Extron equipment for HyFlex instruction. In addition to classrooms, IMS supports A/V technology in the student center, conference rooms, campus events and other technology spaces throughout the Cuyamaca College campus.

Key Changes and Additions

- Upgrades to media equipment and HyFlex support. Small fans were purchased and installed in classroom equipment to avoid overheating.
- IMS has stepped in to support the Theater Tech events due to our vacant theater tech position. Our IMS team has done an awesome job balancing all campus events. We hope to have someone fill the Theater Tech position in the next month.

Major Achievements

- Support for in-person, hybrid, and online instruction, **290** IMS tickets/calls were solved.
- Event and classroom AV support improvements. Over **60** events were supported by the IMS team between.

Service Area Outcome Assessment and Operational Improvements

Administrative service 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 to assess your service area?

The Distance Education team partnered with the IESE office to obtain and analyze data related to online education, with a focus on fill rates, retention, and equity gaps. The Instructional Computing Services and Instructional Media Services teams collect service data through the Jira ticketing system, including requests submitted via email to C-Helpdesk@gcccd.edu. Over the past two years, enhancements to the ticketing system have improved our ability to track, analyze, and report on the volume and resolution of support requests.

How were the data used to inform changes or improvements to a service area or to the college as a whole?

Data and resulting recommendations were used to inform targeted improvements across instructional technology services and the college as a whole. Distance Education data guided enhancements to professional development focused on online pedagogy, equity, Regular and Substantive Interaction (RSI), and accessibility, emphasizing shared responsibility beyond faculty alone. Instructional Computing Services used service data to refine educational technology vetting processes and improve planned technology replacement practices, ensuring employees and students have reliable access to the tools needed for success. Instructional Media Services reviewed ticket outcomes and user feedback to strengthen response times for classroom support and campus events, supporting instructional continuity, community collaboration, and a student-centered learning environment.

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Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review

