



C U Y A M A C A
· C O L L E G E ·

2024-25

Council/Committee Goal-Setting Form

Council/Committee:	OTLC	Date Goals Were Adopted by Council/Committee:	10/10/2025
Co-Chairs:	Bri Brown and Jessica Hurtado		
College Vision: <i>Equity, Excellence, and Social Justice Through Education</i> College Mission: <i>Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve by providing programs that lead to certificates, degrees, transfer, career opportunities, and ultimately social and economic mobility.</i>			
Council/Committee Goals for 2024-2025		How will this goal specifically address one or more of the 2022-2028 College goals and strategies? Goals 1. Increase Equitable Access 2. Eliminate Equity Gaps in Course Success 3. Increase Persistence and Eliminate Equity Gaps 4. Increase Completion and Eliminate Equity Gaps 5. Increase Hiring and Retention of Diverse Employees	PROGRESS (to be completed at the end of the year):
GOAL 1: Reduce equity gaps in retention and success in classes taught in online modalities		The Distance Education team is committed to a culture of equity, excellence, and inclusion;	Status: In progress*

<u>ACTION STEPS:</u> What specific steps does the group need to take this year in order to successfully achieve this goal? • Student, Instructor, & Course Data Review from IESE • Pilot creating an outline of a degree that can be completed fully online • Connect Students to Resources for Success in online classes <u>EVALUATION:</u> How will this goal be evaluated? The DE team will collect disaggregated student equity data and analyze the enrollment, success, persistence, and completion rates of disproportionately impacted student groups. Students will have a variety of resources to guide them through their online pathway.	to eliminating equity gaps that exist for disproportionately impacted student groups; and to increasing access, course success, persistence, and program completion for disproportionately impacted student groups. Because of this commitment, diverse online instructors and students will feel both an increased sense of belonging and will likely remain at the college. Goal 1 aligns with Strategic Goals 1 and 2.	What progress did the committee/council make toward this goal over this academic year?
<u>GOAL 2:</u> Promote and facilitate equity-minded professional development opportunities related to online instruction <u>ACTION STEPS:</u> What specific steps does the group need to take this year in order to successfully achieve this goal? • Advocate for a requirement for online faculty to complete DE training as part of their annual FLEX obligation • Badge 10 online course sections through Peer Online Course Review • Run two sections of EPPA in 2025-26 • Partner with campus experts and leaders to innovate PD • Focus on PD around: ○ Artificial Intelligence (workshops, community of practice, Teaching Dialogues collaboration) ○ Regular and Substantive Interaction in light of new ACCJC RSI Rubric and upcoming accreditation site visit ○ Accessibility in light of Title II regulation and	The Distance Education team's second goal centers equity-minded professional development and culturally responsive teaching practices by offering training that meets diverse instructional, departmental, and institutional needs and accommodates a range of faculty experiences. Equity-minded professional development will mitigate student equity gaps in access, success, persistence, and completion, as faculty will be equipped to create a sense of belonging and inclusion in their classes and provide culturally relevant curriculum, in tandem with a meaningful and robust learning experience. In doing so, students will be successful, persist to the next semester, and complete their	Status: In progress* What progress did the committee/council make toward this goal over this academic year?

deadline to make all college communications and materials accessible by Spring 2026 • Offer Professional Development, such as Summer & Winter Camp, FLEX, accessibility, HyFlex, DE certification (TOC) • Promote Online Teaching Conference, @ONE courses, DE-related webinars, the Peralta Equity Conference, ASCCC OERI Webinars, Instructurecon, EMTLI EVALUATION: How will this goal be evaluated? This goal will be evaluated by administering qualitative surveys to faculty and staff to assess training needs, and, following training sessions, ask attendees the extent to which the sessions met their needs. Last, the DE Coordinator will keep record of the instructors who earn Quality Reviewed (Peer Online Course Review) badges.	programs, as DE courses are instrumental to students' pathways. Goal 2 aligns with Strategic Goals 1, 2, 3, and 4.	
GOAL 3: Offer equity-minded, accessible, and transparent resources related to online instruction that align with Title 5 ACTION STEPS: What specific steps does the group need to take this year in order to successfully achieve this goal? • Develop the DE Handbook • Update DE webpage • Market the GCCCD PD and CC Faculty Resources shells • Partner with counselors to develop CVC Exchange resources EVALUATION: How will this goal be evaluated? This goal will be evaluated by updating the current DE resources with an equity and accessibility lens. Once the resources listed in the action items below are updated, this goal will be considered met.	By ensuring the DE resources are equity-minded, accessible, and transparent, faculty will be equipped to leverage the resources to develop high-quality and equity-minded courses, which, in turn, will foster equity in access, success, persistence, and completion. Goal 3 aligns with Strategic Goals 1, 2, 3, and 4.	Status: In progress* What progress did the committee/council make toward this goal over this academic year?

GOAL 4: Institutionalize equitized protocols related to online instruction ACTION STEPS: What specific steps does the group need to take this year in order to successfully achieve this goal? • Coordinate with OER Coordinator and committee on implementing ZTC/LTC/OER in DE classes • In collaboration with Cuyamaca's taskforce, implement DEIAA into the teaching evaluations process, modify the online teaching evaluation form and train course evaluators • Develop and submit a proposal for institutionalized DE funding • Improve the DE process by demystifying requirements and registration process • Support in Accreditation and Program Review efforts • Explore avenues for protecting POER- and ZTC-badged courses and expert online part-time faculty EVALUATION: How will this goal be evaluated? This goal will be evaluated by tracking the number of online courses that convert to OER/ZTC/LTC, initiating new protocols as listed above, and securing funding.	Equitizing the protocol listed here aligns with the college's strategic goals because low or no-cost courses increase access and student success, particularly for disproportionately impacted student groups. Modifying the evaluation form and instituting a recertification process for online faculty will ensure course quality, which will benefit students across equity outcomes and will help to retain diverse online faculty. Goal 4 aligns with Strategic Goals 1, 2, 3, 4, and 5.	Status: In progress* What progress did the committee/council make toward this goal over this academic year?
Goal 5: Infuse DE into the culture of Cuyamaca College ACTION STEPS: What specific steps does the group need to take this year in order to successfully achieve this goal? • Collaborate on a DE Convocation event with the Teaching and Learning team • Partner with campus experts on designing and promoting professional development, events, resources, a social	Ensuring that DE is represented in critical spaces will support all 5 of CC's strategic goals, as it will help to improve online course quality, aid in retaining our students, and helping them to complete their programs. Also, we will better support online instructors which will help to retain them.	Status: • Having initial conversations

media campaign, and student services for online faculty and students • Ensure that there is DE representation on critical shared governance committees • Add DE experience as a desired qualification to faculty job descriptions • Take intentional steps in thought-partnering with campus experts to improve the online student experience • Design and implement an onboarding process for online instructors • Elevate and showcase online faculty innovative practices • Consistently share what effective online teaching and support entails • Foster a growth mindset about online teaching, learning, and student support • Champion DE advocacy and buy-in at the college, division, and department/service area levels		
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