# Program Review
## Golden West College

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## Important Information

Some people have expressed concerns about losing information after being logged off.  There are some ways to avoid this.

- Please type your information into a Word document then paste the information here.
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|---|---|
| Submitter's First Name: | * Jorge |
| Submitter's Last Name: | * Ascencio |
| Submitter's Email: | * jascencio@gwc.cccd.edu |
| Submitter's ID | * |
| Submitter's Phone Number: | * |

Type of review? *
- ◉ Administrative
- ○ Instruction (Please note: Library and Counseling should submit individual Program Reviews: One for Instruction and one for Student Services))
- ○ Student Services

Who is your Dean/Supervisor?
- ○ Robyn Brammer
- ○ Joseph Dowling
- ○ Rick Hicks
- ○ Janet Houlihan
- ○ Danny Johnson
- ○ Claudia Lee
- ○ Alice Martanegara
- ○ Carla Martinez
- ◉ Alex Miranda
- ○ Kay Nguyen
- ○ Meridith Randall
- ○ Christina Ryan Rodriguez
- ○ Matthew Valerius
- ○ Tim Vu
- ○ Chris Whiteside

Who is your Vice President? *
- ○ Lee, Claudia
- ○ Houlihan, Janet
- ◉ Randall, Meridith

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**If you experience any technical difficulties completing this form, please contact Damien Jordan.**

## Program Review
### Purpose

*"Program review is the process through which constituencies (not only faculty) on campus take stock of their successes and shortcomings and seek to identify ways in which they can meet their goals more effectively. It is important to note here that the task of identifying evidence-based successful practices, and sharing these practices college-wide, is far more important than the negative perspective of trying to ferret out ineffective practices"* **–Academic Senate for California Community Colleges, 2009**-

## Program Review
### Data Driven Decision Making

- *Continual improvement*

- *Evaluation of program resource needs*
- *Fiscal stewardship and transparency*
- *Culture of evidence*

Program Review
**Reporting Cycle**

1. Program Review will be conducted every two years beginning Fall semester 2021.
2. Department Chair/Originator will be given feedback at each step in the process.
3. Data provided by ORPIE, including statewide data for success given to departments the first week of October (October 8, 2021).
   Originator: The originator owns this information (usually the Department Chair). The document is "locked" unless sent back.(October 22, 2021).
4. Department Chair: If the Department Chair did not submit the document, it will go to the Department Chair for general feedback (November 1, 2021).
5. Dean/Supervisor: The Dean/Supervisor provides feedback in a single text box. The Dean/Supervisor may send back to the Department Chair if something needs to be changed. (November 8, 2021).
6. IEC: IEC provides feedback for a technical review. (November 15, 2021).
7. CCD: provides feedback on curriculum or instruction section. (November 22, 2021).
8. Vice President: The identified VP provides feedback and can send the document back for edits (December 1, 2021).
9. Review: The Department Chair incorporates the feedback and resubmits. The Dean/Supervisor can send back if there is still something missing (January 31, 2022).
10. Submission: Once the originator (Department Chair) submits the document, it will be locked (February 11, 2022).
11. Committee Reviews: Requests for funding will be sent to committees for their review (February 11, 2022). Reviews by committees must be submitted to Planning and Budget by March 15, 2022.
12. Hiring Deadline: Approved requests for faculty positions will be provided by the Executive Team (February 25, 2022).
13. Hiring Deadline: Ratings for classified professional positions will be provided to the Executive Team by April 22, 2022.
14. Funding Deadline: Planning and Budget will make determinations on Categorically funded requests (April 22, 2022).
15. General Funds and Classified positions: Items funded through general funds and available Classified Professional Positions will be determined (October 7, 2022).

## Important Update

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# Program Information

**Please note, the term Program Review is a standard. We will use "program" throughout the document. Please regard this as your "department" or "area".**

Name of Program (Academic Programs should be listed per discipline)

*Online Instruction Departme

Please provide a brief description and any significant change in your program since the last program review cycle.

*The Online Instruction Department (OID) supports online learning and instruction by providing students with technical support for online education, training and assisting faculty in developing and maintaining their courses within the Canvas learning management system.
Due to the COVID-19 pandemic, the Online Instruction department experienced a significant increase in demand for our college's faculty and student support. The Online Instruction Department went from supporting approximately 150 sections each semester to having to provide LMS support to over 800 classes being offered each regular semester during the pandemic.

What are your program's strengths?

*The Online Instruction Department provides outstanding support to faculty in achieving their goals of teaching excellent classes and to students pursuing success in their educational, career, and transfer goals. The department answers the phones quickly, provides optimal customer service, creates a welcoming environment, provides quality training materials, and encourages and promotes online teaching and learning. The OID also supports all other faculty that use our Learning Management System (Canvas) as a supplement to their on-campus classes. The OID was quick in responding and adapting to the increased demands of the new virtual landscape by immediately launching multiple daily webinars to help faculty.
The OID is innovative. To better serve the instructors, the OID initiated Open Lab hours on campus in 2018 and quickly reestablished them virtually after the pandemic hit. Faculty informed the department that this service was not available at other colleges and they really appreciated it. Similarly, virtual office hours were established so that faculty could continue to receive the one-on-one guidance that they were accustomed to. Additionally, in 2019 the OID created the Canvas Success Center (CSC), a self-service website filled with video tutorials which allow faculty to learn about Canvas at their own pace. Because this was already in place when the pandemic hit, our faculty were better prepared and able to acclimate to the virtual environment more rapidly.

What are the challenges for your program? (If there are regulations or requirements for your program that require additional support, please note those here.)

*The increased demands of our department include supporting the entire college (faculty and students) in the use of Canvas, create virtual open labs and virtual office hours where individual faculty can "drop in" to get individualized help, and create video tutorials for new-to-Canvas faculty.
Some challenges that the Online Instruction Department faces are:
•    Meeting the demand for training for faculty who want to teach quality online courses. This includes getting Level 1 and Level 2 certification, learning and applying new technologies to enrich courses' content. With the advent of required training, the department has received a great amount of faculty push back.
•    Helping faculty and especially students to overcome the hurdles of learning and using new technologies, such as Respondus Monitor (test proctoring application), Zoom, and our Learning Management System itself.
•    Making sure that faculty are up to date with Accessibility in Canvas and that they are aware of other and new accessibility requirements. With the potential future auditing of accessibility in active courses, the demand on the OID will increase. This challenge will require additional support.
•    As our college staff transitions back to a fully on-campus presence, we will need to expand and revamp support for a simultaneous on-campus/online environment.
•    By nature, the online education field is constantly changing, which requires the OID staff to learn the new systems, revamp materials, and provide new training. In addition, there are many significant software transitions occurring from mid-2021 to mid-2022 making this an exceptionally challenging time.

# ADMINISTRATIVE SERVICES INFORMATION

Over the past two years, how did you measure your effectiveness and customer satisfaction?  What were the results?

*The Online Instruction Department started providing Level 1 (Introduction to Canvas & GWC Tools / Policies) and Level 2 (Online Teaching Certification) certifications at the beginning of the 2019-2021 Program Review Cycle.

During the 2019-2021 Program Review Cycle:
•    9 Sessions were offered (CanvasL1-Sessions-PR-2019-2021.pdf)
•    234 Faculty were Level 1 certified.
A survey was conducted at the end of this Level 1 training to gather feedback and customer satisfaction (CanvasL1-Report-PR-2019-2021.pdf). It should be noted that 98% of the faculty surveyed agreed or strongly agreed with the statement that this course improved their online teaching skills.

A self-paced course was concurrently available to GWC faculty who had completed a previously offered "Introduction to Canvas" course. This course was called Level 1 Mini. This course concluded in Spring 2021, and:
•    93 Faculty were Level 1 certified.

In total, the following Level 1 and Level 2 certifications were awarded during the 2019-2021 Program Review Cycle:
•    327 Faculty were Level 1 certified.
•    216 Faculty were Level 2 certified.

In the 2020-2021 academic year the OID offered Virtual Open Lab and Virtual Office Hours session, and there were:
•    536 visitors to our Open Labs. (Approximately 129 sessions held)
•    425 visitors to our Office Hours.
•    450 support cases have been assigned and solved.

In the 2020-2021 academic year:
•    33 webinars were offered (Webinars-PR-2019-2021.pdf)
•    A total of 470 faculty attended these webinars.

Over the past two years, how did you measure your efficiency and productivity? What were your results?

*The Online Instruction Department offered 4 hours of weekly Open Labs, 12 hours of Office Hours per week for the 2020-2021 academic year. This is in addition to other responsibilities with the web-based ticketing system, email, and the day-to-day tasks of the department.

Despite higher attrition rates due to the many challenges of the pandemic, student success in online and

virtual classes of Fall 2020 exceeded the past five Fall terms as noted on a report by Vice Chancellor Andreea Serban (Report on Success from Dr. Serban.pdf). Additionally, our faculty have become very comfortable and successful with this new environment. Some who noted that previously would never have utilized Canvas are now committed to teaching online in the future.

<div align="center">

Program Review
**Goals and Requests for Funding**

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**Requests – If you are requesting any of the following, they _MUST_ be addressed within your Department goals.**

- Faculty
- Equipment, Facilities, Technology
- Support Staff

(When you click that you need any of the above (Faculty, Equipment, Facilities, Technology or Support Staff) you will be provided the appropriate form on subsequent pages of this document)

**Vision 2030 Goals Legend**

1. **Enrollment:** GWC will increase credit and noncredit enrollment while providing efficient academic programs and student services.
2. **Equity and Success:** GWC will support, enhance, and develop equity-minded services and academic programs that lead to student success.
3. **Completion:** GWC will ensure students' timely completion of degrees and certificates by providing high quality academic programs and student services.
4. **Workforce Preparation:** GWC will support student success by developing and offering academic programs and student services that maximize career opportunities.
5. **Facilities:** GWC will provide flexible, accessible, and sustainable learning environments that support the success of students, faculty, staff, and communities.
6. **Professional Development:** GWC will support the success of all employees by providing professional development opportunities that focus on the achievement of College Goals.
7. **Communication:** GWC will effectively communicate and collaborate within the College and its communities.

## Goals from Previous Program Review Cycle

Please refer back to the goals from your previous Program Review cycle and summarize all outcomes for each goal.

**Summary and Outcomes of Previous Goals (from the last Program Review), including resource requests and if they were funded or not.**

Establish training requirements for all faculty using Canvas.
o     We offer training opportunities for all faculty using Canvas to supplement their on-campus instruction. These courses cover the fundamentals of using our Learning Management System. Faculty have now become more familiar with the tools within Canvas and are more comfortable with online learning technology. We also went through the process to establish this training as a requirement for all faculty, however due to contractual agreements it could not be implemented.

Establish training requirements for all faculty who will be teaching online.
o     We established training requirements for all faculty using Canvas by introducing mandatory training courses for those teaching hybrid or online at our campus. The training consists of two courses. Level 1 is a four-week intro to Canvas course which provides an overview of Canvas and its tools available to our faculty as well as important regulations such as attendance and accessibility. Level 2 is a five-week Online Teaching Certification course which provides information on distance education pedagogy and regulations, as well as tools, tips, and strategies that allow instructors to comply with regulations in order to enhance online teaching. These courses are designed so instructors can optimize the use of our resources to create an interactive and successful environment for students. We have been taking this through the steps at the various committees such as the Academic Senate, DEAC, Deans and Chairs, to solidify this training as a requirement. Due to the pandemic in 2020, we experienced unforeseen impediments of the enforcement of this requirement. We aim to complete this during our next Program Review cycle.

Require a robust identity authentication system for all online classes.
o     To address academic dishonesty, and in addition to our regular two-factor authentication, we offer Respondus proctoring software for instructors who are interested in administering proctored exams online. Respondus proctoring entails two components – Respondus Lockdown Browser and Respondus Monitor. The instructor enables Respondus Monitor on their end to activate identity authentication for their exams. Students must download the GWC-specific Respondus Lockdown Browser and use a webcam in order to take their online proctored exam. While the use of this tool is not required, it is available to any faculty that is teaching online who wishes to use it.

Create a public-facing Canvas shell (Canvas Success Center) as a hub for all resources and training related to Canvas, online instruction, etc.
o     In 2019 the OID launched our Canvas Success Center (https://csc.onlinegwc.org) which is a resource hub for our faculty who teach online, hybrid, or use Canvas as a resource for their in-person classes. We have an array of information on the page from getting started building content, ADA accessibility, D.E. guidelines and policies, online education related software, available Level 1 & 2 training, and more. The OID's Educational Technologies Specialist created video tutorials on all the different aspects of Canvas. The CSC site hosts videos and resources that help faculty who teach both on-campus and online take better advantage of the many tools that are available to them through Canvas. This site is continually updated with revised and additional content.

No resource requests were made.

# Goals for Current Program Review Cycle

Current goals should be connected to Vision 2030.

## Goal 1 (Required)

**Description of Program's Goal**

Smooth rollout for New Quizzes and smooth transition from Knowmia to Panopto and Design Tools.

**What actions will the program take to accomplish this goal?**

The Online Instruction Department will familiarize themselves with the new technology, and then provide training, educational materials, and support for faculty.

**What metric will you use to measure your goal?**

Training attended by each member of our OID, training sessions provided, educational materials available to

faculty, and Open Lab sessions offered.

**Which of the College's missions and goals does this goal support? (Vision 2030)**

☑ Enrollment

☑ Equity and Success

☑ Completion

☐ Workforce Preparation

☑ Facilities

☐ Professional Development

☑ Communication

**Requests: What do you need to accomplish this goal? (Mark any or all that apply)**

Please note: Indicating one of the following will create a form to appear on a subsequent page.

☐ Faculty

☐ Facilities

☑ Technology

☑ Equipment

☐ Professional Development (funding request)

☐ Support Staff (permanent classified)

☐ None of the above

# Goal 2 (Required)

**Description of Program's Goal**

Create a self-paced and abbreviated Level 1 training course to reduce burden on part-time faculty members that have already completed training elsewhere and to expediate their training timeline when they are hired.

**What actions will the program take to accomplish this goal?**

Modify the existing Level 1 training materials to be appropriate for a self-paced and self-guided course. Include an assignment to review faculty certificate from previous training. Allow self-enrollment and publicize course availability.

**What metric will you use to measure your goal?**

Completion and launch of modified Level 1 training course for previously trained faculty. The number of faculty who have achieved Level 1 certification through this process.

**Which of the College's missions and goals does this goal support? (Vision 2030)**

☑ Enrollment

☑ Equity and Success

☑ Completion

☐ Workforce Preparation

☑ Facilities

☐ Professional Development

☑ Communication

**Requests: What do you need to accomplish this goal? (Mark any or all that apply)**

☐ Faculty

☐ Facilities

☐ Technology

☐ Equipment

☐ Professional Development (funding request)

☐ Support Staff (permanent classified)

☑ None of the above

# Goal 3 (Required)

**Description of Program's Goal**

Improve the adherence to ADA accessibility in our online Canvas environment.

**What actions will the program take to accomplish this goal?**

Members of the Online Instruction Department participate in a District-wide Canvas committee which has discussed the possibility of an ADA accessibility audit in the coming years, which will audit randomly selected classes for accessibility compliance. It is expected that the OID will participate in this process. The actions will depend on the outlined procedure of the audit.

**What metric will you use to measure your goal?**

OID participation and adherence to the District-wide audit procedures.

**Which of the College's missions and goals does this goal support? (Vision 2030)**

☐ Enrollment

☑ Equity and Success

☑ Completion

☐ Workforce Preparation

☑ Facilities

☐ Professional Development

☑ Communication

**Requests: What do you need to accomplish this goal? (Mark any or all that apply)**

- ☐ Faculty
- ☐ Facilities
- ☑ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☑ Support Staff (permanent classified)
- ☐ None of the above

# Goal 4 (Optional)

**Description of Department's Goal**

Communication to the campus of the evolving developments that affect online instruction, as assessed by keeping the instructors abreast of developments that may originate from the State, District, or College.

**What actions will the program take to accomplish this goal?**

The Online Instruction Department will stay up to date of developments or changes that affect online instruction by participating in college and district committees, and by staying informed of changes that originate from the state through the State Chancellor's Office and through email lists. The OID will then disseminate this information to faculty via Canvas announcements, emails, or updates to the Distance Education Advisory Committee.

**What metric will you use to measure your goal?**

Communication distributed to faculty through various means.

**Which of the College's missions and goals does this goal support? (Vision 2030)**
- ☐ Enrollment
- ☐ Equity and Success
- ☐ Completion
- ☑ Workforce Preparation
- ☐ Facilities
- ☐ Professional Development
- ☑ Communication

**Requests: What do you need to accomplish this goal? (Mark any or all that apply)**
- ☐ Faculty
- ☐ Facilities
- ☐ Technology
- ☐ Equipment
- ☐ Professional Development (funding request)
- ☐ Support Staff (permanent classified)
- ☑ None of the above

# Goal 5 (Optional)

**Description of Department's Goal**



## OTHER INFORMATION

What additional information would you like to share about your program?

Due to the ongoing changes, updates, and growth of online education, the work in the Online Instruction Department has been, and will continue increasing and evolving. As a result, the department staff has to always stay ahead in planning its work and activities in order to continue to provide our college's faculty and students the best service possible. In addition, the Online Instruction Department staff needs to stay adaptable and knowledgeable of the new learning technology tools, policies, and procedures to be able to keep up with the tasks required to successfully perform their job. Given the constantly changing of these learning technologies, the OID staff is continually learning and improving.

| Optional file upload (if desired) | CanvasL1-Report-PR-2019-2021.pdf |
| Optional file upload (if desired) | CanvasL1-Sessions-PR-2019-2021.pdf |

# Program Review

General Fund
Classified Professional Request

How many Classified Professional Requests would you like to submit?

* ○ 0
  ◉ 1
  ○ 2
  ○ 3
  ○ 4

## 1st Classified Position Request

### POSITION REQUESTED

* ○ Replacement Position (Previously funded/ not currently funded)
  ◉ New Position (Never been funded/newly created)

### SALARY REQUESTED (Click here to see the salary schedules)

Salary Schedule (e.g., EE) * `EE`

Range (e.g., 116) * `114`

Job Title (should match description below) * `Course Assistant`

Please use a mid-level step for salary: * `59,620`
Salary (e.g., $50,000)

### Contract

* ◉ 12 month
  ○ 11 month
  ○ 10 month
  ○ 100% FTE
  ○ Other FTE %

### JOB DESCRIPTION SUMMARY

**For reference, please see the current Organizational Chart for the campus.**

Please provide the job title and description-URL for your proposed position. You may find a list of approved job descriptions from the CCCD Position Description portal.

For example, Accessible Media Specialist. URL: https://navigator.cccd.edu/district/hr/classification_and_compensation_study/Documents/Classified%20Specifications%20A/Accessible%20Media%20Specialist.pdf

If the job description is not listed above, you may copy and paste your job description here.

* Performs clerical and technical support for faculty delivering large audience instruction. Assists instructors with preparing and maintaining course materials, tests, and equipment, and provides live audio-visual support for lecture transmission. Provides support to faculty teaching via distance learning.

What are the essential duties this position will fulfill?

* Specific duties may vary among departments, divisions and jobs. Incumbents typically perform a substantial portion or all of the following kinds of duties, as assigned:
1. Perform general clerical duties to assist instructors and instructional programs, including typing, filing, copying, developing forms, operating instructional equipment, answering phones, and responding to routine questions, writing letters, and responding to email. Sort and process incoming mail.
2. Course assistant address large groups of individuals delivering directions regarding, testing, adding or dropping a course, collecting of course materials, relating changes to course calendars etc.
3. Opens and prepares the teaching facility and tests the operating status of audio- visual and other instructional equipment, making minor adjustments as required. Uses audio-visual and other equipment to support the instructor. Hands out and collects materials in person or to a course website, issues, proctors, and controls exams.
4. Provides ancillary instructional assistance by setting up displays, computers, and special materials for presentations.
5. Assists instructors with data management, word processing, and reporting of classroom information and statistics such as those depicting attendance and student involvement and performance. In addition, assist instructors with grade changes, incompletes, drops, and downloading of rosters.
6. Assists with the creation, layout and formatting of testing materials. Scores tests and assignments using instructor-generated criteria.
7. Schedule meetings, appointments, and special events as they pertain to the instructional needs of faculty and students.
8. Schedules, coordinates and follows up on assignments of course assistants to assure coverage for large lecture halls, including those having courses in the afternoons and evenings. Locates substitutes when necessary and maintains required service levels.
9. Assist faculty and staff to create or download ParSCORE Roster files using Argos on Banner and set up ParSCORE Access for the campus.
10. Assist students and instructors with language translation. (English, Chinese, Vietnamese).
11. Assist instructors to post testing results and other related job assignment on Learning Management software such as Canvas and Blackboard.
12. Trains, assigns and reviews work of temporary Course Assistant as needed.
13. Assist Division Office as the "Office Assistant" if time permits.
14. Assist instructors to monitor class enrollment and prepare add codes for students using Mass Roster on Banner.
15. Assist students, family members, proctors, and other departments over the phone, in person, via email, and written correspondence, with instructional related issues such as, accessing online courses, proctoring, assignment submissions, and third party instructional systems.
16. Assist instructors with the shipping, receiving, and tracking of exams and assignments to and from proctoring sites across the country.
17. Assist instructors with grading of exams using the Parscore and Scantron systems. Download rosters, set up system, upload scores from the grading system to the Learning Management System gradebook.
18. Assist instructors by generating and mail test and progress reports to students at various sites.
19. Performs other related duties as assigned that support the objective of the position.
20. Required to abide by all District policies and procedures including Board Policy 3050 – Code of Professional Ethics.

**JUSTIFICATION**

What is the compelling need for the position? Please include any consequences if this position is not filled?

The COVID-19 pandemic has changed the educational environment. Although classes are returning to on-campus modality, a lot more faculty and students are utilizing online educational tools in the classroom whether it be online or on-campus. Our current Online Instruction Department team is at capacity with ongoing workload and demands. This increase in demand to the Online Instruction Department, along with the ADA accessibility audit goal will require additional permanent classified staff support.

If this position is not funded, we will not be able to meet the goal of improving the adherence to accessibility in our online Canvas environment. Additionally, our support to campus-wide Canvas users will be very limited as a result of having to prioritize online and hybrid course support.

If the full-time position is approved, will there be a request for funding for short-term temporary position during the hiring process?

* ◉ Yes
  ◯ No

**Program Needs (50 points):**
Explain the conditions that are unique to the program/department which support the need for additional full- time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences on the program/department that will result. Please use information from program review.
Click here to enter text.

The COVID-19 pandemic has changed the educational environment. Although classes are returning to on-campus modality, a lot more faculty and students are utilizing online educational tools in the classroom whether it be online or on-campus. Our current Online Instruction Department team is at capacity with ongoing workload and demands. This increase in demand to the Online Instruction Department, along with the ADA accessibility audit goal will require additional permanent classified staff support.

If this position is not funded, we will not be able to meet the goal of improving the adherence to accessibility in our online Canvas environment. Additionally, our support to campus-wide Canvas users will be very limited as a result of having to prioritize online and hybrid course support.

**College-Wide Priority (30 points):**
How does this request align and directly support the Strategic Plan? How does this position address stated long-term college priorities identified by Vision 2030.

This request directly affects the access, equity, and inclusiveness; excellence in teaching and learning; and innovation and technology values of the college. As our technology-assisted and online course presence grows, we have to stay ahead, and make sure that our students receive the accessibility and innovation they demand in today's education.

This request helps increase student completion by strengthening online instruction. It broadens online instruction support to faculty and students while helping the college and district meet ADA accessibility guidelines.

**Contributions to Other College Operations (20 points):**
To what extent would the position requested benefit or serve other departments, programs, or plans?

The Online Instruction Department, and therefore this position, benefits the entire college by supporting all online and on-campus courses that use the Canvas Learning Management System.

You have more than 1 classified professional request.
**Please rank this request against your others.** For example, if you are requesting 3 classified professionals for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box. This will help later reviews better understand the needs of your program and your preference for hiring. If you only have 1 request, please put a "1" here.

1

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*Supervisor's Review*

As the supervisor of this program, I have reviewed this request.

* ◉ No concerns
  ◯ I have concerns

Comments:

The DE Department has been called for an extremely amount of coordination and support during the last two years. Primarily due to the present pandemic, the DE staff members have been working overtime to assist professors and others in the fulfillment of their duties. The work of the DE Department is commendable. The PR reflects properly the completion of the goals and the establishment of goals for the next cycle. I support the hiring of another classified employee to fulfill the duties, as they are written. Additionally, consider a 4th goal - communication to the campus of the evolving developments that affect instruction, as assessed by keeping the instructors abreast of developments that may originate from the State, District, or College.

How many funding requests would you like to submit?

* ● 1
  ○ 2
  ○ 3
  ○ 4
  ○ 5
  ○ 6
  ○ 7
  ○ 8

## 1st Equipment/Technology/Facilities/Professional Development Request

**TYPE OF FUNDS REQUESTED** (Note: This form CANNOT be used for any personnel requests, including faculty, classified, and hourly positions.)  Please only select one type of request.

* ● Equipment (Technology)
  ○ Equipment (Non-Technology)
  ○ Facilities (e.g., improvements/repairs to classrooms, offices, and spaces)
  ○ Other (e.g. conferences, funding for professional development)

*Please note* that all requests will need the following information:

- Sales tax
- Installation fee
- Training fee
- Service life agreement/maintenance/fee

Approved requests over $10,000 will need 3 quotes before purchase.

Total dollar amount for this request:
* $ 14,224

Does this request address a clear health and safety issue?

* ○ Yes
  ● No

*Program Needs:*  What program conditions support the need for the requested funds, and how does this request address those needs? Please provide data to support the need for this request.

> The computers in the Canvas Lab (LRC 168) have not been replaced since the LRC's opening in 2011. This lab is highly utilized by faculty learning Canvas or other Canvas-related technologies.
>
> Upgraded computers for the Canvas Lab so that faculty can practice utilizing Canvas tools and its associated new technologies with guidance from the Online Instruction staff. Panopto, our newly implemented video editing software, will require the use of web cameras which our current computers do not have equipped.

*Support of College Goals:* How does this request align and directly support the College's Goals? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of Key Performance Indicators associated with the College goals.

> This request supports Equity and Success, Workforce Preparation, Facilities, and Professional Development.
>
> Improving our faculty's use and knowledge of learning technologies will improve their course and student outcomes.

*Contributions to Other College Operations:* Will the item requested benefit and/or serve other departments, programs, or plans? If so, how?

> This lab is dedicated to assist faculty who teach hybrid or online courses. However, any faculty utilizing Canvas as a supplement to their on-campus course can come to it and get assistance with Canvas and other tools.

*Demonstrates long-term cost savings or improves program efficiency or effectiveness:* If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

> By having more faculty trained in Canvas and its tools, the Online Instruction Department can dedicate more time to improve its efficiency and effectiveness. The more we train our faculty the more time our department will have to dedicate to other needs such as Accessibility checks and to learn new required technologies.

**Please rank this request against your others.**  For example, if you are requesting 3 equipment/facility/professional development requests for this program, you could put a "2" in this box, a "1" in the next box, and a "3" in the final request box.  This will help later reviews better understand the needs of your program and your preference for hiring.  If you only have 1 request, please put a "1" here.

> 1

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### Supervisor's Review

As the supervisor of this program, I have reviewed this request.

* ● No concerns
  ○ I have concerns

Comments:

> The technology available is antiquated and needs immediate replacement. Trainings are nearly impossible due to the age of the hardware available.

## General Information

*You have finished your Program Review!* **Your supervisor, IEC, and (possibly) CCD will review your submission and provide feedback.**

*Please note*, **you will only be able to edit this form again if it is returned to you from your supervisor or your VP. Please stay in touch with your supervisor, if you receive feedback that you wish to incorporate.**

...3839343738

*Jorge Ascencio*
Signature

11/09/2021, 8:39 AM
Date

## Review Feedback

Dean/Supervisor: Please provide feedback on this Program Review

> The Program Review reflects the work and the future of the Online Education Department. Also, the goals set for the upcoming years are congruent with satisfying the faculty member's needs and the evolution of the academic programs.

IEC: Please provide feedback on this Program Review

> *All areas are satisfactory.

Dean's Second Review

Superuser final check ☐

## CCD Reviewer

1. **Once you click the checkbox button below, scroll to the bottom and**
2. **Click on "Return for Revision" to send the document to the originator. DO NOT CLICK NEXT. When you click on Return for Revision, you will be given a page to provide your feedback.**

* ☐  I have completed the CCD Review

**Vice Presidents - If you would like to return this document to the originator, prior to the Dean's 2nd review, please DO NOT CLICK NEXT here. Instead, please click on "Return for Revision" to send the document to the originator. If you want to see the document again, please remove any comments from this page and add your comments on the email page that appears after you return the document.**

**If you sign the document, it will go back to the dean for a final review. If the dean forwards the document without returning it, the document will be locked, and the originator will not able to incorporate the feedback from the reviewers.**

**Please provide feedback here. When finished, click on "Return for Revision" at the bottom of this page.**

Vice President: Please provide feedback on this Program Review

> Excellent review of a vital department. The goals are appropriate and will improve instruction at the college.

## DEAN'S ASSESSMENT OF POTENTIAL FUNDING METRICS

Which of the following *might* be a potential funding source for any of your requests? (Mark all that apply - or skip if not applicable)

☐ **Equity:** Help disproportionately impacted students outside the classroom
to either come to the college (access), stay in college (retention), complete transfer-level math or English,
complete their degree/certificate, or transfer to a 4-year institution.

☐ **Higher Education Emergency Relief Fund (HEERF II):**
Assist students impacted by the COVID-19 pandemic

☐ **Lottery:**
Purchase of instructional materials to be used by students in the classroom.

☐ **State Funded Equipment:**
Any equipment considered that will last more than a year and costs more than $5,000 that is used within the classroom.

☐ **Workforce Development:**

Improve the access, retention, or degree/certificate/career attainment for students in non-credit, Career Education, or career development

*Dean/Supervisor*: Please provide feedback on this Program Review. Please include feedback for any of the above-checked funding recommendations (e.g., which request may meet which funding request).

**Deans/Supervisors - If there are any comments above that have not been incorporated into the document, please DO NOT CLICK NEXT here.**

**Instead, please click on "Return for Revision" (bottom of page) to send the document to the originator. You will get another chance to review the document after the originator makes the requested changes.**

**If you sign the document (by clicking "Next"), it will be locked and be sent to Planning and Budget.**

| Dean / Supervisor Signature | Electronically signed by Alex Miranda on 11/09/2021 8:57:23 AM |
|---|---|
| IEC Signature | Electronically signed by Robyn Brammer on 11/15/2021 7:24:15 PM |
| Vice President Signature | Electronically signed by Meridith Randall on 12/02/2021 12:47:18 PM |