2020 Instructional Program Reviews

CAN Program Review (Instructional) - Distance Education (Fall 2021)

STEP 1: Annual Updates

2020-2021

1. Changes & Updates: 5* faculty members have completed the OEI POCR training course which certifies them to review and provide feedback on other online and hybrid courses to bring them up to the standard of Quality Reviewed courses.

Three programs have been identified to align with the POCR criteria as part of the larger goal of bringing them into the OEI-CVC (Virtual Campus). These programs are: Paralegal, Cloud Computing, and Communications Studies.

A non-tenure track, part-time faculty Instructional Designer position was approved and posted for the fall 2020 semester.

2. Progress Reports: We have made progress towards establishing our Local POCR process as a result of the first group of faculty completing the POCR training course, and as a result of adding an additional DE Coordinator position to assist with the build-out of this team. Additionally, we are working with Skyline College and CSM to complete the initial application process for joining the OEI Consortium.

3. Rationale for New Goals: Changes and additions to goals reflect the status of the college in regard to the larger goals of joining the OEI consortium, participating in the CVC (course exchange) and reaching the milestone of 20% of college courses in alignment with the OEI rubric per POCR guidelines.

Annual Update Status: In Process

Related Documents & Links:

[CVC-OEI-Consortium-Self-Assessment-Packet_DR_7.11.20.pdf](#)
[Request for New Reassignment Proposal_ POCR _11.13.20.pdf](#)

2020-2021

1. Changes & Updates: **Academic Senate appointed a new Online Education Coordinator, and in the Fall of 2020 an additional Online Education Coordinator position was appointed.

**The Instructional Designer position was approved for a temporary 1-year appointment and we are currently meeting as a Hiring Committee to fill this position.

**We had 6 faculty get certified to teach online and hybrid courses in the Fall of 2019, 5 faculty get certified in the Spring of 2020 and an additional 60 faculty were certified in the Summer of 2020 through our in-house offering of the Quality Online Teaching & Learning (QOTL) Work Group. We have certified close to 100 faculty to teach online and hybrid courses since our initial offering in the Summer of 2017.

**Continued sending a monthly Instructional Technology Newsletter to support faculty, especially online/hybrid faculty teaching on Canvas. And sent weekly support emails from March-May to support faculty teaching online for the first time due to COVID-19. More information: https://www.canadacollege.edu/canvas/newsletters.php

2. Progress Reports: **Led the Technology Committee in facilitating staff/faculty and student technology surveys in the Fall of 2019. The Committee also updated the Technology Refresh Process. More information can be found on the Technology Committee website: https://canadacollege.edu/technologycommittee/index.php

3. Rationale for New Goals: **With the increased demand on our offering of the QOTL Work Group and an increased need for online teaching support with the COVID-19 pandemic, its essential that we have faculty peer mentors available to support faculty new to online teaching and to review online courses for their alignment with the OEI Course Design Rubric. Course reviews and aligning courses with the Rubric will become more and more essential as we begin to join the CVC-OEI Course Exchange.

**With the majority of our students and instructors interacting online, its essential that our instructors have access to any tools that can help to create opportunities for interaction and community in online courses. Padlet is a tool that allows instructors to create activities where students can share resources and ideas with one another and to create resources collaboratively.

Annual Update Status: In Process
Related Documents & Links:
InstructionalDesigner_NewPositionProposal_10.14.19.docx

Goal Description: Provide DE Faculty Tools & Resources for Quality Online Instruction

Ensure all existing and new online/hybrid course instructors have met the minimum standards established for teaching in this modality, and that all have access to professional development and training in the areas of online student equity and online student support tools.

Goal Status: 2 - Continuing (PR)
Relevant Program Review Cycle: 2019-2020, 2020-2021, 2022-2023
Estimated Start Date: 01/01/2019
Estimated Completion Date: 05/31/2020
Who's Responsible for this Goal?: DEAC & ASLT
Please select the college goals with which your program goal aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion

Resource Requests

1 Full-Time Instructional Designer, Tenure Track - The distance education program at Cañada is severely understaffed with a .2reassigned time Faculty Online Education Coordinator, a Full-Time Classified Instructional Technologist (who also supports Instructional Assessment, Program Review, etc.) and the Dean of ASLT (who oversees Distance Education among many other assignments). Distance Education requires another team member to share the existing work load, which includes offering the QOTL Work Group each semester and reviewing courses with CVC-OEI Course Design Rubric. The Instructional Designer position would also be absolutely essential to being able to move the distance education program forward, by making sure all online and hybrid faculty are trained and re-trained every 3 years to teach online and making sure that all courses align with the CVC-OEI Rubric.

Status: Continued Request - Active
Type of Resource: Instructional Personnel
Cost: 180000
One-Time or Recurring Cost?: Recurring Cost
Critical Question: How does this resource request support closing the equity gap?: Faculty would be able to learn from this position's specific skill set to design courses that meet students needs in the areas of accessibility, student engagement and effective pedagogy. Access to this skill set will benefit all of our students, especially Latinx, AANAPISI students, and students impacted by equity gaps.
Critical Question: How does this resource request support Latinx and AANAPISI students?: Faculty would be able to learn from this position's specific skill set to design courses that meet students needs in the areas of accessibility, student engagement and effective pedagogy. Access to this skill set will benefit all of our students, especially Latinx, AANAPISI students, and students impacted by equity gaps.

College license for Padlet - Padlet is an online collaboration tools that allows faculty to create interactive bulletin boards where students can share their thoughts, images, videos, etc. with one another.

Status: New Request - Active

Type of Resource: Information Technology
Cost: 2000
One-Time or Recurring Cost?: Recurring Cost
Critical Question: How does this resource request support closing the equity gap?: Enhancing online technology with tools that allow faculty to build activities with interaction can help to engage students more, and give them multiple means of interacting with their instructor and peers.
Critical Question: How does this resource request support Latinx and AANAPISI students?: Enhancing online technology with tools that allow faculty to build activities with interaction can help to engage students more, and give them multiple means of interacting with their instructor and peers.

Renewal of Screencast-O-Matic License for 2 Years

Status: Continued Request - Active
Type of Resource: Software
Cost: 2520
One-Time or Recurring Cost?: Recurring Cost
Critical Question: How does this resource request support closing the equity gap?: Faculty being able to create high-quality video and audio content can allow students to take in course content in the format that works best for them, and see their instructors faces, which can lead to students feeling more connected and engaged in their courses.
Critical Question: How does this resource request support Latinx and AANAPISI students?: Faculty being able to create high-quality video and audio content can allow students to take in course content in the format that works best for them, and see their instructors faces, which can lead to students feeling more connected and engaged in their courses.

Goal Description: Broaden distance education course offerings to meet the needs of Cañada College students

Determine the overarching goals of the College in terms of distance education. This includes strategies for supporting GE course requirements and meeting student demand in other areas, such as CTE

Goal Status: 2 - Continuing (PR)
Relevant Program Review Cycle: 2020-2021, 2021-2022
Estimated Start Date: 01/15/2019
Estimated Completion Date: 01/14/2020
Who's Responsible for this Goal?: DEAC
Please select the college goals with which your program goal aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.
Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion

Goal Description: Continue & Strengthen our Local Peer Online Course Review Program

Build off the QOTL Coaches program funded by the CVC-OEI Online Pathways Grant, to institute a Peer Online Course Review (POCR) Program at Cañada. The OEI's POCR program allows faculty course reviewers to assess their colleagues' online courses for alignment with the OEI Rubric. This program will increase the quality of our online course offerings and allow us to begin preparing to one day join the OEI Consortium.

Goal Status: 2 - Continuing (PR)
Relevant Program Review Cycle: 2019-2020, 2020-2021, 2021-2022
Estimated Start Date: 07/01/2019
Estimated Completion Date: 12/01/2022
Who's Responsible for this Goal?: DEAC

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Please select the college goals with which your program goal aligns.: Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the college strategic initiatives with which your program goal aligns.: Improve Student Completion

Resource Requests

Budget to pay 25 faculty for their time completing the Quality Online Teaching & Learning Work Group. - 25 @ $1500, for the Summer, Fall & Spring semesters.

Status: Continued Request - Active

Type of Resource: Budget Augmentation

Cost: 37500

One-Time or Recurring Cost?: Recurring Cost

Critical Question: How does this resource request support closing the equity gap?: Faculty preparation for online teaching will lead to courses that are designed well, organized and easy to access for students. QOTL also gives faculty an introduction to tools to make their courses accessible.

Critical Question: How does this resource request support Latinx and AANAPISI students?: Faculty preparation for online teaching will lead to courses that are designed well, organized and easy to access for students. QOTL also gives faculty an introduction to tools to make their courses accessible.