



# **Office of Instruction**

**Program Review - Annual Update**

2022 - 2023

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## Annual Update Questions - Disciplines

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**1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.**

Plan, develop, implement, manage, review and evaluate customized professional development workshops, seminars, training, and other programs and activities, including Flex Day activities.

Provide a broad range of delivery methods for professional development activities, assuring use of current technologies where applicable.

Identify and arrange for speakers, provide leadership and coordination of activities and programs, including faculty orientation and onboarding activities.

Manage and address multiple and competing priorities in a fast-paced environment through an equity-focused and inclusive lens.

Coordinate Canada New Faculty Institute.

Assist in coordinating Canada New Faculty Orientation.

**2. Provide a summary of the progress you have made on the goals identified in your last program review.**

Faculty Professional Development Coordinators had been established via re-assign time process to support faculty teaching and learning. Since then, many teaching and learning professional development workshops have been implemented weekly.

**3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.**

None

## Supporting Information

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# Office of Instruction - Goals and Resource Requests

## Goals

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### Goal Status

1 - New (PR)

### Goal Title

Institutionalized Support for Teaching and Learning

### Goal Description

Reinstate the Faculty Teaching Program (FLP) on a two-year pilot. Hire full-time Professional Development Faculty Coordinator, tenure-track

### Program Review Cycle When the Goal Begins

2022 - 2023

### Who's Responsible for this Goal?

VPI, FLP Coordinator, Faculty Teaching and Learning Coordinator(s), Dean of ASLT

### Mapping

- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Create and sustain an inclusive, antiracist, and equity-minded campus culture: X
- Support innovative teaching that creates more equitable and antiracist learning environments: X

- CAN College Goals: (X - Selected)

CAN College Goals

- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X

## Resource Requests

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### Item Requested

Faculty Learning Program (FLP) participant compensation

### Item Description

Two cohorts of 9-12 faculty. Each cohort will work over 2 semesters (10 months).

### Status

New Request - Active

### Type of Resource

Professional Development

### Cost

\$1800 x 12 participants x 2 years = \$43200

### One-Time or Recurring Cost?

One - Time Cost

### Critical Question: How does this resource request support closing the equity gap?

This program directly aligns with increasing student achievement and eliminating equity gaps. The program focuses on improvements in teaching effectiveness and will contribute to maintaining continuous improvement in teaching among established and new faculty.

### Critical Question: How does this resource request support Latinx and AANAPISI students?

The curriculum is equity based that focuses on instructional practices, requiring faculty to rethink their role in teaching, and thus redefine how lecture courses are designed and taught within an equity based lens.

# Office of Instruction - Goals and Resource Requests

**If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.**

## **NEW CLASSIFIED HIRING/POSITION JUSTIFICATION**

### **Justification**

**This position has been reviewed by the department or division and is recommended for hiring.**

## **NEW FACULTY POSITION PROPOSAL**

### **C. Program Vitality and Viability**

### **D. What is the evidence of student demand to justify the proposed position?**

## **Resource Requests**

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### **Item Requested**

Professional Development Faculty Coordinator, full-time tenure track

### **Item Description**

Hire Professional Development Faculty Coordinator, full-time tenure track

### **Status**

New Request - Active

### **Type of Resource**

Instructional Personnel

### **Cost**

\$71,000-\$95,000

### **One-Time or Recurring Cost?**

Recurring Cost

### **Critical Question: How does this resource request support closing the equity gap?**

The faculty serving this position will manage and address multiple and competing priorities in a fast-paced environment through an equity-focused and inclusive lens. The candidate will be an equity-minded individual committed to collaborating with faculty, classified staff, administration, students and community partners who are also committed to closing equity gaps.

### **Critical Question: How does this resource request support Latinx and AANAPISI students?**

The faculty member will be an equity-minded individual who demonstrates the desire to:

- (1) Understand the importance of holding ourselves accountable as educators for closing equity gaps and engaging in equitable practices;
- (2) Reframe inequities as a problem of practice and view the elimination of inequities as an individual and collective responsibility;
- (3) Encourage positive race-consciousness and embrace human difference;
- (4) Reflect on institutional and teaching practices and aim to make them more culturally responsive; and
- (5) Strategically build buy-in and participation among colleagues for equity-related initiatives.

# Office of Instruction - Goals and Resource Requests

**If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.**

## **NEW CLASSIFIED HIRING/POSITION JUSTIFICATION**

### **Justification**

**This position has been reviewed by the department or division and is recommended for hiring.**

## **NEW FACULTY POSITION PROPOSAL**

**A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>**

One of the college's 6 overarching commitments is to Institutionalize Support for Teaching and Learning. The proposed position aligns with several of the college's EMP objectives:

- 2.1 Increase support for faculty to provide individualized attention
- 2.2 Increase the use of equity-minded curriculum
- 2.3 Increase resources for faculty professional development
- 2.4 Sustain and expand faculty learning communities

**B. How does the proposed position address the program's strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.**

This position aligns with the college's long-term EMP objectives over next 5 years. In the past program review from 2019-2020, the Office of Instruction identified the following goals:

- Ensure an exceptional teaching and learning environment
- Facilitate the development of programs and services in academic support to ensure the successful completion of students' plans
- Analyze evidence, make data-driven decisions, and formulate actions that ensure continuous improvement and that best address student needs, classroom pedagogy, program development, academic support services, and enrollment management
- Support faculty professional development that fosters a culture of excellence and encourages institutional dialogue and feedback.

## **C. Program Vitality and Viability**

**With the legislative goal of having 75% of instructional hours taught by full-time faculty in mind, what percentage of CRNs are being taught by Full-Time faculty in the current semester?**

n/a - Non-instructional assignment

**What percentage of CRNs were taught by Full-Time faculty in the previous semester?**

n/a - Non-instructional assignment

**If the proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?**

No

## **D. What is the evidence of student demand to justify the proposed position?**

**1. Number (headcount) of full-time faculty in the discipline in the current semester**

Will serve all faculty: #of faculty, adjunct and full-time

**2. Total FTE of Course Offerings**

n/a - Non-instructional assignment

**2a. Total FTE Course Offerings in the Current Semester**

n/a - Non-instructional assignment

## Office of Instruction - Goals and Resource Requests

### 2b. Total FTE Course Offerings in the Previous Semester

n/a - Non-instructional assignment

### 3. Percent of Total FTE of Course Offerings comprised by FT faculty

n/a - Non-instructional assignment

### 3a. Percent of Total FTE Course Offerings comprised by Full-Time Faculty in the Current Semester

n/a - Non-instructional assignment

### 3b. Percent of Total FTE Course Offerings Comprised by Full-Time Faculty in the Previous Semester

n/a - Non-instructional assignment

### 4. Average Departmental Fill Rate

n/a - Non-instructional assignment

### 4a. Average Departmental Fill Rate for the Current Semester

n/a - Non-instructional assignment

### 4b. Average Departmental Fill Rate for the Previous Semester

n/a - Non-instructional assignment

### 5. Qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

The college currently does not offer institutionalized PD opportunities for faculty beyond DE (e.g., QOTL), Flex Day or the AFT contract. We have term-based coordination (temporary) through the reassigned time process to help with PD:

- DE Coordinator
- Flex Day Coordinator
- Faculty Teaching and Learning Coordinator

## Resource Requests

### Item Requested

Faculty Teaching and Learning Professional Development Budget

### Item Description

Request annual budget for institutional-based professional development activities/sessions/trainings/workshops/speakers. This does not include costs associated with the FLP program (currently a 2-year pilot).

### Status

New Request - Active

### Type of Resource

Professional Development

### Cost

\$10,000-\$20,000

### One-Time or Recurring Cost?

Recurring Cost

### Critical Question: How does this resource request support closing the equity gap?

The PD opportunities will address multiple and competing priorities in a fast-paced environment through an equity-focused and inclusive lens. The work will be equity-minded and will require collaboration with faculty, classified staff, administration, students and community partners who are also committed to closing equity gaps.

### Critical Question: How does this resource request support Latinx and AANAPISI students?

The PD opportunities will:

## Office of Instruction - Goals and Resource Requests

- (1) Focus on holding ourselves accountable as educators for closing equity gaps and engaging in equitable practices;
- (2) Reframe inequities as a problem of practice and view the elimination of inequities as an individual and collective responsibility;
- (3) Encourage positive race-consciousness and embrace human difference;
- (4) Reflect on institutional and teaching practices and aim to make them more culturally responsive; and
- (5) Strategically build buy-in and participation among colleagues for equity-related initiatives.

**If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.**

### **NEW CLASSIFIED HIRING/POSITION JUSTIFICATION**

#### **Justification**

**This position has been reviewed by the department or division and is recommended for hiring.**

### **NEW FACULTY POSITION PROPOSAL**

#### **C. Program Vitality and Viability**

#### **D. What is the evidence of student demand to justify the proposed position?**

## Goals

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### **Goal Status**

1 - New (PR)

### **Goal Title**

Increase and sustain the support for implementing guided pathway

### **Goal Description**

Retention efforts to support students in the Business Interest Area

### **Program Review Cycle When the Goal Begins**

2022 - 2023

### **Who's Responsible for this Goal?**

VPI, Dean, and GP Director

### **Resource Requests**

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#### **Item Requested**

Retention Specialist for Business Interest Area

#### **Item Description**

Permanent Retention Specialist position

#### **Status**

New Request - Active

#### **Type of Resource**

Non - Instructional Personnel

#### **Cost**

\$71,701.92

#### **One-Time or Recurring Cost?**

Recurring Cost

#### **Critical Question: How does this resource request support closing the equity gap?**

The retention specialist would be able to support students who are disproportionately impacted to make sure they receive the services to support closing the equity gap.

# Office of Instruction - Goals and Resource Requests

## **Critical Question: How does this resource request support Latinx and AANAPISI students?**

The retention specialist would be able to support students who are disproportionately impacted to make sure they receive the services to support closing the equity gap.

**If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.**

### **NEW CLASSIFIED HIRING/POSITION JUSTIFICATION**

#### **Hiring Division/Department:**

Office of Instruction and Academic Support & Learning Technologies

#### **Position Title:**

Retention Specialist--Business Interest Area

#### **Is this position permanent?**

Yes

#### **Position Type**

Full - Time

#### **Provide # of months**

12

#### **Position: General Funds**

General Funds

#### **Justification**

##### **1. Describe the specific needs for the position requested and the duties of this position in a brief statement.**

Interest Areas are dependent on a very lean organization with a Retention Specialist being responsible for connecting with students, supporting their needs and directing them to additional resources when needed. Much like students in Promise, EOPS or Athletics, having an individual identified who students can turn to when they need help or have a question is critical for their success. There are other retention specialists in other Interest Areas who are permanent, full time employees and while this essential role is currently filled, being able to provide long term stability by making this role permanent as well would go a long way towards retaining employees and students.

Retention Specialists program events and activities like the Speaker Series, transfer workshops and scholarship application workshops. They reach out directly to students if there is an early alert. They supervise Peer Mentors who also provide direct support and guidance to students. They do outreach for SEP updates, enrollment reminders and work to build community and connection within the Interest Area.

##### **2. Explain how this position aligns with and supports the mission and strategic goals of the college.**

1.12 Increase Peer Mentoring - the Retention Specialists hire, train and supervise peer mentors assigned to the interest area

1.15 Create and scale the First Year Experience Program - Retention Specialists participate in FYE activities like PEP and Colts-Con

1.16 Create campus culture that supports completion within 3 years - The Interest Area structure relies on the Retention Specialist to act to increase Fall to Fall retention, increase the percentage of students with complete SEPs, and increase graduation and transfer rates.

4.8 Increase student access to tutoring and other academic supports - Retention Specialists act on Early Alerts and utilize their connection with students in their Interest Area to direct students to support services like tutoring.

##### **3. Explain how adding this position will strengthen the department or division.**

The existing Retention Specialist position relies on one-time funding from the college which is not sustainable and has to be negotiated year to year. The uncertainty of the funding makes the position difficult to fill and puts stress on the person in the role, knowing the the end of their position could be coming soon. The Retention Specialist position is the key Classified role within



## Office of Instruction - Goals and Resource Requests

Interest Area Success Teams and are a vital component of Guided Pathways implementation and this request is needed to ensure the position continues for the Business Interest Area.

**4. Explain how this work will be accomplished if the position is not filled.**

It won't. Without a Retention Specialist for Business that Interest Area will not have the services of a dedicated individual to reach out to students, act on early alerts, and provide programming for students in those majors to improve communication, connection and community. Please submit completed Classified Position Hiring/ Position Justification electronically to the responsible administrator in your division or department.

**This position has been reviewed by the department or division and is recommended for hiring.**

### **NEW FACULTY POSITION PROPOSAL**

**C. Program Vitality and Viability**

**D. What is the evidence of student demand to justify the proposed position?**