

2018 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018-2019

PROGRAM: INSTRUCTIONAL TECHNOLOGY

CLUSTER: Institutional Research, Library/Learning Resources and Instructional Technology

LAST YEAR CPPR COMPLETED: 2017-2018 AS PART OF LIBRARY/LEARNING RESOURCES

NEXT SCHEDULED CPPR: 2022 CURRENT DATE: 3/1/2018

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

Note: Degrees and/or certificates for the same program may be consolidated into one APPW.

This APPW encompasses the following degrees and/or certificates:

Distance Education degrees and certificates are within individual divisions.

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

The former Distance Education program was renamed Instructional Technology and clarified its mission to support both Distance Education and other Instructional Technologies campus-wide. The department is now part of a new cluster: Institutional Research, Library/Learning Resources and Instructional Technology with a Dean of the cluster and a chair of Library/Learning Resources and Instructional Technology. The district hired a full-time tenured Instructional Designer to facilitate the migration to the common LMS and provide ongoing training and support for Distance Education and Instructional Technologies. The department also includes a Computer Lab-Learning Management System Specialist who manages the operation of the District's Learning Management System, provides technology support on the LMS for students and faculty, and supervises students and hourly employees who provide student support.

The District completed the transition to the new common learning management system (Canvas). Faculty teaching distance education courses will now use Canvas as an entry point to all distance education courses, and faculty teaching face to face courses may use Canvas to provide course supplements online. The LMS, Canvas, meets ACCJC standards to ensure student authentication. In coordination with Institutional Research, student evaluation forms for distance education courses were delivered through integration with Canvas. It is expected that continual development and research will result in improved results and improved student evaluation response rates.

In coordination with Information Technology, we upgraded the training lab in 3144 with new computers, instructional software (Camtasia, and Adobe Suite), webcams, headsets, and recording equipment (green screen). The Open Lab and help desk for online student support moved into the Library space (3200) along with the office for the Computer Lab/Learning Management Specialist and hourly employee assigned to evening support for the LMS.

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The Academic Senate approved an update to AP4105 which provided clarity to the definition of DE Modality to include Fully Online, Hybrid and Blended. This update allows for clearer reporting in alignment with the Chancellor's Office. In addition, it improves students' ability to differentiate between course modalities and be aware of specific course requirements. DE Committee, and the District worked closely on a self-assessment study for the OEI (Online Education Initiative) Consortium. The Academic Senate passed a resolution with a recommendation that Instructional Technology pursue becoming a member of the OEI Consortium. Becoming a member of the OEI Consortium will provide access to new resources we can use to improve distance education course design, student success and retention rates.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

- Yes If yes, please complete the Program Sustainability Plan Progress Report below.
No If no, you do not need to complete a Progress Report.

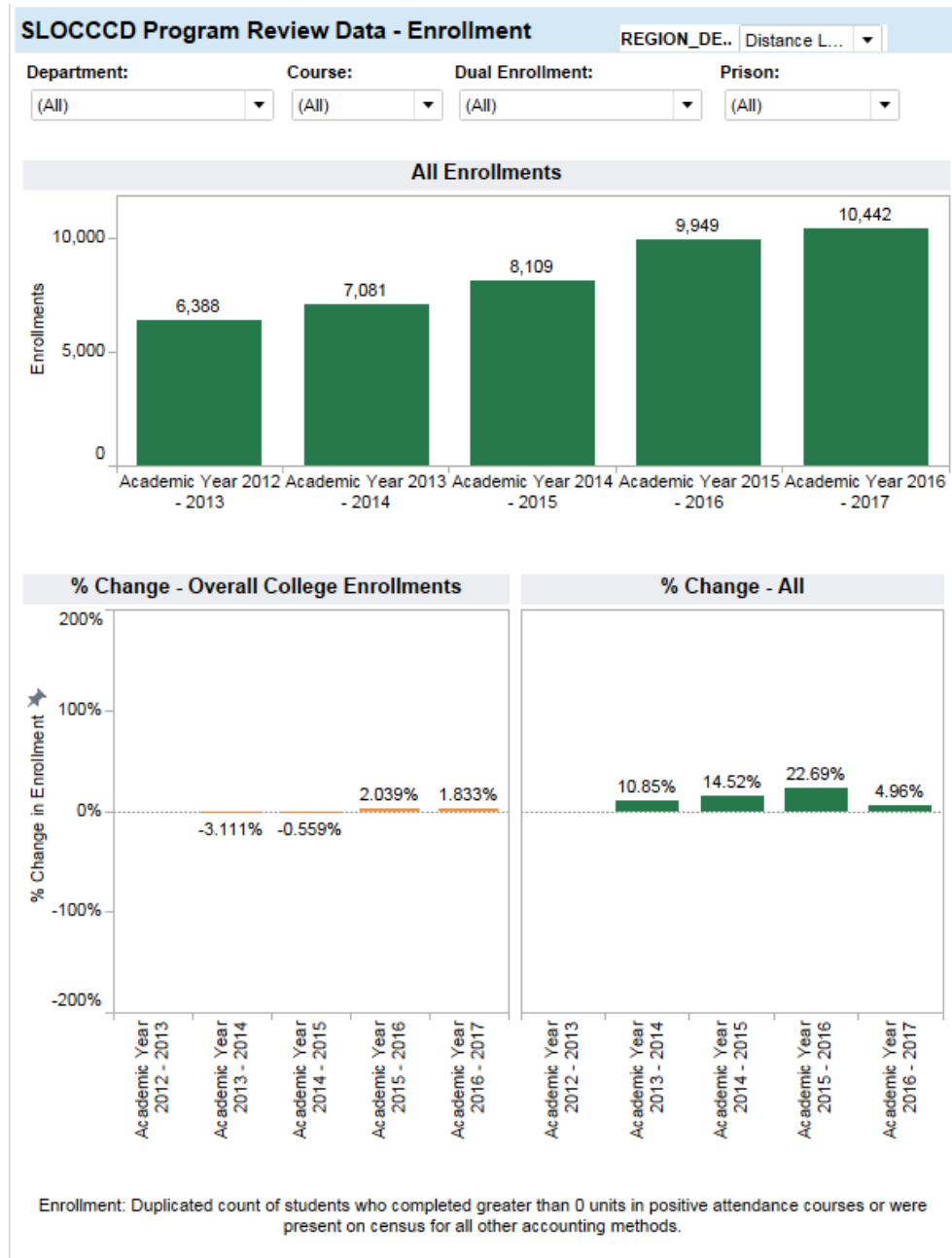
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary. Responses in this document need only reference the most recent year's available data.

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General Enrollment



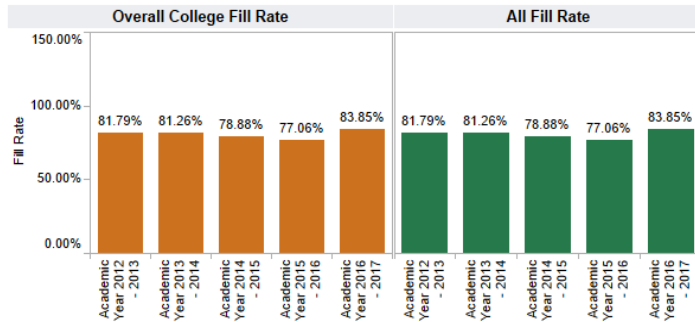
Online Education continues to maintain increases in enrollment. In previous years, enrollment was substantially greater than the district as a whole. In 2016-2017 online education enrollment was 3% higher than the district, which continues to maintain the districts 2% growth each year. In addition to the increase in the number of courses approved to teach distance education, the increase also corresponds to student demand for DE offerings. Online education provides access to courses for students that have work, family and other responsibilities that make it difficult for them to attend courses on campus. It is expected that DE enrollment will continue to grow and maintain a higher level of enrollment compared to the overall district.

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General Student Demand

SLOCCCD Program Review Data - Student Demand (Fill Rate)

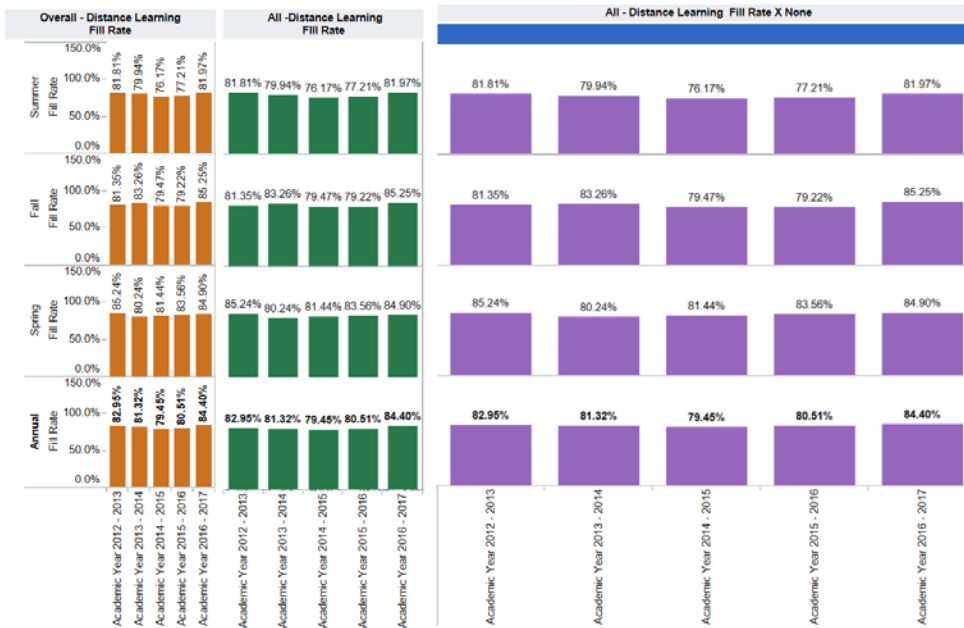
Department: All Course: All Dual Enrollment: All Prison: All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

Department: All Course: All Region: Distance Learning Disaggregate by: None Dual: All Prison: All Legend: [Purple Box]



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

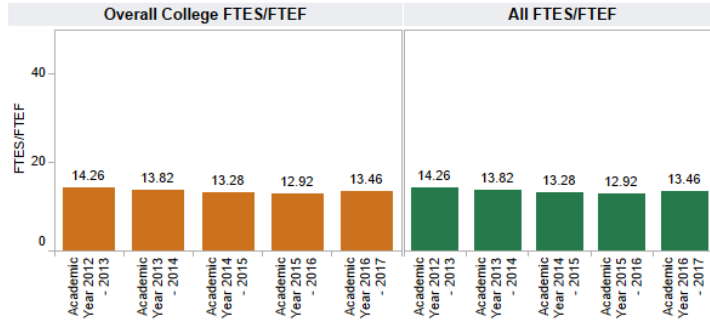
Student demand (Fill Rate) for Distance Education courses continues to mirror the district's overall demand pattern, with a slightly higher percentage. In 2016-2017 Distance Education fill rate was 85.25% compared to the district 83.85%. There is trend that Distance Education courses fill early, and DE course maintain longer wait lists, which has allowed for additional sections to be added. DE courses tend to be more attractive to students, as they allow for more flexibility for busy work life commitments that prevent them for attending courses on campus.

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General Efficiency (FTES/FTEF)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

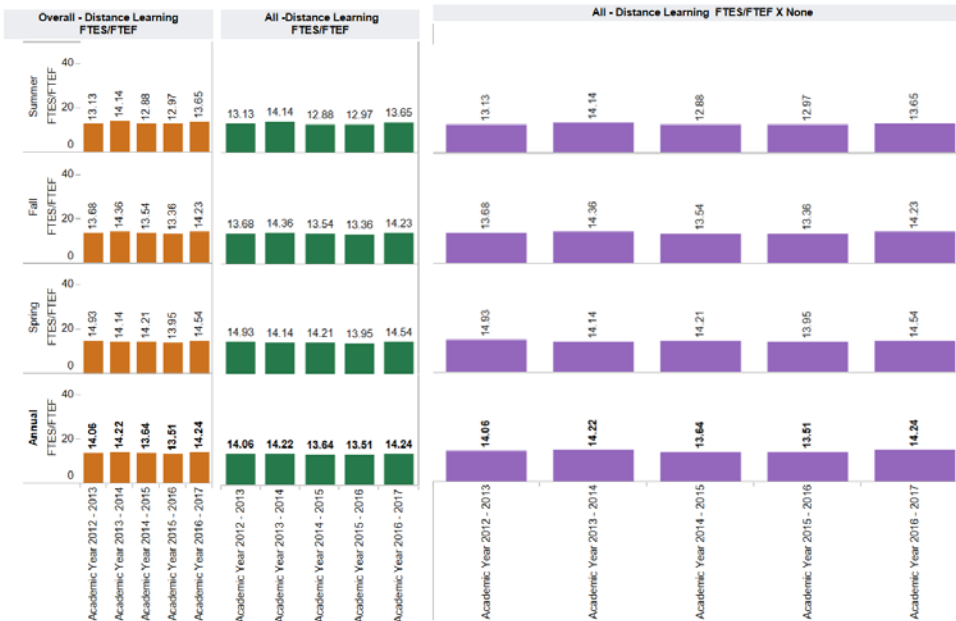
Department: All Course: All Dual Enrollment: All Prison: All



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF) Disaggregated

Department: All Course: All Region: Distance Learning Disaggregate by: None Dual Enrollment: All Prison: All Legend: [Purple Box]



FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Efficiency in DE courses continues improve in comparison to the district's, however with a slightly higher percentage. In fall 2016 DE was 14.23% compared to than the District of 13.46% overall efficiency. After a small decline in 2015-2016; we see a trend for increasing efficiency in all courses. This increase can be attributed to the implementation of a campus wide LMS, the OEI student readiness modules available in the campus online orientation, and student orientation modules within individual's courses.

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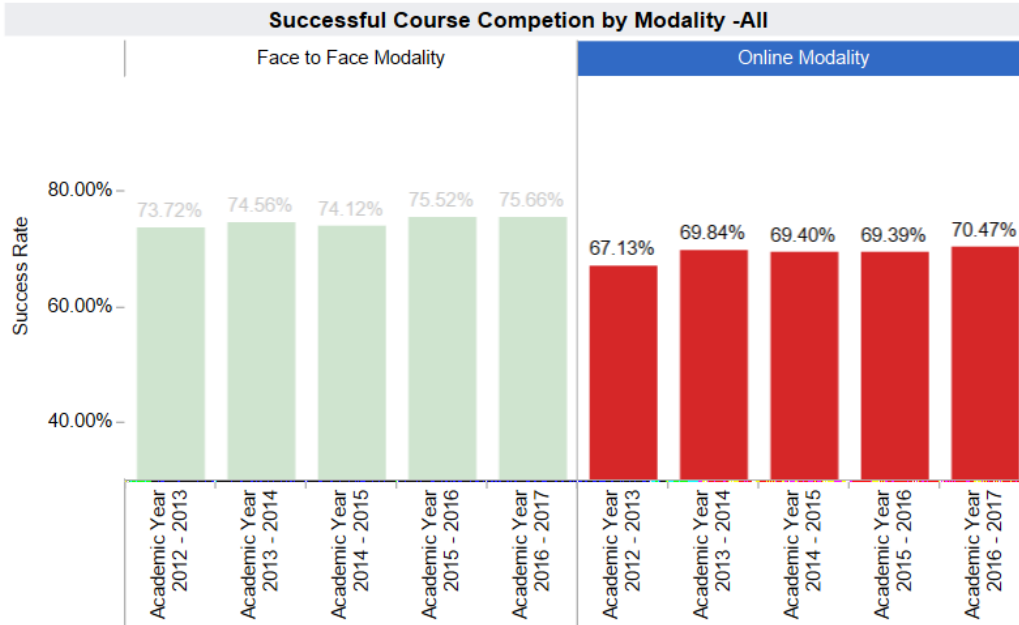
Student Success

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Course:
All

Legend:
■ Face to Face Modality
■ Online Modality



Successful Course Completion by Modality Table - All

| | | Academic Year 2012 - 2013 | Academic Year 2013 - 2014 | Academic Year 2014 - 2015 | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 |
|-----------------------|------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Face to Face Modality | Department Success Rate | 73.72% | 74.56% | 74.12% | 75.52% | 75.66% |
| | Total Department Enrollments | 53,865 | 51,005 | 48,584 | 47,724 | 47,022 |
| Online Modality | Department Success Rate | 67.13% | 69.84% | 69.40% | 69.39% | 70.47% |
| | Total Department Enrollments | 6,557 | 7,101 | 8,112 | 9,950 | 10,442 |

Student success in distance education courses has been a strategic objective since the development of the 2012-2014 strategic plan. Through the ability to hire a Full-Time Tenure Instructional Designer, we are better able to provide consistent training, and directed support for faculty and students. Additionally, now that the campus is fully migrated to Canvas, a user-friendly environment we anticipate seeing further improvement in DE success rates. The Distance Education committee has expressed concern that caps on DE classes should not be raised further to strive for greater efficiency or success rates might be impacted due to the time needed for faculty to maintain effective student contact in larger classes.

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OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

- SLO assessment cycle calendar is up to date.
- All courses scheduled for assessment have been assessed in eLumen.
- Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

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PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes.

None

B. Anticipated changes in curriculum, scheduling or delivery modality

If the District increases offerings of Online and Hybrid courses, there will be an increased need for student and faculty support.

C. Levels, delivery or types of services

Services will continue to be provided through hands-on workshops, as well as facilitated online training. In addition, online tutorials will be developed as an opportunity for faculty to train as needed. Instructional Technology will provide faculty with access to open labs, as well as the ability to checkout devices to work with software and course design. Student support will be evaluated with the replacement hire of the Lab and DE Support Technician to include a third-party help center during night and weekend hours.

D. Facilities changes

Instructional Technology plans to develop a space; Active Teaching, Technology and Innovative Center where learning comes together – The Attic In conjunction with Instructional Technology, Online Education, Library Learning Resources, and Student Success Centers; the ATTIC will assist faculty in gaining skills and capacities to develop innovative and accessible curriculum, digital content, and resources that will enhance our student's ability to be creative, collaborative problem solvers, and self-directed learners. The goal of the ATTIC will be to improve outcomes for student success across campus. The ATTIC will be an inviting space that will foster creativity and collaboration with cross-discipline and cross-departmental conversations. The space will be dedicated for faculty to attend training through hands-on workshops, mini seminars, and demonstrations. It will also provide a location for faculty to gather for conversations to enhance campus culture, sharing of resources / ideas, grading papers, work in an open technology lab with support, or a space to relax. It will be the hub for professional development on campus.

E. Staffing projection

Instructional Technology needs to ensure they maintain a Full-time Instructional Designer for training and course design, technical support for faculty and students when engaging with the campus learning management system, as well as providing for new duties when the ATTIC is developed, including hardware and software support within the labs. Anticipated retirement in the Computer Lab/Learning Management Specialist who provides support for the LMS and Banner Integration will provide an opportunity to evaluate how best to provide technical support for online students and faculty. A Learning Resources / Learning Resources Coordinator is proposed to facilitate incorporating digital library resources into curriculum. Additionally, the ATTIC will need an assistant to coordinate reservations for the space.

F. Other

The ASC passed a resolution to approve moving forward with the application process to become a member of the OEI consortium. The Self-Assessment has been submitted and we

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are awaiting official acceptance. The first steps we can take locally would be to develop a Peer Course Review Team, as well as identify courses and faculty that would be interested in preparing their courses for the OEI course exchange. It is anticipated that the courses from new members would go on the exchange in Fall 19, but if we can get all our work done, and have local peer reviews we might be able to see some go on as early as Spring 19. The most challenging part will be with IT processes and A&R regarding student residency, financial aid, etc. The other impact we will see is the ability to take part in pilot new services for online students such as proctoring, and other applicators or features we can add within Canvas.

Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

| Area of Decline or Challenge | Identified Objective (Paste from PSP) | Planning Steps (Check all that apply) | Has the Improvement Target Been Met? |
|-------------------------------------|--|---|--------------------------------------|
| Enrollment | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | -- |
| Student Demand (Fill Rate) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | -- |
| Efficiency (FTES/FTEF) | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | -- |
| Student Success – Course Completion | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | -- |
| Student Success— Course Modality | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | -- |
| Degrees and Certificates Awarded | | <input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented | -- |

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If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

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OPTIONAL SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/J79W8GW>