

Instructional Technology Program Review (2011-2012)

*Area Dean: Mark Gonzales*

This is the review of Instructional Technology Department

Prepared by: Nasreen Rahim

10/24/2012

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# **Evergreen Valley College’s Mission:**

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College’s mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

We meet our mission through leading and supporting innovative teaching and interactive learning.

# **Department Name:** Instructional Technology **Last Review**: None **Current Year**: 2012 **Preparers’ Names**: Nasreen Rahim **Area Dean**: Mark Gonzales

# **Summary Statement**

Instructional technology is the use of different teaching tools to improve student learning. Instructional technologies, as we usually think, are not limited to computers and software in the classroom, it describes all tools that are used for teaching and learning. They may include tools like cameras, CD players, PDA's, GPS devices, computer-based probes, calculators and electronic tools we have yet to discover. Most importantly, it now includes the handheld mobile devices like Smartphones, iPhones, iPods, and tablets like iPads.

Students and teachers use computer software and Internet resources to locate, process, and present information, learn and assess their skills. Therefore, it encompasses the entire process of learning through and from technology, focusing on both the theory and the application or practice that follows the theory of learning.

The Instructional Technology department was initiated in fall 1999, under the direction of the Dean of Learning Resources and Instructional Technology (LLRC), Adrienne Akinsette. Since 2004, the program has been under the direction of Keith Aytch, Interim VP of Academics. As of Fall 2012, Mark Gonzales is the acting dean of LLRC. The services offered by the Instructional Technology department benefit faculty, staff and faculty/developers of online, hybrid and web-enhanced courses, which trickles down to the students. The department is committed to standards of quality in education and technology and online education and to provide a high level of service to students, faculty, and staff of Evergreen Valley College. This department is a unit within the Library and Learning Resources division at Evergreen Valley College (EVC). It works side-by-side with faculty, staff, and students in using technology to support EVC's academic mission.

Since 2000 numerous Educational Instructional Technology (EDIT) courses have been created and offered at Evergreen Valley College. These courses couple academic instruction with built-in faculty/teacher professional development. They are designed to using technology to teach and support student learning. They have been taught, under the direction of the Dean of Library and Learning Resources, by a full-time faculty. The EDIT courses are designed to aid students with the following:

1. Promote the use of technology and best practices in enhancing teaching and learning
2. Create opportunities to engage teachers to further their use of technology for teaching and learning
3. Educate students (teachers and future teachers) in the use of current and emerging technologies as they relate to teaching and learning

Among the current EDIT offerings, two courses are in the process of becoming transferable general education courses under CSU and UC:

1. **EDIT 10: Computers in Education**
2. **EDIT 24: Women in Technology**

In fall 2012, the Instructional Technology department will proceed towards creating a 12 unit Technology in Education Certificate Program. This will allow teachers within the community college system and the surrounding school districts to enhance their skills and knowledge in education and technology to meet the needs of the 21st century digital students. It will also prepare future teachers to become skillful in implementing technology in education.

# **PART A: Overview of Program**

1. **Identify EVC’s Commitments to Action (CTA) for this year.**

Student Centered: Providing students access to quality programs and services to ensure student success.

Community Engagement: Creating a trusting environment in which everyone is valued and empowered.

Organizational Transformation: Empowering students to make transformational contributions to their community, their college, and themselves

1. **Identify your program/department’s Commitments to Action (CTA’s) for this year:**

Student Centered

* Collaborate and promote Educational Technology training on use of equipment and system
* Develop and publish Course Management System (CMS) tutorials and resources.
* Collaborate with Campus Technology Support System to work towards implementing resources in Technology Resource Center (TRC) to train faculty and staff
* Formalize the Distance Education Sub-committee (report to the Curriculum committee)

Organizational Transformation

* Develop clearly articulated procedures for campus technology training planning
* Develop and provide CMS training resources for employees to enhance online education
* Collaborate with ACCC and DE ad hoc committee to update DE guidelines and supplement forms
* Provide well-coordinated and quality training workshops

Community engagement

* Create a system to allow faculty to create their web presence in a more open to public web environment
* Articulate EDIT010: Computers and Digital Media in Education to CSU and UC

1. **Please explain how your program’s CTA’s are aligned:**

The Instructional Technology department‘s CTAs were created based on the College‘s CTAs. These CTAs were developed to better prepare our faculty and staff in providing the appropriate use of educational technology and media for teaching and learning. All three college CTA areas including Student Centeredness, Organizational Transformation and Community Engagement were addressed by the program CTAs. Each program CTA relates to a designated area of focus for the College.

1. **Please state at least three recent unmet goals, accomplishments, and new initiatives.**
   1. **Analysis of Unmet Goals**
      1. Create 12 unit Technology in Education Certificate Program
      2. Stipend or credited units for faculty training to develop distance education courses
      3. Articulate EDIT010: Computers in Education to CSU and UC
   2. **Accomplishments**
      1. Update Curriculum and SLOs (Student center)
      2. Participate in Campus Technology Committee (Organizational transformation)
      3. Participate in National Science Foundation as grant reviewer to apply for faculty development grant (Community engagement)
   3. **New Initiatives**
      1. Training faculty to use of mobile technologies (iPad training started in November 2011) in teaching and learning
      2. Training staff and administrators to use mobile technology to manage workplace needs and support student learning
      3. Create distance education degree and certificate program
      4. Build mobile learning campus
2. **State the goals and focus of this department/program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.**

The goal of the Instructional Technology department is to support faculty and staff and their use of technology to support student learning-- from the novice, to the expert, and everyone in between. The primary mission of the Instructional Technology department is to provide vision, leadership, and support in the appropriate use of educational technology, distance education, and media for teaching and learning. This is how this department contributes to the comprehensive academic offerings and priorities of the College and District. The Instructional Technology department work to achieve this mission by:

1. Promoting the use of technology and best practices in enhancing teaching and learning
2. Creating opportunities to engage faculty to further their use of technology for teaching and learning
3. Supporting the Moodle, course management system, and associated software tools
4. Facilitating training opportunities, including hands-on workshops, computer-based training, and special professional development events, to better educate faculty, staff, and administrators in the use of current and emerging technologies as they relate to teaching and learning
5. **Identify current student demographics. If there are recent changes in student Demographics, explain how the program is addressing these changes.**

**Female**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ETHNICITY** | **19 or less** | **20-24** | **25-29** | **30-34** | **35-39** | **40-49** | **50 or more** | **Unknown** | **TOTAL** | **19 or less % of total** | **20-24 % of total** | **25-29 % of total** | **30-34 % of total** | **35-39 % of total** | **40-49% of total** | **50 or more % of total** | **Unknown % of total** | **TOTAL % of total** |
| African/American | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0% | 2.9% | 0% | 0% | 0% | 0% | 0% | 0% | 2.9% |
| Asian | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0% | 0% | 0% | 2.9% | 0% | 0% | 0% | 0% | 2.9% |
| Asian/Indian | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 3 | 0% | 0% | 0% | 0% | 2.9% | 2.9% | 2.9% | 0% | 8.8% |
| Asian/Vietnamese | 0 | 4 | 2 | 0 | 0 | 1 | 0 | 0 | 7 | 0% | 11.8% | 5.9% | 0% | 0% | 2.9% | 0% | 0% | 20.6% |
| Caucasian/Non-Hispanic | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 4 | 0% | 5.9% | 0% | 0% | 0% | 2.9% | 2.9% | 0% | 11.8% |
| Decline to State | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 5 | 5.9% | 2.9% | 2.9% | 0% | 2.9% | 0% | 0% | 0% | 14.7% |
| Filipino | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 2.9% | 2.9% | 2.9% | 0% | 0% | 0% | 0% | 0% | 8.8% |
| Hisp/Mex Hisp/Amer | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 4 | 2.9% | 2.9% | 5.9% | 0% | 0% | 0% | 0% | 0% | 11.8% |
| Hispanic | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 4 | 0% | 0% | 2.9% | 0% | 2.9% | 2.9% | 2.9% | 0% | 11.8% |
| Hispanic/Cent Amer | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0% | 2.9% | 0% | 0% | 0% | 0% | 0% | 0% | 2.9% |
| Unknown | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0% | 2.9% | 0% | 0% | 0% | 0% | 0% | 0% | 2.9% |
| \_Total: | 4 | 12 | 7 | 1 | 3 | 4 | 3 | 0 | 34 | 11.8% | 35.3% | 20.6% | 2.9% | 8.8% | 11.8% | 8.8% | 0% | 100% |

**Male**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ETHNICITY** | | | **19 or less** | **20-24** | | **25-29** | | **30-34** | | **35-39** | **40-49** | | **50 or more** | | **Unknown** | | **TOTAL** | | **19 or less % of total** | | **20-24 % of total** | | **25-29 % of total** | | | **30-34 % of total** | **35-39 % of total** | **40-49% of total** | **50 or more % of total** | **Unknown % of total** | **TOTAL % of total** |
| Asian/Vietnamese | | | 0 | 2 | | 1 | | 0 | | 0 | 0 | | 0 | | 0 | | 3 | | 0% | | 14.3% | | 7.1% | | | 0% | 0% | 0% | 0% | 0% | 21.4% |
| Caucasian/Non-Hispanic | | | 0 | 2 | | 0 | | 0 | | 0 | 0 | | 1 | | 0 | | 3 | | 0% | | 14.3% | | 0% | | | 0% | 0% | 0% | 7.1% | 0% | 21.4% |
| Decline to State | | | 0 | 4 | | 1 | | 0 | | 0 | 0 | | 0 | | 0 | | 5 | | 0% | | 28.6% | | 7.1% | | | 0% | 0% | 0% | 0% | 0% | 35.7% |
| Hisp/Mex Hisp/Amer | | | 0 | 1 | | 1 | | 0 | | 0 | 0 | | 0 | | 0 | | 2 | | 0% | | 7.1% | | 7.1% | | | 0% | 0% | 0% | 0% | 0% | 14.3% |
| Hispanic | | | 0 | 1 | | 0 | | 0 | | 0 | 0 | | 0 | | 0 | | 1 | | 0% | | 7.1% | | 0% | | | 0% | 0% | 0% | 0% | 0% | 7.1% |
| \_Total: | | | 0 | 10 | | 3 | | 0 | | 0 | 0 | | 1 | | 0 | | 14 | | 0% | | 71.4% | | 21.4% | | | 0% | 0% | 0% | 7.1% | 0% | 100% |
| \_Total: | (null) | (null) | | | (null) | | (null) | | (null) | | | (null) | | (null) | | (null) | | 0 | | % | | % | | % | % | | % | % | % | % | % |

**Total**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ETHNICITY** | **19 or less** | **20-24** | **25-29** | **30-34** | **35-39** | **40-49** | **50 or more** | **Unknown** | **TOTAL** | **19 or less % of total** | **20-24 % of total** | **25-29 % of total** | **30-34 % of total** | **35-39 % of total** | **40-49% of total** | **50 or more % of total** | **Unknown % of total** | **TOTAL % of total** |
| African/American | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0% | 2.1% | 0% | 0% | 0% | 0% | 0% | 0% | 2.1% |
| Asian | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0% | 0% | 0% | 2.1% | 0% | 0% | 0% | 0% | 2.1% |
| Asian/Indian | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 3 | 0% | 0% | 0% | 0% | 2.1% | 2.1% | 2.1% | 0% | 6.3% |
| Asian/Vietnamese | 0 | 6 | 3 | 0 | 0 | 1 | 0 | 0 | 10 | 0% | 12.5% | 6.3% | 0% | 0% | 2.1% | 0% | 0% | 20.8% |
| Caucasian/Non-Hispanic | 0 | 4 | 0 | 0 | 0 | 1 | 2 | 0 | 7 | 0% | 8.3% | 0% | 0% | 0% | 2.1% | 4.2% | 0% | 14.6% |
| Decline to State | 2 | 5 | 2 | 0 | 1 | 0 | 0 | 0 | 10 | 4.2% | 10.4% | 4.2% | 0% | 2.1% | 0% | 0% | 0% | 20.8% |
| Filipino | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 2.1% | 2.1% | 2.1% | 0% | 0% | 0% | 0% | 0% | 6.3% |
| Hisp/Mex Hisp/Amer | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 6 | 2.1% | 4.2% | 6.3% | 0% | 0% | 0% | 0% | 0% | 12.5% |
| Hispanic | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 5 | 0% | 2.1% | 2.1% | 0% | 2.1% | 2.1% | 2.1% | 0% | 10.4% |
| Hispanic/Cent Amer | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0% | 2.1% | 0% | 0% | 0% | 0% | 0% | 0% | 2.1% |
| Unknown | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0% | 2.1% | 0% | 0% | 0% | 0% | 0% | 0% | 2.1% |
| \_Total: | 4 | 22 | 10 | 1 | 3 | 4 | 4 | 0 | 48 | 8.3% | 45.8% | 20.8% | 2.1% | 6.3% | 8.3% | 8.3% | 0% | 100% |

There has not been much change in the student demographics in the past three or four years.

1. **Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns:** Could not be obtained!
2. **Identify department/program productivity (WSCH/FTEF).** Could not be obtained!
3. **Identify student success rate and patterns within the department/program paying particular attention to our college’s target groups.**

In order to identify the student success rate and pattern within the department, it is divided in three different areas: EDIT courses, TRC providing Moodle and other training to the faculty and staff, and DE course development.

EDIT Courses

The average retention rate for all EDIT courses varies between spring and fall semester. These courses are not offered in summer although they are of high demand but due to budget situation, summer courses in EDIT are not offered. The highest demand is for EDIT 010: Computers and Digital Media in Education to be taught both in summer and intersession along with fall and spring sessions.

* TRC Training: Technology Resource Center provides the following technology and technology in education training in fall and spring:
  + Course Management System
    - Moodle (Currently)
    - Blackboard (in the past)
    - WebCT (in the past)
  + iPad for Classroom Teaching
  + iPad for DE
  + iPad for Student Support
  + Teaching with Web 2.0
  + Social Networking Technologies for Student Support
  + Word
  + Excel
  + Outlook
  + Mobile Technology (iPad and iPhone) uses in the classroom
  + Using social networking or Web 2.0 technologies (blogs, wikis, YouTube, Facebook, twitter, etc.) for teaching and learning
* DE Course development
  + Learn to convert your face-to-face (f2f) class into blended class in Moodle from ground up
  + Learn to convert your face-to-face (f2f) class into online class in Moodle using the ten online teaching rules

1. **If the program utilizes advisory boards and/or professional organizations, describe their roles.**

N/A

# **PART B: Curriculum**

1. **Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline(s).**
   1. **EDIT 005: Introduction to Online Learning:** This course will help to keep up with the current trends in online teaching and learning at Evergreen Valley College.
   2. **EDIT 010: Computers and Digital Media in Education:** There is a great need to train teachers how to promote inquiry-based learning and to effectively integrate the use of computers, digital media, and web technologies into their classrooms so that students will increase their learning and achievement. This course also is designed to prepare students to effectively use technology in classroom and web-based teaching and learning.
   3. **EDIT 012: Online Learning Technologies, Tools and Techniques**: This course will help explore various tools available to create a virtual classroom which will give the opportunity for hands-on practice with technology in education.
   4. **EDIT 022: Course Management System (CMS) to Develop Online Courses**: This course is designed to effectively use current Course Management System in classroom and online teaching.
   5. **EDIT 024: Women in Technology**: The purpose of this course is to educate students about women's contributions to technology, and to include the course as part of AA degree in Women's Studies.
2. **State how the program has remained current in the discipline(s).**
   1. Updating the Course Management System (CMS) to teach online, hybrid and web-enhanced courses
   2. Updating training manuals for the CMS
   3. Updating and renaming EDIT010 from Computers in Education to Digital Media in Education to meet the needs of the digital generation student population
   4. Training workshops on Web 2.0 technologies
   5. Adding latest flat panel and top of the line computers in the Technology Resource Center (TRC)
   6. Embracing mobile technology by providing regular training and workshops on iPad for faculty, staff and administrators
3. **All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.**

All the EDIT courses (EDIT010, EDIT024, and EDIT-022) have been updated in 2010. The EDIT005 have been updated in 2012.

1. **Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**

* 1. The Changing Face of Education -Teaching with Web 2.0 (emerging technologies): Impacted teaching, learning and student services through the use of Web 2.0 technologies such as twitter, blog, Facebook, etc.
  2. iPad training to faculty for classroom and online teaching: Impacted teaching and learning through mobile technologies.
  3. iPad training for staff to improve student support: Impacted student services through mobile technologies.

1. **Discuss plans for future curricular development and/or program (degrees & certificates included) modification. Use a Curriculum Mapping form as needed.**

**Educational Instructional Technology (Certificate Program)**

* 1. EDIT 005: Introduction to Online Learning 2.0
  2. EDIT 010: Computers and Digital Media in Education 3.0
  3. EDIT 012: Online Learning Technologies, Tools and Techniques 3.0
  4. EDIT 014: Creating Accessible Online Courses 2.0
  5. EDIT 016: Course Design Process for Blended Learning 2.0
  6. EDIT 022: Course Management System to Develop Online Courses 3.0
  7. EDIT 024: Women in Technology 3.0

**Total = 18 Units**

1. **Describe how your program is articulated with the High School Districts, CCOC (if applicable), and/or other four year institutions. (Include articulation agreements, common course numbering etc.)**

Articulation of EDIT 010: Computers and Digital Media Education to four year institution is in progress.

1. **If external accreditation or certification is required, please state the certifying agency and status of the program.**

N/A

# **PART C: Student Outcomes**

1. **On the course level:**
   1. **List all the courses that have current student learning outcomes (included in the course outline)**
      1. EDIT005: Introduction to Online Learning
      2. EDIT 010: Computers and Digital Media in Education
      3. EDIT 012: Online Learning Technologies. Tools and Techniques
      4. EDIT 022: Course Management System (CMS) to Develop Online Courses
      5. EDIT 024: Women in Technology
   2. **Provide link to the course outlines for review purpose**
      1. [EDIT005: Introduction to Online Learning](file://Do_data_whse/r&p/Curriculum/Course%20Outlines/6%20-%20Final/EDIT_._005_.2.120517.docx)
      2. [EDIT 010: Computers and Digital Media in Education](file://Do_data_whse/r&p/Curriculum/Course%20Outlines/6%20-%20Final/EDIT_._010_.2.110210.docx)
      3. [EDIT 012: Online Learning Technologies. Tools and Techniques](file://Do_data_whse/r&p/Curriculum/Course%20Outlines/6%20-%20Final/EDIT_._012_.2.110210.docx)
      4. [EDIT 022: Course Management System (CMS) to Develop Online Courses](file://Do_data_whse/r&p/Curriculum/Course%20Outlines/6%20-%20Final/EDIT_._022_.2.110210.docx)
      5. [EDIT 024: Women in Technology](file://Do_data_whse/r&p/Curriculum/Course%20Outlines/6%20-%20Final/EDIT_._024_.2.080513.doc)
   3. **Provide a plan and timeline to include student outcomes for the courses that do not have one**

N/A since all EDIT course have student learning outcomes

1. **On the program level:**
   1. **List all programs (and degrees) that have current student learning outcomes.**

N/A – This s not a program or a degree

1. **List or describe all assessment mechanisms you are using to evaluate SLOs. Provide results of any analysis.**
   1. Practice and Review test: Fall 2012
   2. Rubric: Spring 2013
   3. Assignments: Spring 2014
   4. Projects: Fall 2013

# **PART D: Faculty and Staff**

1. **List current faculty areas of expertise, and how positions contribute to the program success.**

Nasreen Rahim, Ph.D. (in progress)

1. Education
   1. PhD. – Leadership in International Education (2009- in progress), Northcentral University
   2. M.A. in Linguistics and TESOL, San Jose State University (1988)
   3. Distance Education Certificate Program, University of Madison, Wisconsin (2007)
   4. Online Learning Certificate, UCLA, Extension (2000)
   5. Technology in Education Certificate Program (1998)
2. Area of Expertise
   1. FSA in Instructional Technology
   2. FSA in BIS
   3. FSA in English-as-a-Second –Language
3. Presentations
   1. Women History Month Panel Moderator (Women in Technology). March 8, 2012 – Evergreen Valley College, San Jose, CA.
   2. International Forum for Women in E-Learning (IFWE 2010), Language, Gender and Emerging Technologies. December 1-3, 2010 - Albuquerque, New Mexico.
   3. 16th Annual Sloan-C International Conference on Online Learning - The Power of Online Learning: Stimulating New Possibilities. Language, Gender and Emerging Technologies. November 03, 2010 - The Caribe Royale Hotel and Convention Center, Orlando, Florida.
   4. Women History Month Panel Moderator (Women in Technology). March 12, 2009 - Evergreen Valley College, San Jose, CA.
   5. Bangladesh English Language Teaching Association (BELTA): Online Teaching and Learning. July 12, 2009 - Presidency University, Dhaka, Bangladesh.
   6. ACCTLA 27th Annual Conference: Online Tutoring. January 2001 - Los Angeles, CA.
   7. California Virtual Campus: Online Learning & Higher Education, CVC 2000 - Lake Tahoe, CA.
   8. TechED99: Design, Implement and Manage Online Courses Using FrontPage98. April 21, 1999 - Ontario, Los Angeles, CA.
   9. NC^5 Conference: Filamentality. Fall 1998 - College of Alameda, CA,
   10. MATSOL: Adapting Multi-media into Curricula. August, 1995 - Springfield, Massachusetts, USA.
   11. L.A. Regional CATESOL Conference, ESL for Nursing. 1995 – Los Angeles, CA, USA.
   12. InterComm – Symposium on Professional Communication in an International and Multicultural Context, Iowa State University. July 1994 - Iowa, USA.
   13. CATESOL: Language, People and Culture. 1994 Regional Conference - College of Alameda, CA, USA
4. **List major professional development activities completed by faculty and staff in this department/program in the last six years and state proposed development and reasoning by faculty in this program**.
   1. Distance Education Certificate Program, University of Madison, Wisconsin (2007)
   2. Introduction to Teaching with Moodle (Fall, 2008)
   3. Advance Moodle (Spring 2009)
   4. Building Online Community with Social Media (Fall 2010)
   5. Bringing Mobile to Institution (Spring 2012)
   6. PhD. – Leadership in International Education (2009- in progress)
5. **Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty evaluation, and classified staff evaluation**.

N/A – The current faculty got tenured in 2005.

1. **Describe the departmental orientation process (or mentoring) for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).**

N/A since this department has one full-time tenured faculty hired in January 2000 and no other employees.

# **PART E: Facilities, Equipment, Materials and Maintenance**

1. **Identify and discuss:** 
   1. **The facilities:** Technology Resource Center (TRC): The TRC, located in LE-227, is available to provide training and support to faculty and staff based on their need and request. It provides online and one-on-one training to groups or individuals who want to integrate a variety of web/multimedia presentations, communication and collaboration technologies into their courses. TRC provides assistance on online course planning, instructional design and development, pedagogy, and best practices for online teaching/learning, research of discipline-specific web resources, as well as utilization of various educational software tools.
   2. **Equipment:** The TRC contains 8 computers (7 PCs and 1 Mac) and a portable projector to train faculty/staff one-on-one and small group trainings. A scanner and a computerized scantron are also available.
   3. **Equipment maintenance:** Campus Technology Support Services (CTSS) is in charge of this. The department has to submit an online ticket and CTSS will take care of it in the order received.
   4. **Materials allocated to the program**: With the cut in funding no budget is available for any material allocation. As for equipment, we currently follow the Resource Allocation Model implemented Strategic Planning. All equipment are requested as follows:
      1. Start with division dean for (programming review)–Mark Gonzalez
      2. The Dean makes a resource allocation request to the VP of Academic Affairs
      3. The VPAA make a budget augmentation request to VP Administrative Services for funding
      4. Once approved, a quote is provided by the dean for CBC to review for purchasing
      5. Dean’s admin assistant will enter into Datatel for purchasing
   5. **Identify and explain additional facility needs and rationale:**
      1. Printer: There is no printer in my office or near my office that works. It is very difficult to be productive without a printer even in trying to go green.
      2. Overhead projector: I do faculty and staff training in the technology Resource Center adjacent to my office. It is impossible to do training sessions without a projector especially when there are more than one person.
2. **Describe the use and currency of technology used to enhance the department/program. Identify projected needs and rationale.**
   1. 7 New computers: The current computers are 5 years old and need a lot of upgrading in memory and software
   2. Lecture capture product like Tegrity
3. **If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?**

N/A

# **PART F: Future Needs**

1. **Current Budget**
   1. **Identify the budget currently allocated for the department/program through the division budget (fund 10). Discuss its adequacy in meeting your program’s needs.**
      1. No budget (fund 10) has been allocated specifically to the Instructional Technology Department.
   2. **Identify any external (fund 17) funding the department/program receives, and describe its primary use.**
      1. No budget (fund 17) has been allocated specifically to the Instructional Technology Department.
   3. **Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.**
      1. None currently or for the past 6 years
      2. The entire department is run by only one faculty which makes grant writing or researching impossible
2. **Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such sources?**

This department is ideal for NSF grant towards professional development. This department would be an ideal candidate for any emerging and mobile technology training related grant. Also any grant that will help expand the distance education at Evergreen Valley College.

1. **Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program’s CTAs?**
2. **The following items to be addressed**
   1. **Please explain what faculty positions will be needed in the next six years in order to maintain or build the department?**

* An adjunct faculty is especially needed to provide evening training and teach couple of EDIT courses once it becomes a certificated course.
* A Distant Education Coordinator is essential because the Instructional Technology faculty has been doing three person job, namely that of instructional technology faculty, instructional designer, and distant coordinator for the last 12 years (since 2000).
  1. **Please explain what staff positions will be needed in the next six years in order to maintain or build the department?**

In the next six years this department will evolve into providing online degrees and certification. The Team approach is considered a more effective method for implementing online degrees and certificates. (Boettcher, Conrad, 2005). The Development team will be responsible for the web design, development and production of the course materials in a variety of formats. The development team member roles are: Project Manager, Faculty Member, Instructional designer, Multimedia Specialist, and Infrastructure Support Staff. Some members can have more than one functional role. The Project manager will coordinate all project tasks related to the online course production to ensure that all courses meet the standards for quality in online education. The Faculty member is the subject matter expert who will develop the content, the resources, the assessment and will be assisted by the Instructional designer who will provide the blueprint for the overall learning environment recommending instructional strategies, assessment types, media tools, and course management techniques to meet the students’ learning outcomes for the course. The Multimedia Specialist provides software expertise and produces the graphic, audio and digital video files to be incorporated into the online course.

The infrastructure support staff will provide the tools and applications and will work with the project team to ensure a match between the design of the program and the capabilities of the infrastructure. A policy for training will ensure that faculty receives an adequate level of training in a course management system to be able to manage their course and teach online effectively. As course designers, faculty will learn to create online courses that include graphics, streaming audio and video, slide shows with narration, simulations, discussion boards, e-mail, chats to provide timely feedback to students.

1. **Does your program require any additional facilities, equipment, and/or supplies over the next six years (above and beyond the program’s current budget)?**

The department will eventually need to move to a bigger facility with more cutting edge technology which will include a video editing and mobile app creating facilities.

# **PART G: Additional Information**

**Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.**

# **PART H: Annual Assessment: Program Faculty and PR Committee**

N/A

# **PART I: Resource Allocation Table**

**Program Reviews provide a valuable source of information for the College as it makes decisions on resource allocation, both in terms of funding and cuts. The following information, in table format, will be used by the College Budget Committee to help inform EVC’s Budget and Planning Process.**

# **Productivity (WSCH/FTEF)**

***\*Do your program’s future needs assume that your program’s enrollment will remain stable or do they depend upon enrollment growth? If they depend on growth, please explain the growth projections on which you are basing your assumptions. You may attach any supporting doc documentation to explain or support assumptions.***